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|  | **RSED 5023-001**  **Psychosocial Aspects of Disability**  **(Distance Education)**  **Spring 2020**  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, Counseling/School Psychology**  **College of Education**  Instructor Information  **leslie wofford, Ph.d, alc, crc**  **law0038@auburn.edu**  **- - - - - - - - - -**  Office Hours  **By Appointment** |

**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** RSED 5023-001

**Course Title: Psychosocial Aspects of Disability**

**Prerequisites:**  None

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

**Class Meeting Times:**  Lectures will be posted Wednesday of each week

**Instructor:**  Leslie Wofford, Ph.D., ALC, CRC

**Office Hours:** By appointment

**E-mail:** [**law0038@auburn.edu**](mailto:law0038@auburn.edu)

**Syllabus Prepared:** January 2020

**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. 13th | **Welcome** and Course Overview  History of Treatment Toward People with Disabilities  **\*Lecture will post Jan 15th** | Read: Chapter 1  **Due: Public Observation Exercise A**  **(p. 518) (Discussion Post)** |
| **Week 2:**  Jan. 20th | History of Treatment Toward People with Disabilities  Societal Attitudes & Myths About Disability  **\*Lecture will post Jan 22nd** | Read: Chapter 2-3  **Due: Reading Quiz 1 (Ch. 1) in Canvas** |
| **Week 3:**  Jan. 27th | Culturally Different Issues & Attitudes Toward Disability  **Introduction:** Movie Reaction Paper  **\*Lecture will post Jan 29th** | **Due: Reading Quiz 2 (Ch. 2-3) in Canvas**  **Due:** **Current Event Video/Reaction #1 (Discussion Post & Assignment submission in Canvas)—January 31st**  (View Movie: “Without Warning: The James Brady Story” **OR** “I am Sam”) |
| **Week 4:**  Feb. 3rd | Attitudes Toward Disability by Special Interests & Occupational Groups  Theories of Adjustment & Adaptation to Disability  Adjustment & Adaptation to Disability  **\*Lecture will post Feb 5th** | Read: Chapter 4-5  (View Movie: “Without Warning: The James Brady Story” **OR** “I am Sam”) |
| **Week 5:**  Feb. 10th | **Introduction**: Psychosocial Picture Project  Family Adaptation Across Cultures Toward a Loved One Who is Disabled  **\*Lecture will post Feb 12th** | Read: Chapter 6  (View Movie: “Without Warning: The James Brady Story” **OR** “I am Sam”)  **Due:** **Reaction Paper in Canvas on chosen movie** |
| **Week 6:**  Feb. 17th | Sexuality and Disability  The Psychosocial World of the Injured Worker  **\*Lecture will post Feb 19th** | Read: Chapter 7-8  **Due: Reading Quiz 3 (Ch. 5-6) in Canvas** |
| **Week 7:**  Feb. 24st | Mid-Term Review  **\*Lecture will post Feb 26th** | Prepare for Midterm Exam (Chapters 1-8)  **Due:** **Psychosocial Picture Project in Canvas (Discussion Post & Assignment submission in Canvas)**  **Due:** **Current Event Video/Reaction #2 (Discussion Post & Assignment submission in Canvas)—February 28th** |
| **Week 8:**  Mar. 2nd | **Midterm Exam—On Canvas by 5pm on February 24th**  Disability and Quality of Life Over the Life Span  Implications of Social Support and Caregiving for Loved Ones with a Disability  **\*Lecture will post March 4th** | **Due: Midterm Exam on Canvas by 5 pm** |
| **Week 9:**  March 9th-13th | **Spring Break** |  |
| **Week 10:**  March 16st | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive Psychology  Which Counseling Theories and Techniques Work Best with Different Disability Populations and Why  **\*Lecture will post March 18th** | Read: Chapter 11-12  **Due: Reading Quiz 4 (Ch. 9-10) in Canvas** |
| **Week 11:**  March 23th | Which Counseling Theories and Techniques Work Best with Different Disability Populations and Why  Social Justice, Oppression, and Disability: Counseling Those Most in Need  **Introduce:** Perspective Presentations  **\*Lecture will post March 25th** | Read: Chapter 13  **Due: Reading Quiz 5 (Ch. 11-12) in Canvas**  **Due:** **Current Event Video/Reaction #3 (Discussion Post & Assignment submission in Canvas)—March 27th** |
| **Week 12:**  March 30th | Counseling Families in the Community  Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate  **\*Lecture will post April 1st** | Read: Chapter 14-15  **Due: Reading Quiz 6 (Ch. 13)** |
| **Week 13:**  April 6th | Basic Dos and Don’ts in Counseling Persons with Disabilities  **\*Lecture will post April 8th** | Read: Chapter 16  **Due: Reading Quiz 7 (Ch. 14-15)** |
| **Week 14:**  April 13th | Basic Dos and Don’ts in Counseling Persons with Disabilities  **\*Lecture will post April 15th** | **Due:** **Perspective Presentations due in Canvas** |
| **Week 15:**  April 20th | Final Exam Review  Overview of Course-Grand Discussion- Disability Etiquette  **\*Lecture will post April 22nd** | Prepare for Final Exam  **Due:** **Current Event Video/Reaction #4 (Discussion Post & Assignment submission in Canvas)---April 24th** |
| **Week 16:**  April 27th | Final Exam—Due on Canvas by 5pm | **Due: Final Exam on Canvas by 5 pm**    Course Evaluation |

**COURSE ASSIGNMENTS/ PROJECTS:**

1. **Reading Quizzes**: There will be a short quiz on the assigned readings for certain weeks. The quizzes will be taken online through Canvas.
2. **Examinations**: There will be two exams; a midterm and a final.
3. **Current Events Share:** The last Friday of every month (Jan. 31stth, Feb. 28nd, March 27th, & April 24th) 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/video must be uploaded the same time into the respective *Assignment*s section in CANVAS.
4. **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 MLA format, with the two-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 two-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. Perspective 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 10-15 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. Presentations should be recorded using Panopto (Instructions will be sent with proper steps for recording and submission). 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%

Reading Quizzes 35 points C= 70-79%

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

Perspective Presentation 40 points F= 59% & below

Current Event (4 @ 12.5 ea.) 50 points

Photography Reflection 50 points

Total= 250 points

**All assignments except exams are due by midnight on the date listed on the syllabus; Please be advised your exams are due at 5 pm on the dates listed on the syllabus.** Late papers and assignments with no university approved excuse will receive partial credit. (10% deduction per day)

**CLASS POLICY STATEMENTS:**

**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 participate in discussions generated through class readings and topic presentations and involved in class activities.

**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).

**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.