

RJP
July 16 '10

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

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

Resources

Required Texts:

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

Additional course materials and weekly readings, from online journals through the University of Calgary library, will be posted on blackboard. **Each student is required to have a University of Calgary Library card** to access the online journals.

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

Instructor and Course Information

COURSE:	CORE 209	INSTRUCTOR:	Pat Winter
TERM:	Fall 2010	TELEPHONE:	(403) 815-4378
SECTION:	L01	FAX:	(403) 220-6494
TIME/DATE:	Tuesday @ 9:30 am – 12:20 pm	EMAIL	pfwinter@ucalgary.ca
LOCATION:		OFFICE HOURS:	(by appointment)

Details of Assignments

1. **Service Provider Interview** (5-7 page report)..... **Value: 20%**
Due: October 12th, 2010
2. **Book Review** (6 - 8 page report) **Value: 20%**
Due: November 9, 2010
3. **Disability Research Paper** (10 pages/group of 2 or 15 pages/group of 3) The paper/presentation must 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 12th, 2010
Paper Due: November 30th, 2010
4. **In class presentation of critical research paper (30 minutes)**
 - A thorough investigation of a disabling condition, researching, organizing and presenting information in poster format. The information may be obtained (outline due October 12th, 2010) through the Internet, Medline, Psychlit, health network, local associations, research centers, online groups, etc. (See disability research paper for areas that must be included). Marks will be based on content, clarity, participation and the handout.
 - 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 12th, 2010
5. **Exam** - Multiple-choice & short-answer exam on class lectures, handouts, weekly readings and in-class presentations..... **Value: 20%**
Exam: December 7, 2010

Weekly Schedule

September 14

Overview of lifespan disabling conditions from the family perspective

September 21

Major developmental theories, current research and current service approaches & overview of Service delivery

September 28

Visit to Service Provider –**No Class**

Paper on visit due October 12th, 2010

October 5

Children with special needs: current theories and research & Inclusive Education

October 12

Family perspective and interviewing families and individuals.

Poster Presentation/paper outline due

Service Provider Interview paper due

October 19

Adult on-set conditions/ current theories and research

October 26

Adult on-set conditions/ current theories and research

November 2

Seniors with disabling conditions: current theories and research

November 9

Poverty, Housing and Homelessness

Book Review papers due

November 16

Presentations on specific disabling conditions (30 minutes)

November 23

Presentations on specific disabling conditions (30 minutes)

November 30

Poster Presentations on specific disabling conditions (30 minutes)

Research papers due

Preparation for exam

December 7

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 24, 2010.***

*The last day to withdraw is **December 10, 2010.***

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