RSED 6020 and 6026

Psychosocial Aspects of Disability

**Auburn University**

**Spring 2010**

**Instructors: Mary W. Browning, M.Ed, C.R.C**

 **James T. Brown Jr., M. Ed, C.R.C**

**E-Mail:** **Mary:** **mwb0009@auburn.edu**

 **J.T.:** **brown70@auburn.edu**

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# I 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 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.

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### 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, video reflections and discussion board.

### V Course Requirements

####  **Attendance**

It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Rehabilitation and Special Education’s attendance policy for on campus students allows one (1) absence for a semester course that meets once a week. Failure to meet this standard will result in a grade of "F" unless the student withdraws from the class prior to the withdrawal date (note the university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see *Tiger Cub* for rules and regulations).

Distance education students are not required to view classes live, but may access archived streaming media at a convenient time. It is advised that classes be viewed within a few days of its presentation so as to not miss time related announcements.

##  Participation

It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations.

 ***Related Reading***

A review and analysis of one consumer written book is required. A listing of consumer written books may be found on page 202 of the *Significant Disability* text that could be selected or others may be approved as well (please gain the instructor’s permission prior to selection). The review and analysis should be 5-8 pages in length and must adhere to APA style guidelines. A separate evaluation guide will be provided to each student at a later date. This paper is due on April 15, 2010.

***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. A separate evaluation guide will be provided to each student at a later date.

***Photography Reflection and Exploration Activity***

This activity is an individual 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, phase 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 April 15, 2010.

**VI Evaluation**

 ***Grading***

Examinations 50% (25% each)

 Book Reaction Analysis 20%

 Photography Activity 15%

 Reflection Papers 15%

 ***Grading Scale***

A 94-100

B 86-93

C 80-85

D 70-79

F Below 69

**VII Programmatic Accommodations**

 Students who need accommodations are asked to arrange a meeting during the first week of on-site classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. 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**, 1228 Haley Center, 334-844-2096 (V/TT).

**VIII Academic Integrity**

 It is each student’s responsibility to become familiar with the provisions contained in Auburn University’s policy regarding academic integrity or honesty.

**IX Schedule**

**Session Date Topic**

1 January 14 Introduction/Course Overview

 Issues Affecting Disability

 SD—Chapter 1

 PD—Chapters 1 & 9

2 January 21 An Integrative Counseling/Psychosocial

 Approach to Adaptation to Disability

3 January 28 Disability in America: History, Philosophy, & Public Policy

 SD—Chapter 2

 PD—Chapters 2-8 (through session 7)

4 February 4 Guest Speaker(s)

5 February 11 Disability in America: History, Philosophy, & Public Policy

 SD—Chapter 2

6 February 18 Controversy, Debate, & Backlash

 SD—Chapter 3

7 February 25 Controversy, Debate, & Backlash

 SD—Chapters 3 & 4

8 March 4 Examination I

9 March 11 Lifelong Disability: Personal

 Perspectives

 SD—Chapters 5-14 (through session 12)

 PD—Chapters 10-14 (through session 12)

10 March 18 Spring Break, No Class

11 March 25 Lifelong Disability: Personal

 Perspectives

12 April 1 Lifelong Disability: Personal

 Perspectives

13 April 8 Personal Perspectives-Discussion, Implications for Practice and Advocacy

14 April 15 Photography Presentation and Discussion

15 April 22 Putting It All Together: Summary and

 Conclusions

 SD—Chapter 15

16 April 29 Examination II