**RSED 5020-001**

**Psychosocial Aspects of Disability**

***Spring 2017***

**- - - - - - - - - -**

**Department of Special Education, Rehabilitation, & Counseling**

**College of Education**

**Sharon Weaver, MS**

szw0023@auburn.edu

**- - - - - - - - - -**



**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

**Spring 2017**

**Course Number: RSED 5020-001**

Course Title: Psychosocial Aspects of Disability

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Time: Wednesday 4:00 – 6:50pm**

**Haley Center Room 3166**

**Instructors: Sharon Weaver, MS**

 **Doctoral Candidate**

 **Special Education, Rehabilitation, Counseling**

 **Email:** **szw0023@auburn.edu** **(best way to reach me)**

**Office Hours: By appointment**

**Date Syllabus Prepared**: **January 2017**

**Required Texts:**

**Smart, J. F. (2016). *Disability, society, and the individual* (3rd ed.). Austin, TX: Pro Ed.**

***Supplemental readings will be provided on CANVAS***

**COURSE DESCRIPTION:**

**Psychosocial:** This course will examine the psychological, social, gender, and cultural aspects of adjustment and adaptation to a variety of disabling conditions. Theoretical and practical issues relating to various types of physical, neurological, sensory, and psychiatric disabilities will be explored from its impact on the individual, and society as a whole. 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.

**COURSE OBJECTIVES:**

1. Students will explore societal attitudes and values toward persons with disabilities.
2. To review theoretical models and positions applied to the study of individuals with disabilities.
3. Students will explore and recognize the barriers that persons with disabilities encounter as they live with a disability.
4. Students will develop an understanding of the impact of social and attitudinal factors on individuals with disabilities and will develop sensitivity to and awareness of the effects of prejudice and discrimination.

**COURSE CONTENT & SCHEDULE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Due** |
| **January 11**week 1 | Introductions and review of the syllabus | None | None |
| **January 18**week 2 | The Freak Show 1835 - 1940 | *Extraordinary Bodies*Chapter 3 (will be provided on Canvas) | None |
| **January 25**week 3 | Industrial RevolutionEugenics, the Religious/Moral Model & the Medical Model | *Disability Society and the Individual* Chapter 2, pp 49-65 | Perspective Paper |
| **February 1**week 4 | Institutionalization\*Video – Purgatory: An historical analysis of the Belchertown State School | None | None |
| **February 8**week 5 | Defining DisabilityPeople First Language | *Disability Society and the Individual*Chapter 1Chapter 2, pp 88-95 | Reaction paper |
| **February 15**week 6 | Models of Disability Disability Culture | *Disability Society and the Individual* Chapter 2, pp 68-76 | None |
| **February 22**week 7 | Prejudice Against People with Disabilities, Part I & IIDisability and the Media | *Disability Society and the Individual* Chapter 3, pp 100-104, 108-110, 126-131, 134-141Chapter 4, pp 144-147, 166-173 | None |
| **March 1**week 8 | Disability in America: The Legislative Response | *Significant Disability*(will be provided on Canvas)*Disability Society and the Individual* Chapter 2, pp 78-86 | None  |
| **March 8**week 9 | Work on presentations in class Mid-Term Review | None | None |
| **March 15**week 10 | No class – Spring Break | None | None |
| **March 22**week 11 | **Mid Term**  | None | Mid Term |
| **March 29**week 12 | Experiencing Prejudice and Discrimination & the Individual Response to Disability | *Disability, Society and the Individual*Chapter 5, pp 182-209, 223-225Chapter 6, pp 231-251, 261-262 | None |
| **April 5**week 13 | Independent Living Guest speakersJames Meacham and Keith Boswell |  | None |
| **April 12**week 14 | Work on presentations in class Final Exam Review |  | None |
| **April 19**week 15 | **Presentations**  | None | Presentations DUE |
| **April 26**week 16 | **Final Exam**  | None | Final Exam |

**Assignments are due on the assignment due date per the schedule.**

**COURSE REQUIREMENTS/EVALUATION:**

**Assignments**

**Reaction/Personal Perspective Papers (20 points – 10 points per paper):**A reaction/personal perspective analysis for the video and PowerPoint presentation regarding disability will be required. The analysis should be 3-5 pages, and will be due the class period following the showing of the videotape and PowerPoint presentation. A grading rubric for this assignment will be provided.

**Group Presentation (20 points)** A group presentation on the personal aspects of disability will be required for each student. The presentation should be between 15-20 minutes in length. Presentations should include use of visuals. This may include PowerPoint, posters, poetry, art, or interactive role-play that is ***developed by the student***. A grading rubric for this assignment will be provided.

**Exams: On-Campus – Taken in the classroom (30 points each)**

Two exams, a mid-term and final, will be taken through CANVAS, in multiple choice format, some true/false and short answer items. Questions will cover assigned reading (whether covered in class or not) and lecture-presented material from the first class through the class prior to the mid-term. The final exam will be given the last day of class and will not be a comprehensive final, but instead cover material after the mid-term through the end of the semester. A review of material covered will be given prior to each exam.

**Class Participation:**

While lecture formats often preclude extensive class discussion, it is anticipated that you will have a number of questions, comments, or personal knowledge of the information. Please share these thoughts, comments, or questions as you have them. You are encouraged to bring a smart phones and computers in class and use them to look up information we are discussing and share what you find with the rest of the class.

**Grading:**

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignments** | **Point values** |  |  |
| Examinations (2 exams @ 30 points each) | 60 |  |  |  |
| Group Presentation | 20 |  |  |  |
| Reaction Papers (2 @ 10 pts each) | 20 |  |  |  |
| **Total** | **100**  |  |  |  |

Grades will be assigned on the basis of number of points earned on 100 scale, as follows:

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**CLASS POLICY STATEMENTS:**

To access the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) the URL is <http://www.auburn.edu/student_info/student_policies/>

**Attendance**: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**Excused absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission.

***When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.*** Appropriate documentation for all excused absences is required.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**The Web Ate My Homework and Other Excuses:**

By registering for this course, please realize:

* This course relies heavily on online technology and often requires students to download and employ third-party software programs and troubleshoot their own technology problems. Since I can't make house calls or analyze multiple different student computer systems, troubleshooting may involve working with the campus help desk, LRC, peers, etc. That being said, if you have tech issues, I will happily try to help you during regular office hours.
* All assignments for this course are submitted electronically to CANVAS. Courses with electronically submitted assignments require students to take responsibility for saving/backing up work and for re-doing assignments if they fail to back up their work. (It’s a good idea to create assignments in Word, Pages, or other word processing software in case CANVAS times you out or you lose your connection.)

**Written Assignments** are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Papers will be written using Person-First Language (i.e. “child with a disability” rather than “disabled child”). Written assignments are to be of a quality that would be expected of a professional. Please submit your written assignment via Canvas. If Canvas is having difficulty, please email me.

**Incompletes and Withdrawals:**Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy. If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th day to mid-quarter a W (withdrawn-passing) grade will be recorded on your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Please note that the incomplete policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form is not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports the grades.

**Academic Integrity:** As students of Auburn University (Rehabilitation Counseling and Rehabilitation Counseling & Disability Studies), you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to Auburn University Policy.

All you work in this class should be **original to you and this class.** Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor. **Do not acquire assignments from previous students. Using work from previous students is considered cheating/plagiarizing and will be addressed according to AU policy.**

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in the references at the end of the paper by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking the credit – deliberately or inadvertently – for someone else’s work or idea’s.

**Instructional Modifications:**  Students who have a disability or condition that may impair the ability to complete assignments or otherwise satisfy course requirements as assigned are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor at the beginning of the semester or as soon as possible if the condition is diagnosed during the semester. **If you have a condition that may have some impact upon your work in this class or for which you may require accommodations, please contact the Office of Accessibility.**