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The Life and Times of the MSc Graduate Student, Featuring Balreen Gosal



Having experienced disability within my family, and having watched the process of segregated learning as I grew up, I have always had a curiosity towards disability studies. As I entered post-secondary I aspired towards a health care related field to pursue these interests. As I began to narrow my field of interest, I gravitated towards Community Rehabilitation and Disability Studies within the Department of Community Health Sciences.

As a new graduate student specializing in Community Rehabilitation and

Disability Studies, I am very excited to begin this program. As an undergraduate student, I explored both biological sciences and social sciences. Nearing the completion of my undergraduate degree I knew that I wanted to pursue a graduate education but I didn't know how I could incorporate both of my fields of interest into one degree. After doing some research, I discovered a Post-graduate Professional Diploma Program in Community Rehabilitation and Disability Studies. After speaking with undergraduate advisor, Beth Parrott and graduate advisor, Susan Cran, I decided that this was an avenue that I wanted to explore further. As soon as I began the Post-graduate Professional Diploma Program, I knew this was the field for me. The interdisciplinary nature of the classes that I took and the critical thought that was encouraged proved very appealing to me. Another aspect of this program that I found to be uniquely beneficial was that of the practicum opportunities. I had the opportunity to partake in two-four month practicum's. My first practicum was at the Transitional Vocational Program (TVP) at Mount Royal University and my second practicum was at The Kerby Centre.

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**CRDS Grad
& Research
Student
Emily
Hucheon**

These practicum opportunities allowed me to gain diversified experiences with various age groups and ranges of disability. Working at TVP, I had the opportunity to explore classroom learning and worksite support. At the Kerby Centre I had the opportunity to work side by side disability professionals in planning and organizing a conference. Both of these experiences enriched not only my experience portfolio but also my understanding of disabilities as a whole. Due to this positive experience, I decided to continue my graduate education within Community Rehabilitation and Disability Studies at the University of Calgary.

Submitted by:

Balreen Gosal

Newly elected rep for Canadian Disability Studies Association

Emily Hucheon, a recent graduate of the Bachelor of Health Sciences program, is proud to now be a part of the Community Rehabilitation and Disability Studies graduate program at the University of Calgary. Her undergraduate honours thesis (aimed at understanding the ways in which 'disabled' post secondary students construct meaning around their experience) has in part inspired her to continue her education. Specifically, she would like to further understand the ways in which individuals and populations subject to violence (interpersonal violence or abuse, and symbolic violence) navigate their social world. As part of this, she would like to contribute to current discussions of what it means to be resilient on both the individual and community level.

She strives to develop both leadership and speaking skills through occupying an executive position at the University of Calgary Toastmasters club. Additionally, she hopes to better her own understanding of social (in)justice through her involvement in the Citizens for Social Justice student

group, and her sustained interest in the activities of equity-seeking groups.

Emily was also elected student representative for the Canadian Disability Studies Association for the years 2011-2012 at our June 8, 2011 Annual Conference of the Canadian Disability Studies Association. I

In her recent spare time, she enjoys making salads and curries, and would like to expand to breads. She also enjoys the many variations of rock music, and will listen to almost any live band or show.



BCR Convocation June 7, 2011

STUDENTS



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STAFF



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Two Feet and a Heart Beat: The Canadian Professional Identity Crisis in Community Disability Services

Authors:

Susan Cran

And

Cheryl Crocker

***TWO
FEET & A
HEART BEAT:***

***The Canadian
Professional
Identity
Crisis in
Community***

The article, “**Two Feet and a Heart Beat: The Canadian Professional Identity Crisis in Community Disability Services**” co-authored by Drs. Susan Cran and Cheryl Crocker speaks to the struggle of professional identity in Alberta’s community disability services sector. Both Cheryl and Susan have been involved in some capacity with the ongoing dialogue on the quest for a professional association: Cheryl’s direct involvement in the development of the Alberta Disability Workers Association (ADWA) and Susan’s past involvement with the Canadian Association of Rehabilitation Professionals (CARP). To read the full article please use the provided link <http://www.oadd.org/index.php?page=680>

Since the article was submitted for publication, a very dedicated steering committee has formally constituted and registered the Alberta Disability Services Workers Association (ADWA) in April 2011.

The Association has identified as a result of a need to professionalize the industry. The Association will speak on behalf of those working in disability services and it has recognized the need for a code of ethics that speaks to both the needs of workers and those who are receiving services.

The Alberta Disability Workers Association (ADWA) adopted the stated mission “To build a valued workforce, promoting the well-being and potential of all Albertans.” A number of resolutions were introduced and debated at the first Annual General Meeting that was held in Calgary on April 26th, 2011. Just over 100 members from across the province were in attendance.

Tim Bear, of the St. Paul Abilities Network, was elected President. Denise Young from Calgary SCOPE Society is the Vice President. Directors represent all geographic areas in Alberta. Elected as Directors were: Shauna Pilipchuk, Linda Egland-Dyck, Eugene McCafferty, Gwen Bilodeau, Anita Warriner, Carolyn Karnapke and Michelle Wolfe.

ADWA is the Professional Association for all those who work with disabled Albertans. Emphasis will be put on development of processes that lead to identification of skill sets relative to positions available in the field, the development of a Code of Ethics, identification of career development and career ladder-ing, and internal and external advocacy designed to improve wages.

For more information and to join the professional association, please visit the ADWA website at www.disabilityworkers.ca

Authors:

Susan Cran

And

*Cheryl
Crocker*

*"Partnership
with Peer
Mentoring"
By: Patti
DesJardine*



Dr. Susan Cran
spcran@ucalgary.ca



Dr. Cheryl Crocker
ccrocker@ucalgary.ca

Partnership with Peer Mentoring

Community Rehabilitation and Disability Studies is pleased to be partnering with the U of C Peer Mentoring Network for an innovative internship opportunity for the CORE 589 senior level practicum.

All students taking this senior level course must complete a minimum 280 hours over 8 months with a community based service agency. Through the Peer Mentoring Network, select students have the option to meet those course objectives by mentoring other students in 2 introductory CORE classes (CORE 205 in fall and CORE 207 in winter). As such, they work closely with the course instructors by attending all lectures for both courses, develop and teach tutorial sessions that relate to the lectures and individually mentor small groups of intro students as they complete a short practicum in the community. In addition, these senior students also receive support and instruction on teaching/learning and mentoring by attending two courses offered through the Peer Mentoring Network, GNST 507 in fall and GNST 509 in winter. These two courses bring together students from various faculties across the University (currently Arts, Haskin, Nursing) who are also mentoring peers in introductory courses in their respective faculties. This partnership has not only allowed Community Rehabilitation and Disability Studies students to represent the program to other students and instructors who have not been previously familiar with us, but also nurtured the advocacy and leadership skills, in our students, that we in CRDS expect from our undergraduate degree grads.

**Sibling
Support
Research
Project
well
underway**

Sibling Support Research, By Bonnie Lashewicz

Bonnie Lashewicz is pictured here (centre) with research assistants Hina Khan, Amanda Lo, (undergraduate students, Community Rehabilitation and Disability Studies), Laura Mooney, (MSc. student, Community Rehabilitation and Disability Studies), Kersten Struthers, (undergraduate student, Bachelor of Health Sciences) and Robin Pickerell (undergraduate student, Community Rehabilitation and Disability Studies). This group is immersed in analyzing data which is comprised of family member stories of support for adults with disabilities and/or mental health issues. We are trying to represent the experiences of a wide array of families and so far we have perspectives from nearly 70 participants including adults with disabilities and/or mental health issues, their parents and their siblings as well as representatives from agencies serving adults with disabilities and/or mental health issues and their families. Our participants are from Calgary, Airdrie, Red Deer, Edmonton and Vegreville. New participants are always welcome! In fall, we will target our data collection specifically at support needs and experiences of families of people with disabilities age 40 and over.

If you are or know **adults with disabilities (especially age 40 plus) and/ or parents or siblings of adults with disabilities** interested in sharing support experiences and needs, please contact/invite them to contact Bonnie Lashewicz, email: bmlashew@ucalgary.ca or phone: 403 220-4980.



CRDS Takes Young Doctors in Training into our Community -

By Nancy Marlett

When CRDS moved to the faculty of medicine, one of our primary goals was to open opportunities for medical students and faculty to learn about Community Resources and Recovery Models. In January of this year the Undergraduate Medical Education course in Health Populations was modified to include community placements during January and February of 2-12. CRDS and Nancy Marlett have agreed to take the lead in organizing this new venture. Six preceptors representing the special populations identified in the Canadian Medical curriculum: immigrant, aboriginal, special needs children and their families, recovery (homeless, mental health and addictions), adult physical disability, seniors, are being sought to work with agencies in these communities. Pairs of students will learn about health promotion, prevention, population health and building health capacity by interviewing and taking part in activities planned by their own inquiry team consisting of person identified as part of the special population, their 'family', direct and program staff and health professionals.

At a community conference at the end of their session, each agency group of 4-6 students will present a resource for family physicians and fellow students about the agency and the special population. They will also prepare a briefing note for the relevant governmental minister about the health issue they have researched as part of their special population strategy. The resource materials will be available on line and the briefing notes will be combined into a document for our community agency partners and AHS.

If you are interested in becoming a preceptor in your community sector or would like your agency to be part of this exciting opportunity to train new doctors, please contact Nancy Marlett at marlett@ucalgary.ca

News from Dr. Gregor Wolbring

Participants Needed for Sport Study

Please find below two studies our faculty member Gregor Wolbring is involved in. He really believes to give voice to the community of disabled people and people linked to them. As such he really hopes that you will fill out the surveys (whatever survey relates more to your interest) and even more that you would be interested to join focus groups.



CRDS faculty member Gregor Wolbring together with Prof David Legg from Mount Royal University and Frank Stahnisch have received recently a Social Science and Humanities Research Grant under which they are to look at the impact of science and technology devices that are seen to outperform the normal body such as the Cheetah legs of the Paralympian Oscar Pistorius on

the future of Paralympic and Olympic sport, sport on all performance levels and sport education,
the role of and relationship between athletes with and without disabilities and purpose of sport.

They are interested in the role played by among others disabled and non-disabled athletes and non athletes, sport spectators, sport physicians, coaches, high school physical education teachers, people involved in fitness training, leisure sport and students studying various aspects of sport.

They believe that these new sciences and technologies impact everyone in sport. and the very nature of sport but it will in particular impact the people with disabilities who are engaged in sport on all performance levels and their relationships to non-disabled athletes.

They are looking for people who fill out a 20-30 minute online survey
<https://www.surveymonkey.com/s/SFCH5K3>

but they are especially looking for people who join 90-120 minutes focus groups. Focus groups could be totally within your organization and if you have not enough members within your organization that are interested they could pool people interested from different organizations and also add individuals not belonging to organizations. They see the focus groups as very important to add some depth of local views to the analysis.

It would be great if you see this project as useful and want to take part.

Please contact Gregor Wolbring at gwolbrin@ucalgary.ca if you are interested in the focus group or individual interviews. The survey you can access anytime at your own accord.

**CURA
Program
Of
SSHRC**

Participants Needed for History and Future of Eugenic Study -

CRDS faculty members Gregor Wolbring and Anne Hughson and Frank Stahnisch from the Faculty of Medicine are part of a 5-year project Living Archives on Eugenics in Western Canada, funded by the Community-University Research Alliance (CURA) program of SSHRC. A team of community members and academics was assembled that works on the **history related to the sexual sterilizations that went on in Western Canada** and especially Alberta. **Leilani Muir** who sued the Alberta government for wrongful sterilization is one of the team members. Indeed the voices of sterilization victims are the foundation of our project. This project includes generation of an archival collections open to scholars, video recording of oral histories of sterilization survivors and building an interactive digital interface that increases public engagement around eugenics. More on the group can be found at <http://eugenicsarchive.ca/>

Gregor's work is linked to the future to look at the possibility of a non-eugenic future and new forms of eugenics) genetic testing, genetic therapy, genetic enhancement....). He developed a survey that covers history and future of eugenics.

Community involvement and usefulness of our work for the community is an essential aspect that guides us. We had our first meeting with you the community in May 2011 where we introduced the whole research team which has not only Calgary members but also community members and academics from other universities with the leader being at the University of Alberta. Now Gregor seeks your input through an online survey and through focus group/ individual interview participation.

It would be fabulous if you could fill out the survey (some questions you might not know the answer to, that's ok just say Don't Know or leave them unanswered). Especially give your ideas in the comment boxes especially of the last question. The link to the survey is here <https://www.surveymonkey.com/s/crdsnetwork>

*Further more—Gregor would really appreciate if you were available for focus group discussions.
If you are available for a focus groups please email Gregor at gwolbrin@ucalgary.ca*

RESEARCH GRANT

Our faculty member Gregor Wolbring together with David Legg from Mount Royal University and Frank Stahnisch from the University of Calgary received in April a Social Science and Humanities Research Grant which looks at the topic of sport and people with disabilities.

Our faculty member Gregor Wolbring published since the last newsletter ***Disability, Displacement and Public Health: A Vision for Haiti Canadian Journal of Public Health 102: 2. 157-159 March/April***

And he was featured with this topic on a blog from a foundation that funds Haiti activities written by Karen Keating Ansara <http://karenansara.posterous.com/disability-displacement-and-public-health-a-v>

What's New This Month:

Journal Article of the Month:

'The Politics of Social Policy Change: Lessons of the Clinton and Bush Presidencies' by Daniel Béland and Alex Waddan, from Policy & Politics. (Volume 38, Number 2) **is free for the month of June**

<http://www.ingentaconnect.com/content/tpp/pap/2010/00000038/00000002/art00003>

For more free journal articles go to: <http://www.policypress.co.uk/journals.asp>

Policy Press books can be ordered from our website <https://www.policypress.co.uk/>

New Books:

"Education, Disability and Social Policy" by Haines & Ruebain

Education, Disability and Social Policy brings together for the first time unique perspectives from leading thinkers including senior academics, opinion formers, policy makers and school leaders to explore this increasingly vital contemporary issue in British social policy.

"The Migration Debate" by Sarah Spencer CBE.

For further details: <http://www.policypress.co.uk/display.asp?K=9781847422859>

Community Rehabilitation and Disability Studies Inclusive Education Summer Institute 2011

July 4—22, 2011

GENERAL INFORMATION

The University of Calgary, in cooperation with the Alberta Association for Community Living, offers, as part of the Community Rehabilitation and Disability Studies Summer Institute, three half courses on Inclusive Education. These courses will be of interest to teachers, administrators, parents, and others who are committed to educating students with developmental disabilities in the regular classroom and are offered for CREDIT and AUDIT.

COURSE INFORMATION

Courses are offered for undergraduate or graduate credit or audit.

Ethics of Caring and Inclusion: Implications for Educational Reform

Undergraduate: CORE 535.02
Graduate: CORE 691.33

July 4—8, 2011
Time: 8:30 AM - 4:30 PM
Location: EDC 255

Inclusive education is struggling to become an accepted classroom practice. One of the challenges is to move beyond the classroom and situate inclusive education in the broader context of educational reform and an ethic of caring. This course will draw on the participant's beliefs, knowledge, and practices, while exploring strategies needed to develop effective school approaches within an ethic of caring.

Adapting Curriculum in Schools from K-12

Undergraduate: CORE 535.01
Graduate: CORE 691.04

July 11—15 2011
Time: 8:30 AM - 4:30 PM
Location: EDC 255

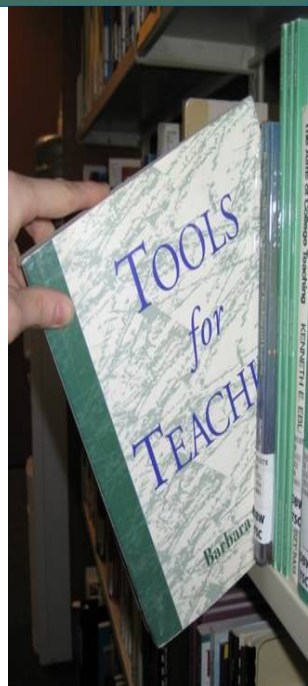
For teachers and school administrators who have students with developmental disabilities as members of their regular classes or anticipate doing so. A variety of practical strategies for developing meaningful curricular and instructional methods for the elementary and secondary classroom begins with the premise that the content of the regular curriculum is the starting point for program development for all students.

Addressing Challenging Behaviours in the Classroom

Undergraduate: CORE 535.03
Graduate: CORE 691.32

July 18—22, 2011
Time: 8:30 AM - 4:30 PM
Location: EDC 255

This course will examine the participants' belief systems about challenging behaviour. Participants will be offered opportunities to enter into a process of testing their beliefs and practices. Theoretical constructs of understanding behaviour will be embedded within a practical context that takes into account the current issues/stressors that teachers encounter in today's inclusive classrooms.



www.crd.s.org/inclusive_education

Community Rehabilitation and Disability Studies Inclusive Education Summer Institute 2011 July 4—22, 2011

HOW TO REGISTER FOR CREDIT COURSES

If you are interested in registering for any of these courses or if you require further information, please contact: Beth Parrott at (403) 220-2271/(403) 220-8587 or parrott@ucalgary.ca

As a guideline, keep in mind the following information:

- Students who have not been accepted into a University of Calgary program or have not previously taken courses at the University of Calgary need to fill out an Open Studies Form. The form needs to be faxed to
- Beth Parrott at (403) 220-6494 or mailed to: Beth Parrott, Community Rehabilitation and Disability Studies, TRW Building 3rd Floor, 3280 Hospital Drive NW, Calgary, AB T2N 4Z6
Note: Please include a \$35 deposit and official transcripts from previous coursework and high school payable with visa or MasterCard.
- Classes require consent from CRDS before registration.
- To check class availability for these courses, use the PeopleSoft Student Administration System. The URL is: www.my.ucalgary.ca
- Come visit us at CRDS 3rd floor TRW Building, 3280 Hospital Drive NW, Calgary or in the
- Education Tower, 4th floor room 404, at the University of Calgary campus.

HOW TO REGISTER TO AUDIT COURSES

Permission to Audit Form must be completed.

If you require further information, please contact: Beth Parrott at (403) 220-2271 / (403) 220-8587 or parrott@ucalgary.ca

TRANSFER INFORMATION

All of these credit courses have university transfer status. If you take these courses on an audit basis, they are not transferable to any university program.

BURSARIES

Limited bursaries may be available for residents of Alberta through the Alberta Association for Community Living for University of Calgary credit and audit participants. Please contact AAAL by e-mail at mail@aacl.org

CONTACT

Dr. E. Anne Hughson, Director University of Calgary Phone: (403) 220-6273 E-mail: hughson@ucalgary.ca	Bruce Uditsky, CEO Alberta Association for Community Living Phone: 1-800-252-7556, Ext. 223 E-mail: buditsky@aacl.org
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HOW TO REGISTER TO AUDIT COURSES

Permission to Audit Form must be completed.

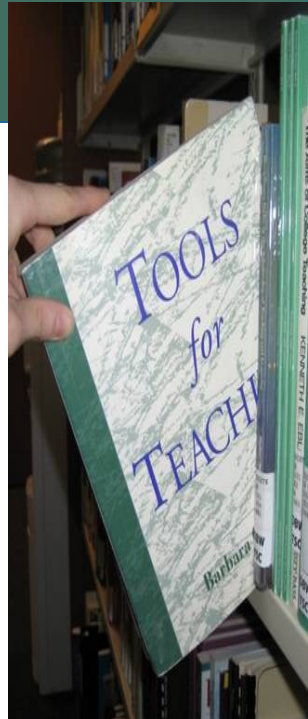
If you require further information, please contact: Beth Parrott at (403) 220-2271 / (403) 220-8587 or parrott@ucalgary.ca

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www.crds.org/inclusive_education

**Disability and the Majority
World:
MU July 7th -8th**

Disability and the Majority World: Towards a Global Disability Studies:

**The
1st annual international conference FREE conference hosted by Critical
Disability Studies @ Manchester Metropolitan University**

**7th - 8th July, 2011, Gaskell Lecture Theatre (GLT), Elizabeth Gaskell
Campus, Manchester Metropolitan University, Hathersage Road,
Manchester, M13 0JA, UK**

Keynotes: Shaun Grech, David Hulme, Myroslava Tataryn, Tsitsi Chataika

This first international conference seeks to bring together academics, disability activists, practitioners, organizations, researchers and others from various fields, to discuss a range of key and emerging themes around the complex disability and global South debate.

Specifically, the conference will provide a much needed inter-disciplinary, critical, supportive and open space to debate, question and challenge dominant knowledge, discourses and practices, while exploring alternatives.

***CDSA Abstract submission for Panel:
Mothers, Disability and the Impossibility of
'Good Enough' Parenting***

ABSTRACT

Title: From Protection to Inclusion:

Name: E. Anne Hughson, Associate Professor, Director of CRDS, University of Calgary

Involvement in an Alberta project with over 300 parents and children with developmental disabilities who were at risk of entering or were in the child welfare system revealed that 20% were parents with developmental disabilities, most being single mothers. These mothers acknowledged the advantage of getting a little help but repeatedly reported they were afraid to ask, predicting greater risk to family unity if they were known to the 'system'. For parents known to the 'system', the stories of their passionate desire and disputed struggle to stay together as a family, to be reunited with their children, or to retain contact with their children coupled with their lack of awareness of entitlement to available supports informed the rationale for this study. A literature review of current practices indicate that reactive and proactive interventions which focus on intensive family preservation, multi-component supports, in-home assistance, building informal sources of social support, mutual aid and community involvement empower families to be more successful. Strength-based supports of longer duration and higher intensity result in families managing with less reliance on professional intervention. However, Canadian research rarely reports any information related to parents with developmental disabilities. This study conducted 39 interviews including: 14 parents with developmental disabilities; 16 funders and policy makers in disability sector; 4 community service staff; 3 government employees in children's services; and one lawyer and one social worker in family legal services. Interview themes and narratives of parents indicated that too often, parents simply lost their children to the protection services and little effort was made by the 'system' to offer family preservation interventions/ family enhancement supports to preserve family unity and reduce strain. Mothers indicated that they could never prove they are worthy or could parent, and their children experienced multiple foster care or group care placements with harmful impacts. Professionals continued to hold myths and misconceptions that resulted in reactive, deficit-based approaches that held parents with developmental disabilities to a higher standard than other parents. Interpretations of the harmful effects of the 'new institutions' within community and the practices of a 'new eugenics' are drawn from these findings.

ABSTRACT

Canadian Disability Studies Conference, June 2011.

Panel: Disability Studies Programs in Canada

Submitted by: E. Anne Hughson, PhD, Director, Community Rehabilitation and Disability Studies (CRDS), Department of Community Health Sciences, Faculty of Medicine, University of Calgary. www.crds.org

Bringing together a panel to speak of disability studies programs across Canada is an opportunity to explore roles in teaching, student mentorship, community advocacy and research. This presentation describes the contributions of the undergraduate and graduate programs of one university as a springboard for cross-country exchange of ideas and hopes for the future.

Background

Initiated in 1979, CRDS is an academic and research program that examines the social determinants that influence the experiences of disability and promotes inclusion through social change. CRDS focuses on education and research that engages students, researchers and the community in understanding the disability experience at the intersection of community and human services contexts. It is a small, interdisciplinary university program examining complex issues of interest from a number of community perspectives, most central being the perspective of people with disabilities.

Academic and Research Contributions to Community

Students learn from a broad range of community-based services and social systems that impact the lives of individuals and their families experiencing disabling conditions and chronic health concerns across the life span.

Faculty members, along with community partners, teach about practical, conceptual and socio-political issues across community sectors. CRDS faculty respond to the myths, stigma and ideologies by challenging the social interactions, health capacity, educational opportunities, advocacy, legal and social reforms because people with disabilities are inevitably assigned roles that reduce or threaten economic and social status in their communities.

Course content and research initiatives identify trends, innovative solutions and proactive thinking about the citizenship of persons with disabling conditions and chronic health concerns. Students are mentored to conduct projects and research that will inform practice and policy in Canadian educational and structural contexts.

Students and faculty engage in applied social science research that includes qualitative and quantitative as well as collaborative and participatory methodologies.

Undergraduate degree (BCR)

The BCR is delivered in Calgary, Edmonton and Vancouver. The undergraduate curriculum requires all students to gain valuable experiences in community. Students learn directly about current issues and approaches while applying theories and gaining skills of critical analysis. The practicums are guided by principles of: Interdisciplinarity; Collaboration; Person-centeredness; Diversity across the life-span, culture and conditions; and Effecting social change

Undergraduate degree (BCR)

Graduate Degrees (MDCS, MSc, PhD)

The Masters of Disability and Community Studies (MDSC) is a course-based graduate program for professionals from across Canada to work while studying. The MDCS, MSc and PhD programs engage faculty from various disciplines to encourage study at the intersection between community, disability, chronic illness, and marginalizing conditions within a social justice framework. The goal is to generate new research, leadership, capacity, innovation, and partnerships. The graduate program attracts professionals across disciplines and sectors.

Other Contributions

CRDS provides editorial resources for The International Journal of Disability, Rehabilitation and Community (IJDCR), publishing papers of research and critical analyses of issues at the intersection of disability, community and rehabilitation, among practitioners, consumers and researchers. The on-line Journal presents comparative voices and perspectives from Canada and internationally.

CRDS offers 'Study Abroad Experience' inviting students to engage in perspectives outside of Canada in thinking about disability and community. Students have created a CRDS student association with associated social networking features to keep in touch with peers, alumni and discuss issues.



Click on the banner below to find the link for the Canadian Journal of Disability Studies:

CANADIAN JOURNAL OF

Disability Studies

Published by the Canadian Disability Studies Association · Association Canadienne des Études sur l'Incapacité

International Journal of

IJDCR

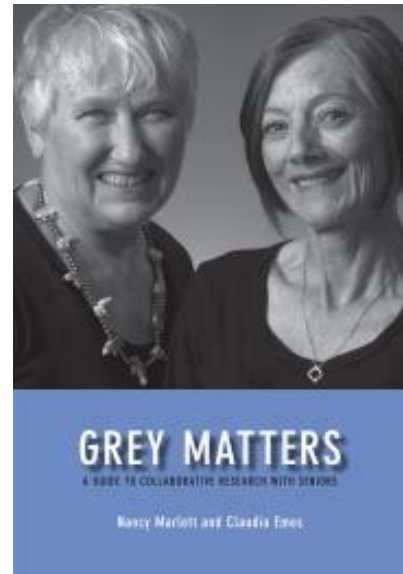
Disability, Community & Rehabilitation

Grey Matters *In Action*

After 6 years of collaboration with Seniors from the Kerby and seniors groups across Canada, *Grey Matters: a guide to collaborative research with seniors* was published by the University of Calgary Press as part of their launch of Open Access Publishing. Not only is it a book written with seniors about how to do research and use research to make changes, it is an online forum to connect seniors, academics, students and agencies in learning how to do research – the skills, how to submit research proposals, tricks for conducting research and how to use research to gain more influence in the decisions that their lives.

Check out *Grey Matters* – the book at www.uofcpress.ca, and *Grey matters in action* at www.crdc.org/greymattersinaction if you are interested in becoming involved. Already we have submitted a formal grant to increase patient engagement with the Calgary Zone of AHS, The Osteoarthritis Research units at the U of C, the Arthritis society of Alberta and the North West Territories to teach people who live with osteoarthritis to conduct patient engagement research and sit on funding boards for the province. We are working with the Marigold Library group in Southern Alberta to conduct local research projects, and most recently, the Golden Age club is working toward a project in East Village in Calgary.

This is an exciting time of taking our vision for consumer leadership to seniors and providing university support to bring action into publishing. For more information contact Nancy Marlett through the *Grey Matters in Action* website.



ABSTRACTS
FOR
DISABILITY AND THE WORLD CONFERENCE

We are now accepting abstracts for paper presentations, and welcome contributions around (not exclusively) the following broad areas. We particularly encourage contributions from Southern activists and researchers:

- Poverty and disability
- From North to South: whose discourse? whose strategies?
- The heterogeneity of disability
- Health and rehabilitation
- Development, globalization and beyond
- Post/neocolonial spaces
- Researching disability across cultures
- Trans-disciplinarity

For all conference information, including registration please visit
<http://disabilityworld.wordpress.com/>

All other information email: shaungrech@gmail.com

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<http://www.rihsc.mmu.ac.uk/>

<http://cdsmmu.posterous.com/>

CRDS STUDENT ASSOCIATION

The CRDS Students Association is entering into its second year in September. Last year was a great start. We are pleased to announce that in April we were sanctioned by the Students Union and took home a \$250 prize at the first annual Clubs Banquet. These among other successes were made possible by last year's executive team, Courtney McKurdy, Candace Van Halteran, Kayla Bekolay, Kayla Timmins, Rachel Rattray, Terri Gray and Vicki Pawelec. Thanks so much for your hard work ladies!

A primary goal of the students association is to build community and have some fun doing it. We want to strengthen the CRDS student network and develop rapport with the faculty. Membership in the club gets you access to resources such as peer tutoring and alumni connections as well as invitations to CRDS initiatives and events.

We welcome student input, so if there is anything you would like to see happen, let us know and we will see what we can do! Membership will only cost you \$5. We would love to hear from you if you are a CRDS student or graduate looking to connect with some like minded people. Check out our web-link available at www.crd.s.org.

The 2011/2012 executive team, Caitlin Pells, Desirée Duigou, Paige Reeves and Shannon Janewski wishes you an awesome summer and looks forward to seeing you next year.
Best Regards,

Desirée
Club Treasurer

NEW BOOK

Goodley, D. (2011). Disability Studies: An interdisciplinary introduction. London: Sage.

**** CURRENT ESRC FUNDED PROJECT**

"Does every child matter, post Blair?

The interconnections of disabled childhoods"

<http://www.rihsc.mmu.ac.uk/postblairproject/>

**** CURRENT BRITISH COUNCIL/PMI2 FUNDED PROJECT**

<http://www.rihsc.mmu.ac.uk/malaysiaukdisability/>

For details of recently completed research projects and related research activities, please visit:

<http://www.shef.ac.uk/disabledbabies/>

<http://www.shef.ac.uk/jobsnotcharity/>

Supportive Communities: Strengthening Families

Alberta Association for Community Living

serving children and adults with
developmental disabilities for over 50 years



Welcome to the Supportive Communities: Strengthening Families Database

AACL has developed a new innovative way of connecting families to potential support/respite staff.

Do you live in Calgary or surrounding area, (specifically Cochrane, Banff, Canmore and Airdrie) or Lloydminster and rural surrounding area or Wainwright and rural surrounding area? Are you looking for support/respite staff to spend time with your child with a disability? Are you a potential support worker looking for an opportunity to make a difference to a child with a disability and their family?

Please contact an AACL Facilitator in your area listed below, to gain access to this new database tool and get connected to potential support staff now!

Facilitators – Supportive Communities: Strengthening Families

Calgary, Cochrane,
Canmore, Banff & Airdrie
403-717-0361 ext 26
supportivecommunities-calgary@aac1.org

East Central
Lloydminster and Area
780-872-4609
supportivecommunities5@aac1.org

East Central
Wainwright and Area
780-806-9850
supportivecommunities5@aac1.org

- Made the university basketball team*
- Joined a university club*
- Thought about what to do after university*
- Get involved in the community...*



For more information on how to support a family in Calgary, Airdrie, Cochrane, Canmore, Banff or surrounding areas, please call 403.717.0361 ext. 26 or by email supportivecommunities-calgary@aacl.org or visit our website at www.aacl.org.

Make a Difference



Support a Child With a Disability

Get involved in your community, gain valuable work and life experience, develop lasting connections and make a huge impact on the life of a child with a disability. Register to find volunteer work or part-time employment through our Supportive Communities: Strengthening Families Project.

Supportive Communities: Strengthening Families connects families of children with disabilities with high school and university students willing to laugh, learn, play and spend a little time with a child with disabilities.



Supportive Communities: Strengthening Families

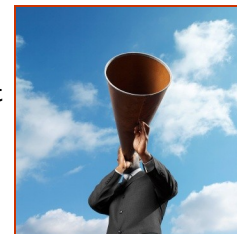
Alberta Association for Community Living

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 pwenzel@ucalgary.ca



Community Rehabilitation and Disability Studies

University of Calgary
Faculty of Medicine
3280 Hospital Dr. NW, TRW Building 3rd fl
Calgary, AB T2N 4Z6
Phone: 403-220-2970
Fax: 403-220-6494
E-mail: pwenzel@ucalgary.ca
Web: www.crds.org

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,