

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 [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](https://arts.ubc.ca)

# UBC COVID-19 Protocols for in-class learning

## Faculty of Arts, COVID-19 Safety Guidelines

### **Wearing Masks**

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

UBC Respectful Environment Statement.

If you forget a mask, please ask your instructor for one.

### **If you are sick**

It is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>

### **If you miss class because of illness**

Connect with your classmates for information about the class missed. All lectures will be recorded and live streamed so you can catch up with that. If you anticipate missing a class due to illness that includes a key activity you are part of, please contact your instructor to discuss.

### **If you anticipate not being able to meet an assignment deadline due to illness**

Please contact your instructor to discuss options.

### **Livestreaming/Recording**

The livestream/recording is now being handled centrally by ArtsIT so I will have no control over stopping and starting as we go. This means there will likely be some deadair while we take breaks or go to groups but you should be able to fastforward through it. You access it through the central portal using this link:

A folder for all viewing links has also been set up at the following URL. Recordings or live streaming links will show up automatically when they are ready: <https://ubc.ca.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=cef82441-4dd3-4714-8843-ad980113ca09>

Hopefully this will work fairly smoothly but let me know if you are having trouble with it or check the ArtsIT website.

## 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

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.

## Course Info

<b>Year/Term</b>	Winter 2021, September 8–December 1, 2021
<b>Course Title</b>	SOWK 453: Disability and Justice
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Wednesdays, 5–8 pm
<b>Course Location</b>	Jack Bell Building, Room 124

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>	<b>Office Hours</b>
Tim Stainton	Jack Bell 232	n/a	timst@mail.ubc.ca	Email for an appt.

## Prerequisite and/or Corequisite

There is no prerequisite for this course.

## 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.

## Course Structure and Learning Activities

The course will use a mix of lectures, guest speakers, group work and discussion and group activities.

## Learning Outcomes

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, 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

## Required Textbook(s) and Learning 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://conversationsthatmatter.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.**

## Assessment of Learning

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. You only need to do one so	10%	250 words	1 week after the group you are

	there will be more weeks than required for all members to do this.			respons ible for
Popular Media (film, TV show, fictional book) Analysis	<p>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.).</p> <p>(i.e. The Good Doctor; Atypical; United States of Tara; Wonder.....)</p> <p>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 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></p> <p>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>	25%	1000 words	Oct 20 by 11:59p m
Team Planning Exercise	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)	Presentat ion 10%	20 min.	Present ation: Dec1st

	<p>and <b>submit a written version</b> of the plan to the instructor. 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 including issues of cost and wait-times/access.</li> <li>3. Identify the roles of the relevant supports and disciplines</li> </ol>	Written Plan 20%	2500 words	Written Plan & Add.: Dec 8 by 11:59p m
Final Reflection Paper	<p>Write a final reflection paper on the topic of Disability and Justice. Reflect on:</p> <p><i>What does justice mean in the context of disability?</i></p> <p><i>What does it mean in the context of your own practice?</i> (current or future, for those not in health and human services feel free to consider any aspect of your life/work).</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>	20%	500 words	Dec 8

**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 the use of the course learning material.

## Class Schedule

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

<b>Session 1:</b>	September 8, 2021
<b>Topic:</b>	INTRODUCTION - Definitions, History
	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.
<b>Videos:</b>	<ul style="list-style-type: none"><li>• Conversations that Matter: Disability Studies Series Catherine Frazee Pt. 1-5 (this is for weeks one and two)</li><li>• Young, S. (2014). I am not your inspiration, thank you very much: Stella Young   TEDxSydney. <a href="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</a></li></ul>



<b>Readings:</b>	<p>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. <i>New York Times</i>. <a href="https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html?smid=nytcore-ios-share">https://www.nytimes.com/2019/09/02/opinion/disabled-human-rights.html?smid=nytcore-ios-share</a></p> <p>Frazee, 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? <i>Saturday Night</i>, 115, 40. <a href="http://search.proquest.com.ezproxy.library.ubc.ca/docview/222356554/abstract">http://search.proquest.com.ezproxy.library.ubc.ca/docview/222356554/abstract</a></p> <p>Furrie, A. (2018). The evolution of disability data in Canada: Keeping in step with a more inclusive Canada. Statistics Canada. <a href="https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018003-eng.htm">https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018003-eng.htm</a></p> <p>Morris, S., Fawcett, G., Brisebois, L., &amp; Hughes, J. (2017). Canadian Survey on Disability Reports: A demographic, employment and income profile of Canadians with disabilities aged 15 years and over. <a href="https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018002-eng.htm">https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018002-eng.htm</a></p> <p>Retief, M. &amp; Letšosa, R. (2018). Models of disability: A brief overview. <i>HTS Theologiese Studies/ Theological Studies</i>, 74(1), a4738. <a href="https://doi.org/10.4102/hts.v74i1.4738">https://doi.org/10.4102/hts.v74i1.4738</a>. <a href="http://www.scielo.org.za/pdf/hts/v74n1/06.pdf">http://www.scielo.org.za/pdf/hts/v74n1/06.pdf</a></p>
<b>Session 2:</b>	September 15, 2021
<b>Topic:</b>	<p>PRE &amp; POST NATAL EXPERIENCES</p> <p>This session looks at the ethical debate engendered by new medical/genetic technology. It explores the space where professional 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.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Pre-natal testing /Genetics/Eugenics/Ethics;</li> <li>• First Disclosure/Information/Counseling;</li> <li>• Termination/Preparation;</li> <li>• 'Wrongful life' cases.</li> </ul>
<b>Videos:</b>	No video this week

<b>Readings:</b>	<p>Parens, E. &amp; Asch, A. (1999). The Disability Rights Critique of Prenatal Testing: Reflections and Recommendations. Special Supplement, Hastings Center Report 29(5). (UBC Library ejournals)</p> <p>Ashtiani, S., Makela, N., Carrion, P., &amp; 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.</p> <p>Madeo, A. C., Biesecker, B. B., Brasington, C., Erby, L.H., &amp; 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.</p> <p>Shakespeare, T., &amp; Hull, R. J. (2018). Termination of pregnancy after non-invasive prenatal testing (NIPT): Ethical considerations. Journal of Practical Ethics, 6(2). <a href="https://ssrn.com/abstract=3311515">https://ssrn.com/abstract=3311515</a></p>
<b>Session 3:</b>	September 22, 2021
<b>Topic:</b>	<p>PRE-SCHOOL AND SCHOOL</p> <p>Norm Kunc and Emma Van der Klift</p> <p>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.</p>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>Broadreach Training &amp; Resources (n.d.). INCLUSIVE EDUCATION: From Political Correctness Towards Social Justice—A video that explores the benefits and the common questions about inclusive education. <a href="https://www.broadreachtraining.com/inclusive-education-from-political-correctness-towards-social-justice/">https://www.broadreachtraining.com/inclusive-education-from-political-correctness-towards-social-justice/</a></li> <li>Conversations that Matter: Fostering Collaborative Parent-Professional Partnerships (17:50) Presenter: Janice Fialka</li> </ul>

<b>Readings:</b>	<p>Baumbusch, J., Lynam, J., Sather, T. &amp; Wolverton, A. (2009). <i>Planning for Two Lifetimes: Health Work in Families of Young Children with Special Needs</i>. UBC Research Report. (Canvas)</p> <p>The Moore Case—Summary of Key Points:</p> <p>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)</p> <p><a href="http://www.ccdonline.ca/en/humanrights/litigation/Moore-Case-Key-Findings-9Nov2012">http://www.ccdonline.ca/en/humanrights/litigation/Moore-Case-Key-Findings-9Nov2012</a></p>
<b>Websites:</b>	<p>Ministry of Children and Family Development website, Child and Youth with Special Needs section</p> <p><a href="https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development">https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development</a></p> <p>Inclusive Education Canada</p> <p><a href="http://inclusiveeducation.ca/">http://inclusiveeducation.ca/</a></p>
<b>Session 4:</b>	September 29, 2021
<b>Topic:</b>	<p>EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES?</p> <p>ACCOMMODATION AND TRIBUNALS</p> <p>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.</p>
<b>Videos:</b>	Conversations that Matter: Disability Studies Series Pt.6—Catherine Frazee

<b>Readings:</b>	<p>Bickenbach, J. (2003). Disability and Equality. <i>Journal of Law and Equality</i>, 2. (UBC Library ejournals)</p> <p>Canadian Charter of Rights and Freedoms, Esp. Section 15  <a href="http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf">http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf</a></p> <p>UN Convention on the Rights of Persons with Disabilities  <a href="https://www.un.org/disabilities/default.asp?id=150">https://www.un.org/disabilities/default.asp?id=150</a></p> <p><i>Grismer v Superintendent of Motor Vehicles</i> (summary)  <a href="http://www.canlii.org/en/ca/scc/doc/1999/1999canlii646/1999canlii646.html">http://www.canlii.org/en/ca/scc/doc/1999/1999canlii646/1999canlii646.html</a></p> <p><i>Eldridge vs. AG-BC</i> (summary)  <a href="http://www.escri-net.org/caselaw/caselaw_show.htm?doc_id=399162">http://www.escri-net.org/caselaw/caselaw_show.htm?doc_id=399162</a></p> <p>Accessible Canada Act (S.C. 2019, c. 10) <a href="https://laws-lois.justice.gc.ca/eng/acts/A-0.6/">https://laws-lois.justice.gc.ca/eng/acts/A-0.6/</a></p> <p>Accessible British Columbia Act  <a href="https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility/legislation">https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility/legislation</a></p> <p>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.  <a href="http://www.llbc.leg.bc.ca/public/pubdocs/bcdocs/350451/hrlawdutytoaccommodate.pdf">http://www.llbc.leg.bc.ca/public/pubdocs/bcdocs/350451/hrlawdutytoaccommodate.pdf</a></p>
<b>Session 5:</b>	October 6, 2021
<b>Topic:</b>	<p>GENDER AND SEXUALITY</p> <p>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.</p>
<b>Videos:</b>	No video this week.

<b>Readings:</b>	<p>Cheng, R. P. (2009). Sociological Theories of Disability, Gender, and Sexuality: A Review of the Literature. <i>Journal of Human Behavior in the Social Environment</i>, 19(1), 112-122. <a href="https://doi.org/10.1080/10911350802631651">https://doi.org/10.1080/10911350802631651</a></p> <p>Hirschmann, J. (2013). Queer/fear: Disability, sexuality, and the other. <i>Journal of Medical Humanities</i>, 34(2), 139-147.</p> <p>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: <a href="https://womenenabled.org/wei-unfpa-guidelines.html">https://womenenabled.org/wei-unfpa-guidelines.html</a>. (Scan)</p>
<b>Session 6:</b>	October 13, 2021
<b>Topic:</b>	<p>ADULT LIFE IN THE COMMUNITY</p> <p>SUPPORTS: INDEPENDENCE, SELF-DETERMINATION AND INDIVIDUALIZATION, SUPPORTS</p>
<b>Videos:</b>	<ul style="list-style-type: none"> <li>• A Credo for Support by Norm Kunc and Emma Van der Klift Transcript available here <a href="https://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/docs/CredoForSupport.pdf">https://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/docs/CredoForSupport.pdf</a></li> <li>• There are a number of relevant videos on employment, supports, access etc. Browse the options and watch two or three. Below are some suggestions: <ul style="list-style-type: none"> <li>- An Aboriginal Perspective on Diversity, Disability and Invisibility (12:15)—Lorna Williams</li> <li>- Microboards – Linda Perry Part 1 &amp; 2</li> <li>- Part 1: Working Towards a "New Story" of Support(17:16)—John Lord</li> <li>- Part 2: Creating a "3rd Alternative" (13:45)—John Lord</li> <li>- The Art of Job Development – Parts 1- 4: On Becoming a Resilient Job Developer—Denise Bissonnette</li> </ul> </li> </ul>

## Readings:

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

**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)

Caledon Institute of Social Policy *Disability Supports and Employment Policy*. Sherri Torjman and Anne Makhoul October 2016.

<https://maytree.com/wp-content/uploads/CaledonPDF-1105ENG.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/>

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.

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  
[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.

<b>Session 7:</b>	October 20, 2021
<b>Topic:</b>	ADULT LIFE IN THE COMMUNITY DECISION-MAKING 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.
<b>Videos:</b>	Inclusion Canada. (2016, September 21). Supported decision making. YouTube. <a href="https://www.youtube.com/watch?v=ZY69_BW8Y_o">https://www.youtube.com/watch?v=ZY69_BW8Y_o</a>
<b>Readings:</b>	<p>Silvers, A. (2012). Moral status: What a bad idea! <i>Journal of Intellectual Disability Research</i>, 56(11), 1014–1025.  <a href="http://onlinelibrary.wiley.com/doi/10.1111/jir.2012.56.issue-11/issuetoc">http://onlinelibrary.wiley.com/doi/10.1111/jir.2012.56.issue-11/issuetoc</a></p> <p>Stainton, T. (2015). Supported decision-making in Canada: principles, policy, and practice. <i>Research and Practice in Intellectual and Developmental Disabilities</i>, <a href="https://doi.org/10.1080/23297018.2015.1063447">https://doi.org/10.1080/23297018.2015.1063447</a></p> <p>Decision Making Tools (Representation Agreements, Powers of Attorney, etc.)  Review information section and videos. <a href="http://www.nidus.ca/">http://www.nidus.ca/</a></p> <p>Public Guardian and Trustee of British Columbia (2011). It's your choice: Personal planning tools.  <a href="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</a></p> <p><i>Optional reading:</i></p> <p>Bach, M., &amp; Kerzner, L. (2010). <i>A New Paradigm for Protecting Autonomy and the Right to Legal Capacity</i>. Prepared for the Law Commission of Ontario.  <a href="http://www.lco-cdo.org/disabilities/bach-kerzner.pdf">http://www.lco-cdo.org/disabilities/bach-kerzner.pdf</a></p>
<b>Session 8:</b>	October 27, 2021
<b>Topic:</b>	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.

<b>Videos:</b>	<ul style="list-style-type: none"> <li>Domains of Needs: A useful framework for Person Centred Planning (10:15)—Michael Kendrick</li> <li>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)</li> </ul>
<b>Readings:</b>	<p>O'Brien, J. &amp; O'Brien, C. L. (1999). The Politics of Person Centered Planning. <a href="http://www.edtechpolicy.org/ArchivedWebsites/politics.pdf">http://www.edtechpolicy.org/ArchivedWebsites/politics.pdf</a></p> <p>Amado, A. N. &amp; 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. <a href="https://rtc.umn.edu/docs/pcpmanual1.pdf">https://rtc.umn.edu/docs/pcpmanual1.pdf</a></p> <p>National Disability Authority (Ireland). Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland <a href="http://nda.ie/nda-files/Person-Centred-Planning-Guidelines.pdf">http://nda.ie/nda-files/Person-Centred-Planning-Guidelines.pdf</a></p>
<b>Session 9:</b>	November 3, 2021
<b>Topic:</b>	<p>VIOLENCE AND ABUSE IN THE LIVES OF PEOPLE WITH DISABILITIES</p> <p>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.</p>
<b>Videos:</b>	Reporting Neglect and Abuse: Having the Courage to do the Right Thing (8:20)—Fred Ford



<b>Readings:</b>	<p>Statistics Canada. (2018, March 15). Violent victimization of women with disabilities, 2014.  <a href="https://www.statcan.gc.ca/daily-quotidien/180315/dq180315b-eng.htm">https://www.statcan.gc.ca/daily-quotidien/180315/dq180315b-eng.htm</a></p> <p>Yoshida, K., DuMont, J., Odette, F., &amp; Lysy, D. (2011). Factors associated with physical and sexual violence among Canadian women living with physical disabilities. <i>Health Care for Women International</i>, 32, 762-775.</p> <p>Petersilia, J. (2000). Invisible victims - Violence against persons with developmental disabilities. <i>Human Rights</i> 27, p. 9-12.</p> <p>Hughes, R. B., Robinson-Whelen, S., Raymaker, D., Lund, E. M., Oschwald, M., Katz, M., Starr, A., Ashkenazy, A., Powers, L. E., &amp; Nicolaidis, C. (2019). The relation of abuse to physical and psychological health in adults with developmental disabilities. <i>Disability and Health Journal</i>,  <a href="https://doi.org/10.1016/j.dhjo.2018.09.007">https://doi.org/10.1016/j.dhjo.2018.09.007</a></p> <p>Equality and Human Rights Commission (2009) <i>Promoting the safety and security of disabled people</i>.  <a href="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</a></p> <p>ReAct Website  <a href="http://www.vchreact.ca/">http://www.vchreact.ca/</a></p> <p>Public Guardian and Trustee</p>
<b>Session 10:</b>	November 10, 2021
<b>Topic:</b>	<p>AGEING AND DISABILITY</p> <p>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.</p> <p>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.</p>
<b>Videos:</b>	Aging & Disability: Ensuring "A Good Life" in the Later Years (17:06)—Kim Lyster

<b>Readings:</b>	<p>Heller, T. (2017). <i>Service and Support Needs of Adults Aging with Intellectual/Developmental Disabilities</i>. Testimony to the U.S. Senate Committee on Aging Working and Aging with Disabilities: From School to Retirement. <a href="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</a></p> <p>Shooshtari, S., Naghipur, S., &amp; Zhang, J. (2012). Unmet healthcare and social services needs of older Canadian adults with developmental disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 9(2), 81-91.</p> <p>Weeks, L., Nilsson, T., Bryanton, O., &amp; Kozma, A. (2009). Current and future concerns of older parents of sons and daughters with intellectual disabilities. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 6(3), 180-188.</p> <p>Minkler, M., &amp; Fadem, P. (2002). "Successful Aging.": A Disability Perspective. <i>Journal of Disability Policy Studies</i>, 12(4), 229–235. <a href="https://doi.org/10.1177/104420730201200402">https://doi.org/10.1177/104420730201200402</a> (On Canvas)</p> <p>Baumbusch, J., Mayer, S., Phinney, A., &amp; Baumbusch, S. (2017). Aging Together: Caring Relations in Families of Adults With Intellectual Disabilities. <i>The Gerontologist</i>, 57(2), 341–347. <a href="https://doi.org/10.1093/geront/gnv103">https://doi.org/10.1093/geront/gnv103</a></p>
<b>Session 11:</b>	November 17, 2021
<b>Topic:</b>	<p>INDIGENOUS COMMUNITIES AND DISABILITY</p> <p>Neil Belanger, Executive Director, BC Aboriginal Network on Disability</p>
<b>Videos:</b>	<p>Conversations that Matter Video: An Aboriginal Perspective on Diversity, Disability and Invisibility 12:16</p> <p>Dr. Lorna Williams discusses some the systemic practices that have not only defined indigenous people as deficient, but have also rendered them invisible. Lorna also gives support workers suggestions on how to foster mutually collaborative relationships between aboriginal people with disabilities and their families.</p>
<b>Readings:</b>	<p>Aboriginal Peoples Survey: Indigenous people with disabilities in Canada: First Nations people living off reserve, Métis and Inuit aged 15 years and older. by Tara Hahmann, Ph.D., Nadine Badets, and Jeffrey Hughes. Release date: December 12, 2019</p> <p><a href="https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2019005-eng.htm">https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2019005-eng.htm</a></p>
<b>Session 12:</b>	November 24, 2021
<b>Topic:</b>	<p>AS SUICIDE AND "MERCY KILLING"</p> <p>In this session we discuss the arguments for euthanasia, limits and perils. We also discuss the criminal sanctions for "mercy killing."</p>

<b>Videos:</b>	Catherine Frazee Testimony to the Justice Committee Parliamentary Hearing <a href="https://www.facebook.com/MAID2MAD.AMMdevientMAM/videos/370058644330385">https://www.facebook.com/MAID2MAD.AMMdevientMAM/videos/370058644330385</a>
<b>Readings:</b>	<p>Stainton, T. (2019). Disability, vulnerability and assisted death: commentary on Tuffrey-Wijne, Curfs, Finlay and Hollins. <i>BMC Med Ethics</i> 20, 89 <a href="https://doi.org/10.1186/s12910-019-0426-2">https://doi.org/10.1186/s12910-019-0426-2</a></p> <p><i>Carter v. Canada (Attorney General)</i>, 2015 SCC 5 <a href="http://www.lexisnexis.ca/documents/2015scc005.pdf">http://www.lexisnexis.ca/documents/2015scc005.pdf</a></p> <p>Review relevant sections</p> <p><i>R. v. Latimer</i> SCC Case Summary (2001). . Access at <a href="http://scc-csc.lexum.com/decisia-scc-csc/scc-csc/scc-csc/en/item/1836/index.do">http://scc-csc.lexum.com/decisia-scc-csc/scc-csc/scc-csc/en/item/1836/index.do</a></p> <p>Vulnerable Person Standard (Read standard and compliance update) <a href="http://www.vps-npv.ca/">http://www.vps-npv.ca/</a></p> <p>Legislative Summary of Bill C-7: An Act to amend the Criminal Code (medical assistance in dying) <a href="https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/LegislativeSummaries/431C7E">https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/LegislativeSummaries/431C7E</a> [This has a good summary of the history and issues]</p> <p>Inclusion Canada (2020) Bill C7 Through a Disability Lens. <a href="https://inclusioncanada.ca/wp-content/uploads/2020/11/Bill-C-7-Through-a-Disability-Lens.pdf">https://inclusioncanada.ca/wp-content/uploads/2020/11/Bill-C-7-Through-a-Disability-Lens.pdf</a></p>
<b>Session 13:</b>	December 1, 2021
<b>Topic:</b>	TEAM PLANNING ASSIGNMENT PRESENTATIONS WRAP-UP AND EVALUATION
<b>Videos:</b>	No videos this week.
<b>Readings:</b>	No assigned readings.

## School/Course Policies

### Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be

considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the School of Social Work student handbook.

## 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/>

## 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>

## Learning Analytics

No learning analytics are being used in this class.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor. You are however free to use or distribute material with acknowledgement as you wish with the exception of non-course specific copyright material such as reading etc. except where allowed by the copyright holder. You are welcome to record the course lectures for personal use.

## UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	90-100 85-89 80-84	95 87 82	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.
<b>B+</b> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 69.5	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>C+</b> <b>C</b> <b>C-</b>	64-67 60-63 55-59	65.5 62.5 57	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.