

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.

Year/Term	2015W
Course Title	SOWK 453 Disability and Justice (3 Credits)
Course Schedule	Thursdays 6-9pm
Course Location	SOWK 200

Instructor	Office Location	Office Phone	e-mail address
Dr. Tim Stainton	SOWK RM 100		timothy.stainton@ubc.ca
Office Hours	5-6pm Thur. or Appointment		

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.

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

REQUIRED COURSE TEXTS:

- Enthusiasm, creativity, organization and attention to detail are required for each student!
- There is no required text for this class; however, the bulk of the readings for the course are all available electronically as noted below either directly or through the library system (you must use VPN from home to gain access). **With additional materials distributed throughout the course. With 1 weeks' notice, students are responsible for the readings made available in class.**

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
Journal	<p>Each student will compile two journals based on the first and second half of the course.</p> <p>The first must include the following:</p> <ul style="list-style-type: none"> • Your reflections on the key themes of the course to date making reference to the readings and class content. Your summary should include your analysis/evaluation of the key arguments/issues put forth; • A statement of your professional and personal reaction/reflections to the topics; • Discuss how the course has influenced your ideas and attitudes about disability and your approach to working with PWD. <p>The second journal should address the above and reflect on the following questions:</p> <p>Reflect on what does justice means in the context of disability?</p> <p>Reflect on how you might approach your practice with PWD from a justice</p>	55%	<p>Jour. 1 2000</p> <p>Jour. 2 2500</p>	<p>Journal 1: Feb 25th</p> <p>Journal 2: April 11th</p>

	<p>perspective?</p> <p>Make references to the course content and materials as appropriate</p> <p>DUE DATES: First Journal due February 25th (6pm) = 25%</p> <p>Last 5 entries (based on Weeks 7 to 12) + Final Entry due April 9th at the start of class = 30%</p>			
<p>Popular Media (film, TV show, fictional book) Analysis</p>	<p>Each student is responsible for watching a film, television show or reading a fictional which contains a significant disability element (character(s), theme etc.).</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 <p>There work the student 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: Fiona Whittington-Walsh (2002) From Freaks to Savants: disability and hegemony from The Hunchback of Notre Dame (1939) to SlingBlade (1997) <i>Disability & Society</i>, Vol. 17, No. 6, 2002, pp. 695–707. (UBC Library ejournal)</p>	<p>15%</p> <p>1000 words</p> <p>DUE: Feb. 12th by 6pm</p>		
<p>Team Planning</p>	<p>The class will be divided into teams comprised of students from different disciplines. Each team</p>	<p>Presentatio</p>		<p>Present ation:</p>

Exercise	<p>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 to the 'inter-professional committee' (i.e. the class) and submit a written version of the plan to the instructor. The written plan should also contain an addendum on your reflections on the planning process itself. 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 3. Identify the roles of the relevant supports and disciplines 4. Quality of reflection on the process 	n 10% Written Plan 15%	20 min. 2500 wds	April 7 th Written Plan: April 14 th by 6pm
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NB: Late assignments are subject to a penalty of a 1% deduction per day after the due date.

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) via email to Tim by the due date/time. Assignments submitted in pdf format will not be accepted.

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;
 Clarity of writing;
 Accurate and complete referencing;
 Demonstration of thoughtfulness in the use of course learning.

Additional Information:

To find out more about this course or to contact the instructor, please email Dr. Tim Stainton (timothy.stainton@ubc.ca)

OUTLINE AND READINGS:

COURSE POLICIES [attendance, participation, academic dishonesty]:

Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

COURSE SCHEDULE:

Class	Date	Topic
1	Jan 7	INTRODUCTION
2	Jan 14	PRE & POST NATAL EXPERIENCES
3	Jan 21	PRE-SCHOOL AND SCHOOL
4	Jan 28	EQUALITY AND HUMAN RIGHTS LAW: HOW WELL HAS IT SERVED PEOPLE WITH DISABILITIES? ACCOMMODATION AND TRIBUNALS
5	Feb 4	ADULT LIFE IN THE COMMUNITY SUPPORTS; DECISION-MAKING)
6	Feb 11	GENDER AND SEXUALITY
FEB 18 MIDTERM BREAK – NO CLASS		
7	Feb 25	PLANNING FOR PEOPLE
8	March 3	SUPPORTS: INDEPENDENCE, SELF-DETERMINATION AND INDIVIDUALIZATION
9	March 10	VIOLENCE AND ABUSE IN THE LIVES OF PEOPLE WITH DISABILITIES

10	March 17	AGEING AND DISABILITY
11	March 24	ISSUES OF PSYCHIATRIC DISABILITY
12	March 31	ASSISTED SUICIDE AND "MERCY KILLING
13	April 7	TEAM PLANNING ASSIGNMENT PRESENTATIONS WRAP-UP AND EVALUATION

DETAILED CLASS OUTLINE:

SESSION 1: INTRODUCTION

In this session we will provide an historical view of the way western values provide the context for our thinking about disability. Next we will consider the definitions and concepts relevant to the study of disability, in particular the medical model and the social model.

Read:

Catherine Frazee *Body Politics*

<http://search.proquest.com.ezproxy.library.ubc.ca/docview/222356554/abstract>

Andrew T. Roach (2003) In search of a paradigm shift:

What disability studies can contribute to school psychology. *Disability Studies Quarterly* Summer/Fall 2003, Volume 23, No. 3-4..

<http://www.dsqsds.org/article/view/438/615>

A profile of persons with disabilities among Canadians aged 15 years or older, 2012.

StatsCan. <http://www.statcan.gc.ca/pub/89-654-x/89-654-x2015001-eng.htm>

Government of Canada (2003) Defining Disability: A Complex Issue. **READ PP 1-10 AND SCAN THE REST**

<http://publications.gc.ca/site/archived-archived.html?url=http://publications.gc.ca/collections/Collection/RH37-4-3-2003E.pdf>

SESSION 2: PRE & POST NATAL EXPERIENCES

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. Topics include:

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

Read:

Erik Parens and Adrienne Asch, (1999). The Disability Rights Critique of Prenatal Testing: Reflections and Recommendations, Special Supplement, *Hastings Center Report* 29, no. 5 (UBC Library ejournals)

Bauer PE. (2011). Reaching across the disability divide: The case for collaboration with the Disability community to construct a robust informed consent process around prenatal screening and diagnosis. *Am J Med Genet Part A* 155:1788–1790.

Understanding Implications of Prenatal Testing For Down Syndrome
ScienceDaily (Sep. 15, 2009)
<http://www.sciencedaily.com/releases/2009/09/090914110953.htm>

Weil, E. (2006) 'Wrongful Birth?' New York Times.
<http://www.nytimes.com/2006/03/12/magazine/312wrongful.1.html?sq=&st=nyt&scp=1&pagewanted=print>

Munger et al (2007) 'The Next Exclusion Debate'. *Mental Retardation and Developmental Disabilities Research Reviews*, 13: 121-128. (Available through UBC e-journals)

Janvier, Annie, Farlow, Barbara & Benjamin Wilfond, S. (2012)The Experience of Families With Children With Trisomy13 and 18 in Social Networks. *PEDIATRICS* V. 130, N. 2, August.

SESSION 3: PRE-SCHOOL AND SCHOOL

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.

Film: Including Samuel

Read:

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:

http://www.mcf.gov.bc.ca/spec_needs/index.htm

<http://inclusiveeducation.ca/>

www.STEPS-Forward.org

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.

Read:

Bickenbach, Jerome (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

Howard v. University of British Columbia- On Connect

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/hrlawdutytoaccommodat>

SESSION 5: ADULT LIFE IN THE COMMUNITY

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.

Decision making

Read:

Silvers, A.(2012) Moral status: what a bad idea! *Journal of Intellectual Disability Research*, Volume 56, Issue 11, pages 1014–1025.

<http://onlinelibrary.wiley.com/doi/10.1111/jir.2012.56.issue-11/issuetoc>

Stainton, Tim (2015): Supported decision-making in Canada: principles, policy, and practice. *Research and Practice in Intellectual and Developmental Disabilities*, DOI:10.1080/23297018.2015.1063447

To link to this article: <http://dx.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. *On Connect*

Optional reading;

Michael Bach and Lana Kerzner (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 6: 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.

Read:

Eve: <http://scc.lexum.org/en/1986/1986scr2-388/1986scr2-388.html>

McCarthy, M. (2009). ‘I have the jab so I can’t be blamed for getting pregnant’: Contraception and women with learning disabilities. *Women’s Studies International*

Forum, 32, 198-208.

Mosoff, J. "A Jury Dressed in Medical White and Judicial Black: Mothers with Mental Health Histories in Child Welfare and Custody" In *Challenging the Public/Private Divide: Feminism, Law and Public Policy*, Susan Boyd (Ed.) (Toronto: University of Toronto Press, 1997)

Hirschmann, Nancy J. (2013) Queer/Fear: Disability, Sexuality, and The Other. *Journal of Medical Humanities*. June 2013, Volume 34, Issue 2, pp 139-147.

SESSION 7: 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.

John O'Brien & Connie Lyle O'Brien (1999) *The Politics of Person Centered Planning*.
<http://www.edtechpolicy.org/ArchivedWebsites/politics.pdf>

Alberta (2004) Person Centred Planning Guidebook.
http://www.seniors.alberta.ca/PDD/Central/Docs/PCP%20Guidebook_Jan2004.pdf

Victoria (Aust.) Self Directed Approach to Supporting people with a disability
<http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/self-directed-approach-to-supporting-people-with-a-disability>

SESSION 8: SUPPORTS AND SERVICES

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

Schriner, Kay (2001) 'A Disability Studies Perspective on Employment Issues and Policies for Disabled people: An International View' in Albrecht, Gary, Seelman, Katherine & Bury, M. eds. (2001) *Handbook of Disability Studies*. Thousand Oaks CA: Sage. Chp. 28. 642-662.

Litvak, S. & Enders, A. 'The Interface Between Individuals and Environments' in Albrecht, Gary, Seelman, Katherine & Bury, M. eds. (2001) *Handbook of Disability Studies*. Thousand Oaks CA: Sage. Chap. 31, p.p. 711-733.

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.

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

a. Employment

Non-Residential Alternatives, Community Living Research Project - On Connect

b. Housing and residential supports

Residential Alternatives, Community Living Research Project - On Connect

c. Access

From the web re: Universal design

Universal design 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 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.

Read:

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.*

Joan Petersilia, (2000) Invisible Victims - Violence against Persons with Developmental Disabilities; *Human. Rights 27, p. 9-12.*

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

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.

Read:

Baumbusch, Jennifer et al (2010) *Aging Together: A Critical Analysis of the Healthcare Needs of Adults with Intellectual Disabilities and Their Families*. Final Report (PDF in Connect)

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.

Stainton et al (2006) Literature Review ‘Services to Seniors’
http://cic.arts.ubc.ca/fileadmin/user_upload/CIC/documents/Services_for_Seniors_Report_April_2007.pdf

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.

World Health Organization (2000). *Ageing and Intellectual Disabilities - Improving Longevity and Promoting Healthy Ageing: Summative Report*. Geneva, Switzerland: World Health Organization.
http://www.who.int/mental_health/media/en/20.pdf

SESSION 11: ISSUES OF PSYCHIATRIC DISABILITY

We use this session to focus on psychiatric disabilities. In this session we look at political movements, legal framework, services and the lived experience of psychiatric disability for the individual and their family.

Film: This Beggars Description

Read:

Starson v. Swayze [2003] 1 S.C.R. 722 (Summary) Access at:

<http://www.canlii.org/en/ca/scc/doc/2003/2003scc32/2003scc32.html>

Mental Health Commission of Canada (2012). CHANGING DIRECTIONS CHANGING LIVES The Mental Health Strategy for Canada

http://www.mentalhealthcommission.ca/English/system/files/private/MHStrategy_Strategy_ENG_0.pdf

Exec Summary and Rights section-review recommendations

Review the website: Mental Illness-Public Health Agency of Canada noting the Senate Commission and 'Human face' links. <http://www.phac-aspc.gc.ca/cd-mc/mi-mm/index-eng.php>

SESSION 12: ASSISTED SUICIDE AND “MERCY KILLING”: THE LATIMER AND RODRIGUEZ CASES

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

Carter v. Canada (Attorney General), 2015 SCC 5

<http://www.lexisnexis.ca/documents/2015scc005.pdf>

Review relevant sections

Factum of the Council of Canadians with Disabilities and the Canadian Association for Community Living RE: Carter et al, SCC 35551 August 2014. (On Connect)

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

[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)

CACL Policy Framework (2015)

<http://www.cacl.ca/sites/default/files/uploads/CACL%20AS%20Policy%20Framework.pdf>

Tracy Latimer, the Victim; Robert Latimer, the Murderer

<http://www.ccdonline.ca/en/humanrights/endoflife/latimer/victim-murderer>

[Giubilini & Minerva \(2012\) After-birth abortion: why should the baby live? *Journal of Medical Ethics* Published Online First 23 February 2012.](#)

SESSION 13: PRESENTATIONS AND WRAP-UP

ASSIGNMENTS:

Submitting Assignments-

Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

Late assignments-

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.