



UNIVERSITY OF
CALGARY

FACULTY OF
MEDICINE
*Community Rehabilitation
and Disability Studies*

By
A/19/09

CORE 209

Half (3-0)

Disability in Theory and Everyday Life

Calendar Description

Examination through a life span perspective on disability through personal narrative, theory and research.

Content/Objectives

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

Outcomes/Competencies

- Through interviews and research with service providers, students will demonstrate understanding of service provision issues within life span perspective including theory, research and practice.
- Through interviews with families, students will demonstrate understanding of family issues throughout the lifespan include theory, research and practice.
- Through a research paper and presentation on a disabling condition, students will demonstrate an in depth understanding of a disabling condition across the lifespan.
- Through a final examination on course materials and class lectures, students will demonstrate understanding of theories of human development as they relate to disability across the life span.

Assignments

1. Service Provider Interview	20%
2. Book Review	20%
3. Paper on disabling condition - research and theory paper.	20%
4. Poster & Presentation on a disabling condition – group presentation/poster (4 person max.)	20%
5. Exam	20%

Resources

Required Texts:

Berry, Judy O. & Hardman, Michael L. (1998). *Lifespan Perspectives on the Family and Disability*. Allyn and Bacon.

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

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE: CORE 209

INSTRUCTOR: Pat Winter

TERM: Fall 2009

TELEPHONE: (403) 815-4378

SECTION: L01

FAX: (403) 220-6494

TIME/DATE: Tuesday @ 9:30 am – 12:20 pm

EMAIL pfwinter@ucalgary.ca

LOCATION: EDC 284

OFFICE HOURS: EDT 415 (by appointment)

Details of Assignments

1. **Service Provider Interview** (5-7 page report)..... **Value: 20%**
Due: October 13, 2009
2. **Book Review** (6 - 8 page report) **Value: 20%**
Due: November 3rd, 2009
3. **Disability Research Paper** (10 pages/group of 2 or 15 pages/group of 3) The paper/presentation should include but is not limited to an overview of the disabling condition and related theories, risk factors, diagnostic techniques, existing and new therapies/treatments, community involvement and/or issues and other relevant material. (**No Internet sources** to be cited in paper except for journal articles – APA referencing required). A minimum of 5 peer reviewed articles is required for the paper. **Value 20%**
Paper/Presentation Outline Due: October 6th, 2009
Paper Due: December 1, 2009
4. **Poster Presentation of critical research paper topic**
 - A thorough investigation of a disabling condition, researching, organizing and presenting information in poster format. The information may be obtained (outline due October 6th, 2009) through the Internet, Medline, Psychlit, health network, local associations, research centers, online groups, etc. (See disability research paper for areas to include).
 - Prepare a short 1-2 page information sheet/brochure on information/current trends to be handed out to the class (Internet articles acceptable for brochures)..... **Value: 20%**
Paper/Presentation Outline Due: October 6th, 2009
5. **Exam** - Multiple-choice & short-answer exam on class lectures, text and class presentations **Value: 20%**
Exam: December 8, 2009

Weekly Schedule

September 8

Overview of lifespan disabling conditions from the family perspective – **Chapters 1, 2 & 3**

September 15

Major developmental theories, current research and current service approaches & overview of Service delivery -----
Chapters 4, 5 & 7

September 22

Visit to Service Provider

Paper on visit due October 13th, 2009

September 29

Children with special needs: current theories and research & Inclusive Education- **Chapter 8**

October 6

Family perspective and interviewing families and individuals. – **Chapter 6**

Poster Presentation/paper outline due

October 13

Adult on-set conditions/ current theories and research - **Chapter 9**

Service provider interview papers due

October 20

Adult on-set conditions/ current theories and research

October 27

Seniors with disabling conditions: current theories and research

November 3

Disability and Culture,

Book Review papers due

November 10

Poverty, Housing and Homelessness

November 17

Poster Presentations on specific disabling conditions (30 minutes)

November 24

Poster Presentations on specific disabling conditions (30 minutes)

December 1

Poster Presentations on specific disabling conditions (30 minutes)

Research papers due

Preparation for exam

December 8

Exam

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

NOTE:

*The last day to change/register for courses and pay balance of fees for the Fall session is **September 21, 2009.***

*The last day to withdraw is **December 8, 2009.***

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 Accommodation: Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. *It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.*

IMPORTANT: 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.

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