



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
 Course Outline – SOWK 453

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people.

**School Vision:** Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

**BSW Mission Statement:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	Winter 2020-21 (Term 2)
<b>Course Title</b>	SOWK 453 Disability and Justice
<b>Credit Value</b>	3
<b>Course Schedule</b>	Thursdays, 6-9 pm, <i>January 14-April 8, 2021</i>
<b>Course Location</b>	Online

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Tim Stainton	Jack Bell 232 <i>Office hours by appointment</i>		timst@mail.ubc.ca

**NB: IN LIGHT OF THE COVID-19 REALITIES, SOWK 453 WILL BE OFFERED ONLINE AND WILL INTEGRATE SYNCHRONOUS AND ASYNCHRONOUS CLASS ACTIVITIES. STUDENTS UNABLE TO ATTEND SYNCHRONOUS CLASS TIME ON THURSDAYS DUE TO TIMEZONE OR OTHER RESTRICTIONS WILL BE ABLE TO ACCESS CLASS RECORDINGS ON CANVAS. SYNCHRONOUS CLASS TIME WILL GENERALLY INCLUDE LECTURES AND GROUP WORK. IF YOU ARE NOT ABLE TO ATTEND THE GROUP SESSION YOU WILL NEED TO ARRANGE WITH YOUR GROUP MEMBERS TO MEET AT ALTERNATIVE TIMES.**

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#### **PREREQUISITE and/or COREQUISITE**

This course has no prerequisites.

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#### **COURSE DESCRIPTION**

The intertwining themes of disability and justice present a challenge to the health and human service professional, both on an intellectual and practical level. Just how are justice issues framed in the disability context? Is the law an effective vehicle to address injustices in the lives of persons with disabilities? What are the obligations of the health professional to push the justice agenda? If so, does this conflict with other responsibilities in the role of the professional?

The course will take a cross disability approach, focusing on shared socio-economic issues. We take a narrative/life course/systems approach, introducing students to the key challenges and issues faced by individuals with disabilities and their families as they progress through the life course. As far as possible, the course will be grounded in the lived experience of people with disabilities and their families as they engage with professionals, the service system and society. The practical focus will demonstrate the roles various professionals play in the lives of people with disabilities and their families and the inter-professional aspects of effective support. Inevitably, this approach will require an analysis of laws, government policy and institutional arrangements that persons/families encounter.

The first four sessions are introductory, providing a context for disability studies and the legal framework for disability. In each remaining session we will focus on a particular stage of the lifecycle. The “justice” issues however, transcend the particular point in the lifecycle. For example, the prenatal session will raise questions about expert knowledge, access to information and the influence of eugenics in disability matters. While these concerns arise in particular ways in the prenatal context, they arise in many other ways at different points of the lifecycle. Similarly, each session may focus on a specific type of impairment but the “disability and justice” issues are likely to exist regardless of the nature of the impairment. For example, concerns about services around the transition from childhood to adulthood are relevant to persons with both developmental disabilities and serious physical disabilities.

#### **Intended Students**

This course is designed for upper-level undergraduate students or graduates, health and human service graduate students, and practicing public health and human service professionals.

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## LEARNING OBJECTIVES

The course is designed to engage different professionals and community consultants for the instructional team. Its short-term goal is to encourage an interdisciplinary analysis of health and human services issues in the classroom from a justice perspective. The longer-term impact of the course is to provide students with the concepts, skills and values for collective practice within the community.

At the completion of the course in, students will be able to:

1. Critically examine the language used to discuss or describe disability by professionals and people with disabilities.
2. Examine their own practice from the broad perspective of models such as medical versus citizenship.
3. Develop a critical understanding of conceptual models of disability.
4. Examine the lived experience of disability in society using a narrative approach.
5. Understand the basic principles of human rights law in Canada as these apply to persons with disabilities.
6. Describe the principles of ethical practice within specific laws and legislation.
7. Have a working knowledge of the supports and services used by people with disabilities and their families
8. Describe the variety of roles played by professionals as they relate to people with disabilities.
9. Discuss legal rights that protect the voice of the person with a disability and that are vulnerable e.g. consent, representation agreements.
10. Understand how to undertake respectful person-centred planning
11. Develop skills at inter-professional teamwork

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## CLASS SCHEDULE/TOPE OUTLINE

Class	Date	Topic
1	Jan 14	INTRODUCTION- Definitions
2	Jan 21	PRE & POST NATAL EXPERIENCES
3	Jan 28	PRE-SCHOOL AND SCHOOL- Norm Kunc and Emma Van der Klift

4	Feb 4th	EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES? ACCOMMODATION AND TRIBUNALS
5	Feb 11	GENDER AND SEXUALITY
6	Feb 25	ADULT LIFE IN THE COMMUNITY SUPPORTS: INDEPENDENCE, SELF-DETERMINATION AND INDIVIDUALIZATION, SUPPORTS;
7	Mar 4	ADULT LIFE IN THE COMMUNITY DECISION-MAKING
8	Mar 11	PLANNING FOR PEOPLE
9	Mar 18	VIOLENCE AND ABUSE IN THE LIVES OF PEOPLE WITH DISABILITIES
10	Mar 25	AGEING AND DISABILITY
11	Apr 1	ASSISTED SUICIDE AND “MERCY KILLING”
12	Apr 8	TEAM PLANNING ASSIGNMENT PRESENTATIONS WRAP-UP AND EVALUATION

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## REQUIRED MATERIALS

- Enthusiasm, creativity, organization and attention to detail are required for each student!
- All students are required to sign up for ***Conversations That Matter***. Videos from this site will be assigned weekly. The Student Rate is \$20. To sign up:
  - go to <https://conversationthatmatter.org/>
  - Click on SIGN UP
  - Click on the green sign up button under STUDENT SUBSCRIPTION
  - Select UNIVERSITY OF BRITISH COLUMBIA – VANCOUVER
  - Select Tim Stainton as the Instructor
  - Pay the \$20 online, and you’ll be ready to go
- There is no required text for this class; the bulk of assigned readings are available electronically as noted below either directly or through the library system (you must use VPN from home to gain access).
- **Additional materials may be distributed throughout the course. With 1 weeks’ notice, students are responsible for the additional readings.**

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## METHODS OF INSTRUCTION

- Lecture
- Seminar
- Guest speakers (people with a disability, families, professionals)
- Case studies (individual, legal, practice)
- Role plays
- Film/video
- Student reading, assignments, exercises and self-reflection
- Canvas course site

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### METHODS OF EVALUATION

Deliverable	Criteria	Percent of final grade	Word limit	Due date
Class participation	Students are expected to prepare for class and be present. Student will take on role/task/assignments that are integral to the class sessions. This may be taking a “part” of a role play, preparing the argument for a scheduled debate or presenting a report on available services.	5%	n/a	n/a
Discussion Board	Each student will do a weekly discussion blog entry on canvas based on the weekly video(s) and other background material for that week. You can also comment on your personal or professional reflections on the topic. Special topics will be assigned occasionally. Entries should be between 100-200 words though you are welcome to do multiple entry on the discussion thread should you wish.	10%	100-200 words	Weekly
Group Discussion summary	Each group member will be responsible for leading the discussion of the issue of the week or exercise and writing a brief summary of the key points raised in your discussion.	10%	250 words	1 week after the group you are responsible for
Popular Media (film, TV show, fictional book) Analysis	Each student is responsible for watching a film, television show or reading a fictional work which contains a significant disability element (character(s), theme etc.). (i.e. The Good Doctor; Atypical; United States of Tara; Wonder.....)  The student will write an analysis of how disability is portrayed in the work and discuss the factors influencing the portrayal, including the impact the work might have on current ideas and attitudes about disability. The analysis should also include examination of how	25%	1000 words	Mar. 4 <sup>th</sup> by 11:59pm

	<p>professionals interact with individuals with disabilities and/or their family.</p> <p>The purpose of the analysis is to:</p> <ul style="list-style-type: none"> <li>• demonstrate mainstream ideas and stereotypes about disability;</li> <li>• illustrate portrayals of health/human service professionals relationships with people with disabilities and disability issues;</li> <li>• demonstrate ability to critically analyze representations of disability</li> </ul> <p>There work the student chooses to analyze <u>MUST</u> be fictional. Documentaries are not acceptable. <b>Please confirm your choice with the instructor before beginning your analysis.</b></p> <p><b>Recommended Reading:</b> Whittington-Walsh, F. (2002). From freaks to savants: Disability and hegemony from The Hunchback of Notre Dame (1939) to SlingBlade (1997). <i>Disability &amp; Society</i>, 17(6), 695–707. (UBC Library ejournal)</p>			
<p>Team Planning Exercise</p>	<p>The class will be divided into teams comprised of students from different disciplines. Each team will work with a PWD (played by one team member) to develop a comprehensive support plan for that individual. The Team will <b>present their plan</b> (20 mins.) to the ‘inter-professional team’ (i.e. the class) and <b>submit a written version</b> of the plan to the instructor. The written plan should also contain a <b>250 word addendum</b> on each team members reflections on the planning process itself. The plan will be marked on the following criteria:</p> <ol style="list-style-type: none"> <li>1. Does the plan reflect the wishes and goals of the individual</li> <li>2. Offer reasonable options for meeting the relevant goals of the individual</li> <li>3. Identify the roles of the relevant supports and disciplines</li> <li>4. Quality of reflection on the process</li> </ol>	<p>Presentati on 10%</p>	<p>20 min.</p>	<p>Presenta tion: April 8<sup>th</sup></p>
		<p>Written Plan 15%</p>	<p>2500 words</p>	<p>Written Plan &amp; Add.: April 12<sup>th</sup> by 11:59pm</p>
		<p>Reflection addendu m 5%</p>	<p>250 words</p>	
<p>Final Reflection Paper</p>	<p>Write a final reflection paper on the topic of Disability and Justice. Reflect on: <i>What does justice mean in the context of disability?</i></p>	<p>20%</p>	<p>500 words</p>	<p>Apr. 15<sup>th</sup></p>

	<p><i>What does it mean in the context of your own practice? (current or future, for those not in health and human services feel free to consider any aspect of your life/work).</i></p> <p><i>How has your view of disability changed (or not) since beginning the course?</i></p> <p>Feel free to also comment on specific issues which resonated with you.</p>			
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**NB:** Late assignments are subject to a penalty of a 1% deduction per day after the due date. Extensions must be arranged in advance unless due to medical or personal issues.

**Formatting of Written Assignments:**

- Double-spaced, 12 font. Consistent use of a referencing style (e.g. APA, etc.).

**Submitting Written Assignments:** All assignments must be submitted in **Word Format** (e.g. .doc or .docx files, **not PDF**) via Canvas by the due date/time. Please ensure your name, course number and assignment number are in the file name, i.e. **smith-joe-453 assig #1.doc**

**Evaluation Criteria for Assignments:**

Written assignments are evaluated based upon:

- Content of the assignment (e.g., the extent to which assignment requirements are fulfilled);
- Demonstrated use of course content;
- Critical analysis;
- Clarity of writing;
- Accurate and complete referencing;
- Demonstration of use of the course learning material.

**COURSE OUTLINE SUBJECT TO CHANGE WITH 1 WEEKS NOTICE**

**DETAILED CLASS OUTLINE**

SESSION 1: INTRODUCTION	January 14, 2020
<p>In this session we will consider the definitions and concepts relevant to the study of disability, in particular the medical model and the social model.</p>	
VIDEOS	
<ul style="list-style-type: none"> <li>• <b>Conversations that Matter:</b> Disability Studies Series Catherine Frazee Pt. 1-5 (this is for weeks one and two)</li> </ul>	

- Young, S. (2014). I am not your inspiration, thank you very much: Stella Young | TEDxSydney. [https://www.ted.com/talks/stella\\_young\\_i\\_m\\_not\\_your\\_inspiration\\_thank\\_you\\_very\\_much](https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much)

#### ASSIGNED READINGS

Solomon, A. (2019, September 2). The Dignity of Disabled Lives: The burden of being perceived as different persists. The solution to this problem is community. *New York Times*. <https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html?smid=nytcore-ios-share>

Frazeo, C. (2000, September 02). Body politics: As a child, I had only one wish: To be able to walk. At forty-six, would I still make the same wish? *Saturday Night*, 115, 40. <http://search.proquest.com.ezproxy.library.ubc.ca/docview/222356554/abstract>

Furrie, A. (2018). The evolution of disability data in Canada: Keeping in step with a more inclusive Canada. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018003-eng.htm>

Morris, S., Fawcett, G., Brisebois, L., & Hughes, J. (2017). Canadian Survey on Disability Reports: A demographic, employment and income profile of Canadians with disabilities aged 15 years and over. <https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018002-eng.htm>

Retief, M. & Letšosa, R. (2018). Models of disability: A brief overview. *HTS Teologiese Studies/Theological Studies*, 74(1), a4738. <https://doi.org/10.4102/hts.v74i1.4738>. <http://www.scielo.org.za/pdf/hts/v74n1/06.pdf>

#### SESSION 2: PRE & POST NATAL EXPERIENCES

January 21, 2020

This session looks at the ethical debate engendered by new medical/genetic technology. It explores the space where professionals are most likely (wittingly or otherwise) to confront questions about the moral status and value of persons with a disability. We examine the debate and explore the implications for practice.

Topics include:

- Pre-natal testing /Genetics/Eugenics/Ethics;
- First Disclosure/Information/Counseling;
- Termination/Preparation;
- 'Wrongful life' cases.

#### VIDEOS

- No video this week



## ASSIGNED READINGS

Parens, E. & Asch, A. (1999). The Disability Rights Critique of Prenatal Testing: Reflections and Recommendations. *Special Supplement, Hastings Center Report* 29(5). (UBC Library ejournals)

Ashtiani, S., Makela, N., Carrion, P., & Austin, J. (2014). Parents' experiences of receiving their child's genetic diagnosis: A qualitative study to inform clinical genetics practice. *American Journal of Medical Genetics - Part A* 164A, 1496–1502.

Madeo, A. C., Biesecker, B. B., Brasington, C., Erby, L.H., & Peters, K.F. (2011). The relationship between the genetic counseling profession and the disability community: A commentary. *American Journal of Medical Genetics - Part A*, 155, 1777–1785.

Shakespeare, T., & Hull, R. J. (2018). Termination of pregnancy after non-invasive prenatal testing (NIPT): Ethical considerations. *Journal of Practical Ethics*, 6(2). <https://ssrn.com/abstract=3311515>

## SESSION 3: PRE-SCHOOL & SCHOOL —Norm Kunc and Emma Van der Klift January 28, 2020

This session will examine the range of pre-school supports and how they are accessed. In our society, school is the first major institution for children outside of the family. Here children both prepare for life as an adult citizen and participate in a community of peer. How is this best accomplished where a child has a disability? In this session we discuss the interaction of theories of pedagogy, expert opinions and rights. In particular we look at the values on inclusive education and the questions around obtaining appropriate supports for students with disabilities.

## VIDEOS

- Broadreach Training & Resources (n.d.). INCLUSIVE EDUCATION: From Political Correctness Towards Social Justice—A video that explores the benefits and the common questions about inclusive education. <https://www.broadreachtraining.com/inclusive-education-from-political-correctness-towards-social-justice/>
- **Conversations that Matter:** Fostering Collaborative Parent-Professional Partnerships (17:50) Presenter: Janice Fialka

## ASSIGNED READINGS

Baumbusch, J., Lynam, J., Sather, T. & Wolverson, A. (2009). *Planning for Two Lifetimes: Health Work in Families of Young Children with Special Needs*. UBC Research Report. (Canvas)

Eaton v. Brant County Board of Education (Summary)  
<http://www.canlii.org/en/ca/scc/doc/1997/1997canlii366/1997canlii366.html>

The Moore Case—Summary of Key Points:

Moore v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver)  
<http://www.ccdonline.ca/en/humanrights/litigation/Moore-Case-Key-Findings-9Nov2012>

**Websites to review:**

Ministry of Children and Family Development website, **Child and Youth with Special Needs** section  
<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development>

Inclusive Education Canada  
<http://inclusiveeducation.ca/>

**SESSION 1: INTRODUCTION**

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**Videos:**

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<https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html?smid=nytcore-ios-share>

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Topics include:

Pre-natal testing /Genetics/Eugenics/Ethics;  
First Disclosure/Information/Counseling;  
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'Wrongful life' cases.

**Videos:**

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Ashtiani, S., Makela, N., Carrion, P., & Austin, J. (2014). Parents' experiences of receiving their child's genetic diagnosis: A qualitative study to inform clinical genetics practice. *American Journal of Medical Genetics - Part A* 164A, 1496–1502.

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Presenter: Janice Fialka

**Readings:**

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Eaton v. Brant County Board of Education (Summary)

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The Moore Case: Summary of Key Points:

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**Websites to review:**

Ministry of Children and Family Development website, **Child and Youth with Special Needs** section  
<https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development>

Inclusive Education Canada

<http://inclusiveeducation.ca/>

**SESSION 4: EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES? ACCOMODATIONS AND TRIBUNALS**

In this session, we study the central concepts in human rights law in Canada as these apply to persons with disabilities. These include a duty to accommodate to the point of undue hardship in a variety of contexts and across disabilities. We will also consider the role of tribunals and the issue of accommodation, what is it and what kinds of claims are reasonable and how this is determined.

**Videos:**

**Conversations that Matter:** Disability Studies Series Pt.6 Catherine Frazee

**Readings:**

Bickenbach, J. (2003). Disability and Equality. *Journal of Law and Equality*, 2. (UBC Library ejournals)

Canadian Charter of Rights and Freedoms, Esp. Section 15

<http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf>

UN Convention on the Rights of Persons with Disabilities

<https://www.un.org/disabilities/default.asp?id=150>

*Grismer v Superintendent of Motor Vehicles* (summary)

<http://www.canlii.org/en/ca/scc/doc/1999/1999canlii646/1999canlii646.html>

*Eldridge vs. AG-BC* (summary)

[http://www.escri-net.org/caselaw/caselaw\\_show.htm?doc\\_id=399162](http://www.escri-net.org/caselaw/caselaw_show.htm?doc_id=399162)

Howard v. University of British Columbia- On Canvas

Human rights law in B.C.: the duty to accommodate to the point of undue hardship (reasonable accommodation). Prepared by the Canadian Human Rights Reporter for the British Columbia Human Rights Commission. July 2001.

<http://www.llbc.leg.bc.ca/public/pubdocs/bcdocs/350451/hrlawdutytoaccommodate.pdf>

## **SESSION 5: ADULTHOOD—GENDER AND SEXUALITY**

This session concentrates on issues of gender, sexuality, and family life for individuals with disabilities. In this session we look critically at the meaning of privacy, autonomy and choice, and “the perfect body syndrome” as it applies to individuals with disabilities.

### **Readings:**

Cheng, R. P. (2009). Sociological Theories of Disability, Gender, and Sexuality: A Review of the Literature. *Journal of Human Behavior in the Social Environment*, 19(1), 112-122. <https://doi.org/10.1080/10911350802631651>

Hirschmann, J. (2013). Queer/fear: Disability, sexuality, and the other. *Journal of Medical Humanities*, 34(2), 139-147.

Radford, A. (2018). Women and young persons with disabilities: Guidelines for providing rights-based and gender-responsive services to address gender-based violence and sexual and reproductive health and rights. United Nations Population Fund. UN:NY. (This is also relevant to Week 9) available at: <https://womenenabled.org/wei-unfpa-guidelines.html>. (Scan)

## **SESSION 6: SUPPORTS AND SERVICES**

### **Videos:** A Credo for Support:

There are a number of relevant videos on employment, supports, access etc. Browse the options and watch two or three. Below are some suggestions:

- An Aboriginal Perspective on Diversity, Disability and Invisibility (12:15)  
Presenter: Lorna Williams
- Microboards – Linda Perry Part 1 & 2
- Part 1: Working Towards a "New Story" of Support-John Lord (17:16)
- Part 2: Creating a "3rd Alternative" (13:45)  
Presenter: John Lord

- The Art of Job Development – Parts 1- 4: On Becoming a Resilient Job Developer  
Presenter: Denise Bissonnette

### Readings:

Stainton, T. (2005). Empowerment and the architecture of rights based social policy. *Journal of Intellectual Disabilities*. 9(4), 287-296. (UBC e-link)

Schriner, K. (2001). A Disability Studies Perspective on Employment Issues and Policies for Disabled people: An International View. In G. Albrecht, K. Seelman, and M. Bury (Eds.), *Handbook of Disability Studies* (Chapter 28, pp. 642-662). Thousand Oaks CA: Sage.

Litvak, S. & Enders, A. (2001). The Interface Between Individuals and Environments. In G. Albrecht, K. Seelman, and M. Bury (Eds.), *Handbook of Disability Studies* (Chapter 31, pp. 711-733). Thousand Oaks CA: Sage.

The above two articles are available via the UBC library as ebooks—Type in ‘Handbook of Disability Studies’ to the search line and follow the links.

Kozma, A. V., Mansell, J., & Beadle-Brown, J. D. (2009). Outcomes in Different Residential Settings for People With Intellectual Disability: A Systematic Review. *American Journal on Intellectual and Developmental Disabilities*, 114(3), 193–222.

#### a. Employment

Hole R., Stainton T., & Tominson J. (2011). *Social And Economic Outcomes: Are Supported Employment Services for Individuals With Developmental Disabilities A Good Investment? A Review of the Literature*. Vancouver: CIC. <https://www.communitylivingbc.ca/wp-content/uploads/Employment-Is-it-a-Good-Investment-lit-review.pdf>

Crawford, C. (2012). *Towards an Understanding of Effective Practices in Employment Programs for People with Disabilities in Canada*. Toronto:IRIS. [https://irisinstitute.files.wordpress.com/2012/01/employment-program-best-practices\\_iris.pdf](https://irisinstitute.files.wordpress.com/2012/01/employment-program-best-practices_iris.pdf)

#### b. Housing and residential supports

Koenig, R. (2015). Supportive housing for persons with disabilities: A framework for evaluating alternative models. *Housing Studies*, 30(3), 351-367. <https://doi.org/10.1080/02673037.2014.953449>

DiGennaro Reed, F. D., Strouse, M. C., Jenkins, S. R., Price, J., Henley, A. J., & Hirst, J. M. (2014). Barriers to independent living for individuals with disabilities and seniors. *Behavior Analysis in Practice*, 7(2), 70-7. <https://doi.org/10.1007/s40617-014-0011-6> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711747/>

Stainton, S., Hole, R., Charles, G., Yodanis, C., Powell, S., & Crawford, C. (2006). *Residential Options for Adults with Developmental Disabilities: Quality and Cost Outcomes Literature and Initial*

*Program Review. Community Living Research Project.*  
[https://citizenship.sites.olt.ubc.ca/files/2014/07/Residential\\_Options\\_for\\_Adults\\_with\\_Developmental\\_Disabilities\\_Quality\\_and\\_Cost\\_Outcomes\\_Literature\\_and\\_Initial\\_Program\\_Review.pdf](https://citizenship.sites.olt.ubc.ca/files/2014/07/Residential_Options_for_Adults_with_Developmental_Disabilities_Quality_and_Cost_Outcomes_Literature_and_Initial_Program_Review.pdf)

**c. Access**

From the web re: Universal design

Universal design [http://www.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciples.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm)

**d. Service Supports, Community living**

Supports for persons with Physical Disabilities, Ministry of Health

<http://www2.gov.bc.ca/gov/topic.page?id=14655A297B1A477F9A8468E6C6EC3436>

Supports for Persons with Intellectual/developmental disabilities-Community Living British Columbia

<http://www.communitylivingbc.ca/>

Disability Benefits- Ministry of Social Development. <http://www.mhr.gov.bc.ca/pwd.htm>

**SESSION 7: ADULT LIFE IN THE COMMUNITY: Kevin Coughlin, Public Guardian and Trustee**

The adult life sections look at the array of issues, supports and services people with a disability may experience or need to live as full and equal citizens in the community. The theoretical/organizing principle will be on of rights/justice and equal citizenship. This will be used as a backdrop to assess what is currently available and how current supports need to change to be more consistent with this framework. We will not focus on each area of adult life so much as unifying ideas and structures such as individualized funding, decision making and self-direction. Readings below cover a broad range of subjects and not all will be addressed in class but may be of use in your assignments, you are not expected to read all of the material.

*Decision making*

**Video:** Inclusion Canada. (2016, September 21). Supported decision making. YouTube.  
[https://www.youtube.com/watch?v=ZY69\\_BW8Y\\_o](https://www.youtube.com/watch?v=ZY69_BW8Y_o)

**Readings:**

Silvers, A. (2012). Moral status: What a bad idea! *Journal of Intellectual Disability Research*, 56(11), 1014–1025. <http://onlinelibrary.wiley.com/doi/10.1111/jir.2012.56.issue-11/issuetoc>

Stainton, T. (2015). Supported decision-making in Canada: principles, policy, and practice. *Research and Practice in Intellectual and Developmental Disabilities*,  
<https://doi.org/10.1080/23297018.2015.1063447>

Decision Making Tools (Representation Agreements, Powers of Attorney, etc.) Review information section and videos. <http://www.nidus.ca/>

Public Guardian and Trustee of British Columbia (2011). It's your choice: Personal planning tools. [http://www.trustee.bc.ca/documents/STA/It%27s\\_Your\\_Choice-Personal\\_Planning\\_Tools.pdf](http://www.trustee.bc.ca/documents/STA/It%27s_Your_Choice-Personal_Planning_Tools.pdf)

### **Optional reading:**

Bach, M., & Kerzner, L. (2010). *A New Paradigm for Protecting Autonomy and the Right to Legal Capacity*. Prepared for the Law Commission of Ontario. <http://www.lco-cdo.org/disabilities/bach-kerzner.pdf>

## **SESSION 8: PLANNING FOR PEOPLE**

This session will look at the issue of personal planning for people with disabilities. This session will help form the approach to the final assignment for the course.

### **Videos:**

Domains of Needs: A useful framework for Person Centred Planning (10:15)  
Presenter: Michael Kendrick

Person-Centred Planning - Part 1-6: Presenter: Jack Pearpoint and Lynda Kahn (watch Pt 1. For sure and the others will help with the assignment)

### **Readings:**

O'Brien, J. & O'Brien, C. L. (1999). *The Politics of Person Centered Planning*.  
<http://www.edtechpolicy.org/ArchivedWebsites/politics.pdf>

Amado, A. N. & McBride, M. (2001). *Increasing Person-Centered Thinking—Improving the Quality of Person-Centered Planning: A Manual for Person-Centered Planning Facilitators*. Minneapolis, Minnesota: University of Minnesota, Institute on Community Integration.  
<https://rtc.umn.edu/docs/pcpmanual1.pdf>

National Disability Authority (Ireland). *Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland* <http://nda.ie/nda-files/Person-Centred-Planning-Guidelines.pdf>

## **SESSION 9: VIOLENCE AND ABUSE IN THE LIVES OF PEOPLE WITH DISABILITIES**

This session will explore the issue of violence in the lives of people with disabilities. We will look at the nature and extent of abuse and particularly at issues related to gender, institutional/caregiver abuse and responding to abuse.

### **Videos:**

Reporting Neglect and Abuse: Having the Courage to do the Right Thing (8:20)  
Presenter: Fred Ford

### **Readings:**



Statistics Canada. (2018, March 15). Violent victimization of women with disabilities, 2014. <https://www.statcan.gc.ca/daily-quotidien/180315/dq180315b-eng.htm>

Barile, Maria (2002) Individual-Systemic Violence: Disabled Women's Standpoint, *Journal of International Women's Studies* Vol. 4, # 1.

Yoshida, K., DuMont, J., Odette, F., & Lysy, D. (2011). Factors associated with physical and sexual violence among Canadian women living with physical disabilities. *Health Care for Women International*, 32, 762-775.

Petersilia, J. (2000). Invisible victims - Violence against persons with developmental disabilities. *Human Rights* 27, p. 9-12.

Hughes, R. B., Robinson-Whelen, S., Raymaker, D., Lund, E. M., Oschwald, M., Katz, M., Starr, A., Ashkenazy, A., Powers, L. E., & Nicolaidis, C. (2019). The relation of abuse to physical and psychological health in adults with developmental disabilities. *Disability and Health Journal*, <https://doi.org/10.1016/j.dhjo.2018.09.007>

Equality and Human Rights Commission (2009) *Promoting the safety and security of disabled people*. [http://www.equalityhumanrights.com/uploaded\\_files/research/promoting\\_safety\\_and\\_security\\_of\\_disabled\\_people.pdf](http://www.equalityhumanrights.com/uploaded_files/research/promoting_safety_and_security_of_disabled_people.pdf)

ReAct Website

– <http://www.vchreact.ca/>

Public Guardian and Trustee

– <http://www.trustee.bc.ca/pdfs/STA/abuseneglect.htm>

## **SESSION 10: AGEING AND DISABILITY**

People who have spent all or most of their lives living with a disability may be faced with new issues and challenges as they grow older. Older adults are also more likely to develop disabilities than other members of the population. The focus of research and discussion on aging with a disability has generally focused on health care and medical knowledge, identifying age-related “secondary conditions” commonly associated with cerebral palsy, for example, or spinal injury.

Relationships also exist between justice issues commonly associated with aging and the experiences of disabled people throughout the life-course. Housing, service supports, and decision making are justice issues that profoundly affect the lives of many disabled people, for example; these will also be crucial issues for many older adults. To what extent do existing structures, supports and mechanisms meet the needs disabled people as older adults? Where are the gaps? How do existing networks for responding to “elder abuse” and neglect take into account the particular circumstances of the disabled older adult at risk of abuse and neglect? “Dual aging”- the aging of persons with developmental disabilities together with the increasing age of caregivers- raises special concerns that require a focused policy response.

**Videos:**

Aging & Disability: Ensuring "A Good Life" in the Later Years (17:06)  
Presenter: Kim Lyster

**Readings:**

Heller, T. (2017). *Service and Support Needs of Adults Aging with Intellectual/Developmental Disabilities*. Testimony to the U.S. Senate Committee on Aging Working and Aging with Disabilities: From School to Retirement.

[https://aadmd.org/sites/default/files/Heller\\_Testimony\\_to\\_US\\_Senate\\_Committee\\_on\\_Aging.pdf](https://aadmd.org/sites/default/files/Heller_Testimony_to_US_Senate_Committee_on_Aging.pdf)

Shooshtari, S., Naghipur, S., & Zhang, J. (2012). Unmet healthcare and social services needs of older Canadian adults with developmental disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 9(2), 81-91.

Weeks, L., Nilsson, T., Bryanton, O., & Kozma, A. (2009). Current and future concerns of older parents of sons and daughters with intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, 6(3), 180-188.

Minkler, M., & Fadem, P. (2002). "Successful Aging": A Disability Perspective. *Journal of Disability Policy Studies*, 12(4), 229–235. <https://doi.org/10.1177/104420730201200402> (On Canvas)

Baumbusch, J., Mayer, S., Phinney, A., & Baumbusch, S. (2017). Aging Together: Caring Relations in Families of Adults With Intellectual Disabilities. *The Gerontologist*, 57(2), 341–347.  
<https://doi.org/10.1093/geront/gnv103>

**SESSION 11: ASSISTED SUICIDE AND "MERCY KILLING"**

In this session we discuss the arguments for euthanasia, limits and perils. We also discuss the criminal sanctions for "mercy killing."

**Videos:**

Catherine Frazee Testimony to the Justice Committee Parliamentary Hearing  
<https://www.facebook.com/MAID2MAD.AMMdeventMAM/videos/370058644330385>

**Readings:**

Stainton, T. (2019). Disability, vulnerability and assisted death: commentary on Tuffrey-Wijne, Curfs, Finlay and Hollins. *BMC Med Ethics* 20, 89 <https://doi.org/10.1186/s12910-019-0426-2>

*Carter v. Canada (Attorney General)*, 2015 SCC 5 <http://www.lexisnexis.ca/documents/2015scc005.pdf>  
Review relevant sections

*R. v. Latimer* SCC Case Summary (2001). . Access at <http://scc-csc.lexum.com/decisia-scc-csc/scc-csc/scc-csc/en/item/1836/index.do>

Vulnerable Person Standard (Read standard and compliance update) <http://www.vps-npv.ca/>

Legislative Summary of Bill C-7: An Act to amend the Criminal Code (medical assistance in dying [https://lop.parl.ca/sites/PublicWebsite/default/en\\_CA/ResearchPublications/LegislativeSummaries/431C7E](https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/LegislativeSummaries/431C7E)) This has a good summary of the history and issues.

Inclusion Canada (2020) Bill C7 Through a Disability Lens. <https://inclusioncanada.ca/wp-content/uploads/2020/11/Bill-C-7-Through-a-Disability-Lens.pdf>

## **SESSION 12: PRESENTATIONS AND WRAP-UP**

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### **LEARNING RESOURCES**

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

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### **UNIVERSITY POLICIES**

**Support:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at <https://senate.ubc.ca/policies-resources-support-student-success>

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### **LEARNING ANALYTICS**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: View overall class progress; Review statistics on course content being accessed to support improvements in the course; Track participation in team discussion; Assess your participation in the course.

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## COPYRIGHT

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### UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	73.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.