

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

DSPS 608D

COURSE TITLE

PERSONAL LIVING SKILLS-DSPS

TYPE COURSE

NON-FEE

DSPS

CATALOG COURSE DESCRIPTION

This course is designed to help the student with a disability improve skills needed to increase personal independence. Topics will include home maintenance, health, self advocacy and interpersonal skills. (FT)

LECTURE HOURS

450

LABORATORY HOURS

ADVISORIES

This course is designed for students with disabilities. Verification of disability will be requested.

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Achievement of the course objectives will help the student to:

1. Improve knowledge of food and nutrition.
2. Increase health care knowledge.
3. Improve self care skills.
4. Enhance skills in home maintenance.
5. Improve understanding of interpersonal relationships.
6. Develop self advocacy skills.

COURSE OBJECTIVES

After successful completion of this course, students will be able to:

1. Verbalize information about food groups.
2. Demonstrate knowledge of the nutritional value of foods.
3. Demonstrate awareness of diet trends and related eating disorders.
4. Describe nutritional choices for planning a meal.
5. Demonstrate ability to prepare a grocery list.
6. Identify cooking utensils and their uses.
7. Demonstrate correct use of kitchen appliances.
8. Follow a recipe.
9. Prepare a basic meal or snack.
10. Demonstrate sanitary practices for food preparation and storage.
11. Use kitchen adaptations.
12. List good health habits.
13. Describe common preventative health care practices.
14. Describe issues related to tobacco, alcohol and drugs.
15. Verbalize information on accessing and using health care services.
16. Understand the importance of health care checkups.
17. Verbalize situations requiring medical attention.
18. Describe treatment for minor illnesses.
19. Demonstrate awareness of serious illness and transmittable diseases.
20. Purchase and use prescription and over the counter medications correctly.
21. Demonstrate awareness of alternative medical services.
22. Verbalize basic first aid procedures.
23. List examples of medical emergencies.
24. Describe correct response to medical emergencies.
25. Demonstrate knowledge of acquisition and use of health care adaptations.
26. Demonstrate understanding of the importance of good hygiene.
27. Demonstrate knowledge of body and skin care.

COURSE OBJECTIVES (CONTINUED)

28. Describe good dental hygiene practices.
29. Demonstrate ability to care for hair and nails.
30. Verbalize knowledge of feminine self care.
31. Identify grooming aids and their uses.
32. Demonstrate knowledge of wardrobe skills.
33. Use adaptations in self care routines.
34. Perform basic housekeeping tasks.
35. Demonstrate ability to perform laundry tasks.
36. Verbalize proper care of clothing.
37. Demonstrate knowledge of basic household repairs.
38. Identify safety hazards and hazard prevention.
39. Perform yard and plant care tasks.
40. Describe proper care of pets.
41. Describe methods of locating and contracting professional services for the home.
42. List examples of home maintenance adaptations.
43. Demonstrate ability to communicate effectively.
44. Demonstrate social courtesies.
45. Discuss the importance of cooperation and compromise for conflict resolution.
46. Demonstrate awareness of diversity issues.
47. Participate in a group setting.
48. Verbalize dynamics of interactions in a family.
49. Identify ways to develop friendships.
50. Discuss dating and related issues.
51. Demonstrate awareness of sexuality.
52. Identify abusive relationships and coping strategies.
53. Define self advocacy.
54. Demonstrate personal advocacy skills.
55. Understand the relationship between rights and responsibilities.
56. Participate in organized advocacy activities.
57. Discuss rights protected by the Americans with Disabilities Act.

SECTION II

COURSE CONTENT AND SCOPE

1. Food and Nutrition
 - 1.1. Food groups
 - 1.2. Healthy food choices
 - 1.3. Fad/trendy diets
 - 1.4. Eating disorders
 - 1.5. Meal planning
 - 1.6. Grocery shopping
 - 1.7. Food preparation
 - 1.8. Food storage
 - 1.9. Kitchen adaptations

COURSE CONTENT AND SCOPE (CONTINUED)

2. Health Care
 - 2.1. General health habits
 - 2.2. Preventative care
 - 2.3. Medical care
 - 2.4. Dental care
 - 2.5. Chiropractic/physical therapy
 - 2.6. Medicines
 - 2.7. Alternative care/holistic medicine
 - 2.8. First aid
 - 2.9. Medical emergencies
 - 2.10. Adaptive supplies and equipment
3. Self Care
 - 3.1. Personal hygiene
 - 3.1.1. Body and skin care
 - 3.1.2. Dental care
 - 3.1.3. Hair and nail care
 - 3.1.4. Shaving skills
 - 3.1.5. Feminine self care
 - 3.1.6. Cosmetics and self care products
 - 3.2. Wardrobe skills
 - 3.2.1 Making appropriate wardrobe choices
 - 3.2.2 Proper storage of clothing
 - 3.2.3 Simple clothing repairs
 - 3.2.4 Following care labels/instructions
 - 3.3. Self care adaptations
4. Home Maintenance
 - 4.1. Basic housekeeping
 - 4.2. Laundry
 - 4.3. Clothing care
 - 4.4. Household repairs
 - 4.5. Home safety
 - 4.6. Yard and plant care
 - 4.7. Pet care
 - 4.8. Locating outside professional services for maintenance
 - 4.9. Home maintenance adaptations
5. Interpersonal Skills and Relationships
 - 5.1. Communication techniques
 - 5.2. Socialization strategies
 - 5.2.1. Social courtesies
 - 5.2.2. Conflict resolution techniques
 - 5.2.3. Diversity issues
 - 5.2.4. Group participation
 - 5.3. Family dynamics
 - 5.4. Development of friendships
 - 5.5. Dating issues
 - 5.6. Awareness of sexuality
 - 5.7. Interactions through the internet

COURSE CONTENT AND SCOPE (CONTINUED)

6. Self Advocacy
 - 6.1. Overview
 - 6.2. Personal advocacy skills
 - 6.2.1. Self determination
 - 6.2.2. Problem solving and decision making
 - 6.2.3. Assertiveness and personal choice
 - 6.2.4. Rights and responsibilities
 - 6.3. Organized advocacy groups
 - 6.4. ADA: the Americans with Disabilities Act

APPROPRIATE READINGS

1. Instructor generated handouts.
2. Commercial materials designed for adult students.
3. Written materials found in the personal environment of the students.
4. Online information.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to:

1. Individual worksheets or workbooks.
2. List writing and form completion.
3. Personal correspondence.

Writing assignments may be done with pen/pencil and paper, on computers or typewriters or with other communication devices as needed by the individual.

OUTSIDE ASSIGNMENTS

None required. However, extra practice on current assignments may be provided by the instructor upon request of the student.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

1. Small group activities in problem solving.
2. Individual activities that require applying facts or information learned in class.

EVALUATION

A student's participation in the course will be evaluated based on a combination of the following:

1. Student Educational Contract (SEC), this is developed cooperatively by the student and the instructor.
2. Attendance.
3. Participation in assigned classroom tasks and activities.

EVALUATION (CONTINUED)

4. Instructor generated assessments.
5. Student feedback or response to the completed SEC.
6. Pre and post-testing of specific units.
7. Instructor observation.
8. Data collection from classroom activities or assignments.

METHOD OF INSTRUCTION

Instruction should be directly related to the interests and responsibilities of the student. The student should be actively involved in choosing goals and objectives.

Methods of instruction may include:

1. Group or individual instruction.
2. Demonstration or "hands on" instruction.
3. Audio-visual study units.
4. Computer-aided instruction.
5. Guest speakers.
6. Class discussions.
7. Field trips.

TEXTS AND SUPPLIES

Because of the diversity of the students enrolled in DSPS classes, standard texts are not generally required. The instructor will provide all supplies needed for participation in the class.

These may include:

- Specialized learning materials.
- Adaptive computer equipment.
- Augmentative communication devices.
- Other adaptive devices and equipment.

PREPARED BY: Lana McFarlane, Paula Timmins DATE: August 6, 1997

DATA REVISED BY: Lana McFarland, Paula Timmins DATE: May 25, 2005

DATA REVISED BY Instructional Services/SLO's Added DATE May 13, 2013

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog