

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**DEPARTMENT OF REHABILITATION SERVICES**  
**1995 COURSE OUTLINE**

**RP1100 - HUMAN SERVICES: VALUES AND ISSUES**

**CLASS:** September 7 to December 7, 1994  
Tuesday and Thursday 9:30 to 11:00 a.m.

**LOCATION:** B309

**CREDITS:** 45 hours (3)

**INSTRUCTOR:** Terrah Lindsay  
OFFICE: Room H217  
PHONE: 539-2893

**OFFICE HOURS:** Mondays 11:00 - 12:00, Wednesdays 2:00 - 3:00  
or by appointment, or drop in.

**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:**

The principle text for this course, Orientation Manual on Mental Retardation, is in the process of being revised and is no longer available. I have obtained copies of the text from previous students and placed them on reserve.

The text for this course is The Principle of Normalization: A Foundation for Effective Services by John O'Brien. This text is available in the bookstore.

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

## 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:

#### ASSIGNMENTS

Students will complete any two of the attached assignments.

Assignment One:	15%	September 29, 1995
Assignment Two:	15%	November, 23, 1995

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%.

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

#### EXAMS

Unit One:	20%	October 12, 1995
Unit Two:	20%	November 9, 1995
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.

#### ATTENDANCE

Studies have found a correlation between attendance and final grades. To encourage attendance you will have the opportunity to earn .5% per day that you attend (and come on time) to a maximum of 10%. Exam dates will be exempt from this. The percent that you earn will be added to your best unit exam.

## 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.

## RULES AND REGULATIONS

1. 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.

2. 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.



DATE	TOPIC	READING ASSIGNMENT	A.V.	ASSIGNMENT DUE	TEST
Sept. 12 (T)	Course Overview	Course Outline			
Sept. 14 (R)	Handicapism		Handicapism - silder/tape		
Sept. 19 (T)	Needs/barrriers/gifts/Labels	Masiow's need hierarchy (HO) The Child I Love Most (R) A Grandmother's Story (R) Finding Friends (R) Growing Up Special (R)	Becky's Story		
Sept. 21 (R)	Historical Perspectives	Orientation Manual (pg. 1-22) (R) Christmas in Purgatory (R) There's Lint in Your Belly Button (R)			
Sept. 25 (T)	Historical Perspectives Deviancy Careers Vicious Circles	O'Brien (pg. 6-10)			
Sept. 28 (R)	The Wounding Process	The Most Common Wounds (HO)		Assignment One	
Oct. 3 (T)	The Wounding Process				
Oct. 5 (T)	Living With a Disability	If I Were a Car I'd Be A Lemon (R) Bert Goodie (R) A Review of the Rainman	I Am Not What You See		Study questions will be handed out for Unit One
Oct. 10 (T)	The Charity Model Review/Catchup		The Charity Case - Silder/tape		
Oct. 12 (R)	TEST				Unit One Exam
Oct. 17 (T)	Normalization	Orientation Manual (pg. 51-65) (R)			
Oct. 19 (R)	Normalization "7 core themes"	A Brief Overview of the Principles of Normalization (R)			
Oct. 24 (T)	Normalization Misconceptions	Misconceptions About the Principles of Normalization (R)			
Oct. 25 (R)	Normalization Social Role Valorization	Social Role Valorization (R)			
Oct. 31 (T)	5 Essential Accomplishments	5 Essential Accomplishments (HO)			

Nov. 2 (R)	Dignity of Risk Consumer Movement	The Dignity of Risk (R)	People First	Study questions will be handed out for Unit 2
Nov. 7 (T)	Catchup/Review	Orientation Manual (R) The Importance of Speaking for Yourself 25-48		
Nov. 9 (R)	TEST			Unit Two Exam
Nov. 14 (T)	Rights/Citizenship	Orientation Manual (pg. 67-87) (R)		
Nov. 16 (R)	Deinstitutionalization	Penhurst Study (R)		
Nov. 21 (T)	Ethics	Prevention Perverted (R) Paradoxes (R) Euthanasia (R)	Is This Life Worth Living?	
Nov. 23 (R)	Ethics: Abortion, Eugenics, Euthanasia		Assignment Two	
Nov. 28 (T)	Ethics: Abortion, Eugenics, Euthanasia			
Nov. 30 (R)	Friendship and Support Circles	Friendship and our Children (R) Friendship as an Educational Goal (R) With a Little Help From My Friends (R) The Joshua Committee (R)		
Dec. 5 (T)	Facilitating Community Participation Life in the Community	The Gift of Hospitality (R) May Life as a Ph. D.	Breaking Through	Study questions will be handed out for the final exam
Dec. 7 (R)	Review/ Catchup			

HO - Hand Out R - Reserve Reading