



*Community Rehabilitation
and Disability Studies*

*Health Foundations:
Disability across the Life
Span*

Calendar Description

This course explores the concepts of community rehabilitation in the context of anatomy and physiology of disabling conditions and human development across the life span. Self-directed learning is based on case studies, exploring current literature, and on-line interactive group work and forum discussions.

Content/Objectives

This course examines the relationship between medical foundations (i.e., anatomy, pathophysiology) and disabling conditions that have an onset in various stages of human development across the life span, in the context of community rehabilitation. Students will be encouraged to explore current research related to the conditions, and to articulate the relevant practice implications when considering the holistic needs of people living with the conditions.

Emphasis will be on the integration of community rehabilitation principles and practices within the knowledge of anatomy and physiology of disabling conditions and human development. The major areas to be explored:

- Biological conditions affecting human body systems, as related to the person's strengths, needs, resilience, community environment, and quality of life in the context of community rehabilitation practice.
- Current information resources for basic knowledge about medical foundations of disabilities, and the use of this knowledge for the integration of multiple constructs of disabling conditions.
- Community rehabilitation strategies that can be implemented in the context of particular disabling conditions and developmental stages.

Outcomes/Competencies

Through on-line discussions and group interaction, case study assignments, and completing the exam the students will demonstrate the following competencies:

- Discuss the relationship between the biological conditions affecting structure and function of the human body and resulting disabilities, at different life stages, in the community context.
- Locate sources and summarize information on anatomy, physiology, and medical aspects related to case studies.
- Identify and explain the meaning of basic medical concepts related to the conditions included in case studies.
- Apply medical foundations of studied conditions to outlining practical strategies in the context of concrete life stages, individual situations, and community rehabilitation practices.
- Collaborate effectively within on-line teams to analyze practical situations and contribute to problem solving.

Assignments

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| 1. Group facilitation assignment | 25% |
| 2. Interactive on-line discussion of case studies | 30% |
| 3. Individual assignment. Create a case study related to ONE disabling condition | 30% |
| 4. Take-home exam | 15% |

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Resources

Required textbook: Braun, C. A. & Anderson, C. M. (2011). Pathophysiology: A Clinical Approach, Second Edition. Baltimore, MD: Lippincott Williams & Wilkins.

The textbook is intended as a basic resource manual and a reference guide on human pathophysiology.

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each session.** Discussions will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE:	CORE 553	INSTRUCTOR:	Svetlana Shklarov, MD, PhD, RSW
TERM:	Fall 2016	TELEPHONE:	please use e-mail
SECTION:		FAX:	
TIME/DATE:	On-line course	EMAIL:	Shklarov@ucalgary.ca
LOCATION:	On-line course	OFFICE HOURS:	by appointment

Additional Sources

On-line materials and supplemental resources will be posted on D2L. In addition, students will use existing on-line materials for self-directed study and independent learning. For all assignments, we encourage the use of a combination of resources available on the web, in the University Library, or literature databases (e.g., MEDLINE, PubMed, PsycLit).

Course Schedule

This is an on-line course. The students are expected to log-in and post their responses on assigned times (for deadlines and details, see the Assignments section).

Time commitment: This is a half course with time commitment equivalent to *40 hours of instruction over 13 weeks*. Please budget approximately **3 hours per week** for participation in on-line discussions (an equivalent of class time), **plus** your own time for reading, self-directed research, and the preparation of assigned papers.

Questions:

- For questions regarding using D2L or other E-Learning tools, please contact Phuoc Lam at lamp@ucalgary.ca
- For email account or access difficulties, contact IT Support www.ucalgary.ca/it/
- For all course-related materials and questions, please contact the instructor at Shklarov@ucalgary.ca

Contact with the instructor will occur through the asynchronous D2L Discussion Board and regular e-mail communications between students and course instructor. Materials and questions for discussions will be posted on D2L at least a week prior to the particular discussion time.

Course Schedule

September 12-16, Week 1	Introductions. Interactive on-line Discussion 1: <i>Entire class participates</i> . Reading: Posted materials Due September 18 (Sunday): Sign up for your Case Study facilitation week. Students who go first <i>begin working on their case study</i> .
September 19-23, Week 2	Interactive on-line Discussion 2: <i>Entire class participates</i> Reading: Posted materials. Explore textbook , read p. 1-8. Due September 23 (Friday): Students facilitating Case Study 1 submit their postings to the D2L drobox i

September 26-30, Week 3	Case Study 1: case study posting, group discussion. For all case studies class is divided in small groups. Reading: Textbook pages 34-63 <u>Due September 30 (Friday):</u> Students facilitating Case Study 2 e-mail their postings to the instructor <u>Test 1:</u> test is open all week and is due Sunday, October 1
October 3 – October 7, Week 4	Case Study 2: case study posting, group discussion Reading: Textbook pages 125-155 <u>Due October 7 (Friday):</u> Students facilitating Case Study 3 e-mail their postings to the instructor
October 10-14, Week 5 (October 10: Thanksgiving)	Case Study 3: case study posting, group discussion Reading: Textbook pages 327-355 <u>Due October 14 (Friday):</u> Students facilitating Case Study 4 e-mail their postings to the instructor <u>Test 2:</u> test is open all week and is due Sunday, October 16
October 17-21, Week 6	Case Study 4: case study posting, group discussion Reading: Textbook pages 67-96, and return to p. 54-56 <u>Due October 21 (Friday):</u> Students facilitating Case Study 5 e-mail their postings to the instructor
October 24-28, Week 7	Case Study 5: case study posting, group discussion Reading: Textbook pages 213-246 <u>Due October 28 (Friday):</u> Students facilitating Case Study 6 e-mail their postings to the instructor + <u>Due October 28 (or earlier):</u> All students to confirm with the instructor their topics for Final Paper <u>Test 3:</u> test is open all week and is due Sunday, October 30
October 31 – November 4, Week 8	Case Study 6: case study posting, group discussion Reading: Textbook pages 213-246
November 7-11, Week 9	November 10 – 13: Reading days (November 11: Remembrance Day). No on-line discussions this week. <u>Due November 10 (Thursday):</u> Students facilitating Case Study 7 e-mail their postings to the instructor
November 14-18, Week 10	Case Study 7: case study posting, group discussion. Reading: Textbook pages 449-467 <u>Due November 18 (Friday):</u> Students facilitating Case Study 8 e-mail their postings to the instructor <u>Test 4:</u> test is open all week and is due Sunday, November 20
November 21-25, Week 11	Case Study 8: case study posting, group discussion Reading: Return to pages 327-337; see also p. 345-50 <u>Due November 25 (Friday):</u> Students facilitating Case Study 9 e-mail their postings to the instructor
November 28 – December 2, Week 12	Case Study 9: case study posting, group discussion Reading: Textbook pages 470-484
December 5-9, Week 13	Final assignment and exam completion. Instructor is available for consultations. <u>Final Case Study Paper: due Friday, December 9</u> <u>On-Line 'Take-Home' Exam: posted on December 2, due December 10</u>

Case Study List

Case Study 1: Inflammatory bowel disease (an adolescent) – facilitated by instructor. Relevant PowerPoint: Inflammation & Tissue Repair

Case Study 2: Down syndrome (a 4-year-old). Relevant PowerPoint: Developmental and Genetic Disorders

Case Study 3: Cystic Fibrosis (a 10-year-old). Relevant PowerPoint: Alterations in Ventilation and Diffusion

Case Study 4: Rheumatoid arthritis (a young adult) Alterations in Immunity, and return to Inflammation and Tissue Repair

Case Study 5: Traumatic Brain Injury (an adult). Relevant PowerPoint: Alterations in Neuronal Transmission

Case Study 6: Depression (an adult). Relevant PowerPoint: Alterations in Neuronal Transmission

Case Study 7: Dementia (an aging person). Relevant PowerPoint: Aging

Case Study 8: Chronic Obstructive Pulmonary Disease (COPD) (an aging person). Relevant PowerPoint: Alterations in Perfusion, and return to Alterations in Ventilation and Diffusion

Details of Assignments

Detailed guidelines and marking criteria for all the assignments are available on D2L.

1. Group Facilitation Assignment: Case Study

Value: 25%

Each student will facilitate ONE WEEK of discussion (ONE case study). The instructor will post the lists of groups, case studies, and the dates available for the students *to sign up*. Case studies are available on the course homepage.

- 1) You will write and e-mail to the instructor your *background response and discussion questions* for your assigned case study (**DUE Friday prior to your week**). On Monday morning the instructor will post your response and questions. When writing this response, use the textbook as a basic reference guide; supplement basic reading with other literature sources. *Required size* of background case study posting: *up to 1,200 – 1,300 words*. Provide APA-style *references* (journal or electronic articles, books, textbook chapters, community groups' websites, or other).
- 2) You will read other students' responses *daily*, and facilitate on-line group discussion during the week by responding to their questions or comments, as needed. You will monitor and provide general direction to the discussion.
- 3) At the end of your week, you will post a brief summary feedback for your group. **DUE Saturday evening of your week**. *Size of your summary feedback* at the end of the week: *up to 800 – 900 words*.

2. Interactive on-line discussion of case studies

Value: 30%

Participate in formal discussions of case studies on the Discussion Board, **each week** (see Assignment 1).

Use the textbook as a basic reference guide for your responses relevant to the variety of conditions presented by your peers. Supplement this basic reading with other literature sources. You must post at least TWO individual responses *to each of the case studies (at least two each week)*. *Required size of your response posting: up to 600 – 700 words each posting* (concise responses are encouraged).

POSTING INSTRUCTIONS:

- Each week begins *on Monday* morning. At this time the instructor will post the background case study response and discussion questions written by *the facilitating student*.
- **Due time** of postings: First posting is required from each student *no later than Tuesday* by 10:00 p.m. each week (*we encourage early posting, beginning Monday*). Last posting is required from each student no later than *Friday* by 10:00 p.m. After this time, *the facilitating student and the instructor will not go back* and look at any week that is over. Responses posted late will not be reviewed (only exceptional circumstances will be considered; in such case, please contact the instructor ahead of time).
- Instructor will review students' postings at least twice a week and provide individual feedback when required.

3. Individual Assignment: Create a Case Study

Value: 30%

Create a case study similar to the ones you used for your previous assignments. This will be **an extended case study**. It will be DIFFERENT from the course-provided case studies: in addition to the content seen in course-provided case studies, you are responsible for researching and summarizing the medical foundations of the particular condition, providing a concise summary of anatomical and physiological aspects of the condition, and the implications for community practice.

You may use the textbook as a basic reference guide, but you must supplement this reading with an extensive search of other literature sources available on the web, in the University Library, or literature databases (e.g., MEDLINE, PubMed).

Please discuss your choice of condition with the instructor **prior to working on your paper (no later than October 28)**.

Suggested size of the paper: *2,500 words*. **APA-style** is required.

DUE: DECEMBER 9, 2016

4. Online 'Take Home' Exam

Value: 15%

You will complete a multiple-choice exam in a take-home format. You will complete their examinations independently of each other.

DUE: DECEMBER 10, 2016

PLEASE NOTE:

- APA format is required for all individual assignments; APA-style references are required for postings.
- Assignment papers must be submitted to D2L dropbox .

- Late assignments will be deducted two percent (2%) for each day after the assignment due date.
- A large part of course learning is based on group work: *participation in group discussions is essential.*

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR FALL 2016

Last day to drop a class without financial penalty - **September 23, 2016.**

Last day to add a course - **September 26, 2016**

Last day to withdraw from a course - **December 9, 2016.**

Tuition and Fee Payment Deadline - **September 30, 2016**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

Academic Accommodations Based on Disability

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jjlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4