

Calendar Description

This online course provides an in depth global outlook on new, envisioned and emerging sciences and technologies and their global impact on a) disabled people and disability studies; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health and health policy, health systems and health care assessment and deliverance and the identity of health professionals. The course also provides an understanding of how disability studies scholars and rehabilitation and health policy, systems and care delivery scholars and professionals can enrich the new, envisioned and emerging science and technology and governance of science and technology discourse.

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 their impact on disabled people, disability studies, the field of rehabilitation and rehabilitation profession and concept of health and health policy, systems and care delivery and health policy, systems and care delivery scholars and professionals
- to highlight engagement opportunities for disability studies, rehabilitation and health policy, systems and care students in the area of new and emerging science and technology

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; nanoscale science and technology, bio-engineering/Bionic and Sports, Geo-engineering/Climate Change Discourse: Adaptation and Mitigation, Cognitive/neuro sciences applications: Neurodiversity versus DSM-IV and V, Tele-health, Nanomedicine: The dynamics of medicalization and 'transhumanization of medicalization'; augmentative/enhancement medicine); with special emphases on how the topics impact disabled people and disability studies; the field of rehabilitation and rehabilitation professions an professionals; concept of health and health policy, systems and care delivery and health policy, systems and care delivery scholars and professionals
- 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
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Outcomes/Competencies

- Through on-line postings, demonstrates an understanding of the vision and state of the art of science and technology. 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 science and technology on disabled people, disability studies, rehabilitation and health policy, systems and care
- Through a term paper students display knowledge of governance and evaluation of science, technology and health research issues related to disabled people, disability studies, rehabilitation and health policy, system and care

Assignments

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

Resources

More detailed reading and resource list given towards the beginning of the course and are posted on blackboard
Details for current course offerings are available at: www.crd.org

Instructor and Course Information

COURSE: Core 547	INSTRUCTOR: Gregor Wolbring
TERM: Winter 2012	TELEPHONE: (403) 686-6179
SECTION: L02	FAX:
TIME/DATE: On line on blackboard	EMAIL gwolbrin@ucalgary.ca
LOCATION:	By appointment

Course Content

This online course provides an in depth outlook on new, envisioned and emerging sciences and technologies and their impact on a) disabled people and disability studies; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health and health policy, health systems and health care assessment and deliverance and the identity of health professionals. The course also provides an understanding of how disability studies scholars and rehabilitation and health policy, systems and care delivery scholars and professionals can enrich the new, envisioned and emerging science and technology and governance of science and technology discourse. The course has a global outlook on all the topics.

Students will develop a framework for understanding the issues through a weekly series of discussions.

Week 1 January 9- Introduction of yourself, expectations...

Week 2 January 16- Models and determinants of health, disease, disability, impairment, medicine, rehabilitation

Week 3 January 23- Concept of Ableism and transhumanism and transhumanization of the concepts of week 2

Week 4 January 30-Models of measuring health and disability DALY, QUALY, HEALY, HUI)

Week 5 February 6- Geo-engineering/Climate Change Discourse: Adaptation and Mitigation

Week 6 February 13- Nano and bio-engineering/Bionic and Sports

Reading week 19-26 no class

Week 7 February 27- Cognitive/neuro sciences applications: Neurodiversity versus DSM-IV and V

Week 8 March 6 Nanosensors, and privacy/What bodyfunctions to monitor? Tele-health

Week 9 March 13 Aging, longevity, immortality research/ The Elderly

Week 10 March 20 Nanomedicine:The dynamics of medicalization and 'transhumanization of medicalization'; augmentative/enhancement medicine

Week 11 March 27 Social Determinants of Health in the light of the content of this course:

Week 12 April 3 Governance, Sustainability, Global Health, 10/90 health research gap

March 30, 2012 Assignment 2 Term paper due

Week 13 April 10 Final discussion Impact on disabled people and what role should they play/do not play..... ; on the fields of disability studies, rehabilitation, medicine, health policy ; on disability studies, rehabilitation, medical, health policy students ;their goals, their visions, their understanding of their role.

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 a) human rights, disabled' people's rights and the rights of other marginalized groups debate; b) the concept and field of rehabilitation and identity of rehabilitation professionals; c) the concept of health and health policy, health systems and health care assessment and deliverance and the identity of health professionals.

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

Details of Assignments

1. [Introduction of a topic related to the course](#)

Value = 20%

The student will prepare an introduction to a discussion topic of this course. For this the course instructor will assign students to a topic. The introduction should be a minimum of 1500 words and contain a short overview of the topic and the discussion around it, arguments used..., followed by 5 questions the student thinks the class should address. You should use at least 10 different sources and reference them. Expectation is that you use more sources than the ones in blackboard but the blackboard ones have to be used. References should be cited in text where info from reference is used and APA style references should be listed at end of paper. The topic you are assigned here cannot be used by you for your term paper Any info you use from somewhere else has to be referenced!!

Marking scheme for Intro assignment

Introduction and framing of the topic	2 marks
comprehensiveness of content, 1) Review and critique current literature	10.5 marks for this section consisting of 1-7) 1.5
2) Right usage of the terms disability, impairment, variability	1.5
3) Global implications	1.5
4) Implications for professional practice,	1.5
5) Implications for health research, policy and care	1.5
6) Implications for the academic fields of disability and ability studies,	1.5
7) Implications for disability and ability rights and human rights	1.5
clarity of information	3.75 marks
quality of questions posed.	3.75 marks

Due: February 3, 2012

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. For students who do not know it. Have a look at reworks. This is a reference database software available from the UofC for free.

Suggested topics:

- 1) Impact of science and technology on professional identity and practice
- 2) How does perception of disabled people shapes policies and product development?
- 3) Cybernetics, disabled people and other marginalized groups
- 4) The impact of different models of health and disease on policies, disabled people or other marginalized groups
- 5) Aging longevity research
- 6) Cognitive sciences and neuromorphic engineering and marginalized populations
- 7) Impact on global health
- 8) Governance of science, technology and health research
- 9) Transhumanism and disabled people or other marginalized groups
- 10) Other topics (with consent of instructor).

Due: March 30, 2012

Grading Criteria for Term Paper

Introduction and framing of ideas	2 marks
Major context of paper a) Expansion of ideas in introduction b) Major context of paper c) Review and critique current literature d) Right usage of the terms disability, impairment, variability e) Transhumanist implication f) Global implications	20 marks
Implications for professional practice, health research, policy and care, disability and ability studies, disability and ability rights and human rights	10 marks
Conclusion	1 mark
Presentation/Style a) Organization (e.g. use of headings) b) Flow of ideas c) Grammar	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 Wednesday 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 Thu, -10 if sent in on Fri 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 the intro post has to be 1000 words. For the response to fellow students the minimum are 300 words.

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

IMPORTANT DATES FOR WINTER 2012

The last day to change or drop a course - **January 20, 2012**

The last day to pay balance of fees – **January 27, 2012**

The last day to withdraw – **April 13, 2012**

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