

## Calendar Description

This online course provides an in depth view of the impact of new emerging technologies and the governance of science and technology and health research on social policy, disability studies, disability research and the lives of disabled people and other marginalized groups.

## Content/Objectives

### The objectives are:

- to give an introduction into global health research, the governance of science and technology, emerging technologies (e.g. nanotechnologies cybernetics and genetics) and how all three areas impact on each others and on marginalized groups such as people with disabilities

### Content to be covered includes:

- Governance of science and technology and health research as a field of study, it's impact on disabled people and other marginalized groups and it's role perception of disabled people and health
- Selected topics related to the governance of science and technology and global health research (the 10/90 health research gap; concept of health and disease (transhumanism); genetic and non genetic testing, therapy, enhancement; cybernetics; nanotechnology; stem cell research; with special emphases on how the topics impact on disabled people and other marginalized groups
- Health status and access to health care of disabled people and other marginalized groups globally
- Involvement of disabled people and marginalized groups in the governance of science, technology and health research
- The interconnectedness of the governance of science and technology and health research with debates on human rights, disabled people's rights and the rights of other marginalized groups

## Outcomes/Competencies

- Through on-line postings, demonstrates an understanding of the field of governance and evaluation of science, technology and health research including the impact of the global debate of governance and evaluation of science, technology and health research issues on the field of disability studies and the lives of disabled people and other marginalized groups. Students will gain a deeper appreciation of international dynamics related to this field of study
- Through participation in on-line dialogue with peers, instructors demonstrates an ability to analyze the impact of governance and evaluation of science, technology and health research issues on disabled people, other marginalized groups, disability research, disability policy issues, research and policy issues in regards to other marginalized groups and on the legal framework
- Through a term paper students display knowledge of governance and evaluation of science, technology and health research issues related to disability and other marginalized groups

## Assignments

- |   |                    |
|---|--------------------|
| 1. Group Project - Introduction of a Topic relevant to the course | <b>Value = 20%</b> |
| 2. Term Paper on a Topic Relevant to the course                   | <b>Value = 40%</b> |
| 3. Class Participation & On-Line                                  | <b>Value = 40%</b> |

## Resources

On-line resource. <http://www.bioethicsanddisability.org> and the yahoogroups listserve of the International Network on Bioethics and Disability. <http://groups.yahoo.com/group/Bioethics/>  
More detailed reading and resource list given towards the beginning of the course

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

## Instructor and Course Information

|                            |   |
|----------------------------|---|
| <b>COURSE:</b> Core 591.28 | <b>INSTRUCTOR:</b> Gregor Wolbring  |
| <b>TERM:</b> Winter 2008   | <b>TELEPHONE:</b> (403) 686-6179  |
| <b>SECTION:</b> L02        | <b>FAX:</b>   |
| <b>TIME/DATE:</b> On line  | <b>EMAIL</b> <a href="mailto:gwolbrin@ucalgary.ca">gwolbrin@ucalgary.ca</a> |
| <b>LOCATION:</b> Web based | <b>OFFICE HOURS:</b> By appointment   |

## Course Content

This course will provide an in-depth view of the impact of the governance of science and technology, new emerging technologies and the understanding of health research and the concept of health 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:

- The 10/90 gap in health research
- Models of health and disease
- Models of measuring health and disability DALY, QALY, HEALY, HUI)
- New technologies such as nanotechnologies, cybernetics, biotechnology (genetic and non genetic testing, therapy, enhancement), stem cells, information technology cognitive science; neuro engineering
- Governance and evaluation of science and technology and health research such as policy development to guide the development of science and technology and health research and deployment of science and technology and health products;
- Impact of new technologies and health research on disabled people and other vulnerable populations

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.

This course will be managed through with a "yahoo group" especially set up for the class.

It is also expected that students sign up with the "yahoo group" of the International Network on Bioethics and Disability.

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

## Details of Assignments

### 1. Group Project

**Value = 20%**

Introduction of a topic related to the course. For this project students will be assigned alphabetically to form groups of five. Each group will prepare an introduction to a discussion topic of this course. The introduction should be a minimum of 400-500 words and contain a short overview of the issues, followed by questions the group thinks the class should address. Topics will be assigned by the instructor, at the beginning of the course. Groups will be given more pertinent details when the topic is assigned.

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

Grades will be based on comprehensiveness of content, clarity of information and quality of questions posed. All members of the group are expected to contribute. All group members will receive the same grade, except when a group member is found not contributing substantially to preparation of a group's introduction. Then a lower or no grade may be assigned.

**Due: As scheduled**

### 2. Term Paper

**Value = 40%**

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, human rights and global health. You should take into account what you learned in the course. Your paper should also use relevant material from the course. Also plagiarism is an academic crime! If you quote work from somewhere whether from books or web pages or wherever you have to cite the source!

The paper should be 10 pages minimum, typed, double-spaced, 12 point font, APA format. Support your work with relevant literature.

#### Suggested topics:

- 1) Genetic and non genetic therapy
- 2) Genetic and non-genetic prebirth screening,
- 3) Genetic and non-genetic enhancement
- 4) How does perception of disabled people shapes policies and product development?
- 5) Cybernetics, disabled people and other marginalized groups
- 6) The impact of different models of health and disease on policies, disabled people or other marginalized groups
- 7) Aging, longevity immortality research
- 8) Global health and the 10/90 health research gap
- 9) Governance of science, technology and health research
- 10) Transhumanism and disabled people or other marginalized groups
- 11) Synthetic biology
- 12) Other topics (with consent of instructor).

**Due: April 04, 2008**

#### Grading Criteria for Term Paper

|  |          |
|--|----------|
| Introduction and framing of ideas  | 2 marks  |
| Major context of paper <ol style="list-style-type: none"><li>a) Expansion of ideas in introduction</li><li>b) Review and critique current literature</li></ol> | 18 marks |
| Implications for professional practice, disability studies, disability rights and human rights   | 12 marks |
| Conclusion   | 1 mark   |
| Presentation/Style <ol style="list-style-type: none"><li>a) Organization (e.g. use of headings)</li><li>b) Flow of ideas</li><li>c) Grammar</li></ol>          | 5 marks  |
| Adherence to APA   | 2 marks  |
| Total  | 40 marks |

### 3. On-line Postings

**Value = 40%**

Students will participate in the discussion board which will have weekly changing topics. There will be questions posted for students to respond to, to facilitate dialogues 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 students. Students are expected to use the material from the reading list as part of their reasoning. For every day the student misses their intro response their mark will be deducted by 5. So -5 if the student sends in the intro response on Wednesday, -10 if sent in on Thu and so on. If nothing is sent in the mark for that given week is 0. In case the student responds to the intro responses of fellow students this response only counts if the student also provides an intro response however late within that week. If a student only provides a response to the intro but does not send in the responses towards their fellow students the mark will be cut to 60%. The only way to avoid the deductions is by alerting the instructor before the delay (whether by e-mail or phone) or in very exceptional circumstances after the delay happened. However it is expected that the student contacts the instructor. It is not the role of the instructor to inquire why a student missed a deadline. Also if students become aware at the time the instructor gives the end mark that they missed a response to an intro somewhere during the course it can not be fixed at the end of the course. Therefore the student should make sure that they have sent in their intro and other required responses at any given week. 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 50 words. The instructor does not provide weekly grades. However the instructor will contact students if they perform below a B- or miss deadlines for three weekly topics

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

**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