

**CORE 603.15**  
**Foundations and Futures of Disability and Community Studies**

**Course Instructor:** **Dr. Bonnie Lashewicz (coordinator)**  
**Dr. Anne Hughson**  
**Dr. Gregor Wolbring**  
**Dr. Nancy Marlett**

Community Rehabilitation and Disability Studies  
3<sup>rd</sup> Floor, TRW Building  
Telephone: 403 220-4980  
Email: bmlashew@ucalgary.ca

**Course Dates:** **January 9-14, 2012, Block Week (8:30-4:30 daily)**  
Blackboard and Eluminate discussions to be scheduled

**Location:** FCJ Centre  
219 19 Avenue, SW, Calgary, AB

**Course Description**

This course will involve an examination of history, current issues, and future trends and implications of professions, activism, futures and academic study related to disability, mental health and chronic health conditions. Topics include the systems and changing roles of those traditionally served, professionals and the teams they generate and broader social trends. 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.

**Prerequisite**

None

**Required Resources**

Selected articles and chapters are provided by CRDS faculty

## **Course Goals**

The course goals are to:

1. Introduce the complexities and opportunities of a community oriented transdisciplinary program located at the intersections of professions, 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 service provision and activism as well as academics who will act as resources throughout the program.

## **Learner Objectives**

Following completion of this course, students will be able to:

1. Critically examine perspectives in terms of theory, practice, and research as these relate to professions, activism and futures in community rehabilitation and disability studies.
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. Evaluate literature using the standards set within the traditions of voice, i.e. academic versus professional versus persons living with disabilities, mental health issues, and/or chronic illnesses, and research and write critically including through understanding claims of knowledge and truth according to 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](http://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.

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

### **Late Assignments:**

- Assignments are due on the specified date by 9 AM. Students who hand in assignments late will be penalized 5% per day for handing in late. 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 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.

### **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.**

## **Evaluation Plan**

Course assignments include a theory presentation (in class), 3 critical literature review papers and participation in on-line discussions.

1. Theory-practice-research: Identify an emerging issue or innovation in the field of community rehabilitation and/or disability studies. For example, if you are interested in supporting families, an emerging issue might be how practice (such as early intervention or adult transition planning) can be structured to be more responsive to diverse family forms (single, step, adopted, gay/lesbian, multi-cultural, etc.). Next, choose two theoretical perspectives (sample perspectives and articles will be provided) that might be used to frame how you approach your issue or innovation and read one or more articles or chapters about your two chosen theoretical perspectives. Critically examine your emerging issue or innovation from the theoretical perspectives you have chosen including how theoretical perspectives compare in terms of strengths and limitations. You will prepare a presentation summarizing your critical review of your issue and theory to share on day 6 of the course (January 14, 2012). **(Value: 15%)**. Your presentations will be followed up with a final on line discussion/reflection about how theory may shape practice (and research) and how practice (and research) may inform theory. **(Value: 10%)**.
2. Critical Review Papers: for each of assignments 2a, 2b and 2c, you are required to write a 5-7 page review paper in a style consistent with the section (activism, science and technology or professions) being reviewed. Each assignment will be more fully discussed (during block week as well as via online discussions) and subsequently graded by the lead faculty member for each section.
  - a. Activism/consumer leadership **(Value: 25%) Due: February 3, 2012**
  - b. Futures: science & technology **(Value: 25%) Due: March 2, 2012**
  - c. Professions/discourse communities **(Value: 25%) Due: March 30, 2012**

## **COURSE SCHEDULE – Winter, 2012**

### **Pre reading and preparation:**

Upon registering for CORE 603.15, you will receive a summary of some theoretical perspectives relevant to community rehabilitation/disability studies. You are asked to read about a minimum of two of these perspectives and think about how these might be relevant to understanding an emerging issue or innovation in community rehabilitation and/or disability studies in which you are interested/have experience.

### **Day 1: Introduction to the Course and the Program.**

In the morning, you will meet faculty and other students and take part in discussions about ways of thinking and shifts in thought. In the afternoon, you will attend a writing workshop (on site) as well as receive some guidance in the use of instructional technology.

**Day 2: Activism and Consumer Led Services:** On day two, you 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, the World Disability Union 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.

### **Day 3: Library resources (am) and academic study of disability and introduction to Politics of Inclusion and Exclusion (pm)**

On day three, you will spend the morning at the University of Calgary, Main Campus (at the newly opened Taylor Digital Library) navigating library resources. In the afternoon, you will explore histories and current issues related to the Study of Disability through the lens of disciplines including history and science. The afternoon will conclude with an introduction to CORE603.12, Politics of Inclusion and Exclusion.

### **Day 4: Futures: Science, technology and disability**

On day four, you 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. You will 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. You will be introduced to the BIAS FREE frameworks, whereby BIAS is an acronym for Building an Integrated Analytical System For Recognizing and Eliminating InEquities. You will discuss your own futures as academics, leaders, service providers, and professionals including future self-perceptions and how these relate to others.

**Day 5: Professions and discourses: past, present and future**

On day five, you 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, the development of service delivery and the discourses that create and reflect these developments. The academic practice of “scoping review” will be discussed as a vehicle for understanding discourse communities. The theoretical frameworks of Antonovsky will be presented to guide you in a scoping review of the literature in a discourse community of your choosing.

**Day 6: Issues, Innovations and Theories**

On the final day, each student will present a critical review of an issue/innovation and theory in the field of community rehabilitation and/or disability studies.

**On line discussions of critical review assignments**

Online discussions and support for the three critical review areas will be scheduled with respective faculty.

***Details for all current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)***