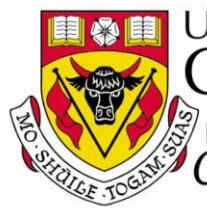


RP
M 30'11



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 medical foundations (i.e., anatomy, pathophysiology) and disabling conditions that have an onset in various stages of human development across the 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 people living with the conditions.

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 for basic knowledge about medical foundations of disabilities, and the use of this knowledge for the integration of multiple 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 and group interaction, case study assignments, and completing the exam 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 sources and summarize information on anatomy, physiology, and medical aspects related to case studies.
- Identify and explain the meaning of basic medical concepts related to the conditions included in case studies.
- Apply medical foundations of studied conditions to outlining practical strategies in the context of concrete life stages, individual situations, and community rehabilitation practices.
- Collaborate effectively within on-line teams to analyze practical situations and contribute to problem solving.

Assignments

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|--|------------|
| 1. Group facilitation assignment | 25% |
| 2. Interactive on-line discussion of case studies | 30% |
| 3. Individual assignment. Create a case study related to ONE disabling condition | 30% |
| 4. Final exam | 15% |

Resources

Required textbook: Braun, C. A. & Anderson, C. M. (2011). Pathophysiology: A Clinical Approach, Second Edition. Baltimore, MD: Lippincott Williams & Wilkins.

The textbook is intended as a basic resource manual and a reference guide on human pathophysiology.

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

Instructor and Course Information

COURSE:	CORE 553	INSTRUCTOR:	Svetlana Shklarov, MD, PhD, RSW
TERM:	Fall 2011	TELEPHONE:	please use e-mail
SECTION:		FAX:	
TIME/DATE:	On-line course	EMAIL	Shklarov@ucalgary.ca
LOCATION:	On-line course	OFFICE HOURS:	by appointment

Additional 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, we encourage the use of a combination of resources available on the web, in the University Library, or literature databases (e.g., MEDLINE, PubMed, PsycLit).

Course Schedule

Course Schedule: This is an on-line course. The students are expected to log-in and post their responses on assigned times (for deadlines and details, see the Assignments section). **Topic schedule is available on Blackboard.**

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

Questions:

For questions regarding using Blackboard or other E-Learning tools, please contact Phuoc Lam at lamp@ucalgary.ca
For email account or access difficulties, contact IT Support www.ucalgary.ca/it/
For all course-related materials and questions, please contact the instructor.

Contact with the instructor will occur through the asynchronous Blackboard Discussion Board and regular e-mail communications between students and course instructor.

Details of Assignments

****STUDENTS ARE EXPECTED TO HAVE A GOOD WORKING KNOWLEDGE OF COMPUTER. STUDENTS MUST SUBMIT AN E-MAIL ADDRESS WITH THEIR COURSE REGISTRATION.**

Detailed guidelines and marking criteria for all the assignments are available on Blackboard.

1. Group Facilitation Assignment: Case Study

Value: 25%

Each student will facilitate ONE WEEK of discussion (ONE case study). The instructor will post the lists of groups, case studies, and the dates available for the students *to sign up*. Case studies are available on the course homepage.

- 1) You will write and e-mail to the instructor your *initial response* to the assigned case study (***DUE Friday prior to 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 1,200 – 1,300 words*. Provide APA-style references (journal or electronic articles, books, 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 800 – 900 words*.

2. Interactive on-line discussion of case studies

Value: 30%

Participate in formal discussions of case studies on the Discussion board, **each week** (see Assignment 2). 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 the case studies (two each week). Required size of your response posting: up to 600 – 700 words each posting (concise responses are encouraged).

POSTING INSTRUCTIONS:

- Each week begins on Monday morning. At this time the instructor will post the initial Case Study response written by the facilitating student.
- **Due time** of postings: First posting is required from each student no later than Tuesday by 10:00 p.m. each week (we encourage early posting, beginning Monday). Last posting is required from each student no later than Friday by 10:00 p.m. 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 (only exceptional circumstances will be considered; in such case, please contact the instructor ahead of time).
- Instructor will review students' postings daily and provide individual feedback on Monday following each session.
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3. 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, or literature databases (e.g., MEDLINE, PubMed).

Please discuss your choice of condition with the instructor **prior to working on your paper (no later than October 28)**. **Suggested size** of the paper: 2,500 words. **APA-style** is required. **DUE: DECEMBER 8, 2011**

4. Final Exam

Value: 15%

You will complete a multiple-choice final exam in a take-home format. You will complete their examinations independently of each other. **DUE: DECEMBER 9, 2011**

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, Microsoft Word 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

IMPORTANT DATES FOR FALL 2011

The last day to change or a drop course - **September 23, 2011.**

The last day to pay balance of fees - **September 30, 2011**

The last day to withdraw - **December 9, 2011.**

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 W, Calgary, AB T2N 1N4