

GRANDE PRAIRIE REGIONAL COLLEGE
REHABILITATION SERVICES PROGRAM

PROGRAM MODULE RP200

Winter 1991 - January 3, 1991 to April 12, 1991

Location: Suite 202, Windsor Court

Instructor: John M. Sperry

Office: Suite 202, Windsor Court

Phone: 538-3960 (office)

Prerequisites: Human Services: Values and Issues RP100

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 RP100.

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

Marlett, 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.

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

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.

10% Article summary/review

Students are required to submit a two-page typed review of an article pertaining to an issue relating to the course.

The article can be obtained from journals, newspapers, or magazines. Chapters from textbooks are not acceptable. The article must be dated no earlier than 1984.

Article summaries will be evaluated as follows:

Reference	2 points
Issue stated	2 points
Content summarized	2 points
Student comment	<u>4 points</u>

Total 10 points

A copy of the article is to be submitted to the instructor with the summary/review.

Students must meet with the instructor to have their choice of article approved by January 31, 1991.

Due date: February 15, 1991

20% Term Project

The 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 19, 1991.

Due date: March 29, 1991

10% Participation

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

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. Attendance is not mandatory but students absent due to illness are asked to notify the instructor prior to the scheduled class. Students are expected to make personal appointments outside of class time.
2. 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.
3. Any student not able to write a test or exam on the date scheduled must indicate to the instructor the reason he/she is unable to do so. The instructor reserves the right to determine the validity of the reason. Should the instructor agree to the excuse the absence, an alternate date will be set. If the student fails to write on the alternate date, a grade of zero will be assigned.