

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

Antoine DeSaint-Esupery

SEP 11 2000

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF COMMUNITY REHABILITATION

RP1100
HUMAN SERVICES: VALUES AND ISSUES

COURSE OUTLINE

FALL 2000	September 7 to December 7, 2000		
CLASS TIME:	Tuesday and Thursday – 8:30 to 10:00 a.m. Friday – 8:30 to 10:00 until November 17, 2000		
LOCATION:	A209		
CREDITS:	60 hours; 4 credits		
INSTRUCTOR:	Dolly McArthur, M.Ed.		
OFFICE:	H204		
PHONE:	539-2787	EMAIL:	mcarthur@sprc.ab.ca
OFFICE HOURS:	Monday & Friday 2:00 to 3:30 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 four units:

1. Awareness of typical experiences of citizens who have disabilities.
2. Exploration of critical issues that individuals who have disabilities face in their daily lives.

3. Exploration of a variety of alternatives for envisioning individuals fuller participation in their communities.
4. Initiation and planning for change to ensure citizenship rights for all Canadians.

Class Format

Classes will include 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. Living with a disability.

2. **Discuss** the following issues that people with disabilities face in their everyday lives.
 - a. Discrimination
 - b. Housing options
 - c. Poverty
 - d. Education
 - e. Employment
 - f. Early Intervention and family support
 - g. Violence and abuse
 - h. Health care and supports
 - i. Relationships
 - j. Guardianship

3. **Integrate** the following concepts into the models of practice:
 - a. Community Living
 - b. Inclusion
 - c. Rights and citizenship
 - d. Development of self-advocacy for individuals with disabilities
 - e. Quality of Life
 - f. The Five Essential Accomplishments
 - g. The use of status enhancing language
 - h. Equality
 - i. Advocate and strategize for change
4. **Identify and clarify** personal views and values about the needs of people with disabilities.
5. **Develop** professional behaviors consistent with the promotion of valued social roles for individuals who have a disability.
6. **Develop** an awareness of the applicability of issues studied to other "minority groups" in society.

Required Test

The Roeher Institute, Disability, community and Society: Exploring the Links. North York, Ont.: The Roeher Institute, 1996.

Related Readings

Additional readings will be placed on reserve in the library.

Evaluation

Marks will be assigned for this course as follows:

Participation	5%	Take Home Exam	25%
Assignment	20%	Final Exam	30%
Reflection Paper	20%		

Grades - In order to obtain credit for this course students must achieve a minimum of 65% or a 6.

9	90-100%	8	80-89%
7	72-79%	6	65-71%
5	57-65%	4	50-64%
3	45-49%	2	26-44%
1	0-25%		

Professionalism

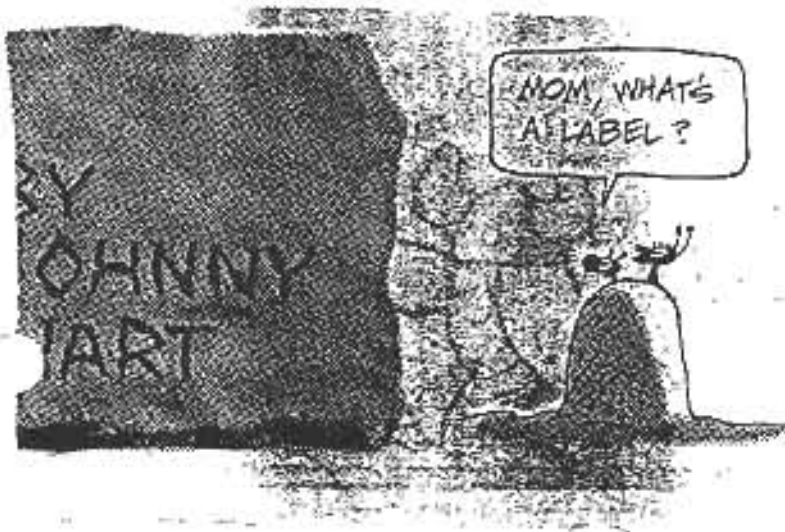
1. **Attendance** - Students will be responsible for content covered, assigned readings, and for any announcements that will be made in class. If a student is unable to attend a particular class, it will be her/his responsibility to find out what was missed. For optimal learning and readiness for class participation, students are advised 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. **Assignments** – All assignments must be typed and follow APA guidelines. Computers are available for your use in the following rooms: A301, A305, A307, A312, A313 (times are posted on the lab doors) and the library and media services. Assignments will be marked according to the attached marking guide. You may use first person but it must be written in past tense.

The Writing Center 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.
3. **Late Policy** – Assignments must be submitted by 4:00 p.m. **ON** or **BEFORE** the date they are due. **Late** assignments will be **penalized** at a rate of **5% per day**. For example an assignment graded at 75% would be credited 70% after one day late, 65% after two days, etc.
4. **Extensions** - We all have responsibilities in addition to our academic commitments. Occasionally these responsibilities make it very difficult to meet specific deadlines. The instructor will consider requests for extensions without penalty **ONLY** if the student makes his/her needs known **PRIOR** (3 days) to the due date.
5. **Resubmission** – Students who have achieved less than 65% and wish to improve their grade may rewrite an assignment. One resubmission per assignment is allowed. The maximum grade on resubmitted assignment is 80%. (note: The first assignment must be handed in with your resubmission. Late assignments are not considered for resubmission)
6. **Exams** - Students unable to write an exam on the scheduled date and time must contact the instructor **BEFORE THE EXAM** stating 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.

7. **Rights and Responsibilities** – Please familiarize yourself with pages 31 to 35 of the Grande Prairie Regional College 2000-2001 Calendar

Important Dates

October 13	Assignment due
October 24	Take Home Exam due
November 23	Reflection Paper due
Week of Dec. 11	Final Exam – scheduled by Registrar's Office



Class Schedule

(Subject to Change)

(Reserved Readings are *Italicized*)

DATE	TOPIC	READING/AV	TEST/ASSIGN
Sept. 7 & 8	Overview of course Set participation criteria Value Clarification Activity	Course Outline Assignments	
Sept. 12, 14 & 15	History Perspectives on Intellectual Disability Labeling	Forward and Introduction Ch. 1 Ch. 2 <i>Historical Roles</i> <i>"Disabled": Another</i> <i>Look at Labels</i> <i>The Coach's Son</i> <i>Fathers & Daughters, Life</i> <i>and Death</i> AV - Sterilization of Leliani Muir	
Sept. 19, 21 & 22	Community Presence Continuum vs. Array Residential Services	Ch. 3 <i>Five Essential</i> <i>Accomplishments</i> <i>What's Wrong with the</i> <i>Continuum?</i> <i>Beyond Caregiving</i> <i>Steppin' Out</i> <i>At Home, Living a Normal</i> <i>Life</i> AV - <i>Keys of Our Own</i>	
Sept. 26, 28 & 29	Developing Relationships	Ch. 12 <i>Working on Friendships</i> <i>Steps for Supporting</i> <i>Community Connections</i> <i>You've Got a Friend</i> <i>Sexual Development</i> AV - Just Friends AV - Towards Intimacy	
Oct. 3, 5 & 6	Poverty and Disability	Ch. 4 Guest Speaker	
Oct. 10, 12 & 13	Inclusive Education	Ch. 6 <i>Responsible Inclusion of</i> <i>Students with Disabilities</i> <i>Best Practices for</i> <i>Inclusion</i>	Oct. 13 Application Assignment Due

DATE	TOPIC	READING/AV	TEST/ASSIG
Oct. 17, 19 & 20	Inclusive Education	<i>Surviving Jr. High & Experiencing High School Excerpt from Trying To Teach Inclusion or Special Ed? Parents Views on Inclusive Education . . .</i>	Oct. 20 Work on Take Home Exam
Date	Topic	Reading/AV	Test/Assign
Oct. 24, 26 & 27	Employment	Ch. 7 <i>Successful Employment . . . Want to Create Job Opportunities? Safe Return to Work: . . . Accessible Workplaces Permanently Purple, And Proud of it!</i> AV – Business As Usual	Oct. 24 - Take Home Exam Due
Oct. 31, Nov. 2 & 3	Early Childhood and Family Support Violence and Abuse	Ch. 8 Ch. 9 <i>Preventing Violence Against People With Disabilities Abuse Abandoned by the State</i>	
Nov. 7, 9 & 10	Meeting the Promise and Challenge of Technology Health and Well-Being	Ch. 10 <i>Just Technology? From Principles to Practice.</i> Ch. 11	
Nov. 14, 16 & 17	Review Take Home Exam Guardianship	Ch. 13 <i>A Mother's Request to Sterilize her Sexually Active Daughter</i>	
Nov. 21 & 23	Advocating for Change Advocacy Strategies	Ch. 14 Ch. 15 <i>Becoming a Self-Advocate</i>	Nov. 23 Reflective Paper Due
Nov. 28 & 30	Ethics	<i>To Be or Not to Be: . . . Persons and Condition; . . .</i>	
Dec. 5 & 7	Review		
Dec. 11	Final Exams – Scheduled by Registrar's Office		