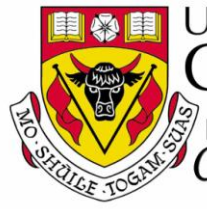


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July 29/09



UNIVERSITY OF
CALGARY
FACULTY OF MEDICINE
*Community Rehabilitation
and Disability Studies*

CORE 591.34

Half (3-0)

*Health Foundations:
Disability across the Life Span*

Calendar Description

This course explores the concepts of community rehabilitation in the context of anatomy and physiology of disabling conditions and human development across the life span. Self-directed learning is based on case studies, exploring current literature, and on-line interactive group work and forum discussions.

Content/Objectives

This course examines the relationship between anatomy and physiology and disabling conditions that have an onset in various stages of human development across life span, in the context of community rehabilitation. Students will be encouraged to explore current research related to the conditions and to articulate the relevant practice implications when considering the holistic needs of the clients.

Emphasis will be on the integration of community rehabilitation principles and practices within the knowledge of anatomy and physiology of disabling conditions and human development. The major areas to be explored:

- Biological conditions affecting human body systems, as related to the person's strengths, needs, resilience, community environment, and quality of life in the context of community rehabilitation practice.
- Current information resources and its use for the integration of multiple conceptual constructs of disabling conditions.
- Community rehabilitation strategies that can be implemented in the context of particular disabling conditions and developmental stages.

Outcomes/Competencies

Through on-line discussions, case study assignments and responses, and group interaction, the students will demonstrate the following competencies:

- Discuss the relationship between the biological conditions affecting structure and function of the human body and resulting disabilities, at different life stages, in the community context.
- Locate (find) information sources on anatomy, physiology, and biological aspects related to disabilities; discuss and summarize this information.
- Draw integrative connections between medical information and the constructs of disability and community rehabilitation.
- Apply the concepts of community rehabilitation to outlining practical strategies used for interventions in chosen medical conditions, life stages, and individual situations.
- Interact and collaborate within on-line groups (teams), responding to each other's reflections on community rehabilitation concepts and practice situations.

Assignments

- | | |
|--|------------|
| 1. Interactive on-line discussion of assigned topics | 10% |
| 2. Group facilitation assignment: Case Study | 30% |
| 3. Interactive on-line discussion of Case Studies | 30% |
| 4. Individual assignment. Create a case study related to ONE disabling condition | 30% |

Resources

Braun, C. A. & Anderson, C. M. (2007). Pathophysiology: Functional alterations in human health. Baltimore, MD: Lippincott Williams & Wilkins. Excerpts of the textbook *are available on-line*.

The textbook is intended as a basic resource manual on human pathophysiology. Students will use the textbook as a reference guide as they complete their self-directed, extended literature search towards completing the course work.

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

Instructor and Course Information

COURSE: CORE 591.34	INSTRUCTOR: Svetlana Shklarov, MD, RSW
TERM: Fall 2009	TELEPHONE: please use e-mail
SECTION:	FAX:
TIME/DATE: On-line course	EMAIL: Shklarov@ucalgary.ca
LOCATION: On-line course	OFFICE HOURS: by appointment

Resources and Sources

On-line materials and supplemental resources will be posted on Blackboard. In addition, students will use existing on-line materials for self-directed study and independent learning. For all assignments the use of a combination of resources available on the web, in the University Library, and elsewhere (Medline, Psychlit, ERIC, etc.) is encouraged.

Course Schedule

This is an on-line course. The students are expected to log-in and post their presentations and responses on assigned times (for deadlines and the frequency of responses, see the Assignments section).

Time Commitment. This is an on-line half course with time commitment equivalent to *40 hours of instruction over 13 weeks*. Please budget approximately 3 hours per week for participation in group discussions (an equivalent of class time), plus your own time for reading, self-directed research, and the preparation of assigned papers.

Contact hours will be through the asynchronous Blackboard Discussion Board to provide individual faculty-student interaction and regular e-mail contact between students and course instructor.

Details of Assignments

****STUDENTS ARE EXPECTED TO HAVE A CO/PREREQUISITE ANATOMY/PHYSIOLOGY COURSE AND IN ADDTION, A RELATIVELY GOOD WORKING KNOWLEDGE OF COMPUTER. STUDENTS MUST SUBMIT AN E-MAIL ADDRESS WITH THEIR COURSE REGISTRATION.**

1. Interactive On-Line Discussion of Assigned Topics:

VALUE 10%

Articles and questions for discussion will be posted on the Blackboard by the instructor, in the beginning of *each of the two* discussion weeks. Students will be required to read the materials, provide their feedback responses, and answer the attached questions. You are also expected to review other students' postings and address some ideas expressed by other students. You may want to use information from your previous readings (if relevant), give examples from your professional practice, agree with or critique the ideas in the articles.

This discussion is designed to initiate students' interchange on issues related to the foundations of health and community rehabilitation. Active and open participation in the discussion is encouraged. You must post at least **TWO** reflective responses during **EACH** of the 2 weeks. Approximate size of your responses: *up to 1 page* each posting.

All references to the size of the postings are given according to APA format.

POSTING INSTRUCTIONS:

- Each week begins on Monday morning (**exception: first week – Tuesday, September 8, first day of classes**). At this time materials and questions will be posted by the instructor.
- *Due time* of postings: First posting is required from each student no later than Tuesday of each week. Last posting is required from each student no later than Friday of each week. After this time, *the instructor will not go back* and look at any week that is *over*. Responses *posted late will not be reviewed* (only exceptional circumstances will be considered; in such case, please contact the instructor directly).
- Instructor will review students' postings daily, and will provide feedback to the students by Sunday night each week.

Marking criteria will be posted on Blackboard along with detailed guidelines for the assignments.

2. Group Facilitation Assignment: Case Study

VALUE 30%

Each student will facilitate ONE WEEK of Case Study discussion. The instructor will post the lists of discussion groups, case studies, and the dates available for the students *to sign up*. Each student will choose ONE week (ONE case study):

- 1) You will write and e-mail to the instructor your *initial response* to the assigned case study (***DUE Friday of the week before your assigned week***). On Monday morning the instructor will post your initial response on the Blackboard. When writing the initial response, use the textbook as a basic reference guide; supplement basic reading with other literature sources. *Required size* of your initial case study posting: *up to 3 pages* of regular APA-style text. Please provide ARA-style *references* to the sources you used (journal or electronic articles, textbook or manual chapters, community groups' websites, or other).
- 2) You will read other students' responses *daily*, and facilitate on-line group discussion during the week by responding to their questions or comments, as needed. You will provide general direction to the discussion.
- 3) At the end of your week, you will post a brief summary feedback for your group. ***DUE Saturday evening of your week***. *Size of your summary feedback* at the end of the week: *up to 2-3 pages*.

Case studies will be available for viewing on the course homepage, including the concrete questions related to each particular study. The on-line case studies will be in text format.

SCHEDULE of group facilitation. PLEASE NOTE: The schedule of discussion facilitation will be subject to the number of students in the group. There is a possibility that, if the group size is small, each student will be required to facilitate two weeks of group discussion sessions, to cover 10 weeks of case study learning.

3. Interactive On-Line Discussion of Case Studies

VALUE 30%

Participate in formal discussions of other students' case studies on the Discussion board (see previous assignment). Use the textbook as a basic reference guide for your responses relevant to the variety of conditions presented by your peers. Supplement this basic reading with other literature sources. You must post at least TWO individual responses to each of your peers' case study presentations (*two each week*), at assigned times. *Required size* of each of your response posting: *up to 1 page* of regular APA-style text.

POSTING INSTRUCTIONS:

- Each week begins on Monday morning. At this time *the facilitating student* will post the initial Case Study response.
- *Due time* of postings: First response posting is required from each student no later than Tuesday of each week. Last posting is required from each student no later than Friday (at least *2 postings* each week). After this time, *the facilitating student and the instructor will not go back* and look at any week that is over. Responses posted late will not be reviewed.
- Instructor will review discussion postings Wednesdays and Fridays, and provide feedback to the students by Sunday night.

4. Individual Assignment: Create a Case Study

VALUE 30%

Create a case study similar to the ones you used for your previous assignments. This will be ***an extended case study***. It will be DIFFERENT from the course-provided case studies: *in addition* to the content seen in course-provided case studies, you are responsible for researching and summarizing *the medical foundations* of the particular condition, providing a concise summary of anatomical and physiological aspects of the condition, and the implications for community practice.

You may use the textbook as a basic reference guide, but you must supplement this reading with an extensive search of other literature sources available on the web, in the University Library, and elsewhere (e.g., Medline, Psychlit, ERIC).

Please discuss your choice of condition with the instructor prior to working on your paper. You may choose to present and analyze a real life situation from your practice. ***Suggested size*** of the paper: *7 to 8 pages* of regular APA-style text.

DUE: DECEMBER 7, 2009

PLEASE NOTE:

- ***APA format is required for individual assignments (Case Study).***
- ***Assignment papers must be provided to the instructor via e-mail only, in attachment, in Microsoft Word format only. Late assignments will be deducted two marks for each day after the assignment due date.***

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 8th, 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