

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF REHABILITATION SERVICES  
1996 COURSE OUTLINE

**RP1100 - HUMAN SERVICES: VALUES AND ISSUES - 45 hours, 3 credits**

**CLASS:** September 6 to December 13, 1996  
Monday, Wednesday, Friday - 10:00 to 10:50 a.m.

**LOCATION:** B307

**CREDITS:** 45 hours (3)

**INSTRUCTOR:** Dolly McArthur  
OFFICE: Room H217  
PHONE: 539-2893

**OFFICE HOURS:** Monday, Wednesday, Friday - 11:00 - 12:00  
or by appointment.

**COURSE DESCRIPTION:**

This course is designed to promote awareness of the fundamental values on which (re)habilitation practice should be based. Historical, ideological, ethical, and service delivery issues are examined.

The course is divided into three units:

1. Typical experiences of citizens who have disabilities.
2. Normalization/Social Role Valorization.  
The consumer movement.
3. Rights and Citizenship.  
Envisioning people's fuller participation in their communities.  
Selected Issues..

**REQUIRED TEXTS:**

The texts for this course are The Foreseeable Future: Person Centred Planning Strategies that Support Community Development, Inclusion and Citizenship With People Who Are Disabled by John H. Murray.

The Principle of Normalization: A Foundation for Effective Services by John O'Brien. These texts are available in the bookstore.

Readings from additional sources will be assigned throughout the course. These readings are placed on reserve at the Library.

## CLASS FORMAT:

Classes will utilize a mixture of lecture, discussion, small group work, guest speakers/panels and audio-visual materials. Student participation is a vital part of this course.

## COURSE OBJECTIVES:

Students will:

1. Describe and assess the effect of common experiences and societal practices on people who have handicapping conditions:
  - a. Needs, barriers, gifts, strengths, and de-emphasis on human needs in specialized services.
  - b. Historical perspectives.
  - c. Deviancy careers.
  - d. The wounding process.
  - e. Living with a disability.
2. Demonstrate knowledge and/or application of:
  - a. The principle of social role valorization/normalization.
  - b. The seven core themes of social role valorization/normalization.
  - c. Misconceptions associated with the principle of normalization.
  - d. The Five Essential Accomplishments.
  - e. The Five Dimensions of Accomplishments.
3. Demonstrate understanding of the impact of the parent and self-advocacy movements on the development of (re)habilitation services.
4. Apply the principles established in this course to some issues related to (re)habilitation practice.
  - a. Rights, citizenship and empowerment.
  - b. Deinstitutionalization.
  - c. Development of advocacy and personal relationship networks.
  - d. Promotion of valued social roles and facilitation of community participation.
  - e. Inclusion.
  - f. Community living.
  - g. Person centred planning.

5. Apply principles established in this course to the analysis of selected moral and ethical issues relevant to the field.
6. Identify and clarify personal views and values about the needs of people with disabilities.
7. Develop professional behaviours consistent with the promotion of valued social roles for citizens who have handicapping conditions.
8. Develop an awareness of the applicability of issues studied to other devalued members of society.

### STUDENT EVALUATION:

Students are responsible for all material covered in class and in required readings. Final marks will be based on the following:

#### ASSIGNMENTS

Students will complete any two of the attached assignments.

Assignment One:	15%	September 27, 1996
Assignment Two:	15%	November, 22, 1996

Assignments will be marked according to the attached marking guide.

Students wishing to improve their grades may rewrite and resubmit assignments, one resubmission per assignment is allowed. The maximum grade on resubmitted assignments is 80%.

The Writing Centre (A205) offers assistance on written assignments. Students are encouraged to use this resource.

#### EXAMS

Unit One:	20%	October 7, 1996
Unit Two:	20%	November 15, 1996
Final:	30%	During Final Exam Week

The majority of the final exam will be based on material covered in Unit 3; however, some material from Units 1 and 2 will also be tested.

Exams will consist of both objective (multiple choice, true/false, matching) and subjective (short answer, essay) questions.

## GRADES

9	90-100%
8	80-89%
7	72-79%
6	65-71%
5	57-64%
4	50-56%
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 - Studies have found a correlation between attendance and final grades. (see next page) Students will be accountable for content missed as well as any announcements made in class.
2. Students not able to write an exam on the scheduled date and time must contact the instructor **BEFORE THE EXAM** stating the 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.  
  
\* one alternate writing date per exam, not per student.
3. Assignments must be received by 4:00 p.m. on the day which they are due. Late assignments will be penalized at the rate of 5% per day. That is, if a paper receives a grade of 80% and is one day late, the grade recorded will be 75%; two days late, 70%, etc.

Extensions may be granted for exceptional circumstances if the request is made prior to the due date.

### MISSING CLASSES CAN BE HAZARDOUS TO YOUR GRADES AND FUTURE EARNINGS

Professor Claude Olney, of Arizona State University, has made a study of how students earn top grades.

He reports a survey at Penn State which found that studying hard is not as important as attendance and sitting in front of the class.

Students who sit up front have fewer distractions. They're also able to pick up extra points during exams (it's easier to ask the teacher questions from the front than to climb over rows of seats to reach the teacher from the rear).

The difference between an A and a B often is just one or two points -- the clarification of a single ambiguous problem. Over a period of four years in high school and another four years in college, those points begin to add up.

Attendance counts a lot, too. Olney once made a random check of his own former students. The A students missed on average only one-half of a class, while the C students missed four and a half classes.

From a monetary point of view, classes also are worth attending. A government survey disclosed that the average high-school graduate will make \$250,000 more during a lifetime than a dropout. And the average college graduate will make \$600,000 more than the average non-graduate.

If the extra \$600,000 that a college graduate earns for four years of college is broken down, it comes to \$150,000 a year, \$75,000 a semester, \$5,000 a week, or \$1,000 a day!

After Olney tells his students that each absence from a day of class should be worth at least \$1,000 to them, he has very few absences.

SOURCE NOTE: *Classroom*, The Best Days Never Missed in Ten Year History Starts from Olney, (1991) William McGinnis, *1250 Avenue of the Americas*, New York, NY 10020-2099

## HO - Hand Out

## R - Reserve Reading

DATE Week of	TOPIC	READING ASSIGNMENT	A.V.	ASSIGNMENT DUE	TEST
Sept 6	Course Overview	Course Outline Murray (pp 1-10)			
Sept 9	Handicapism Needs/Barriers/Gifts Labels Evolving Definitions	Maslow's need hierarchy (HO) The Child I Love Most (R) A Grandmother's Story (R) Finding Friends (R) Growing Up Special (R) Murray (pp 11-19) Murray (pp 121) Murray (pp 77-83)	Handicapism - slide/tape  Becky's Story		
Sept 16	Historical Perspectives Deviancy Careers Vicious Circles	Murray (pp 1-9) Christmas in Purgatory (R) There's Lint in Your Belly Button (R) O'Brien (pp 6-10) Murray (pp 92-95)			
Sept 23	The Wounding Process	The Most Common Wounds (HO)		Assignment One - Sept. 27	
Oct 3	Living With a Disability The Charity Model Review/Catch Up	If I Were a Car I'd Be A Lemon (R) Barb Goode (R) A Review of the Rainman (R)	I Am Not What You See  The Charity Case-Slide		
Oct 7	TEST Normalization	A Brief Overview of the Principal of Normalization (R) O'Brien (pp 1-26)			Unit One Exam October 7
Oct 14	Normalization Social Role Vocalization	Misconceptions About the Principal of Normalization (R) Social Role Valorization (R)			

Oct 21	Shifting Paradigms Service System Failability Community Maps The Nature of Community The Importance of Friendships	Murray (pp 21-44) "Regenerating Community" Murray (pp 97-105) "Every Mohawk is a Horseback Rider" Murray (pp 94-95) "Wheels on Wheels" - Murray (pp 106- 107) "I Must Be Somebody's Job" - Murray (pp 108) "Hey Joe" - Murray (pp 115)				
Oct 28	Friendships and Support Circle	Friendships and Our Children (R) Friendships as an Educational Goal (R) With a Little Help From My Friends (R) The Joshua Committee (R)				
Nov 4	Person Centred Planning Five Essential Accomplishments Five Dimensions of Accomplishments	Murray (pp 45-70) "Friends Circle to Save A Life" Murray (pp 86-93)				
Nov 13	Catch Up/Review Test				Unit Two - Exam November 15	
Nov 18	Dignity of Risk Consumer Movement	The Dignity of Risk (R) What is Inclusion - Murray (pp 72-73) Balancing the Rights to Habilitation (R) The Importance of Speaking for Yourself (R)	People First	Assignment Two - Nov. 22		
Nov 25	Deinstitutionalization Facilitating Community Participation Life in the Community	Penhurst Study (R) The Gift of Hospitality (R) "My Life as a PhD" (R)	Breaking Through			
Dec 7	Ethics Abortion, Eugenics, Euthanasia	Prevention Perverted (R) Paradoxes (R) Euthanasia (R)	Is This Life Worth Living? Who Shall Surrender?			
Dec 9	Catch Up/Review					
Dec 16	Final Exam	Scheduled by Registrar's Office				

HO - Hand Out

R - Reserve Reading