

CORE 471.01
Community Rehabilitation Practice for Families and Their Children

Instructor:

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Office hours and policy on answering student emails:

Office hours: by appointment
Student emails will be answered within 24 hours of receipt during the week and within 72 hours over the weekend.

Time and location:

Tuesdays, 12:30-15:15, SB105

Pre-requisite/Co-requisite:

24 units (4.0 full-course equivalents) including at least one of Community Rehabilitation 205 or 209 or admission to BCR or BCR-C.

Course Description:

Families with children with disabilities in the context of the family relationships, support networks, schools and communities.

Overarching Theme

This course is focused on understanding and supporting families who have children with a disability. Our society upholds family “as a symbol of warmth and emotional bonds” (Guberman, 2001), as “naturally given and socially and morally desirable” (Barrett & McIntosh, 1982). Such idealized views can be gateways to expecting families to be many things and either hesitating to recognize needs and provide supports when families face challenges, or diminishing families with challenges because they do not conform to idealized notions. A main objective in this course is for you to expand your understanding of the complexities that families experience including demands and opportunities that present when a family has a child with a disability. This understanding will provide the basis for the second objective of this course which is for you to apply your knowledge about families by analyzing family needs and compiling resources and supports to address these needs.

Module 1. Theoretical perspectives on child development: approaches to and impacts of assessing child development

This module will introduce you to how to use different theoretical perspectives to approach the social, physical and behavioural milestones that most families look for in their children including how these milestones are assessed. This module will encompass traditional approaches to assessment as well as more contemporary approaches. Some impacts of assessment will be discussed.

Module 2. Theoretical perspectives on impacts of disability on families

How do families create the environment within which they manage their day to day lives when their child presents with a disability? This module will encompass several theoretical perspectives for understanding and responding to the impacts of disability.

Module 3. Supporting families: family circumstances and practical implications:

Anchored in the belief that families are able to identify their own needs and supports, this module will be an examination and application of ways to support families in these processes. Several approaches in relation to varied family circumstances will be presented.

Global Objectives:

- To integrate theory, research and practice
- To apply an interdisciplinary approach to Family-Centered practices
- To understand processes of identification and evaluation of family support needs and family-professional working relationships
- To critically evaluate family dynamics in terms of how these may be influenced when a family member has a disability.
- To identify and describe family issues and availability and access to supports and professional relationships in the community

Learning Objectives:

By the end of this course, students will:

- Describe and critically compare tools used to assess disability related needs
- Discuss and appreciate different levels and styles of interaction between family members (immediate and extended) and between family members and their professional support providers and programs
- Prepare a group presentation to demonstrate and compare conceptual approaches to understanding families of children with disabilities
- Develop a critical research paper through which to illuminate a gap in understanding families of children with disabilities and generate implications for professional practice in support of families of children with disabilities
- Through a cumulative final exam, identify, discuss and illustrate an array of family and family support concepts covered in course readings, peer and instructor discussions, and lecture notes

Required textbooks:

No text is required for this course

Required readings:

A list of required readings is provided at the end of the syllabus. Readings are available through the U of C library databases or Google Scholar. Required readings have been chosen to enhance understanding of lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Required readings may be of an unfamiliar nature and style. Students should allot sufficient time for multiple 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:

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| 1. D2L Discussion: Comparing assessment tools (Module 1) | 15% |
| 2. Group Presentations: Ways of understanding family experiences with disability (Module 2) | 25% |
| 3. Midterm Exam | 15% |
| 4. Paper: Research and practice directions related to family and disability (Module 3) | 30% |
| 5. Cumulative Final Exam (Modules 1, 2 & 3) | 15% |

D2L Discussion: Comparing assessment tools (15%)

Working individually, students will choose and research 2 formal tools used to assess children. You are asked to analyze the effectiveness and applicability of each tool and to identify evidence of a theoretical framing (examples: equity and rights; critical disability; feminist; family systems; family stress and coping; burden of care; quality of life) of at least one of your chosen tools. Take a critical eye to typical/atypical development and the positive and negative impacts of this labelling of child development. Your discussion is to be posted in a D2L discussion thread and should be approximately 400 words in length (10 marks). You are also required to “discuss”/comment on the assessment comparison discussion posts of at least two classmates (5 marks).

Due: January 31, 2020

Group Presentations: Ways of understanding families and disability (25%)

Working in groups of 4-5, students will locate and present a media story in which a family with a member with a disability is featured. Students will examine and present issues arising for the family. Students will identify and describe each of the 2 theoretical frameworks (examples per assessment assignment above: equity and rights; critical disability; feminist; family systems; family stress and coping; burden of care; quality of life) to discuss in how these frameworks guide understandings of the family’s experience.

Presentations Dates: February 4, 11, 25; March 3, 10, 17, 24, 31; April 7

Paper: Research and practice directions related to families and disability (30%)

Working individually, students will choose a theoretical perspective and design a hypothetical research project to examine some aspect of family experience with disability. Students will develop a research question/purpose, review existing literature related to their research question/purpose (4 sources minimum), and choose a methodology suited to addressing their research question. Anticipated hypothetical results should be outlined and hypothetical practice suggestions produced. These suggestions should encompass program design, and policy implications.

Due: March 24, 2020

Exams: (2 x 15%) March 3 & April 14, 2020

Exams will test recall and application of key frameworks for understanding families as discussed in class and required readings. Format will be T/F, multiple choice and short answer.

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:

Late assignments will lose 10% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero. **There will be NO exceptions to this policy.**

Extensions will NOT be granted 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 operated by Desire2Learn (D2L)

Desire 2 Learn 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 s/he gets all posted communications and documents and that s/he receives 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.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Conduct During Lectures

The 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 during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors.

Policies Governing the Course:

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 (<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/.

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 (jjlogan@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	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

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/ or email ombuds@ucalgary.ca

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca.

List of Required Readings

- Ben-Zur, H., Duvdevany, I., & Lury, L. (2005). Associations of social support and hardiness with mental health among mothers of adult children with intellectual disability. *Journal of Intellectual Disability Research*, 49(1), 54-62.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723.
- Brown, I., Anand, S., Fung, W. A., Isaacs, B., & Baum, N. (2003). Family quality of life: Canadian results from an international study. *Journal of Developmental and Physical Disabilities*, 15(3), 207-230.
- Canary, H. E. (2008). Negotiating dis/ability in families: Constructions and contradictions. *Journal of Applied Communication Research*, 36(4), 437-458.
- Cheuk, S., & Lashewicz, B. (2016). How are they doing? Listening as fathers of children with autism spectrum disorder compare themselves to fathers of children who are typically developing. *Autism*, 20(3), 343-352.
- Hooper, L. M. (2007). The application of attachment theory and family systems theory to the phenomena of parentification. *The Family Journal*, 15(3), 217-223.
- Lashewicz, B., Lo, A., Mooney, L. & Khan, H. (2012). Drawing the line: A case study of ambivalence in sibling support for adults with complex needs. *Issues in Mental Health Nursing*, 33 (11), 727-734.
- Madeo, A., Biesecker, B., Brasington, C., Erby, L. & Peters, K. (2011). The relationship between the genetic counseling profession and the disability community: A commentary. *American Journal of Medical Genetics Part A*, 155(8), 1777-1785.
- Macartney, B. & Morton, M. (2013). Kinds of participation: Teacher and special education perceptions and practices of 'inclusion' in early childhood and primary school settings, *International Journal of Inclusive Education*, 17(8), 776-792.
DOI: 10.1080/13603116.2011.602529
- Miller, E., Buys, L. & Woodridge, S. (2011). Impact of disability on families: Grandparents' perspectives. *Journal of Intellectual Disability Research*, 56(1), 102-110.
- Mitchell, J. & Lashewicz, B. (2018). Quirky kids: Fathers' stories of embracing diversity and dismantling expectations for normative play with their children with autism spectrum disorder. *Disability & Society*, 33, 1-18.
- Mooney, L. & Lashewicz, B. (2015). For the love of the child: Bestowing value amidst inconsistent inclusive education beliefs and practices for one student with severe disabilities. *Canadian Journal of Education*. 38 (4), 1-24.
- Moyson, T. & Roeyers, H. (2011). "The overall quality of my life as a sibling is all right, but of course, it could always be better". Quality of life of siblings of children with intellectual disability: The siblings' perspectives. *Journal of Intellectual Disability Research*, 56(1), 87-101.

National Association of Friendship Centres, (2006). Urban Aboriginal families of children with disabilities: Inclusion or Exclusion? University of Regina. Retrieved from: <https://indigenousworks.ca/sites/ahrc/files/attachments/Report-NAFC-Disability.pdf>

Oberklaid, F. & Drever, K. (2011). Is my child normal? Milestones and red flags for referral. *Australian Family Physician*, 40(9) 666-670. (pdf available via Google Scholar)

Ravindran N. & Myers, B. (2012). Cultural influences on perceptions of health, illness and disability: A review and focus on autism. *Journal of Child and Family Studies*, 21, 311-319.

Rydz, D., Shevell, M. I., Majnemer, A., & Oskoui, M. (2005). Topical review: Developmental screening. *Journal of Child Neurology*, 20(1), 4-21.

Scorgie, K., Wilgosh, L., & Sobsey, D. (2004). The Experience of Transformation in Parents of Children with Disabilities: Theoretical Considerations. *Developmental Disabilities Bulletin*, 32(1), 84-110. (pdf available via Google Scholar)

Summers, J. A., Poston, D. J., Turnbull, A. P., Marquis, J., Hoffman, L., Mannan, H., & Wang, M. (2005). Conceptualizing and measuring family quality of life. *Journal of Intellectual Disability Research*, 49(10), 777-783.

Wang, K. Y. (2012). The care burden of families with members having intellectual and developmental disorder: a review of the recent literature. *Current Opinion in Psychiatry*, 25(5), 348-352.

Woodbridge, S., Buys, L., & Miller, E. (2011). 'My grandchild has a disability': Impact on grandparenting identity, roles and relationships. *Journal of Aging Studies*, 25(4), 355-363.

Date	Topic	Readings
January 14	Course introduction	
January 21	Theories for understanding families Examples: Stress & coping; Burden; Stigma; Attachment; Ecological: Social Comparison; Systems; Critical Disability Studies; Ambivalence; Transformation	Bronfenbrenner, 1986; Canary, 2008; Hooper, 2007
January 28	NO CLASS Complete “approaches to assessment” assignment and share in D2L by January 31 Approaches to assessment; Genetic testing	Madeo, Biesecker, Brasington, Erby & Peters, 2011; Rydz, Shevell, Majnemer & Oskoui, 2005
February 4	Student presentations Group 1 Meanings associated with disability	Ben-Zur, Duvdevany & Lury, 2005; Wang, 2012
February 11	Student presentations Group 2 Meanings associated with disability (cont'd.)	Cheuk, & Lashewicz, 2016; Oberklaid & Drever, 2011
February 18	NO CLASS READING WEEK	
February 25	Student presentations Group 3 Disability meanings and culture	National Association of Friendship Centres, 2006; Ravindran & Myers, 2012
March 3	Midterm Exam Student presentations Group 4 Within family dynamics: Siblings	Lashewicz, Lo, Mooney & Khan, 2012; Moyson & Roeyers, 2011.
March 10	Student presentations Group 5 Within family dynamics: Grandparents	Miller, Buys, & Woodridge, 2011 or Woodbridge, Buys & Miller, 2011
March 17	Student presentations Group 6 Family transformation	Mitchell, & Lashewicz, 2018; Scorgie, Wilgosh & Sobsey, 2004 Moyson & Roeyers, 2011
March 24	Student presentations Group 7 Research paper due Family quality of life	Brown, Anand, Fung, Isaacs & Baum, 2003; Summers et. al, 2005
March 31	Student presentations Group 8 Inclusion	Macartney & Morton, 2013; Mooney, & Lashewicz, 2015
April 7	Student presentations Group 9 Final notes; exam review	
April 14	Final Exam	

