

CORE 473

Social Justice and the Labour Force

Instructors:

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Office Hours/Policy on Answering Student Emails

Office Hours: Mondays 5:30-6:15 (online) or by appointment
Email Policy: Student emails will be answered during office hours

Time and Location:

Mondays (Alt Weeks) 6:00-7:15pm MT
Location: Online Adobe Connect

Prerequisite/Co-Requisite:

27 units (4.5 full-course equivalents) including at least one of Community Rehabilitation 205, 207 or 209, 425, or admission to BCR or BCR-C

Course Description:

Vocational rehabilitation principles when working with persons with acquired and congenital disabilities

Overarching Theme

This on-line course includes synchronous and asynchronous components where 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.2 of the 2019-2020 Calendar.

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

Weekly Activities	30%
Social Justice Paper & Outline	40%
Final Take Home Test	30%

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 2018-19 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 25% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 48 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.**

In CORE 473, **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 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 During Seminars

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.

Electronic Devices

The Bachelor of Community Rehabilitation program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of both the user and those sitting nearby. Students are to refrain from accessing websites that may be distracting for fellow learners (i.e. personal email, Facebook, YouTube).

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

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 (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	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.

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 <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.

Date	Module / Topics	Readings	Assignments & Due Dates
January 13	Week 1: Introduction	Syllabus	Adobe Connect Live Session
January 20	Week 2: History of Career Development	Textbook Chapter 1	Activity 1: Due at 6pm MT in Dropbox
January 27	Week 3: Career Development Key Concepts	Textbook Chapter 3	Adobe Connect Live Session Activity 2: Due at 6pm MT in Dropbox
February 3	Week 4: Diversity & Social Justice	Textbook Chapter 4 Taylor, S. (2004) The right not to work Available from: http://monthlyreview.org/2004/03/01/the-right-not-to-work-power-and-disability/	Activity 3: Due at 6pm MT in Dropbox
February 10	Week 5: Policy & Rights	Employment Policy and Disability in Canada http://www.disabilitypolicyalliance.ca/wp-content/uploads/2015/05/employ-polscan-270520151.pdf (pg 1-7 and your own province) Canadian Human Rights Commission: Duty to Accommodate: https://www.chrc-ccdp.gc.ca/eng/content/what-duty-accommodate People with Disabilities: Work and Employment: https://www.disabled-world.com/disability/employment/work.php	Adobe Connect Live Session Activity 4: Due at 6pm MT in Dropbox
February 17	Winter Term Break. No content this week		

February 24	Week 7: Professional Ethics	Textbook Chapter 5	Social Justice Paper & Outline Due 6pm MT No Activity this week
March 2	Week 8: Theoretical Foundations of Career Counselling	Textbook Chapter 6	Adobe Connect Live Session Activity 5: Due at 6pm MT in Dropbox
March 9	Week 9: Poverty, Disability & Employment	Textbook Chapter 10	Activity 6: Due at 6pm MT in Dropbox
March 16	Week 10: Immigration, Disability & Employment	Textbook Chapter 11	Adobe Connect Live Session Activity 7: Due at 6pm MT in Dropbox
March 23	Week 11: Refugees, Disability & Employment	Textbook Chapter 12	Activity 8: Due at 6pm MT in Dropbox
March 30	Week 12: Aboriginal Perspectives, Disability & Employment	Textbook Chapter 13	Adobe Connect Live Session Activity 9: Due at 6pm MT in Dropbox
April 6	Week 13: Take Home Final Test	No Readings this week	Test Due April 7 th at 11:59pm MT