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|   | **RSED 5020-02****Psychosocial Aspects of Disability****Spring 2020****- - - - - - - - - -****Department of Special Education, Rehabilitation, Counseling/School Psychology****College of Education**Instructor Information**Tammy w Montgomery, MS, APC, NCC****twm0027@auburn.edu****- - - - - - - - - -**Office Hours**By Appointment****Office: Haley Center****Room 1223** |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** RSED 5020-002

**Course Title: Psychosocial Aspects of Disability**

**Prerequisites:**  None

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

**Class Meeting Times:**  M/W/F 9:00 -9:50 am

**Class Location:**  Haley Center Room #1212

**Instructor:**  Tammy W Montgomery, MS, APC, NCC

**Office:**  Haley Center Room 1223

**Office Hours:** By appointments only

 **E-mail:** **twm0027@auburn.edu**

**Syllabus Prepared:** December 2018; **Revised** December 2019

**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. 8th | **Welcome** and Course Overview | Disability Activity; Group Assignment |
| Jan. 10th | History of Treatment Toward People with Disabilities | Read: Chapter 1 |
| **Week 2:** Jan. 13th | History of Treatment Toward People with Disabilities | Gallery Walk of History **Due to Canvas**  Discussion Questions p 32 #1-5 (#1) |
| Jan. 15th | Societal Attitudes & Myths About Disability | Read: Chapter 2 Grand Discussion Questions p 61 #1-4 |
| Jan. 17th  | Disability Sensitivity Exercise-Complete during **Class Hour** | In class details will be given; SEE p62 part B; **Due** **to Canvas: 1 page Reaction**  |
| **Week 3:** Jan. 20th  | **NO CLASS-** M.L. King Day |  |
| Jan. 22rd  | Culturally Different Issues & Attitudes Toward Disability | Read: Chapter 3Jigsaw Method Exercise A- Storytelling- page 96 |
| Jan. 24th  | Culturally Different Issues & Attitudes Toward Disability | **Due:** **Current Event Video/ Reaction #1 (Canvas)** |
| **Week 4:** Jan. 27th  | Attitudes Toward Disability by Special Interests & Occupational Groups  | Read: Chapter 4 |
| Jan. 29th  | Theories of Adjustment & Adaptation to Disability  | Read: Chapter 5Grand Discussion Questions p 169 #1-5 |
| Jan. 31st  | Adjustment & Adaptation to Disability  | **Movie Review Presentation:** Group 1 and Group 2  |
| **Week 5:**Feb. 3rd  | Adjustment & Adaptation to Disability  | **Introduction**: Psychosocial Picture Project |
| Feb. 5th  | Family Adaptation Across Cultures Toward a Loved One Who is Disabled | Read: Chapter 6 |
| Feb. 7th  | Family Adaptation Across Cultures Toward a Loved One Who is Disabled | Exercise A/B p198...More instructions will be given in class- Paired activity |
| **Week 6:**Feb. 10th  | Sexuality and Disability | Read: Chapter 7 |
| Feb. 12th  | Sexuality and Disability | **Movie Review Presentation**: Group 3 and Group 4 |
| Feb. 14th  | The Psychosocial World of the Injured Worker | Read: Chapter 8Exercise B p 266  |
| **Week 7:**Feb. 17th  | Presentation of Psychosocial Picture Project | **Due:** **Psychosocial Picture Project in Canvas** 5 minutes per student |
| Feb. 19th  | Presentation of Psychosocial Picture Project | Introduce Group Presentation #2—use Insider Perspective p 232-238 |
| Feb. 21st  | Presentation of Psychosocial Picture Project |  |
| **Week 8:**Feb. 24th  | Presentation of Psychosocial Picture Project  |  |
| Feb. 26th  | Disability and Quality of Life Over the Life Span | Read: Chapter 9Erikson’s Life Stages -- **Movie** **Presentation: Group 5 and Group 6** |
| Feb. 28th  | **Midterm Exam** | **Due on CANVAS 9-10am** |
| **Week 9:**March 2nd \*\* | **Distance Learning**- **(Transition Conference)- Use as Group Presentation #2 Prep Time (Both Days)** | **Due:** Discussion Questions p297-298 #1-5 **Submit to Canvas (#2)**Student Volunteer for one or the three days |
| March 4th  | Disability and Quality of Life Over the Life Span**(Transition Conference)** | Exercise A- Timeline of important events p. 298- **Submit to Canvas** |
| March 6th  | Implications of Social Support and Caregiving for Loved Ones with a Disability | Read: Chapter 10 |
| **Week 10:** March 9th -13th  | **Spring Break! Enjoy** |  |
| **Week 11:**March 16th  | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive Psychology | Read: Chapter 11Grand Discussion questions 1-4 p 362 |
| March 18th  | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive Psychology | Review Exercise B p 363-Interview-Introduction -due later |
| March 20th  | Which Counseling Theories and Techniques Work Best with Different Disability Populations and Why | Read: Chapter 12Individual / Team Based Learning- Gallery Walk- of 7 Strategies shared  |
| **Week 12:**March 23rd  | Social Justice, Oppression, and Disability: Counseling Those Most in Need | Read: Chapter 13 |
| March 25th  | Social Justice, Oppression, and Disability: Counseling Those Most in Need | Wrap-up Chapters 13- Individual/ Team **Grand** **Discussion** Questions #1-3 p435  |
| March 27th  | Counseling Families in the Community  |  Read: Chapter 14 **Due in Canvas****Exercise A-Genogram p 468** |
| **Week 13:**March 30th  | Group Presentations #2  | **Due:** **Group Presentations due in Canvas** |
| April 1st  | Group Presentation #2  |  |
| April 3rd  | Group Presentation #2  |   |
| **Week 14:** April 6th  | Group Presentation #2  |  |
| April 8th  | Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate | Read: Chapter 15 |
| April 10th  | Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate-**Research**  | **Debate Preparation...** For/ Against Teams for Pregnancy Termination Based on Disability Status |
| **Week 15:**April 13th  | Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate | **Debate:** Ethics of Pregnancy Termination Based on Disability Status |
| April 15th \*\* | Basic Dos and Don’ts in Counseling Persons with Disabilities **ACA Conference in San Diego** | Read: Chapter 16**Due to Canvas:** Discussion Questions / Responses p 502 #1-4  |
| April 17th \*\* | Distance Learning: Discussion Board**ACA Conference in San Diego** | **Due:** **Current Event Video/ Reaction #2 (Canvas)** |
| **Week 16:**April 20th  | Basic Dos and Don’ts in Counseling Persons with Disabilities | Read Chapter 16Exercise A p518 |
| April 22nd  | Interview Presentation from March 18th Week 11 |  **Interview Reaction Paper-Due in CANVAS** **Small group Discussion on Person** |
| April 24th | Review of Course-Grand Discussion- Disability Etiquette |  |
| **Week 17:**April 30th  | Final Exam 8-10:30am  |  Course Evaluation  |

**COURSE ASSIGNMENTS/ PROJECTS:**

1. **Examinations**: There will be two exams; a midterm and a final. Each will be worth 30 points.
2. **Disability Sensitivity Exercise**

Students will work in their assigned groups. Some members of the group will be enacting the role of being visually impaired or hearing impaired for 40 minutes. The group will meet at an agreed designated area on campus and attempt to engage in a social together. The purpose of this exercise is to develop an understanding of what it feels like to have a visual or hearing impairment. This exercise will take place during an assigned class period. Each group should submit a photo showing their location and members of their group. Afterwards, each student is expected to write a 1 page, double spaced, Times Roman- 12 font paper describing their experience.

1. **Current Events Share**

Students will identify **2 YouTube videos,** at separate occasions, that shows growth or struggles persons living with disabilities face in everyday life. Students should post a link to a video or current event found on-line in the ***Discussion*** section of CANVAS regarding people with disabilities. In addition to posting the link in the *Discussion* section of CANVAS, **a ½ page summary Reaction Paper** of the event must be uploaded the same time into the respective ***Assignmen****t* section in CANVAS.

1. **Photography Reflection Assignment (Psychosocial Picture Project)**

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 describing 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. Example, the pictures can be a broken vase, a tree that should bear fruit but does not produce, a spotted cow and one without....

**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 Times Roman, Double-spaced, and in a 2 page explanation of your issue. **Both of these documents** (pics-PowerPoint and word doc) will be uploaded into the same *Assignment* folder in CANVAS. Students will sign up for presentation days. **Be Creative and have fun with this assignment!**

**E.** **Chapter Discussion Questions**

Questions from the reading will be assigned **(Jan. 10th, March 2nd, & April 15th)** and should be Typed 12 Font, Times Roman style with the questions/ answers, and must be submitted into Canvas as a Word document. Be sure respond with strong detailed answers.

 **F.** **Group Movie Presentation- Reaction Power Point**

 Students are expected to work in their assigned groups and choose a movie from the class list (see p. 62 of textbook). Each group will choose a day to present details of the movie focusing on the person with the disability and how they were portrayed; if their disability was made salient; how others treated them; the character’s personal accomplishments, struggles, and opportunities; and possible outcomes for them, and more. **Each student should submit the PowerPoint to Canvas with a title page and group member names. PowerPoint is due on students’ presentation day.**

 **G. Group Presentation #2**

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.

 Disability Sensitivity Exercise 15 points A= 90-100%

 Group-Movie Presentation 35 points B= 80-89%

 Participation 50 points C= 70-79%

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

 Group Presentation #2 40 points F= 59% & below

 Current Event (2 @ 25 ea.) 50 points

 Photography Reflection 50 points

 Total= 300 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. **In-class exercises/activities as well as outside class 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.

**Suggested Movie List from Page 62 of Textbook:**

1. Without Warning: The James Brady Story- <https://youtu.be/9un06nRelJw>

2. The Waterdance- <https://youtu.be/4DfjsNE88VQ>

3. Girl Interrupted-

4. I am Sam- <https://youtu.be/PA4Sil9l0rU>

5. If You Could See What I Hear- <https://youtu.be/hgwt_zghPJE>

6. Passion Fish-

7. Sling Blade-

8. The Ringer-

9. As Good as It Gets-

10. Figures- free on vudu.com (sign-up for free account)

**If you have a: Hulu, Vudu, Amazon Prime, or Yidio account you may have free access to these movies. If not, we will come up with a solution as a class. Each group will sign-up for 1 movie and follow instructions discussed previously.**