

Calendar Description

In-depth study of practice in community rehabilitation and disability studies: foundation to the epistemology of community rehabilitation and disability issues, contrasting and comparing sources of knowledge from a variety of theoretical and practical perspectives.

Content/Objectives

Content covered will include an examination of the advancements and limits in our knowledge of disability and community-based interventions as derived from an examination of a variety of sources that underpin the field. Content will include:

- Seminars on - critical social theory and its applications to understanding disability in our cultural context, historical representations of disability, the evolution of social policy, and empirical traditions of research pertaining to the field.
- Critical readings from a selected number of categories of articles, chapters and books.

Outcomes/Competencies

- Ontology/Epistemology of the field. What is truth? How do we know truth?
- Understanding of the role of theory in community rehabilitation and disability studies (e.g., ecological, systems, structural, empowerment, etc.)
- Historical underpinnings to contemporary understandings.
- Nature of systems and their limits.
- Analysis of personal experiences of disability.
- Policy context and current issues.

Assignments

Five (5) reflective analyses (2 pages in length, must be posted on a web-site) on a reading from each of four (4) content domains as set out in a list of readings plus text.	45%
Contribution to discussion of reflective analyses	25%
Final paper, including presentation	30%

Resources

1. Neufeldt, A. (2006) *Reading Package (CORE 603.01): Foundations of Community Rehab and Disability Studies*. Calgary: University of Calgary.
2. Enns H. & Neufeldt A. H. (2003). *In pursuit of equal participation: Canada and disability at home and abroad*. Toronto: Captus.
3. Other resources that the students will pursue as part of studies.

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

Instructor and Course Information

COURSE: Core 603.01	INSTRUCTOR: Aldred H. Neufeldt
TERM: Winter 2008	TELEPHONE: (403) 220-4980
SECTION: L01, B01	FAX: (403) 220-6494
TIME/DATE: Jan 7th - 11th, 2008 Apr 14th, 15th, 16th 8:30am - 5:00pm	EMAIL: aneufeld@ucalgary.ca
LOCATION: FCJ Centre	OFFICE HOURS:

Course Content

Introduction

Content of this course will be covered in three ways:

1. Opening seminar with presentation and discussion of major topics;
2. Analyses of readings, accompanied by reflective analyses via the Internet; and,
3. Final seminar of student led presentations, analyses and discussion.

Opening Seminar

This seminar will introduce the content domains to be examined in greater depth through subsequent readings. Specific topics include:

- Ways in which disability has been understood through the ages
- Positivism and critical social theory
- The rich complex of phenomena that colours our understandings of disability and related services.
- The nature of systems and their influence on understandings
- Evolution of contemporary social policy which contextualizes service delivery
- Voices of people with disabilities and their implication for both practice and research

Final Seminar

The core of the Final Seminar will be comprised of presentations made by students based on their final paper.

Presentations will be organized according to content areas, so that discussion on the topics raised can lead to a coherent and critical understanding of current issues and approaches in the community rehabilitation and disability domain.

Additional Resources

Students will be expected to become familiar with a) identified chapters in the text, and b) the majority, if not all, of the resources noted in the List of Readings which are divided into 4 clusters. These were chosen to provide a cross-section of issues in critical areas related to community rehabilitation and disability studies of which researchers and practitioners should have a comprehensive understanding. Students are encouraged to read articles and books beyond those identified.

Details of Assignments

Assignment 1:

Value: 45%

From each of five clusters of readings, students will choose one article/chapter or book for analysis. In a two-page essay (no longer) for each chosen reading, the student will:

- provide a brief overview of the book, chapter or article and of its purpose,
- set out the central argument of the book or article/chapter,
- cite the strongest evidence in support of the argument,
- identify the strongest criticism that might be made of the argument and evidence cited, and
- conclude with the student's assessment of the argument based on evidence.

Except for the opening seminar, a two-page essay should be provided in electronic form to the instructor for grading according to the following submission deadlines:

- Cluster 1: During the opening seminar (hard-copy)
- Cluster 2: January 28, 2008, noon Calgary time
- Cluster 3: February 11, 2008, noon Calgary time
- Cluster 4: February 25, 2008, noon Calgary time
- Cluster 5: March 10, 2008, noon Calgary time

Assignment 2:

Value: 25%

A selected number of essays (2 to 5) prepared for Assignment 1 will be posted on a website devoted to that purpose. The essays posted will be selected for their diversity of content. Students will be notified of the posting and in the seven-day period following the posting, students will be expected to add, from a critical perspective, to the discussion of issues raised by these papers. The purpose of the commentary should be to broaden and deepen the understanding of issues raised in each essay based on their own analyses and evidence identified through their readings. Each student's commentary should typically be about one-half page in length, and no more than one page. All discussion will take place on the website, so that successive analyses should build on those submitted previously.

Assignment 3:

Value: 30%

The assignment is to describe and critically analyse a services system of the student's choice from an inter-sectoral perspective, drawing on concepts considered in this course. The descriptive portion should briefly outline the system's central purpose, its components, boundaries, sources of energy, and contrast its intended vs. actual functions in relation to services users, the State and other sectors that the system of interest encounters.

Length: 15 to 20 pages double spaced (plus/minus 2 pages), exclusive of references or other attachments.

The final paper may be submitted either in electronic or paper form to the Instructor.

Due Date: At final Seminar

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 25th, 2008.**
The last day to withdraw is **April 18th, 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/ 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