

UNIVERSITY OF  
CALGARY



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# CORE NEWS

VOLUME 3, ISSUE 1

WINTER/SPRING 2013


**ACTION REQUIRED**



A Call to Ensure Your Voice is Heard – Support the Return to Community and the Closure of Alberta’s last large institution for people with developmental disabilities

As you all know on March 11 the Alberta government announced the inevitable and necessary closure of Michener Centre and its plan to transition the 125 individuals living there to a life in community. This is an action that AAAL, as a family organization, along with almost every other family and disability rights related organization around the world has supported for many years. The Alberta government’s decision is supported by evidence from almost 50 studies and Alberta’s long and successful efforts to return those in institutions to community as well as closing institutions. AAAL is not simply interested in the closure of Alberta’s last large institution for people with developmental disabilities but in ensuring all Albertans with developmental disabilities and their families, along with those in Michener Centre have the supports they require for a good life in community. Alberta’s decision finally brings the province in alignment with the rest of Canada and much of the world.

**AAAL is appreciative of the many emails we've received in support of the government's decision but it is far more important for those of you who agree with this decision share your support with the government by directly emailing the Premier and your MLA,**

 Find us on  
**Facebook**

**by writing letters to the editor and posting your support online in response to the stories covered by the media.**

Those who oppose the closure and the return to community are making their position known, whether they have a family member in the institution today or know much about community living. However the stories of those who have always lived in community or who were previously living in institutions and now live in community have not yet made their way into the media's coverage or other public spaces.

The many thousands of us who have chosen, or fought, for our family members to live in community have always underwritten the costs of institutionalization even though the individuals served there do not vary in their needs from our family members and friends. That is, the cost of institutionalization has always consumed a larger proportion of the limited funds available to support people with developmental disabilities in Alberta. This will continue in the forthcoming year as the process of returning people to community will require an allocation of millions extra and a consequent impact on the funds available to support those living in community. AACL supports this allocation in the interests of those returning to community and their families having access to the best possible planning processes and supports to assist in their transition.

However, we are not supportive of the institution remaining open, continuing to consume an imbalance of funds with poorer outcomes than community living provides, requiring large expenditures of capital funds to maintain deteriorating buildings and threatening those in community by virtue of its existence and need to fill beds in order to survive. The only way Michener Centre can continue to exist is by having more individuals enter the walls and beds of the facilities, acquiring a continuing and increasing disproportionate amount of funding relative to the needs of the people living there, and obtaining a large infusion of capital funds, otherwise its closure is simply a matter of time given the ages of the individuals living there, the number who pass away each year and the condition of the facilities



**Remaining silent or quietly supportive of this vital Alberta government decision is not an option. We are asking those of you who support the government's decision, a decision consistent with every provincial/state, national and international organization that represents the interests of individuals with developmental disabilities and their families, Alberta's own experiences and the research literature, to make your position known.**

Now is the time to let the Premier, your MLA and the public know you support the government's decision. AACL will continue to monitor the process of the return to community to ensure families and individuals have access to personalized planning processes and choices with respect to where they will live in community, with whom and with what supports

Follow the links below to view the Premier's contact information and that of every MLA in Alberta. If you need any additional information please do not hesitate to contact our office.

- [Premier's contact information](#)
- [MLA's contact information](#)

Thank you for considering this request. Take a moment and make a difference.

Alberta Association for Community Living

Bruce Uditsky  
CEO

## Dr. Bonnie Lashewicz's Research Team Update

*Our team is making great progress in research endeavors to better understand the capacities and complexities of families providing support to people with disabilities and/or mental health issues. We are particularly interested in adult sibling relationships and father-child relationships. Our recent milestones in these areas include:*



Dr. Bonnie Lashewicz

**Samantha Cheuk**, 3<sup>rd</sup> Year Bachelor of Health Sciences is building on her data analysis work from last summer and writing a research report and article about "hybrid" identities of fathers of children with Autism Spectrum Disorder. She is interested in the ways these men navigate being protective providers as well as nurturers to their children.

As a result of Samantha's interest in gender issues and her extensive volunteer work with the University's Women's Resource Centre, Samantha is the 2013 recipient of the Sheila O'Brien Award!



From left to right:  
Dr. Bonnie Lashewicz, Emily Hutcheon, Amanda Lo, Laura Mooney, Alycia Horwood, Melanie D'Souza, Samantha Cheuk, Kassi Shave

**Melanie D'Souza**, 4<sup>th</sup> Year Bachelor of Health Sciences student, will defend her honours thesis on April 12, 2013. Her study is about the importance of the relationship between parents and siblings of adults with disabilities and/or men-

tal health issues.

**Emily Hutcheon**, MSc Student is doing thesis research about how ideas and experiences of resilience and vulnerability are constructed in relation to people with diverse ability sets.

working on two articles, one theoretical and one derived from interview data, about resilience as a family level experience.

**Alycia Horwood**, 4<sup>th</sup> Year Community Rehabilitation and Disability Studies stu-

Emily and Bonnie are

dent, is completing a research practicum focused on analyzing data, and writing a case study article, about five members from one family about their perceptions of protection and associated pressures in making sense of their care-giving and care receiving experiences.

**Amanda Lo and Hina Khan,** recent Community Rehabilitation and Disability Studies graduates, displayed copies of their first publication, an article co-authored with Bonnie Lashewicz and Laura Mooney, titled: Drawing the Line: A Case Study of Ambivalence in Sibling Support for Adults with Complex Needs. This article portrays a fascinating family and is in the Journal titled Issues in Mental Health Nursing, November, 2012, Volume 33, Number 11, pages 727-734. Contact Bonnie at: [bmlashew@ucalgary.ca](mailto:bmlashew@ucalgary.ca) if you would like a copy of this article.

**Jennifer Mitchell** began her PhD studies in September, 2012 and will focus on gaining understanding of how fathers of children with Autism Spectrum Disor-

der construct their identities in interaction with each other via online forums.

**Laura Mooney,** PhD Student: After completing her MSc in 2011 and working as a research assistant on both the Siblings Project and the Fathers Project, Laura will begin her PhD in fall, 2013 in the Faculty of Education with a specialization in with Curriculum and Learning. Laura's research will be focused on issues of inclusion in high schools. Laura will have her hands extra full as her first child is due to arrive on April 13, 2013!

**Val Pritchard,** MSc. Student, began her studies in January, 2012. Her thesis research will be focused on how the need for mental health services among Canadian youth compares with the actual use of these services.

**Kassi Shave,** 4<sup>th</sup> Year Community Rehabilitation and Disability Studies student, spent a good part of last summer analyzing stories of fathers raising children with ASD. Kassi is now finishing a research article about how fathers of sons with Autism define their parenting styles relative to the ways they were parented by their own fathers.

**Beth Parrott,** MSc, co-principal investigator on the Fathers raising children with ASD project, recently presented project findings at during a PD Day at Society for the Treatment of Autism. Beth facilitated a session focused on experiences of fathers and how programs do, and could, support fathers of children with ASD

Our team is making great progress in research endeavors to better understand the capacities and complexities of families providing support to people with disabilities and/or mental health issues

## CRDS-SA: Your Undergraduate Students' Association

The CRDS-SA is pleased to announce that after much hard work the Students' Association has been reinvigorated with greater membership and participation than ever before! *Thank you to all of those who have donated their time to the association – we couldn't have done it without you!*

For those of you who are unaware or unsure of what the CRDS-SA provides, here is a quick recap:

We are the Community Rehabilitation and Disability Studies Students' Association, and we aim to improve each student's experience in this undergraduate program through empowering [Community Rehabilitation and Disability Studies - Student Association](#) and advocating for students, as well as provide opportunities to hone leadership skills and network with professionals in the rehabilitation and disability studies fields. How do we fulfill this lofty mission? Certainly this cannot be done without the help of many willing and wonderfully helpful connections with faculty and members of the community. By hosting a number of events we hope to bring fresh opportunities to any student willing to participate.

The CRDS-SA is an entirely student-ran grassroots initiative, and we welcome anyone who wishes to contribute on any level. New ideas and fresh perspectives are always welcome. For more information on how to join, please refer to the 'How to get involved' section of this newsletter.

By:  
Kassi Shave

From Left to Right: Kayla King, Michaela Christensen, Nicole Hedin, Teresa MacGregor, Kassi Shave, Jen Brown, Sue-Len Chow, Paige Reeves



## VOLUME 3, ISSUE 1

### What has the CRDS-SA done this year?

What a busy year it has been! The CRDS-SA has been busy at work organizing a plethora of events to create fresh opportunities for the undergraduate majors and minors in our program. We kicked off the school year with the Student-Faculty Gathering in September, giving all of the attendees an opportunity to get to know their fellow students and professors that they will become acquainted with throughout their degree. This event was followed by our first ever Career Night, hosted in November. The Students' Association recruited a number of professionals (OT, PT, SLP, Social Work, Teacher, Professor, Practicum Coordinator) who all took time to speak about personal experiences in their respective field. The room was full and we got excellent reviews – we cannot wait for the next Career Night! Shortly after this event, in December we hosted our semester Town Hall Meeting where students were invited to come out and provide feedback about the program to both the Students' Association and Faculty.

**Save the date  
for next  
CRDS town  
hall meeting  
. . . in  
November**

Transitioning into the New Year, the CRDS-SA has divided into a number of teams focusing on event planning (Career Night, CRDS Mentorship Program, Town Hall), planning the implementation of an American Sign Language (ASL) course, keeping the distribution of hoodies smooth, handling student feedback and communication, and working in partnership with the Health Sciences Students' Association (HSSA).

### EVENTS

**Town Hall Meeting :** Town Hall meeting was held on March 25, 2013 at 5:00 PM.

**Career Night :** Career night was on April 1, 2013 at Mac Hall. 6:30-8:30 PM.

### ***CRDS Mentorship Program Recruitment***

The CRDS Mentorship Program will officially begin during Orientation Week 2013, this coming Fall. Are you looking to hone your leadership skills while helping your fellow students, not to mention build your resume? The CRDS-SA is now recruiting CRDS Majors to volunteer for the Mentorship Program. To be eligible for this program, you must be available on Thursday September 5, 2013 to attend the CRDS Mentorship Program event during Orientation week. Additionally, a mandatory training session will be held prior to Orientation Week. Multiple training dates may be held to accommodate the Mentors schedules. To apply or address any questions regarding the Mentorship Program, please email [crdsmentorship@gmail.com](mailto:crdsmentorship@gmail.com) and we will get back to you shortly.

### **How to get involved**

The CRDS-SA is growing rapidly and taking on more and more initiatives to benefit the students majoring and minoring in CRDS. Because of our rapid expansion and growing workload, we look forward to recruiting new members. If you would like to become involved in the CRDS-SA, the time you donate will be recognized on your Co- Curricular Record. **For more information about the Students' Association, please email [crd@ucalgary.ca](mailto:crd@ucalgary.ca)**




**Dr. E. Anne Hughson Ph.D.**

“People with developmental disabilities often don’t get the same chances in life as the rest of us,” says Hughson, who is the director of Community Rehabilitation and Disability Studies at the University of Calgary’s Faculty of Medicine.



**2ND ZERO PROJECT  
CONFERENCE 2013**



Individuals with developmental disabilities often face limited educational and employment opportunities, discrimination, and are subsequently more susceptible to live lives of poverty, social isolation, abuse and loneliness.

The University of Calgary’s Anne Hughson, PhD, has dedicated the past 25 years of her work with the Alberta Association for Community Living and post secondary institutions in Alberta to initiate and implement inclusive post-secondary education opportunities for those with developmental disabilities in hopes that it will help them secure better employment opportunities.

In February, she was invited to by the Essl Foundation and the World Future Council to attend second annual Zero Project conference held in Austria to present her work. The purpose of the conference was to discuss ideas. The conference was created to share innovative policies and practices that have been nominated as innovative in are helping to overcome conditions acting

as barriers to people with disabilities securing employment. Post Secondary Inclusion, selected by an expert panel, was one of 40 practices chosen as exemplary in areas of innovation, impact, chances for long-term growth and success, and scalability in providing a practical solution to improve the situation of those with disabilities.

While the definition of developmental disabilities can vary, typically it refers to individuals with an IQ of less than 70 and who require support to function in the community. Hughson says these individuals don’t want to see themselves as a burden to society and that they want to be able to work and contribute to community life.

Over the years, Hughson and her colleagues have been involved in the successful implementation of Alberta post-secondary educational initiatives welcoming students with developmental disabilities into authentic, inclusive academic environments. Currently, 18 post-secondary institutions in Alberta—one of the highest number of colleges, universities and technical institutes in any one province—have extended opportunities to these individuals so as to involve them in campus life, regular course-work and other academic activities such as labs and field work. As a result, over 70 per cent of graduates have gone on to secure employment with competitive wages. Employment rates for typical post-secondary graduates are approximately 82 per cent.



“We still have a lot to do to not just change attitudes but to transform the social structures that create these barriers, however, the opportunity for an inclusive post secondary education is certainly going in the right direction towards having individuals with developmental disabilities live their lives like everyone else,” she says.

## S.P. Cran and Family Graduate Scholarship

Arden Duncan Bonokoski is the 2012-13 recipient of the S.P. Cran and Family Graduate Scholarship.

Arden is currently working on a Masters in Disability Studies at the University of Calgary.

She is also a full time inclusion facilitator for the B.C. Initiative for Inclusive Post Secondary Education at the University

Her thesis work will explore the intersection of disability studies and radical (anarchist) social justice organizing.

-Dr. Cheryl Crocker

## Dr. Gregor Wolbring

**Dr Wolbring's latest publication:** "First Report of the Working Group on Energy Equity and Environmental Security" is available.

Moss, Jeremy; McMann, Michael; Rae, Jessica; Zipprich, Andrea; Macer, Darryl R.J.; Nyambati, Aori R.; Ngo, Diana; MingMing Cheng; Manohar, N.; Wolbring, Gregor. 2011. Energy equity and environmental security. Bangkok, Regional Unit for Social and Human Sciences in Asia and the Pacific (RUSHSAP), UNESCO Bangkok. v + 84 pp. ISBN 978-92-9223-421-8



<http://www.unescobkk.org/rushsap/ethics-and-climate-change/energyethics/eetwg7/>

**Dr Wolbring with students from the Bachelor of Health Science, Bachelor of Community Rehabilitation, Bachelor of Kinesiology, M. Sc Community Health Science Program published the following pieces published in peer reviewed journals since the last newsletter:**

Diep, L., & Wolbring, G. (2013). Who Needs to Fit in? Who Gets to Stand out? Communication Technologies Including Brain-Machine Interfaces Revealed from the Perspectives of Special Education School Teachers Through an Ableism Lens. *Education Sciences*, 3(1), 30-49. <http://www.mdpi.com/2227-7102/3/1/30>

Hutcheon, E., & Wolbring, G. (2013). Deconstructing the Resilience Concept Using an Ableism Lens: Implications for People with Diverse Abilities. *Dilemata International Journal of Applied Ethics*, 5(11), 235-252. <http://www.dilemata.net/revista/index.php/dilemata/article/view/200/241>

Noga, J., & Wolbring, G. (2012). The Economic and Social Benefits and the Barriers of Providing People with Disabilities Accessible Clean Water and Sanitation. *Sustainability*, 4(11), 3023-3041 <http://www.mdpi.com/2071-1050/4/11/3023>

Tynedal, J., & Wolbring, G. (2013). Paralympics and Its Athletes Through the Lens of the New York Times. *Sports*, 1(1), 13-36. <http://www.mdpi.com/2075-4663/1/1/13>

Wolbring, G. (2012a). Citizenship Education through an Ability Expectation and "Ableism" Lens: The Challenge of Science and Technology and Disabled People. *Education Sciences*, 2(3), 150-164 <http://www.mdpi.com/2227-7102/2/3/150>

Wolbring, G. (2012). Ethical Theories and Discourses through an Ability Expectations and Ableism Lens: The Case of Enhancement and Global Regulation. *Asian Bioethics Review*, 4(4), 293-309 (if interested please email me for a copy [gwolbrin@jucalgary.ca](mailto:gwolbrin@jucalgary.ca)).

Wolbring, G. (2012b). Expanding Ableism: Taking down the Ghettoization of Impact of Disability Studies Scholars. *Societies*, 2(3), 75-83 <http://www.mdpi.com/2075-4698/2/3/75>

Wolbring, G., & Ball, N. (2012). Nanoscale Science and Technology and People with Disabilities in Asia: An Ability Expectation Analysis. *NanoEthics*, 6(2), 127-135.

- Wolbring, G., & Leopatra, V. (2013). Sensors: Views of Staff of a Disability Service Organization. *Journal of Personalized Medicine*, 3(1), 23-39. <http://www.mdpi.com/2075-4426/3/1/23>
- Wolbring, G., Leopatra, V., & Yumakulov, S. (2012a). Climate change, water, sanitation and energy insecurity: Invisibility of people with disabilities. *Canadian Journal of Disability Studies*, 1(3), 66-90 ; <http://cjds.uwaterloo.ca/index.php/cjds/article/view/58/79>
- Wolbring, G., Leopatra, V., & Yumakulov, S. (2012b). Information Flow and Health Policy Literacy: The Role of the Media. *Information*, 3(3), 391-402 <http://www.mdpi.com/2078-2489/3/3/391>
- Yumakulov, S., Yergens, D., & Wolbring, G. (2012). Imagery of people with disabilities within social robotics research. *Proc.ICSR, LNAI, 7621*, 168-177

### **Dr Wolbring also blogged for an Australian news outlet during the Paralympics**

- Wolbring Gregor. (2012). Paralympics vs Olympics coverage: uneven at best. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; <https://theconversation.edu.au/paralympics-vs-olympics-coverage-uneven-at-best-9429>
- Wolbring Gregor. (2012). ) Where will it end: Enhancement-lympics....?. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; <https://theconversation.edu.au/where-will-it-end-enhancement-lympics-9426>
- Wolbring Gregor. (2012). Why does one boost? An under researched area. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; <https://theconversation.edu.au/why-does-one-boost-an-under-researched-area-9247>
- Wolbring Gregor. (2012). To define oneself as less able: A prerequisite for a Paralympian?. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; <https://theconversation.edu.au/to-define-oneself-as-less-able-a-prerequisite-for-a-paralympian-9241>
- Wolbring Gregor. (2012). Superhip to supercrip: the ‘trickle-down’ effect of the Paralympics. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; ; <https://theconversation.edu.au/superhip-to-supercrip-the-trickle-down-effect-of-the-paralympics-9009>
- Wolbring Gregor. (2012). ) Leg-ism leaves some Paralympic stars out on a limb. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; <https://theconversation.edu.au/leg-ism-leaves-some-paralympic-stars-out-on-a-limb-9008>
- Wolbring Gregor. (2012). Expectations of the Paralympics for. *Paralympics Team Blog; The Conversation*, Melbourne, Australia; <https://theconversation.edu.au/expectations-of-the-paralympics-9127>

One of the students of Dr. Wolbring, Kalie Mosig a Bachelor of Health Science student won first prize for poster presentation (out of 19 posters) at the 22nd History of Medicine days international conference, hosted at the University of Calgary with the title Portrayal of Autism in two Canadian Newspapers: The Globe and Mail and the Calgary Herald

**Special Issue of the International Journal of Disability, Community & Rehabilitation (IJDCR) with the theme What Sorts of People Should There Be?**, edited by Gregor Wolbring, Associate Professor Community, Rehabilitation and Disability Studies, Department of Community Health Sciences, Faculty of Medicine, University of Calgary, Canada is now available at [http://www.ijdc.ca/VOL12\\_02/index.shtml](http://www.ijdc.ca/VOL12_02/index.shtml)

**Articles:**

What Sorts of People Should There Be? From Descriptive to Normative Humanity, by Kirk Allison  
Portrayals of and Arguments around different Eugenic Practices: Past and Present, by Natalie Ball and Gregor Wolbring

Ethically Communicating a Prenatal Down Syndrome Diagnosis: a Theoretical Model Describing its impact on Pregnancy Termination Decisions, by Zachary P. Hart

Screened Out of Existence: The Convention on the Rights of Persons with Disabilities and Selective Screening Policies, by Janet E. Lord

Prohibiting Preferences: Unjustifiable Discrimination against Deaf People Who Want a Deaf Child, by Albany Lucas

What Sorts of People Should be Included... and How? Introducing the BMX model of Inclusion, by Erica S. McFadden and Judith A. Snow

In the Best Interests of Whom? Wrongful Life and Birth Torts: A Regretful Return of State-Sanctioned Ableism, Ian McIntosh and Anne Sommers

Dumps For Humans: the Institutionalization and Citizenship of People with Intellectual and Psychiatric Disabilities in Guatemala, by Samantha L. Serrano

## JACQUELINE NOGA

**A Student of Bachelor of Health Sciences won first prize in the poster competition in the category of social implications at the International conference “Growing the Bio-economy: Social, Environmental and the Economic Implications October 2-5, 2012 Banff, Alberta, Canada.**

## The Ethics Of Community Engagement



Dr. Jean Pettifor Lecture  
Feb 11, 2013

From both sides now: The Ethics of Community Engagement –: *CRDS* hosts the Jean Pettifor lecture for university and community participants.

Faculty members, students, community members and community engagement staff from the university and Alberta Health spent a productive evening exploring the need for an Ethic of Community Engagement. This article is a summary of the panel presentation. Next issue we will publish the results of the world café that gathered data about what Community Engagement meant to the participants.

Nancy Marlett, faculty member of *CRDS* and host for the evening introduced the evening. Often we talk about community engagement as an opportunity to share our knowledge with others, co sponsoring research or ,funding sources for pet projects but engagement is a two way process. Universities need community partners as much as we think they need us. Her five lessons for Community Engagement are: plan carefully, negotiate in good faith, don't take over, keep your boss informed and know your exits.

There are many strategies: store fronts clinics and re-sources, co ops and temporary jobs for students, guest lecturers in service and credit courses, practicums and research. This evening taps into our experience, recognizes our traditions with research ethics protocols and practicum contracts to think aobut the broader ethics of community engagement and sustainable partnerships. The question asked include: 'what you think Community Engagement could be, how it could benefit each of us, what we have to offer and the risks inherent in community/ campus partnerships''



Erin Kaipainen, Director of Student Leadership Development and Engagement represented the University perspective. While acknowledging community service the above options, she called to combine theory and practice knowledge to foster to take on more substantial roles for community partners. She spoke to the need for ethical frameworks to guide university programs and protect communities who work with us.

The university demonstrates its interest in Community Engagement, in the Eye's High strategic mission (integrate the university with the community) and our academic plan (comprehensive model for ethical, socially responsible and sustainable partnerships that focus on the mutual benefit for all). There are also an increasing number of faculty members applying for seed grants to foster service learning (sponsored by the Students' Union) that place equal emphasis on student and community benefit.

Service learning has demonstrated benefits to students (career, leadership, personal development) but communities seem to return to the cutting room floor once projects are over. If we are committed to ***ethical, socially responsible, sustainable partnerships with mutual benefit for all***, we all must work to understand the power dynamics begin the dialogue today about ethical community-campus partnerships

Dr. Irene Estay was a government official working to improve the options for persons with disabilities before she retired to teach ethics courses in professional practice at the university and to found Openings, a peer support model for immigrant women who help themselves by helping others. She spoke clearly about the obligation of those wishing to create community partnerships to humble ourselves to the partners and to listen for what they can offer as well as what they need. Having an agenda and pre conceived idea is never going to create a true partnership or collaboration. Over the years, engaging communities and groups have taught her that when you allow people to support themselves, advocate for their needs and create their own goals, opens doors for us to become the bridge or facilitator of resources. We need to change our attitudes of being the expert and learn to learn by placing ourselves in a position of service. In the end, we all need similar things, we all collaborate to learn and to grow, we all have expertise and knowledge to share. We can learn to work together for our communities, students and society at large.



Dr. Jean Pettifor, long time sessional faculty in ethics, researcher and policy developer – and the reason for the Dr. Jean Pettifor Lecture on Applied Ethics, shared her insights and challenges in moving past our reliance on mandatory, prescriptive and legislative ethical codes. She spoke of the power of ethics to be living and affirming as opposed to a force for surveillance and punishment. She shared some of her international work with professions and professional bodies who were searching to find more dynamic ways of dealing with complex situations with conflicting principles or interests and persons who have traditionally been undervalued. While the role of prescriptive ethics was intended to protect the public by specifying what is acceptable and what is not as a basis for processing disciplinary complaints through a legislative authority, they are of little value in creating ethical partnerships based on mutual benefit and goals.

She spoke about her work with the Canadian Code of Ethics for Rehabilitation professionals, a multidisciplinary body covering a wide range of services and the International Declaration of Ethical principles for Psychologists. Both introduced a new role and scope of Ethics that speaks to the complexity of engaging with community groups.

Following the presentations the large group took part in a community café format to capture the ideas and suggestions from the community, students and university faculty and staff.

The following ideas are a preliminary attempt to move this agenda forward based on Jean's guidance and the input of the other speakers and participants:

1. The need to begin with of set moral values that speak to engagement. For example, respect is a major value that underlies any relationship or partnership. Values related to individual integrity, competence and contributions to society emerge as well. Other public and community engagement initiatives have worked on this as well, especially in the UK, the USA, Australia and the European Union.
2. A process to bring life to the values. An overarching commitment to ethical values for community engagement would allow each faculty, project or service learning activity to negotiate how to enact these values. For example, after the evening sessions, Jean worked with a group creating a model of patient engagement research and they defined what the respect, integrity, competence and contribution to society would look like and then went on to look at the behaviours that would indicate the enactment of these values.
3. A process to negotiate specific concerns or risks within specific projects. This would enable all partners to discuss and negotiate the markers of community engagement specific to their goals and activities.
4. A method of revisiting the goals and the ethical framework when misunderstandings or changes arose.



Jean challenged us to think beyond the restrictions of ethics to the potential of ethics and to begin the process of working together with optimism rather than the fear of restriction. The input and tone of the evening indicated that there is a long way to go but all sides see the importance of community engagement and campus/community scholarship.

If you would like to receive a summary of the data collected and the suggestions for proceeding please contact us if you were not part of the evening's events

