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|   | **RSED 5020-001****Psychosocial Aspects of Disability****Spring 2019****- - - - - - - - - -****Department of Special Education, Rehabilitation, Counseling/School Psychology****College of Education**Instructor Information**Bethany Lanier, Ph.d, LPC****Bal0014@auburn.edu****- - - - - - - - - -**Office Hours**By Appointment****Office: Haley Center****Room 2084** |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** RSED 5020-001

**Course Title: Psychosocial Aspects of Disability**

**Prerequisites:**  None

**Credit Hours:**  3 Semester hours credits/Graded

**Class Meeting Times:**  Thursday 4:00pm-6:50pm

**Class Location:**  Haley Center Room 3309

**Instructor:**  Bethany Lanier, Ph.D., LPC

**Office:**  Haley Center Room 2084

**Office Hours:** By appointment

 **E-mail:** **bal0014@auburn.edu**

**Syllabus Prepared:** December 2018

**Required Text:**

Marini, I. Graf, N. M., & Millington, M. J. (2018). *Psychosocial aspects of disability: Insider perspectives and strategies for counselors, Second edition.* Springer Publishing Company: New York.

**Suggested Text:**

Smart, J. (2001). *Disability, society, and the individual.* Austin, TX: Pro-Ed, Inc.

**Course Description:**

This course will examine the impact of disability and other conditions on individuals, their families, and the community. Additionally, it will address concepts, skills and knowledge of the social and psychological factors that either directly or indirectly effect the quality of life, adjustment and full societal participation of individuals with severe disabilities. Particular focus is placed on coping mechanisms, individual, familial, and cultural attitudes, and strategies that seek to facilitate human dignity, productivity and inclusion. Physical disability, mental illness, congenital/developmental and emotional disabilities are addressed. The social and psychological factors that contribute to resiliency and minimize vulnerability are emphasized.

**Student Learning Outcomes**:

1. Students will explore past and present societal attitudes and values towards individuals with disability and develop an awareness and sensitivity to discrimination and prejudice individuals face.

2. Students will examine personal attitudes and beliefs concerning individuals with disability.

3. Students will explore and develop understanding of the psychological, social, cultural factors, and barriers that affect the adjustment for individuals with disability.

4. Students will gain knowledge and skills in selecting and using the most appropriate counseling theories and techniques for diverse populations with disability.

5. Students will gain skills and competence in the implementation of rehabilitation interventions that seek to maximize community integration, productivity and quality of life through understanding the psycho-social factors inherent to congenital or acquired disability.

**COURSE CONTENT OUTLINE:**

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| **Dates** | **Topics** | **Reading Assignments/Activities / Due** |
| **Week 1:** Jan. 10th | **Welcome** and Course OverviewHistory of Treatment Toward People with Disabilities | Read: Chapter 1Exercise A p518 **Discussion** |
| **Week 2:** Jan. 17th  | History of Treatment Toward People with DisabilitiesSocietal Attitudes & Myths About DisabilityDisability Sensitivity Exercise | Gallery Wall of HistoryRead: Chapter 2-3 |
| **Week 3:** Jan. 24th | Culturally Different Issues & Attitudes Toward Disability | Jigsaw Method Exercise- Storytelling & Role Play |
| **Week 4:** Jan. 31st | Attitudes Toward Disability by Special Interests & Occupational Groups Theories of Adjustment & Adaptation to Disability Adjustment & Adaptation to Disability  | Read: Chapter 4-5View Movie: “Without Warning: The James Brady Story” **OR** “I am Sam”**Due:** **Current Event Video/ Reaction #1 (Canvas)** |
| **Week 5:**Feb. 7th  | Adjustment & Adaptation to Disability **Introduction**: Psychosocial Picture ProjectFamily Adaptation Across Cultures Toward a Loved One Who is Disabled | View Movie: “Without Warning: The James Brady Story” **OR** “I am Sam”—**Due:** **Reaction Paper in Canvas on movie**Read: Chapter 6 |
| **Week 6:**Feb. 14th  | Sexuality and DisabilityThe Psychosocial World of the Injured Worker | Read: Chapter 7-8Insider Perspective p 232-238You tube video: <https://youtu.be/Vem_bHsxL40> “Amazing Woman with No Arms”**Debate:** Parenting for Persons who have Severe Disabilities |
| **Week 7:**Feb. 21st No Class  | No Class | Prepare for Midterm Exam (Chapters 1-8)**Due:** **Psychosocial Picture Project in Canvas**  |
| **Week 8:**Feb. 26th  | Presentation of Psychosocial Picture Project**Midterm Exam—On Canvas by 5pm on February 28th** | **Due: Midterm Exam on Canvas****Due: Current Event Video/ Reaction #2 (Canvas)** |
| **Week 9:**March 7th | Disability and Quality of Life Over the Life SpanImplications of Social Support and Caregiving for Loved Ones with a Disability | Read: Chapter 9-10Erikson’s Life StagesExercise A- Timeline of important events p. 298 |
| **Week 10:** March 11th -15th Spring Break | **Spring Break** |  |
| **Week 11:**March 21st  | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive PsychologyWhich Counseling Theories and Techniques Work Best with Different Disability Populations and Why | Read: Chapter 11-12Group activity: Positive Psychology ‘Gallery Wall’ #1-4 p362Exercise B p363- Interview |
| **Week 12:**March 28th  | Which Counseling Theories and Techniques Work Best with Different Disability Populations and WhySocial Justice, Oppression, and Disability: Counseling Those Most in Need | Read: Chapter 13Explore lawsuits regarding Title II / III of ADA **Due:** **Current Event Video/Reaction #3 (Canvas)** |
| **Week 13:**April 4th  | Counseling Families in the Community Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate  | Read: Chapter 14-15Exercise A- GenogramMinute Writing- Exercise A p363/ Think-Pair-Share**Debate:** Ethics of Pregnancy Termination Based on Disability Status |
| **Week 14:** April 11th  | Basic Dos and Don’ts in Counseling Persons with Disabilities**Introduce:** Group PresentationsCollaborative Learning/ Problem Solving-Presentation Preparing  | Read: Chapter 16 |
| **Week 15:**April 18th  | Group Presentations / Peer Evaluation | **Due:** **Group Presentations due in Canvas** |
| **Week 16:**April 25th | Basic Dos and Don’ts in Counseling Persons with DisabilitiesOverview of Course-Grand Discussion- Disability Etiquette | **Due:** **Current Event Video/Reaction #4 (Canvas)**Exercise A p518  |
| **Week 17:**April 29th  | Final Exam—Due on Canvas by 5pm |  Course Evaluation  |

**COURSE ASSIGNMENTS/ PROJECTS:**

1. **Examinations**: There will be two exams; a midterm and a final. Each will be worth 30 points.
2. **Current Events Share**

The 4th Friday of every month (Jan. 25th, Feb. 22nd, March 29th, & April 26th) throughout the Psychosocial course, student should post a link to a video or current event found on-line in the *Discussions* section of CANVAS regarding people with disabilities. In addition to posting the link in the *Discussions* section of CANVAS, a ½ page summary of the event must be uploaded the same time into the respective *Assignment*s section in CANVAS.

1. **Photography Reflection Assignment**

This activity is an individual and co-learning process designed to increase the awareness of disability issues through photography and technology.

1. The identification of a psychosocial issue(s) affecting PWDs
2. A definition of the issue(s)
3. Take pictures that represent, document, or otherwise identify the issue(s) you chose.
4. Select 3 pictures and express in a quote, a phrase, or a few brief sentences the essence of the issue(s) for each picture or, if you can provide a rationale using the same quote for all three pictures that address the same issue, this is acceptable.

**Please, do not use identifying pictures of people. If you use people in your pictures, make sure the picture does not show the person’s face. A picture from the back or side or even in shadow, is acceptable.**

1. Write (at minimum) a two page rationale for why you chose your pictures and quote(s) to represent the issue(s).
2. Upload your “mini-presentations” to CANVAS. The pictures should be inserted into Google slides or PowerPoint, along with a Word Document in APA format, with the 2 page explanation of your issue. Both of these documents (pics and word doc) will be uploaded into the same *Assignments* folder in CANVAS, as well as posted to the *Discussion* section of CANVAS, so your colleagues can see your finished product.

 **D.** **Reaction Paper- (Movie)**

 The reaction paper should consist of a 2 page response about the person with the disability and

how they were portrayed; if the disability was made salient; how others treated them; personal accomplishments, struggles, and opportunities; and possible outcomes for them, and more.

 **E. Group Presentation**

Choose one of the ‘Insider Perspective’s’ stories, explore and identify the dynamics of the individual’s life and psychosocial aspects of the case. Use the chapter topics, class discussions, and content reviewed in class to examine the cultural/ psychosocial concerns. Information pertaining to societal attitudes, cultural issues, quality of life, family/ community attitudes/ adaptation, social justice, oppression, counseling theories/ techniques to use, and responsibility of counselors should be included in the presentation. The presentation should be between 15-20 minutes in length, and include visual aid, such as; Power point, posters, pictures, /or other creative items to educate others and show strong awareness of PWD. A rubric will be provided.

**Grading Scale: and Rubric:** Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

 Reaction Paper (Movie) 15 points A= 90-100%

 B= 80-89%

 Participation 50 points C= 70-79%

 Exams (2 @ 30 pts. ea.) 60 points D= 60-69%

 Group Presentation 40 points F= 59% & below

 Current Event (4 @ 12.5 ea.) 50 points

 Photography Reflection 50 points

 Total= 265 points

**All assignments are due by the start of class on the date listed on the syllabus.** Late papers and assignments will receive partial credit. (All assignments should follow the APA format.)

**CLASS POLICY STATEMENTS:**

**Attendance:** Attendance is expected, and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby an absence can affect your overall grade. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting.

**Excused Absences:** Only university excused absences will be accepted. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy e-Handbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for additional information on absences.

**Make-Up Policy:** Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

**Academic Honesty:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy e-Handbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Participation:** It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations and involved in class activities. **Quizzes and assignments will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.**

**Course Contingency:** If normal class activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/ or course assignments will replace the original materials.

**Disability Accommodations:** 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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Use of Electronics:** Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed **but may be used for class purposes only and must not be a distraction.**

**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:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality

**Syllabus Disclaimer:** The course syllabus is a general plan for the course. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via university email.