



UNIVERSITY OF
CALGARY

EDUCATION

*Community Rehabilitation
and Disability Studies*

JC
Fall 2010

CORE 691.44

Half (3-0)

Bioethics and Disability: Graduate Specialization
Topics in Community Rehabilitation

Calendar Description

This online course provides an in depth view of the impact of bioethics on social policy, disability studies, disability research and the lives of disabled people

Content/Objectives

- Bioethics as a field of study; historical roots of Bioethics, how bioethicists are identified, their role and views about disabled people
- The situation of disabled people worldwide; statistics, perceptions, models of disability
- Key bioethics theories
- Selected topics related to bioethics issues within a disability studies framework (concept of personhood; end of life issues- [euthanasia, mercy killing, infanticide, do not resuscitate]; non treatment of newborns; organ transplantation; research on 'non-competent' people)
- Perspectives and situation of disabled people in countries of the 'South' (e.g. access to water and sanitation)
- The interconnectedness of the bioethics debate with debates on human rights and disabled people's rights

Outcomes/Competencies

- Through on-line postings, demonstrates an understanding of the field of bioethics and disability, including the impact of the global debate of bioethics issues on the field of disability studies and the lives of disabled people. Students will also gain a deeper appreciation of international dynamics related to this field of study
- Through participation in on-line dialogue with peers, instructors and invited guest experts, demonstrates an ability to analyze the impact of bioethics issues on disabled people, disability research, disability policy issues and on the legal framework
- Through a term paper students display knowledge of bioethical issues related to disability

Assignments

This course will only run if there is more than one student registered.

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| 1. Introduction and Moderation – introduction of a topic relevant to the course and moderation of the discussion of the undergraduates | 20% |
| 2. Paper for publication - on a topic relevant to the course (publication quality) | 60% |
| 3. Discuss your views among each others (graduates) including reflection on the undergraduate thoughts | 20% |

Resources

A detailed reading and resource list will be available on blackboard. All the reading should be available on blackboard or in general online.

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

Instructor and Course Information

COURSE: CORE 691.44

INSTRUCTOR: Gregor Wolbring

TERM: Fall 2010

TELEPHONE: (403)-210-7083

SECTION: Lec 01

FAX:

TIME/DATE: On-line

EMAIL gwolbrin@ucalgary.ca

LOCATION: On blackboard

OFFICE HOURS: By appointment

Course Content

This half credit course will provide an in depth view of the impact of bioethics issues on the issue of social policy, disability studies, disability research and the lives of disabled people.

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

The topics for discussion include:

- Bioethics as a field of study; historical roots of Bioethics, how bioethicists are identified, their role and views about disabled people
- The UN Convention on the Rights of Persons with Disabilities
- Key bioethics theories
- Models of disability
- Social perception of disability and self-perception by disabled people
- The concept of personhood
- End of life issues: Euthanasia, mercy killing, infanticide, do not resuscitate
- The case of non treatment of newborns/futile care
- The case of research on 'non-competent' people
- The case of organ transplantation
- The case of access to water and sanitation

Students will develop through the course an appreciation for the interconnectedness of the bioethics debate with the human rights, and disabled' people's rights debate. This course will lay the foundation for another half course which deals with health research and emerging technologies such as cybernetics, nanotechnology and genetics and their impact on disabled people.

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

Details of Assignments

This course will only run if there is more than one student registered.

1. Introduction and Moderation

Value 20%

Introduction of a topic related to the course. Each student will be assigned a topic for which they will prepare an introduction to the topic. The introduction should be around 1500 words and contain a short overview of the issues, followed by questions for class discussion. Topics will be assigned by the instructor, at the beginning of the course. Students will be given more pertinent details when the topic is assigned. Students are expected to actively moderate and guide the on-line discussion of their assigned topic.

The introduction must be posted by Sunday midnight of the week it is discussed.

Grades will be based on the comprehensiveness of content, clarity of information and quality of questions posed in the intro and on the quality of moderation of the discussion (e.g. quality of follow up questions, ability to integrate the information and ability to respectfully challenge fellow learners).

Due: As scheduled

2. Paper for Publication

Value 60%

Choose one topic of current or emerging topics relevant to the courses focus. Suggested topics are provided below. Provide a critical analysis of the topic and include implications for professional practice, disability studies, disability right and human rights. The paper should be written in such a way that it could be considered for publication. Students will locate a journal that would be appropriate for publication of the chosen topic and write the paper following the 'instruction to the author' section of the journal. Details of the expectations will flow directly from the chosen journal requirements for

submission. Grading criteria will be posted on-line.

Suggested topics:

- a) the state of disability rights in the world. Where does it go?
- b) an evaluation of trans-humanist philosophy as it relates to disabled people
- c) a disability right approach to so called mental illness
- d) a comparison of a feminist and a disability rights approach to bioethics and it's situation within mainstream bioethics discourse
- e) euthanasia,
- f) selective non-treatment of newborns/infanticide/Latimer
- g) organ transplant/allocation of organs
- h) research on non-competent people
- i) Other topics (with consent of instructor).

Due: Nov 20 2010

CRITERIA FOR EVALUATING AND GRADING PAPER FOR PUBLICATION

OVERVIEW:

You will select a peer-reviewed publication that is of interest to you. I suggest that you review several different journals prior to making a selection. Review the guidelines for authors identified within your journal of choice. You are expected to submit publication quality paper to me. Whether the paper is send in for publication is decided on a case by case basis.

A+ Paper

- clear and concise articulation of purpose of the paper
- paper purpose statement establishes the direction of the discussion with clarity
- context of the topic is defined succinctly.
- discussion of topic informs through the clear and accurate expression of ideas
- paragraphs develop purposefully and are logically and clearly related to discussion
- careful organization and development demonstrates a true understanding of the topic
- sentence structures are well-crafted
- grammar, punctuation, and spelling follow accepted conventions
- ready for publication, no revisions

A Paper

- clear and concise articulation of purpose of the paper
- paper purpose statement establishes the direction of the discussion with clarity
- context of the topic is defined succinctly.
- discussion of topic informs through the clear and accurate expression of ideas
- paragraphs develop purposefully and are logically and clearly related to discussion
- careful organization and development demonstrates a true understanding of the topic
- sentence structures are well-crafted
- grammar, punctuation, and spelling follow accepted conventions
- very few modifications required (and none of them content) wise for publication

B Paper

- more than competently written, with many of the merits of an A paper to reveal the purpose of the paper statement and the development of the discussion, but with a few minor errors in matters of grammar, punctuation, or language
- substantial in content and quality of material presented, demonstrating a good knowledge of the topic, but occasionally losing some clarity in vague statements or disorganized passages
- demonstrates fluency in expressing and supporting the central ideas of the discussion, but is subject to occasional inadequacies or flaw of the argument, organization, or style
- in general, a carefully developed and coherently organized treatment of the topic
- style and content wise modifications of different severity required
- paper has the potential to be publishable after modification and taken into account of comments and would fall under the category 'accepted after modification'

C Paper

- competently written, with many of the merits of a B paper to reveal the paper purpose and the development of the discussion, but with a few minor errors in matters of grammar, punctuation, or language
- substantial in content and quality of material presented, demonstrating a good knowledge of the topic, but lacks the clarity and focus and enough novelty of material to be published without major revisions.
- the paper shows enough promise that it could after major revision be resubmitted to a journal but in its given form it is likely it would receive a rejection.

D Paper

- treatment and development of the topic are rudimentary, and expose a poor grasp of the topic
- little sense of direction, making the discussion hard to follow, though some organization is evident
- little discussion or development of ideas, which tend to be confused and inadequately supported
- paragraphs inadequately organized and developed, without logic or unity
- sentences awkward in structure or ambiguous in meaning
- conspicuous major errors and several minor errors in grammar and punctuation
- rejected for publication

F Paper

- demonstrates unsatisfactory performance in all areas cited above
- treats topic superficially, failing to meet the stated requirements of the assignment
- consistently falls below acceptable minimum requirement in writing
- rejected for publication

3. On-line Postings.

Value 20%

Graduate students will participate in the discussion board, which will have weekly changing issues by reflecting and discussing the undergraduate student postings (if the course is fused with the undergraduate version). There will be questions posted for students to respond to, and to facilitate dialogue regarding the weekly topics. Active participation in the discussion board is a critical component of this course. An intro to the topic of any given week will be posted by Sunday midnight at the beginning of the given week. Students are expected to give their thoughts on the posted intro 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 graduate students and reflect on the responses of the undergraduate students. If a student does not meet the deadline without a very good reason his/her contribution will be judged as Zero for every missed deadline. **The Discussion Board is an ongoing part of the course and will continue for the duration of the course. The minimum length of a posting has to be 150 words for the three mandatory postings and no minimum word limit for additional postings.**

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. 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

Participation in discussion: consistent participation, responds to postings, poses reflective questions, and respectfully challenges peers, instructors and guests	10 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	10 marks

Analysis of Content: contributes new ideas based on analysis or readings and prior discussion	10 marks
Application to professional practice: demonstrates the ability to apply concepts to practice	10 marks
Total	40 marks

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 **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