

RSED 5020
**Psychosocial Aspects of
Disability**

Spring 2011

**Department of Special Education
Rehabilitation Counseling/School
Psychology**

College of Education

INSTRUCTOR INFORMATION:

Lakeshia D. King
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OFFICE HOURS:
By appointment

COLLEGE OF EDUCATION



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



**AUBURN
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Auburn University Department of Rehabilitation and Special Education
RSED 5020
Spring 2011

- 1. Course Number:** RSED 5020
Course Title: Psychosocial Aspects of Disability
Credit Hours: 3 hours
Meeting Times: Tuesdays, 4:00 – 6:25 HC 2204
Office hours: By appointment
Instructor: Lakeshia D. King, M. Ed., CRC
Email: kinglak@auburn.edu

- 2. Date Syllabus Prepared:** December 2010

- 3. 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.

Suggested Books and 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* (2nd ed.). Springfield, IL: Charles C. Thomas, Publisher, LTD.

Jaegar, P.T. & Bowman, C.A. (2005). *Understanding disability: Inclusion, access, diversity, and civil rights*. Westport: Praegar.

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

4. Course Description:

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 lifespan, such as education, employment, housing, transportation, leisure, and healthcare 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.

5. 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.

6. Course Content Schedule:

<i>Class Session</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments Due</i>
1 January 11	Introduction and course overview Issues affecting disability	SD Ch 1 PD Ch 1&9	
2 January 18	An integrative counseling/ psychosocial approach to adaptation to disability		
3 January 25	Disability in America: History, philosophy, & public policy	SD Ch 2 PD Ch 2-8* <i>*thru session 7</i>	
4 February 1	Disability in America: History, philosophy, & public policy	SD Ch 2	
5 February 8	Disability in America: History, philosophy, & public policy	SD Ch 2	
6 February 15	Controversy, debate, & backlash	SD Ch 3	

Class Session	Topic	Readings	Assignment Due
7 February 22	Controversy, debate, & backlash	SD Ch 3&4	
8 March 1	Examination I		
9 March 8	Lifelong disability: Personal perspectives	SD Ch 5-14* PD Ch 10-14* <i>*thru session 12</i>	
10 March 15	Spring Break – NO CLASS!		
11 March 22	Lifelong disability: Personal perspectives		Reaction Analysis
12 March 29	Lifelong disability: Personal perspectives		Reaction Analysis
13 April 5	Personal perspectives- Discussion, implications for practice and advocacy		Reaction Analysis
14 April 12	Photography presentation and discussion		Photo Activity
15 April 19	Putting it all together: Summary and conclusions		
16 April 26	Examination II		

****This schedule is to serve as a guide; changes may be made at the discretion of the instructor.****

7. Course Requirements:

Students are expected and required to: (1) complete and turn in all required assignments on the date designated, (2) complete and pass course exams, (3) attend each class and participate in group exercises, class discussions, and activities, and (4) read assigned materials prior to attending classes.

Class Activities:

For each class period, there will be activities such as group exercises and discussions that will be related to the topic and/or assigned readings. These activities will require participation. Students are expected to contribute to group exercises and discussion and stay on task during such activities. Students must not use class time to engage in conversations unrelated to the course, check email, surf the web, complete work for other courses, etc. There will be **5 points** allotted for these class activities.

Examinations: Students will demonstrate mastery of course content through two examinations. These examinations **may** include: (1) multiple choice questions, (2) short

answers, (3) true/false with supportive or refuting statements, (4) fill-in-the-blank, and/or (5) matching. Examinations will be worth **30 points each**.

Lifelong Disability: Personal Perspectives, Implications for Practice/Advocacy:

There will be 3 videotaped or live individual/panel presentations regarding adaptation to disability from the perspective of a person with a disability and/or family members of persons with disabilities.***

*****Reaction Analyses:** For each guest/panel's *Lifelong Disability: Personal Perspectives, Implications for Practice/Advocacy* presentation a reaction analysis will be required. The reaction analysis is limited to 1-2 pages, due the class period following the live presentation or the showing of the videotape. An evaluation guide will be provided to each student. Reaction analyses will be worth **5 points each**.

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, 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 April 12, 2011. This activity will be worth **20 points**.

8. Grading Scale:

Requirements	
60 points	Examinations (30 points each)
20 points	Photography Activity (20 points)
15 points	Reaction Analyses (5 points each)
5 points	Class Activities (5 points)

100 points Total

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

9. Class Policy Statements:

- I. **Attendance:** It is expected that each individual will attend class. If you must be absent, please notify the instructor (via email). The Department of Rehabilitation and Special Education's attendance policy 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 calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances. For an absence to be considered excusable, the instructor must receive documentation within seven days from the class in which the absence occurred. Please see *Tiger Cub* for rules and regulations.
- II. **Make-up Policy:** Arrangements to make up a missed examination or assignment due to properly excused absence should be initiated by the student within one week of the end of the period of the excused absence(s).
- III. **Assignments:** All assignments must be typed and should include language appropriate language; this includes the use of person first language. For example, use "person with a disability" as opposed to "disabled person".
All assignments must be turned in the day they are due within the first 15 minutes of the regularly scheduled class. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless the instructor has received prior notice of absence via email that verifies as being a university approved excuse. A hardcopy of assignments should be turned in by the student and not emailed, unless the student has received permission from the instructor to email the assignment.
- IV. **Accommodations:** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).
- V. **Classroom Behavior and Honesty:** It is each student's responsibility to become familiar with the provisions contained in Auburn University's policy regarding academic integrity and honesty.
- VI. **Contingency plan:** In the improbable event that class activities are disrupted due to serious infectious illnesses, emergencies, or crisis situations, the course schedule and assignments may be modified. If any modifications should occur for any of the aforementioned reasons, an addendum to your syllabus and assignments will be provided and will replace the original materials.