

**GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM**

PROGRAM MODULE RP1200

WINTER 1994: January 4, 1995, to April 12, 1995

CLASS TIME: Monday 8:30 a.m. - 10:00 a.m.
Wednesday 8:30 a.m. to 10:00 a.m.

LOCATION: G112

INSTRUCTOR: Terrah Lindsay

OFFICE: H226

OFFICE HOURS: Tuesdays and Thursdays 9:30 a.m. - 10:30 a.m.

PHONE: 539-2893 (Office)

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 handicapping conditions. A Canadian perspective is highlighted. Services are examined with regard to the values studied in RP1100.

Class Format

Classes will consist of lectures, discussions, films, videos and guest speakers.

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
27. Discuss current issues related to providing services to people with disabilities.

Texts

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

A Guide to services for Albertans with Disabilities, Government of Alberta, 1992.*

Action Plan, Premier's Council on the Status of Persons with Disabilities, Government of Alberta, 1990.*

Action Plan Report Card, Premier's Council on the status of Persons with Disabilities, Government of Alberta, 1993*.

*These publications will be provided by the instructor.

Reserve Readings

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

Grading

50% Tests

Test 1: 25% Feb. 8/95
 Test 2: 25% During Finals

30% Project

This a detailed report on an agency that provides a human service to people with handicapping conditions. An outline is attached.

Due March 8, 1995

5% Poster (based on project)

Due March 27, 1995

5% Current Events Clippings

Due throughout the course.

10% Attendance

Because studies (and my own experience!) have found that grades appear to be correlated with attendance, students will have the opportunity to earn marks based on attendance. Specifically, .5% per class will be given if the student comes to class on time and stays for the entire class. Students will be allowed to accumulate these points to a maximum of 10%!

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. Assignments must be submitted on or before the date they are due. Late assignments will be penalized at a rate of 5% per day. For instance an assignment graded at 75% will be credited 70% after one day late, 65% after two days, etc. Extensions may be granted for exceptional circumstances if the request is made at least 3 days prior to the due date.
2. Students not able to write an exam on the scheduled date and time must contact the instructor BEFORE THE EXAM stating 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.