



*Community Rehabilitation  
and Disability Studies*

**Health Research  
Emerging Technologies and Marginalized  
Groups**

### Calendar Description

This online course provides an in-depth global outlook on new, envisioned and emerging sciences and technologies and their global impact on (a) disabled people and disability studies; (b) the concept and field of rehabilitation and identity of rehabilitation professionals; (c) the concept of health and identity of health professionals. It also provides an understanding of how disability studies scholars and rehabilitation and health policy, systems and care delivery scholars and professionals can enrich the new, envisioned and emerging science and technology and governance of science and technology discourses.

### Content/Objectives

The objectives are:

- to give an introduction into global health research, the governance of science and technology, the impact of emerging technologies on a) disabled people and disability studies; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health, d) health policy, health systems and health care assessment, e) healthcare deliverance, f) the identity of health professionals, g) Determinants of Health (social, political, ecological) and h) the 2030 Agenda for Sustainable Development
- to highlight engagement opportunities for disability studies, rehabilitation and health policy, systems and care students in the area of new and emerging science and technology and their governance

Content to be covered includes:

- Models of health, disease, disability, impairment, medicine, rehabilitation; determinants of health (social, ecological, political); index of wellbeing
- Concept of Ableism and transhumanism and transhumanization of health, disease, disability, impairment, medicine, rehabilitation
- Models of measuring health and impairment/disability DALY, QUALY, HEALY, HUI)
- Selected topics related to the governance of science and technology and global health research; geo-engineering/Climate Change Discourse: Adaptation and Mitigation; Cognitive/neuro sciences applications: Neurodiversity versus DSM-IV and V (the dynamics of medicalization and 'transhumanization of medicalization'; augmentative/enhancement medicine); Nanosensors, and privacy/What body functions to monitor?; EcoHealth and social robotics
- Involvement of disabled people and marginalized groups in the governance of science, technology and health research
- The interconnectedness of the governance of science and technology and health research with debates on human rights, disabled people's rights and the rights of other marginalized groups
- The interconnectedness of the governance of science and technology and determinants of health (social, political, ecological)
- The interconnectedness of the governance of science and technology and the 2030 Agenda for Sustainable Development

### Outcomes/Competencies

- Through on-line postings, demonstrates an understanding of the vision and state of the art of science and technology. Students will gain a deeper appreciation of international dynamics related to this field of study

- Through participation in on-line dialogue with peers and instructor demonstrates an ability to analyze the impact of science and technology on disabled people, disability studies, rehabilitation and health policy, systems and care
- Through a term paper students display knowledge of governance and evaluation of science, technology and health research issues related to disabled people, disability studies, rehabilitation and health policy, system and care

## Assignments

1. Term Paper on a Topic Relevant to the course **Value = 50%**
2. Class Participation & On-Line 10 weeks of participation marked **Value = 10X 5%=50%**

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

More detailed reading and resource list given towards the beginning of the course and are posted on D2L

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 547	<b>INSTRUCTOR:</b> Gregor Wolbring
<b>TERM:</b> Winter 2017	<b>TELEPHONE:</b> (403)-210-7083
<b>SECTION:</b> L01	<b>FAX:</b> 403-220-6494
<b>TIME/DATE:</b> Online	<b>EMAIL</b> <a href="mailto:gwolbrin@ucalgary.ca">gwolbrin@ucalgary.ca</a>
<b>LOCATION:</b> D2L	<b>OFFICE HOURS</b> By appointment

## Course Content

This online course provides an in depth outlook on new, envisioned and emerging sciences and technologies and their impact on a) disabled people and disability studies; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health, d) health policy, health systems and health care assessment, e) healthcare deliverance, f) the identity of health professionals, g) Determinants of Health (social, political, ecological) and h) the 2030 Agenda for Sustainable Development. The course also provides an understanding of how disability studies scholars and rehabilitation and health policy, systems and care delivery scholars and professionals can enrich governance of science and technology discourses. The course has a global outlook on all the topics.

Students will develop a framework for understanding the issues through a weekly series of discussions.

Week 1 January 09- Introduction of yourself, expectations...

Week 2 January 16- Models of health, disease, disability, impairment, medicine, rehabilitation; determinants of health (social, ecological, political); index of wellbeing

Week 3 January 23- Concept of Ableism and transhumanism and transhumanization of the concepts of week 2

Week 4 January 30-Models of measuring health and impairment/disability DALY, QUALY, HEALY, HUI)

Week 5 February 6- Geo-engineering/Climate Change Discourse: Adaptation and Mitigation

Week 6 February 13 EcoHealth and Global Health/coverage of disabled people

Week 7 February 19-26 Reading week

Week 8 February 27- Cognitive/neuro sciences applications including human enhancement: Neurodiversity versus DSM-IV and V

Week 9 March 05 Nanosensors, and privacy/What body functions to monitor?

Week 10 March 12 Social Robotics/

Week 11 March 19 Determinants of Health in the light of the content of this course

**Term paper due March 26, 2017**

Week 12 March 27 Science and Technology Governance, Sustainability, Global Health within the Transforming our world: the 2030 Agenda for Sustainable Development

Week 13 April 3 Final discussion Impact on disabled people and what role should they play/do not play..... ; on the fields of disability studies, rehabilitation, medicine, health policy; on disability studies, rehabilitation, medical, health policy students; their goals, their visions, their understanding of their role

Week 14 April 10-12 Final thoughts on course content, what you have learned, insights...

Students will develop through the course an appreciation for the interconnectedness of the Governance and evaluation of science and technology debate with a) human rights, disabled' people's rights and the rights of other marginalized groups debate; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health, d) health policy, health systems and health care assessment, e) deliverance of healthcare, f) the identity of health professionals, g) Social Determinants of Health and h) the 2030 Agenda for Sustainable Development.

**This course will rely heavily on student participation in on-line class discussions.**

## DETAILS OF ASSIGNMENTS

### 1. Term Paper

**Value = 50%**

Choose one topic of current or emerging topics relevant to the course focus. Suggested topics are provided below. Provide a critical analysis of the topic and include implications for professional practice, health research, policy and care, disability studies, disability rights and human rights (just one sentence is not enough). You also must cover transhumanist implications (again one sentence is not enough). You should take into account what you have learned in the course. Your paper should use relevant material from the course; however, do not just use material from this course. Remember this is a critical analysis so you cannot just state things. Anything you present as fact you must show the reference that supports what you state of fact. Also, plagiarism is an academic crime! If you quote work from somewhere whether from books or web pages or wherever you have to cite the source and give "" mark!

The paper should be 3000 words minimum, APA format (NOT COUNTING THE REFERENCES). Support your work with relevant literature. For students who do not know it, have a look at mendelay or zotero (free) or Endnote (cost involved)

#### Suggested topics:

- 1) Impact of science and technology on professional identity and practice
- 2) How does perception of disabled people shape policies and product development?
- 3) Cybernetics, disabled people and other marginalized groups
- 4) The impact of different models of health and disease on policies, disabled people or other marginalized groups
- 5) Aging longevity research
- 6) Cognitive sciences and neuromorphic engineering and marginalized populations
- 7) Impact on global health
- 8) Governance of science, technology and health research
- 9) Transhumanism and disabled people or other marginalized groups
- 10) Determinants of health
- 11) EcoHealth
- 12) Transforming our world: the 2030 Agenda for Sustainable Development
- 13) Index of well being
- 14) Other topics (with consent of instructor).

**Due: March 26, 2017**

#### Grading Criteria for Term Paper

Introduction and framing of ideas	4 marks
Major context of paper	24 marks total
a) Expansion of ideas in introduction	2
b) Content of the paper including review and critique of current literature	6
c) Right usage of the terms disability, impairment, variability	4
d) Transhumanist implication	4
e) Global implications covering other the 2030 Agenda for Sustainable Development and global health	4
f) Implications for determinants of health	4
Implications for a) professional practice, b) health research, policy and care, c) the academic field of disability studies; d) disabled people rights	10 marks total 4x 2.5
Conclusion	4 mark
Presentation/Style	
a) Organization (e.g. use of headings)	
b) Flow of ideas	
c) Grammar	6 marks

Adherence to APA	2 marks
Total	50 marks

## 2. On-line Postings

Value 10x5%= 50%

Students will participate in the discussion board, which will have weekly changing topics. There will be questions posted for students to respond to and to facilitate dialogues regarding the weekly topics. Active and thoughtful participation in the discussion board is a critical component of this course. Questions for any given week to be answered will be posted latest by Sunday midnight at the beginning of the given week. Students are expected to give their responses to the questions by midnight Tuesday of that given week. Students then have the rest of the week to respond to two intro response postings of their fellow students. Students are expected to use the material from the reading list as part of their reasoning. For every day the student misses their intro response, their mark will be deducted by 5. So -5 if the student sends in the intro response on Thu, -10 if sent in on Fri and so on. If nothing is sent in, the mark for that given week is 0. In case the student responds to the intro responses of fellow students, this response only counts if the student also provides an intro response, however late within that week. If a student only provides a response to the intro but does not send in the responses towards their fellow students, the mark will be cut to 60%. The only way to avoid the deductions is by alerting the instructor before the delay (whether by e-mail or phone) or, in very exceptional circumstances, after the delay happened. However, it is expected that the student contacts the instructor. It is not the role of the instructor to inquire why a student missed a deadline. Also, if students become aware at the time the instructor gives the end mark that they missed a response to an intro somewhere during the course, it cannot be fixed at the end of the course. Therefore, the student should make sure that they have sent in their intro and other required responses at any given week. The Discussion Board is an ongoing part of the course and will continue for the duration of the course.

### Discussion Guide

Students are required to participate in the discussion forum as this dialogue is intended to reflect exchanges that would take place in a classroom. The discussion forum will be scheduled with a different topic each week as outlined in the schedule (given to the student at the beginning of the course). Students can contribute to the discussion throughout the week within the timelines designated.

The instructor will monitor the content and quality of the discussions and contribute reflections and feedback as the discussion progresses. The instructor will provide some general reflections after a given week and respond to a sample of students in any given week. The instructor will not give feedback to every student every week. Students are encouraged to ask questions, elaborate on information, challenge and produce ideas about the given topic. Contributions to the discussion must be content-based, and not comprised of brief summative comments. The purpose of the discussion is to facilitate learning and engage with other students to promote a broad knowledge base regarding the material. Grades will be based on participation in discussions as well as the quality of on-line postings including: display of critical thought, understanding of concepts, and application to professional practice

### Grading criteria for on-line postings (marks per week you have to divide by 10)

Participation in discussion: consistent participation, responds to postings, poses reflective questions, and respectfully challenges peers, instructors and guests	5 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	15 marks
Analysis of Content: contributes new ideas based on analysis of readings and prior discussion. It is expected that you provide at least five new sources that are NOT part of the course material in your initial response to the questions every week. However, it is not enough to list 5 new sources at the end of your post but the sources have to be used in your argument you make in your initial posting. You lose 0.8 points for each insufficiently provided new source	15 marks
Application to professional practice: demonstrates the ability to apply concepts to practice. Expected to be ALL THE TIME clearly marked so I know what you see as professional practice. This reflection should deal with all questions of a given week assignment. Best to add that section at the end of your answer to each question. If you feel you cannot apply it to a certain question, say why. You lose 7.5 marks if you only provide this once at the end. You lose all 15 points if you do not have a clearly marked section on professional practice.	15 marks

Total	50 marks in 10 weeks so per week it is all 1/10th
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## 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 WINTER 2017

Last day to drop a class without financial penalty – **January 20, 2017**

Last day to add a course – **January 23, 2017**

Last day to withdraw from a course – **April 12, 2017**

Tuition and Fee Payment Deadline – **January 27, 2017**

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](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 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/](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/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/](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).

### **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.

