

RSED 5020

Psychosocial Aspects of Disability

Spring 2010

Department of Special Education,
Rehabilitation, & Counseling/School
Psychology

College of Education

INSTRUCTOR INFORMATION:

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OFFICE HOURS:

By appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



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Auburn University is an equal opportunity educational institution.

RSED 5020
Psychosocial Aspects of Disability
Auburn University

Spring 2010

1. Course Number: RSED 5020

Course Title: Psychosocial Aspects of Disability
Credit Hours: 3 semester hours
Prerequisites: none
Corequisites: none
Time: Friday 10:00 -12:45 pm
Haley 2406
Instructors Rachel Hughes 334-263-2749
334-462-2693
Email: rlh0008@auburn.edu

Office Hours: Call or email for appointment

DATE SYLLABUS PREPARED: January 2010

Course Purpose and Objectives

This course will examine the psychological and social aspects of adaptation to disability primarily from the perspective of the person with a disability and will include the perspectives of family members. Issues that affect persons with lifelong disabilities will be explored from the value perspectives of productivity, independence, and community inclusion. Specific issues involved across the life span, such as education, employment, housing, transportation, leisure, and health care will be explored and analyzed.

The historical, legal, and philosophical base that currently mandates and directs service priority for persons with significant disabilities will be reviewed and analyzed in terms of current and future service delivery systems vis-à-vis adaptation and adjustment to disability.

Course Objectives

1. To examine societal attitudes and values toward persons with disabilities.
2. To review major theoretical positions that have been applied to the study of people with disabilities.
3. To understand various perspectives involved in psychological adaptation to disability.

4. To develop an individualized perspective regarding the effects of disability upon human development and community inclusion through assigned readings, personal reflections, the *Full Life Ahead Retreat* and the *Photography Reflection and Exploration* experiential activity.

II Textbooks—Required

Vash, C. L., and Crewe, N. M. (2004). *Psychology of Disability*, (2nd ed.). New York: Springer Publishing Company, Inc.

Martin, Jr., E.D. (2001). (Ed.). *Significant disability: Issues affecting people with significant disabilities from a historical, policy, leadership, and systems perspective*. Springfield, IL: Charles C. Thomas, Publisher, LTD.

III Textbooks—Suggested Readings

Bryan, W.V. (1996). *In search of freedom: How persons with disabilities have been disenfranchised from the mainstream of American society*. Springfield, IL.: Charles C. Thomas, Publisher.

Bryan, W.V. (2002). *Sociopolitical aspects of disabilities*. Springfield, IL.: Charles C. Thomas, Publisher, LTD.

Gandy, G.L., Martin, Jr., E.D., & Hardy, R.E. (1999). (Eds.). *Counseling in the rehabilitation process: Community services for mental and physical disabilities (second edition)*. Springfield, IL.: Charles C. Thomas, Publisher, LTD.

Wright, B.A. (1983). *Physical disability: A psychosocial approach*. New York: Harper and Row.

IV Instructional Method

Instructional methodologies employed in this course will be lecture/discussion, group exercises/presentations, and video reflections.

V Course Requirements

Lifelong Disability: Personal Perspectives, Implications for Practice/Advocacy

A reaction analysis for each person's presentation regarding adaptation to disability will be required for each video or class session. The reaction analysis is limited to 1-2 pages due, the class period following the showing of the videotape.

Photography Reflection and Exploration Activity

This activity is a group and co-learning process designed to increase the awareness of disability issues through the medium of photography. The process typically includes: (1) identification of issue, (2) definition of issue, (3) taking pictures, (4) selecting a picture that expresses in a quote, phrase or sentence the essence of that particular issue (Personal Reflection), and (5) a one page rationale for the picture.

Pictures must be in jpg. format. If you do not have access to a camera, you may check out a camera from the LRC. Do not pirate pictures from the Internet, make it an original. Once you have a photograph of the assigned issue (**Do not use human subjects in your photography—you may use the human form in shadow**), you will need to add a quote/reflection regarding your perception of this issue.

The goal of this activity is to enhance awareness of issues relating to disability, noting that each person's perception of disability issues arises from differing perspectives. The picture, quote, phrase or sentence and the one page rationale must be submitted by.

Full Life Ahead Retreat

This activity will allow each student to become involved in learning about various disabilities and to enhance awareness of issues relating to a disability. Each person or family represented will have issues that they are seeking to find answers and sometimes relief

VI Evaluation

Grading

Examinations (2)	200 points
Reflection Papers	100 points
Full Life Ahead Retreat	100 points
Photography Activity	100 points

Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

VII

Schedule

Session	Date	Topic
1	January 15	Introduction/Course Overview Issues Affecting Disability SD—Chapter 1 PD—Chapters 1 & 9
2	January 22	An Integrative Counseling/Psychosocial Approach to Adaptation to Disability
3	January 29	Disability in America: History, Philosophy, & Public Policy SD—Chapter 2 PD—Chapters 2—8 (through session 7)
4	February 5	Full Life Ahead Retreat (March 5-7)
5	February 12	Disability in America: History, Philosophy, & Public Policy SD—Chapter 2
6	February 19	Controversy, Debate, & Backlash SD—Chapter 3 & 4
7	February 26	Examination I

8	March 5	Lifelong Disability: Personal Perspectives SD—Chapters 5-14 (through session 12) PD—Chapters 10-14 (through session 12)
9	March 12	Lifelong Disability: Personal Perspectives
10	March 19	Spring Break—No Class
11	March 26	Lifelong Disability: Personal Perspectives
12	April 2	Personal Perspectives-Discussion, Implications for Practice and Advocacy
13	April 9	Networking with Professions
14	April 16	Photography Presentation and Discussion
15	April 23	Putting It All Together: Summary and Conclusions SD—Chapter 15
16	April 30	Examination II

VIII CLASS POLICY STATEMENTS:

Participation: Students are expected to participate in all class discussions and participate in all exercise. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Attendance: Attendance is required at each class meeting. Unavoidable excuse from campus, other than illness, must be documented and cleared with the instructor in **advance**. The Rehabilitation and Special Education Programs attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of —FA unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see Tiger Cub).

Assignments: All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments must be turned in the day the

assignment is due and during the regularly scheduled class time. In addition, assignments must be turned in by the student completing the assignment. **No late assignments** will be accepted unless accompanied by a university-approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment. **NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.** **Exams:** If an exam is missed, a make-up exam will be given only for University approved excuse as outlined in the Tiger Cub. Arrangements to take the make-up exam must be made in advance (i.e., In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.) Students who miss a quiz because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.

Auburn University Policy on Classroom Behavior: Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; eating or drinking; use of tobacco products monopolizing discussion; persistent speaking out of turn; distractive talking, including cell phone usage; audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures " verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub*).

Accommodations for Students with Disabilities: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail (rlh0008@auburn.edu@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1244 Haley Center at 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Student Academic Grievance Policy: The purpose of this university policy is to "resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants." See *Tiger Cub* for steps toward redress.

The course syllabus provides a general plan for the course; deviations may be necessary