



UNIVERSITY OF  
CALGARY

FACULTY OF  
MEDICINE

*Community Rehabilitation  
and Disability Studies*

BP  
June 25 '09

**CORE 475**

*Half 3-0*

Community Rehabilitation Practices

## Calendar Description

Theoretical models, practice frameworks and current research issues related to supporting older persons with disabilities in their communities

## Content/Objectives

- Myths & realities of aging
- Social, political and economic issues and changes that result from the 'aging of society'
- Theories of aging & research trends
- Social justice issues & aging
- Innovative service design
- Informal supports (e.g. family care-giving, community development) and formal supports (i.e. long-term care, outreach)
- Aging with a disability (e.g. mental health issues, developmental disability)
- Ethical issues and decision-making
- Social policy issues

## Outcomes/Competencies

- Through a critical research paper students will demonstrate knowledge of disability and the aging process, identify critical issues and suggest areas for future knowledge building.
- Through case studies students will translate the theory of aging with a disability into practice and begin to understand the experience of aging with a disability from a variety of perspectives.
- Through examinations students demonstrate an awareness of the theoretical models, practice frameworks and current research issues related to supporting older persons with disabilities in their communities.

## Assignments

Midterm exam	25%
Critical research paper	30%
Case study	20%
Final exam	25%

## Resources

Class readings and on-line resources at <http://blackboard.ucalgary.ca>

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*

## Instructor and Course Information

**COURSE:** CORE 475

**INSTRUCTOR:** Bonnie Lashewicz

**TERM:** Fall 2009

**TELEPHONE:** 220-4980

**SECTION:** L01

**FAX:** 220-6494

**TIME/DATE:** Thursday @ 1:00 – 3:50 p.m.

**EMAIL:** bmlashew@ucalgary.ca

**LOCATION:** CHE-202

**OFFICE HOURS:** Thursday 11 a.m. – 1 p.m.  
and by appointment

## Course Content

### Topics to be covered

- Theories of aging
- Myths and realities of aging
- Aging as context: 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
- Ethical issues and decision making

## Details of Assignments

### Assignment #1

**Midterm Exam – October 22, 2009** Multiple choice, short answer, essay question.  
(in class)

**Value = 25%**

### Assignment #2

**Critical Research Paper- Due November 5, 2009**

**Value = 30%**

Write an 8-10 page paper on a topic related to supporting older adults with disabilities in their communities. Use a minimum of 12 references; of these, 6 must be post 2003 and 8 must be empirical. APA format is required.

### Grading Criteria for Term Paper

Introduction: clearly and concisely articulate your purpose and its importance, establish the direction your discussion/analysis will take	5 marks
Literature review: expand and integrate ideas raised in your introduction through a review of some of the relevant literature (12 sources minimum, 8 of which must be empirical). Provide a critical analysis of this literature and generate new ideas based on your analysis. What do we know about your topic, what do we still need to learn and why is this important? Set the stage for the need for a next piece of formal research on your topic.	12 marks
Propose a study: Articulate a project you could conduct (with many or few resources depending on your topic and study design preferences) to address a knowledge need. Begin with a concise rationale based on your review of the literature. Now describe the approach you would take to generating new knowledge. 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? Support your plans with at least 2 “research methods” sources.	8 marks
Overall Presentation/Style; clear and focused expression of ideas, careful organization so paragraphs flow logically and support the direction of the discussion, each section of the discussion fits with and supports other sections, effective use of headings, well crafted sentence structure, appropriate grammar, punctuation and spelling	3 marks
Adherence to APA	2 marks
<b>Total</b>	<b>30 marks</b>

### Assignment #3

#### Case study – Due November 26, 2009

Value = 20%

Read “As we are now” by May Sarton (1973). Use the format provided to explore Caro’s traumatic experience as an aging woman living in long term care.

#### Part I - Case Study Format (Total for Part I = 5 marks)

Summarize Caro’s personal story: 3 marks

- Who is this person? (i.e. age, family history, children, etc.)
- What were/are her valued roles, interests, hobbies, strengths, passions, gifts, etc?
- What are her personal circumstances? (Where does she live? Is she involved with services? What are her community, cultural, or spiritual activities? Comment on her support network. What went wrong?)

Describe Caro’s age-associated disability: 2 marks

- Nature and impact of disability (i.e. on daily functioning, attitude, support needs)
- Current adaptation and coping strategies

#### Part II – Support/Intervention Plan (Total for Part II = 10 marks)

Redesign Caro’s support structure. How would you develop a support plan; when and where would you begin, how would you ensure the plan is meaningful to Caro? Who would you involve? 2 marks

1. Identify the major life domains where support is important (i.e. housing, income, relationships, personal development, civic, etc.): 3 marks
2. What “informal” (natural supports) and formal (paid/professional) resources would you engage? Provide a rationale for your choices: 3 marks
3. How does your plan protect against the type of isolation, neglect and maltreatment Caro endured. What are some potential issues/obstacles that may arise? 2 marks

#### Part III – Personal reflections (Total for Part III = 3 marks)

Share some personal reflections and insights provoked by having engaged with Caro’s story. For example, how were your views of staff working in long term care impacted? Did Caro’s story cast other topics from this course in different light? Were any of your own biases about aging evident and impacted?

Readability and Grammar (1 mark)

References to support work (1 mark)

### Assignment #4

Value = 25%

#### Registrar Scheduled Exam

Multiple choice, short answer, essay question.

## Resources

Sarton, M. (1973). As we are now. New York: W.W. Norton & company Inc.

## 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/](http://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