

**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

PROGRAM MODULE RP1200

WINTER 1993: January 4, 1993, to April 2, 1993

CLASS TIME: Monday 9:00 am to 10:30 am
Friday 10:00 am to 12:00 noon

LOCATION: G110

INSTRUCTOR: Terrah Lindsay

OFFICE: H230

OFFICE HOURS: Tuesdays 9:00 am to 10:00 am, 1:00 pm to 2:00 pm or by appointment

PHONE: 539-2894 (Office)
538-3872 (Home)

PREREQUISITES: Human Services: Values and Issues RP1100

Course Description

This course examines the services and service systems that have evolved to serve citizens who have developmental disabilities. A Canadian perspective is highlighted. Services are examined with regard to the values studied in RP1100.

Class Format

Classes will consist of lectures and discussions.

Course Objectives

Students will

1. distinguish institutional, decentralized, and generic forms of service.
2. describe the evolution of services accessible to individuals who have developmental disabilities, from the period before World War II to the present.

3. list and explain six (6) principles which should underlie the development of human services.
4. describe and critique the various Early Intervention service delivery models.
5. explain the need for and the difficulties associated with evaluation of Early Intervention Programs.
6. compare and contrast mandatory and permissive approaches to special education legislation.
7. compare and contrast functional, chronological age-appropriate and developmentally sequenced approaches to the education of students who have developmental disabilities.
8. compare and contrast the Cascade and the Kaleidoscope models of special education.
9. describe the use of the MAPS system in planning individualized education programs in integrated classrooms.
10. define leisure and recreation.
11. examine the roles that voluntary associations and consumer groups have had in facilitating the leisure involvement of citizens who have disabilities.
12. compare and contrast "formal" services and agencies with newly developing roles of support in integrated settings and "informal" leisure activities.
13. describe the evolution of housing options for citizens with disabilities according to four (4) historical thematic periods.
14. explain two (2) principles that should guide the creation of housing options for citizens who have disabilities.
15. discuss three (3) components of deinstitutionalization.
16. discuss zoning laws, architectural barriers, service model barriers, and social integration as challenges for community living.
17. discuss the historical and current roles of citizens with disabilities in the work force.
18. outline the various models of vocational training available to citizens with disabilities.
19. compare and contrast the implications of the concept of job readiness with supported employment.
20. compare and contrast the continuum model of service delivery with the array of services model.
21. define advocacy, distinguishing advocacy procedures from service delivery.
22. describe three (3) contemporary advocacy approaches.
23. define program evaluation.
24. discuss various approaches to program evaluation.
25. outline the fundamental differences between client and citizen
26. discuss the recommendations for the future direction of services in Alberta as delineated by the Premier's Council - on the status of Persons with Disabilities - Action Plan.

Texts

Mariett, N.J., Gall, R., and Wight-Felske, A. eds. Dialogue on Disability: A Canadian Perspective, Volume I: The Service System. The University of Calgary Press, Calgary, AB. 1984.

Premier's Council on the Status of Persons with Disabilities Action Plan, Government of Alberta, 1990. (To be provided by the instructor)

In addition to the texts a number of short readings will be assigned. These will be held on reserve in the library.

Grading**60% Tests**

The course is divided into three units. Each unit will be followed by a test. Each test is worth 20% of your final grade. The test for the third unit will be scheduled during exam week.

30% Project

This term project is a detailed report on a service and/or agency. An outline is attached. Students must meet with the instructor to have their plan for completion of the term project approved by February 12, 1993.

Due date: March 19, 1993

10% Participation

Contribution to class discussions, facilitation of fellow students' understanding of the material, attendance, and punctuality all have bearing on the participation grade.