Instructors:
Dr. Katrina Milaney
katrina.milaney@ucalgary.ca
403-220-5669

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. Please include CORE 591 in the subject line.

Time and Location:
Monday January 4th – Friday January 8th: 9:00 – 4:00 pm via Zoom / D2L
The course will be delivered in a synchronous format.

For online courses:
This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. This is block week course, so participation each day is essential to ensure completion of course requirements.

Prerequisite:
54 units

Course Description:
Advanced study topics in community rehabilitation. Current topics relevant to inclusion and exclusion will be reviewed. An examination of research in disability provides an opportunity for the student to learn, understand, and compare legislation, policy, and ethical frameworks that inform action. Frameworks of choice, respect, consultation, collaboration, and co-operation will be examined.

Overarching Theme
The ethical underpinnings of legislation, policy and service delivery will be examined. The course will identify and examine the ethical dilemmas in community that provide the foundation for activism.

Global Objectives
- Provide a solid foundation in understanding the politics of inclusion with a view to determining strategies and mechanisms to positively influence policy
- Study research and policy issues, with the intent of gaining a comparative understanding of different perspectives and approaches
- Assess coherency in legislation and policy
• Explore the ethical perspectives that influence the determination of legislation, policy and practice
• Weave together legislation, policy and ethics that are foundational to change processes
• Examine the relationship to professional ethics and identity
• Examine the social, economic and attitudinal influences evident in policy
• Examine the relationship between policy, practice and lived experience

Course Learning Outcomes

By the end of this course, students will be able to:
1. Understand international, national, provincial and local legislation
2. Develop a deeper appreciation of international perspectives and approaches, service structures and language of different jurisdictions
3. Develop an understanding of legislation, regulation, public and social policy, procedures and guidelines that impact individuals and families
4. Analyze the coherency of the various instruments, legislation, policy and service delivery frameworks, that impact inclusive practices internationally and nationally
5. Identify and evaluate the consequences, intended and unintended, of these collective instruments
6. Present a framework for policy development, analysis and change
7. Delineate the values and ethical principles that provide the foundation for policy development and implementation.
8. Understand differences in approach to disability research issues and/or policies based on cultural, policy and other factors.
9. Participate in an on-line dialogue to communicate with peers and instructors.
10. Demonstrate a critical social science approach to the topic of policy research, development and dissemination.

Learning Resources

Required Reading/Resources

Recommended Textbooks/Readings

Suggested websites:
• Disability rights education and defence fund http://www.dredf.org
• Disability Studies Resources at Ryerson University Library http://www.ryerson.ca/library/subjects/disability/index.html http://www.socialunion.ca/pwd/unison/unison_e.html
• National Center for Health Statistics (CDC) International Disability Classifications http://www.cdc.gov/nchs/icd.htm
• Social Policy in Canada – Human Resources and Development Canada http://www.hrdc-drhc.gc.ca
• United Nations Web Site
  http://www.un.org/

Background Policy References:
• Danish disability policy: Small steps, big change? (2003) In Hegelund, 1. (Ed.) (2003), In search of effective disability policy: Comparing the developments and outcomes of Dutch and Danish disability policies (pp. 93-109). Amsterdam: Amsterdam University Press.

Other sites and articles may be offered throughout the course and will be part of the requirements for D2L/Zoom conversations.
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 will have time during lectures to read assigned articles/chapters and will work in a group format to respond to daily discussion questions.** Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style.

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/](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. Assignments are meant to be cumulative in nature. This means that each assignment builds on previous readings and group discussions and helps to build overall capacity to understand and respond to disability and policy issues.

On day one, students will be put into groups and will be assigned a particular social issue that will be the focus of their examination of local, provincial, federal and/or international policy for the week. Daily assignments will include readings and discussion questions, which will be marked. Students will also be asked to develop a framework for analysis of the particular policy(s) that emerges as relevant to their assigned social issue, as it pertains to people with disabilities. The final assignment will be a self-reflection paper that is due two weeks following completion of the block week.

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

1. **Daily discussion questions and presentation to class (Monday to Thursday) 40%**
   Students will be given a reading list and discussion questions each day before lunch. After lunch, students will meet in their assigned groups and work through the questions. Students will return to the larger class
at 3 pm to present their results and a larger class discussion will follow. Each discussion is worth 10% and will be marked before the next day’s class.

2. **Policy analysis framework 30%**
   In their assigned groups students will use the class discussions and readings to develop a framework for analysis of a relevant policy related to their social issue. Sections of the framework will include a description of their social issue and why it is relevant for analysis (how does it impact people with disabilities? Why is it important to examine it?). A description of the policy (name, jurisdiction, what it addresses), the approach they would take for consultation (who would they talk to, what would they ask), possible consequences to amend the policy (cost, etc…). Student groups will be expected to find 3-5 peer-reviewed articles about their social issue/policy of relevance to support their arguments.

3. **Presentation to class of analysis framework 10%**
   On Friday afternoon, each group will present their framework using Prezi or PowerPoint. Class discussion will follow. Each group will be expected to come prepared with a question for each other group.

4. **Final reflection paper (due January 22, 2021) 20% (5 pages maximum)**
   Each student will construct a learning portfolio identifying key insights, confirming or disconfirming viewpoints.

There is no final exam for this class.

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:**

<table>
<thead>
<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>
</tr>
<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>Grade</td>
<td>Description</td>
<td>Range</td>
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<td>-------</td>
<td>-------------------------------------------------</td>
<td>-------</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>
</tr>
<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>
</tr>
<tr>
<td>D</td>
<td>Minimal pass</td>
<td>50-53</td>
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<tr>
<td>F</td>
<td>Did not meet course requirements</td>
<td>0-49</td>
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</tbody>
</table>

### Assessment Methods

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Description</th>
<th>Weight %</th>
<th>Due Date and Time</th>
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<tbody>
<tr>
<td>Student-led class discussions</td>
<td>Students will be given a question to answer based on current policy issues in Canada. Students will be asked to find at least three references relevant to the topic and will come to class prepared to lead the class discussion. Students will complete this each day Monday – Thursday</td>
<td>40%</td>
<td>Jan 4-7th 1-3 pm for groups project work 3-4 pm for class discussions</td>
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<tr>
<td>Policy Analysis Framework</td>
<td>Students will choose an area of interest and develop a framework to evaluate the international instruments, federal and provincial legislation, policy and service delivery initiatives that support this area.</td>
<td>30%</td>
<td>Jan 8th</td>
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<tr>
<td>Presentation</td>
<td>Based on the policy analysis paper, students will prepare a 15-minute presentation. Presentation to the class will be made on-line using PowerPoint and Adobe Connect</td>
<td>10%</td>
<td>Jan 8th</td>
</tr>
<tr>
<td>Learning Portfolio (6-7 pages)</td>
<td>Each student will construct a learning portfolio identifying key insights, confirming or disconfirming viewpoints</td>
<td>20%</td>
<td>Jan 22nd</td>
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</table>

**Missed Components of Term Work:**

**Students will lose 5% 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.

**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).

**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, 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.

**Attendance**

Attendance each day is important to fulfill the course requirements and be graded on all assignments. If students cannot attend on particular day, they should reconsider enrolling in this class.

**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
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.

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) and requirements of the Copyright Act (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.

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.

For information of the Student Academic Misconduct Policy and Procedures, please visit; https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf

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

MEDIA RECORDING (if applicable)
Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Media recording for lesson capture
The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked or will seek consent to include the identifiable student content to making the content available on University approved platforms.
**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](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/](http://www.ucalgary.ca/ssc/)
- Student Wellness Centre [http://www.ucalgary.ca/wellnesscentre/](http://www.ucalgary.ca/wellnesscentre/)
- Distress Centre [http://www.distresscentre.com/](http://www.distresscentre.com/)
- Library Resources [http://library.ucalgary.ca](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](https://www.ucalgary.ca/wellnesscentre/services/mental-health-services)) and the Campus Mental Health Strategy ([http://www.ucalgary.ca/mentalhealth/](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

**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](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

<table>
<thead>
<tr>
<th>Topic &amp; Reading</th>
<th>Instructor</th>
<th>Assignments/Due Dates &amp; Times</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong>: Introduction to course</td>
<td>Katrina Milaney</td>
<td>Jan 4, 2021</td>
</tr>
<tr>
<td>Overview of legislation, policy and inclusion</td>
<td>Student led</td>
<td>Lecture 9am-12pm</td>
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<td></td>
<td></td>
<td>1-3pm</td>
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<td></td>
<td></td>
<td>Student groups read:</td>
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<td>Student groups read the introduction chapter of Prince’s text and reflect on:</td>
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<td>There are obvious opportunities as well as issues when we look at jurisdictions. Including, coherence or, who is accountable for what and how do the levels of government help or hinder the development and advancement of policy.</td>
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<td>Group Discussion: 3-4pm</td>
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<td>Reconvene as a larger groups and students groups discuss:</td>
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<td>What are the implications on people with disabilities when there is a lack of coherence between the different levels of government as policy ‘trickles’ from UN declarations, to federal, provincial and municipal policy decisions?</td>
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<tr>
<td><strong>Day 2</strong>: Identifying policies that are relevant to different social areas</td>
<td>Katrina Milaney</td>
<td>Jan 5, 2021</td>
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<td></td>
<td>Student led</td>
<td>Lecture 9am-12 pm</td>
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<td></td>
<td></td>
<td>1-3 pm</td>
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<td>Background reading and group discussion: Students read chap 1 of Prince and find 2 sources for their policy instruments (policy or legislation) relevant to people with disabilities in the following areas:</td>
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<tr>
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<td>Group 1: employment</td>
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<td>Day 3: Program/service delivery and ethical frameworks</td>
<td>Katina Milaney</td>
<td>Jan 6</td>
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<tr>
<td>Student led</td>
<td>Lecture 9-12</td>
<td>1-3 pm</td>
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<tr>
<td>Student groups will find at least 2 scholarly sources that discuss the role of policy in influencing practice and the issues for marginalized people when policy is not responsive to their needs.</td>
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<tr>
<td>Group discussion 3-4</td>
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<tr>
<td>What are the elements of ‘good’ public/social policy?</td>
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<td>Why is it important for service providers, students, researchers to understand and challenge policy?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Day 4: Politics and power: disability and Canadian politics</th>
<th>Katrina Milaney</th>
<th>Jan 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student led</td>
<td>Lecture 9-12</td>
<td>1-3pm</td>
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<tr>
<td>Students read chapters 3 and 4 of Prince and find 2 sources</td>
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<tr>
<td>Group discussion 3-4</td>
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<tr>
<td>Consider Prince’s stance on social stratification, think about how this way of thinking has attempted to address social inequities in the way of providing social programs for those seen to be disadvantaged. Have the actions had the desired effect? Why or why not? Use some examples from the literature you find to illustrate your point of view.</td>
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</tbody>
</table>
| Day 5: Policy implications and citizenship | Katrina Milaney | Jan 8 9-12
Students read chapters 5 and 8 of Prince and reflect on the role of citizenship.
Find at least two sources to discuss the following:
Addressing your area of interest (employment, education etc), discuss activism, how people with disabilities are excluded from many discussions, how disability affects policy reform and how people with disabilities have been politicized.
Student presentations 1-3
Come back to the group discussion ready to present your policy analysis framework. Be prepared to pose thoughtful questions to each peer group
3-4 conclusions and wrap up

| Final Reflection paper | Due January 22 |