



CUMMING SCHOOL OF MEDICINE
GRADUATE COURSE OUTLINE

COURSE TITLE: Health Research Emerging Technologies and Marginalized Groups			
Course	CORE 654		
Pre/Co-Requisites	Must be registered in the Community Health Sciences graduate program. Consent of the instructor is required for all other students. (Please see the University Calendar for more information).		
Faculty	Cumming School of Medicine, Graduate Science Education		
Instructor Name(s)	Gregor Wolbring	Email	gwolbrin@ucalgary.ca
Office Location	Contact by email	Office Hours	None contact by email
Instructor Email Policy	none		
Telephone No.	Contact should be email		
Class Term, Days	Winter 2020, Online course; Whole week no specific days		
Class Times	Online course. Whole week no specific time		
Class Location	Online D2L		

COURSE INFORMATION/DESCRIPTION OF THE COURSE
<p>This online course provides an in depth global outlook on new, envisioned and emerging sciences and technologies and their global impact on</p> <ul style="list-style-type: none"> 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. <p>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.</p>
LEARNING RESOURCES/REQUIRED READING
All resources are on D2L

COURSE OBJECTIVES/LEARNING OUTCOMES

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

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	90-94	Excellent – superior performance showing comprehensive understanding of the subject matter
A-	3.70	85-89	Very Good Performance
B+	3.30	77-84	Good Performance
B	3.00	72-76	Satisfactory Performance
B-	2.70	68-71	Minimum Pass for Students in the Faculty of Graduate Studies
C+	2.30	63-67	All grades below 'B-' are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements



Assessment Components: The University policy on grading related matters is outlined in the [2019-2020 Calendar](#).

Assessment Methods	Description	Weight %	Due Date and Time
<u>Assignment 1 – online posting</u>	<p>Students will read the weekly reading material. They will participate in the discussion board for all weeks. There will be questions posted for students to respond to, to facilitate dialogues regarding the weekly topics. Active and thoughtful participation in the discussion board is a critical component of this course. The assignment has two stages.</p> <p>Stage 1: Students give by midnight Tuesday of a given week their thoughts on the questions of that given week available online in D2L at the beginning of the course.</p> <p>Stage 2a: In the case of more than one student, the students should critique each other's responses to the questions answered by fellow students in stage 1 by Thu night of a given week. The instructor will comment by Saturday night and the students should provide reflections on the instructor's comments by end of Sunday.</p> <p>Stage 2b: in the case there is only one student in the class the instructor will post reflections by Thu night and the student should response to the instructors feedback.</p>	<u>10x</u> <u>5.5%=55%</u>	Due ongoing week 2-12: first assignment, due dates depend on number of students Due midnight
<u>Assignment 2 - Paper for Publication</u>	Writing this paper is an interactive and iterative process. The paper should cover current or emerging topics relevant to the courses. Students must discuss their topic idea for the paper with the instructor. Provide a critical	<u>1x=40%</u>	Due Midnight, March 30, 2020 D2L dropbox



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	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 are encouraged to seek feedback during the process of writing the paper. 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. You must get the approval for your journal choice from the course instructor. You must choose a format/journal that requires at least 4000 words without references.		
<u>Week 13,</u> <u>Research certificate</u>	Performing the TCPS2 research certificate	<u>1x 5%</u>	Due Midnight April 8, 2020, D2L dropbox

<u>Marking scheme for assignment 1</u>	
Quality of on-line postings: understands the concepts and integrates information, displays an understanding of different positions, incorporates reflection and critical thought	40%
Analysis of Content: contributes new ideas based on analysis or readings and prior discussion. It is expected that you provide at least five new sources that are NOT part of the course material in your initial response to the questions every week. However, it is not enough to list 5 new sources at the end of your post. The sources	30%



have to be used in the argument you make in your initial posting. You lose all 30 marks if you do NOT provide 5 new sources and engage with them.	
Application to professional practice: demonstrates the ability to apply concepts to practice. Expected to be ALL THE TIME clearly marked so I know what you see as professional practice. This reflection should deal with all questions of a given week's assignment. Best to add that section at the end of your answer to each question. If you feel you cannot apply it to a certain question say why. You lose all 30 points if you do not have a clearly marked section on professional practice.	30%
Total	100%)

ASSESSMENT AND EVALUATION INFORMATION
<p>ATTENDANCE AND PARTICIPATION EXPECTATIONS: Its an online class no live class so N/A</p> <p>GUIDELINES FOR SUBMITTING ASSIGNMENTS: All assignments are submitted in D2L</p> <p>FINAL EXAMINATIONS: No</p> <p>EXPECTATIONS FOR WRITING: CRITERIA FOR EVALUATING AND GRADING PAPER of Assignment 2</p> <p>A+ Paper</p> <ul style="list-style-type: none"> - 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

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

LATE AND/OR MISSING ASSIGNMENTS:

Assignments are due on the specified date by midnight. 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
Week 1 January 13-19-	Introduction of yourself, expectations	Gregor Wolbring	-

Week 2 January 20-26	Models and determinants of health, disease, disability, impairment, medicine, rehabilitation.	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 3 January 27- February 02	Concept of Ableism and transhumanism and transhumanization of the concepts of week 2	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 4 February 03-09	Models of measuring health and disability DALY, QUALY, HEALY	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 5 February 10-15	Geo-engineering/Climate Change Discourse: Adaptation and Mitigation	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 6 February 16-23	Reading week no class	Gregor Wolbring	
Week 7 February 25-March 03	EcoHealth and Global Health/coverage of disabled people	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 8 March 04- 10	Cognitive/neurosciences applications: Neurodiversity versus DSM-IV and V	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 9: March 11- 17	Robotics/artificial intelligence/machine learning/ automatization Health and well being/technical unemployment/being occupied	Gregor Wolbring	Due ongoing week 2-12: due dates depend on

			number of students
Week 10 March 18-24	Social Determinants of Health in the light of the content of this course	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 11 March 24-31	Science and Technology Governance	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
March 30	Assignment 2 paper for publication	Gregor Wolbring	Due Midnight, March 30, 2020 D2L dropbox
Week 12 April 01-07	Sustainability, Global Health within the Transforming our world: the 2030 Agenda for Sustainable Development	Gregor Wolbring	Due ongoing week 2-12: due dates depend on number of students
Week 13 April 08-12	Research Ethics Complete Research certificate tutorial https://www.ucalgary.ca/research/researchers/ethics-compliance/tcps2-core-tutorial	Gregor Wolbring	Due Midnight April 8, 2020, D2L dropbox
Week 14 April 13-15	Final thoughts on course content, what you have learned, insights...	Gregor Wolbring	-

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.