

**CORE 425 (CALGARY)***Half (3-0)*

*Community Rehabilitation  
and Disability Studies*

**Social Constructions of  
Disability & Health**

### Calendar Description

An inquiry based course on Social Construction, Social Problem Theory and Narrative as foundations for interdisciplinary study, health capacity, community practice and personal empowerment.

### Content/Objectives

This course is aimed at examining ways of arriving at understandings. Anchored in social construction principles, the meanings and practices impacting experiences of health, illness, disability and quality of life will be studied. This will include a history and discussion of major qualitative research approaches and an application of a variety of qualitative data collection and analysis.

### Outcomes/Competencies

Through this course, students will gain knowledge and skills in:

- Identifying and articulating dominant meanings of health, illness, disability and quality of life
- Identifying and critiquing ways in which we construct understandings
- Describing and examining five major approaches to qualitative research
- Collecting and analyzing qualitative data
- Describing and applying ethical principles in research/knowledge construction

### Assignments

1. Public observation assignment	15%
2. Critical review	30%
3. Exam	30%
4. Interview assignment (in class)	15%
5. Photo narrative presentations	10%

In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (Section E.2 of *University of Calgary Calendar*), writing is emphasized, and the grading of written work is central, in determining a student's mark in this course. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Student Success Centre (<http://www.ucalgary.ca/ssc/writing-support/>) for students seeking feedback on assignments or wishing to have support in improving their academic writing skills. Students are strongly encouraged to take advantage of these services.

### Required Textbooks:

1. Duneier, M. (1999). *Sidewalk*. New York: Farrar, Straus and Giroux.
2. Loseke, D. R. (2003). *Thinking about social problems: An introduction to constructionist perspectives (2nd ed.)*. New Brunswick, New Jersey: Transaction Publishers.

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.s.org](http://www.crd.s.org)**

### Instructor and Course Information

**COURSE:** CORE 425

**INSTRUCTOR:** Dr. Bonnie Lashewicz

**TERM:** Fall 2016

**TELEPHONE:** 403 220-4980

**SECTION:** L01

**FAX:** 403 220-6494

**TIME/DATE:** Tuesdays 3:30-6:15 PM

**EMAIL:** bmlashew@ucalgary.ca

**LOCATION:** MS 211

**OFFICE HOURS:** By appointment

### Course Content

#### **Topics to be covered:**

Creating, sustaining and changing meanings

Characteristics of, and assumptions guiding, knowledge and understandings

Interpretive frameworks informed by, and reflecting, assumptions

Qualitative approaches to generating knowledge

Research/qualitative study ethics, design, data collection, analysis and interpretation

Trustworthiness of research

The relevance of processes through which creating knowledge, and corresponding policies and practices, impacts experiences of "disability"

#### **Class Schedule**

<b><i>Date</i></b>	<b><i>Readings/Assignments</i></b>
Sept 13	Course Introduction
Sept 20	Loseke, Chapters 1 & 2
Sept 27	Loseke, Chapters 3 & 4
Oct. 4	"Sidewalk", 1999 <b>Observation due</b>
Oct. 11	Booth & Booth, 1996; Krough & Lindsay, 2006
Oct. 18	Loseke, Chapters 5 & 6
Oct. 25	Pyer & Campbell, 2013; Sigelman, Budd, Spanhel, & Schoenrock, 1981

Nov. 1	<b>Critical Review due In class exam Review</b>
Nov. 8	<b>Exam</b>
Nov. 15	<b>Interview assignment (in class)</b>
Nov. 22	<b>No class!</b>
Nov. 29	<b>First group of photo narrative presentations.</b>
Dec. 6	<b>Second group of photo narrative presentations</b>

**Assignment Details (page limits are for double spaced, 12pt font font, 1 inch margins):**

**Observation in Public Space (15 marks)**

In groups of three or four, conduct a twenty minute observation in the food court at MacEwan Hall. Sit at different tables from your classmate partners, but in the same area. Remain non-obtrusive yet observant. You might want to have something in front of you so you fit in. Do not make notes or question people. If you get approached/interrupted by someone you know, simply resume your observation once they leave. Once the observation period has elapsed and as soon as you are able, from memory, jot down a summary of clues to recollecting your observation experience. Do not talk to your classmate partners about the observation until you have done this AND have written your field notes.

Field notes: **Describe** images, dialogue, setting, activities, behaviors that you noticed and your initial interpretations of what you observed (1-2 pages) then, from a researcher perspective, **analyze** what you noticed in terms of what this tells you about behavior in public space (1-2 pages). Did you see evidence of Goffman's concept of "civil inattention" and/or Hall's concept of "proxemics" (as discussed in class) or other social theory phenomena? What is the impact of personal devices on how people behave in public spaces?

Exchange copies of field notes and analyses via email with the two or three classmates with whom you conducted your observation. **As a group**, compile a 2-page summary **comparing** (triangulating) your descriptions and analyses. Specifically, what are the key differences and similarities between your observations and analyses?

Submit: Group summary (9 marks) with individual field notes attached (6 marks)

**Critical Review of "Sidewalk" (6 page maximum, 30 marks)**

- A. Qualitative research theorists Lincoln & Guba (1985) describe research processes in terms of the importance of the "human instrument" replete with values, influence, judgment and adaptability. Begin with a brief summary of the study conducted by Duneier then discuss ways in which Duneier's values, influence, judgment and adaptability played out in his "roles on the street" and impacted the understandings at which he arrived. Is Duneier effective in presenting a "transformation of data from personal experience and intuition to public and accountable knowledge" (Seale, 1999)? Stated differently, do you believe Duneier's conclusions? Has Duneier examined his own role and possible bias in the research? Is there adequate discussion both for and against the researcher's arguments? Has the researcher sought out and included cases which might refute his conclusions? (20 marks)
- B. Provide a 1page summary of two external sources you consulted on the subject of "ethnography" or "participant observation" research (5 marks). Comment on principles from these sources which Duneier's study did or did not exemplify.
- C. Describe an ethnographic project you would be interested in carrying out. Why is your study topic important and why is an ethnographic approach to this topic be effective? (1 page: 5 marks).

### **In-class Interview Assignment (15 marks)**

**Conduct and audio record a 3 minute interview** with a classmate/interview participant about what brings him or her to his or her area of studies. Ask a few questions to provide structure to the interview yet allow flexibility for you to pursue topics raised by your participant. Use skills of attending, following, reflecting, prompting and appropriate silence. (5 marks)

**Transcribe** the interview “verbatim”. That is, do not edit, even in minor ways, what was said in the interview. Include all utterances with which we often surround our speech. Use the line numbering feature of “Word” in your transcript. (5 marks: hand in your transcript).

Use your audio file and transcript to conduct a preliminary **content analysis**. Content analysis, in its broad sense, entails finding what is in a passage of text and giving it a name (or theme). Choose names of themes you find in your transcript/audio which retain original meaning and language of participants. Class discussion: share an example from your content analysis or themes. On the white board/chalk board, we will analyze the themes of the class group in terms of major and sub themes. (5 marks)

### **Photo narrative (10 marks)**

Photograph an object, place, relationship or space which, when decoded (i.e. using the right background knowledge) tells a story of you. Present your photo and narrate corresponding background information in class. The main goal of this assignment is to provide an opportunity to practice “storying” experience/ideas using visual data; the secondary goal is to provide an opportunity to practice verbally presenting to others. Note that presentations are expected to be five minutes in duration. Eight of the ten marks for this assignment will be determined by the clarity, focus and engagement of your presentation. Two of the ten marks for this assignment will be based on being an attentive listener to the photo narratives of classmates.

### **Exam (30 marks)**

Multiple choice, true false, short answer, long answer

**Textbooks** available from the University Bookstore.

### **Required Readings** (access via U of C Library)

Booth, T. & Booth, W. (1996). Sounds of silence: Narrative research with inarticulate subjects. *Disability & Society*, 11 (1), 55-70.

Krogh, K. S. & Lindsay, P. H. (1999). Including people with disabilities in research: Implications for the field of augmentative and alternative communication. *Augmentative and Alternative Communication*, 15, 222-233.

Pyer, M. & Campbell, J. (2013). The “other participant” in the room: The effect of significant adults in research with children. *Research Ethics*, 9(4), 153-165.

Sigelman, C.K., Budd, E.C., Spanhel, C.L. & Schoenrock, C.J. (1981). When in doubt, say yes: Acquiescence in mentally retarded persons. *Mental Retardation*, 19, 53-58.

### **Assignment Submission and Late Assignments:**

Assignments are to be submitted in hard copy at the beginning of class on the due date indicated in the class schedule.

**Late assignments will be penalized at a rate of 5% per day late past the due date.** Assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this period will receive a mark of zero. The only exceptions to this policy are those in keeping with the *University of Calgary Calendar* (illness, religious conviction, or domestic affliction) which are received **in advance**, in writing and with supporting documentation.

Graded assignments will be returned in class 1-2 weeks following submission. Graded final exams will be held at the Community Rehabilitation and Disability Studies office for one (1) year after the last day of term.

### Academic Writing:

Using any source whatsoever in your writing without proper documentation is considered plagiarism and is a serious academic offence. Consequences could include failure on the assignment, failure in the course and suspension or expulsion from the University (see section on *Academic Misconduct*). You must document not only direct quotations, but also paraphrases and borrowed ideas *where they appear in your text*. A reference list or bibliography at the end is necessary but insufficient in itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.

### D2L:

This online course includes a D2L course site which contains course documents and is used for course communications.

### Email:

Email communications with the instructor are welcome at all times. Every effort will be made to respond to emails within **48 hours** during the regular work week.

### Questions:

For questions regarding using D2L or other E-Learning tools, please contact Phuoc Lam at [lamp@ucalgary.ca](mailto:lamp@ucalgary.ca)

For email account or 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.

### **REMINDERS:**

- **APA format is required for the formal individual assignment (critical review).**
- **Assignments are to be submitted in hard copy at the start of class on each due date.**
- **Late marks will be deducted from assignments which are not submitted on time at a rate of 5% per day. After the third day past the due date, assignments will not be accepted.**

## 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 (D2L) 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 is aimed at creating a supportive and respectful learning environment for all students. The use of laptops in class should be limited to taking notes. Use of laptops for other purposes is disruptive to classmates and disrespectful to the lecturer. Students who use their laptops inappropriately or are otherwise disruptive during lectures may be asked to leave. Repeat abuses may be considered misconduct and disciplined accordingly. Cell phones and similar devices **must be set to silent** during class time.

## **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 instructor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the instructor. 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**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other 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	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>

### **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 [suypaca@ucalgary.ca](mailto:suypaca@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 Math Sciences 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