



UNIVERSITY OF  
CALGARY

FACULTY OF MEDICINE  
*Community Rehabilitation  
and Disability Studies*

*Sc.*

CORE 641

*Half (3-0)*

Special Topics in International Disability  
Research and Policy

## Calendar Description

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

## Content/Objectives

- Specific topics to be determined on a course by course basis
- Courses will involve the study of research and/or policy issues, 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 country specific perspectives.
- 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.
- Demonstrate a critical social science approach to the topic of research.

## Assignments

Discussion board	20%
Policy theme summary	20%
Self reflection paper	20%
Critical review	40%

## 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.s.org](http://www.crd.s.org)*

## Instructor and Course Information

<b>COURSE:</b> Core 641	<b>INSTRUCTOR:</b> Dr Cheryl Crocker
<b>TERM:</b> Winter 2008	<b>TELEPHONE:</b> (780) 497-5175
<b>SECTION:</b> L01	<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.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://socialunion.gc.ca/pwd/unison/appendix\\_e.html](http://socialunion.gc.ca/pwd/unison/appendix_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

### 1. Discussion Board

**Value 20%**

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 instructor will monitor the content and quality of the discussions and contribute reflections and feedback as the course progresses. **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 exchange and greater understanding of policy, programs and services.**

#### 2. Assignment 2: Policy theme summary Value 20%

Students will be expected to summarize the policy themes that emerge at the end of each of the discussion topics. This requires that the student is not only participating in the discussion, but also is identifying themes of discussion. This summary posting must be made no later than Tuesday (4 p.m. MST) of the instructional week. This responsibility will be shared by the graduate students in the small group.

#### 3. Assignment 3: Self reflection paper Value 20%

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 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**

#### 4. Assignment 4: Critical review Value 40%

The intent of this assignment is to critically review and evaluate the undergraduate participation in the discussion board and assignments.

**You will familiarize yourself with the assignment guidelines, create a marking guide and complete an evaluation of the participation and assignments of the students in your group.**

#### Discussion board marking guide due January 26.

The marking guide should reflect the requirements of undergraduate student participation in the assigned discussion board. The marking guide should clearly identify the criteria against which the assignment will be marked. You should consider how you will deliver feedback that is both critical and constructive.

#### Midterm feedback for each undergraduate student due February 16.

Using the discussion board marking guide, you will provide feedback regarding each student's participation in the discussion board. This feedback will be sent to me for review before being delivered to the undergraduate student. It is expected that you will offer assessment in the areas of contribution, process, punctuality and comprehensiveness.

#### Presentation marking guide due March 2.

The marking guide should reflect the requirements identified in the presentation assignment. The marking guide should clearly identify the criteria against which the assignment will be marked. You should consider how you will deliver feedback that is both critical and constructive.

#### Presentation evaluation due April 13.

Using the presentation marking guide, you will assess each of the presentations in your assigned group. This feedback will be sent to me for review before being delivered to the undergraduate student. Your feedback should be complete, comprehensive, critical and constructive.

## 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