

BECAUSE COMMUNITY REALLY MATTERS

OFFICIAL NEWSLETTER OF THE BACHELOR OF
COMMUNITY REHABILITATION PROGRAM



PROGRAM DIRECTOR WELCOME

BY DR. JOANNA RANKIN

It is with great excitement that we see another year of CRDS students graduating, working and researching in the disability sector and beyond, and learning to critically examine and challenge the place of disability in society. Far from a typical year students, faculty, staff and the community agencies that we work with have demonstrated their resilience and ability to excel in a challenging environment. Please take some time to celebrate the accomplishments of the CRDS community highlighted in this newsletter.

DEPARTMENT HEAD WELCOME

BY DR. FIONA CLEMENT

What a year it has been! The Department has welcomed 2 new faculty members, graduated over 100 students across our five programs, celebrated 4 promotions and been recognized for our leadership in multiple areas of research. Despite spending most of the year out of the office due to COVID, we launched our strategic plan in 2021. Our 3 strategic focus areas of Pursuing Meaningful Research, Reimagining Education and Creating with Communities are taking shape. We are so excited to be able to work alongside each of you, our students and community partners, to pursue our north star of Healthy Societies!

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"Retirement is not the end of the road. It is the beginning of the open highway."

BY PATTI DESJARDINE

CRDS would like to congratulate Dr. Nancy Marlett on her well-deserved retirement. Dr. Marlett has been a tireless developer, contributor, and advocate for the BCR and graduate programs since its inception.



She played a pivotal role in first establishing the Community Rehabilitation and Disability Studies program within the Faculty of Education, and its move to Community Health Science in 2007. During her tenure she served as instructor, program director, mentor, graduate advisor, and researcher, guiding many alumni successfully through their degrees and authoring numerous journal and text publications along the way.

As a visionary, Dr. Marlett helped design and deliver a professional degree route for the BCR as well as the PanCanadian distance delivery Masters degree, long before such options were established norms in higher education. In turn, Dr. Marlett was the main impetus behind the UCalgary Patient and Community Engagement Research (PaCER) program, a legacy that remains an important participatory action research initiative today. Nancy's progressive thinking and deep commitment to community remain central to CRDS values.

Best of luck on this new chapter of your life!

"Learning never exhausts the mind."

LEONARDO DA VINCI





CONGRATULATIONS GRADUATES!

With great pleasure, we present our Fall 2021 and Winter 2022 Bachelor of Community Rehabilitation graduates to you. All of your determination and hard work have brought you to this momentous milestone in your life. May your years ahead continue to be characterized by empathy, compassion, critical thinking and a willingness to take risks. We wish you everything that you so richly deserve in the years ahead - it has been an honour and a privilege watching your progress and success!

"Education is
the most
powerful
weapon
which you
can use to
change the
world."

NELSON MANDELA

Abdalla, Souad
Adepoju, Tawakalt
Alemi, Nazifah
Ali, Maryam
An, Jeong
Anetia, Miraille
Bagtas, Juan Francisco
Barlow, Amber
Bezel, Jazmine
Boon, Sarah
Campbell, Sarah
Chavez-Ruiz, Julio
Chok, Jada
Chrunk, Kayla
Corpuz, Kloudine Ashley
Cote, Noelle
Dang, Vanessa
Darvill, Megan
Dawson, Kaylee-Lyn
Dhillon, Parveer
Diaz, Hazel Erika
Edwards, Sarah
Embree, Lauren
Fontanilla, Patricia
Garrido, Robyn
Gautreau, Courtney
Grise, Leigha

Hager, Kailea
Hajyouni, Noura
Hartman, Erica
Hiebert, Leann
Hodgson, Cayley
Hrycenko, Madison
Huynh, Jimmy
Idowu, James
Jenkins, Morgan
Jones, Eva
Joson, Roxette
Jung, Sooji
Kennedy, Taylor
Kers, Anthony
Keys, Lauren
Kilcup, Reese
Lonigro, Felisa
Luong, Brenda
Magee, Kaitlyn
Mann, Samantha
McIvor, Alison
Meek, McKenzie
Miller, Paige
Mohamed, Nimo
Montgomery, Sheyanne
Morela, Monica
Morrish, Sophie

Mu, Brandon
Nasewich, Amy
Nguyen, Harrison
Nunez, Carolina
Odoemenam, Veronica
Okoma, Freda
Paquiz, Wandyer Ainne
Plunkett-Oldford, Spencer
Procyshe, Jenna
Rast, Lexi
Robbins, Meghan
Rowe, Riley
Sabillon, Alison
Santos, Yohann Yasha
Sbeiti, Sarah
Seabrook, Lauren
Shumate, Alexis
So, Mylan
Thien, Carmen
Tran, Cindy
Van Hornsvelt, Jenae
Van Melsen, Megan
Vo, Hong
Weidman, Bethany
Whalen, Samantha
Williams, Kayla
Wind, Caylee



FACULTY FOCUS: DR. ALAN SANTINELE MARTINO

In July 2021, the BCR program was pleased to welcome Dr. Alan Santinele Martino to our team.

Dr. Martino received his PhD in Sociology at McMaster University. His main research interests include gender, sexualities, disability, and their intersections.

Originally from Sao Paulo, Brazil, Dr. Martino is our own celebrity having acted in soap operas and TV commercials. He also has 13-year old Basset Hound, Mojo, who loves to nap and has a tendency to snore.

We asked Dr. Martino a few questions to get to know him a bit better.

What would you most like to tell yourself at age 13?

Things will get better. Keep on being this weird, nerdy kid. Be proud of that. You will eventually find your crowd and help nurture other weird, nerdy people.

When was the last time you laughed so hard you cried?

My dog Mojo is almost 14 years old, and he just started wearing doggie diapers around the house. The first time he put on a diaper he made the most hilarious face ever. He was so confused. I couldn't resist, and I was laughing out loud. I don't know what I'd do without this cuddly guy in my life.

What book did you read last?

I recently read a book written by a good friend of mine, C. Winter Han, who's a sexualities scholar in the United States. His book is called "Racial Erotics: Gay Men of Color, Sexual Racism, and the Politics of Desire." It draws on different kinds of data, including news articles, personal ads, and qualitative interviews, to demonstrate how race and racism create hierarchies of desirability among queer men. Not only that, but he also interrogates the question of "sexual preference" toward particular racial groups through the concept of "sexual racism." As a queer man of colour myself, I felt some of my own experiences navigating queer spaces being represented in this book. I highly recommend it.

What is your favourite pizza?

I love chicken shawarma pizza with lots of garlic sauce. Pair that with a cold glass of coke, and it is perfection. Someone, please tell me where I can find a good one in Calgary.

What phobias do you have?

I must admit, statues, in general, unsettle me. Apparently, this phobia is called automatonophobia. I have a feeling that they will move or blink at any time. If I can avoid them, I will. The fact that I am a huge horror movie fan probably does not help with that, but I cannot stop watching them.



"You will eventually find your crowd and help nurture other weird, nerdy people."

DR. ALAN
SANTINELE MARTINO

JESSIE YOUNG, BCR '18

HEARTLAND AGENCY, BEHAVIOR AND FAMILY SUPPORT WORKER



What is your favourite BCR memory? My favourite BCR memory was getting to know all of my professors. The incredible part of the BCR program is that almost every single professor has worked in the field themselves or is directly affected in some way by disability. When hearing these professors speak about their own personal journeys it truly gives inspiration and motivation to want to continue in the field. You get to see firsthand the impact you can make in the field but it also makes the program that much more personal when you hear from a professor how this program has directly affected their lives. BCR professors are like none other.

Looking back, what advice would you give yourself as a student? If I could give myself advice as a student, I would remind myself that I do not have to have all the answers before graduating. When I was in university, I was so fixated on trying to figure out exactly what age group I wanted to work with, did I want to get my masters, what specific field did I want to focus on, etc. Because I fixated on this, I think I added a lot of unnecessary stress to myself. Once graduating, I soon realized all the answers I thought I had come up with were exactly the opposite of what I wanted. If I had just taken the time to really enjoy my practical experiences and focus on what I enjoyed at the moment, I would have not only had less stress but really just enjoyed every experience the BCR program brought me.

What is the best thing about your current job? The best thing about my current job is working not just with the kiddos but also with their families. In my role, I am not just focusing on the child but encompassing their whole support system outside of the program. My job doesn't stop when they leave our doors, I have the opportunity to make a difference in their home life and give their parents the tools they need to be successful themselves. In my role, I really get to bring that holistic approach to life and set families up for success.

How did your BCR degree help you get to where you are now/current career? The BCR degree helped me get to where I am now by being realistic about what to expect in the field. From day one, every class made it clear that this field is not an easy one for everyone. The degree opens your eyes to the hardships, burnout and emotional investments you will encounter in your career. It was this brutal honesty that helped prepare me for the patience and perspective I was going to need in my career. Without this, I do not think I would have been prepared for what waited for me in my future field.

How can a disability studies perspective help change the world? The disability studies perspective can help change the world by opening people's eyes and to see beyond limitation. People should not be defined or limited due to a diagnosis, physical appearance or limitation or conditions in which they were born into. Everyone is a human first and should be looked at as so. I believe that it is this perspective that will advance technology and medicine to give everyone opportunities to experience the world without being held back by the limitations our society naturally puts on them whether explicitly or implicitly. I truly hope one day we can get to a place where the disability studies perspective is one that is practiced naturally in society every day.

RANEE FALLORIN, BCR '19

YMCA CALGARY, CHILD DEVELOPMENT STRATEGIST



What is your favorite BCR memory? My favorite BCR Memory is becoming a peer mentor and being able to support first year students through the program.

Looking back, what advice would you give yourself as a student? Looking back, I would tell myself to relax more and advocate for yourself if there is a class you really want to get into. It's good to practice advocating! I would also tell myself to make as many professional relationships, in practicum as possible!

What is the best thing about your current job? What I love about my current job is working with children and their families and seeing a positive change in behavior.

How did your BCR degree help you get to where you are now/current career? My BCR helped me get to where I am not by giving me the skills and opportunities to explore the field of disabilities. It is a diverse field and students have many options for careers or further schooling.

How can a disability studies perspective help change the world? A disability studies perspective can help change the world by slowly changing individual perspectives on disabilities. Everyone has so much potential and disability or not, seeing people for who they are, rather than a diagnosis or label breaks the stigma and makes for a better society.

“One learns from books and example only that certain things can be done. Actual learning requires that you do those things.”

FRANK HERBERT

AMY MARIE TATTERTON, BCR '17, MEd '20 THE SINNEAVE FAMILY FOUNDATION, DIRECTOR OF LEARNING AND CONNECTION

What is your favorite BCR memory?

The opportunity to do a variety of practicum placements as part of my BCR undergraduate learning journey was invaluable. Hands-on, experiential learning made the classroom-based work so much more impactful. The relationships I had the opportunity to build not only in the program, but in the community and with individuals, their families, and professionals have continued to serve me positively in my evolving career. Additionally, I loved being a part of the BCR Student's Association and getting sweatshirts printed for BCR students since we weren't, at the time, represented in the U of C Bookstore since we were a smaller program. I still wear mine proudly, and hope other alumni do too!

Looking back, what advice would you give yourself as a student?

Immerse yourself in every experience and opportunity that being in post-secondary offers you. Be open to new challenges, people, and ideas while also investing in maintaining connections and relationships - you never know when they may come in handy in the future, personally or professionally!

What is the best thing about your current job?

I've always joked about wanting to be a student as a career, but following my master's program I knew I wanted to take some time away from formal academia before potentially jumping into another program...although Dr. Tatterton does have a nice ring to it! The best thing about my current job is that I get to share my knowledge and expertise while also continuing to be that life-long learner. There is never a day at my current job where I don't acquire new knowledge

or have existing knowledge challenged or framed in a different way. I love that every day, I work alongside colleagues who share an exceptionally progressive view of neurodiversity and we get to educate others on its value while also improving outcomes for neurodivergent youth and adults in the areas of post-secondary, employment and independent living.

How did your BCR degree help you get to where you are now/current career?

When I first enrolled in the BCR program, I had intentions of pursuing my master's degree in Occupational Therapy. During the program, my practicum placements and other professional experience, I had a different set of skills emerge that no longer necessarily fit the original Occupational Therapy narrative I had for myself and I started to explore other possibilities that would best leverage my skills. The last four professional roles I have held related to my degree, I didn't even know were actual jobs before I applied for them. The BCR program provided me with the foundation that opened up an entire world of professional opportunities that I didn't even know existed!

How can a disability studies perspective help change the world?

The disability studies perspective is that historically, disability has been incorrectly and lamentably viewed as the fault of the individual which necessitates the need for accommodation, adaptation, etc. instead of the true notion that it is society's failure to adapt to the needs of all individuals to achieve a fully inclusive world. Therefore, I love the irony of disability studies, because it's ultimate hope is to work itself out of existence. We won't need disability studies once that perspective is adopted and communities are built from the outset with universal design and full inclusion in mind.



STUDENT EXPERIENCE: MEGHAN ROBBINS



My name is Meghan, and I am in my last semester of a five-year program double majoring in Community Rehabilitation and Disability Studies and Psychology at the University of Calgary.

I choose psychology simply to apply for medical school. I wasn't just interested in biological sciences; I was interested in people so I believed this would be the best path in my schooling. I realized I could take a combined program with CRDS and graduate with two degrees. I remember thinking this was amazing and could use my undergraduate with the intent of gaining valuable practicum experience that would help diversify my medical school application! I was extremely nervous going into my undergraduate as I had no idea what to expect. I remember walking into my first practicum placement, which was a day camp for children aged eight to twelve, all with disabilities. Before then, I had very little interaction with individuals with disabilities. I cannot put it into words, but I truly believe that day was the beginning of the rest of my life. Ever since then I have gained priceless experiences through practicums, volunteer work, and professional settings, which have completely redirected the course I always thought my life would follow. I have found a passion and love for the disability

community. I have made strong connections and relationships with students and faculty members in the CRDS program, which made my entire experience incredible. The start of each school year always felt as if I was coming home after the summer break.

Going into my final year practicum I was nervous and excited. I was going back and forth all summer break on whether to apply to be a research assistant, as research always seemed intimidating. I remember an email was sent to our department one June morning about a new faculty member wanting a research assistant in his endeavour to look at disability and queerness in Alberta. I had always had an interest in intersecting identities and being a part of the LGBTQ2S+ community myself, I thought it was a perfect fit! I have been assisting Dr. Alan Santinele Martino in researching the romantic and sexual lives of those with intellectual and developmental disabilities that identify as LGBTQ2S+. Under the wing of Dr. Martino, I have fallen in love with all aspects of research. I have had the chance to be involved in an entire research process and all the behind-the-scenes workings. I am excited to present our findings at various conferences across North America. We are hoping to publish by the end of the year and begin the list of works I am hoping to achieve in my academic career. By finding research I have also found a renewed passion and skill for learning and discovering.

I have since been accepted into Brock University in the Master of Applied Disability Studies program specializing in applied behaviour analysis. I hope to continue a career in behaviour research. I am looking forward to eventually pursuing my doctoral degree and becoming a professor teaching behavioural sciences with a research interest in critical disability studies.



STUDENT EXPERIENCE: CRDSSA, HAZEL DIAZ

As the outgoing President of the CRDS Student Association (CRDSSA), words cannot express how proud I am of the team that I have had in the last year and the mountains we've moved. Since being elected as president, I put forth the mission of fostering a safe and welcoming environment for students and faculty members to come together in bringing the CRDS mission to life. As I ventured into this leadership role, I have had the opportunity to meet new people, work with other clubs, partner with community organizations, and plan social events for CRDS students. The CRDSSA has been successful in being the face of student advocacy and student experience, participating in various events for prospective students. Moreover, as a team, we began creating a scholarship award for senior CRDS students—this award will recognize the academic and practicum commitments that students complete in their degree, making them of the highest competence and moral calibre. Lastly, to further our involvement in the community, the CRDSSA worked alongside Cerebral Palsy Kids and Families in disseminating career opportunities and strengthening professional relationships. Being the President has been an absolute pleasure and I cannot wait to see the successful endeavours the incoming team will embark.



STUDENT EXPERIENCE: NAME THE NEWSLETTER

CONGRATULATIONS TO 3RD YEAR STUDENT, CRYSTAL SIEWERT!

Why did you choose BCR at UC?

I chose University of Calgary's BCR program because I am currently a Speech-Language Pathology Assistant and wanted an undergraduate degree program that works with my diploma to put me on route to a Speech-Pathology graduate program!



What is your favourite course so far?

CORE 569 - such an interesting course! I learned so much.

Are you a dog or cat person?

A cat person. I have two, Thomas and Gerald AKA Tom and Jerry.

Do you prefer thick or thin pizza crust?

Thin crust all the way, extra sauce and well-done!

What is your dream job?

To teach language and literacy to adolescent and adult offenders.

Where would you go on your dream vacation?

New Zealand!



NOTEABLES

CONGRATULATIONS TO OUR CRDS FACULTY!

Dr. Gregor Wolbring is the recipient of the UC 2022 Equity, Diversity and Inclusion Award: Faculty and Postdoctoral Scholars category. **Dr. Alan Santinele Martino** has been elected as the co-chair of the Disability Division of the Society for the Study of Social Problems in the US, as well as the chair of their Accessibility Committee. **Dr. Katrina Milaney** has been appointed the Associate Scientific Director: Population Health of the O'Brien Institute for Public Health. Incredible accomplishments by all! Effective July 1, 2022, **Dr. Bonnie Lashewicz** has been promoted to Full Professor, and **Dr. Meaghan Edwards** has been promoted to Senior Instructor. Incredible accomplishments by all!

SELECTED PUBLICATIONS (Students names in bold)

Wolbring, G. & **Lillywhite, A.** (2021) Equity/Equality, Diversity, and Inclusion (EDI) in Universities: The Case of Disabled People. *Societies*, 11(2), 49; <https://doi.org/10.3390/soc11020049>

Milaney, K., Haines-Saah, R., Farkas, B., Egunsola, O., et al. (2022) A scoping review of opioid harm reduction interventions for equity-deserving populations. *Lancet Regional Health – The Americas*, 12, <https://doi.org/10.1016/j.lana.2022.100271>

Lashewicz, B., Duque, C. & **Boettcher, N.** (2022). Negotiating research participant consent with, for and by adults with developmental disabilities in interaction with their third-party consent providers. *International Journal of Qualitative Methods*. <https://doi.org/10.1177/16094069211054941>

Rankin, J. C., Pearl, A. J., Jorre de St Jorre, T., McGrath, et al. (2022). Delving into Institutional Diversity Messaging: A Cross-Institutional Analysis of Student and Faculty Interpretations of Undergraduate Experiences of Equity, Diversity, and Inclusion in University Websites. *Teaching and Learning Inquiry*, 10. <https://doi.org/10.20343/teachlearninginqu.10.10>

Kohek, J., Edwards, M., Milaney, K., & Zwicker, J. (2021). Evidence-based and Community Engaged Pandemic Responses for Calgary. *The School of Public Policy Publications*, 14(9): 1-32.

Santinele Martino, A., & Kinitz, D. (2022). "It's just more complicated!": Experiences of adults with intellectual disabilities when navigating digital sexual fields. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 16(2), Article 6.

Boulton, T. & **Fontanilla, P.** (2022). "The Experiences of Men: A Look into Fibromyalgia." Blog Post for The Phoenix Project (created by Lauren Seabrook, CRDS Alumnus)