



**CUMMING SCHOOL OF MEDICINE  
GRADUATE COURSE OUTLINE**

<b>COURSE TITLE: Politics of Inclusion and Exclusion: A Study of Law, Policy and Ethics for Marginalized Individuals and Groups</b>			
<b>Course</b>	CORE 631		
<b>Pre/Co-Requisites</b>	Must be registered in the Community Health Sciences graduate program. Consent of the instructor is required for all other students.		
<b>Faculty</b>	Cumming School of Medicine, Graduate Science Education		
<b>Instructor Name(s)</b>	Dr. Katrina Milaney	<b>Email</b>	katrina.milaney@ucalgary.ca
<b>Office Location</b>	TRW 3D29	<b>Office Hours</b>	By appointment
<b>Instructor Email Policy</b>	Will reply within 48 hours of receipt of email		
<b>Telephone No.</b>	403-220-5669		
<b>TA Name</b>		<b>Email</b>	
<b>Class Term, Days</b>			
<b>Class Times</b>	Bi-Weekly		
<b>Class Location</b>	Online		

<b>COURSE INFORMATION/DESCRIPTION OF THE COURSE</b>
<p>Current topics relevant to inclusion and exclusion will be reviewed. Contemporary influences related to ethics will be examined. The topics will collectively focus on the political, social, ethical and economic impacts of policy.</p> <p>The ethical underpinnings of legislation, policy and service delivery will be examined. The course will identify and examine the ethical dilemmas in community that provide the foundation for activism.</p> <p>An examination of research in disability provides an opportunity for the student to learn, understand and compare legislation, policy and ethical frameworks that inform action. Frameworks of choice, respect, consultation, collaboration and cooperation will be examined.</p>
<b>LEARNING RESOURCES/REQUIRED READING</b>
<p><b>Required Reading/Resources:</b></p> <ul style="list-style-type: none"> <li>Prince, M. (2009). Absent citizens: Disability politics and policy in Canada. Toronto, ON: University of Toronto Press.</li> </ul>

#### Suggested websites:

- Canadian Social Research Links  
<http://www.canadiansocialresearch.net/>
- Disability rights education and defence fund  
<http://www.dredf.org>
- Disability Studies Resources at Ryerson University Library  
<http://www.ryerson.ca/library/subjects/disability/index.html>
- In Unison: A Canadian Approach to Disability -Issues/Social Policy Renewal  
[http://www.socialunion.ca/pwd/unison/unison\\_e.html](http://www.socialunion.ca/pwd/unison/unison_e.html)
- National Center for Health Statistics (CDC) International Disability Classifications  
<http://www.cdc.gov/nchs/icd.htm>
- Social Policy in Canada – Human Resources and Development Canada  
<http://www.hrdc-drhc.gc.ca>
- United Nations Web Site  
<http://www.un.org/>

#### Background Policy References:

- *A brief history: Attitudes and treatment of people with disabilities (n.d.)*. Retrieved October 4, 2006, from <http://www.wljk.com/ilarts.html>.
- An introduction to social policy. Retrieved October 4, 2006, from <http://www2.rgu.ac.uk/publicpolicy/introduction/politics.htm>
- Armitage, A. (1996). The discipline of social policy. In *Social welfare in Canada revisited* (3 ed.). (pp. 161-177). Don Mills, ON: Oxford University Press Canada.
- Bickenbach, J. (2001). Disability human rights, law and policy. In Albrecht, (1, Seelman, K. & Bury, M. (Eds.), *Handbook for Disability Studies* (pp. 565-584). Thousand Oaks, CA: Sage Publications
- Bickenbach, J. (2006). Canadian Charter v. American ADA: Individual rights or collective responsibilities. In M. McColl & L. Jongbloed (Eds.), *Disability and social policy in Canada* (pp. 77-86). Concord, ON: Captus University Publications.
- Burkbauser, R. & Daly, M. (2002). Policy Watch: U.S. disability policy in a changing environment *Journal of Economic Perspectives*, 16 (1), 213-224.
- Danish disability policy: Small steps, big change? (2003) In Hegelund, 1. (Ed.) (2003), *In search of effective disability policy: Comparing the developments and outcomes of Dutch and Danish disability policies* (pp. 93-109). Amsterdam: Amsterdam University Press.
- Edinbinder, S. (2001). Policy analysis. In *Encyclopedia of social work* (19<sup>th</sup> ed.).pp. Washington, DC: NASW Press.
- Enns, H., & Fricke, Y. (2003). The emergence of a global disability rights movement. In H. Enns, & A. Neufeldt, A. (Eds.), *In pursuit: Canada and disability at home and abroad* (pp. 84-110). Concord, ON: Captus Press.
- Ideas and concepts in social policy. (2003). In K. Blakemore (Ed.). *Social policy: An introduction* (pp. 17-39). Buckingham, UK: Open University Press.
- Mitra, S. (2006). The capability approach and disability. *Journal of disability policy studies*, 16 (4), 236-247.

- Neufeldt, A. (1999). Appearances of disability, discrimination and the transfiguration of rehabilitation practices. In R. Leavitt (Ed.), *Cross-cultural rehabilitation: An international perspective* (pp.25-54). London, UK: W.B. Saunders.
- Palier, B. (2004 January). *Social protection reforms in Europe: Strategies for a new social model*. Ottawa, ON: Canadian Policy Research Networks Inc.
- Public policy analysis. In E. Borgatta, & R. Montgomery (Eds.), *Encyclopedia of sociology* (2<sup>nd</sup> ed.). New York, NY: MacMillan Reference USA.
- Richler, D. (2003). International involvement: A strategy for policy change at home and abroad. In H. Enns & A. Neufeldt. (Eds.), *In pursuit: Canada and disability at home and abroad* (pp. 137- 151). Concord, ON: Captus Press.
- The development of social policy in Britain. (2003), In K. Blakemore (Ed.), *Social policy: An introduction* (pp. 40-59). Buckingham, UK: Open University Press.
- The transnationalization of popular movements: Globalization from below.(2000). In M.G.Wilson & E. Whitmore (Eds.), *Seeds off Ire: Social development in an era of globalism*(pp. 34-65). Ottawa, ON: Fernwood Publishing.

Other sites and articles may be offered throughout the course and will be part of the requirements for D2L/Adobe Connect conversations.

#### COURSE OBJECTIVES/LEARNING OUTCOMES

##### The course goals are to:

- provide a solid foundation in understanding the politics of inclusion with a view to determining strategies and mechanisms to positively influence policy
- study research and policy issues, with the intent of gaining a comparative understanding of different perspectives and approaches
- assess coherency in legislation and policy
- explore the ethical perspectives that influence the determination of legislation, policy and practice
- weave together law, policy and ethics that are foundational to change processes
- examine the relationship to professional ethics and identity
- examine the social, economic and attitudinal influences evident in policy
- examine the relationship between policy, practice and lived experience

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

- Understand international, national, provincial and local legislation
- Develop a deeper appreciation of international perspectives and approaches, service structures and language of different jurisdictions
- Develop an understanding of legislation, regulation, public and social policy, procedures and guidelines that impact individuals and families
- Analyze the coherency of the various instruments, legislation, policy and service delivery frameworks, that impact inclusive practices internationally and nationally
- Identify and evaluate the consequences, intended and unintended, of these collective instruments
- Present a framework for policy development, analysis and change

- Delineate the values and ethical principles that provide the foundation for policy development and implementation.
- Understand differences in approach to disability research issues and/or policies based on cultural, policy and other factors.
- Participate in an on-line dialogue to communicate with peers and instructors.
- Demonstrate a critical social science approach to the topic of policy research, development and dissemination.

#### 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 <u>and</u> Time
Policy to Practice	Students will choose an emergent issue and create a discussion paper on the relevance of policy to practice and the implications for people who may be impacted by that policy and practice.	15%	Feb 3, 2020 by 6pm



Student led class discussion	Students will be given a question to answer based on current policy issues in Canada. Students will be asked to find at least three references relevant to the topic and will come to class prepared to lead the class discussion. Students will complete this twice in the semester	20%	Feb 3 and Feb 17 <sup>th</sup> , 2020 in class
Policy Analysis	Students will choose an area of interest and evaluate the international instruments, federal and provincial legislation, policy and service delivery initiatives that support this area.	30%	March 23, 2020 by 6 pm
Presentation	Based on the policy analysis paper, students will prepare a 15 minute presentation. Presentation to the class will be made on-line using PowerPoint and Adobe Connect	15	March 30, 2020 in class
Learning Portfolio (6-7 pages)	Each student will construct a learning portfolio identifying key insights, confirming or disconfirming viewpoints	20	April 13, 2020 by 6pm

#### ASSESSMENT AND EVALUATION INFORMATION

##### ATTENDANCE AND PARTICIPATION EXPECTATIONS:

##### GUIDELINES FOR SUBMITTING ASSIGNMENTS:

##### FINAL EXAMINATIONS:

There is no Registrar scheduled final exam

##### EXPECTATIONS FOR WRITING:

##### 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		
Topic & Reading	Instructor	Assignments/Due Dates & Times
<b>Module 1:</b> Introduction to course		
<b>Module 2:</b> Overview of legislation and policy and inclusion		
<b>Module 3:</b> Program/service delivery and ethical frameworks		
<b>Module 4:</b> Social stratification, disability and Canadian politics		
<b>Module 5:</b> Policy implications and citizenship		
<b>Module 6:</b> Student presentations		
<b>Module 7:</b> Conclusion and reflection		

**\*Students will complete the readings for each module and prepare a 2-3 page review that they will present biweekly during the online discussions**

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION
<p>Cell phones must be turned off in class unless otherwise arranged with the instructor.</p> <p>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 <a href="https://www.ucalgary.ca/policies/files/policies/electronic-communicationspolicy.pdf">https://www.ucalgary.ca/policies/files/policies/electronic-communicationspolicy.pdf</a>.</p>

MEDIA AND RECORDING IN LEARNING ENVIRONMENTS
<p><b><u>Media recording for lesson capture</u></b></p> <p>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</p>



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/](http://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

#### **INSTRUCTOR INTELLECTUAL PROPERTY**

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

#### **COPYRIGHT LEGISLATION**



All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy

### **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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

**Student Union:** The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto: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](mailto: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.