OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

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<th>FACULTY/DEPARTMENT:</th>
<th>School of Social Work &amp; Human Services</th>
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<tr>
<td>COURSE NAME/NUMBER</td>
<td>SOWK 496</td>
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<tr>
<td>FORMER COURSE NUMBER</td>
<td>SSSW 496</td>
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<td>UCFV CREDITS</td>
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<td>COURSE DESCRIPTIVE TITLE</td>
<td>Disability Issues</td>
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CALENDAR DESCRIPTION:

This course involved students in an examination of perspectives on disability, as well as a critical analysis of current theories, policies, and practice. The course begins with an examination of common assumptions about disability and provides opportunities to challenge and critique interpretations of the nature and meaning of disability. Several frameworks are proposed for approaching disability issues, with emphasis given to a social justice framework which emphasizes the citizenship and human rights of people with disabilities. The history of attitudes about, and treatment of, people with disabilities is examined. Significant events and the contributions of pioneers of the disability rights movement are also highlighted. The roles and perspectives of people with disabilities, family members, and professionals in service systems are examined in the context or a range of topics.

PREREQUISITES: SOWK 311 and 320

COREQUISITES: SOWK 330

SYNONYMOUS COURSE(S)

(a) Replaces: SOWK 496

(Course #)

(b) Cannot take: for further credit.

(Course #)

SERVICE COURSE TO:

(Department/Program)

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION

LENGTH OF COURSE:

HOURS PER DAY:

STRUCTURE OF HOURS:

Lectures: Hrs
Seminar: Hrs
Laboratory: Hrs
Field Experience: Hrs
Student Directed Learning: Hrs
Other (Specify): online 45 Hrs

MAXIMUM ENROLLMENT: 30

EXPECTED FREQUENCY OF COURSE OFFERINGS: One section per year

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)  Yes No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)  Yes No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:  Yes No

AUTHORIZATION SIGNATURES:

Course Designer(s): Gloria Wolfson

Chairperson: (Curriculum Committee)

Department Head: Dr. Gloria Wolfson, Director

Dean: Dr. Jacalyn Snodgrass

UPAC Approval in Principle Date: UPAC Final Approval Date: October 28, 2005
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

1. Explore and articulate their personal beliefs and values about disability,
2. Identify and describe respectful ways they can interact with individuals with diverse abilities and needs,
3. Describe and evaluate theoretical frameworks for interpreting, understanding and responding to disability,
4. Describe disability-related policy frameworks and implications for service delivery,
5. Describe and utilize strategies to promote inclusion and empowerment of people with disabilities and their families,
6. Describe interdisciplinary and transdisciplinary principles and methods in services used by people with disabilities and their families/caregivers,
7. Describe a range of issues affecting people with disabilities and their families/caregivers throughout the life-span,
8. Apply theoretical and policy frameworks, and service planning and delivery principles to realistic situations

METHODS:

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Portfolio and/or examination.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Required Texts/Materials


Required Online Reading (in order assigned)

Learning from Online Courses: 10 Steps for Student Success
A Way with Words and Images: Human Resource Canada
The Canadian Centre on Disability Studies
An Overview of Social Role Valorization Theory, by Joe Osburn
Canadian Association for Community Living
Disability History and Nazi Germany
Family Support Institute
Parents with Disabilities Online
Through the Looking Glass -- Serving Families with Disabilities
Sunny Hill Health Centre for Children
Canadian National Institute for the Blind
International Year of the Disabled (1981)
In Unison: A Canadian Approach to Disability Issues (1998)
Ontarians with Disability Act Committee- voluntary coalition united to achieve a barrier-free society for persons with disabilities.
An Ethical Dilemma, by Bill Blackemore July 5, 2000
Ethic of Care
Feminist Perspective on Ethic of Care
SUPPLIES / MATERIALS:

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]

This course is comprised of the following:
1. Assignment #1 - Introduction/Autobiographical profile (Part 1) - 10%
   - Critical Reflection (Part 2) - 15%
2. Assignment #2 - Media Analysis OR Book/Journal/Video Review - 25%
3. Assignment #3 - Policy Analysis Group Presentation - 20%
4. Assignment #4 - Final research paper - 25%
5. Assignment #5 - Analysis of online participation - 5%
   Total - 100%

COURSE CONTENT:
[Course content varies by instructor. An example of course content might be:]

Week 1 - Perceptions and Treatment of People with Disabilities in 20th Century Canada
Week 2 - Attitudes
Weeks 3 & 4 - Theoretical Foundations
Weeks 5 & 6 - Life Experiences and Perspectives of People with Disabilities
Week 7 - Family Issues and Perspectives
Week 8 - Disability Across the Lifespan
Weeks 9 & 10 - Policy and Practice
Weeks 11 & 12 - Ethical Issues
Week 13 - Reflections
Week 14 - Wrap Up