

HSWR 101: Disability Studies

Course Description

This course is designed to introduce you to relevant physical, mental, emotional, and health conditions that might result in disability. The causes, interventions and effects of a disabling condition on the individual, family, and community are examined, as well as changing values and practices. We explore the impact of poverty, deinstitutionalization, unemployment, and isolation on the lives of people labeled as disabled. This course focuses on specific disabling conditions prevalent in the field of human service.

Course Hours: 45

Course Credits: 3

Course Prerequisites: Minimum 65% in either English 12, English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College website).

Co-requisites: None

Format

Students who register for Flexible Assessment credit must provide evidence of their competency in the form of a portfolio and submit this evidence online to the designated HSWR Faculty Assessor two weeks before the end of the semester.

The portfolio submission must include the following information:

1. A table of contents with page numbers that follow the learning outcomes of the course, in the order the learning outcomes are listed on the *Flexible Assessment Documentation Form* below;
2. A labeled heading between each learning outcome and course activity;
3. Concrete evidence (i.e., photos, letters, logbook, video recording, observations) of each learning outcome in the order listed below along with brief explanations of the relevance of each piece of evidence;
4. A completed copy of the recording form below with the type and page number of each piece of evidence in the portfolio submission.

What You Need To Do

Document your knowledge and implementation of each learning outcome for HSWR 101 (below) by providing a minimum of four examples for each outcome, with the exception of the learning outcomes that are met by the Additional Flexible Assessment Criteria (AFAC). The examples for the learning outcomes can include a combination of written examples, photos, observations, course/workshop certificates, log-books, video recordings, evaluations and practical applications. Each example must include a written component that clearly explains how the evidence has informed your professional practice.

Additional Flexible Assessment Criteria

AFAC 1. Write a two-page explanation of what you know about historical perspectives as they relate to disabilities.

AFAC 2. Create a personal essay on your views of disabilities in your province, community and your work experience.

AFAC 3. Outline the professional development activities in which you have participated, and provide examples of literature that supports and educates your practice.

AFAC 4. Based on your own experiences, explain a minimum of four intervention strategies you have used relating to clients you have worked with in the Human Service Worker field.

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Learning Outcomes and Additional Flexible Assessment Criteria

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Use person first language appropriately.				
Discuss how atypical activity, appearance, and experience were distinguished from typicality in historical times.	AFAC 1			
Examine and critique the concept of disability in contemporary times.	AFAC 2			
Assess the impact of discrimination and oppression on people with disabilities.				
Research, summarize, and critique contemporary disabilities related literature.	AFAC 3			

Learning Outcomes	Types of Evidence	Page Number(s)	Value <i>(for office use only)</i>	Faculty Assessor's Comments <i>(for office use only)</i>
Research intervention strategies related to a specific disability.	AFAC 4			
Telephone Interview	Date	Faculty Assessor's Comments <i>(for office use only)</i>		