Community Rehabilitation
and Disability Studies

Calendar Description

Vocational rehabilitation principles (return to work issues) when working with persons encountering adult onset disabilities.

Content/Objectives

- Social, psychological and cultural factors of adult onset disability (e.g., grief and loss, impact on family, cycle of pain).
- Occupational information (e.g., Labor Market Survey, DOT/NOC/CCDO)
- Return to work programs (e.g., GRTW, Transitional, Work Conditioning, and Worksite Evaluations, FCE).
- Career development theories in practice (e.g., Holland, Super, Work Adjustment Theory).

Outcomes/Competencies

- Identifies and plans for the social, psychosocial, cultural factors that impact a person with an adult onset disability.
- Utilizes occupational information to develop Return to Work (RTW) programs.
- Identifies appropriate components necessary for successful RTW programs.
- Identifies and critiques current research. (e.g. disability management, vocational evaluation, career trends, accommodation).
- Understands how career development theories are incorporated in practice.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>On line discussion postings</td>
<td>50%</td>
</tr>
<tr>
<td>Case Study</td>
<td>15%</td>
</tr>
<tr>
<td>Vocational Rehabilitation Plan</td>
<td>35%</td>
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</tbody>
</table>

In keeping with the University of Calgary’s emphasis on the importance of academic writing in student assignments (section E.2 of 2015-16 Calendar), this course relies heavily on writing and the grading thereof in determining a student’s mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling, punctuation). The University of Calgary offers a number of instructional services through the Students’ Success Centre’s Writing Support Services (http://www.ucalgary.ca/writingsupport/) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are strongly encouraged to take advantage of these programs.
Resources

CORE 473 Articles are obtained through the U of C library data bases: http://library.ucalgary.ca/journals

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. **Students should allot sufficient time to allow for several reads of the assigned material.**

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

Instructor and Course Information

<table>
<thead>
<tr>
<th>COURSE:</th>
<th>CORE 473</th>
<th>INSTRUCTOR:</th>
<th>Katrina Milaney</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM:</td>
<td>Winter 2016</td>
<td>SECTION:</td>
<td>L01</td>
</tr>
<tr>
<td>TIME:</td>
<td>Online</td>
<td>EMAIL:</td>
<td><a href="mailto:katrina.milaney@ucalgary.ca">katrina.milaney@ucalgary.ca</a></td>
</tr>
<tr>
<td>LOCATION:</td>
<td>Web-based</td>
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Course Description

Career and work transition issues for persons encountering adult onset disabilities. Course assumes prior knowledge in assessment, planning and interventions.

Resources and Sources


**Relevant E-Journals:**
- Disability & Society
- Disability and Rehabilitation
- Disability and Rehabilitation: Assistive Technology
- International Journal of Disability, Community & Rehabilitation
- Journal of Applied Rehabilitation Counseling
- Journal of Counseling & Development
- Journal of Vocational Rehabilitation
- Rehabilitation Counseling Bulletin
- Rehabilitation Digest
Course Schedule

This course is online utilizing D2L. Students are required to obtain an IT account in order to access the course on. Please go to http://elearn.ucalgary.ca/desire2learn/. Please read and follow the schedule closely. Students also require a U of C campus ID card to order / access library databases online.

Jan 11-17 Welcome and orientation to the class and to Rehabilitation (online format, student conduct, expectations and assignments)
Week #1

Jan 18-24th Psychosocial Aspects of Chronic Illness & Disability
Week #2


3. View Powerpoint slides: Psychosocial Aspects of Chronic Illness & Disability

4. Powerpoint: Underlying paradigms of disability

5. Question: Will be added to course content

Jan 25 – 31 Understanding sudden adult onset disability: grief and loss issues
Week #3


3. Research: Dr. Elizabeth Kübler-Ross’s (1969) five stages of grief (denial, anger, bargaining, depression and acceptance).

4. Question: Will be added to course content

Feb 1 – 7 Ethics of care
Week #4


inappropriate response or a forgotten art? *Disability & Rehabilitation*, 29, (20/21), 1589-1595


4. Review Powerpoint slides: Ethical care

5. **Question**: Will be added to course content

Feb 8-14 Working with the Client: Employment Readiness

Week #5


4. Review the Powerpoint slides - Stages of Vocational Rehabilitation

5. Review the Powerpoint slides – Career Services – Sue Kersey

6. **Exercise**: Read the case study: John Doe on D2L

7. **Question**: Will be added to course content

Feb 14-21 – No D2L: Reading Week

Week #6

Feb 22-28 Working with Employers

Week #7

1. View Powerpoint slides : Employers


4. **Exercise**: Read the OT Functional Ability Assessment located on D2L

5. **Question**: Will be added to course content

March 1-13 Understanding Career Theories

Week #8 and 9  **Note**: these two weeks are worth a possible 20 marks

1. View Powerpoint slides on Career Theories. Focus will be on the following theories: Holland (Personality Constructs), Super (Self-Concept), Work Adjustment (Dawis & Lofquist) and Social Cognitive/Self Efficacy (Hackett & Betz).

2. The following articles will give you preliminary information on the above career theories. You do not have to read all of the articles but these articles will give you a starting point as to what theory may relate to your
decisions about career choices for yourself and your client.

**Self-Concept**

**Personality Constructs**

**Social Cognitive/Self-Efficacy**

**Work Adjustment**

**Question:** Will be added to course content
Details of Assignments

Assignment #1
Discussion Board Posting: Value: 50%

1. Online postings:
Each weekly exercise and question will commence on the Monday at the beginning of the given week. Students are expected to complete the weekly exercise and question (if applicable) and post to the discussion board by Wednesday at midnight of that given week (Major posting). Students then have the rest of the week to respond to one (1) major posting of their fellow students.

Major postings AND responses will be marked based on the following criteria:

<table>
<thead>
<tr>
<th>Marking criteria for online postings</th>
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<tbody>
<tr>
<td>1. Quality of online postings: demonstrates an understanding of the weekly concepts and integrates information, incorporates reflection and critical thought.</td>
</tr>
<tr>
<td>2. Analysis of content: contributes new ideas or information based on new literature from E-journal articles found by the student. A minimum of one new reference each D2L session (magazines, books, newsletters, websites are not considered NEW literature)</td>
</tr>
<tr>
<td>3. Application to professional practice: demonstrates the ability to apply concepts to professional practice. If you lack direct work experience in the CRDS field, then give an example from any type of personal work experience or other.</td>
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</table>

Major postings are worth a total of 60 marks. Must complete all components (exercise & question), and follow the marking criteria to receive full marks.
10 marks = 3 out of 3 marking criteria met
7 marks = 2 out of 3 marking criteria met
3 marks = 1 out of 3 marking criteria met
0 marks = no posting, late posting, failed to meet any marking criteria

Responses worth a total of 42 marks. One (1) response to one group member per D2L Session.
7 marks = 3 out 3 marking criteria met
4 marks = 2 out of 3 marking criteria met
2 marks = 1 out of 3 marking criteria met
0 marks = No posting, late posting, failed to meet any marking criteria

Please note an “A+” is not given for just meeting all the criteria and is only given at the discretion of the instructor.

Assignment #2
Part A

Write a 5-7 page, double spaced case study in narrative form on a client experiencing an adult on-set disability and return to work issues. A retrospective study (what would you have done differently if you were the consultant involved). The case study outline on page 8 is a guideline for the type of information that may be present in a case study. Information for this case study can be someone you have previously worked with or presently know. Please change any identifying information and use a pseudonym. Remember to include enough information in the case study so that PART B – Recommendations for the Rehabilitation Plan makes sense to the reader.

Due: March 25, 2016 Value: 15%

Grading Criteria:

<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td>a) Provides sufficient information in the case study to clearly articulate the client’s story</td>
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<table>
<thead>
<tr>
<th>Presentation style</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) organization (e.g. use of headings, if applicable)</td>
</tr>
<tr>
<td>b) Flow of ideas</td>
</tr>
<tr>
<td>c) Grammar</td>
</tr>
<tr>
<td>d) Adherence to APA, if applicable</td>
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</tbody>
</table>
Part B

Using your case study develop a vocational rehabilitation plan.

Surmise what the potential goals may be for your client and the services required depending on the return to work phase you have described in your case study. Back up these recommendations up with supporting literature you have found throughout the course.

Due: April 8th, 2016   Value: 35%

Grading Criteria:

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Provide clear, concise recommendations that are supported by the information contained in the case study.</td>
</tr>
<tr>
<td>b)</td>
<td>Provides relevant literature support for the recommendations. Minimum of 5 journal articles.</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation Style</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) organization</td>
<td></td>
</tr>
<tr>
<td>b) sequence of recommendations</td>
<td></td>
</tr>
<tr>
<td>c) grammar</td>
<td></td>
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Important Guidelines for online postings

Student’s Responsibilities:
1. Students are to post responses during the timeframe identified. Each week starts on Sunday at midnight.
2. The major posting is required by Wednesday of that week by midnight.
3. The response to your fellow peer’s work by the following Sunday using the marking criteria in the course outline for your postings.
4. Please refrain from casual discussions, the posting are meant to be a critical reflection.
5. Remember there are other students in the course that need to respond. Please be respectful of their time.

Instructor’s responsibilities:
1. I will review the postings daily and then finish off the week by reviewing the last response postings made on Sunday night on Monday morning. After this, I do not go back and mark late postings. The student forfeits the mark for that particular week’s posting if posted late.
2. I will give feedback at the end of each session on student online postings.
3. The marking criterion is provided to ensure your posting is meeting the expectations of the course.

CASE STUDY INTERVIEW OUTLINE

Personal Story: Introduction/Summary (Narrative)
- who this person is (age, relevant family history, marital status, children)
- brief education and employment history
- diagnosis (as the client knows it)
- clarify partnership with client

Description of Disability: Medical History
- onset of disability, i.e. motor vehicle accident or gradual onset
- injuries sustained and/or disability type
- treatments, modes of therapy (chiropractor, acupuncture, surgery, physiotherapy), duration
- assistance devices required, if any
- present exercise program, special care needed
- medications - past and present
Impact of Disability on Daily Living:
- outline present symptoms
- pain level - have patient describe activities which make it worse, what they do to make it better
- adaptation’s and coping strategies

Limitations: Physical
- client’s perceived physical limitations to disability (standing, sitting, bending, lifting, crouching, stair climbing)
- client’s energy level
- What do they do differently or not at all (i.e.: leisure pursuits)
- client’s sleep habits, and affect

Psychological/Sociocultural Factors
- significant others involved in their lives (emotional support, financial support)
- traumatic injury versus gradual onset
- client’s attitude (frustrated, angry, depressed, positive)
- client’s acceptance of disability, accommodation, work and disability
- family impact, reactions to disability, family role, other social issues, other barriers
- behaviour exhibited during interview
NOTE: Some of this section will be based on your observations during the interview.

Vocational Information: Career Adjustment Issues

Education
- grade completed, training obtained - college, university, upgrading, on the job training, etc.
- client’s feelings surrounding training/education, willingness to re-train if required
- other interests (hobbies, talents, courses)

Employment Experience
- an overview of work history: type of job, duties, why they left, how they liked each job, skills required
- do they see themselves as employable
- importance of work to them
- client career adjustment issues (family, relocation, further education, financial obligations, supported
- employment, other alternatives)

Future Goals
- client perspective on his/her future
- short and long term goals (educational/vocational)
- further treatment/intervention plans

Marking Scheme

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95 – 100</td>
<td>A+</td>
</tr>
<tr>
<td>90 – 94</td>
<td>A</td>
</tr>
<tr>
<td>85 – 89</td>
<td>A-</td>
</tr>
<tr>
<td>80 – 84</td>
<td>B+</td>
</tr>
<tr>
<td>65 – 69</td>
<td>C+</td>
</tr>
<tr>
<td>50 – 54</td>
<td>D+</td>
</tr>
<tr>
<td>75 – 79</td>
<td>B</td>
</tr>
<tr>
<td>60 – 64</td>
<td>C</td>
</tr>
<tr>
<td>Below 44</td>
<td>F</td>
</tr>
<tr>
<td>55 – 59</td>
<td>C-</td>
</tr>
<tr>
<td>45 – 49</td>
<td>D</td>
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<tr>
<td>70 – 74</td>
<td>B-</td>
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<tr>
<td>45 – 49</td>
<td>D</td>
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<tr>
<td>Below 44</td>
<td>F</td>
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NOTE: The last day to change/register is January 22, 2016 and last day to pay balance of fees for the Winter session is January 29, 2016. The last day to withdraw is April 13, 2016

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. It is the student’s responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L. Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; we therefore require that you have your ucalgary.ca email address linked to D2L.

Conduct During Lectures
Students are expected to conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during each session and should not rely solely on handout material supplied by the instructors.

Copyright
It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University’s Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (http://library.ucalgary.ca/copyright)

A Note Regarding Instructor Intellectual Property
Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodations Based on Disability
It is the student’s responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; http://www.ucalgary.ca/access/. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability
Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jjllogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct
Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records. The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the “Student Misconduct”
sections of the University Calendar for further information.

**Recording of Lectures**
Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

**Other Important Information**

**Freedom of Information and Protection of Privacy Act**
This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students’ grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

**Appeals**
If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (http://www.ucalgary.ca/provost/students/ombuds) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

**Resources for Support of Student Learning and Wellness**
Student Success Centre  http://www.ucalgary.ca/ssc/
Student Wellness Centre  http://www.ucalgary.ca/wellnesscentre/
Distress Centre  http://www.distresscentre.com/

**Student Union (SU) Information**
The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.

**Safewalk**
Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children’s Hospital and the University LRT station). Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

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.