

**CORE 475**  
**Community Rehabilitation Practice and the Aging Process**

**Instructor:**

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**Office Hours/Policy on Answering Student Emails**

Office Hours: By Appointment

Email Policy: Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend

**Time and Location:**

The location of the course is online, including three D2L Adobe Connect Sessions on Sept. 12, Oct. 17, and Nov. 28, 2019 @ 7:00 – 8:15 pm MT.

**Prerequisite/Co-Requisite:**

24 units including at least one of [Community Rehabilitation 205](#) and [207](#), or admission to BCR or BCR-C.

**Course Description:**

Theoretical and practical issues as they relate to rehabilitation and community services for seniors with disabilities.

**Overarching Theme**

This online course explores the complex intersection of aging and disability. In this course, students will be introduced to interdisciplinary theories and practices in relation to community rehabilitation and services for seniors with a range of physical, mental, and sensory impairments. A variety of approaches will be used to encourage critical thinking and collaborative learning as students examine research, theories, and practices on aging and disability, including a critical research paper, interactive gaming, weekly reading quizzes, and weekly on-line discussion posts. This course, in line with the principles and values of community rehabilitation and disability studies, engages students in ways that integrate disability theory, advocacy, and social justice in community practice to improve the well-being of people with diverse abilities.

**Global Objectives**

This course will focus on the following major topics:

- Theories and processes of aging
- Myths and realities of aging
- Aging as context: social, political and economic implications for societies

- Aging in context: culture, gender, socio-economic status, disability
- Social justice: ageism, elder maltreatment, disability oppression
- Trends in research on aging
- Social support: “informal” and formal support, research and practice frameworks
- Community development
- Social policy and aging
- Ethical issues and decision making

### **Learning Objectives**

By the end of this course, students will be able to:

- Demonstrate knowledge of aging processes, identify and synthesize critical issues and propose areas for future knowledge building
- Translate theories of aging into practice and understand experiences of aging from a variety of perspectives
- Engage with peers in the critical examination of practices to support seniors with disabilities
- Critically evaluate current policy, practice, and programming on aging and disability
- Examine current research and design models with a critical lens

### **Required Textbooks**

***No textbooks are required for this course***

### **Required Readings**

***Access the following required readings via the links provided or through U of C library research databases; consult library staff if you require assistance.***

#### ***Topic: Myths and Facts on Aging (Sept 16)***

Breytspraak, L. & Badura, L. (2015). Facts on Aging Quiz (revised; based on Palmore (1977; 1981). Retrieved from <http://info.umkc.edu/aging/quiz/>

#### ***Topic: Aging: Continuity and Change (Sept 23)***

Kittay, E.F. (2011). The ethics of care, dependence and disability. *Ratio Juris: An International Journal of Jurisprudence and Philosophy of Law*, 24 (1), 49-58.

Lustbader, W. (1999). Thoughts on the meaning of frailty. *Generations*, Winter 1999-2000, 21-24.

#### ***Topic: Theory, Research, and History (Sept 30)***

Gilleard, C. & Higgs, P. (2011). Frailty, disability and old age: A re-appraisal. *Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*, 15 (5), 475-490.

Weicht, B. (2013). The making of the elderly: Constructing the subject of care. *Journal of Aging Studies* 27 (2), 188–197.

**Topic: Family Ties and Care (Oct 7)**

Durocher, E., Kinsella, E. A., Gibson, B. E., Rappolt, S. & Ells, C. (2018): Engaging older adults in discharge planning: Case studies illuminating approaches adopted by family members that promote relational autonomy, *Disability and Rehabilitation* Published Online: <https://doi.org/10.1080/09638288.2018.1483430>

Lashewicz, B. & Keating, N. (2009). Tensions among siblings in parent care. *European Journal of Ageing*, 6, 127-135.

**Topic: Cultural Perspectives (Oct 14)**

Lai, D., (2007). Cultural predictors of caregiving burden of Chinese-Canadian family caregivers. *Canadian Journal on Aging*, 26 (suppl.1), 133-148.

Habjan, S., Prince, H. & Kelley, M.L. (2012). Caregiving for elders in First Nations communities: Social system perspective on barriers and challenges. *Canadian Journal on Aging* 31 (2), 209-222.

**Topic: Ageism, Discrimination, and Social Justice (Oct 21)**

Blakeborough, D. (2008). "Old People Are Useless": Representations of aging on *The Simpsons*. *Canadian Journal on Aging*, 27 (1), 57-68.

Chrisler, J. C., Barney, A. & Palatino, B. (2016). Ageism can be hazardous to women's health: Ageism, sexism, and stereotypes of older women in the healthcare system. *Journal of Social Issues: A Journal of the Society for the Psychological Study of Social Issues*, 72 (1), 86-104.

**Topic: Ageism, Discrimination, and Social Justice (Oct 28)**

Jonson, H., Larsson, A. T., (2009). The exclusion of older people in disability activism and policies – A case of inadvertent ageism? *Journal of Aging Studies* 23 (1), 69-77

Raymond, E. (2019) The challenge of inclusion for older people with impairments: Insights from a stigma-based analysis. *Journal of Aging Studies*, 49, 9-15.

Raymond, E. & Grenier, A. (2015). Social participation at the intersection of old age and lifelong disability: Illustrations from a photo-novel project. *Journal of Aging Studies*, 35, 190-200.

**Topic: Aging with Disability (Nov 4)**

Alexander, L.M., Bullock, K. & Maring, J. R. (2008). Challenges in the recognition and management of age-related conditions in older adults with developmental disabilities. *Topics in Geriatric Rehabilitation*, 24 (1), 12-25.

Bishop, K.M., Robinson, L.M. & VanLare, S. (2013). Healthy aging for older adults with intellectual and developmental disabilities. *Journal of Psychosocial Nursing and Mental Health Services*, 51 (1), 15-18.

**Topic: Dementia (Nov 25)**

Boyle, G. (2014). Recognising the agency of people with dementia. *Disability & Society*, 29 (7), 1130-1144.

Deb, S., Hare, M. & Prior, L. (2007). Symptoms of dementia among adults with Down's syndrome: A qualitative study. *Journal of Intellectual Disability Research*, 51 (9), 726-739.

**Topic: Social Support and Public Policy (Dec 2)**

Dalmer, N.K. (2019). A logic of choice: Problematizing the documentary reality of Canadian aging in place policies. *Journal of Aging Studies* 48, 40-49.

FrameWorks Institute (2017). Framing strategies to advance aging and address ageism as policy issues. Retrieved from:

[http://www.frameworksinstitute.org/toolkits/aging/elements/items/aging\\_frame\\_brief.pdf](http://www.frameworksinstitute.org/toolkits/aging/elements/items/aging_frame_brief.pdf)

Jokinen, N., Janicki, M. P., Keller, S.M., McCallion, P., Force, L.T. & the National Task Group on Intellectual Disabilities and Dementia Practices. (2013). Guidelines for structuring community care and supports for people with intellectual disabilities affected by dementia. *Journal of Policy and Practice in Intellectual Disabilities*, 10 (1), 1-24.

**A Note regarding readings**

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.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. 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.

**Evaluation**

The University policy on grading and related matters is described in section F of the 2019-2020 Calendar.

In determining the overall grade in the course, the following weights will be used:

1. **Critical Research Report (30%)**
2. **Weekly Reading Quizzes (20%)**
3. **Participation in the Cell Game (10%)**
4. **Weekly Online Discussions (40%)**

There will be no final exam for this course

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.

**Assignment Details**

**1. Critical Research Report: Value – 30% (Due Nov 22, 2019)**

Students will write a 6-8 page report (double-spaced) on a topic of their choosing related to understanding and supporting older adults with pre-existing disability conditions (i.e.

developmental disabilities) or acquired disability conditions (e.g. stroke, Alzheimer's Disease, spinal cord injury). Choice of topics is driven by student interest and experience. Students in the past have studied topics such as supporting people with Down syndrome who acquire Alzheimer's disease or understanding communication of people who have experienced severe strokes. An important part of choosing your topic will be to gain a sense of "what is out there" surrounding your topic, then to narrow to something specific and manageable. To write your report, use a minimum of 8 sources; of these, 6 must be original research studies. Original research study articles are reports of research studies published in academic journals; these articles are typically formatted to include an introduction followed by "background" or "literature review" followed by a "methods" section, a report of "results" or "findings" and concluded with a "discussion" and perhaps "implications". In your report, summarize and link these studies to present an indication of the "state of the evidence" about your topic in terms of what is known, what is working well, and where further research is needed, etc. Your remaining two sources must be on topics of research methods (i.e. academic articles about particular methods or books/book chapters about methods) as the final part of your report entails proposing a hypothetical study to contribute to understandings about your topic. APA format is required. Further information and grading criteria will be posted on D2L.

**2. Weekly Reading Quizzes: Value – 20% (10 weeks @ 2% each = 20%)**

Students will be given short weekly quizzes (20 questions max.) based on content from the assigned readings for the week. Through low stress, "low stakes," testing, the weekly quizzes will encourage you to engage with the readings on a regular basis and help you to retain important concepts and theories. The exams will be open-book and each exam may consist of multiple-choice, matching, fill-in-the-blank, true/false, and/or short answer questions. Exams are non-cumulative and will be made available on D2L. You can write the weekly exams on D2L any time during the three-day window each week (see course schedule). There will be no quizzes the weeks of Sep 9 and Nov 18. Further information will be posted on D2L.

**3. Participation in the Cell Game: Value – 10% (8% for overall participation + 2% for creating a question to be added to the question bank)**

To further encourage students to engage with the course material and to foster active learning, students will play the Cell game (<http://palms.polyu.edu.hk/educational-apps/cell-game/>). Developed by PALMS (Pedagogic & Active Learning Mobile Solutions) at the Hong Kong Polytechnic University, the "Cell Game is an online multiplayer competitive-survival game. Combining gaming and education, it aims to let players learn and review knowledge through entertainment. In Cell Game, knowledge and strategy is your weapon. Your goal is to survive and become the biggest cell on the game board!" In addition, the interactive game creates an active learning environment where students can interact with each other and the instructor. The questions in the game will be based on the readings, online discussions, and material covered in the D2L Adobe Connect Sessions. You will be expected to participate by regularly logging in and playing the game. In addition, students will create a question to be added to the question bank. The question should be based on one of the readings and you will be evaluated on the thought put into creating the question and its applicability to the course content. The question may be submitted any time after the game opens (Sept 23) but

must be submitted no later than **Nov 29, 2019**. Once the game opens you will be expected to regularly log in and play, but you will not be expected to play the game during the reading break or the week of Nov 18. The question bank will be expanded each week to include questions developed by the students and questions on new course material. Further information and grading criteria will be posted on D2L.

**4. Weekly Online Discussions: Value – 40% (10 weeks @ 4% each = 40%), 300 word maximum for each discussion post. (No discussion week of Nov 18)**

The expectation for the online discussion component of this course is that you will write in a relatively reflective and interactive style. Stated differently, draw upon your professional and practical experiences, as well as on formal, academic sources, and use discussion posts of your classmates to elaborate the points you discuss. For posts, clear writing is important, yet the focus is on animated and engaging discussions. Further information and grading criteria will be posted on D2L.

**A Note regarding Writing Assignments:**

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary’s emphasis on the importance of academic writing in student assignments (section E.2 of 2019-20 Calendar), writing is emphasized, and the grading thereof in determining a student’s mark in this course. The Bachelor of Community Rehabilitation values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (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.

**Grading Scheme:**

Letter Grade	Description	Percentage
A+	Outstanding performance	97-100
A	Excellent performance	90-96
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

**Missed Components of Term Work:**

***Late assignments will not be accepted and will automatically receive a mark of zero. Students who miss a quiz will receive a mark of zero unless the instructor has been previously notified. There will be NO exceptions to this policy.***

**Extensions will NOT be granted in CORE 475** on any assignment or quizzes. The only exceptions to this are those in keeping with the University Calendar (illness, religious conviction, or domestic affliction) that are received in writing and with supporting documentation. Please be advised that students should notify the instructor before the assignment deadline to discuss.

**Brightspace by Desire2Learn (D2L)**

Brightspace (by D2L) 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 they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

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/>.

**Policies Governing the Course:****Conduct online**

The classroom, including the online 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 conduct themselves in a mature and courteous manner. Students are expected to frame their comments and questions in respectful and appropriate language, always maintaining sensitivity towards the topic.

**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](http://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.

### **Academic Accommodations Based on Disability or Medical Condition**

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/).

### **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 their instructor or to the designated BCR program contact, Mrs. Jennifer Logan ([jljlogan@ucalgary.ca](mailto:jljlogan@ucalgary.ca)), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

### **Academic Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned. 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> Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

### **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**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

### **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 may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

### **Resources for Support of Student Learning, Success, Safety and Wellness**

Student Success Centre	<a href="http://www.ucalgary.ca/ssc/">http://www.ucalgary.ca/ssc/</a>
Student Wellness Centre	<a href="http://www.ucalgary.ca/wellnesscentre/">http://www.ucalgary.ca/wellnesscentre/</a>
Distress Centre	<a href="http://www.distresscentre.com/">http://www.distresscentre.com/</a>
Library Resources	<a href="http://library.ucalgary.ca">http://library.ucalgary.ca</a>

### **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 (<http://www.ucalgary.ca/mentalhealth/>).

### **Student Ombuds' Office**

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 (SU) Information**

The SU Vice-President Academic can be reached at (403) 220-3911 or [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto:medrep2@su.ucalgary.ca).

**Student Success Centre:** The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

### **Emergency Evacuation/Assembly Points**

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see

<http://www.ucalgary.ca/emergencyplan/node/55>

<https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

### 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.

### Class Schedule

*The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements.*

Week	Module / Topics	Readings	Assignments & Due Dates
Sept 9	Introduction to course	Course Outline; Introductions	Post your Introduction: Sept 10 <b>D2L Adobe Connect Session #1 – Thursday, Sept 12 @ 7:00 – 8:15 pm MT</b>
Sept 16	Myths and Facts on Aging	Breytspraak & Badura	Discussion post: Sept 17 Quiz #1: Available Sept 17 – 19
Sept 23	Aging: Continuity and Change	Lustbader; Kittay	Discussion post: Sept 24 Quiz #2: Available Sept 24 - 26 Play Cell Game (opens Sept 23), submit a game question*
Sept 30	Theory, Research and History	Gilleard & Higgs; Weicht	Discussion post: Oct 1 Quiz #3: Available Oct 1 - 3 Play Cell Game, submit a game question (ongoing)
Oct 7	Family Ties and Care	Durocher, Kinsella, Gibson, Rappolt & Ells; Lashewicz & Keating	Discussion post: Oct 8 Quiz #4: Available Oct 8 - 10 Play Cell Game, submit a game question (ongoing)
Oct 14 (Thanksgiving Monday)	Cultural Perspectives	Habjan, Prince & Kelley; Lai	Discussion post: Oct 15 Quiz #5: Available Oct 15 – 17 <b>D2L Adobe Connect Session #2 – Thursday, Oct 17 @ 7:00 – 8:15 pm MT</b> Play Cell Game, submit a game question (ongoing)

Oct 21	Ageism, Discrimination & Social Justice	Blakeborough; Chrisler, Barney & Palatino	Discussion post: Oct 22 Quiz #6: Available Oct 22 - 24 Play Cell Game, submit a game question (ongoing)
Oct 28	Ageism, Discrimination & Social Justice	Jonson & Larsson; Raymond; Raymond & Grenier	Discussion post: Oct 29 Quiz #7: Available Oct 29 - 31 Play Cell Game, submit a game question (ongoing)
Nov 4	Aging with Disability	Alexander, Bullock & Maring; Bishop, Robinson & VanLare	Discussion post: Nov 5 Quiz #8: Nov 5 – Nov 7 Play Cell Game, submit a game question (ongoing)
Nov 10 -16	TERM BREAK		
Nov 18	RESEARCH PAPER DUE	No Readings this week	<b>Research paper due Nov 22</b> (No post or quiz this week)
Nov 25	Dementia	Boyle; Deb, Hare & Prior	Discussion post: Nov 26 Quiz #9: Available Nov 26 - 28 Play Cell Game* <b>D2L Adobe Connect Session #3 – Thursday, Nov 28 @ 7:00 – 8:15 pm MT</b> <b>*Last day to submit a question for the game: Nov 29</b>
Dec 2	Social Support and Public Policy	Dalmer; FrameWorks Institute; Jokinen et al.	Discussion post: Dec 3 Quiz #10: Available Dec 3 - 5 Play Cell game (participation marks until Dec 6/last day of classes for the term)

*\*You only need to submit one question. You may submit your question any time after Sept 23, but no later than Nov 29. This assignment is worth 2% of your grade. For further information, see assignment details above and further details on D2L.*