

INSIDE THIS ISSUE:

Course for 2
Disability
'First of Type'

Sibling 3
Support
Research Update

New Published 4
Articles

Your 5
Opportunity
Awaits



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The Life and Times of the MDCS Graduate Student

Another year and more students accepted our challenge of graduate work in Community Rehabilitation and Disability Studies. A new cohort of students began in January, the Masters of Disability and Community Studies, attending their first face-to-face block week session. Two courses were introduced: Foundations and Futures of Community Rehabilitation, and Politics of Inclusion and Exclusion: A study of law, politics and ethics. The session was held at the beautiful, peaceful surroundings of the FJC conference centre on the Elbow River, Calgary, Alberta.

Each of these students brought their experiences, both life and work, to the process of becoming a graduate learner. Of course, it is not without some trepidation that students commenced a graduate program; worries about being "too old", about managing the "workload" and "am I insane for doing this!" Students do survive their first face-to-face session and come to realize they are not alone, each student identifying with another, their concerns, hopes, and dream for a graduate degree.

Embarking on this graduate journey, the MDCS students will continue their coursework online until the next face-to-face block week session in April. If students follow the program, they will attend five block sessions over two years (year one—January, April & September, year two—January, April) and participate online to complete the following mandatory courses:

- ◇ CORE 603.15 Foundations and Futures of CRDS
- ◇ CORE 603.12 Politics of Inclusion & Exclusion: A study of law, policy and ethics
- ◇ CORE 603.13 Leadership and Innovation in Disability
- ◇ CORE 603.18 Social Construction: Health and Capacity in Disability
- ◇ CORE 676 Consultations in Human Services: Program Evaluation
- ◇ CORE 624.22 Capstone project
- ◇ Research course—Quantitative

3 elective courses will be determined and commenced at the students' discretion

Deciding on whether or not to register for a graduate program is not an easy task. A life decision that will require support from family, friends and colleagues once the decision has been reached. Exciting, exhilarating, and downright scary are a few of the words that students use to describe the feelings of taking the next step to continue lifelong learning. Hopefully, we have made the decision a bit easier for students, developing a distributed learning graduate program that meets the requirements for working professionals. The MDCS is six full course equivalents, with a capstone project that highlights a student's area of interest, and presented in a public forum (peers, colleagues and family & community partners).

If you feel this is your time, or you need a few words of encouragement, I welcome the opportunity to explain further the "*life and times of a MDCS graduate student*". Learning is a lifelong process, come and join the fun! Next application date is August 15, 2011 for a January 2012 admission.

Sincerely,
Dr. Susan Cran, Graduate Advisor

Course for disabled ‘first of type’

LORNA SIGGINS, Western Correspondent

Wed., Jan 19, 2011

NUI GALWAY (NUIG) has initiated a new college programme for people with intellectual disabilities which has been described as the first of its type in Europe.

The university will advertise eight places shortly for the 2011-2012 academic year, which will allow successful applicants to study, gain work experience and avail of college sporting and social activities.

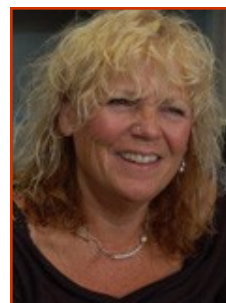
The pilot initiative has been endorsed by advocates for the sector and by a number of organizations providing support to people with intellectual disabilities.

The “Going to College” project arose as a result of discussion between parent and disability advocate Peggy Ryan and Prof Pat Dolan, Unesco chair in children, youth and civic engagement at NUIG.

Prof Dolan contacted the national federation of voluntary bodies, which seconded Breda Casey to NUIG to coordinate the project in co-operation with NUIG’s community knowledge initiative.

Ms Casey said the planning group, then formed by NUIG, found it difficult to locate a fully inclusive model of the same type in any European university.

However, it did find support across the Atlantic in Alberta in Canada—a world leader in the field. Canadians Bruce Uditsky and E Anne Hughson, of the Alberta Association of Community Living and the University of Calgary respectively, outlined the details of their approach at a presentation this week in NUIG.



Dr. E. Anne Hughson

The eight students who will start college at NUIG this autumn will register for a two-year course with individual college plans. Each plan will include the goals which students require to obtain a certificate in arts and civic studies, ranging from Fetac levels one to six.

Full details will be advertised in local newspapers and on NUIG’s website in early March.

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<http://www.irishtimes.com/newspaper/ireland/2011/0119/1224287860352.html>

Course for disabled ‘first of type’ in Ireland

Support from across the Atlantic in Alberta in Canada—a world leader in the field



Caregiving families

Sibling support research update

Sibling
Support
Research
Project
well
underway

Bonnie Lashewicz, together with community partners Torrie Johal (McMan Youth, Family and Community Services), Mare Donly (Developmental Disabilities Resource Centre) and Jody Nicholson (Vegreville Association for Living in Dignity), have their Sibling Support research project well underway. The goal of the project is to understand the capacities and complexities of family support for adults with disabilities and we have a particular interest in building understandings of siblings as support providers given that parents of adults with disabilities are growing older. So far, data have been collected through focus group and one on one interviews with more than 40 individuals including adults with disabilities, their parents, their siblings and representatives from agencies serving adults with disabilities and their families. We are hearing compelling stories of family strength, hope and challenge.

A team of research assistants—including Laura Mooney, MSc. Thesis student, Community Rehabilitation and Disability Studies, Robin Pickerel, Hina Khan and Amanda Lo, undergraduate degree students, Community Rehabilitation and Disability Studies, and Kersten Struthers, undergraduate degree student, Bachelor of Health Sciences—is working hard to analyze and interpret our data.



Dr. Bonnie Lashewicz

We are keen to interview more participants and ask your help in spreading the word. If you are or know **adults with disabilities and/or parents 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

New published articles from Dr. Gregor Wolbring

Gregor Wolbring, faculty member of CRDS has seen a few articles published since the last newsletter.

- Wolbring, Gregor (2011) Ableism and Energy Security and Insecurity *Studies in Ethics, Law, and Technology*: Vol. 5 No. 1, Article 3 <http://www.bepress.com/selt/vol5/iss1/art3/>
- Wolbring (2010) Obsolescence and body technologies Obsolescencia y tecnologías del cuerpo *Dilemata International Journal of Applied Ethics* Vol. 2 No. 4
<http://www.dilemata.net/revista/index.php/dilemata/article/download/55/69>
- Burke and Wolbring (2010) Beyond Education for All: Using ableism studies lens and the BIAS FREE framework *Development*, Vol. 53 No. 4
- Wolbring (2010) Chapter 21: Nanotechnology and the Transhumanization of Health, Medicine, and Rehabilitation *Controversies in Science & Technology*: Volume 3, pp 290-303 From Evolution To Energy Editors: Daniel Lee Kleinman, Jason Delborne, Karen A. Cloud-Hansen and Jo Handelsman
- Wolbring (2010) Ableism and Favoritism for Abilities Governance, Ethics and Studies: New Tools for Nanoscale and Nanoscale enabled Science and Technology Governance pp 89-104 *The Yearbook of Nanotechnology in Society, Vol. II: The Challenges of Equity and Equality* (Springer) Susan Cozzens and Jameson M. Wetmore (eds)



Dr. Gregor Wolbring

Annual Canadian Disability Studies Association

The CDSA-ACEI 8th Annual Conference of which Gregor is the President this year, takes place June 1, 2 and 3, 2011 at St. Thomas University and the University of New Brunswick, in conjunction with the annual Congress of the Canadian Federation for the Humanities and Social Sciences.

If interested; more information about the conference can be found at the Association webpage:
<http://www.cdsa-acei.ca/conference.html>

and congress:
<http://congress2011.ca/>



Masters in Public Health Degree in Mwanza, Tanzania

Bonnie Lashewicz is part of a team of professors in Community Health Sciences at the University of Calgary who have partnered with the Bugando University College of Health Sciences in Mwanza, Tanzania to develop and roll out a masters degree in public health in Mwanza. In October, 2010, Bonnie spent 10 days in Mwanza teaching a module on health leadership to 16 students. Students have diverse undergraduate training including in nursing, medicine, nutrition, pharmacy, dentistry, chemistry, biology and environmental health, science and management. As well as continuing with their intensive course work, these students will complete thesis research over the next several months with a view to continuing and elaborating their work in health leadership in Tanzania.

Your Opportunity Awaits

Amy Ewart—Graduate of BCR Program writes:

I graduated from the program in June of 1999. After graduation I moved to Saskatchewan and got a job as a Developmental Consultant with the Autism Resource Centre (ARC). While I was in this position, I was responsible for functional assessments, program development, family training, transitional planning, vocational planning and support and education workshops.

I sat on various committees and participated in numerous fundraising events as ARC was a non-profit agency. I hired interventionists to work one on one with the individuals on my caseload that ranged in age from 4–36 years. I have worked there since graduation and have just recently moved positions. My job at the health region came about when the ARC amalgamated their

services for children under 18 with the health region. The BCR program helped prepare me in many ways. The courses offered are focused and relevant to peaking with individuals in the real world. I participated in numerous practicums throughout my school career in places like CMHA, Schizophrenia Society, school boards, vocational placements and educational placements.

This was extremely helpful, allowing me to put my learned knowledge into practice.



“As a former CRDS student, I’m happy to tell you I am now in my second year of Occupational Therapy at the University of Alberta.

My classmate and I created a video titled, ‘What is Rehabilitation Medicine’ as a submission for a contest put on by the Faculty of Rehab Medicine.” - Kirsti Gurski

Here is the link: <http://www.youtube.com/watch?v=VO3zvIA8m84>

Are you a BCR graduate? We would love to hear your story. Please email rsbarzel@ucalgary.ca and we’ll share it with fellow alumni and our community partners.

Volunteers wanted
Looking for supportive roommate
Job Posting

The Association for the Rehabilitation of the Brain Injured

Providing hope and quality of life for brain injury survivors

The Association for the Rehabilitation of the Brain Injured (ARBI) has been operating in Calgary for over thirty years, providing rehabilitation to individuals with the most severe brain injuries, including stroke.

In 2009-10 ninety clients ranging in age from 17-75, connected with ARBI, working on-site, in our community integration program, or our off-site program.



ARBI has a unique service delivery model; with the support of our front line program staff, including physiotherapists, occupational therapists and speech language pathologists, we train practicum students and volunteers to implement the programs developed for our clients. This hands-on approach gives students and volunteers an opportunity to work one-on-one with our clients, developing meaningful relationships and practical understanding of the programs.

“I arrived at ARBI hoping to make a difference and learn more about post-injury rehabilitation and my experience as a volunteer here has been above and beyond what I could have expected. My time at ARBI stands out as the most formative and rewarding experience I’ve ever had as a volunteer,” shares Neasa Coll, former volunteer, researcher and U of C medical school student.

The ARBI opportunity is working side-by-side with a brain injury survivor, seeing improvements that move them closer to their goals; to be independent community members living the best quality of life possible.

The atmosphere is one of teamwork and positivity, where everyone comes together to make life better for brain injury survivors, and their families.

Leading edge research in neuroplasticity shows the brain’s innate capacity to rewire itself, to create pathways of possibility. Functioning parts of the brain can learn to perform tasks that the damaged part of the brain was formerly in charge of. Staff, volunteers, clients and families see results daily and are very hopeful for the future.

If you are interested in a very enriching and rewarding volunteer or practicum experience, contact Wendy Daitch, ARBI Volunteer Coordinator, Direct Line: 403-217-4591, main line 403-242-7116 ext. 229 or email wendy@arbi.ca

Volunteers wanted
Looking for supportive roommate
Job Posting

Supportive Roommate Wanted

A music and sports loving semi-independent man is seeking a supportive roommate (single or couple) to share his wonderful 3 bedroom + den, 2 living room, 2.5 bath duplex in the West Springs (SW) area of Calgary and to support his inclusive lifestyle.

Very reasonable rent and shared utils + monthly support allowance.

If you or someone you know is interested, please call Linda at 403-719-4171 or email loftsuite@yahoo.ca

WANTED: Students to work with children with special needs

Work as an aide with a multi-disciplinary team, under supervision of Psychologist, Speech-Language Pathologist and Occupational Therapist. Services are provided in the family's home. Children are of all ages and skill levels. Flexible schedule and competitive hourly wage, with training provided.

This is a great opportunity to get hands-on experience!

Please contact Sara Turner, saraturner.slp@gmail.com or phone 403-816-2718



Job Advertisement

The Integrated Post-Secondary Education Society of Alberta is an innovative initiative which enables developmentally delayed young adults the opportunity to attend the University of Calgary. Upon graduation from the university, we offer support with employment in the community. We are currently seeking a person to fill a contract position:

Temporary, Full-time Director’s Position (maternity leave)

Preference will be given to candidates with the following qualifications:

- Degree in Community Rehabilitation or equivalent
- 3-5 years experience leading, developing, and managing staff
- Demonstrates an understanding and commitment to the philosophy and actions of inclusion
- Ability to work independently, as well as part of a team
- Excellent information management skills

The successful candidate will carry out the following duties and responsibilities:

- Supervise and provide support to staff who facilitate opportunities for students and graduates in their respective university and work placements.
- Attend Executive Board and General meetings
- Facilitate communication between students/graduates, parents, staff members and Board Executive.
- Organize and run staff meetings
- Prepare budget and payroll input
- Liaise between the Board and government funding agency (Persons with Developmental Disabilities (PDD))
- Perform all other duties as requested by the President

All interested applicants can send a cover letter, resume, and two reference letters to:

Stephanie Roll, Board Chairperson
#5 1212 – 38 Avenue N.E.
Calgary, Alberta T2E 6N2

Application Deadline: March 10, 2011

Only candidates selected for interviews will be contacted

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



In January 2010, the LCO issued a Call for Research Papers related to its project on the Law as it Affects Persons with Disabilities. The Call closed on February 12, 2010. Six research papers were completed through this Call for Papers, as follows:

ARCH Disability Law Centre: *Enforcing the Rights of Persons with Disabilities in Ontario's Developmental Services System*

<http://www.lco-cdo.org/en/disabilities-call-for-papers-joffee>

ARCH Disability Law Centre: *The Shield Becomes the Sword: The Expansion of the Ameliorative Program Defence to Programs That Support Persons with Disabilities*

<http://www.lco-cdo.org/en/disabilities-call-for-papers-sheldon>

Michael Bach and Lana Kerzner: *A New Paradigm for Protecting Autonomy and the Right to Legal Capacity*

<http://www.lco-cdo.org/en/disabilities-call-for-papers-bach-kerzner>

Baker Law: *A Case Study Paper on Rights to Supports*

<http://www.lco-cdo.org/en/disabilities-call-for-papers-bakerlaw>

Professor Mona Paré, University of Ottawa, Faculty of Law (Civil): *The Participation of Persons with Disabilities in the Decisions that Concern Them: the Example of Education*

<http://www.lco-cdo-org/en/disabilities-call-for-papers-pare>

Lora Patton, Rita Samson and Brendan Pooran: *A Principled Approach: Considering Eligibility Criteria for Disability-Related Support Programs Through a Rights-Outcome Lens*

<http://www.lco-cdo-org/en/disabilities-call-for-papers-patton-pooran-samson>

The LCO is pleased to announce that these papers are now available on their website -

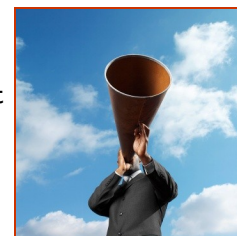
www.lco-cdo.org

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 rsbarzel@ucalgary.ca



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.