

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF REHABILITATION SERVICES
1997 COURSE OUTLINE

RP1100 - HUMAN SERVICES: VALUES AND ISSUES

CLASS: September 5 to December 5, 1997

CREDITS: 45 hours (3)

INSTRUCTOR: Dolly McArthur
Office: H217
Phone: 539-2893

OFFICE HOURS: Wednesday and Friday - 8:30 to 10:00 am.

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:

Murray, John H. The foreseeable Future: Person Centered Planning Strategies that Support Community Development, Inclusion and Citizenship with People Who are Disabled.

O'Brien, John. The Principle of Normalization: A Foundation for Effective Services.

Reading from additional sources will be expected throughout the course. These readings are placed on reserve in the Library.

CLASS FORMAT:

Classes will utilize a mixture of lecture, discussion, small group work, guest speakers 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.
 - f. The charity model.
2. Demonstrate knowledge and/or application of:
 - a. The principle of normalization/social role valorization.
 - b. The seven core themes of normalization/social role valorization.
 - 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 behaviors 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: 20% Due September 26, 1997

Assignment Two: 20% Due November 21, 1997

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%. (Note: Resubmissions are only allowed for students who received below 65%)

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

****Former copies of former students exceptional assignments will be placed on reserve in the library for your assistance.****

EXAMS

Unit One:	15%	October 17, 1997
Unit Two:	15%	November 14, 1997
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:

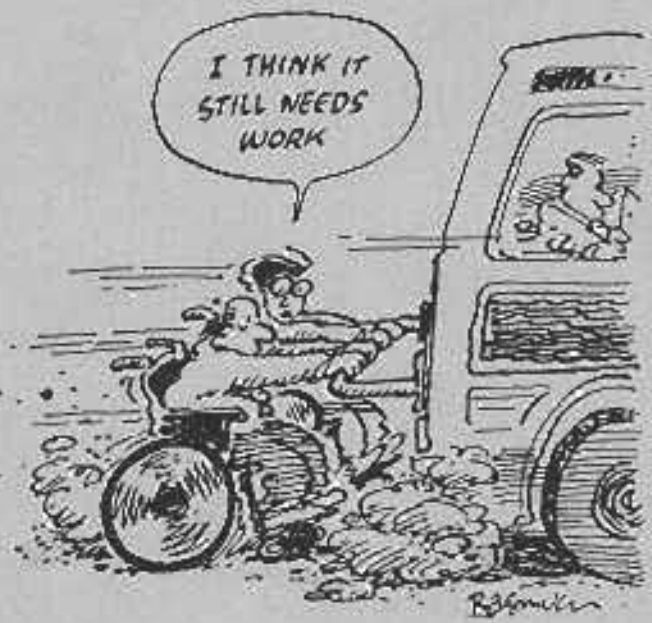
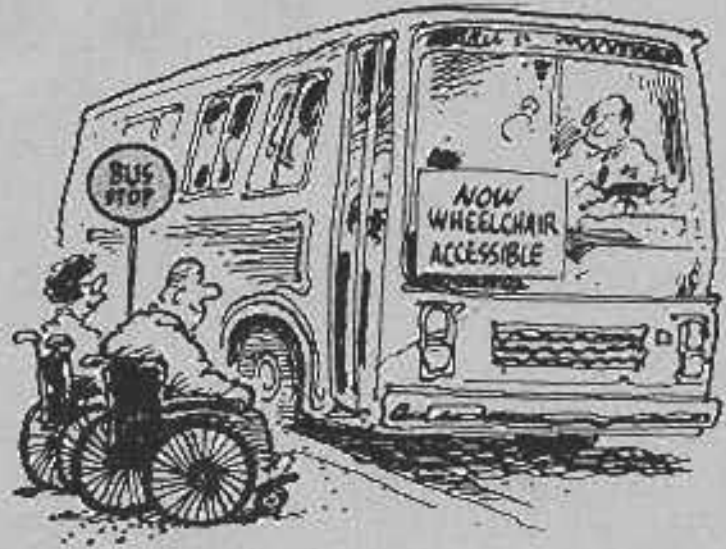
9	90-100%	In order to obtain credit for this course, students must achieve a minimum of 65% or a 6.
8	80-89%	
7	72-79%	
6	65-71%	
5	57-64%	
4	50-56%	
3	45-49%	
2	26-44%	
1	0-25%	

EXPECTATIONS:

1. Attendance - Students will be held accountable 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. 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.

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 an assignments 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.



Class Schedule

HO - Hand Out

R - Reserve Reading

Date Week of	Topic	Reading Assignment	Assignment Due/Test Dates
Sept. 2	Course overview	Course Outline Murray (pp.1-1x)	
Sept. 8	Handicapism Needs/Barriers/Gifts Labels	Maslow's Need Hierarchy (HO) Koles, Jo. <u>The Child I Love Most</u> (R) Goodhue, Charlotte. <u>A Grand- mother's Story</u> (R) Murray (77-83) Murray (121) People First Language (HO) Weitz, Don. <u>"Disabled": Another Look at Labels</u> (R)	
Sept. 15	Evolving Definitions Historical Perspectives	Murray (11-19) Lord, John. of <u>The Language Change and Professionalism</u> . (R) Murray (1-9) <u>You've Got a Friend</u> - Murray (92- 96)	
Sept. 22	Deviancy Careers Vicious Circles The Wounding Process	O'Brien (6-10) The Most Common Wounds (HO)	Assignment 1 - Sept. 26
Sept. 29	The Charity Model Living With a Disability	Rioux, Marcia. <u>Exchanging Charity: for Rights: A Challenge for the 1990's</u> (R) Five Point Plan (HO) McPherson, Gary. <u>Message from The Chair</u> (HO) Karuth, Denise <u>If I Were a Car, I'd Be a Lemon</u> (R)	
Oct. 6	Living With a Disability	Goode, Barb. <u>We have to be able to fall down before we can get anywhere.</u> (R) Worth, Patrick. <u>A Review of Rainman</u> (R)	
Oct. 13	Thanksgiving Course Review Exam	Everything to date	Unit One Exam - Oct. 17

Oct. 20	Review Exam Normalization	Brief Overview and Introduction to the Principle of Normalization. (R) O'Brien (1-26)	
Oct. 27	Normalization Seven Core Themes Social Role Valorization	Wolfensberger, Wolf. <u>A Reconceptualization of Normalization as Social Role Valorization.</u> (R) Wolfensberger, Wolf. <u>Social Role Valorization: A Proposed New Term for the Principle of Normalization.</u> (R)	
Nov. 3	Shifting Paradigms Service System Fallibility Community Maps The Nature of Community	Murray (21-44) McKnight, John. <u>Regenerating Community.</u> - Murray (97-105) Yates, Jack. <u>Every Mohawk is a Horseback Rider.</u> - Murray (84-85) <u>Meals On Wheels</u> - Murray (106-107) <u>It Must Be Someone's Job</u> - Murray (108) McKnight, John. <u>Hey Joe.</u> - Murray (116-117)	
Nov. 10	Friendships Course Review Exam	Perske, Robert. <u>Why Friends Are Important</u> (R) Roundtree, S & Thompson S. <u>It All Started in a Pig Barn</u> (R) Perske, Robert. <u>The Thrill of Being Chosen</u> (R) <u>Friends Circle to Save A Life.</u> - Murray (86-91) Perske, R. <u>Joshua Committee, You Stretch Our Vision</u> (R)	Unit Two - Exam Nov. 14
Nov. 17	Person Centred Planning Five Essential Accomplishments Five Dimension of Accomplishments	Murray (45-70)	Assignment 2 - Nov. 21

Nov. 24	Consumer Movement Inclusion Deinstitutionalization	Bannerman, Sheldon, Sherman and Harchik. <u>Balancing The Right to Habilitation...</u> (R) Worth, Patrick. <u>The Importance of Speaking for Yourself.</u> (R) Shafik Abu-Tahir. <u>What is Inclusion?</u> - Murray (72-73) The Institution (HO) <u>The Pennhurst Longitudinal Study</u> (R)	
Dec. 1	Community Living Course Review	Remmes, Harold. <u>My Life as a Ph. D.</u> (R)	
Dec. 8	Final Exam	Scheduled by Registrar's Office	

KEEP THIS OUTLINE

