UNIVERSITY OF CALGARY
CUMMING SCHOOL OF MEDICINE
Department of Community Health Sciences

CORE 471

Community Rehabilitation and Disability Studies

Community Rehabilitation Practice for Children with Special Needs and Their Families

Calendar Description

Cognitive, social and emotional development of children with disabilities in the context of their families, schools and communities.

Content/Objectives

- Interdisciplinary focus to Family-Centered practices
- Processes of identification and evaluation of family support, family/professional working relationships
- Critical evaluation of family dynamics and how they may differ or remain the same when a family member has a special need
- Family issues, supports and professional relationships in the community
- Cultural and international perspectives
- Integration of theory, research and practice

Outcomes/Competencies

- Through case studies, students will demonstrate knowledge and appreciation of all levels of interaction between various family members (immediate and extended)
- Through a critical research paper and class presentation, students will demonstrate understanding of families children with special needs and the critical issues involved in current research

Assignments

1. Comparing Screening Tools   Module 1   30%
2. Culture and Disability – Module 2   30**%**
3. Family Interview - Module 3   30%
4. Participation in class activities   10%

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

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.crds.org

Instructor and Course Information

COURSE:	CORE 471	**INSTRUCTOR:**	Patricia Desjardine
TERM:	Winter 2017	**TELEPHONE:**	403 220-2416
SECTION:	L01	**FAX:**	403 220-6494
TIME/DATE:	Tuesday, 12:30 pm - 03:15pm	**EMAIL:**	padesjar@ucalgary.ca
LOCATION:	SA 017	**OFFICE HOURS:**	By appointment

This course is focused on understanding and supporting families who have children with special needs. Our society upholds family "as a symbol of warmth and emotional bonds" (Guberman, 2001), as "naturally given and socially and morally desirable" (Barrett & McIntosh, 1982).

Such idealized views can be gateways to expecting families to be many things and either hesitating to recognize needs and provide supports when families face challenges, or diminishing families with challenges because they do not conform to idealized notions.

A main objective in this course is for you to expand your understanding of the complexities that families experience including demands and opportunities that present when a family has a child with a disability

This understanding will provide the basis for the second objective of this course which is for you to apply your knowledge about families by analyzing family needs and compiling resources and supports to address these needs

Module One – Assessment of Child Development:
This module will introduce you to how the typical developmental social, physical, behavioural milestones that all families look for in their children can be assessed for children with atypical development. It will address both traditional forms of assessment as well as more contemporary approaches.

Module Two –Impact on Family systems :
How do families create the environment within which they manage their day to day lives when their child presents with atypical development? This section will have a focus on both the nuclear and extended family reactions and paradigm shifts that define maladaptive and bonadaptive responses.

Module Three – Supporting Families:

Anchored by the principle that families are able to identify their own needs and most appropriate supports, this section will be an examination and application of ways to support families in these processes.

- Family Centered approaches

- Parent to Parent supports

Comparing Screening Tools   **Value: 30%**

Working individually, students will choose 5 formal screening tools that are used to assess children. You will be asked to analyze the effectiveness and applicability in determining infant/toddler development. A template and resources will be provided.

Due Feb 14, 2017

Culture and Disability   **Value: 30%**

Each student will be required to choose a culture with which you are familiar and/or interested. In a four to six-page paper, research the cultural attitudes and practices in relation to children, family and disability. Use a variety of sources (4 minimum) including articles, books, films, interviews with families or individuals, or anything else you can document as being rooted in that culture. Guiding questions and a template for addressing your research will be provided on D2L. APA format required.

Due March 21,2017

Family Interviews   **Value: 30%**

Students will have the opportunity to listen to a number of family stories about how having a child with a special need changed the family. Individually, students will write a response to two of the stories s/he hears. The response will include specific questions (provided before class) and a personal reflection.

Due April 11, 2017

Date	Topic	Readings	Assignments
January 10	Course introduction	1) Ferguson PM (2002) – 2) Piskur B, Meuser S, Jongmans M, Ketelaar M, Smeets, R, Casparie B, Haarsma F, Beurskens A (2015), 3) Hanvey L (2002) –	
	Module One		
January 17	Typical Childhood development	1) Oberklaid & Drever (2011 2) TPBA reading package	
January 24	Assessment of Development, Traditional and Contemporary Models	1) Pool J L, & Hourclade J.J (2011) 2) Losard A, Notari-Syverson A (2001) 3) Assessment ppt	
January 31	Assessing through Observation	Provided in class	
February 7	Evaluating Assessment Findings	Provided in class	
	Module Two		
February 14	Cultural Competency	1) Ravindran N, & Myers B (2012) 2) Harry B (2002)	Comparing Screening Tools due
February 23	READING WEEK	NO CLASS	
February 28	Parent Child relationships	1) Davis E, Shelly A, Waters E, Boyd R, Cook K Davern M (2009) 2) Cheuk S & Lashewicz B (2015)	
March 7	Siblings and Extended Family	1) Jalongo M & Dragich D (2008) 2) Moyson T & Roeyers H (2011). . . 3) Miller E, Buys L & Woodbridge S (2012),	
March 14	Family Resiliency	1) Patterson J (2002) 2) Bristol M (1987)	
	Module Three		
March 21	Family support and collaboration	1) Fialka J (2001) 2) GallagherP, Fialka J, Rhodes C, Arceneaux C (2002) 3) Yuan S, (2003) 4) Van Hove G, De Schauwer E, Mortier K, Bsoteels S, Desnerck G , Van Loon J	Cultural Competency paper due

March 28	Family Interviews		
April 4	Family Support and Transformation	1) Ainbinder J, Blanchard L, Singer G, Sullivan M, Powers L, Marquis J, Santelli B, (1998) 2) Scorgie K, Wilgosh L & Sobsie D (2004) 3) WilgoshL, Nota L, Scorgie K, Soresi S (2004)	
April 11	**Final class**	1) Madeo A, Biesecker B, Brasington C, Erby L, Peters K (2011) 2) Bauer P (2011)	Family Interview Reflection due

Reference List:
- Ainbinder J, Blanchard L, Singer G, Sullivan M, Powers L, Marquis G, Santelli B, (1998) A qualitative student of parent to parent support for parents of children with special needs, Journal of Pediatric Psychology 23(2) 99-109

- Bauer P (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, American Journal of Medical Genetics Part A 155 1917-1922

- Bristol M (1987) Mothers of children with autism or communication disorders: Successful adaptation and the double ABCX model, Journal of Autism and Developmental Disorders 17(4) 469-486

- Cheuk S, Lashewicz B (2015) How are they doing? Listening as fathers of children with autism spectrum disorder compare themselves to fathers of children who are typically developing, Autism 1(10)

- Davis E, Shelly A, Waters E, Boyd R, Cook K, Davern M (2009) The impact of caring for a child with cerebral palsy: quality of life for mothers and fathers, Child: care, health and development http://onlinelibrary.wiley.com.ezproxy.lib.ucalgary.ca/doi/10.1111/j.1365-2214.2009.00989.x/pdf

- Ferguson P (2002) A place in the family: An historical interpretation of research on parental reactions to having a child with a disability, The Journal of Special Education 36(3) 124-130

- Fialka J (2001) The dance of partnership: Why do my feet hurt? Young Exceptional Children 4(2) 21-27

- Gallagher P, Fialka J, Rhodes C, Arceneaux C (2002) Working with families: Rethinking denial, Young Exceptional Children 5(2)

- Hanvey L (2002) Children with disabilities and their families in Canada, A discussion paper http://www.nationalchildrensalliance.com/nca/pubs/2002/hanvey02.pdf

- Harry B (2002) Trends and issues in serving culturally diverse families of children with disabilities, The Journal of Special Education 36(3) 131-138

- Lasardo A, Notari-Syverson A (2003) Chapter 2 Traditional and contemporary assessment models, *Alternative Appraoches to Assessing Young Children,* Baltimore MD, Brooked Publishing

- Jalongo M, Dragich D, (2008) Chapter 5 Brothers and sisters, The influence of sibling relationships on young children's development, *Enduring Bonds,* Springer Publishing

- Madeo a, Biesecker B, Brasington C, Erby L, Peters K (2011) The relationship between the genetic counseling profession and the disability community: A commentary, American Journal of Medical Genetics Part 1 155 1777-1785

- Miller E. Buys L, Woodridge S. (2011) Impact of disability on families: grandparents' perspectives, Journal of Intellectual Disability Research 56(1) 102-110

- Moyson T, Roeyers H, (2011) "The overall quality of my life as a sibling is all right, but of course, it could always be better". Quality of life of siblings of children with intellectual disability: the siblings' perspectives, Journal of Intellectual Disability Research, 56(1) 87-101

- Oberklaid F, Drever K (2011) Is my child normal? Milestones and red flags for referral, Australian Family Physician 40(9) 666-670

- Patterson J (2002) Integrating family resilience and family stress theory, Journal of Marriage and Family 64 349-360

- Piskur B, Meuser S, Jongmans M, Ketelaar M Smeets R, Casparie B, Haarsma F, Beurskens A, (2015), The lived experience of parents enabling participation of their child with a physical disability at home, at school and in the community, Disability and Rehabilitation 38:8 803-812

- Pool J.L. & Hourcade J.J. (2011), Developmental screening: A review of contemporary practice, education and training in autism and developmental disabilities 46(2) 267-275

- Ravindran N, Myers B (2012), Cultural influences on perceptions of health, illness and disability: a review and focus on autism. Journal of Child and Family Studies 21, 311-319

- Scorgi K, Wilgosh, L, Sobsey D (2004) the experience of transformation in parents of children with disabilities: Theoretical considerations, Developmental Disabilities bulletin 32(1) 84-110

- **Tetreault S, Blais-Michaud S, Deschenes P, Beaupre P, Gascon H, Boucher N, Carriere M (2012) How to support families of children with disabilities? An exploratory study of social support services , Child and Family Social Work 19(3)** 272-281

- Van Hove G, De Schauwer E, Mortier K, Bosteels S, Desnerck G, Van Loon J, (2009), Working with mothers and fathers of children with disabilities: metaphors used by parents in a continuing dialogue, European Early Childhood Education Research Journal, 17(2) 187-201

- Wilgosh L, Nota L, Scorgie K, Soresi S (2004) Effective life management in parents of children with disabilities: A cross national extension, International Journal for the Advancement of Counselling 26(3) 84-110

- Woodbridge S, Buys L, Miller E (2011) My grandchild has a disability:impact on grandparenting identity, roles and relationships, Jounal of Aging Studies 24(4) 355-363

- Yuan S (2003) Seeing with new eyes: metaphors of family experience, Mental Retardation 41(3) 207-211

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 WINTER **2017**
Last day to drop a class without financial penalty – January 20**, 201**7
Last day to add a course – January 23**, 201**7
Last day to withdraw from a course – April 12**, 201**7
Tuition and Fee Payment Deadline – January 27**, 201**7

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). 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 (jljlogan@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.

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/provost/students/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.

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 Science A 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.