

"As for the future, your task is not to foresee, but to enable it"

Antoine DeSaint-Esupery

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION
RPI100
HUMAN SERVICES: VALUES AND ISSUES**

FALL 1999: September 8 to December 10, 1999
CLASS: Tuesday and Thursday - 8:30 to 10:00 a.m.
LOCATION: E311
CREDITS: 45 hours (3)
INSTRUCTOR: Dolly McArthur
OFFICE: H204
539-2787 (work), 532-3928 (home)
OFFICE HOURS: Tue/Thur 10:30 to 12:00 noon 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:

Murray, John. 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.

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

Optional – A package of Instructor overheads is available as a guide to note taking.

CLASS FORMAT:

Classes will utilize a mixture of lecture, discussion, small group work, guest speakers/panels and audio-visual materials. According to Edgar Dale from the University of Texas we tend to remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say and 90% of what we both say and do. Therefore, **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/Vicious Circles.
 - d. The wounding process.
 - e. Living with a disability.
 - f. The charity model
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.
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 and citizenship
 - 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 centered 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.
9. Have a fun and enjoyable learning experience.

STUDENT EVALUATION:

Final marks will be based on the following:

Exams	55%
Assignments	40%
Participation	5%

EXAMS:

Unit One	15%	October 19, 1999
Unit Two	15%	November 23, 1999
Final	25%	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.

ASSIGNMENTS:

Students will complete any **TWO** of the attached assignments.

Assignment One:	20%	October 7, 1999
Assignment Two:	20%	November 18, 1999

Assignments will be marked according to the attached marking guide. As well, all assignments must be typed and follow APA guidelines. You may use first person but it must be written in past tense.

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: Resubmission are only allowed for marks below 65% - first assignment must be handed in with resubmission. Late assignments are not considered for resubmission)

The Writing Centre room # C311A offers assistance on written assignments. Students are encouraged to use this resource.

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

PARTICIPATION

Students will be given upto 5% for their 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. The final score will consist of a combination of self, peer and instructor evaluation.

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. Students will be held accountable for lectures delivered, reading 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.
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.

CLASS SCHEDULE

This is tentative and subject to change
 HO – Handout ⊗ – Reserve Reading

Date Week of	Topic	Reading Assignment	Test/Assign
Sept. 6	Review Course Outline Murray (p. 1-1x) Set participation criteria		
Sept. 13	Value Clarification Activity Gallery Walk		
Sept. 20	Handicapism Needs/Barriers/Gifts Labels	Maslow's Need Hierarchy (HO) Friedman, Amanda. <u>Opening New Doors</u> , (HO) Koles, Jo. <u>The Child I Love Most</u> . ⊗ Goodhue, Charlotte. <u>A Grandmother's Story</u> ⊗ Stallings & Cook. <u>The Coach's Son</u> ⊗ Murray (72-83) Murray (121) People First Language (HO) Weitz, Don. "Disabled" <u>Another Look at Labels</u> ⊗	
Sept 27	Evolving Definitions Historical Perspectives	Murray (11- 19) Lord, John. <u>The Language of chance and Professionalism</u> . ⊗ Murray (1-9) Murray (92-96)	
Oct. 4	Deviancy Careers Vicious Circles The Wounding Process	O'Brien (6-10) The Most Common Wounds (HO)	Oct 7 Assignment #1
Oct. 11	The Charity Model Living With a Disability	Rioux, Marcia. <u>Exchanging Charity for Rights: A Challenge for the 1990's</u> . ⊗ Karuth, Denise. <u>If I Were a Car, I'd Be a Lemon</u> ⊗	
Oct. 18	Course Review Exam	Everything to date	Oct. 19 – Unit 1 Exam
Oct. 25	Review Exam Normalization	Brief Overview and Introduction to the Principle of Normalization. ⊗ O'Brien – (1-26)	
Nov. 1	Normalization Seven Core Themes Social Role Valorization	Wolfensberger, Wolf. <u>A Reconceptualization of Normalization as Social Role Valorization</u> . ⊗	
Nov. 8	Shifting Paradigms Service System Fallibility Community Maps The Nature of Community	Murray (21-44)	

Date Week of	Topic	Reading Assignment	Test/Assign
Nov. 15	Friendships	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) Perske, Robert. <u>Why Friends Are Important</u> . ☉ Roundtree, S & Thompson S. <u>It All Started in a Pig Barn</u> . ☉ Perske, Robert. <u>The Thrill of Being Chosen</u> . ☉ <u>Friends Circle to Save a Life</u> - Murray (86-91) Perske, R. <u>Joshua Committee, You Stretch Our Vision</u> ☉	Nov. 18 Assignment # 2
Nov. 22	Person Centered Planning Five Essential Accomplishments Exam	Murray (45-70)	Nov. 23 - Unit 2 Exam
Nov. 29	Quality of Life Consumer Movement Inclusion Deinstitutionalization	AARC. <u>Creating Excellence Together - Quality of Life Standards</u> ☉ Bannerman, Sheldon, Sherman and Harchick. <u>Balancing The Right to Habilitation</u> . . . ☉ Young, Paul. <u>We Will Not Sit Down and Be Quiet</u> . ☉ Shafik Abu-Tahir. <u>What is Inclusion?</u> - Murray (72-73) <u>The Institution (HO)</u> <u>The Pennhurst Longitudinal Study</u> ☉	
Nov. 29	Community Living Course Review	Remmes, Harold. <u>My Life as a Ph. D.</u> ☉	
Dec. 6	Final Exam	Scheduled by Registrar's Office	