

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM

FAMILY SUPPORT RD403

Winter, 1991 January 6 to April 10, 1992

CLASS TIME: Jan. 6 to Feb. 17, 1992
Monday 1-2:50
Friday 8-9:50

 March 9 to April 13
Monday 8-9:50

CLASS LOCATION: G118

INSTRUCTOR: John M. Sperry

OFFICE: H226

OFFICE HOURS: Wednesday
 3:00 to 4:00 (OR BY APPOINTMENT)

PHONE: Office - 539-2894
 Home - 532-4779

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, and practical exercises.

Course Objectives

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

1. Present a comprehensive definition of family including its dimensions and functions.
2. List and discuss six characteristics of strong families.

3. Describe family subsystems.
4. Discuss the effects of a child with a disability on family members.
5. Describe the focus of the family systems theory and its main concepts.
6. Apply knowledge and skills relating to family support in a manner consistent with a practicum situation.
7. Discuss the importance of effective communication between/among family members and between families and professionals.
8. Recognize and enhance specific communication skills to develop effective communication with/by family members.
9. Be aware of ethical implications and possible dilemmas when dealing with families of children with disabilities.

Required Text

Turnball, A.P. & Turnball, H.R., (1990). Families, Professionals, and Exceptionality, A Special Partnership, Merrill Publishing Co., Columbus, Ohio.

Reading Assignments

Reading assignments are specified in the course schedules. Readings not found in this textbook will be on reserve in the Nursing Campus library.

Related Readings

Boggs, E.M. (1985) Who Is Putting Whose Head In The Sand? (Or in the clouds, as the case may be) In Turnbull, H. & Turnbull, A. (Ed). Parents Speak Out Then and Now (pp. 39-64). Toronto: Merrill.

Diamond, S. (1981). "Growing up with parents of a handicapped child: a handicapped person's perspective." In J. Paul (Ed.) Understanding and Working With Parents of Children with Special Needs (pp. 23-50). New York: Holt, Rinehart & Winston.

- Doernberg, N. (1978). "Some Negative effects on family integration of health and educational services for young handicapped children." Rehabilitation Literature (39, 107-110).
- Knighton, C. & Knighton W. (1985) The Colours of the Rainbow. In Turnbull, H. & Turnbull, A. (Ed). Parents Speak Out Then and Now (pp. 271-278). Toronto: Merrill.
- Mesiboo, G. and Legrecu, A. (1981). "Ethical issues in parent professional service interaction." In J. Paul (Ed.) Understanding and Working With Parents of Children With Special Needs. Baltimore. Paul H. Brookes
- Powell, T.H. and Ogle, P.A. Families and Siblings "Chapter 2 Siblings - a Special Relationship." Baltimore. Paul H. Brookes
- Roos, P. (1985) Parents of Mentally Retarded Children-- Misunderstood and Mistreated. In Turnbull, H. & Turnbull, A. (Ed). Parents Speak Out Then and Now (pp. 245-257). Toronto: Merrill.
- Turnbull, R (1985) Jay's Story and Update. In Turnbull, H. & Turnbull, A. (Ed). Parents Speak Out Then and Now (pp. 109-124). Toronto: Merrill.
- Warren, F. (1985) A Society That is Going to Kill Your Children and Update. In Turnbull, H. & Turnbull, A. (Ed). Parents Speak Out Then and Now (pp. 201-229). Toronto: Merrill.
- Wikler, S., Wasow, M. and Hatfield, A. (1981). "Chronic sorrow revisited: parents vs. professional depiction of the adjustment of parents of mentally retarded children. American Journal of Orthopsychiatry, 51, (pp. 63-70)
- Ziskin, L. (1985) The Story of Jennie and Update. In Turnbull, H. & Turnbull, A. (Ed). Parents Speak Out Then and Now (pp. 65-78). Toronto: Merrill.

Grading

Marks will be assigned for this course as follows:

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| <p>50% tests: Test 1 - 20% Test 2 - 30%</p> | <p>The course is divided into three units for examination purposes. There will be two tests. The final test will include a review of the entire course.</p> |
| <p>5% Participation:</p> | <p>Includes attendance, involvement in discussion and activities, and completion of non-graded assignments.</p> |

