



The course is divided into four 15 hour modules:

- Module 1 - Historical Perspectives will create an awareness of the typical experiences that individuals with disabilities have had
- Module 2 - The Present Situation will explore the critical issues that individuals who have disabilities face in their daily lives.
- Module 3 - Living with a Disability will provide you with an understanding of what life is like from a person who has a disability.
- Module 4 - Creating the Future will provide you with the knowledge to initiate and plan for change to ensure citizenship rights for all Canadians.

### Class Format

Students will be engaged in active learning, and 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.

#### Required Text

Murray, John. The Foreseeable Future. Canadian Center for Social Justice, Ont.

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

Zwozdesky, Gene. Building Better Bridges. Govt. of Alberta

#### Related Readings

Additional readings will be placed on reserve in the library.

#### Course Requirements

<u>Evaluation Activity</u>	<u>Due Date</u>	<u>Value</u>
Module 1 Test	September 20	15%
Module 2 Test	October 11	15%
Application Assignment	October 25	20%
Module 3 Test	November 5	15%
Reflection Paper	November 22	20%
Module 4 Test	November 29	15%

## 9-Point Grading System

9	90-100%	5	57-64%
8	80-89%	4	50-56%
7	72-79%	3	45-49%
6	65-71%	2	26-44%
		1	0-25%

In order to obtain credit for this course students must achieve a minimum of 57% or a stanine of 5.

## 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 # B309A 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** to the due date.
5. **Resubmission** - Students who have achieved less than 50% 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. **Student Conduct** – Please familiarize yourself with pages 36 to 40 of the Grande Prairie Regional College 2002-2003 Calendar.

## ASSIGNMENTS

### I. Application Assignment

Your assignment should include the following sections:

- I. Introduction - What is the assignment going to deal with? Why did you choose this assignment?
- II. Discussion - Choose **one** of the options below and follow the guidelines.
- III Conclusion - Briefly restate your main themes and tell the reader what you have learned as a result of completing this assignment

Choose one of the following options for the discussion part of the assignment.

#### Option 1

Watch **two** movies about a person or people with a disability. You can choose from the list provided below or one of your own choosing.

1. What is this movie about? Write a paragraph or two explaining its general theme.
2. Using specific examples from the movie be prepared to discuss the following questions:
  - (a) Describe how the movie portrays the character(s) with disabilities.  
How do these characters compare with historical role perceptions?  
(i.e. menace to society, subhuman, eternal child, contributing citizen)
  - (b) Do you think the movie may change the way viewers (without disabilities) will treat people with disabilities? for the better? for the worse? or both? Give specific examples from the movie that support your opinion.

Movies:

Gaby  
Mask  
Children of a Lesser God  
Awakenings  
Scent of a Woman  
Regarding Henry  
The Piano  
The Other Sister

Rainman  
Whose Life is it Anyway?  
My Left Foot  
Born on the Fourth of July  
Elephant Man  
Man Without A Face  
Nell  
What's Eating Gilbert Grape

Option 2

Interview a person who has disability. Using each of the Five Essential Accomplishments as a primary source:

- (a) Evaluate their present community inclusion and quality of life.
- (b) Develop a plan that would help that person become integrated into the community and increase their quality of life.

Option 3

Wheelchair Bound

Students will be required to spend a day confined to a wheelchair venturing into the community as much as possible, for example you would come to school, shopping, restaurant etc. in your wheelchair. You can enlist the help of another person, but this person's involvement should be minimal. Write a report about your experience, and include:

- (a) Summarize the day's events.
- (b) Describe the physical barriers you met.
- (c) Describe how you were treated by others.
- (d) How you relied on others for everyday activities?
- (e) How did you feel about being confined to a wheelchair, e.g. effect on self-esteem, frustrations and how you dealt with them, etc.?
- (f) If you were permanently confined to a wheelchair what changes would you have to make in: your home? your lifestyle?
- (g) How your experience affected your perception of people who have physical disabilities?

## **II. Reflection Paper**

Becoming aware of your values that frame how you think and act can be a very challenging but useful exercise. In order to be successful and most beneficial to the individuals that you will be working with, it is imperative that you constantly reflect upon your thoughts and actions. In this program you will be exposed to some new concepts and values that may be different from your own. In this assignment you will reflect upon some of the concepts you are learning, as well as, create an awareness of the process of one's value development.

Identify **three** concepts (e.g. mercy killing, institutionalization, inclusive education) you have found to be significant and complete the following sentences:

I have learned that I . . .

I realize that I . . .

I never knew that I . . .

I now know that I . . .

I have discovered that I . . .

I have relearned that I . . .

I still need to explore . . .

To aid you in this assignment you may want to keep the attached page in your binder where you can record some of your thoughts and feelings during the class.

## Class Schedule

*Reserved Readings are in italics*

DATE	TOPIC	READING	ACTIVITY
<b>Week 1</b> Sept. 5, 6	Overview of course Values		Values clarification Activity
<b>Week 2</b> Sept. 10, 12, 13	Historical Roles Labels Eugenics Sterilization	Roehrer Ch. 1 Murray pp. 3-5	
<b>Week 3</b> Sept. 17, 19, 20	Normalization Social Role Valorization	<i>Nirje, Bengt – Normalization Principle – 25 Years Later</i> <i>Perrin, Burt – Setting The Record Straight</i>	Test- Sept. 20
<b>Week 5</b> Sept. 24, 26, 27	Status Enhancing Language Poverty & Disability Violence & Abuse	Murray Ch. 2 Roehrer Ch. 4 Roehrer Ch. 9	
<b>Week 6</b> Oct. 1, 3, 4	Residential Options Employment Inclusive Education	Roehrer Ch. 5 Roehrer Ch. 7 Roehrer Ch. 6	
<b>Week 7</b> Oct. 8, 10, 11	Sexuality Inclusive communities Five Essential Accomplishments	<i>Swanson, Sexual Development in Growing</i> Murray Ch. 3 Murray pp. 55-59	Test- Oct. 11
<b>Week 8</b> Oct. 15, 17, 18	Guest Speakers The Client Role The Practitioners Role	<i>Stebanuk, Christina. I Am Who I Am</i> <i>Dimity, Peter. The Client Role: a help or a hindrance?</i>	
<b>Week 9</b> Oct. 22, 24, 25	Self-Determination Self-Advocacy	<i>Nirje, The Right to Self- Determination</i> Murray pp. 92-95	Application Assignment due Oct. 25.
<b>Week 10</b> Oct. 29, 31, Nov. 1	Quality of Life Guest Speaker - PDD Advisory Group	Murray pp. 77-83 Creating Excellence Together: Quality of Life	

<b>Week 11</b> Nov. 5, 7, 8	Person Centered Planning Removing Barriers	Murray Ch. 4 <i>Frazee, Systemic Barriers</i>	Test – Nov. 5
<b>Week 12</b> Nov. 12, 14, 15	Building Better Bridges Advocating for Change	Building Better Bridges Roehrer Ch. 14	
<b>Week 13</b> Nov. 19, 21, 22	Ethical Issues Strategies For Change	<i>Steinman. Ch. 4 Personal Resonsibilities</i> Roehrer Ch. 15	Reflection paper due Nov. 22
<b>Week 14</b> Nov. 26, 28	Charting The Future	<i>Charting The Future Direction 1999-2009</i>	Test- Nov. 29