



CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE
Fall 2020

COURSE TITLE: Foundations and Futures of Disability and Community Studies			
Course	CORE 630		
Pre/Co-Requisites	none		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Katrina Milaney	Email	Katrina.milaney@ucalgary.ca
Office Location	TRW 3D29	Office Hours	By appointment
Instructor Email Policy	Instructor will respond to emails within 48 hours		
Telephone No.	(403) 220-5669		
TA Name, if applicable	n/a	Email	
Class Term, Days	Fall 2020, Tuesdays		
Class Times	6-8pm		
Class Location	All lectures will be synchronous and online via Zoom, as arranged by the instructor or guest lecturer		

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<p>This course will involve an examination of history, current issues, and future trends of professions, activism, futures and academic study related to disability/mental health/chronic health conditions. Topics will include the evolving roles of those traditionally served, professionals and professionally generated teams supporting those served, and broader social and technological theories, trends and issues surrounding individuals, professionals and systems. This is an interactive, inquiry-based course to assist students to understand their current and potential contributions to the field.</p>
LEARNING RESOURCES/REQUIRED READING
<p>Gramsci and the Theory of Hegemony Thomas R. Bates <i>Journal of the History of Ideas</i> Vol. 36, No. 2 (Apr. - Jun., 1975), pp. 351-366</p>

Flew, T. (2014). Six theories of neoliberalism. *Thesis Eleven*, 122(1), 49–71.
<https://doi.org/10.1177/0725513614535965>

Prince, M. (2009). *Absent citizens: Disability politics and policy in Canada*. Toronto, ON: University of Toronto Press

Bolton, G. (2010). *Reflective Practices: Writing and Professional Development*. Sage Publications, Thousand Oaks, CA.

Other readings will be assigned during the course

COURSE OBJECTIVES/LEARNING OUTCOMES

The course objectives 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 related goals of inclusive societies as well as future challenges, particularly during times of increasing political threats to service and changing potentials of science and technology.
4. Expand understandings of the meaning and scope of ‘working with’ people 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 and academics who will act as resources throughout the program.

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 people 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



Communication

Brightspace (By D2L) is located on the University of Calgary server and will be used extensively for communication with Students. A link to the zoom class will be provided on D2L. It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive e-mails send by instructors of fellow students through D2L. Only your @ucalgary.ca e-mail address maybe linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account

Learning Technology Requirements

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Please see the following for a detailed explanation of the minimal required technology for online learning <https://elearn.ucalgary.ca/technology-requirements-for-students/>

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

CUT POINTS FOR GRADES			
This course adheres to the grading system outlined in the University of Calgary, Faculty of Graduate Studies Calendar. Grades of A+ and A are not distinguished in the calculation of GPAs. Percentage/letter grade conversion used for this course is as follows			
Grade	Grade Point Value	Percentage Conversion	Graduate Description
A+	4.00	95-100	Outstanding
A	4.00	85-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	80-84	Very Good Performance

B+	3.30	75-79	Good Performance
B	3.00	70-74	Satisfactory Performance
B-	2.70	65-69	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	55-64	All grades below 'B-' are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements
C	2.0	50-54	

Assessment Components: The University policy on grading relate2.0 is outlined in the 2019-2020 Calendar .			
Assessment Methods	Description	Weight %	Due Date and Time
Theory-practice-research (literature review): Identify an emerging issue or innovation in the field of community rehabilitation and/or disability studies	Choose an 'issue' aligned with your own thesis interests. 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.). Find a minimum of five articles that discuss your issue and summarize the discipline, methodology, central arguments and any discussions of theory that emerge.	25%	Oct 1, 2020 6pm
A 5-7 page paper summarizing your issue and preferred theory	Find a minimum of five sources that discuss your preferred theoretical orientation (critical disability theory, feminist theory, Realist Indigenous Theory etc...). Briefly discuss the evolution of your theory, strengths and limitations and how it provides a 'lens' or how it helps you understand your issue.	25%	Oct 29, 2020 6pm
Critical Review Class discussions	Each student will guide interactive class discussions on two occasions on a pre-determined topic (e.g. power, language and theory, why is theory important, how does theory influence thinking, policy development or practice etc...). Readings will be assigned based on the chosen topic.	25%	Oct 27, 2020 November 24, 2020

<p>A 5-7 page Self reflection paper and presentation</p>	<p>Each student will construct a reflective learning portfolio identifying key insights and learnings confirming or challenging previous viewpoints and how theory will be applied in your thesis. Students will present their paper during the final class.</p> <p>Sample theories include critical theory, symbolic interaction theory, social cognitive theory, feminist theory, intersectionality theory and social exchange theory to name but a few.</p> <p>Each assignment will be more fully discussed via class discussions.</p>	<p>25%</p>	<p>December 8, 2020 6pm</p>
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ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS:

Students are expected to attend all classes and come prepared to discuss the weekly topic and/or readings. 25% of the grade for the class is based on student interaction assignments.

GUIDELINES FOR SUBMITTING ASSIGNMENTS:

Students will submit all assignments to the instructor by email. Please add CORE 630 to the subject line

FINAL EXAMINATIONS: There is no final exam for this class.

EXPECTATIONS FOR WRITING: Students are expected to be able to develop and apply an effective writing process, read critically, develop arguments, and use and cite sources. Some emphasis on oral presentations may be included.

LATE AND/OR MISSING ASSIGNMENTS:

Assignments are due on the specified date by 6 pm. 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

Is a passing grade on a particular component essential to pass the course as a whole? No

COURSE TIMETABLE			
Course Schedule Date	Topic & Reading	Instructor	Assignments/Due Dates & Times
September 8, 2020	Introduction and orientation to the class and to theory No pre-read required	Katrina Milaney	
September 15, 2020	What is hegemony and how does it influence 'what we know'? Pre read Gramsci and the Theory of Hegemony Thomas R. Bates <i>Journal of the History of Ideas</i> Vol. 36, No. 2 (Apr. - Jun., 1975), pp. 351-366 Flew, T. (2014). Six theories of neoliberalism. <i>Thesis Eleven</i> , 122(1), 49–71. https://doi.org/10.1177/0725513614535965	Katrina Milaney	
September 22, 2020	Ableism and Bias free Pre Read: TBD	Gregor Wolbring – Adobe connect	
October 1 st , 2020	Assignment 1 is due	Katrina Milaney	Theory Literature search paper, October 1, 6 pm
October 6 th , 2020	Critical Theory, activism and advocacy Pre read: TBD	Anne Hughson	

October 27, 2020	<p>History of the disability movement, language, relationships and power</p> <p>Pre read Prince, M. (2009). <i>Absent citizens: Disability politics and policy in Canada</i>. Toronto, ON: University of Toronto Press Preface and Introduction</p> <p>Students to find one additional source to discuss the question: <i>What strikes you about the way the Prince (and your chosen author) position their arguments about power and power differentials and how they influence knowledge, policy and practice?</i></p>	Katrina Milaney with students (interactive class discussion)	Critical Review Class discussions #1 due in class (6pm)
October 29, 2020	Assignment 2 is due		Theoretical orientation paper due by 6pm
November 3, 2020	<p>Mad Studies and Psychiatry</p> <p>Pre read: TBD</p>	Joanna Rankin	
November 17th, 2020	<p>Why is theory important, how does theory influence thinking, policy development or practice</p> <p>Students find two sources relevant to their issue/theory (can be from one of the written assignments) to guide class discussion towards answering the question posed above</p>	Katrina Milaney with students (interactive class discussion)	Critical Review Class discussions #2 due in class (6pm)
December 1, 2020	Student reflections and learnings	Katrina Milaney with students	Self reflection paper and presentation due in class (6pm)

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom



recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION
Cell phones must be turned off in class unless otherwise arranged with the instructor.



The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for fellow learners (e.g. personal emails, Facebook, YouTube). Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communicationspolicy.pdf>.

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

Student Recording of Lectures

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

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>



IMPORTANT INFORMATION

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board

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 (<https://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

ACADEMIC INTEGRITY

The Cumming School of Medicine 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 Academic Regulations in the Faculty of Graduate Studies Calendar, available at [Faculty of Graduate Studies Academic Regulations](#)

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Assembly points for emergencies have been identified across campus. The primary assembly points for South Campus (Health Science Centre (HSC); Health & Research Innovation Centre (HRIC); Heritage Medical Research Building (HMRB) and Teaching, Research and Wellness (TRW)) are:

- HSC and HMRB: HRIC Atrium (alternate assembly point is Parking Lot 6)
- HRIC: HMRB Atrium (alternate assembly point is Parking Lot 6)
- TRW: McCaig Tower (alternate assembly point is HMRB – Atrium)

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 N of the Faculty of Graduate Studies Calendar. Students must follow the official 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

THE FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY (FOIP) 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

WELLNESS AND MENTAL HEALTH RESOURCES

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre), <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services> and the Campus Mental Health Strategy website <https://www.ucalgary.ca/mentalhealth/>

SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY

Student Ombudsman: The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

Student Union: The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; Information about the SU, including elected Faculty Representatives can be found here: <https://www.su.ucalgary.ca>

Graduate Student's Association: The GSA Vice-President Academic can be reached at (403) 220- 5997 or gsa.vpa@ucalgary.ca; Information about the GSA can be found here: <https://gsa.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 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.