

Fall 2011
[Signature]

**CORE 691.44
Bioethics and Disability**

Course Instructor:

Dr. Gregor Wolbring
Community Rehabilitation and Disability Studies
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Course Dates:

September 12-December 9, 2011
(Blended format-online & face to face
meetings 1 hr per wk TBA)

Location:

Blackboard & Dr.Gregor Wolbring's office
3D31 TRW Building Faculty of Medicine

Course Description

This blended online and face to face course provides an in depth view of the impact of bioethics on social policy, disability studies, disability research and the lives of disabled people. It also trains the student in research capabilities through the main assignment which is to write a peer review quality paper and performing the tasks one has to do in order to submit an article (finding a journal, follow their guidelines etc)

Prerequisite

None

Required Resources

All readings are uploaded to blackboard

Suggested Textbook

None

Course Goals

- 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

Learner Objectives

- 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 writing a peer review quality article and going through the process every author has to go through before submitting an article (finding a suitable journal and following the author instructions the students will better their research and publication abilities)
- Through a term paper students display the knowledge of bioethical issues related to disability.

Academic Integrity

The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm

Cut Points For Grades

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

| Grade | Course % | Grade Point Value* | Graduate Description* |
|-------|----------|--------------------|---|
| A+ | 97-100 | 4.0 | Outstanding |
| A | 90-96.5 | 4.0 | Excellent |
| A- | 85-89.5 | 3.7 | Very good performance |
| B+ | 77-84.5 | 3.3 | Good performance |
| B | 72-76.5 | 3.0 | Satisfactory performance |
| B- | 68-71.5 | 2.7 | Minimum pass for students in the Faculty of Grad Studies |
| C+ | 63-67.5 | 2.3 | All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. |
| C | 60-62.5 | 2.0 | |

Late Assignments:

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day for handing in late. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
 - The student has discussed the timelines with course instructor in advance of the due date and the course instructor has granted an extension
 - There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

Evaluation Plan

| Due Dates | of Final Mark | Evaluation Method |
|------------|---------------|--|
| TBA | 20% | <p>1. <u>Introduction and Moderation</u></p> <p>Moderator assignments: One student will be assigned as moderator for another group week 4-12 and will be required to provide individual feedback on the postings for that group. Moderator assignments will be posted on the course website and will be graded on quality of feedback to postings and ability to generate further discussion with questions and critical responses as well as providing at least one additional reference per posing related the posting. You will be graded on the quality of your feedback, asking questions, generating discussion, providing critical responses (not just "I enjoyed reading your posting"). You will also be required to provide additional references to the individual group members regarding their posting.</p> |
| Nov. 30-11 | 60 % | <p>2. <u>Paper for Publication</u></p> <p>Choose one topic of current or emerging topics relevant to the courses focus. Suggest a topic to the instructor. Provide a critical analysis of the topic and include implications for professional practice, disability studies, disability rights 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. See Criteria for Evaluating And Grading Paper for Publication</p> |
| TBA | 20% | <p>3. <u>Face to face meetings</u></p> <p>Students are required to discuss the topic of the week and the questions posed with the instructor at the face to face meeting. 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.</p> <p>Dates of face to face meetings to be determined by student and Dr. Wolbring.</p> |

GRADING CRITERIA FOR ON-LINE POSTINGS

| | |
|--|----------|
| Participation in discussion: consistent participation, responds to fellow students, poses reflective questions, and respectfully challenges peers, instructors and guests | 5 marks |
| Quality of face to face discussion contribution: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought | 5 marks |
| Analysis of Content: contributes new ideas based on analysis or readings and prior discussion | 5 marks |
| Application to professional practice: demonstrates the ability to apply concepts to practice | 5 marks |
| Total | 20 marks |

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. The idea is to be able to generate a products that one can submit to a journal.

A+ Paper

- clear and concise articulation of thesis question
- thesis 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 submission for publication, no revisions

A/A- Paper

- clear and concise articulation of thesis question
- thesis 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 submission for publication, with some revisions

B Paper

- more than competently written, with many of the merits of an A paper to reveal the thesis 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
- extensive modifications required before it can be submission for publication

C Paper

- generally competent, meeting the assignment but revealing only an average knowledge of the topic
- reasonably well organized and developed, but may treat the topic in too general a manner, and occasionally lose sight of the discussion
- although ideas are supported, they tend to be poorly formulated and are unconsciously repeated rather than developed
- uneven in the quality of writing, occasionally exhibiting a tentative grasp of elements of style and mechanics
- language flawed by imprecision; redundancy, and cliché
- occasional serious grammatical errors and/or several minor errors
- very likely would be rejected for publication

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
- very likely would be 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
- very likely would be rejected for publication

COURSE TIMETABLE – FALL 2011

This online course provides an in depth outlook on new, envisioned and emerging sciences and technologies and their impact on a) disabled people and disability studies; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health and health policy, health systems and health care assessment and deliverance and the identity of health professionals. The course also provides an understanding of how disability studies scholars and rehabilitation and health policy, systems and care delivery scholars and professionals can enrich the new, envisioned and emerging science and technology and governance of science and technology discourse. The course has a global outlook on all the topics.

Week 1: Sept 12 Get to know each other.

Tell a little bit about who you are, what your background is, what your exposure was/is to which bioethics issues and to disabled people and their issues. Tell me what you hope to gain from this course.

Week 2: September 19 UN Convention and the Rights of persons with Disabilities; The situation of disabled people (in particular the double discriminated ones women, indigenous, from developing countries) in the world

Week 3: September 26 perception of disability and self perception by disabled people

Week 4: October 03 Key ethics theories: History of ethics and different ethics theories. Impact and relation of different ethics theories towards different disability models

Week 5: October 10 The special case of bioethics: Intro and the players:

Week 6: October 17 How are disabled people viewed within the bioethics debate and how are disabled people (academic and non academic) involved in the bioethics debate

Week 7: October 24 The concept of personhood

Week 8: October 31 The case of research on non competent people:

Reading week Nov 7-13

Week 9: November 14 The case of non treatment of newborns/futile care/infanticide/mercy killing

Week 11: November 21 The case of organ transplantation

Week 12: November 28 the case of access to water and sanitation

Week 13: December 5 final discussion

Students will develop through the course an appreciation for the interconnectedness of the Governance and evaluation of science and technology and health research debate with the human rights, disabled' people's rights and the rights of other marginalized groups debate.