HLTH 403/3.0  Global Perspectives in Community Based Rehabilitation

Summer 2014 BISC (Bloc III) June 9th-20th, 2014

Instructors:
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Adjunct Academic I, School of Rehabilitation Therapy, Queen’s University

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Executive Director, International Centre for the Advancement of Community Based Rehabilitation (ICACBR), Queen’s University
Professor Emeritus, School of Rehabilitation Therapy, Queen’s University

Beth Richan, BA, BEd, MSc (RHBS), richanb@queensu.ca
Program Director, Interdisciplinary Studies in Global Health and Disability, (BISC), UK
Project Manager, Access to Health and Education for All Children and Youth with Disabilities (AHEAD) in Bangladesh, International Centre for the Advancement of Community Based Rehabilitation (ICACBR), Queen’s University

Office Hours: 1-2 pm (see program schedule for exceptions)
Classes: June 9th-20th
Regular Lecture Times: 9 am to noon Monday to Friday
Additional Lecture Times: As per program schedule
Location: Bader International Study Centre and Field Excursion locations
Room locations: TBC

Guest Lecturers:
Dr. Valerie Taylor, PhD (hon),
Founder and Coordinator, Centre for the Rehabilitation of the Paralysed (CRP) Savar, Bangladesh

Pre-requisites: Completion of second year university in good standing

Course Description:
This course explores global perspectives of community based rehabilitation (CBR) as a strategy for equalization of opportunities, social inclusion and participation of persons with disabilities. It prepares students to design, implement and evaluate CBR programs for and with persons with disabilities internationally by using a gender sensitive and human rights based approach. Students will examine basic CBR concepts and frameworks, health and disability policy, global partnerships, education and training strategies, the World Health Organization CBR Guidelines as well as their application in a variety of CBR programs globally. The course draws on 25 years of ICACBR’s international experience.

This document is available in alternate format upon request
Course Objectives:
1. To improve understanding of CBR theory and practice internationally
2. To gain practical skills necessary for designing, planning, implementation and evaluation of CBR programs
3. To build capacity to integrate latest developments in the areas of disability, human rights and CBR into international development projects.

Required readings:

Week 1


Peat, M. (1997). Chapter 4: Community Based Rehabilitation, in M. Peat, Community Based Rehabilitation (pp. 27-47).


**Week 2**


**Additional Readings:**


**Field Studies:** (Appendix 1)

One two-day field trip is planned to London during this course. A visit to the London School of Hygiene and Tropical Medicine has been arranged with additional activities pending confirmation. Information about travel and meeting plans will be discussed during class.

**Evaluation**

**Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation, Accessibility Audit Presentation and Proposed Paper Outline</td>
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<tr>
<td><strong>a)</strong> Class participation — Your grade is based on your engagement throughout the course. This includes timely completion of specific tasks and participation in face to face discussions in class, during guest speaker presentations and on the field trip.</td>
<td>10</td>
<td>continuous</td>
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<tr>
<td><strong>b)</strong> Group Presentation — Your group presentation will be the culminating activity of the Accessibility Audit woven throughout HLTH401, HLTH402 and HLTH403.</td>
<td>10</td>
<td>June 10th @ 9 am</td>
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<tr>
<td><strong>c)</strong> Proposed Paper Outline - Your outline must have a working title, a short description of your topic, a brief synopsis of the main issues, a tentative thesis/analysis, and an outline of the paper. It should be 400-600 words long (approx. 2 double spaced pages) plus an attached bibliography with a minimum of six sources at least three of which must be academic journal articles. Submit the title and the two-page outline for your paper to the course instructors via email.</td>
<td>10</td>
<td>June 16th @ 9 am</td>
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**Presentation**

Students will present their major assignment topic in Week 2 of the course. The format of the presentation will be agreed upon with the instructors and may include oral presentation or poster presentation of the topic selected for the course paper or any other relevant CBR topic agreed in advance with the course instructors.

<table>
<thead>
<tr>
<th>Major paper</th>
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<tbody>
<tr>
<td>The major paper should identify the issues relevant for the topic and provide critical analysis with a clear argument. The paper should include:</td>
<td>40</td>
<td>June 30th @ 9 am</td>
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<tr>
<td>1. Table of Contents</td>
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<tr>
<td>2. Abstract</td>
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<tr>
<td>3. Introduction</td>
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<td>4. Description of the problem/issue</td>
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<td>5. Review of the Literature</td>
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<td>6. Discussion/Analysis</td>
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<td>7. Conclusion/Recommendations</td>
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<td>The paper should not exceed 4000 words including references, double spaced.</td>
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**TOTAL**                                                                 | 100   |                  |
SKHS Grading Policy
As of January 1st, 2012 the grading policy adopted by the School of Kinesiology and Health Studies will be to utilize the “Letters In, Letters Out” method of recording and communicating grades to students. All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale.

*Letter Grades: The final numerical score will be converted to a letter grade.

<table>
<thead>
<tr>
<th></th>
<th>90-100</th>
<th>77-79.9</th>
<th>67-69.9</th>
<th>57-59.9</th>
<th>F</th>
<th>00-49.9</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>85-89.9</td>
<td>B</td>
<td>73-76.9</td>
<td>C</td>
<td>D</td>
<td>53-56.9</td>
</tr>
<tr>
<td>A-</td>
<td>80-84.9</td>
<td>B-</td>
<td>70-72.9</td>
<td>C-</td>
<td>D-</td>
<td>50-52.9</td>
</tr>
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</table>

Citation style:

General assignment parameters:
- Double-spaced, 12-point times new roman font, 1 inch margins (2.54 cm)
- References should be provided in APA (6th edition) format
- Please use references as required to support your arguments. Appropriate references include a balanced mix of published peer reviewed papers, books (chapters), and online resources.
- All assignments are submitted electronically to dj3@queensu.ca

Assignments will be graded according to the letter grading system. The grid below describes the expectation to achieve the listed letter grade (A, B, C, D, F). In cases where the expectation is exceeded but not to the extent that the work merits a letter grade higher, a letter grade will be qualified with a “+”. In cases where the expectation is almost met but not quite, a letter grade will be qualified with a “− “. A+ will be given to work that exceeds expectations in a number of areas and is of quality comparable to that of a graduate student.

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<tbody>
<tr>
<td>A</td>
<td>Ideas and arguments clearly, thoroughly, and thoughtfully presented, student demonstrates a solid understanding of the concept</td>
<td>*good and quality evidence provided</td>
</tr>
<tr>
<td>B</td>
<td>There are noticeable gaps (e.g., missing a minor point, some explanations unclear)</td>
<td>*evidence provided but lacking in some places or lacking quality</td>
</tr>
<tr>
<td>C</td>
<td>There are several minor or a major noticeable gap(s) (e.g., missing several minor points, explanations unclear, clear lack of understanding)</td>
<td>*evidence provided but lacking in some places and/or lacking quality</td>
</tr>
<tr>
<td>D</td>
<td>There are minor and major gaps (i.e., clear lack of understanding/ little evidence of understanding)</td>
<td>*evidence provided is lacking and low quality</td>
</tr>
<tr>
<td>F</td>
<td>Way off track. No evidence of understanding</td>
<td></td>
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</table>
Students are responsible for keeping back-up copies of all written work and assignments for this class. You should always have at least one updated hard copy of your work (rather than just one electronic version either on memory stick or hard drive). Computer problems will not be accepted as an excuse to hand in a late assignment.

Late Assignment Policy
Late assignments will receive a penalty of 5% of the assignment value for every day they are late. There are no exceptions to this policy without documentation of extenuating circumstances and prior arrangement with the course instructor.

Disability Accommodations Statement
Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcds/ds/
School of Kinesiology and Health Studies – Regulations and Policies

Academic Integrity

The School of Kinesiology and Health Studies policy related to breaches of academic integrity is as follows. The minimum penalty assessed for such a finding will be a grade of zero on the work in question plus the subtraction of the value of the assignment from the student’s final grade.

Exams and Midterms Policies

- As per University regulations, requests for accommodation for exams, midterms and course assignments must be received by the instructor in a timely manner and at least a week in advance of the test or due date. Students who are entitled to accommodations (e.g. special requirements such as additional time for written tests) are asked to discuss their requirements with the instructor at the start of the course. Official documentation is required to support such requests. Do NOT leave requests to the last minute.
- Students who are unable to write a test or exam on the published date are not permitted to write in advance of the class.
- Requests for an alternate midterm/exam times or an extension for course assignments for the purpose of accommodating travel arrangements for personal reasons, either during the term or before the end of the University’s official exam period will be automatically denied.
- Except in extenuating circumstances, deferred exams must be written no later than within the first two weeks of the subsequent term. When possible, a common deferred exam date will be set for all students in the course.

Faculty of Arts and Science Regulations and Policies

Students should refer to the regulation section of the current Arts and Science Calendar to familiarize themselves about the academic regulations that are applicable to course work and academic performance. Specifically, please note the following regulations:

- Regulation 1: Academic Integrity
- Regulation 6: Attendance, Course Work and Conduct
- Regulation 7: Assessment of Performance
- Regulation 11: Review of Grades and Examinations
- Regulation 17: Misconduct in an Academic or Non-Academic Setting
- Regulation 8: Final Examinations and General Examinations
- Regulation 9: Examination Conduct
- Regulation 10: System of Grading and Transcript Notations

In particular, students should note the changes to Regulation 1 Academic Integrity (formerly Academic Dishonesty). Highlights from this regulation include:

The Queen’s University Senate Policy on Academic Integrity may be found on the internet at www.queensu.ca/secretariat/senate/policies/AcadInteg.html.

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities, at http://www.queensu.ca/secretariat/senate/policies/princpri/).
Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar, on the Arts and Science website (see http://www.queensu.ca/calendars/artsci/pg4.html), and from the instructor of this course.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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**Exam Accommodations**

In order of priority:

1. **Matters of Human Rights**

**DISABILITIES:** Please note that it is important to contact Disability Services (St. Lawrence Bldg. 613-533-6467) as early as possible in the academic year to allow time for you to be registered for special needs consideration. Students already registered with Disability Services (St. Lawrence Bldg. 613-533-6467) should request accommodation from the instructor **at least one week prior to the exam or test.** Students not yet registered with Disability Services may request accommodation, but it may not be possible to provide the appropriate accommodations in a timely fashion in such instances.

**FAITH OBSERVANCE:** Should you require accommodation due to faith observance, please contact the instructor as early as possible to allow appropriate alternative arrangements to be made. If requests for accommodation are not made **at least one week prior to the exam or test,** it may not be possible to accommodate in a timely fashion.

2. **Extenuating Circumstances beyond a Student's Control**

**ILLNESS:** You are expected to comply with **Academic Regulation 6.3, Absence and Missed Course Work etc.** If you are too ill to write an exam you **must** document this either with a medical certificate (if available) or by notifying the instructor in writing (with your signature). If you are ill for an extended period of time, it is your responsibility to contact the instructor immediately on your return to campus.

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Course Outline (Subject to Change)
Appendix 1

Bloc III London Trip
Thursday - Friday June 12th – 13th, 2014

Students: 15-20
Faculty: B Richan, K Jackson
BISC staff: 1 or 2

Thursday June 9th

8:00 am TBC Make bag snack
  Breakfast in Dining Hall
8:45 am TBC Be on coach with overnight bag
9:00 am sharp Depart BISC by coach
  (Bring snacks! And eat bag lunch)
11:30 am Arrive London
  Check into hotel and transfer luggage
  The Grange White Hall Hotel (TBC)
  Russell Square
  7 Montague Street
  London WC1B 5BP
  Tel: +44 (0) 20 7323 1717
  http://www.grangehotels.com/hotels-london/grange-white-hall/about-this-hotel/

13:30 Walk to LSHTM (5 minute walk)
14:00-16:00 London School of Hygiene and Tropical Medicine http://disabilitycentre.lshtm.ac.uk/
  Maria Zuurmond
  Research Fellow (Adolescent Health/Child Disability)
  London School of Hygiene and Tropical Medicine
  International Centre for Evidence in Disability (ICED)
  London School of Hygiene and Tropical Medicine (LSHTM)
  Keppel Street, London, WC1E 7HT, UK
  Joerg Weber (TBC)
  Research Fellow
  CBR Evaluation
  London School of Hygiene and Tropical Medicine
  International Centre for Evidence in Disability (ICED)

4 pm Free time
  Some options and suggestions you may want to consider:

  Please check websites for opening and closing times, directions and entry prices (not included in BISC program fees):
Houses of Parliament/Big Ben/Westminster Abbey
British Museum
St Paul’s Cathedral
Harrod’s
Churchill War Rooms/ Imperial War Museums
Buckingham Palace
Abbey Road
River cruise on the Thames

Be VERY mindful of travel time and time allocated to see the attraction. Please do not venture out on your own, make plans to go with another student who is interested in similar activities.

18:30  Travel to Theatre (TBC)
19:00  Arrive at Theatre
19:30  London Theatre Show (TBC)

Friday June 10th

8:00 am  Breakfast
9:00 am  Board coach
9:15  Meet group and walk to UCL (10 minute walk)
9:45 am  Arrive at UCL
10:00-12:30  University College London (UCL)
Institute of Global Health (IGH) and Leonard Cheshire Centre
Mary Wickenden, Ray Lang, Nora Groce, Maria Klett
Levinsky Room Institute of Child Health UCL building
30 Guilford St. London WC1N 1EH

13:00  Lunch on own
14:00  London Eye (TBC)
15:00  Free time
17:00  Coach departs for BISC
19:00  Arrive at BISC
Dinner available in Dining Hall