

Envisioning people's fuller participation in their communities.
Selected Issues.

REQUIRED TEXTS:

- 1) Orientation Manual on Mental Retardation, GARI, 1981.
- 2) The Principle of Normalization: A Foundation for Effective Services, O'Brien, 1980.

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

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.

- 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.
- 5) Apply principles established in this course to the analysis of selected moral and ethical issues relevant to the field.
- 6) Develop professional behaviours consistent with the promotion of valued social roles for citizens who have handicapping conditions.
- 7) 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:

40% Assignments:

Students will complete any two of the following assignments. Each assignment will be worth 20 points. Assignments should be double spaced. Typewritten papers are preferred. Neat, clean, and legible handwritten papers will be accepted.

Students are urged to read the relevant assignment guidelines carefully before completing any assignment. The guidelines should be used as an outline for your paper. Outline headings should be included in the submitted paper.

Note: Students wishing to improve their grades may rewrite and resubmit assignments. The maximum grade on resubmitted assignments shall be 16/20.

- A. Interview a person who has a handicapped condition, and/or a parent/family member of that person. Describe at least 5 well met human needs and 5 unmet needs, offering evidence for each point.
- B. Using each of the five essential accomplishments, develop a five-point plan for:

* Facilitating fuller community participation and the development of more valued social role for a person you know who has a disability.

OR

* Changing the delivery of a service concerned with people who have disabilities.

- 1) Begin with a brief overview of the person's present lifestyle and status or a description of the present service.
- 2) List each of the five accomplishments. For each accomplishment describe:
 - a) the present state
 - b) the desired state
 - c) a plausible strategy for attaining the desired state
- 3) Conclude with a summary of the potential impact of your 5-point plan.

C. Watch two movies which pertain to an issue centering on an individual with a disability. The movies may be chosen from the list below or not, as long as they meet the criterion. Movies not on the list should be approved by the instructor. For each movie.

- 1) Provide a brief synopsis.
- 2) Discuss, with specific examples, the image(s)/social role(s) the movie portrays of people who have disabilities. Draw on historical role perceptions.
- 3) Discuss how the movie might positively affect the treatment and quality of life of citizens who have disabilities. That is, what positive effects might this movie have on how its viewers treat people who have disabilities.
- 4) Discuss how this movie might negatively affect the treatment and quality of life of citizens who have disabilities. That is, what negative effects might this movie have on how its viewers treat people who have disabilities.

Movies:	Gaby	Rainman
	Mask	Whose Life Is It Anyway?
	Children of a Lesser God	My Left Foot
	Awakenings	Born on the Fourth of July

D. Wheelchair Bound

Students will be required to spend the waking hours of one entire day confined to a wheelchair. Students should not limit their activities for the day, but should instead, venture into the community as much as possible. It is advisable to have

someone available as a helper (especially for transportation) but this person's involvement should be minimal. The written report should encompass:

- 1) a summary of the day's events,
- 2) a description of physical barriers experienced,
- 3) a description attitudinal of reactions of others (provide evidence),
- 4) a description of your need/dependence on others for everyday activities,
- 5) your personal feelings regarding being wheelchair bound, e.g. effect on self-esteem, frustrations and how you dealt with them, etc.,
- 6) modifications/adaptations that would have to occur in your living space and lifestyle if the disability were permanent,
- 7) a description of how the experience affected your attitude toward people who have physical disabilities.

E) **Media Images**

Collect and/or describe 10 "images" of people who have disabilities from magazines, newspapers, television, advertising, etc. Include a copy of each image. Provide the following analysis of each image.

- 1) Discuss the social role(s) this image promotes. Draw on historical role perceptions.

Assignment 1:	Sept 25, 1993 (by 4:00 p.m.)
Assignment 2:	Nov 30, 1993 (by 4:00 p.m.)

60% Tests:

Unit 1 - 15%	October 5, 1993
Unit 2 - 15%	November 18, 1993
Final - 30%	Exam Week

The majority of the material on the final exam will address unit 3; however, some material from units 1 and 2 will also be examined.

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