

## Calendar Description

Selected topics in disability research and policy provide an opportunity for the student to learn, understand and compare policies in two or more countries.

## Content/Objectives

- Specific topics to be determined on a course by course basis
- Courses will involve the study of research and/or policy issues as examined in two or more countries, with the intent of gaining a comparative understanding of different perspectives and approaches.

## Outcomes/Competencies

- Understand differences in approach to disability research issues and/or policies based on cultural, policy and other factors.
- Develop an understanding of specific perspectives in Canada.
- Develop a deeper appreciation of international perspectives and approaches, service structures and language of different jurisdictions.
- Demonstrate an ability to analyze disability research and/or policy issues from multiple perspectives.
- Participate in an on-line dialogue to communicate with peers and instructors across participating countries.
- Demonstrate a critical social science approach to the topic of research.

## Assignments

Discussion board	<b>30%</b>
Self reflection paper	<b>30%</b>
Presentation	<b>40%</b>

## Resources

Text: McColl, M. & Jongbloed, L. (2006) Disability and Social Policy in Canada. (2<sup>nd</sup> ed.) Concord: ON: Captus Press.

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

## Instructor and Course Information

<b>COURSE:</b> Core 541	<b>INSTRUCTOR:</b> Cr Cheryl Crocker
<b>TERM:</b> Winter 2008	<b>TELEPHONE:</b> (780) 497-5175
<b>SECTION:</b>	<b>FAX:</b> (780) 497-5150
<b>TIME/DATE:</b> Web Based / Online	<b>EMAIL:</b> Blackboard
<b>LOCATION:</b> Blackboard	<b>OFFICE HOURS:</b>

## Course Content

This half credit course will provide an in depth view of the issue of social policy as it impacts persons with disabilities. Through a weekly series of discussions students will have the opportunity to develop a framework for understanding social policy. The topics for discussion include: defining social policy, models of policy making and values, the concept of social capital, levels of policy making and implementation, understanding social policy, disability specific policy, service context, human rights and the development of social policy, review of student research topics, the role of advocacy, linking policy to practice, and an international approach to policy.

## Additional Resources

### Resources On Line

Disability rights education and defence fund

<http://www.dredf.org>

Disability Studies Resources at Ryerson University Library

<http://www.ryerson.ca/library/subjects/disability/index.html>

Canadian Social Research Links

<http://www.canadiansocialresearch.net/>

United Nations Web Site

<http://www.un.org/>

National Center for Health Statistics (CDC) International Disability Classifications

<http://www.cdc.gov/nchs/icd9.htm>

Social Policy in Canada – Human Resources and Development Canada

<http://www.hrdc-drhc.gc.ca/socpol/home.shtml>

In Unison: A Canadian Approach to Disability Issues/Social Policy Renewal

[http://www.socialunion.ca/pwd/unison/unison\\_e.html](http://www.socialunion.ca/pwd/unison/unison_e.html)

Other sites and articles will be offered throughout the course and will be part of the requirements for discussion board conversation.

## Details of Assignments

### [Assignment 1 – Discussion Board \(30%\)](#)

Students will participate in the discussion board within the context of a group. The focus of the discussion will be on social policy. 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. It is expected that students will

participate in an interactive dialogue. It is expected that students will make one original substantive contribution to the forum no later than **Friday (4 p.m. MST)** of the instructional week. It is also expected that students will respond to at least one other posting no later than **Monday (4 p.m. MST)** of the instructional week. The responsive posting should extend the discussion theme rather than reiterate or simply agree with the posting.

**The Discussion Board is an ongoing part of the course and will continue for the duration of the course.**

### 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. Students can contribute to the discussion throughout the week and in the times that they choose. The instructors will monitor the content and quality of the discussions and contribute reflections and feedback as the course progresses. Each week, postings will be rated on a scale of 0-3. **You are encouraged to ask questions, elaborate on information, challenge and produce ideas about the topic. Contributions to the discussion must be content based, and not comprised of brief comments. The purpose of the discussion is to facilitate learning and engage with other students to promote a broad knowledge base regarding the material. This dialogue will contribute to an international exchange and greater understanding of policy, programs and services among represented countries.**

### Assignment 2: Self reflection paper (30%)

Students will be expected to write a three to five page review/critique of their involvement in terms of participation, learning and benefits of the international dialogue. This paper should identify the key themes of the course discussion, learning that has resulted from the discussion and how practice may be affected as a result of the learning. It is expected that students will adhere to APA format (5<sup>th</sup> ed.)

**Due April 18.**

### Assignment 3: Presentation (40%)

You will be presenting to your peers in your small group forum, for the express intent of sharing information about a service that you are familiar with. Your presentation may be made in text or using power point as the medium. Please create your presentation and then attach as a word or power point document rather than within the body of a posting message. The presentation is expected to provide a description of the service or program and identify the policies that affect the service. You might consider including a brief history of the organization, what services or programs are offered in the organization who is served and who works in this organization. The presentation should then identify the problem or issue that is being addressed by the organization and the social policy (international, federal or national, state or provincial and local) that affects this organization. Conclude your presentation with a look at recommendations and alternatives both to policy and service.

**Your presentation is limited to 10 power point slides or 5 pages of text. You will post your presentation in your group and moderate the discussion during the week of presentation.**

**Presentations will be made during weeks 9-10 of the course, March 17 and March 24.**

## 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 Winter session is *January 25<sup>th</sup>, 2008.* The last day to withdraw is *April 18<sup>th</sup>, 2008.***

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