

## Moral Equality • • •

"Live as if you were to die today. Learn as if you were to live forever."

St. Isidore of Seville

### GRANDE PRAIRIE REGIONAL COLLEGE COMMUNITY REHABILITATION PROGRAM

#### RP2403 FAMILY SUPPORT

#### COURSE OUTLINE

Winter, 2000	January 4 – April 11, 2000
CLASS TIME:	Tuesday & Thursday 8:30 to 9:50
CLASS LOCATION :	A308
INSTRUCTOR:	Dolly McArthur
OFFICE:	H204
OFFICE HOURS:	Monday & Thursday 2:00 to 3:30 or by appointment
PHONE:	539 – 2787      EMAIL: mcarthur@gprc.ab.ca
PRE-REQUISITES:	RP1100, RP1206, RP2303

#### Course Description

The purpose of this course is to familiarize the student with the dynamics of the family and the effects of an individual with exceptional needs on the family. The role of the rehabilitation practitioner in relation to the family and effective strategies for intervention are discussed.

#### Class Format

Classes will consist of lectures, discussions, practical exercises and guest speakers.

## Course Objectives

Upon completion of this course the student will be able to:

1. **Describe and explain** systems theory and related models (social-ecology, stress, family adjustment and adaptation, social support, lifespan, stage).
2. **Identify** the effects of a child with a disability on family members and the effect of family members on a child with a disability.
3. Become **aware** of the characteristics of resilient families - - those that cope successfully despite extraordinary challenges.
4. **Demonstrate** the ability to interact with families in an ethical, supportive, and professional manner.
5. **Apply** concepts of family structure, organization, and interaction to their family of origin and to selected case studies.
6. **Demonstrate** appropriate interaction strategies with family systems.
7. **Develop** supportive plans, consistent with systems theory, which enhance the effectiveness and successful coping of families.
8. **Discuss** ethical implications and possible dilemmas when dealing with families of children with disabilities.

## Required Text

Seligman, M. & Benjamin Darling, R. (1997). Ordinary families, special children: A systems approach to childhood disability. (2<sup>nd</sup>. ed.) Guilford Press, New York.

**Please bring text to every class.**

## Related Readings

Additional readings will be placed on reserve in the library.

## Evaluation

Marks will be assigned for this course as follows:

Participation	5%
Learning Journal	20%
Mid-term Exam	25%
Project	25%
Final Exam	25%

## Grades

9	90-100%
8	80-89%
7	72-79%
6	65-71%
5	57-64%
4	50-64%
3	45-49%
2	26-44%
1	0-25%

- \* In order to obtain credit for this course students must achieve a minimum of 65% or a 6.

## Expectations:

1. **Attendance** - Students will be responsible for lectures delivered, readings assigned, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students are expected to attend class regularly (no less than 80% attendance) and should read the assigned chapter and articles before coming to class on the dates indicated on the class schedule.
2. Assignments must be submitted **ON** or **BEFORE** the date they are due. Late assignments will be penalized at a rate of 5% per day. For example an assignment graded at 75% would be credited 70% after one day late, 65% after two days, etc. The grade reductions include week-end days.

3. Students unable to write an exam on the scheduled date and time must contact the instructor **BEFORE THE EXAM** stating reasons for not writing. Should there be one or more students excused from writing on the scheduled date, the instructor will schedule **ONE** alternate writing date. If the student fails to contact the instructor before the exam or fails to write the exam on the alternate date, a mark of 0 will be given for the exam.

\* Only **ONE** rewrite date and time will be set.

**NOTE:**

We all have responsibilities in addition to our academic commitments. Occasionally these responsibilities make it very difficult to meet specific deadlines. The instructor will consider requests for extensions without penalty **ONLY** if the student makes his/her needs known **PRIOR** to the due date.

**Important Dates:**

February 17	Mid-Term Exam
March 16	Learning Journal
April 4	Project
April 17	Final Exam Week

**Assignments**

**Value: 25%**      **Listening To Families Project**      **Due: April 4, 2000**

**Introduction**

Identify a family (by February 4) with a member having an exceptionality and arrange an opportunity to listen to their family story (using the Parent Survey (Seligman pg. 263) and The Family Interview (Seligman pg. 266). This information will then be used to develop and Individual Family Support Plan.

**Purpose**

The purpose of listening to families is to gain a comprehensive view of their perspective of their strengths, preferences, and needs as a basis for providing personalized and relevant family support.

### **Project Requirement**

Prepare a 10 page, typewritten report (must be in A.P.A. format - refer to: The Publication Manual of the American Psychological Association, 4<sup>th</sup>. Ed ) synthesising family-systems information from your conversation based on the six major needs or concerns.

- |                     |                     |
|---------------------|---------------------|
| 1. Information      | 2. Intervention     |
| 3. Formal support   | 4. Informal support |
| 5. Material support | 6. Competing Needs  |

Your Individual Family Support Plan will include the above information as well as suggested outcomes.

**Value: 20%**

**Learning Journal**

**Due: March 16, 2000**

### **Introduction**

Your Learning Journal is a diary. In it, talk to yourself about this course and your unique experiences with your own family. Reflect and record impressions as well as note questions and discoveries as you work. Family history, career plans, study habits, and communication skills are all appropriate material for your journal. Any feelings or personal experiences that you wish to include are relevant. This journal will be shared only with your course instructor. As well as ample space for unstructured notes, your Learning Journal includes structured activities to guide your thinking.

### **Purpose**

Learning is an interactive, dynamic process. Increased self-awareness is vital in your future work as a rehabilitation practitioner. In order to develop more self-awareness, you must be able to pause in your work and reflect. What are you thinking? What are you feeling? What do you intend to do in this situation?

### **Assignment Requirement**

You are required to complete six activities.(i.e. 1 or 2 ; 3 or 4 etc.) A successful journal will consist of frequent, thoughtful self-reflection. Remember, it is not necessary to write complete thoughts.

**Note:** Sometimes reflecting on the past brings up buried but not forgotten issues or problems. If one surfaces, professional counseling is available. Ask your instructor to refer you to a counselor if you discover an unresolved issue from the past.

**Value: 5%**

**Participation**

Students will be given a maximum of 5% for participation in class. Students will identify and determine the criteria used to assess participation. This will occur in conjunction with the instructor during the first class.