



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory the hən̓q̓əmin̓əŋ̓-speaking Musqueam peoples. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us.

Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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 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.

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

COURSE INFORMATION

Year/Term/Dates	Summer 2022: May 15–July 21, 2023
Course Title	SOWK 453/570H: Disability and Justice; 3 credits

Course Schedule	Mondays & Wednesdays, 1-4pm
Course Location	Scarfe 209 Breakout Rooms: SCRF 1003 AND SCRF 200 will be available from May 22 until June 19, 2023 from 1-4pm. Rooms SCRF 1020, SCRF 204A, SCRF 210, SCRF 1005, SCRF 203, SCRF 207 will be available from May 15 until June 19, 2023 from 1-4pm.

Instructor	Office Location	Office Phone	Email Address	Office Hours
Tim Stainton	Jack Bell 232	n/a	timst@mail.ubc.ca	Email for an appointment.
Teaching Assistant	Office Location	Office Phone	Email Address	Office Hours
Kaan Göncü			kaan.goncu@ubc.ca	Email for an appointment.

Prerequisite and/or Corequisite

There are no prerequisites 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 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

Required Textbooks(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://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.

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 discussion blog entry on canvas based on the session, video(s) and other background material for that week. You can also comment on your personal or professional, reflections on the topic. Special topics may 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. (Minimum of 8 sessions)	15%	100-200 words	2 X Weekly 10 entries min.
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.). (i.e. The Good Doctor; Atypical; United States of Tara; Wonder...) This can be current or historical or a comparative combination.</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"> • demonstrate mainstream ideas and stereotypes about disability; • illustrate portrayals of health/human service professionals relationships with people with disabilities and disability issues; • demonstrate ability to critically analyze representations of disability 	25%	1000 words	June 11 by 11:59p m

	<p>The work you chooses to analyze <u>MUST</u> be fictional. Documentaries are not acceptable. Please confirm your choice with the instructor before beginning your analysis.</p> <p>Recommended Reading: Whittington-Walsh, F. (2002). From freaks to savants: Disability and hegemony from The Hunchback of Notre Dame (1939) to SlingBlade (1997). <i>Disability & Society</i>, 17(6), 695–707. (UBC Library ejournal)</p>			
Team Planning Exercise	<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 present their plan via video (15 mins.) to the ‘inter-professional team’ (i.e. the class) and submit a written version of the plan to the instructor. The plan will be marked on the following criteria:</p> <ol style="list-style-type: none"> 1. Does the plan reflect the wishes and goals of the individual 2. Offer reasonable options for meeting the relevant goals of the individual including issues of cost and wait-times/access. 3. Identify the roles of the relevant supports and disciplines 	Video Presentation 10%	15 min.	Presentation: June 21
		Written Plan 25%	2500 words	Written Plan & Add.: July 2 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	July 2

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);
- Critical analysis;
- Clarity of writing;
- Accurate and complete referencing;
- Demonstration of use of the course learning material.

Course Schedule

COURSE OUTLINE SUBJECT TO CHANGE WITH 1 WEEK NOTICE

Outline of Topics

Class	Date	Topic
1	May 15	INTRODUCTION – Definitions, History
2	May 17	PRE & POST NATAL EXPERIENCES - A new eugenics? pt.1
3	May 24 VIRTUAL	PRE-SCHOOL AND SCHOOL – Norm Kunc and Emma Van der Klift
4	May 29	EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES? ACCOMMODATION AND TRIBUNALS
5	May 31	PLANNING FOR PEOPLE
6	June 5	GENDER AND SEXUALITY – Anastasia Radford & Kaan Gonsu
7	June 7	ADULT LIFE IN THE COMMUNITY SUPPORTS: INDEPENDENCE, SELF-DETERMINATION AND INDIVIDUALIZATION, SUPPORTS;

8	June 12	ADULT LIFE IN THE COMMUNITY DECISION-MAKING – Kevin Coughlin, Public Guardian and Trustee of BC
9	June 14	INDIGENOUS PEOPLE AND DISABILITY – Neil Belanger – VIRTUAL
10	June 19	AS SUICIDE AND “MERCY KILLING” A NEW EUGENICS? PT 2
11	June 21	Presentations wrap-up

Detailed Schedule

Session 1:	Monday, May 15, 2023
Topic:	<p>INTRODUCTION</p> <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:	<p>Conversations that Matter: Disability Studies Series Catherine Frazier Pt. 1-5 (this is for weeks one and two)</p> <p>OTHER VIDEO RESOURCES</p> <p>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</p> <p>Brown, Lydia XZ (2021) Dreaming Disability Justice into Our Future. Colorado Youth Diversity Conference. Lydia XZ Brown: Dreaming Disability Justice into Our Future - YouTube</p>
Assigned Readings:	<p>Withers, A.J., Ben-Moshe, L., Brown, L.X.Y.Z., Erickson, L., Gorman, R., Lewis, T., McLeod, L., & Mingus, M. (2019). Radical disability politics. In Kinna, R., & Gordon, U. (Eds.). (2019). Routledge Handbook of Radical Politics (1st ed.). Routledge. https://doi.org/10.4324/9781315619880. (Available through UBC Library ebooks)</p> <p>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</p> <p>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</p>

Session 2:	Wednesday, May 17, 2023
Topic:	<p>PRE & 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"> • Pre-natal testing /Genetics/Eugenics/Ethics; • First Disclosure/Information/Counseling; • Termination/Preparation; • ‘Wrongful life’ cases.
Videos:	No videos this week.
Assigned Readings:	<p>Parens, E. & Asch, A. (1999). The Disability Rights Critique of Prenatal Testing: Reflections and Recommendations. <i>Special Supplement, Hastings Center Report</i> 29(5). (UBC Library ejournals)</p> <p>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. <i>American Journal of Medical Genetics - Part A</i> 164A, 1496–1502.</p> <p>Shakespeare, T., & Hull, R. J. (2018). Termination of pregnancy after non-invasive prenatal testing (NIPT): Ethical considerations. <i>Journal of Practical Ethics</i>, 6(2). https://ssrn.com/abstract=3311515</p> <p>Reinders, J., Stainton, T. and Parmenter, T. R. (2019), The Quiet Progress of the New Eugenics. Ending the Lives of Persons With Intellectual and Developmental Disabilities for Reasons of Presumed Poor Quality of Life. <i>Journal of Policy and Practice in Intellectual Disabilities</i>, 16: 99-112. doi:10.1111/jppi.12298</p>
Session 3:	Wednesday, May 24, 2023

<p>Topic:</p>	<p>PRE-SCHOOL & SCHOOL 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>
<p>Videos:</p>	<p>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/</p> <p>Conversations that Matter: Fostering Collaborative Parent-Professional Partnerships (17:50) Presenter: Janice Fialka</p>
<p>Assigned Readings:</p>	<p>Baumbusch, J., Lynam, J., Sather, T. & 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: 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</p> <p>WEBSITES TO REVIEW</p> <p>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</p> <p>Inclusive Education Canada http://inclusiveeducation.ca/</p>
<p>Session 4:</p>	<p>Monday, May 29, 2023</p>

<p>Topic:</p>	<p>EQUALITY AND HUMAN RIGHTS LAW</p> <p>How well has it served people with disabilities? Accommodations 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>
<p>Videos:</p>	<p>Conversations that Matter: Disability Studies Series Pt.6–Catherine Frazee</p>
<p>Assigned Readings:</p>	<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 http://publications.gc.ca/collections/Collection/CH37-4-3-2002E.pdf</p> <p>UN Convention on the Rights of Persons with Disabilities https://www.un.org/disabilities/default.asp?id=150</p> <p><i>Grismer v Superintendent of Motor Vehicles</i> (summary) http://www.canlii.org/en/ca/scc/doc/1999/1999canlii646/1999canlii646.html</p> <p><i>Eldridge vs. AG-BC</i> (summary) http://www.escri-net.org/caselaw/caselaw_show.htm?doc_id=399162</p> <p>Accessible Canada Act (S.C. 2019, c. 10) https://laws-lois.justice.gc.ca/eng/acts/A-0.6/</p> <p>Accessible British Columbia Act https://www2.gov.bc.ca/gov/content/governments/about-the-bc-government/accessibility/legislation</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. http://www.llbc.leg.bc.ca/public/pubdocs/bcdocs/350451/hrlawdutytoaccommodate.pdf</p>
<p>Session 5:</p>	<p>Wednesday, May 31, 2023</p>

Topic:	<p>PLANNING FOR PEOPLE</p> <p>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.</p>
Videos:	<p>Domains of Needs: A useful framework for Person Centred Planning (10:15)—Michael Kendrick</p> <p>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)</p>
Assigned Readings:	<p>O'Brien, J. & O'Brien, C. L. (1999). <i>The Politics of Person Centered Planning</i>. http://www.edtechpolicy.org/ArchivedWebsites/politics.pdf</p> <p>Amado, A. N. & McBride, M. (2001). <i>Increasing Person-Centered Thinking—Improving the Quality of Person-Centered Planning: A Manual for Person-Centered Planning Facilitators</i>. Minneapolis, Minnesota: University of Minnesota, Institute on Community Integration. https://rtc.umn.edu/docs/pcpmanual1.pdf</p> <p>National Disability Authority (Ireland). <i>Guidelines on Person Centred Planning in the Provision of Services for People with Disabilities in Ireland</i> http://nda.ie/nda-files/Person-Centred-Planning-Guidelines.pdf</p>
Session 6:	Monday, June 5, 2023
Topic:	<p>ADULTHOOD–GENDER AND SEXUALITY</p> <p>This session concentrates on issues of gender, sexuality, and queer and trans folks with disabilities. In this session we look critically at issues of reproductive rights, violence and queer and trans issues.</p>
Videos:	<p>Mia Mingus KeyNote Presentation 2018 Disability Intersectionality Summit https://www.youtube.com/watch?v=Im21KpsNk1s</p>

<p>Assigned Readings:</p>	<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. https://doi.org/10.1080/10911350802631651</p> <p>Baril, A. (2015). Transness as Debility: Rethinking Intersections between Trans and Disabled Embodiments. <i>Feminist Review</i>, 111(1), 59–74. https://doi.org/10.1057/fr.2015.21</p> <p>Jasbir K. Puar; Bodies with New Organs: Becoming Trans, Becoming Disabled. <i>Social Text</i> 1 September 2015; 33 (3 (124)): 45–73. doi: https://doi.org/10.1215/01642472-3125698</p> <p>Brown, L. X. (2017). Ableist Shame and Disruptive Bodies: Survivorship at the Intersection of Queer, Trans, and Disabled Existence. In <i>Religion, Disability, and Interpersonal Violence</i> (pp. 163-178). Springer, Cham. [Book Chapter]</p> <p>Hirschmann, J. (2013). Queer/fear: Disability, sexuality, and the other. <i>Journal of Medical Humanities</i>, 34(2), 139-147.</p> <p>Statistics Canada. (2018, March 15). Violent victimization of women with disabilities, 2014. https://www.statcan.gc.ca/daily-quotidien/180315/dq180315b-eng.htm</p> <p>Yoshida, K., DuMont, J., Odette, F., & 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>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)</p>
<p>Session 7:</p>	<p>Wednesday, June 7, 2023</p>
<p>Topic:</p>	<p>SUPPORTS AND SERVICES</p>
<p>Videos:</p>	<p>A Credo for Support by Norm Kunc and Emma Van der Klift Transcript available here https://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/docs/CredoforSupport.pdf</p>

	<p>There are a number of relevant videos on employment, supports, access etc. Browse the options and watch two or three. Below are some suggestions:</p> <ul style="list-style-type: none"> • Microboards – Linda Perry Part 1 & 2 • Part 1: Working Towards a "New Story" of Support(17:16) – John Lord • Part 2: Creating a "3rd Alternative" (13:45) – John Lord • The Art of Job Development – Parts 1- 4: On Becoming a Resilient Job Developer – Denise Bissonnette
<p>Assigned Readings:</p>	<p>Stainton, T. (2005). Empowerment and the architecture of rights based social policy. <i>Journal of Intellectual Disabilities</i>. 9(4), 287-296. (UBC e-link)</p> <p>These are a range of resources you can scan as desired.</p> <p>a. Employment</p> <p>Hole R., Stainton T., & Tominson J. (2011). <i>Social And Economic Outcomes: Are Supported Employment Services for Individuals With Developmental Disabilities A Good Investment? A Review of the Literature</i>. Vancouver: CIC. https://www.communitylivingbc.ca/wp-content/uploads/employment-is-it-a-good-investment-lit-review.pdf</p> <p>Crawford, C. (2012). <i>Towards an Understanding of Effective Practices in Employment Programs for People with Disabilities in Canada</i>. Toronto:IRIS. https://irisinstitute.files.wordpress.com/2012/01/employment-program-best-practices_iris.pdf</p> <p>Caledon Institute of Social Policy <i>Disability Supports and Employment Policy</i>. Sherri Torjman and Anne Makhoul October 2016. https://maytree.com/wp-content/uploads/CaledonPDF-1105ENG.pdf</p> <p>b. Housing and residential supports</p> <p>Koenig, R. (2015). Supportive housing for persons with disabilities: A framework for evaluating alternative models. <i>Housing Studies</i>, 30(3), 351-367. https://doi.org/10.1080/02673037.2014.953449</p> <p>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. <i>Behavior Analysis in Practice</i>, 7(2), 70-7. https://doi.org/10.1007/s40617-014-0011-6 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4711747/</p> <p>Kozma, A. V., Mansell, J., & Beadle-Brown, J. D. (2009). Outcomes in Different Residential Settings for People With Intellectual Disability: A Systematic Review. <i>American Journal on Intellectual and Developmental Disabilities</i>, 114(3), 193–222.</p>

	<p>Stainton, S., Hole, R., Charles, G., Yodanis, C., Powell, S., & Crawford, C. (2006). <i>Residential Options for Adults with Developmental Disabilities: Quality and Cost Outcomes Literature and Initial Program Review</i>. 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</p> <p>c. Access</p> <p>From the web re: Universal design http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm</p> <p>d. Service Supports, Community living</p> <p>Supports for persons with Physical Disabilities, Ministry of Health http://www2.gov.bc.ca/gov/topic.page?id=14655A297B1A477F9A8468E6C6EC3436</p> <p>Supports for Persons with Intellectual/developmental disabilities-Community Living British Columbia http://www.communitylivingbc.ca/</p> <p>Disability Benefits- Ministry of Social Development. http://www.mhr.gov.bc.ca/pwd.htm</p>
Session 8:	Monday, June 12, 2023
Topic:	<p>ADULT LIFE IN THE COMMUNITY Kevin Coughlin, Public Guardian and Trustee</p> <p>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.</p>
Videos:	Inclusion Canada. (2016, September 21). Supported decision making. YouTube. https://www.youtube.com/watch?v=ZY69_BW8Y_o
Assigned Readings:	Silvers, A. (2012). Moral status: What a bad idea! <i>Journal of Intellectual Disability Research</i> , 56(11), 1014–1025. http://onlinelibrary.wiley.com/doi/10.1111/jir.2012.56.issue-11/issuetoc

	<p>Stainton, T. (2015). Supported decision-making in Canada: principles, policy, and practice. <i>Research and Practice in Intellectual and Developmental Disabilities</i>, https://doi.org/10.1080/23297018.2015.1063447</p> <p>Decision Making Tools (Representation Agreements, Powers of Attorney, etc.) Review information section and videos. http://www.nidus.ca/</p> <p>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</p> <p>OPTIONAL READING</p> <p>Bach, M., & Kerzner, L. (2010). <i>A New Paradigm for Protecting Autonomy and the Right to Legal Capacity</i>. Prepared for the Law Commission of Ontario. http://www.lco-cdo.org/disabilities/bach-kerzner.pdf</p>
Session 9:	Wednesday, June 14, 2023
Topic:	<p>INDIGENOUS COMMUNITIES AND DISABILITY</p> <p>Neil Belanger, Executive Director, Indigenous Disability Canada & BC Aboriginal Network on Disability</p>
Videos:	<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>
Assigned Readings:	<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>https://www150.statcan.gc.ca/n1/pub/89-653-x/89-653-x2019005-eng.htm</p>
Session 10:	Monday, June 19, 2023
Topic:	<p>ASSISTED SUICIDE AND DISABILITY</p> <p>In this session we discuss the arguments for euthanasia, limits and perils. We also discuss the criminal sanctions for “mercy killing.”</p>

Videos:	<p>Catherine Frazee Testimony to the Justice Committee Parliamentary Hearing https://www.facebook.com/MAID2MAD.AMMdevientMAM/videos/370058644330385</p> <p>https://inclusioncanada.ca/2023/02/16/press-release-surprise-surprise-harmful-committee-work-leads-to-harmful-report-on-maid/</p>
Assigned Readings:	<p>Stainton T. (in press) Assisted Life Before Assisted Death: Disability Discomfort Regarding Maid. In <i>MAID in CANADA: Critical Multidisciplinary Perspectives</i>. J. Kotalik and D. Shannon eds. Switzerland: Springer Nature. (on canvas)</p> <p><i>Carter v. Canada (Attorney General)</i>, 2015 SCC 5 http://www.lexisnexis.ca/documents/2015scc005.pdf Review relevant sections</p> <p><i>R. v. Latimer</i> SCC Case Summary (2001). Access at http://scc-csc.lexum.com/decisia-scc-csc/scc-csc/scc-csc/en/item/1836/index.do</p> <p>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 [This has a good summary of the history and issues]</p> <p>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</p>
Session 11:	Wednesday, June 21, 2023
Topic:	PRESENTATIONS AND WRAP-UP
Videos:	No videos this week.
Assigned Readings:	No readings.

SCHOOL/COURSE POLICIES

UBC COVID-19

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

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.

Submitting Assignments

Assignments should be submitted electronically through Canvas.

Return of marked student assignments

The instructor will mark assignments on-line and return to the student on-line via Canvas.

Late assignments

Students must discuss any requests for late assignments directly with their instructor prior to the assignment due date and must be prepared to submit a medical certificate.

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

Accommodations for Students with Disabilities: The University will provide academic accommodation to students with disabilities in accordance with the British Columbia *Human Rights Code*, R.S.B.C. 1996, c. 210 and the *Canadian Charter of Rights and Freedoms*, Part I of

the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982 (U.K.)*, 1982, c. 11.

Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.

Students with a disability who wish to have an accommodations need to contact Centre for Accessibility without delay (see UBC Policy LR7) and provide their instructor with their accommodation letter.

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

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

Students may not record class or group discussions without prior permission of all individuals in attendance.

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	83.5	
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.