



The course will cover:

Historical Perspectives that will create an awareness of the typical experiences which individuals with disabilities have had.

The Present Situation that will provide you with an understanding of what life is like from the viewpoint of a person who has a disability. We will also explore the critical issues that individuals who have disabilities face in their daily lives.

Creating the Future that 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 in terms of:
  - 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
  - k. Social Role Valorization
  
4. **Identify** and **clarify** personal views and values about how one can support the lives 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.

The Roeher Institute, The Principle of Normalization: A Foundation for Effective Service. North York, Ont.: The Roeher Institute, 1980.

## Related Readings

Additional readings will be provided in class.

## Course Requirements

Exams	*50%
October 11	
November 13	
During Finals	

*\*Your best exam will be worth 25% of your final grade, your second best exam will be worth 15% of your final grade, and your worst exam will count for 10% of your final grade.*

Application Paper	20%
October 30	

Reflection Paper	20%
December 4	

Participation/Attendance	10%
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*To obtain marks in this section, students are required to attend class (come on time), participate in small group activities, read assigned readings, complete "homework" (clip related news articles, find resources, visit websites).*

Letter Grade	Numerical Grade	Percentage
A+	4.0	90-100
A	4.0	85-89
A-	3.7	80-84
B+	3.3	76-79
B	3.0	73-75
B-	2.7	70-72
C+	2.3	67-69
C	2.0	64-66
C-	1.7	60-63
D+	1.3	55-59
D	1.0	50-54
F	0.0	0-49

## **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 "help line" offers assistance on written assignments. Students are encouraged to use this resource by calling 539-2707 to make an appointment with a tutor.

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 43 to 47 of the Grande Prairie Regional College 2006-2007 Calendar.

## ASSIGNMENTS

### Application Assignment      Due Date: October 30<sup>th</sup>.

Your assignment should include the following sections:

#### Introduction

What is the assignment going to deal with? Why did you choose this assignment?

#### Discussion -

Choose **one of the options** below and follow the guidelines.

#### 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 (include, but not restricted to:)**

Gaby	Rainman	
Mask	Whose Life is it Anyway?	Radio
Children of a Lesser God	My Left Foot	
Awakenings	Born on the Fourth of July	
Scent of a Woman	Elephant Man	
Regarding Henry	Man Without A Face	
The Piano	Nell	
The Other Sister	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

Using a wheelchair for a day.

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

- (a) A summary of the day's events.
- (b) A description of the physical barriers you met.
- (c) A description of how you were treated by others.
- (d) How you relied on others for everyday activities?
- (e) How you felt about being using a wheelchair, e.g. effect on self-esteem, frustrations and how you dealt with them, etc.?
- (f) If you had to use a wheelchair permanently, 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?

**Reflection Paper Due: December 4<sup>th</sup>.**

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

DATE	TOPIC	READING	ACTIVITY
Sept. 6	Overview of course Values		
Sept. 11, 18	History: Treatment "Common Wounds" Roles, Labels	Roeher Ch. 1 Murray pp. 1-5 Murray pg 121	
Sept. 20	Status Enhancing Language	Murray Ch. 2, Roeher Ch 2	
Sept. 25, 27	History: Eugenics Sterilization	Murray pp. 78 - 83 (Tracy Latimer)	
Oct 2, 4, 9	Normalization Social Role Valorization Catch-up/review	Murray Ch. 3	
Oct 13	EXAM		Test- October 13
Oct 16	Five Essential Accomplishments Living with a disability	Murray pp. 55-59	
Oct 18, 23	Violence & Abuse, Sexuality	Roeher Ch. 9	
Oct, 25	Poverty & Disability, Recreation	Roeher Ch. 4	Assignment - Oct. 25
Oct. 30, Nov 1	Employment	Roeher Ch. 7 Murray pp. 116-117	
Nov 6, 8	Residential Options Inclusive Education Catch-up/review	Roeher Ch. 3, 5 Murray 74-76 Roeher Ch. 6	
Nov 13	EXAM		Test- November 13
Nov 15, 20	Community: Service Systems MAPS Circle of Friends Relationships Friendships	Murray pp 21-26, 84-85, 106-108 Murray pp 27-29 Murray pp 86 - 91 Murray pp 31-38 Roeher Ch. 12 Murray pp 92-95 Murray pp 106-108	
Nov 22, 27	Supporting People Practitioner's Role Beyond Caregiving Code of Ethics Burn Out	Murray pp 36-39, 109	
Nov. 29	Self Determination	Roeher Ch. 13	Reflection paper - Nov 30
Dec. 4	Self Advocacy/Advocacy	Roeher Ch 14 & 15	
Dec. 6	Building Better Bridges Charting the Future Catch-up/review		Test - Finals Week
Dec. 11	Quality of Life: CET		

*No class: September 13 - fall retreat, December 13*

*Longer class: on September 20, (12-1:30 - instructor to provide pizza)*

### Thoughts & Feelings For Reflection Paper

"What happened in this class that stimulated me to reflect on the choosing, acting on, and prizing of a particular value?"

"What were my personal reactions (thinking and feeling) to the events Of this class?"

**"My Plan for growing in a particular value."**