

**CORE 473**  
**Social Justice and the Labour Force**

**Instructors:**

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

Office hours are by appointment.

Student emails will be responded to within 24 hours.

**Time and Location:**

May 11-15, 9am-4pm

Online: Zoom

**Prerequisite/Co-Requisite:**

24 units (4.0 full-course equivalents) including at least one of Community Rehabilitation 205 or 207 or admission to BCR or BCR-C

**Course Description:**

Exploring the role of work for youth and adults with disabilities

**Overarching Theme**

This block week course will allow students will expand their knowledge about the role of employment in the lives of people with disabilities and the various types of providers of employment services.

**Global Objectives**

- The development of vocational rehabilitation and career development as a profession
- Conceptual frameworks in vocational rehabilitation and career development
- Social, psychological and cultural factors of disability (e.g., grief and loss, impact on family, income security).
- Occupational information and social justice in the labour force
- Vocational assessments and labour market information
- Career development theories in practice (e.g., Holland, Super, Work Adjustment Theory).
- Career development tools

## Learning Objectives

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

- Identify and plan for the social, psychosocial, cultural factors that impact a person with an adult onset disability.
- Utilize occupational information to develop Return to Work (RTW) programs.
- Identify appropriate components necessary for successful work and RTW programs.
- Identify and critique current research. (e.g. disability management, vocational evaluation, career trends, accommodation).
- Understand how career development theories are incorporated in practice

## Required Textbooks

**Textbook:** Shepard, B.C. & Mani, P.S. (eds.). (2014). *Career Development Practice in Canada: Perspectives, principles and professionalism*. Ceric

Chapters can be downloaded free from:

<http://ceric.ca/resource/career-development-practice-in-canada-perspectives-principles-and-professionalism/>

## A Note regarding readings

A list of required readings 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:

### Daily Quizzes (Day 1-4: 5%, Day 5:10%)

**30%**

Students are required to complete assigned readings the night before class and will complete a quiz at the end of the day Monday and the beginning of the day, Tuesday, Wednesday, Thursday and Friday.

### In Class Activities (To be handed in daily by each student)

**30%**

Students will work remotely on individual and group activities based on a series of questions provided each day and will prepare a short summary of their work at the end of each day.

### Group Presentations (Recording & Interactive Activity)

**40%**

Students working remotely from one another will create and record a group presentation about the role of social justice as it relates to the labour force and present on the final day of class. Students will play their recording and lead an interactive activity about the project during a live session. Recordings will be made available in case of internet connection issues. A series of topics will be provided on the first day of class. The presentation will incorporate a theoretical framework, a demonstrated understanding of the role and impact of social justice, and a labour force issue faced by people with disabilities. Project will be completed as a group, but group members must work with one another remotely. No in-person meetings are permitted.

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

### 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:**

Students must complete all components of the course work in order to pass this course. Because of the short duration of this course, late assignments will **not** be accepted.

Extensions will **NOT** be granted on any assignment. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

### **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:**

#### **Attendance**

Attendance is mandatory for all five days of the block week course and for the entire duration of class time each day.

#### **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, posted lecture videos, 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 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 business 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 (<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 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>

Date	Module / Topics	Readings	Assignments & Due Dates
Day 1: May 11, 2020	Introduction, History of Career Development, Career Key Concepts	Syllabus Textbook Chapter 1, 2, 3	Quiz #1 Student Activity #1
Day 2: May 12, 2020	Diversity & Social Justice, Policy & Rights	Textbook Chapter 4,  Taylor, S. (2004) The right not to work Available from: <a href="http://monthlyreview.org/2004/03/01/the-right-not-to-work-power-and-disability/">http://monthlyreview.org/2004/03/01/the-right-not-to-work-power-and-disability/</a>  Employment Policy and Disability in Canada <a href="http://www.disabilitypolicyalliance.ca/wp-content/uploads/2015/05/employ-polscan-270520151.pdf">http://www.disabilitypolicyalliance.ca/wp-content/uploads/2015/05/employ-polscan-270520151.pdf</a> (pg 1-7 and your own province)  Canadian Human Rights Commission: Duty to Accommodate: <a href="https://www.chrc-ccdp.gc.ca/eng/content/what-duty-accommodate">https://www.chrc-ccdp.gc.ca/eng/content/what-duty-accommodate</a>  People with Disabilities: Work and Employment: <a href="https://www.disabled-world.com/disability/employment/work.php">https://www.disabled-world.com/disability/employment/work.php</a>	Quiz #2 Student Activity #2
Day 3: May 13, 2020	Professional Ethics, Theoretical Foundations, Poverty, Disability & Employment	Textbook Chapter 5, 6, 10	Quiz #3 Student Activity #3
Day 4: May 14, 2020	Immigration, Disability, Refugees, & Aboriginal Perspectives	Textbook Chapter 11, 12, 13	Quiz #4 Student Activity #4
Day 5: May 15, 2020	Student Presentations		Cumulative Final Quiz #5 Student Presentations

## Schedule for CORE 473 S01

May 11-15, 2020

### Day 1: Monday May 11, 2020

Introduction, History of Career Development, Career Key Concepts

9:00-10:00	Introductions, Technical Requirements Check	Synchronous
10:00-10:30	Course Overview and Requirements	Synchronous
10:30-10:45	Break	
10:45-12:00	Lecture/Class Discussion	Synchronous
12:00-1:00	Lunch	
1:00-2:15	In Class Activity	Asynchronous
2:15-2:45	Large Group Discussion & Additional Content	Synchronous
2:45-3:00	Break	
3:00-3:30	Group Presentation Meeting	Small groups
3:30-4:00	Quiz #1	Asynchronous

### Day 2: Tuesday May 12, 2020

Diversity & Social Justice, Policy & Rights

9:00-9:30	Quiz #2	Asynchronous
9:30-10:30	Lecture: Social Justice	Synchronous
10:30-10:45	Break	
10:45-11:45	In Class Activity	Asynchronous
11:45-12:00	Group Discussion	Synchronous
12:00-1:00	Lunch	
1:00-2:00	Lecture: Policy & Rights	Synchronous
2:00-3:45	Group Presentation Work	Small Groups
3:45-4:00	Wrap Up	Synchronous

### Day 3: Wednesday May 13, 2020

Professional Ethics, Theoretical Foundations, Poverty, Disability & Employment

9:00-9:30	Quiz #3	Asynchronous
9:30-10:30	Lecture: Professional Ethics & Theoretical Foundations	Synchronous
10:30-10:45	Break	
10:45-11:45	In Class Activity	Asynchronous
11:45-12:00	Group Discussion	Synchronous
12:00-1:00	Lunch	
1:00-2:00	Guest Speaker: Poverty, Disability & Employment	Synchronous
2:00-3:45	Group Presentation Work	Small Groups
3:45-4:00	Wrap Up	Synchronous



**Day 4: Thursday May 14, 2020**

Immigration, Disability, Refugees, &amp; Aboriginal Perspectives

9:00-9:30	Quiz #4	Asynchronous
9:30-10:30	Lecture: Immigration & Refugees	Synchronous
10:30-10:45	Break	
10:45-11:45	In Class Activity: Aboriginal Perspectives	Asynchronous
11:45-12:00	Group Discussion	Synchronous
12:00-1:00	Lunch	
1:00-3:45	Group Presentation Work	Small Groups
3:45-4:00	Wrap Up	Synchronous

**Day 5: Friday May 15, 2020**

Interactive Student Presentations

9:00-10:00	Quiz #4	Asynchronous
9:30-10:30	Interactive Student Presentations	Synchronous
10:30-10:45	Break	
10:45-12:00	Interactive Student Presentations	Synchronous
12:00-1:00	Lunch	
1:00-2:45	Interactive Student Presentations	Synchronous
2:45-3:00	Break	
3:00-4:00	Interactive Student Presentations	Synchronous