



# CORE 209

Half (3-0)

*Community Rehabilitation  
and Disability Studies*

## Disability in Theory and Everyday Life

### Calendar Description

Lifespan exploration of theory, research directions, and lifeworks of those affected by disability.

### Content/Objectives

- Analyze family issues from a theoretical, research and practice perspective.
- Analyze a disabling condition from a lifespan perspective.
- Evaluate relevant service approaches and exemplary practices across the lifespan.
- Analyze life work of families and how disability affects family development and transitions.
- Develop an understanding of the meaning of living with a disabling condition.
- Compare and contrast models of development theory.
- Outline current theoretical and research-based approaches related to community rehabilitation and disability studies across the lifespan.
- Develop an awareness of family life and how disability affects families in different cultures.

### Outcomes/Competencies

- Through a *book review*, students will demonstrate the awareness of family life and analyze the impact of disability in the context of a specific culture, as well as the impact of disability on family development and transitions.
- Through a reflective paper and *presentation*, students will demonstrate the ability to describe individual and family issues of disability across the lifespan, and analyze and explain these issues in the context of theory and practice.
- Through a *final examination*, students will demonstrate the ability to explain and compare theories of human development as they relate to disability across the life span.
- Through preparing a *group presentation*, students will demonstrate the ability to collaborate effectively with peers to contribute to inquiry-oriented group tasks.

### Assignments

- |   |     |
|---|-----|
| 1. Reflective Paper   | 15% |
| 2. Book Review  | 25% |
| 3. Inquiry into the Experience of Disability: Group Presentation (maximum 4 students) | 25% |
| 4. Final Exam   | 35% |

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 Text: Fadiman, Anne. (1997). *The Spirit Catches You and You Fall Down*. Farrar, Straus and Giroux.

Required Text: Anderson, Elizabeth. (2012). *Being Mentally Healthy (in spite of a mental illness)*. Elizabeth Anderson.

**Additional course materials and weekly readings**, from online journals through the University of Calgary library, will be posted on Desire2Learn. **Each student is required to have a University of Calgary ID card** to access the online journals.

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 lecture.** Discussions in class and in tutorials 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.org](http://www.crd.org)*

## Instructor and Course Information

<b>COURSE:</b>	CORE 209	<b>INSTRUCTOR:</b>	Patricia Winter
<b>TERM:</b>	Fall 2016	<b>TELEPHONE:</b>	403-880-8444
<b>SECTION:</b>	L01	<b>FAX:</b>	(403) 220-6494
<b>TIME/DATE:</b>	Tuesday @ 12:30 pm – 03:15 pm	<b>EMAIL:</b>	pfwinter@ucalgary.ca
<b>LOCATION:</b>	TRB 102	<b>OFFICE HOURS:</b>	(by appointment)

## Details of Assignments

**Detailed guidelines and marking criteria for all the assignments are available on Desire2Learn.**

- 1. Reflective Paper on Family Panel discussion (1,500 words) Value 15%**  
The reflective paper will include a personal reflection on the Family Discussion Panel.  
As part of the reflective paper you will analyze the discussion through the lens of one of the theories (developmental, coping or systems theory) covered in class and apply the theory to the discussion.  
**Due: Tuesday, October 11<sup>th</sup>, 2016**  
*Detailed instructions will be posted on Desire2Learn.*
- 2. Book Review (1,500 to 2,000 words) Value: 25%**  
**Due: Tuesday, November 1st, 2016**
- 3. Group In-Class Presentation: Inquiry into the Experience of Disability (30 minutes) Value: 25%**  
As a group (4 students in each group) you will conduct an inquiry into the experience of disability. You will choose a disabling condition and a specific life stage (age), for example, childhood, adolescence, or later life. As a group, you will make a presentation on your inquiry into the experience of the chosen disabling condition, from a lifespan perspective. You will provide an overview of the disabling condition and analyze individual and family issues of the chosen disability across the lifespan, including challenges in physical, cognitive and social development, opportunities, adaptations, interventions, therapies and **new treatments** within the chosen life stage; and related theories of development and coping. You are also required to search independently for related scholarly literature available from the University Library and databases (e. g., MEDLINE, PubMed, PsycLit) and use a minimum of 5 peer-reviewed journal articles or books as sources of scholarly information. In addition to all the scholarly sources, your group will explore the Internet for community support resources. You will prepare and bring to the class a handout: a 1 or 2-page information sheet or brochure outlining the main points of your presentation. Marks will be

based on content, clarity, your individual participation in group work, and the handout. You are required to listen to all the other presentations made by your peers to learn the information that might be included in the exam. *Detailed instructions will be posted on Desire2Learn.*

**Presentation outline due: Tuesday, October 18<sup>th</sup>, 2016**

**Due Date: Groups will be assigned to present on November 22, November 29<sup>th</sup> and December 6, 2016**

4. **Final Exam – Registrar Scheduled Exam**

**Value: 35%**

Exam will contain multiple-choice and short-answer questions on class lectures, handouts, weekly readings and in-class presentations by your peers.

**Date: To be announced**

**PLEASE NOTE:**

- APA format is required for all written assignments.
- All assignments must be provided to the instructor ***via D2L Dropbox only, as attachments***, Microsoft Word only.
- Late assignments will be deducted ***two percent (2%)*** for each day after the assignment due date.
- Assignments are due by midnight of the specified date.

**Questions:**

- For questions regarding using Desire2Learn, please contact Phuoc Lam at [lamp@ucalgary.ca](mailto:lamp@ucalgary.ca)
- For email account or library access difficulties, contact IT Support [www.ucalgary.ca/it/](http://www.ucalgary.ca/it/)
- For all course-related materials and questions, please contact the instructor.

## Weekly Schedule

### **Week 1 - September 13th**

Introduction to the course. Overview of lifespan effects of disabling conditions from the family perspective. Models of disability. Current approaches to understanding disability and health.

### **Week 2 - September 20th**

Major developmental theories. Children with special needs: current theories and research.

### **Week 3 - September 27th**

Family perspectives: children and adolescents with special needs. Panel presentation and discussion with families. Reflective Paper instructions.

### **Week 4 - October 4th**

Adult onset conditions: individual and family perspectives. Current theories and research. Book Review Instructions.

### **Week 5 - October 11th**

Inclusion, Inclusive Education – Current theories and practice

**Reflective Paper due today**

### **Week 6 - October 18th**

Adult onset conditions: service perspectives and employment. Current theories and research.

**Presentation outline due**

### **Week 7 - October 25<sup>th</sup>**

Being Mentally Healthy (in Spite of a Mental Illness).

**(Please ensure you have read the book prior to October 25th)**

### **Week 8 – November 1<sup>st</sup>**

Disability services from the individual, lifespan and family perspectives. Human service models, service approaches, access to services.

**Book Review Paper due today**

### **Week 9 - November 8th**

Seniors: Health and aging with disabling conditions. Current theories and research.

**Week 10 - November 15th**

Seniors: Health and aging with disabling conditions. Current theories and research.

**Week 11 - November 22th**

Presentations on group inquiries (30 minutes each)  
Overview and discussion of presentation topics.

**Week 12 - November 29th**

Presentations on group inquiries (30 minutes each)  
Overview and discussion of presentation topics.

**Week 13 - December 6th**

Presentations on group inquiries (30 minutes each)  
Overview and discussion of presentation topics.

**Please Note: The topic of the weekly schedule may vary if families or individuals presenting are unable to attend on the day they are scheduled.**

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

**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**

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.**

**Conduct During Lectures**

Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

**Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.**

**Electronic Devices**

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. Their use in the classroom is **strongly discouraged** and may be prohibited by instructors except in circumstances related to course content. Should laptops be permitted, their use is limited to taking notes and **NOT to surf the web, check email or do other unrelated work.** Students who use

their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave. Repeat offences may be considered non-academic misconduct and disciplined accordingly.

Cell phones and similar devices **must be turned off** (not merely silent) during class time. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

### **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](http://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](mailto: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/](http://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.

### **Recording of Lectures**

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

### **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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca).

### Student Union (SU) Information

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

### Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point **for Trailer B is Social Science– Food Court.**

### 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/](http://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