



FACULTY OF MEDICINE | UNIVERSITY OF CALGARY

bc W.2010

Community Health Sciences
Community Rehabilitation and Disability Studies

CORE 603.15

Foundations and Futures of Disability
And Community Studies

Instructor and Course Information

COURSE: CORE 603.15

INSTRUCTOR: CRDS Faculty

TERM: Winter 2010

TELEPHONE/FAX: 403 220-4980

SECTION: L01, B01

EMAIL: bmlashew@ucalgary.ca

DATE/TIME: January 11 – 15, 2010

LOCATION: FCJ Centre

Course Description

History, current issues, and future trends and implications of intervention, activism, and academic study related to disability and chronic health.

This will include the systems and changing roles of those traditionally served, professionals, the teams they generate and society. This is an interactive, inquiry based course to assist students to understand their current and potential contributions to the field. Innovators and leaders in each domain will assist the graduate faculty team.

Prerequisites

N/A

Resources

CRDS Team to provide.

Suggested Textbooks

Course Goals

1. Introduce the complexities and opportunities of a community oriented transdisciplinary program located at the intersections of intervention, advocacy and the academy within a Health Faculty.
2. Help students locate themselves within the broad scope of lived experiences and encountered practices of persons living with disabilities, mental health issues, and/or chronic illnesses, and to envision and position themselves as leaders, innovators, and researchers.
3. Promote understanding of historical roots and current issues of marginalized populations and their goal of being included in society as well as future challenges especially during times of increasing political threats to service and changing potentials of science and technology.
4. Expand understandings of the meaning and the scope of 'working with' persons living with

disabilities, mental illnesses, and/or chronic illnesses.

5. Initiate collaboration with people living with disabilities, mental illnesses, and/or chronic illnesses, leaders in the field of service provision, activism, and academics who will act as resources throughout the program.

Learner Objectives

Students will be encouraged to understand and critically examine their position in terms of theory, practice, and research as these relate to intervention, activism, and academic study. Students will be expected to:

1. Reflect on learning related to theory, practice and self through interactive seminars, critical readings, preparing and presenting materials for class, interacting with people living with disabilities, mental health issues, and/or chronic illnesses and their families, and engaging with service provision leaders, activists and academics.
2. Understand and appreciate alternative perspectives, issues and potential futures by working within contested spaces and unfamiliar potentials e.g. lack of sustainability of current services, dramatic changes in technology, changing power relationships.
3. Research and write critically including through understanding the claims of knowledge and truth according to voice, i.e. academic versus professional versus persons living with disabilities, mental health issues, and/or chronic illnesses. Evaluate literature and student work using the standards set within the traditions of each voice.

Academic Integrity

The Department of Community Health Sciences expects **intellectual honesty** from its students. Course participants should be aware of University policies relating to Principles of Conduct, Plagiarism, and Academic Integrity. These are found in the printed Faculty of Graduate Studies Calendar, or online under Faculty Regulations in the Faculty of Graduate Studies Calendar, or at www.ucalgary.ca/pubs/calendar/current/how/How_LB.htm.

Cut Points For Grades

This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Percentage/letter-grade conversions are standard for courses in the Department of Community Health Sciences.

<i>Grade</i>	<i>Course %</i>	<i>Grade Point Value*</i>	<i>Graduate Description*</i>
<i>A+</i>	<i>97-100</i>	<i>4.0</i>	<i>Outstanding</i>
<i>A</i>	<i>90-96.5</i>	<i>4.0</i>	<i>Excellent</i>
<i>A-</i>	<i>85-89.5</i>	<i>3.7</i>	Very good performance
<i>B+</i>	<i>77-84.5</i>	<i>3.3</i>	Good performance
<i>B</i>	<i>72-76.5</i>	<i>3.0</i>	Satisfactory performance
<i>B-</i>	<i>68-71.5</i>	<i>2.7</i>	Minimum pass for students in the Faculty of Grad Studies
<i>C+</i>	<i>63-67.5</i>	<i>2.3</i>	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
<i>C</i>	<i>60-62.5</i>	<i>2.0</i>	

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Late Assignments

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day. Assignments that are handed in 14 calendar days or more after the due date will be refused and the students assigned a score of zero for the assignment.
- Students may hand in assignments late without penalty under the following circumstances:
 - The student has discussed the timelines with the course instructor in advance of the due date and the course instructor has granted an extension.
There is a valid health or family emergency such as is discussed under the University regulations for deferral of final examinations. Students may be required to provide the Course Coordinator with such documentation related to illness and/or emergency as is discussed and required in the University regulations pertaining to deferral of final examinations. This information can be found in the University Calendar.

Evaluation Plan

1. Theory: Choose a theoretical perspective that could have relevance to our field. Read a minimum of three articles or chapters related to this perspective and prepare a one page description for day 1 of class (January 11, 2010). Through the week, critically examine this perspective for how it compares with others in terms of strengths and limitations. Prepare a three page handout summarizing your critical review of your theory to share with other students and leaders in the field on day 5 of the course (January 15, 2010). Handouts will be included on the Blackboard site for this course and graded for the extent to which they are engaging and succinct. **(Value: 10%)**
2. Critical Literature Reviews: for each of assignments 2,3 and 4, students are required to write a 5-7 page literature review paper in a style consistent with the section (intervention, activism or academic) being reviewed. Each assignment will be more fully discussed (during block week as well as via weekly online discussions) and subsequently graded by the lead faculty member for each section.
 - a. Intervention **(Value: 20%) Due: January 29, 2010**
 - b. Activism **(Value: 20%) Due: February 26, 2010**
 - c. Academic **(Value: 20%) Due: March 26, 2010**
3. Position paper: the final assignment is a personal and professional position paper of 8-10 pages to examine past, current and potential future issues in your role, field of work and/or research. In this paper, you are encouraged to integrate theoretical perspectives, readings about intervention, activism and/or academic pursuits, as well as your own experiences. This paper will serve as a bridge to your assignment in the Leadership and Innovation course next term. **(Value: 30%)**

Course Timetable

Pre reading and preparation:

Upon acceptance to the program, students will receive a summary of some theories relevant to disability studies. Students will be expected to choose a theory, read about it, and think about how it might be relevant to understanding the past or preparing for the future of disability studies. Prepare a one page description of your theory. During your course week, you will be asked to share your summary and critique your theory for how it compares to other theories in terms of relevance and

limitations in helping us think about Community Rehabilitation and Disability Studies. Students will present a three-page summary of their chosen theory on Day five as well as make this available in the web forum of this course.

Day 1: Introduction to the Course and the Program.

In the morning, students will meet faculty and students and be introduced to an exercise in ways of thinking and shifts in thought. In the afternoon, students will meet with library and writing resources.

Day 2: Intervention past, present issues and futures

On day two, students will explore roles of people living with disabilities, mental health issues, and/or chronic illnesses in terms of experiences as recipients of service and in light of the rise of professions and the development of service delivery. Students will estimate sustainability of current models of care and service including by examining the evolution of professional models within medicine (rehabilitation professionals), community and disability studies, and initiatives within the public domain such as Inclusive Education, Rehabilitation Management and Integrated theatre. Students will also study the value of multidisciplinary, interdisciplinary and transdisciplinary teams and perspectives.

In the afternoon, students will look at dominant professional service models for early childhood development, education, employment, mental health services, and supports for seniors to investigate professional opportunities and inter-professional practices. The literature review assignment for this section will include truth claims, outcome measures and evaluation.

Day 3: Activism and Consumer Led Services:

On day three, students will examine history, current issues, and potential futures from the perspective of persons living with disabilities, mental health issues, and/or chronic illnesses. The history section will include highlights from the Community Living, Independent Living, and Psychiatric survivors' movements, as well as Disabled Peoples' International and various recovery models as these relate to issues such as inclusion, shifting power balances, diversity, and family leadership. Possible futures will include reframing funding and current roles, innovations in community inclusion and the political and professional obstacles to these orientations. Students will be introduced to the BIAS FREE frameworks, whereby BIAS is an acronym for Building an Integrated Analytical System For Recognizing and Eliminating inEquities.

Day 4: Academic Study of Disability:

On day four, students will explore histories and current issues related to the Study of Disability through the lens of disciplines such as economics, politics/law, science, the arts and humanities and fine arts / media. The morning will consist of an academic panel discussion of the current state of disability studies within respective disciplines with an opportunity for students to interact with presenters to choose an area of study for their paper. The literature review assignment for this section will reflect the truth claims of the disciplines chosen for review.

In the afternoon, students will be introduced to advances in science and technology as these relate to people living with disabilities, mental health issues, and/or chronic illnesses and different rehabilitation service provision fields. Concepts of ableism (the favoritism of certain abilities over others and the labeling of the lack of these abilities as a problem) and transhumanism (a way of thinking about the future that is based on the premise that the human species in its current form does not represent the end of our development but rather a comparatively early phase). The intellectual and cultural movement affirms the possibility and desirability of fundamentally improving the human condition especially by developing and making widely available technologies to eliminate aging and to greatly enhance human intellectual, physical, and psychological capacities beyond what is seen today as normal. Students will also explore the interconnectivity of science and technology advances, ableism, transhumanism and the definition of disability, impairment, health and well being, the self-perceptions of people so far

defined as living with disabilities, mental health issues and/or chronic illnesses as well as self perceptions of so called non-disabled people. Students will discuss self-perceptions of service providers and practitioners and their own futures as academics, leaders, service providers, and professionals including their future self-perceptions and how these relate to others.

Day 5: Theories, Challenges, and Innovations

The final morning students will present their short theory handouts. The presentations will include investigating theories chosen from the perspectives (intervention, activism & academic) covered in class. In the afternoon, students will be joined by innovators (community partners) in exploring the applications and challenges of the theories presented. This will take the form of a Collaborative café of invited guests to increase excitement around possibilities and highlight thinking in each of the three domains thus supporting students in choosing topics for their literature review papers.

On line Sessions for Critical Reviews

Weekly online discussions and support will for the three critical review areas.

January: Intervention

February: Activism

March: Disability

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop online: 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

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/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.**

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