

Calendar Description

This is an on line course delivered in asynchronous means. This course has been constructed to explore a life span perspective on disability through personal narrative, theory and research and provide important elements of theory and application for effective person-centered approaches for practicing community rehabilitation and disability professionals. The intention of this course is for the rehabilitation student/practitioner to experience all aspects of being-in-practice through reflective and mindful utilization of assessment application, intervention models and person-centered planning.

Content/Objectives

Life Span Disability Perspective

Theories and models of development as they relate to developmental and acquired disability throughout the life span (i.e. psychosocial, behaviorism, cognitive development theory, ethological theory). Current theories and research approaches related to community rehabilitation and disability studies across the life span (i.e. attachment theory and theories of human development). Theories will be integrated and applied to the life work of families and how disability affects family development and transitions.

Assessment:

The theoretical content of this course will be considered through practical contemporary approaches in order to understand the relationship among assessment the assessment approaches, their implications for intervention as utilized by practitioners in rehabilitation management.

Intervention:

Theory and issues in intervention: the community context of rehabilitation, socio-political approaches, therapeutic alliance, over-arching principles and contra-indications, the social, ethical and legal implications of aversive procedures, and quality of life. Specific approaches and strategies such as natural supports, case management, vocational rehabilitation, outreach, modeling and facilitating community inclusion and ethical procedures related to behavior modification.

Person-Centered Planning:

Theory and issues in person-centered planning including people's interdependence, natural supports, power contribution, choice and listening, ethics, action facilitation, person-centered organizations, continuum of services versus array of supports, and social role valorization. Dynamic, graphically illustrated and narrated demonstrations of approaches to planning – PATH, MAPS, and ISP, IPP, and vocational plans.

Outcomes/Competencies

Upon completion of this course students will be able to:

Demonstrate a sound knowledge about the basic theories and practice specific to each of these content areas and to demonstrate an understanding of their interrelationship. The importance of these approaches viewed and acted on together as a whole offer the potential to improve or decrease the quality of life for the client, their family, social network and community.

Assignments

On line participation (12 opportunities to post, at 3% each)	36%
Focuses review of an assessment tool, intervention or planning method	24%
Final Research Paper	35%
Reflective summary	5%

Resources

Resources and course materials will be available via the Internet, on Blackboard and through on-line journals through the University of Calgary Library Each student is required to have access to the University of Calgary Library. Please contact Beth Parrott at parrott@ucalgary.ca if you do not have a library card. Your U of C ID card is your Library Card.

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

Instructor and Course Information

COURSE: Core 591.35	INSTRUCTOR: Patti DesJardine
TERM: Winter 2010	TELEPHONE: (403) 220-2416
SECTION: L01 / B01	FAX: (403) 220-6494
TIME/DATE: On Line	EMAIL: padesar@ucalgary.ca
LOCATION: Web Based (Blackboard)	OFFICE HOURS: (by appointment)

Course Content

Course Description:

This course will provide an introduction into the interconnectedness and value to the rehabilitation practitioner of assessment, intervention, person-centered planning through the life span perspective in both theory and practice within the context of community rehabilitation. The content is specifically designed to assist current and future practitioners to recognize the role of assessment in initiating, evaluating, and managing rehabilitation plans.

Learning Objectives:

Upon completion of the course, the student will have the ability to:

- Disability Life Span Perspective:

- Reflect on and demonstrate an understanding of family, adult and aging issues throughout the life span including theory, research and practice.

- Assessment:

- Reflect upon the historical trends and the current role of assessments in community rehabilitation.
- Recognize common assessment tools and procedures utilized in community rehabilitation.
- Understand psychometric terminology related to assessment (types, format, purpose, and interpretation).
- Evaluate the quality, validity, and reliability of assessment information, methods, and tools.
- Understand the purpose of contemporary types of assessment in community rehabilitation.
- Recognize assessment needs and prioritize appropriate assessment strategies for clients.

- Intervention:

- Describe key principles and strategies in inclusive practices
- Understand intervention in the context of rehabilitation, socio-political approaches, therapeutic alliance, overarching principles and contra-indications of the social ethical and legal implications of aversive procedures.
- Identify opportunities for facilitation of natural supports, community connecting and ethical approaches to behavior within community support services.
- Evaluate intervention approaches in a variety of settings including home, educational, community and work settings.

- Planning:

- Understand through application, the approaches to planning – PATH, MAPS, IPP and vocational plans.
- Evaluate the issues in person-centered planning including people's interdependence, natural supports, power contributions, choices and listening, ethics, action facilitation, person-centered organizations and a continuum of services.
- Describe the key components of person-centered planning within a variety of settings.

Details of Assignments

1. On-line participation and postings

36%

Readings and questions for discussion will be posted on Blackboard each week. Students will be expected to read the materials and respond on Blackboard in the following manner:

- reflect upon personal experience
- post a response to each question or activity included with each week's reading(s).
- respond to a minimum of one peer's initial response per week.

Grading for postings and peer responses will be posted on Blackboard. All initial postings and peer responses should include references in APA format.

2. Focused review of an assessment, intervention or planning tool

24%

Students will be assigned one of the three possible areas of study, assessment, intervention or planning. The student is expected to research an assessment, intervention or planning strategy and present a summary of the strategy including a discussion of the underlying theory(s) the approach follows the implications of its use. The assessment, intervention or planning tool presented in this assignment **must be different** from the assessment, intervention or planning tool the student is researching for the research paper. Due dates will be consistent with the conclusion of each section of the course:

Assessment – due Feb 28

Planning – due Mar 21

Intervention – due April 11

3. Case Study Research Paper

35%

The case study research paper will identify an individual (fictional, but can be based on fact) and provide an overview of their specific challenge(s) and identify an appropriate assessment, intervention and planning strategies specific to that individual, using a lifespan perspective. The paper should be approximately 12 to 14 pages doubled spaced, 12 point font and include current and relevant literature. In text citations and references should follow APA format. Students will be required to summarize and post a summary of their paper during the last week of class to share information on disabilities, assessment, intervention and planning strategies.

Research Paper outline due: Feb 26, 2010.

Research Paper due: April 16, 2010.

4. Reflective Summary

5%

Following the completion of all required research and reading based components, students will be expected to post a final reflective summary of their personal evaluation of what they have learned over the length of this course, as it pertains to the course objectives and their application in present and future real-life workplace scenarios. These posts will be done within your groups and group members are invited and encouraged to respond to each other's posts (consider this the veritable virtual wind up party at the end of the year).

Due Date – April 19, 2010

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 22nd, 2010.*
The last day to withdraw is *April 16th, 2010.*

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

