CORE 471.01
Community Rehabilitation Practice for Families and Their Children

Instructors:
Bonnie Lashewicz, Ph.D.
bmlashew@ucalgary.ca

Office Hours/Policy on Answering Student Emails
Office hours: by appointment
Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student’s @ucalgary emails within 24 hours of receipt and within 72 hours over the weekend.

Time and Location:
Tuesdays, 11:00 – 13:45

This course will take place online via Desire2Learn (D2L) and Zoom. Synchronous Zoom “lectures” and small group activities will be held each Tuesday during class time. These will be followed by asynchronous learning tasks – such as contributing to discussion boards and viewing videos - using the D2L learning environment. Students are encouraged to participate in all synchronous Zoom sessions. When participation is not possible, please inform the instructor in advance and plan alternative means of keeping up with Zoom session content through consultations with classmates and careful review of accompanying lecture notes.

Prerequisite/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 and more contemporary approaches to assessment. 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, this module will be an examination and application of ways to support families in identifying needs and accessing supports. 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 examine 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

Course Learning Outcomes
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 proposal 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, open-book 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

Learning Resources
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.** During lectures, instructors will proceed on the assumption that students have thoroughly read the assigned
readings. Required readings may be of an unfamiliar nature and style. Students should allot sufficient time for multiple reads of the assigned material.

Learning Technology Requirements
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.

In order to successfully engage in learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

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/.

Evaluation:
The University policy on grading and related matters is described in section F of the 2020-2021 Calendar. In determining the overall grade in the course, the following weights will be used:

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. Proposal: 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 must be a maximum of 300 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 29, 2021; comment on classmates posts due February 2, 2021**

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

Working in groups of 4-6, 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 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) and discuss how these frameworks can be used to guide understandings of the family’s experience.

**Presentations Dates:** via Zoom: February 2, 9 & 23; March 2, 9, 16, 23 & 30; April 6, 2021

**Proposal:** 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 26, 2021** via D2L Dropbox

**Exams:** (2 x 15%) Due: March 5 & April 15, 2021

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 2020-21 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). Sources used in research papers must be properly documented. 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:**

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<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>Outstanding performance</td>
<td>96-100</td>
</tr>
<tr>
<td>A</td>
<td>Excellent performance</td>
<td>90-95</td>
</tr>
<tr>
<td>A-</td>
<td>Approaching excellent performance</td>
<td>85-89</td>
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<tr>
<td>B+</td>
<td>Exceeding good performance</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>Good performance</td>
<td>75-79</td>
</tr>
<tr>
<td>B-</td>
<td>Approaching good performance</td>
<td>70-74</td>
</tr>
<tr>
<td>C+</td>
<td>Exceeding satisfactory performance</td>
<td>65-69</td>
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<tr>
<td>C</td>
<td>Satisfactory performance</td>
<td>60-64</td>
</tr>
<tr>
<td>C-</td>
<td>Approaching satisfactory performance</td>
<td>57-59</td>
</tr>
<tr>
<td>D+</td>
<td>Marginal pass</td>
<td>54-56</td>
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</tbody>
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### Missed and Late Components of Term Work:

**Students will lose 5% per day late past the deadline for all late assignments.** In this case, assignments cannot 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.

**Extensions will only be granted** 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).

### Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

### Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a ‘live’ video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. **Zoom links and passwords are only intended for students registered in the course.** Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. **Participants are required to use names officially associated with their UCID** (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: [https://elearn.ucalgary.ca/guidelines-for-zoom/](https://elearn.ucalgary.ca/guidelines-for-zoom/).

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

**Conduct During Lectures**
The classroom (whether in-person or virtual) 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 frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at [https://www.ucalgary.ca/policies/forms/title](https://www.ucalgary.ca/policies/forms/title).

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

**Use of Internet and Electronic Communication Devices in Class**
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 negatively affects the learning of the user and others during class time.

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](https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf).

**UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

**Copyright**
All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf](https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf)) and requirements of the Copyright Act ([https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html](https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html)) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy [https://www.ucalgary.ca/pubs/calendar/current/k.html](https://www.ucalgary.ca/pubs/calendar/current/k.html).

**Instructor Intellectual Property**
Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. 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
It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

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.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student’s academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor’s expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.


Additional information is available on the Academic Integrity website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

Recording of Lectures
Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

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 business days of first being notified of the grade. https://www.ucalgary.ca/pubs/calendar/current/i-2.html

**Sexual Violence Policy**
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary’s sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

**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 (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; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or 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 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. The exam dates are firm and will not be altered.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 12</td>
<td>Course introduction</td>
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<tr>
<td>January 19</td>
<td>Theories for understanding families</td>
<td>Bronfenbrenner, 1986; Canary, 2008; Hooper, 2007</td>
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<td>Examples:</td>
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<td></td>
<td>Stress &amp; coping; Burden; Stigma; Attachment;</td>
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<td>Ecological: Social Comparison; Systems;</td>
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<td>Critical Disability Studies; Ambivalence;</td>
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<td></td>
<td>Transformation</td>
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<td>January 26</td>
<td>Approaches to assessment; Genetic testing</td>
<td>Madeo et al., 2011; Rydz et al., 2005</td>
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<td></td>
<td>Discussion</td>
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<td>February 2</td>
<td><strong>Student presentations Group 1</strong></td>
<td>Ben-Zur et al., 2005; Wang, 2012</td>
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<td></td>
<td>Meanings associated with disability</td>
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<tr>
<td>February 9</td>
<td><strong>Student presentations Group 2</strong></td>
<td>Cheuk, &amp; Lashewicz, 2016; Oberklaid &amp; Drever, 2011</td>
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<tr>
<td></td>
<td>Meanings associated with disability (cont’d.)</td>
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<tr>
<td>February 16</td>
<td><strong>NO CLASS READING WEEK</strong></td>
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<tr>
<td>February 23</td>
<td><strong>Student presentations Group 3</strong></td>
<td>National Association of Friendship Centres, 2006; Ravindran &amp; Myers, 2012</td>
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<td>Disability meanings and culture</td>
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<td>March 2</td>
<td><strong>Student presentations Group 4</strong></td>
<td>Lashewicz et al., 2012; Moyson &amp; Roeyers, 2011</td>
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<td>Within family dynamics: Siblings</td>
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<td>March 9</td>
<td><strong>Student presentations Group 5</strong></td>
<td>Miller et al., 2011 or Woodbridge et al., 2011</td>
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<td>Within family dynamics: Grandparents</td>
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<tr>
<td>March 16</td>
<td><strong>Student presentations Group 6</strong></td>
<td>Mitchell, &amp; Lashewicz, 2018; Scorgie et al., 2004</td>
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<td>Family transformation</td>
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<td>March 23</td>
<td><strong>Student presentations Group 7</strong></td>
<td>Brown et al., 2003; Summers et. al, 2005</td>
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<td>Family quality of life</td>
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<tr>
<td>March 30</td>
<td><strong>Student presentations Group 8</strong></td>
<td>Macartney &amp; Morton, 2013; Mooney, &amp; Lashewicz, 2015</td>
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<tr>
<td></td>
<td>Inclusion</td>
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<td>April 6</td>
<td><strong>Student presentations Group 9</strong></td>
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<tr>
<td></td>
<td>Final notes; exam review</td>
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<tr>
<td>April 13</td>
<td><strong>Final Exam – take home; no class</strong></td>
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List of Required Readings


