

John

GRANDE PRAIRIE REGIONAL COLLEGE  
REHABILITATION SERVICES PROGRAM

PROGRAM MODULE RP200

Winter 1992 - January 6, 1992 to April 10, 1992

CLASS TIME: WEDNESDAY 9:30 TO 10:50  
FRIDAY 10 TO 11:50

LOCATION: G110

INSTRUCTOR: John M. Sperry

OFFICE: H226

OFFICE HOURS: WEDNESDAY 3-4 P.M.

PHONE: 538-2984 (office)  
532-4779 (home)

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.

eg. early intervent. ←  
housing  
leisure

eval'd according to  
Normalization the

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.

Chp 1  
Context  
S.C.  
re  
training

Chp 2  
early  
intervention

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.

Chp 3

Spec. Ed'n

Chp 4  
LeisureChp 5  
housing

Chp 6

work

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. (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 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% Project #1 Analysis & Critique of Agency Brochure

Students are required to submit a 3-4 page typed critique/analysis of the brochures used by a local agency to advertise their services.

The brochure(s) must be the most recent version(s) used by the agency. Please include all brochures used to advertise the agency or the particular aspect of the agency which is of interest to you. These brochures must be attached to the critique.

Critiques will be evaluated as follows:

Identification & description of agency & service	1 point
Target audience for brochure	1 point
Student comment regarding: O'Briens 5 accomplishments	3 points
Role circularity	3 points
Other issues as applicable	1 point
Brochure(s)	<u>1 point</u>
TOTAL	10 points

Students must meet with the instructor to have their project approved and to discuss the structure of the assignment by January 31, 1992.

Due date: February 19, 1992

### 20% Project #2

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 19, 1991.

Due date: March 26, 1992

### 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. and all assignments must be submitted

### Rules and Regulations

- 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.

*Here*

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.