Insert Course Name

# Course information: Foundations of Disabilities

* September 6, 2022 to December 9, 2022, Online delivery
* Instructor: Gopal Banarjee
* Office: Online
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## Course Overview

## Course Description:

Examine the major disabilities within Canadian culture including physical, developmental, organic, acute, chronic, and acquired disabilities. Focus on the symptoms associated with each disability with special attention to the relationship each disability may or may not have to mental illness.

Course Objectives:

1. Assess the epidemiology and prevalence of mental health issues in Ontario to determine the level of impact on individuals, families, friends, co-workers, and their well-being.
2. Develop and apply strategies to enhance professional growth and workplace competence.
3. Assess mental health illnesses and disabilities using various tools and strategies to diagnose and determine intervention and treatment according to client needs.
4. Evaluate physical disability in the context of injury or brain pathology.

* Describe the symptoms associated with traumatic brain injury, concussions, stroke, alzheimer’s disease, multiple sclerosis, cerebral palsy, parkinson’s disease and huntington’s disease.
* Describe the prevalence of these disabilities, particularly with respect to an aging population.
* Describe nature and nurture factors that contribute to the development of these disabilities.
* Identify these disabilities using psychological and medical information from case studies.
* Explain the relationship each disability may or may not have to mental illness.
* Describe the prognosis associated with these disabilities and the impact of early screening on social, cognitive and behavioural outcomes.

1. Analyze developmental disabilities in the context of impairments in intellectual, social, attentional and/or communication abilities.

* Describe the symptoms associated with down syndrome, autism spectrum disorder, learning disabilities, and attention deficit/hyperactivity disorder.
* Describe the prevalence of these disabilities.
* Describe nature and nurture factors that contribute to the development of these disabilities.
* Identify the diagnostic criteria outlined in the DSM-5 through the use of case studies.
* Explain the relationship each disability may or may not have to mental illness.
* Describe the prognosis associated with these disabilities and the impact of early screening on social, cognitive and behavioural outcomes.

1. Apply disability case management in the context of the Canadian workforce.

* Describe wellness programs aimed at preventing disabilities at work.
* Describe return to work programs aimed at integration following a disability.
* Assess the effectiveness of these programs with respect to employee morale, productivity and disability awareness.
* Discuss these disabilities in terms of their long-term impact on an aging workforce.

1. Evaluate your personal history including experiences of, and exposure to, disability.

* Identify your attitudes about disability, aging and decline in physical or psychological functioning.
* Explain your early sources of socialization including family and cultural background.
* Describe your exposure to cultural products, such as movies and literature that describe, sanction and demonize disability.
* Explain your professional goals and how the understanding from this course will inform your work.

## Course Format

.Information will be presented through online lectures, group presentations and online discussion. For approximately one-third of the class time, information will be given in a lecture-discussion format. This information will focus on a selected theoretical framework as applied to the foundations of disabilities. This course is a fully online delivery.

## Required Texts:

1. Falvo, D. (2013). Medical and Psychosocial Aspects of Chronic Illness and Disability. Burlington, MA: Jones & Bartlett Learning.

## Additional Suggested Readings

1. Various articles, websites and other reading material posted to the course site on Avenue to Learn.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Assignment 1 – Due Friday October 7, 2022 at 11pm, Worth 25%
2. Assignment 2 – Due Friday November 4, 2022 at 11pm, Worth 25%
3. Group Presentation Team Contract – Due Friday September 23 2022 at 11pm, Worth 10%
4. Group Presentation – Due Friday November 18, 2022, Worth 30%
5. Academic Integrity Quiz – Due Friday September 16, 2022, Worth 2%
6. Discussion/Participation – Due Friday December 2, 2022, Worth 8%

## Requirement/Assignment Details

See assignment details on Avenue to Learn

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be submitted to the Dropbox on Avenue to Learn on the specified due date/time.

## Submitting Assignments & Grading

* Submit assignments to the designated Dropbox on Avenue to Learn
* Rubrics are posted on Avenue to Learn

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive virtual learning environment. Students should read weekly posted material on Avenue to Learn and complete assigned tasks according to outlined due dates.
* Access to a computer/laptop is required for this fully online course.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.** Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](about:blank), located at [http://www.mcmaster.ca/academicintegrity](about:blank)

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

## Authenticity/Plagiarism Detection:

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](about:blank)

## Online Proctoring:

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca) for further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Conduct Expectations:

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](about:blank) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Copyright and Recording:

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

# Course Weekly Topics and Readings

#### Please see learning plan posted on Avenue to Learn with weekly topics, readings and assignment due dates.