

CORE NEWS

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FALL 2011

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With another school year approaching, we are looking forward to meeting some new faces, some familiar faces, and we know that all are ready to take on new challenges and accomplishments. Presently we have admitted 73 students for Fall 2011. CRDS is a program that allows people from different locations the chance to study and complete their BCR on and off campus. Study locations include Edmonton, Vancouver, online and here on campus. Through the Edmonton distance campus we have admitted eight new students, Vancouver has sixteen new additions, two students were admitted to the online group and here on campus thirty-seven new admissions. There is a great interest from students who came from high school, with ten new admissions for their first year here at U of Calgary.

From CRDS we wish you all a very successful and fun school year.



**Tribute to
Kaitlyn
Brien**

Gone too Soon.....

On Saturday the 10th September all the students that worked with me through the summer were to have a get together at my place to celebrate the end of the slave work with me and the coming of a new exiting semester of learning. Kaitlyn was supposed to be part of this event. But it was not to be .

Instead I am writing this homage to the late Kaitlyn, my first CRDS student that did full time research with me. I met Kaitlyn for the first time as an instructor of the CRDS introductory CORE 205 “Introduction to disability studies” class at the University of Calgary. The class stretches the thinking of students given that disability studies is not staple high school food as aren’t most of the topics covered in the class. Kaitlyn just shined in her academic work. However CORE 205 has also a practicum attached to it, meaning that students have to work for a few hours every week with disabled people. Here she excelled also although not in academic prowess this time but relationship building, how she related to the disabled people she worked with, team thinking, emotional maturity, enthusiasm ... (I could list many more attributes here). Kaitlyn furthermore had my attention because she had already an idea of what she wanted to do after the degree. She wanted to be in speech pathology. I tend to offer selected students from CORE 205 the opportunity to do research with me from May-Sept based on their performance in the class and their interest in research. Research is a scary thought for most first year students if not for most undergraduate and even many graduate students and I am sure Kaitlyn had also some trepidations. High school simply does not teach students what research is and how its done. But she took up the challenge and showed up in May at her assigned desk to start researching. Not enough that she had to do research, her assignment was to write an article that could be send to an academic journal, an endeavour scary for many graduate students. She had to research the topic, write the paper, research which journal to send it to... . The content of the paper covered history and future of speech pathology the area she wanted to get into after finishing CRDS. Again she delivered and she gave me her paper August 16. May be nothing describes the impact of the paper better than the fact that one of the other students who worked with me in the summer -after reading Kaitlyns draft paper- changed her career goal towards speech pathology. I actually had plans to have Kaitlyn and this student to collaborate next summer .

Now the journey has to go on without Kaitlyn, however I will keep remembering Kaitlyn as a fountain of vision and inspiration and a hard working student. I think I can speak for all of us that we feel robbed.

Submitted by; Dr. Gregor Wolbring

**CRDS
STUDENT
SUCCESS
STORY**

**RECIPIENT
FOR THE
S.P CRAN
SCHOLAR-
SHIP
2011**

The Life and Times of a MDCS Student

My name is Kueth Diew and I am now a Canadian citizen who came from Southern Sudan a decade ago. Southern Sudan is a region of Sudan that is comprised of ten states. Sudan is the largest country in Africa in terms of land mass. It is bordering on Kenya, Ethiopia, Uganda, Central Africa, and Egypt. Sudan is known as one of the war torn countries in African history. The war between North and Southern Sudan started in 1956 when Southern Sudan wanted to become independent; this war took almost two million lives.

Many of the Southern Sudanese population has scattered worldwide because of this divided war. The Sudanese government agreed to give the Southern Sudan region local autonomy or self-rule six years ago. A comprehensive peace agreement was signed on January 9, 2005 in Naivasha, Kenya with the Southern Sudan movement called the Sudan People Liberation Army (SPLA). The South Sudanese people voted for separation unanimously from the North and became independent on July 9, 2011.



The peace agreement was the window of opportunity for many of Southern Sudanese children to go home and help to re-establish their communities. Since the peace agreement was finalized in 2005, Southern Sudan children around the world decided to go home but only found rubble where communities used to be. There was no place to live, no schools for the children and no hospitals to go to if someone was sick; everything was destroyed. The communities have found it very hard to provide medical care and education for their children. The town of Jiokow where I was born is located in Maiwut County at the eastern part of the Upper Nile state; it is an example of one of the many places in Southern Sudan that was hit hard during the war.

As one of the sixty survivors, among the two hundred children that were marched to the Ethiopia border during the war (United Nation High Commissioner for Refugee, 1983), I saw an opportunity to go back to Southern Sudan four years ago. During my visit in 2007, I helped organizations to establish four primary schools, three clinics, and one community rehabilitation centre in Upper Nile, Southern Sudan. I realized that my background and experience in Community Rehabilitation and the course in community economic development helped me immensely to recognize these goals.

**CRDS
STUDENT
SUCCESS
STORY**

I am currently a student in the Master of Disability and Community Studies (MDCS), University of Calgary. I feel that the Master of Disability and Community Studies program is the best fit for my life and work experience. The kind of work I am doing in Canada will help me with my work in Southern Sudan, which I am committed to for the rest of my life. I cannot wait to finish the graduate program so that I can help establish many more rehabilitation centres in Southern Sudan.

While I am certain that my professional experiences will prove extremely valuable in achieving my goal of working in Sudan, the MDCS is helping me to acquire the skills, knowledge and understanding of Community Rehabilitation so that I may be involved in policy development, administration and management. I selected the University of Calgary's Master of Disability and Community Studies (MDCS) program for several reasons: curriculum, location, reputation and their focus on the global environment.

My career aspirations are ambitious, but I am certain that I will attain them and thereby become a driving force in the Southern Sudanese's community for disabled people, who have no strong voice in their community or government. The Masters of Disability and Community Studies will provide me with the key qualities required for this venture. The programs' environment is challenging, interactive, and strategic. I have found that the MDCS is precisely the type of environment I need to succeed and continue to thrive in order to meet my goals.

Kueth Diew, B.Th, BA (Behavioural Science)

Summer institute
On
Inclusive education

This year's annual Summer Institute on Inclusive Education, ran July 4-22 with 75 students participating. The University of Calgary, in cooperation with AACL, and as part of the Community Rehabilitation and Disability Studies summer Institute, offers three half-courses of interest to teachers, administrators, parents, and others who are committed to educating students with developmental disabilities in the regular classroom. The courses are offered for credit and audit. The half-courses included Ethics of Caring and Inclusion:

- Implications for Educational Reform,
- Adapting Curriculum in Schools for K-12
- Addressing Challenging Behaviors in the Classroom

"For close to twenty years Community Rehabilitation and Disability Studies has partnered with AACL to offer these courses. It is an excellent example of how a university and community organization can work together to create more inclusive communities," says Dr. Anne Hughson, Director and Associate Professor, Community Rehabilitation and Disability Studies, Community Health Sciences, Faculty of Medicine.

For more information on the 2012 Summer Institute, contact

Beth Parrott at

(403) 220-2271/(403) 220-8587

Or

Email: parrott@ucalgary.ca

***2011
Summer
Institute
Draws 75***

**SAVE
THE
DATE
FOR
NEXT
YEAR!!**

**The Department of Community Health Sciences and
The Calgary Institute for Population and Public Health**

SEMINAR

**Presenter:
Fay Orr**

Fay Orr has been a member of the Alberta Public Service for 23 years. Her current duties as Alberta's fourth Mental Health Patient Advocate include investigating complaints, providing information and assistance to patients, advising policy makers and promoting awareness of rights related to issues in mental health. Fay has also served Albertans as deputy minister of various government ministries including Children and Youth Services. Prior to becoming a deputy minister, Fay was Managing Director of the Public Affairs Bureau and Communications Director for the Office of the Premier.

Title:

How Mental Health Law Affects the Patient Experience

The presentation will explain the purpose of mental health legislation in Canada and discuss how recent changes to legislation in Alberta are meant to improve access to mental health services for the seriously ill both in hospital and in the community.

Objectives:

1. A better understanding of the purpose of Alberta's Mental Health Act
2. An understanding of the role of the Mental Health Patient Advocate
3. Understanding of recent changes to mental health legislation and their impact on patients

Date: Friday, October 21, 2011

Time: 12:00 to 12:50 P.M.

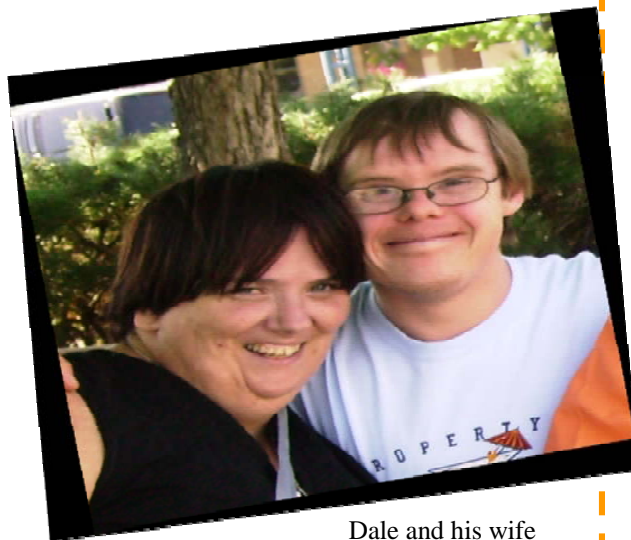
Place: G500 – Health Sciences Centre, 3330 Hospital Drive NW

After the seminar, you are invited for coffee and cookies in the lunch room on the third floor of the TRW building.

Dale is part of the Canadian Down Syndrome Society Voices at the Table Advocacy Committee (VATTA)

It's Good to Be Me: A Story Written by Self-Advocate Dale Froese

My alarm goes o! at 7:30 am and I roll over and kiss my wife of 12 years. I am off to work for another day. In the mirror I look at my reflection and envision the day ahead. As I look closer into my own eyes I relive the past. Today I feel like I belong. It always hasn't been this way. Although I grew up as the middle child in a loving family I spent much of my life living on the outside of my community. I felt so frustrated as I saw my brother and sister going out with their friends. Why was it so hard just to have a single friend? I tried getting friends and being part of the community. What did I not have that the community wanted? What did I do that made me feel so isolated away from people and the communities that I lived in? Does having Down



Dale and his wife

syndrome change my feelings of belonging in this world? Questions that I shouldn't have to answer, but I do. As the reflection looks back at me I know that I belong. In all aspects of life I have contributed to my community. I don't want anyone's pity. I don't want people to celebrate my successes. I just want to be me. My participation in the world as a friend, husband, employee and consumer enhance my feelings of belonging. Although the world often sees me as being different, I refuse to see the world differently because I have a disability. I hate nothing more than feeling like a celebrity for doing everyday things. Throughout my life people have assumed that I didn't want the same things they wanted. Nothing could be farther than the truth for me and most people with disabilities. I don't devalue myself and my participation in my own community. As my day progresses at work I know people I am serving treat me a little differently. I am tolerant of this and try to change their perspectives by confidently completing my duties. Customers are just trying to be nice but I know they see me a little differently. I am cool with that. At the end of my workday people tell what great work I am doing. Thanks but it's really nothing special; I am just doing my job. It's funny to think that I am often singled out for having a disability, and when I am in the community I am singled out for just being a regular employee. Sometimes you just can't win. I volunteer much of my life to help other self-advocates. It's a choice I make. Not all self-advocates feel they can make an impact in their own lives. I had been told all my life that my expectations shouldn't be high and that I would have limited opportunities to succeed. I understood better than anyone that just "belonging" would be the best path to follow. With my day complete and as I am brushing my teeth before bed, I glance into the mirror once again. I know that just like everyone else my routine will start all over again in the morning. I know that I belong. It is not what I have done, but the fact that society has let me do it. It's 11:00 pm and I crawl into bed and kiss my wife goodnight. It is indeed, good to be me!

Research

News

Let's hear from Dads raising children with autism...

Bonnie Lashewicz and Beth Parrott are pleased to launch their new study titled: Building parenting capacity in families of children with disabilities: Understanding and resourcing fathers of children with ASD. Through this project, funded by the Alberta Centre for Child, Family and Community Research, Bonnie and Beth, guided by a multi-disciplinary team of colleagues, are on a quest to collect stories from fathers about raising children with ASD, aged 2-12. Much of what is known about parenting comes from the perspective of mothers; we are seeking to learn more about the distinct experiences of fathers particularly as parent roles continue to shift with increasingly diverse family forms (e.g. step, foster, adopted and single-parent) and an ever changing family/employment interface (i.e. paid work is increasingly technology-driven, portable and pursued by both mothers and fathers). Please help spread the word. If you know/work with fathers of children with ASD, please let them know we would love to hear from them. Contact: Beth Parrott, email: parrott@ucalgary.ca or phone: 403 220-2271.

Sibling support for adults with disabilities and/or mental health issues

Bonnie Lashewicz and community partners Jody Nicholson, Mare Donly and Torrie Johal, continue their study of the potential and experiences of siblings as support providers to adults with disabilities and/or mental health issues.

Good news: Nearly one hundred people have now been interviewed for this study!

More good news: The first findings from this project, a case study of family support for a woman with FASD and an addiction, will be presented next month at a dual pathology congress in Barcelona.

Even better news: Additional funding (from Medical Services Alberta Incorporated) has been secured and more participants are needed! A larger sample will enable us to draw more definitive conclusions about the potential for siblings to provide support and how to help siblings in support roles. Please invite potential study participants including adults with disabilities, their siblings and their parents, to contact Bonnie Lashewicz (email: bmlashew@ucalgary.ca or phone: 403 220-4980) if they would like more information and/or to schedule an interview.

PATIENT ENGAGEMENT PROJECT FOR OSTEOARTHRITIS AS A PROGRAM OF CARE

Patient engagement is a recent medical term that we, in community practice, would call empowerment. As such, it taps into the basic healing power of understanding and managing our health and thus being motivated to take up health challenges and find ways to be healthy in spite of chronic health conditions. It also suggests that patients can bring their expertise and ideas to making health care more effective and patient centered.

Patient engagement activities are diverse and occur at various levels in the health care system:

Personal Care (*between patient and health care provider*)

Program of Care (*groups of patients with a common interest involved in planning for organization and delivery of specific health services, such as regional cancer services*) and

System of Care (*citizens or patients providing input into planning or evaluating a broad range of health services or policy, for example, through a survey or a public forum*)

Now that CRDS is part of the faculty of Medicine we are able to use our skills in capacity building and partnering with consumers, families and communities in new ways. Last summer, after a presentation on Grey Matters: a collaborative guide to working with Seniors (www.crds.com/greymattersinaction) I was invited to join researchers trying to find ways to engage patients in research. It felt like familiar territory and it led me to suggest that, while it was important to get good data from patients, the key to long term and transformative success lay in the preparation. This would mean moving beyond telling the story of their experiences to learning how to conduct patient engaged research-research that engages patients in authentic, meaningful and partnered ways. Patient engagement research could impact directly the research that informs planning and funding-from the top down. Hopefully, in time, bottom up efforts to make the care provider-patient relationships more effective would meet new ideas from research and planning.

Each country seems to view patient engagement differently. Patient Engagement in the United States and the European Union is based on a legal requirement for the physician to work in partnership with the patient.

Patient input to care effectiveness and health care reform is also expected and is considered part of the British version of Social Enterprise Health Care.

<http://www.dh.gov.uk/en/Managingyourorganisation/Socialenterprise/NHS/index.htm>

The United States seems to be more interested in helping patients understand and be a partner in their health management, with checklists of what patients “should do” to use scarce Health Resources more effectively.

http://www.cfah.org/CFAH_Engagement_Behavior_Framework_2010.pdf

Canadian approaches to patient engagement is in the very early stages but the Canadian Health Services Research Fund (CHRSF) has set up innovation funding programs to involve patients in their own health and health care

www.chrsf.ca/patientengagement/PEInitiative_e.php

NEWLY

FUNDED

RESEARCH

PROJECT

By
Nancy Marlett

Patient Engage- ment Con't



Our grant, “Patients Matter: Engaging patients as collaborators to Improve Osteoarthritis Care in Alberta” is sponsored by Alberta Health Services, Faculty of Medicine, Community Rehabilitation and Disability Studies, the U of C Press and the Arthritis Society. The Grey Matters in Action Open Access training program, is being updated to teach 15-20 patients with osteoarthritis throughout the province to conduct research adapted to the strengths and interests of patients.

As part of this two year project, they will first learn about specific research methods such as field work, questionnaires and surveys, focus groups and narrative interviewing with online classes augmented by practice in existing research projects. In the second year they will design a research project, submit it for funding and ethics approval, carry out their research, write it up and submit it for publication on line through the university of Calgary press.

We expect that once the training is completed, many will join the Alberta Bone and Joint Strategic Clinical network as patients and full partners in directing the care and research for Albertans with Arthritis. For many years we have invited patients, consumers, seniors, students to join professionals on boards, planning groups, government bodies etc. but it has been hard to move beyond sharing stories or speaking for the category of people they represent. By offering Grey Matters training and experience they will come to the table with a new skill set – a patient engagement researcher. They will be able to look at research and suggest how to effectively engage patients, they will look at new care options with a view to ensuring authentic patient evaluation.

If you know someone who has the time to devote to learning research skills and has osteoarthritis please contact the project coordinator Dr. Svetlana Shklarov at Shklarov@ucalgary.ca or (403) 220-5383. If you have a research project and would like to use the Grey matters in Action website, please contact Dr. Nancy Marlett, marlett@ucalgary.ca or 220-5657.



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.

Dr. Wolbring & Student Publications

New publications from Gregor Wolbring and his students (anything not open access I am happy to provide)

1. Wolbring, Gregor (2011) Sport and Physical Education after the Cheetah Legs in International Council of Sport Science and Physical Education (ICSSPE) ICSSPE Journal - the Bulletin Vol. 61 no page numbers
2. Wolbring (2011) **People With Disabilities and Social Determinants of Health Discourses** Canadian Journal of Public Health 102: 4. 317-319 July/August
My student Verlyn Leopatra (2011) generated the following video
Part 1 <http://www.youtube.com/watch?v=YCFbgaBy-tE>
and **Part 2** http://www.youtube.com/watch?v=gs-W_6DUrDg
which was the foundation of a workshop on water and sanitation access and disabled people at the Global Youth Assembly conference July 2011. I really recommend the you tube videos
My students Verlyn Leopatra, Emily Hutcheon and Jacqueline Neoga (2011) guest contribution **Able People, Disabling World: Unequal Access to Water** to the Equity Matters blog of the Canadian Federation for the Humanities and Social Sciences covering their Global youth assembly workshop <http://blog.fedcan.ca/2011/08/25/able-people-disabling-world-unequal-access-to-water/>
3. My student Jeremy Tynedal (2011) Guest contribution **Sport through a disability studies lens** to the Equity matters blog of the Canadian Federation for the Humanities and Social Sciences <http://blog.fedcan.ca/2011/08/04/sport-through-a-disability-studies-lens/>
4. My student Natalie Ball (2011) Guest contribution **Eugenics and contemporary disability studies** to the Equity matters blog of the Canadian Federation for the Humanities and Social Sciences <http://blog.fedcan.ca/2011/07/14/eugenics-and-contemporary-disability-studies/>
5. My student Emily Hutcheon (2011) Guest contribution **'Disability' Policy and Equity in Higher Education** to the Equity matters blog of the Canadian Federation for the Humanities and Social Sciences <http://blog.fedcan.ca/2011/06/24/%E2%80%98disability%E2%80%99-policy-and-equity-in-higher-education/>
6. Wolbring (2011) Guest contribution **Ableism, disability studies and the academy** to the Equity Matters blog of the Canadian Federation for the Humanities and Social Sciences <http://blog.fedcan.ca/2011/06/17/ableism-disability-studies-and-the-academy/>

Congratulations to Pat Winter

On behalf of CRDS, we would like to congratulate Pat Winter on completing her Ph.D. in Human Services, from Capella University. Here is some history on our accomplished Instructor.

I have been a sessional instructor with CRDS for 7 years and currently work as the Coordinator of the Darrell Cook Family Managed Supports Resource Centre through AACL. I co-founded a non-profit company that specialized in community development and ageing related issues. I have conducted research on policies, systems and practices which affect individuals with disabilities and worked as a member of a research and policy team identifying research activities and implementing research with community organizations. As an advocate, I have supported children and/or parents who had developmental disabilities and were involved with Child and Family Services to access information and services to help individuals develop skills to remain within the family unit and the community. My history also includes working as a human resource generalist.



Sharing Knowledge:

In September the instructors of CRDS came together to collaborate and discuss teaching techniques through use of technology. Techniques such as: Voicethread, Empressr, Elluminate, among others. Facilitating this meeting was our department's I.T consultant Phuoc Lam, who did an excellent job of leading the group into discussions, brainstorming ideas and presenting new ideas with their resources. We want to thank Phuoc for being such a knowledgeable and patient co-worker for all staff here at CRDS. We are very fortunate to have such a great team player with us. So many thanks from all of us!



Here are some links below that summarized the tools discussed:

<http://voicethread.com>

Collaborative presentation tool allowing users to comment on images, videos, slides via text, mic, or webcam. Also allows for collaborative creation of presentations by allowing select others to add/edit the voicethread

<http://www.empressr.com/>

Allows one to load a ppt presentation, images, video and add audio/video to create a webcast/deploy over the internet

[. http://prezi.com/](http://prezi.com/)

<http://50ways.wikispaces.com/Glogster>

(Poster/collage with media and transition effects; alternative presentation technique to slideshows) Since these web-based technologies allows for one to incorporate different types of media into a presentation, there is no reason why one has to do it on the fly as it were. You could create the media (audio/video) and edit it (remove all the ums, ahs, and pauses for example) before adding them into these presentation tools.



For video editing, iMovie is great if you're on a Mac, or <http://www.jaycut.com/> is a very nice, free, online tool. If you're on PC and don't mind spending a little money, Pinnacle Studio or Adobe Premiere are decent editing suites as well.

For all your audio editing needs, I recommend Audacity:

<http://audacity.sourceforge.net/download/>

It will allow you to record from several sources (mic, line-in, sound card/speaker) and edit any audio mp3 or wav file.

Community Development/Family Advocate

The **Alberta Association for Community Living (AACL)** fosters family leadership and advocacy in the pursuit of fully inclusive community lives for children and adults with developmental disabilities. We believe that children should grow up at home; that children should attend their neighborhood schools; that all people should have the right to participate and be welcomed into their community; that all people should have the chance at a good job for decent pay. We are seeking a self-motivated, dedicated individual who is committed to our vision of inclusion to work in **Calgary** and area. This is a project-based full time position commencing immediately. The **Community Development/Family Advocate** will:

- Work collaboratively with community organizations and sectors to nurture and support their capacity to include people with developmental disabilities and their families
- Serve as a resource and guide to families and individuals with developmental disabilities in their pursuit of supports and services that enable inclusion
- Seek out and develop both traditional and alternative respite options for families
- Develop and support the networking of families who are committed to pursuing inclusion
- Advocate with and for families and individuals in their efforts to nurture and develop inclusive communities

The successful candidates must possess:

- Deep understanding of inclusion and an unwavering commitment to its ideals
- Excellent organizational, communication and interpersonal skills
- Working knowledge of the systems and supports available to families and individuals, especially children, with developmental disabilities in Alberta
- Partnership building and problem-solving skills
- Commitment to research and evaluation
- Ability to work independently as well as part of a team.

A university or college education in disability studies or related field is preferred. However, personal experience may be considered as equivalent. Only candidates selected for an interview will be contacted.

** To apply see contact information on next page



Community Development/Family Advocate

Please forward your resume with a covering letter by
October.16, 2011 to:

Stacey Andrews, Project Coordinator

Alberta Association for Community Living (AACL)

103, 4910 - 50 Street

Lloydminster, AB/SK S9V 0Y5

Tel: (306) 825-5911

sandrews@aacl.org

Fax: (306) 825-5912

Click on the banners below to find the link for the Canadian Journal of Disability Studies and International Journal of Disability, Community & Rehabilitation.

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



WORLD DISABILITY UNION INAUGURAL GENERAL ASSEMBLY 1. GERNERAL ASSEMBLY MEETING

October.22, 2011

WORLD DISABILITY UNION UNIVERSAL DESIGN WORKSHOP

October.23,2011

Dr. Anne Hughson and Dr. Bonnie Lashewicz are invited to attend and present at the World Disability Union General Assembly, in Istanbul Turkey this October. This invitation holds even a personal tie, being that the invitation came from a graduate of CRDS, Linnie Tse. We wish them the best with this great opportunity to promote the University of Calgary and CRDS on the world stage.

WDU-NPD World Disability Union National Platform for the Disabled



CRDS STUDENT ASSOCIATION

The Community Rehabilitation and Disability Studies Student Association (CRDS-SA) would like to welcome everyone to the new semester! The CRDS-SA is up and running now, and our team has a lot of great plans for this year, and we would like you to join! There is a membership fee of \$5.00, and this membership will give you access to mixers, meet & greets, volunteer opportunities, job fairs, peer mentoring and details on upcoming events

The membership fee goes right back into the Student Association to fund special events, such as the Potluck Year-End event that was held last April. If you'd like to join, please email Caitlin at crd@ucalgary.ca or stay tuned for more information by visiting our website, <http://comrehabsa.webs.com!>



The Between Friends Club: True Happiness, True Friends



My name is Jesse Basnak and I'm a fourth year Biomedical Sciences student (Bachelor of Health Sciences). For two years now I've been involved with the Between Friends Club, which provides social and recreational opportunities for people with disabilities. I am applying to Medical School this fall, and so I first started volunteering to get some community service hours and relevant experience. However, it soon became something so much more. Between Friends Club has bettered my life. Their organization has shown me the sense of purpose and achievement that volunteerism rewards. At first I was skeptical in how I could help children with disabilities. Also, I was worried the volunteering would be too much to handle on top of my homework. But through Between Friends Club I've matured into a leader, and the kids I work with have taught me how to communicate, care, and empathize, in a way that cannot be learned elsewhere in life. The activities I do are a relief and a driving force, and were it not for them my schoolwork would suffer, rather than the other way around.

For anyone else who feels like they are digging themselves into a hole whenever they do homework, I recommend getting involved. After you volunteer, even for the first time, the hole is filled, and you feel refreshed and purposeful all over again – as if you too were a kid. I encourage others to work with children with special needs, to see firsthand the smiles you bring to others and the happiness you get in return. To me, that is what life is all about: we are here to be happy, to enjoy ourselves and live to our fullest potential, whatever that might be. People with disabilities are often viewed as being abnormal or disadvantaged, but over these last few years I have seen those children smile more than most of the professors and students walking the halls at the U of C. So who is happier, and who is really living life to the fullest? To be happy is to be normal, to be natural: it takes fewer muscles to smile than to frown, after all. I do not know if we can readily judge another's purpose or happiness. All I know is this: that those kids know my name, and say it with a smile on their face, is to me more rewarding than any other accomplishment or experience. If you would like to experience it too, you can contact the Between Friends Club at www.betweenfriends.ab.ca. Hope to see you at a program!

All the best,
Jesse

Jesse Basnak
4th Year Biomedical Sciences Student
University of Calgary

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
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Calgary, AB T2N 4Z6
Phone: 403-220-2970
Fax: 403-220-6494
E-mail: pwenzel@ucalgary.ca
Web: www.crdss.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,