



UNIVERSITY OF  
CALGARY

# CORE NEWS

VOLUME 3 ISSUE 3 FALL/WINTER 2015

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## RECOGNITION OF AWARD



Congratulations to Dr. Gregor Wolbring who has been awarded the 2014 BHSc Research Mentor Award. The award recognizes his important contributions to teaching and learning within the O'Brien Centre for the Bachelor of Health Sciences Program.

**Are you a BCR graduate? We would love to hear your story.**

**Please email [rdesai@ucalgary.ca](mailto:rdesai@ucalgary.ca) and we'll share it with fellow alumni and our community partners.**





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## FALL CONVOCATION

Fall Convocation took place November.10th at the Jack Singer Hall.

CRDS had 10 graduating in the Fall convocation and we are very proud that one of our students graduated with distinction.

We wish all of our CRDS-BCR students the best in their future endeavors.



Call  
for  
Interview  
**Participants**

## Research on Voices of Adults with Disabilities amidst their Family Care giving Contexts Bonnie Lashewicz and Team

For the past year, our research team has been focused on questions of how to better “hear” the voices of adults with disabilities. Our work on this topic is rooted in concern that the less conventional voices of adults with disabilities are under-represented in research and more broadly, are subject to being lost or overshadowed amidst the more articulate voices of others. Accordingly, we are conducting a study where we are interviewing adults with disabilities together with one or both of their caregiving parents. We want to examine how adults express themselves in their parent caregiving contexts and what researchers can learn from the dynamics of these interactions. Our ultimate goal is to contribute understandings of ways adults with disabilities can be facilitated in directing their own lives.

**Call for interview participants:** We are looking for adults with disabilities willing to take part in two interview together with one or both of their caregiving parents. Interviews will be informal conversations about the interests, activities and support needs of the adult with a disability and the roles of caregiving parents in facilitating these interests, activities and needs being understood.

For further information, please contact Bonnie Lashewicz

Email: [bmlashew@ucalgary.ca](mailto:bmlashew@ucalgary.ca)

Phone: 403 220-4980

## CRDS-SA: Your Undergraduate Students' Association

The CRDS-SA has had an incredibly full and exciting Fall semester! For those of you who are unaware or unsure of what the CRDS-SA is here for, 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 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 aid of many willing and wonderfully helpful connections with faculty and members of the community. By hosting a number of events and pursuing prestigious goals, we hope to bring fresh opportunities to any student willing to participate.

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

This semester the Community Rehabilitation and Disability Studies Association worked very hard! One of our main goals was recruitment of new members, as many of our previous members have graduated. We were able to make a presence in classrooms and now are happy to announce we have fifteen new members!! We also held a Meet N' Greet to allow students to get to know each other, to create a broader sense of community within our program. Lastly, we started a pilot mentorship program. This allowed students who were new to the program to connect with students in their final years. This gave them the opportunity to ask questions, find support and meet new people. It has been a great success thus far and we only hope to see it expand.

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



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

As we move into winter semester, we are looking to host a Master's Students Fair in order to give our students the opportunity to understand the process for applying to a Master's program, what the course work is like and what careers may come of it. So keep your eye out for the time and date for this great event!

Lastly, we are always looking for new members! If you are interested in joining CRDS-SA or have any further questions please email us at [kayrk-ing@gmail.com](mailto:kayrk-ing@gmail.com). Good luck on this coming semester!!

The next CRDS town hall meeting will be in March. More details to come.

## 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, growing workload, and graduating members, 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. Now truly is the time to join as many of our current members graduate this April and there will be many opportunities available for members in the Fall of 2014, so get involved now to see what we are all about and set yourself up for a great Fall 2014! **For more information about the Students' Association, please email [crd@ucalgary.ca](mailto:crd@ucalgary.ca)**



Open Access from Dr Wolbring's research group:  
[http://www.crd.s.org/research/faculty/Gregor\\_Wolbring.shtml](http://www.crd.s.org/research/faculty/Gregor_Wolbring.shtml)

**Research interests: Ability expectation and ableism studies; Disability Studies; portrayal of people with disabilities; Social, ethical, legal, economic, environmental, cultural and governance issues of new, emerging and converging sciences and technologies (S&T) such as nanoscale S&T, molecular manufacturing, aging, longevity and immortality research, cognitive sciences, neuromorphic engineering, genetics, synthetic biology, governance of bodily enhancement S&T, artificial intelligence and social robotics; impact of S&T on: marginalized populations especially disabled people; Sports; human security (food, climate, water, energy...); models and determinants of health; global health, tele-health/e-health, health- (technology assessment, law, care and policies); issues; media analysis.**

**You can contact Dr. Wolbring at [gwolbrin@ucalgary.ca](mailto:gwolbrin@ucalgary.ca)**

## Education Tool

A new webpage <http://eugenicsarchive.ca/> that covers the history of Eugenics in Western Canada. Is now live. Eugenics Archive is the collaborative work of scholars, sterilization survivors, students, and university and community partners in challenging eugenics. *The project is funded by the Social Science and Humanities Research Council of Canada Community University Research Alliance Program.* Dr Wolbring is the University of Calgary Site PI ( Overall PI Rob Wilson), University of Alberta.

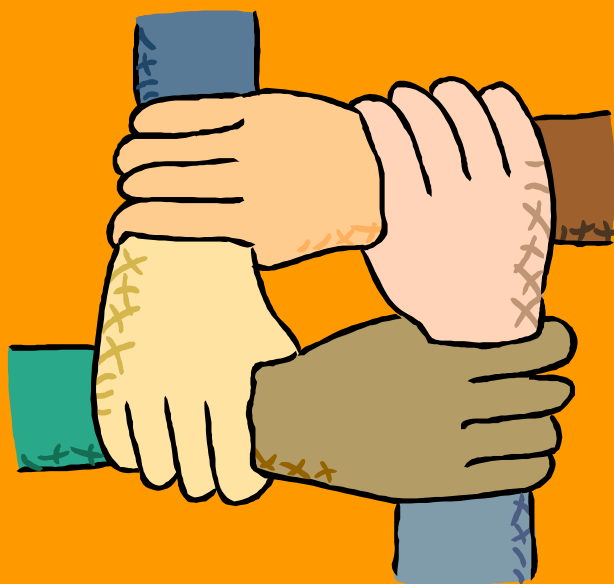
## Paper

The documentary "Fixed The Science/Fiction of Enhancement" won the first prize in the category documentary over 30 minutes at the Picture this the Calgary Disability Film Festival. <http://www.ptff.org/> Dr Wolbring is featured as one of the "cast member" listed on the webpage of the film <http://www.fixedthemovie.com/>

## Articles published

- Ball, N., & Wolbring, G. (2014). Cognitive Enhancement: Perceptions Among Parents of Children with Disabilities. *Neuroethics*, online first open access 1-20.
- Billawala, A., & Gregor, W. (2014). Analyzing the discourse surrounding Autism in the New York Times using an ableism lens. *Disability Studies Quarterly*, 34(1), no page numbers
- Diep, L., Cabibihan, J.-J., & Wolbring, G. (2014). Social robotics through an anticipatory governance lens. *LNAI*, 8755, 116-125.
- Noga, J., & Wolbring, G. (2014a). The Oil and Gas Discourse from the Perspective of the Canadian and Albertan Governments, Non-Governmental Organizations and the Oil and Gas Industry. *Energies*, 7(1), 314-333.
- Noga, J., & Wolbring, G. (2014b). Views on Water Management from Students of Different Faculties at the University of Calgary: Developing Water Policies Using Focus Groups. *Journal of Sustainable Development*, 7(5), p189.

- Panesar, S., & Wolbring, G. (2014). Analysis of North American Newspaper Coverage of Bionics Using the Disability Studies Framework. *Technologies, 2*(1), 1-30.
- Wolbring, G. (2013). Subjective Wellbeing, Body-Related Ability Expectations and Peace. *International Journal of Peace Studies, 18*(2), no page numbers.
- Wolbring, G. (2014). Ability Privilege: A needed addition to privilege studies. *Journal for Critical Animal Studies, 12*(2), 118-141.
- Wolbring, G., & Lashewicz, B. (2014). Home care technology through an ability expectation lens. *Journal of Medical Internet Research, 16*(6), e155.
- Wolbring, G., & Mackay, R. (2014). Analysis of Newspaper Coverage of Food Security through a Disability Studies Lens. *Journal of Sustainable Development, 7*(4), 1-26.
- Wolbring, G., & Yumakulov, S. (2014). Social Robots: Views of Staff of a Disability Service Organization. *International journal of social robotics, Online First*, 1-12.



# International Journal of

# IJDCR

## Disability, Community & Rehabilitation

Published by International Disability Research  
Centre on Social & Economic Innovation

**VOLUME 13, NO. 1**  
**2014**

►► *In this issue...*

### Articles

[Cambodian Caregiver's Self-Efficacy and Knowledge Beliefs Regarding their Children with Developmental Disabilities-- An Exploratory Study](#), by Nilofer C. Naqvi, Helen L. Johnson, Som Sophal, Duong Vibol, Dim Sophearin and Jay Verkuilen

[Can Assistive Technology help people with disabilities obtain employment?](#), by Patricia Johnston, Lyn Jongbloed, Tim Stainton and Donna Drynan

### From the Field

[Improving health care for individuals with mobility impairments in Ontario, Canada: A primary care-based interprofessional Mobility Clinic](#), by Joseph Lee, James Milligan, Loretta Hillier and Colleen McMillan

The International Journal of Disability, Community and Rehabilitation (IJDCR) has received about 2 dozen excellent submissions this year, two of which have been published in Volume 13, No 1.

Submissions arrive from all over North America, and from as far away as India and South Africa, underlining the journal's mandate to present regional and internationally comparative voices and perspectives from Canada and internationally.

A third research article, entitled *Cambodian Caregiver's Self-Efficacy and Knowledge Beliefs Regarding their Children with Developmental Disabilities. An Exploratory Study* is currently awaiting approval by its authors, and will be posted before the end of the year.

Welcome our new faculty

## **Dr. *Katrina Milaney***

“Dr Katrina Milaney joined our faculty in July of 2014. Dr Milaney brings several years experience in community based research and public policy analysis. Her areas of interest are gender, disability and homelessness. Dr. Milaney is an executive steering committee member for the Canadian Observatory on Homelessness and hopes to engage in two research projects this year specific to the experiences of mothers and children who are homeless.

# Thai Experience Special Education Schools

-Carol Johnson

*One problem faced in Thailand is that if someone is born with a disability, that person is to be disabled due to something done in a previous life.*



She was 5 years old and her father wanted her to go to a Thai school with her sister; this would not be such a problem if they lived in Canada but in Thailand it was asking the “impossible” as their school system is much like the systems in the 50’s in Canada. There is no inclusive education and no one seems to worry about it. Her father, Ivan, approached me and I volunteered to help him in his quest. I had been successful in creating inclusive placements for students in two different International Schools in Pattaya and thought that this would be a new challenge.

One problem I face in Thailand is that if someone is born with a disability, that person is to be disabled due to something done in a previous life. Therefore, there is not much done to change the circumstances of one’s life. Tashy, who has Autism and is not verbal, was allowed to roam around but there was no expectation of learning or of changing her behaviors; teachers were friendly to her and gave her lots of hugs, but no one expected much of her. She climbed where other children were not allowed to go, she drank from everyone’s cup, and she strewed toys everywhere and was not expected to put them away. She was not toilet trained and did not feed herself. She was not expected to sit, listen or do any school related tasks. Meanwhile, she lived in a world where her mother, teachers and peers spoke Thai and her father spoke English, she was expected to be bilingual by “osmosis”. Students with disabilities go to “Special Education Schools”, which are usually poorly funded, poorly equipped and staffed with people who mean well but don’t push for changes. Suggesting that a child with a disability go to school with her peers was ...”not done”.

Ivan, and I met with the Director of the School and I offered to help the school in any way that I could to have Tashy join the school. Since it was near the end of the year, the Director was willing to allow Tashy to attend school and see how things worked out. I joined in the classroom activities and modeled various ways to include Tashy and ways to manage her behavior. This was challenging because I don’t speak much Thai and the teachers don’t speak much English. Therefore, I could not back up my actions with any discourse. Staff watched as we went about our activities. They watched and waited. After two weeks of modeling, I started indicating that I wanted staff to try what I was doing. I set up a small space for Tashy’s “one-to-one” work in a separate area; I would show the teachers different teaching tasks and then have them practice the same technique. I then faded my attendance to twice a week. When I left each day, I asked the teacher follow the training sequence at least twice daily. I also included brushing and deep compression as part of her program. We set up a timed toilet training program that was to be followed daily. Since Tashy was non-verbal I started to introduce Thai Sign Language using photos and gestures. I also met with her parents and set up an in-home program to start to build communication and some self help skills.

I knew that Tashy needed need extra support on a daily basis in the classroom if she was to benefit from her placement. At the end of the term, we met with the Director and Ivan offered to pay the salary of an extra who would work specifically with Tashy and I would train that teacher. This was all new to the Director but she agreed and hired a second teacher for that room. Everyone was pleased with the outcome so far and trusted that Tashy would do well in the next school year.

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Over break, I offered a 2 hour “seminar” to all of the school staff, between my power point and dramatics, my weak Thai and their weak English I was able to share pertinent details on how to support Tashy within the larger school environment.

It has been 8 months since we began this project and I am pleased to report that Tashy now says with the group for all of her classes, she is almost toilet trained, can find her own drinking cup and will hold a crayon. She attends to a wide variety of tasks and can respond to many simple instructions. As the teachers see her improved abilities, they are now coming up with more goals for Tashy. We are still focusing on developing a communication system using both sign and pictures, this is a biggest challenge as she needs to learn in two languages simultaneously. Last month the teachers came to me and told me that they did not want to take Tashy out of the room any more for her 1-1, they wanted to keep her in the room with the other kids. I was very pleased with this as it means that they now “own” her educational program. I have cut back my visits to one morning a week and am quite pleased with what I see happening in the classroom. Interestingly, I have “found” two other children who probably have autism and the Director and teachers are open to my suggestions and advice for these two young students as well. Previously, these children would have been asked to leave the school but now they are seen as having extra learning needs and we are busy finding ways to include them in more and more classroom activities. The parents of these two children are unwilling to have any conversations about additional support, they seem reluctant to discuss their child’s needs but the Director is willing to try to support these two students with what little support the school and I can offer.

Thai teachers are not taught about inclusion and have no experiences with the concept. They have no models to follow and no “imagining” of how this could work. On the other hand, they are not caught up in the “politics of inclusion” and have no vested interests in proving it does not work. They remind me of the teachers I met in the early years when inclusion was not a “political hot potato”; when we would work together to ensure success in a classroom without all the hoopla that now seems to be attached to inclusion. I am very proud of what this one small school is achieving. It is truly gratifying to see the teachers discovering that they are able to teach a child with a disability. All of the staff in the school are learning about inclusion and I hope that this, in turn, changes their views and practices over time.



### About the Author:

**Carol Johnson now lives in Thailand, started the first International School for Special Needs in Pattaya in 2009; she retired from full time teaching in 2013 and now offers support and consultation to schools wishing to include students with disabilities.**

## ASSISTED SUICIDE

### RECENT LEGAL CASES WHICH MAY BE OF INTEREST

- Jim Conway

The issue of physician assisted suicide and the “right to die with dignity” is before the Supreme Court of Canada in the case of Lee Carter, et al. v. Attorney General of Canada, et al., 2014 CanLII 1206 (SCC), <http://canlii.ca/t/g2pww>. As readers may be aware, both Lee Carter and Gloria Taylor suffered from intractable and progressive diseases and both sought a physician assisted suicide. They had joined with others in bringing a civil claim challenging the constitutionality of the Criminal Code provisions against assisted suicide and euthanasia, specifically section 241(b) Criminal Code. Ms. Carter and Ms. Taylor have since died as their case has proceeded through the courts.

The two plaintiffs succeeded in the B.C. Supreme Court, notwithstanding the previous decision of the Supreme Court of Canada in R. v. Rodriguez (1993). In the Rodriguez case, s. 241 of the Criminal Code was found not to infringe the Canadian Charter of Rights and Freedoms and assisted suicide was unlawful. The Rodriguez case is considered to be a binding precedent for Canadian courts.

After hearing expert opinion evidence on medical ethics and medical end-of-life practices, and evidence from other jurisdictions regarding the feasibility of safeguards for physician-assisted suicide, the trial judge in Carter concluded that

- safeguards could be put into place to protect against the risks associated with physician-assisted dying;
- the evidence did not support an increased risk for elderly individuals;
- the risks inherent in permitting physician-assisted death could be “very substantially minimized through a carefully-designed system imposing stringent limits that are scrupulously monitored and enforced.”; and
- the existence of “a different set of legislative and social facts” had come into being since Rodriguez was decided, and therefore she was no longer bound by it.

In the result, the trial judge declared that the impugned provisions of the Criminal Code infringed the Charter and were no force and effect to the extent that they prohibit physician-assisted suicide “by a medical practitioner in the context of a physician-patient relationship, where the assistance is provided to a fully informed, non-ambivalent competent adult patient” who is free from coercion and undue influence, not clinically depressed, and suffers from a “serious illness, disease or disability (including disability arising from traumatic injury), is in a state of advanced weakening capacities with no chance of improvement, has an illness that is without remedy as determined by reference to treatment options acceptable to the person, and has an illness causing enduring physical or psychological suffering that is intolerable to that person and cannot be alleviated by any medical treatment acceptable to that person.”

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The Attorney General of Canada has appealed this decision. Various groups including the Council for Canadians with Disabilities, the Canadian Association for Community Living and the Euthanasia Prevention Coalition, have joined in the case as intervenors.

The trial judgment was overturned by the B.C. Court of Appeal in 2013, which held that the trial judge was bound by stare decisis or the doctrine of binding precedent to apply Rodriguez.

Legal arguments were heard in the Supreme Court of Canada in October 2014 and judgment has been reserved. A decision is expected early in 2015.

In a further development, the Province of Quebec has passed a “right to die” statute which incorporates many of the trial judge’s findings. Bill 52, “An Act respecting End of Life Care” is now in force in Quebec. This legislation outlines the conditions in which a terminally ill, competent, adult patient may request and consent to continuous palliative sedation that would lead to death. Patients would need to have an incurable illness and be in “an advanced state of irreversible decline in capacities.” Further the patient would also have to be in constant and unbearable physical and psychological pain that doctors would view as impossible to relieve through medication. The patient’s request would be supervised by the attending physician and approved through consultation with the hospital’s medical team. Finally, a patient could withdraw their request for medical aid in dying at any time..

#### Honesty in the performance of contracts

In regard to commercial and consumer contracts, the Supreme Court of Canada has recognized a new common law duty of honest performance which requires the parties to be honest with each other in relation to the performance of their contractual obligations.

In the case of *Bhasin v. Hrynew*, 2014 SCC 71 (CanLII), <http://canlii.ca/t/gf84s>, the defendant C. Corporation sold education savings plans to investors through a network of retail dealers, known as “enrolment directors”. The plaintiff B was one of the enrolment directors. H was another enrolment director and was a competitor of B. H wanted to capture B’s lucrative business and approached B to propose a merger of their respective agencies. He also actively encouraged C to force the merger. B had refused to participate in a merger.

C. planned to restructure its retail marketing and had decided that B should work for H’s agency. In other words, force B to merge with H. C also appointed H. to act as a compliance officer to make sure its enrolment directors were complying with securities regulations. In this role H. would be required to conduct audits of C’s enrolment directors. B. objected to having H, a competitor, review his confidential business records.

In discussions between C. and B. regarding the audits and the proposed merger, C repeatedly misled B by telling him that H, as PTO, was under an obligation to treat audit information confidentially. It also responded equivocally when B asked whether the merger was a “done deal”. When B continued to refuse to allow H to audit his records, C terminated B’s contract. As a result B lost the value of his business and the majority of his employees were successfully recruited by H’s agency.

B sued C and H. The trial judge found C was in breach of the implied term of good faith, H had intentionally induced breach of contract, and both C and H were liable for civil conspiracy. The Court of Appeal allowed the appeal and dismissed B’s lawsuit. However this decision was overturned by the Supreme Court of Canada and the trial

..... Assisted Suicide

judgment was restored. B was awarded substantial damages against both C. and H. for breach of this duty of honest performance of contract.

The Supreme Court of Canada held that it was appropriate to recognize a new common law duty that applies to all contracts as a manifestation of the general organizing principle of good faith: a duty of honest performance, which requires the parties to be honest with each other in relation to the performance of their contractual obligations. Under this new general duty of honesty in contractual performance, parties must not lie or knowingly mislead each other about matters directly linked to the performance of the contract.

Effect of mental illness on sentencing in criminal law

In the case of R. v. Legg, 2014 ABPC 238 (CanLII), <http://canlii.ca/t/gf3xf>, the accused had pled guilty to a charge of defrauding his employer of more than \$160,000 [essentially buying items for personal use and billing them to the employer]. The evidence established that the accused suffered from a Bipolar II Disorder, a Gambling Disorder and substance abuse. He was remorseful and, with the assistance of his family, had raised the money to pay the employer back in full. Theft or embezzlement from an employer is an offence that usually results in a jail sentence.

In the Canadian criminal justice system, the fundamental principle of sentencing is that the sentence must be proportionate to both the gravity of the offence and the degree of responsibility of the offender. That is, a sentence must be “fit” sentence which is proportionate to the seriousness of the offence. At the same time a sentence should not exceed what is appropriate, given the moral blameworthiness of the offender. so that the public may be satisfied that the offender deserved the punishment he received and feel confident in the fairness and rationality of the system. The courts have also held that a more lenient sentence may be imposed where the offender suffers from a mental illness or disability contributed to or caused the commission of the offence, or when the effect of imprisonment would be disproportionately severe because of the offender’s mental illness or disability.

The trial judge held that the accused’s bipolar disorder (but not his substance abuse or gambling problem) reduced his moral blameworthiness as this condition can undermine reasoning and judgment in a manner that allows for the emergence of uncharacteristic behaviour. Consequently the judge that a noncustodial sentence would achieve the necessary sentencing objectives. He therefore imposed a conditional sentence - a gaol sentence served within the community rather than in a correctional facility - of 2 years less one day.

# Practicum Update

**Patti Desjardine**

Well, another successful term is has come to a close and CRDS students continue to make a positive mark on the community through their excellent practicum work.

We have continued to forge relationships with sites like Calgary Board of Education, Renfrew Educational Services, Providence Child Centers, Options, Vecova, Prospect, ARBI, Cerebral Palsy Kids and Families and Between Friends, just to name a few.

We also were fortunate enough to build some new relationships with organizations such as Easter Seals of Alberta, Dubasov Dance and Wellness Center, Arnicka Center as well as a number of private families who have graciously agreed to support some of our students in their homes. Paired with a renewed partnerships with places like SABIS, the Alberta Children's Hospital and New Age Services we have most certainly been successful in providing our students with a vast array of opportunities and a wonderful representation of the services that are available to people in the Calgary area.

Apart from the actual placement sites, the work our students do in those placements has also showed how capable they are and how important their contributions can be. From being part of evaluation processes for ACDS accreditation to contributing to research that will inform community practice. From helping an agency re-imagine their mandate, to being part of a new and exciting initiative between a number of stakeholders, our senior level students are already making their mark as change agents.

The work our front-line course students do perhaps more important and relevant. It needs to be noted that a number of our partnering agencies rely on the skilled contributions of our students to their front line services and as such, their presence through practicum, is what allow organizations to continue to provide high quality support.

As we move forward into 2015 it is so exciting to know that work our students are doing is definitely making a good impression in the community. The number of organizations that seek us out as opposed to us approaching them, has increased dramatically over the past years. The other increase I am seeing is recognition of the BCR as a possible academic requirement in many more career listings. People are starting to "get it" folks!!! And for the most part, its because of the wonderful way our students represent themselves and this degree in the community . . .

Cheers to all of you!  
Patti DesJardine

# Tanya Sather

Executive Director  
Burnaby Association for Community Inclusion  
[www.gobaci.com](http://www.gobaci.com)

I'm thrilled to be back with the Community Rehabilitation & Disability Studies as a sessional instructor with the Douglas College regional campus. As a past graduate, I take great pride in the program and its passion for building capacity for support practitioners and the overall community. This semester, I'm teaching the CORE 595 Community Practice course in Vancouver. The students are participating in a variety of practicum placements (130 hours) throughout the Lower Mainland. One of the biggest reasons I wanted to teach this course was *to learn with them about what's happening in the community and our field.*

I'm excited to see the students participate in practicums that are rich in growth, diversity, and challenges. The practicums range from *developing a mentorship program for grade five students* to *planning and teaching a career preparation* to *developing resource tools for education assistants* to *exploring a provincial personal support network project* to *youth engagement* to *program evaluation* to *researching the progress and status of high school graduates with special needs*. The students are using their practicum opportunity to build their career paths (a few have already been offered jobs at their sites), but also, to try something completely new and outside of anything they've done before. This course challenges the students to really use this opportunity to grow and learn not only for themselves, but for the organization and community they're working with. This is a chance to make a real impact and leave a legacy.

I just finished the mid-way reviews with the students and very impressed with their accomplishments thus far. The on-site supervisors have shared their appreciation for the students' contributions and are looking forward to their final presentations in a few weeks... and I am too.

In conclusion, I would like to thank the organizations who've hosted the students. I would like to thank the students for sharing their learning with me along the way. Finally, I would also like to thank Lori Woods and Douglas College for their hospitality and support.

# *Beth Parrott*

**Interim Program Director  
Community Rehabilitation and Disability Studies**

## **Happy New Year to One and All**

The CRDS Program has had a busy Fall term. I took over as the Interim Program Director September 1<sup>st</sup>. The main task we have been working on (besides teaching, administrative duties, and student support) has been a Program Review requested by the Faculty of Medicine. Work on the Review began in September and is close to completion by the end of January. All program staff have been intensely involved in the process and have dedicated countless hours to the review. The next phase of the project in conjunction with the Program Review is a Curriculum Review that will begin in a couple of weeks. We will keep you updated on the progress of both of these initiatives.

We are also in the process of organizing the Dr. Jean Pettifor Lecture Services in the spring. We will be providing more information about the event in the near future. See you there.

Thanks.

Beth Parrott

## *Roy. I. Brown*

### Recent Publications

Brown, R. I. (2013). A lifespan perspective on learning in the context of Quality of life, pp19-39 In R. Faragher & B. Clark (Eds). *Educating Learners With Down syndrome*. London: Routledge.

Brown, R I., & Faragher, R. (Eds). (2014) *Quality of Life: Knowledge application to other social and educational challenges*. New York: Nova Science Inc.

Brown, I., & Brown, R.I *Quality of Life and Disability : An Approach for Community Practitioners*. London : Jessica Kingsley Pubs. (Korean Translation copyright Hakjisa Publisher, Inc edition 2014)

Brown Roy .I. & Brown, Ivan (2014). Family quality of life. In: Michalos , AC (Ed.). *Encyclopedia of Quality of Life and Well-being Research*. Dordrecht, Springer.

Cunningham, Cliff & Brown, Roy I. (2014) *Down Syndrome*. In: Michalos AC (Ed.). *Encyclopedia of Quality of Life and Well-being Research*. Dordrecht, Springer.

Edwards, M, Holder, H, Baum, N, & Brown, R. (2014). Targeting Health Improvement via a Nutritional Intervention Program for Adults With Developmental Disabilities and Challenging Behaviors. *Journal of Policy and Practice in Intellectual Disabilities* 11(1) 62–67

“One of the chapters is a contribution by two previous CRDS students; namely Paul Ajuwon and Ruth Bieber (currently a sessional instructor at U of C CRDS).”

Brown, Roy I. Brown. (2014) IASSIDD Academy on Education, Teaching, Research: The Genesis and Evolution of an Idea. *Journal of Policy and Practice in Intellectual Disabilities* 11(3); 159–164

*Disability Studies (Joav Merrick - Series Editor)*

## QUALITY OF LIFE AND INTELLECTUAL DISABILITY: KNOWLEDGE APPLICATION TO OTHER SOCIAL AND EDUCATIONAL CHALLENGES

**ROY I. BROWN**  
(UNIVERSITY OF CALGARY, CALGARY, AB, CANADA)  
**AND RHONDA M. FARAGHER**  
(AUSTRALIAN CATHOLIC UNIVERSITY, DICKSON, AUSTRALIA)  
EDITORS

We all long for a life of purpose and fulfillment. Striving for high quality of life for us and those we care for is a powerful motivator. Many busy people dream of being lazy by a pool fanned by a soft summer breeze, but this does not last. A short time of rest and replenishment is quickly replaced by boredom and a sense of purposelessness. Quality of life is much deeper than material comfort, though this has a role. Sadly in our world today, many people live lives lacking in meaning and value: the unemployed, the underemployed, those with disabilities who would like to contribute to society but are deprived the opportunity. Their quality of life is not what it could be.

In this book, we have attempted to provide examples of how people face challenges, and the family members, professionals and care personnel who support them can be helped and supported through services working within a quality of life framework. The book provides a challenge to be addressed by the individual, their families, local communities, governments, international organizations and the society at large.

## Ruth Bieber

Carolyn Cowan is the editor of the book entitled '*Creative Aging*' for the publishers, the Okanagan Institute and Northstone Books, an imprint of Wood Lake Publishing in Kelowna BC. The book is an anthology of articles from the first 12 issues of the Sage-ing Journal, and the book is planned for publication in January 2015.

Two reprinted articles written by Ruth Bieber will appear in this anthology

- Ask a Blind Artist, which appeared in Issue 7, Spring 2013, on page 10, at the Journal website, [www.sageing.ca](http://www.sageing.ca).
- Creating Soul Connection, Issue 4, Summer 2012, page 22.

Since 2011, Ruth Bieber has been enjoying the mysterious world of being a painter. One of her images, that appears in the Sage-ing Journal will also be reprinted and appear in the Creative Aging Anthology. A gallery of Ruth's artwork can be found on her website:

[www.playwithperspective.com](http://www.playwithperspective.com)

Creative Aging is a growing movement world-wide, and is a process, which actually begins at birth. Ruth Bieber has contributed eight articles to the Sage-ing Journal thus far. Anyone interested in this burgeoning phenomenon will want to read all twelve issues of this free online magazine (web address above). Ruth is especially pleased, that two of her articles and one painting have been chosen for the above mentioned anthology.

## We want to hear from you!

Please share your news! If your community group or agency has an announcement or upcoming event let us know and we'll include it in our newsletter.

Are you hiring? Let us know and we'll post your position.

Send your information to [rdesai@ucalgary.ca](mailto:rdesai@ucalgary.ca)



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### Community Rehabilitation and Disability Studies

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The Community Rehabilitation and Disability Studies Program (CRDS) was established in 1979 as the first of a growing number of disability studies programs in Canada, and one of the first in North America. It emerged in response to provincial, national and international changes in views of disability. The definition of disability shifted from being seen as a personal trait to being seen as the consequence of social and physical barriers that prevent people with cognitive, physiological or sensory impairments from participating in society. Thus, the aim of this field of study is social inclusion, and the challenge is the removal of barriers.

Within this context our particular focus is on understanding disability at the intersection of community and human services contexts. Towards that end CRDS was designed to be a small, interdisciplinary and inter-faculty university program, thereby building in an ability to examine issues of interest from a number of different perspectives. Central to this from the beginning has been the perspective of people with disabilities.

CRDS provides education pertinent to a broad range of community-based services that offer short-term assistance and ongoing support for individuals, families and small groups affected by disabling conditions and chronic health concerns to live, learn, work and participate in their communities. Research pursued by CRDS Faculty typically is focused on both practical as well as conceptual issues that arise in these contexts. As such, CRDS responds to the challenges of health, education, advocacy, legal and social reform to empower individuals and communities.