



UNIVERSITY OF  
CALGARY

FACULTY OF MEDICINE  
*Community Rehabilitation  
and Disability Studies*

BP  
Nov. 18 '09

CORE 471

Community Rehabilitation Practice for Children  
with Special Needs and Their Families

## Calendar Description

Cognitive, social, emotional, sensorimotor, language and communication development and assessment of children with disabilities in the context of their families, school and communities.

## Content/Objectives

- Interdisciplinary focus to children's assessments
- Processes of identification and evaluation of family support, family/professional working relationships
- Social/emotional, sensorimotor, language/communication, cognition and motor development
- Family issues, supports and professional relationships in the community
- Cultural and international perspectives
- Integration of theory, research and practice

## Outcomes/Competencies

- Through case studies students will demonstrate knowledge of assessments and identification of skills in the developmental areas of social, cognitive, language and communication, and sensorimotor functioning
- Through a critical research paper and class presentation students will demonstrate understanding of children with special needs and the critical issues involved in current research
- Through examination students will demonstrate awareness of assessment frameworks (social/play, cognitive, sensory, language/community, motor) .

## Assignments

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|--|-----|
| 1. Adopt a Family – small group project    | 20% |
| 2. Culture and Disability – research paper | 25% |
| 3. Midterm exam                            | 20% |
| 4. Final Exam                              | 25% |
| 5. Attendance and Participation            | 10% |

## Resources

CORE 471 required readings: PDF or reference information available in CORE471 Blackboard forum

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> CORE 471	<b>INSTRUCTOR:</b> Bonnie Lashewicz
<b>TERM:</b> Winter 2010	<b>TELEPHONE:</b> 220-4980
<b>SECTION:</b> L01	<b>FAX:</b> 220-6494
<b>TIME/DATE:</b> Tuesday, 9:30am - 12:20pm	<b>EMAIL:</b> bmlashew@ucalgary.ca
<b>LOCATION:</b> ST128	<b>OFFICE HOURS:</b> Tuesdays, 12:30-2:30 and by appointment, EDT 412

## Course Content

This course is focused on understanding and supporting families who have children with special needs. Our society upholds family "as a symbol of warmth and emotional bonds" (Guberman, 2001), as "naturally given and socially and morally desirable" (Barrett & McIntosh, 1982). Such idealized views can be gateways to expecting families to be many things and either hesitating to recognize needs and provide supports when families face challenges, or diminishing families with challenges because they do not conform to idealized notions. A main objective in this course is for you to expand your understanding of the diversity and complexities of families including demands and opportunities that present when a family has a child with a disability. This understanding will provide the basis for the second objective of this course which is for you to apply your knowledge about families by analyzing family needs and compiling resources and supports to address these needs.

### Module One – Families in Context:

How does family life play out as part of broader environments? This section begins with an exploration of historical perspectives on childhood, family life and families who have children with disabilities. This will be followed by discussion of the many and varied demands facing contemporary families and the influence of culture on family life broadly and on families with children with disabilities in particular.

- histories and theories of childhood and families
- contemporary family issues
- immigrant, refugee & Aboriginal children and families in Canada

### Module Two – Families as Context:

How do families create the environment within which they manage their day to day lives? This section will have a focus on within family context factors including partner/spousal relations, parenting practices, sibling relationships and issues of power in families.

- spouse/partner relations and the division of domestic labour
- the art of parenting
- siblings: A relationship like no other
- power and violence within families

### Module Three – Supporting Families:

Anchored by the principle that families are able to identify their own needs and most appropriate supports, this section will be an examination and application of ways to support families in these processes.

- perspectives on assessment and intervention with children and families
- progression of education
- family support facilitation and family centered practice

## Details of Assignments

### Adopt a Family – small group project

**Value: 20%**

In groups of two or three, you will create a family with one or more children with special needs. You are required to:

- Gather and organize information about the disability. Use a number (7 minimum) and variety (3 minimum) of sources including articles, book chapters, websites, local associations, etc.
- Identify and summarize possible resources (5 minimum) that would meet this child/family's needs.
- Present your findings in class (15 minutes)

**Due March 30 (presentations March 30 & April 6)**

### Culture and Disability

**Value: 25%**

Individually, you are required to choose a culture with which you are familiar and/or interested. In a four to six page paper, research the cultural attitudes and practices in relation to children, family and disability. This information can come from books, films, interviews with families or individuals, or anything else you can document as being rooted in that culture. Guiding questions will be provided. APA format required.

**Due March 16**

### Midterm - multiple-choice, short answer – all content covered to date

**Value: 20%**

**February 23 – in class**

### Final Exam – cumulative – multiple choice, short and long answer

**Value: 25%**

**April 13th – in class**

### Attendance and Participation

**Value: 10%**

Throughout the course, you will occasionally be asked to complete an in-class activity or reflection to be handed in at the end of that particular class.

## Schedule of Classes

Date	Topic	Readings
January 12	Course introduction	
January 19	Histories of families and childhood	Albanese, Ch. 1
January 26	Contemporary family issues	TBD
February 2	Immigrant, refugee & Aboriginal children	Albanese, Ch. 8
February 9	Within family dynamics: spousal and parent-child	Ambert, Ch. 11 & 12
February 16	READING WEEK	NO CLASS
February 23	<b>Midterm Exam</b>	
March 2	Within family dynamics: siblings	Rowe, Ch. 2, Bank & Kahn, Ch. 9
March 9	Assessment, intervention & education	TBD
March 16	Assessment, intervention & education <b>Culture &amp; Disability paper due</b>	TBD
March 23	Family support and collaboration	TBD
April 30	<b>Student presentations</b>	
April 6	<b>Student presentations</b>	
April 13	<b>Final Exam</b>	

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

### NOTE:

*The last day to change/register for courses and pay balance of fees for the Winter session is **January 23<sup>rd</sup>, 2009.**  
The last day to withdraw is **April 17<sup>th</sup>, 2009.***

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

## Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4