



Winter 2011

MDSC 691.42

*Health Research, Emerging Technologies
and Marginalized Groups*

Course Instructor:

Dr. Gregor Wolbring
Community Rehabilitation and Disability Studies
3D41 TRW Building
Telephone: 403 210-7083
Email: gwolbrin@ucalgary.ca

Course Dates:

January 10-April 16, 2011
(online asynchronous)

Location:

Blackboard (no classroom)

Course 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.

Prerequisite

None

Required Resources

All readings are uploaded to blackboard

Suggested Textbook

None

*Je
Winter
2011*

Course Goals

The course goals 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
- 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

Learner Objectives

Following completion of this course, students will have demonstrated:

- Through on-line postings, 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 and instructors 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 a 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 delivery.

*Je
Winter
2011*

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.

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.

*Je
Winter
2011*

Evaluation Plan

1. Introduction and Moderation 20%

Moderator assignments: One student will be assigned as moderator for another group week4-12 and will be required to provide individual feedback on the postings for that group. Moderator assignments will be posted on the course website and will be graded on quality of feedback to postings and ability to generate further discussion with questions and critical responses as well as providing at least one additional reference per posting related to the posting. You will be graded on the quality of your feedback, asking questions, generating discussion, providing critical responses (not just "I enjoyed reading your posting"). You will also be required to provide additional references to the individual group members regarding their posting.

2. Paper for Publication 60%

Choose one topic of current or emerging topics relevant to the courses focus. Suggest a topic to the instructor. Provide a critical analysis of the topic and include implications for professional practice, disability studies, disability rights and human rights. The paper should be written in such a way that it could be considered for publication. Students will locate a journal that would be appropriate for publication of the chosen topic and write the paper following the 'instruction to the author' section of the journal. Details of the expectations will flow directly from the chosen journal requirements for submission. Grading criteria will be posted on-line.

Due: April 7th, 2011

CRITERIA FOR EVALUATING AND GRADING PAPER FOR PUBLICATION

OVERVIEW:

You will select a peer-reviewed publication that is of interest to you. I suggest that you review several different journals prior to making a selection. Review the guidelines for authors identified within your journal of choice. The idea is to be able to generate a products that one can submit to a journal.

A+ Paper

- clear and concise articulation of thesis question
- thesis statement establishes the direction of the discussion with clarity
- context of the topic is defined succinctly.
- discussion of topic informs through the clear and accurate expression of ideas
- paragraphs develop purposefully and are logically and clearly related to discussion
- careful organization and development demonstrates a true understanding of the topic
- sentence structures are well-crafted
- grammar, punctuation, and spelling follow accepted conventions
- ready for submission for publication, no revisions

Je Winter 2011

A/A- Paper

- clear and concise articulation of thesis question
- thesis statement establishes the direction of the discussion with clarity
- context of the topic is defined succinctly.
- discussion of topic informs through the clear and accurate expression of ideas
- paragraphs develop purposefully and are logically and clearly related to discussion
- careful organization and development demonstrates a true understanding of the topic
- sentence structures are well-crafted
- grammar, punctuation, and spelling follow accepted conventions
- ready for submission for publication, with some revisions

B Paper

- more than competently written, with many of the merits of an A paper to reveal the thesis statement and the development of the discussion, but with a few minor errors in matters of grammar, punctuation, or language
- substantial in content and quality of material presented, demonstrating a good knowledge of the topic, but occasionally losing some clarity in vague statements or disorganized passages
- demonstrates fluency in expressing and supporting the central ideas of the discussion, but is subject to occasional inadequacies or flaw of the argument, organization, or style
- in general, a carefully developed and coherently organized treatment of the topic
- extensive modifications required before it can be submission for publication

C Paper

- generally competent, meeting the assignment but revealing only an average knowledge of the topic
- reasonably well organized and developed, but may treat the topic in too general a manner, and occasionally lose sight of the discussion
- although ideas are supported, they tend to be poorly formulated and are unconsciously repeated rather than developed
- uneven in the quality of writing, occasionally exhibiting a tentative grasp of elements of style and mechanics
- language flawed by imprecision; redundancy, and cliché
- occasional serious grammatical errors and/or several minor errors
- very likely would be rejected for publication

D Paper

- treatment and development of the topic are rudimentary, and expose a poor grasp of the topic
- little sense of direction, making the discussion hard to follow, though some organization is evident
- little discussion or development of ideas, which tend to be confused and inadequately supported
- paragraphs inadequately organized and developed, without logic or unity
- sentences awkward in structure or ambiguous in meaning
- conspicuous major errors and several minor errors in grammar and punctuation
- very likely would be rejected for publication

F Paper

- demonstrates unsatisfactory performance in all areas cited above
- treats topic superficially, failing to meet the stated requirements of the assignment
- consistently falls below acceptable minimum requirement in writing
- very likely would be rejected for publication

Je Winter 2011

3. On-line Postings 20%

Graduate students will participate in the discussion board which will have weekly changing issues by discussing amongst each other and by reflecting on the mails of the undergraduate students (if the course is fused with the undergraduate version). 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. 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 graduate students and reflect on the responses of the undergraduate students (if the course is fused with the undergraduate version). If a student does not meet the deadline without a very good reason, his/her contribution will be judged as Zero for every missed deadline. The Discussion Board is an ongoing part of the course and will continue for the duration of the course. The minimum length of a posting has to be a minimum of 500 words for the first mail responding to the questions and 150 minimum for the two mails responding to fellow students and no minimum word limit for additional mails.

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	5 marks
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	5 marks
Analysis of Content: contributes new ideas based on analysis or readings and prior discussion	5 marks
Application to professional practice: demonstrates the ability to apply concepts to practice	5 marks
Total	20 marks

*Je
Winter
2011*

COURSE TIMETABLE – Winter 2011

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.

Week 1 January 10- Introduction of yourself, expectations...

Week 2 January 17- Models and determinants of health, disease, disability, impairment, medicine, rehabilitation

Week 3 January 24- Concept of Ableism and transhumanism and transhumanization of the concepts of week 2

Week 4 January 31-Models of measuring health and disability DALY, QUALY, HEALY, HUI)

Week 5 February 7- Geo-engineering/Climate Change Discourse: Adaptation and Mitigation

Week 6 February 14- Nano and bio-engineering/Bionic and Sports

Week 7 February 28- Cognitive/neuro sciences applications: Neurodiversity versus DSM-IV and V

Week 8 March 7 Nanosensors, and privacy/What bodyfunctions to monitor? Tele-health

Week 9 March 14 Aging, longevity, immortality research/ The Elderly

Week 10 March 21 Nanomedicine:The dynamics of medicalization and 'transhumanization of medicalization'; augmentative/enhancement medicine

Week 11 March 28 Social Determinants of Health in the light of the content of this course:

Week 12 April 4 Governance, Sustainability, Global Health, 10/90 health research gap

April 7, 2011 Assignment 2 due

Week 13 April 11 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 human rights, disabled' people's rights and the rights of other marginalized groups debate.

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