

History of Service Systems for Persons with Disabilities in Community

Calendar Description

Current and historical context of life span services for persons with disabilities including values, goals and policies facilitating inclusion. Students focus on a service sector for assignments.

Content/Objectives

- Current and historical context of services for people with disabilities in Canada
- Disability from the perspective of a consumer of disability services
- Barriers to inclusion for people with disability
- Exploration of the issues of Education, Employment, Medical Services, Housing, Social benefit programs and family services, Poverty, and Advocacy for people with disabilities

Outcomes/Competencies

Understands the historical foundations of the field of disability

- Understands concepts that currently guide service delivery
- Understands linkages between legislation, social policy, and service delivery
- Awareness of barriers to inclusion for people with disabilities (PWD)
- Awareness of a variety of systems and how they impact the lives of PWD
- Demonstrate the ability to use internet resources and participate in online virtual forums

Assignments

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| 1. Completion of two modules | Value 50% |
| 2. Research paper | Value 30% |
| 3. Participation in virtual class discussions | Value 20% |

Resources

Text: Disability, Community, and Society: Exploring the Links by Roeher (1996)

Suggested reading materials

Online materials for the course available in the Course content section on yahoo group for 305.01

<http://groups.yahoo.com/group/CORE30501/>

Worldwide web on the Internet

Details for current course offerings are available at: www.crd.org

Instructor and Course Information

COURSE: Core 305.01	INSTRUCTOR: Gregor Wolbring
TERM: Winter 2008	TELEPHONE: (403) 686-6179
SECTION: L01	FAX:
TIME/DATE: On-line	EMAIL: gwolbrin@ucalgary.ca
LOCATION: Yahoo-groups http://groups.yahoo.com/group/CORE30501/	OFFICE HOURS: By appointment

Course Content

A 20-hour quarter course delivered through asynchronous distance education. Bulletin board questions driven discussions ground the course content in theory, but focus on practical approaches to intervention for the working professional. Participants will be expected to produce a major research paper. This paper is a) discussed among the students through the bulletin board (if there are a maximum of 8 students) or b) the instructor gives extensive feedback on the paper (if more than 8 students in the course). Participants are expected to participate in an online question drive discussion of the course material.

In the final schedule available in the yahoogroup file section the student can see which material is discussed when during the course. It is expected that the student has read the material before it is discussed.

This course will be managed through with a "yahoo group" especially set up for the class.
<http://groups.yahoo.com/group/CORE30501/>

This course will rely heavily on student participation in on-line class discussions.

Details of Assignments

1. Modules for CORE 305.01 Value 50%

Each student is required to select two modules areas out of a choice of six. They will write two papers of approximately eight-ten pages using APA format. Each paper will be worth 25% towards their final grade. Resources in the form of books, readings, websites, and other materials are included in the file section on yahoo group for CORE 305.01. Papers will be submitted by e-mail in Microsoft word format as attachments to the instructor before **March 14th, 2008**. You can send the papers to the instructor anytime up to that date. Decide for yourself which you want to write first and how you want to pace yourself, as long as both papers are submitted no later than the deadline date. Students can send each of the papers once for comments to the instructor for feedback before they submit the final version. Each paper must have a minimum of 10 references that include 5 references from peer reviewed journal article which are not cited in the text given to you. Do not leave these papers until the last week.

Note: APA format is essential otherwise serious deductions in marks will be made on all papers.

[Module 1 – Social benefit programs](#)

Describe the social benefit program for people with disabilities in your province. In Alberta this program is AISH or assured income for the severely handicapped. Include how this program was inaugurated, how people qualify for the program, amounts of benefits, policies and how the program works. Discuss the implications this program has on inclusion in the community and issues involved for a person with a disability returning to work once they are on a social benefit program.

[Module 2 - Education](#)

Refer to the School Act or Education act in your province and to the policy position of the school board in your community. Describe the policy positions of the province and the local board in regards to inclusive education. Do the language and the policy positions match practice when it comes to inclusive education? Discuss some of the problems involved with implementation of inclusive education within the context of special education.

[Module 3 – Employment](#)

Explore the HRDC websites and read about the employment equity act. Discuss the problems that people with disabilities have in obtaining equitable employment. Then discuss the positive and negative impacts that the

employment equity act might have on people with disabilities.

Module 4 – Medical Services and family supports

Survey and report on problems people with disabilities encounter, especially those with cognitive and psychological impairments like schizophrenia have in obtaining adequate medical services. Also, explain the difficulties and barriers families that have children with disabilities face in attempting to get adequate support from the government. There is also a move towards the privatization of medical services in Alberta. Include in your paper the impact that privatization may have on medical services for people with disabilities and their families.

Module 5 – Advocacy

In 1985 the Canadian Charter of Rights and Freedoms came into effect. It is the highest law in Canada and guarantees the rights and freedoms of all people living in Canada. It states that all Canadians are equal including people with mental and physical disabilities. Despite the Charter of Rights and Freedoms people with disabilities continue to be marginalized and discriminated against in Canada. People with disabilities are treated as if the problems with their disability are inherent within them and that they need to change and adapt. However advocates of people with disabilities claim that disability is a social construction of thought and government policy. Given this framework discuss the physical, political and psycho-social barriers in our culture that currently prevent people with disabilities from full inclusion into Canadian culture. Include why advocacy is important in eliminating these barriers. Also, discuss what political and social changes will be necessary before people with disabilities can be included in society as full and equal citizens

Module 6 – Poverty and Housing

People with disabilities live in a variety of situations including institutions, in shared housing, with their parents or on the street. Discuss what the definition of a home is. Interview at least one person with a disability about what a home is to them and the problems they face with housing. Include the effect that poverty and not having a home may have on quality of life of people with disabilities. Describe some of the options that people with disabilities may have in creating their own home. Include the barriers people with disabilities face in living independently. Also address the problems that people with disabilities who are living independently have with home support and staff, exercise, recreation, transportation, etc.

2. Major Assignment.....Value 30%

In a 10-12 page paper describe the historical development of a current service organization or service system in your province. Include such things as the how the organization was founded, who founded it, why it was founded, sources of funding, mission statement, delivery system, evolution of the mission statement and mandate, and it's current status. The historical factual development of the service should be analyzed within the context of important trends such as individualized funding, consumer choice and control, privatization, and community governance. Some examples of service organizations are: Alberta Association for Community Living, Canadian Paraplegic Association, Disabled Persons International. Please include sources and websites used. Paper should use a minimum of 5 sources not including web based materials. Papers are to be submitted before **March 28th 2008.**

3. ParticipationValue 20%

Participation in the discussions of the topics outlined in the schedule.

Note: attendance in virtual class is part of participation mark.

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE:

The last day to change/register for courses and pay balance of fees for the Winter session is January 25th, 2008.
The last day to withdraw is April 18th, 2008.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodation: Students with a disability, who require academic accommodation, need to register with the

Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore: