

CORE 475*Half 3-0*

*Community Rehabilitation
and Disability Studies*

**Community Rehabilitation Practices
& Aging Process**

Calendar Description

Theoretical and practical issues as they relate to rehabilitation and community services for seniors with disabilities

Content/Objectives

- Theories and processes of aging
- Myths and realities of aging
- Aging as context: social, political and economic implications for societies
- Aging in context: culture, gender, socio-economic status, disability
- Social justice: ageism, elder maltreatment, disability oppression
- Trends in research on aging
- Social support: “informal” and formal support, research and practice frameworks, community development
- Social policy and aging
- Ethical issues and decision making

Outcomes/Competencies

- Through a critical research paper, students will demonstrate knowledge of aging processes, identify and synthesize critical issues and propose areas for future knowledge building.
- Through case studies, students will translate theories of aging into practice and understand experiences of aging from a variety of perspectives.
- Through weekly discussion posts, students will engage with peers in the critical examination of practices to support seniors with disabilities

Assignments

Research report	35%
Case study	25%
Weekly online discussions	40%

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), writing is emphasized, and the grading thereof is central to 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 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:

1. Sarton, M. (1973). *As we are now*. New York: W.W. Norton & Co., available through the Bookstore
2. Research study and conceptual articles available through Library research databases; Reference list below
3. Policy documents available online

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

Instructor and Course Information

COURSE:	CORE 475	INSTRUCTOR:	Dr. Bonnie Lashewicz
TERM:	Fall 2016	TELEPHONE:	403 220-4980
SECTION:	L02	FAX:	403 220-6494
TIME/DATE:	Online including 2 Adobe Connect Sessions Sept. 29 and Nov. 1 7-9 PM MT	EMAIL	bmlashew@ucalgary.ca
LOCATION:	D2L Course Site	OFFICE HOURS:	By appointment

Course Content

Topics to be covered

- Theories and processes of aging
- Myths and realities of aging
- Aging as context: social, political and economic implications for societies
- Aging in context: culture, gender, socio-economic status, disability
- Social justice: ageism, elder maltreatment, disability oppression
- Trends in research on aging
- Social support: "informal" and formal support, research and practice frameworks, community development
- Social policy and aging
- Ethical issues and decision making

Class Schedule

<u>Week of:</u>	<u>Topic:</u>	<u>Reading:</u>
September 12	Course Introduction	Introductory notes, facts on aging – test you knowledge
September 19	Aging: Continuity and Change	Lustbader; Feder
September 26	Theory, Research & History	Gilleard & Higgs
October 3	Family Ties and Care	Silverstein & Giarusso; Mueller, Wilhelm & Elder
October 10	Family Ties and Care	Lashewicz & Keating; Mooney & Lashewicz
October 17	Cultural Perspectives	Lai; Buchignani & Armstrong-Esther
October 24	Ageism & Maltreatment	Wade; Blakeborough
October 31	Aging with Disability	Alexander, Bullock & Maring; Bishop, Robinson & VanLare
November 7	Reading Break/Research Paper due	
November 14	Mental health	Torr & Davis
November 21	Dementia	The Rising Tide Report; Deb, Hare & Prior
November 28	Social Support & Public Policy	Jokinen et al.
	Case Study due	
December 5	Social Support & Public Policy	Alberta Social Policy Framework, 2013

Details of Assignments

Critical Research Report- Due November 7, 2016

Value = 35%

Write a 6-8 page report (double-spaced) on a topic of your choosing related to understanding and supporting older adults with pre-existing disability conditions (i.e. developmental disabilities) or acquired disability conditions (e.g. stroke, Alzheimer's Disease, spinal cord injury). Choice of topics is driven by student interest and experience. Students in the past have studied topics such as supporting people with Down syndrome who acquire Alzheimer's Disease or understanding communication of people who have experienced severe strokes. An important part of choosing your topic will be to gain a sense of "what is out there" surrounding your topic, then to narrow to something specific and manageable. To write your report, use a minimum of 8 sources; of these, 6 must be in the form of original research studies. Original research study articles are reports of research studies published in academic journals; these articles are typically formatted to include an introduction followed by "background" or "literature review" followed by a "methods" section, a report of "results" or "findings" and concluded with a "discussion" and perhaps "implications". In your report, summarize and link these studies to present an indication of the "state of the evidence" about your topic in terms of what is known, what is working well, and where further understandings are needed, etc. Your remaining two sources must be on topics of research methods (i.e. academic articles about particular methods or books/book chapters about methods) as the final part of your report entails proposing a hypothetical study to contribute to understandings about your topic. APA format is required.

Research Paper Grading Criteria

Introduction: Clearly articulate and support the importance of your chosen topic; Is your topic driven by a practice-based need, a knowledge gap or both?	6 marks
State of the evidence: What do we know about your topic and what do we still need to learn? For this section, provide a "review" of a minimum of 6 research studies. Provide a summary of each study including its purpose, its participants and how it was carried out along with your assessment of what this study does and does not tell us. Conclude your state of the evidence section with a one-two paragraph overview of the need for a next piece of formal research on your topic.	12 marks
Propose a study: Articulate a research study you could conduct (with many or few resources depending on your topic and study design preferences) to address a knowledge/practice need. Begin with a concise rationale based on your review of the literature. Now describe the approach you would take to generating new knowledge Use two sources about research methods to support your plan. Who would be your sample? How would you gather your sample? What would you ask of your sample? What methods would you use to collect data? Would you use surveys, observations, participant-observations, interviews, focus groups, document analyses, etc.? Why?	8 marks
Overall Presentation/Style; clear and focused expression of ideas, careful organization so sentences flow logically and support the direction of the discussion, appropriate grammar, punctuation and spelling	6 marks
Adherence to APA	3 marks
Total	35 marks

Online Discussions: Weekly for 10 weeks @ 4 marks per week (no discussion weeks of Sept. 12, Nov. 7 & 30), 300 word maximum for each discussion.

The expectation for the online discussion component of this course is that you will write in a relatively reflective and interactive style. Stated differently, draw upon your professional and practical experiences, as well as on formal, academic sources, and use discussion posts of your classmates to elaborate the points you discuss. In this component of the course assignments, clear writing is important, yet the focus is on animated and engaging discussions.

0=missed post

1= minimal, surface-level contribution

2= adequate contribution meaning an idea or position is stated and a rationale provided

3= substantive contribution meaning an "adequate" posting plus the incorporation of contributions from postings of classmates from the current or previous week or sources beyond those covered in the course such as news articles, television, radio or movie portrayals of aging/disability. The aim here is to **link** the ways in which the "aging topics" we discuss in this course play out/are reinforced or challenged, in the world around us.

4=creative, engaging contribution meaning a “substantive” posting plus a link to broader social issues and/or theories beyond what is covered in the course. The aim is to **critically examine/interrogate** the ways in which the “aging topics” we discuss in this course play out/are reinforced or challenged, in the world around us.

Case study – Due November 28, 2016

Value = 25%

Case Study Grading criteria:

Read “As We Are Now” by May Sarton (1973). Use the format provided to craft a 4-5 page (double-spaced) exploration of Caro’s traumatic experience as an aging woman living in long term care.

<p>Part 1 – Identify a theme Guided by sensitizing concepts from social justice and aging theories identify and substantiate <u>one theme</u> from Caro’s journal entries.</p> <ol style="list-style-type: none"> 1. What is the theme and why is it significant to Caro’s experience? (2 marks) 2. Explain the context surrounding the theme. (3 marks) <ul style="list-style-type: none"> - Describe the setting, location, environment, etc. - Who/what are the characters/objects involved and what is their relationship to Caro/Caro’s experience? - What events or circumstances led to the emergence of this theme? 	<p>Part 1 = 5 marks</p>
<p>Part 2 – Substantiate the significance of the theme</p> <ol style="list-style-type: none"> 1. How could Caro’s experience with the theme you identified be improved? <ul style="list-style-type: none"> - What supports/interventions/resources could you introduce to improve Caro’s experience? 1 mark - Describe how, when, for whom, and for how long each support/intervention/resource would be implemented. 3 marks 2. Address ethical issues related to the theme you identified. <ul style="list-style-type: none"> - Explain steps you could take to collect more information related to your theme (e.g. What other points of view/sources of data might be useful and how would you go about obtaining such?) 4 marks - Comment on your personal biases concerning the theme you identified. How did Caro’s experience impact your personal views of the theme? 2 marks 	<p>Part 2 = 10 marks</p>
<p>Part 3 – Alternate Ending Write an alternate ending to the story by taking Caro’s perspective as she reflects on the changes/supports/interventions that you have described. (4 marks)</p>	<p>Part 3 = 4 marks</p>
<p>Incorporate a minimum of two outside sources (that is beyond the novel itself and sources required for the course, to support work)</p>	<p>6 marks</p>
<p>Total</p>	<p>25 marks</p>

Resources

1. Online Report: The Rising Tide Report: The impact of dementia on Canadian Society, 2010
2. Online Report: Alberta’s Social Policy Framework, February 2013
3. Research study and conceptual articles: Reading list below, available through Library research data bases

Reading List: Access these required readings through U of C library databases; consult library personnel if you require assistance

Alexander, L.M., Bullock, K. & Maring, J. R. (2008). Challenges in the recognition and management of age-related conditions in older adults with developmental disabilities. *Topics in Geriatric Rehabilitation, 24* (1), 12-25.

Blakeborough, D. (2008). “Old People Are Useless”: Representations of Aging on The Simpsons. *Canadian Journal on*

Aging, 27 (1), 57-68.

Bishop, K.M., Robinson, L.M. & VanLare, S. (2013). Healthy aging for older adults with intellectual and developmental disabilities. *Journal of Psychosocial Nursing and Mental Health Services*, 51 (1), 15-18.

Buchignani, N. & Armstrong-Esther, C. (1999). Informal care and older Native Canadians. *Aging and Society*, 19, 3-32.

Deb, S., Hare, M. & Prior, L. (2007). Symptoms of dementia among adults with Down's syndrome; A qualitative study. *Journal of Intellectual Disability Research*, 51(9), 726-739.

Feder, E. K. (2011). The ethics of care, dependence and disability. *Ratio Juris*, 24 (1), 49-58.

Gilleard, C. & Higgs, P. (2011). Frailty, disability and old age: A re-appraisal. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 15(5), 475-490

Jokinen, N., Janicki, M. P., Keller, S.M., McCallion, P., Force, L.T. & the National Task Group on Intellectual Disabilities and Dementia Practices. (2013). Guidelines for structuring community care and supports for people with intellectual disabilities affected by dementia. *Journal of Policy and Practice in Intellectual Disabilities*, 10 (1), 1-24.

Lai, D., (2007). Cultural predictors of caregiving burden of Chinese-Canadian family caregivers. *Canadian Journal on Aging*, 26 (suppl.1), 133-148.

Lashewicz, B. & Keating, N. (2009). Tensions among siblings in parent care. *European Journal of Ageing*, 6, 127-135.

Lustbader, W. (1999). Thoughts on the meaning of frailty. *Generations*, Winter 1999-2000, 21-24.

Mueller, M. Wilhelm, B. & Elder, G. (2002). Variations in grandparenting. *Research on Aging*, 24 (3), 360-388.

Silverstein, M. & Giarusso, R. (2010). Aging and family life: A decade review. *Journal of Marriage and Family*, 72, 1039-1058.

Torr, J. & Davis, R. (2007). Ageing and mental health problems in people with intellectual disability. *Current Opinion in Psychiatry*, 20, 467-471.

Wade, S., (1999). Promoting quality of care for older people: Developing positive attitudes to working with older people. *Journal of Nursing Management*, 7 (6), 339-347.

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.**

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.

Assignment Submission/Late Assignments:

Assignments are due in electronic form – sent either by email directly to the instructor or submitted into the course D2L Dropbox - by 4 pm on the due date indicated in the class schedule. **Students will lose 5% per day late past the deadline for all assignments and term work.** In this case, 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.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only 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 is offered through D2L which is used for communications about changes to readings, course schedule or any other course related matter.

Email:

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

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

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.

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

