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|  | **RSED 5020-002**  **Psychosocial Aspects of Disability**  **Spring 2021**  **- - - - - - - - - -**  **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**  **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 #3129 (Library)

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

**Office:**  Haley Center Room 1223

**Office Hours:** By appointments only

**E-mail:** [**twm0027@auburn.edu**](mailto:twm0027@auburn.edu)

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

**Tentative Instructional Method:**

Instructional methodologies employed in this course will start off **Virtually** which will include virtual **Zoom lectures the first 2 weeks (Jan. 11- Jan. 22).** All students are expected to be in attendance and on time for all Zoom meetings. As the university update me on our return to F2F classes, I will inform you. If we move to **Blended** instructions, I **propose** we will meet in the classroom on Monday’s and Wednesday’s in smaller groups and meet via Zoom the rest on Friday’s. **This blended proposal is tentative**. **It is vital students check their email/ or Canvas once a day for any updates and changes.** This is our major form of communication.

**COURSE CONTENT OUTLINE:**

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| **Dates** | **Topics** | **Reading Assignments/Activities / Due** |
| **Week 1:**  Jan. 11th | **Welcome** and Course Overview- **ZOOM MEETING ALL WEEK** | Disability Sensitivity Exercise/  Group Assignment |
| Jan. 13th | History of Treatment Toward People with Disabilities | Read: Chapter 1 **Submit to Canvas**  Discussion Questions p 32 #1-5 (#1) |
| Jan. 15th | Societal Attitudes & Myths About Disability | Read: Chapter 2 |
| **Week 2:**  Jan. 18th | **NO CLASS-** M.L. King Day |  |
| Jan. 20th | Culturally Different Issues & Attitudes Toward Disability  **ZOOM MEETING ALL WEEK** | Read: Chapter 3 |
| Jan. 22nd | 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. 25th | Culturally Different Issues & Attitudes Toward Disability | **Due: Current Event Video/ Reaction #1 (Submit to Canvas)** |
| Jan. 27th | Attitudes Toward Disability by Special Interests & Occupational Groups | Read: Chapter 4 |
| Jan. 29th | **Presentation #1:** Movie Review Presentation- Preparation Day | **Meet with your group F2F or through Zoom call to discuss / plan** |
| **Week 4:**  Feb. 1st | Theories of Adjustment & Adaptation to Disability | Read: Chapter 5  Grand **(we talk about it)** Discussion Questions p 169 #1-5 |
| Feb. 3rd | Theories of Adjustment & Adaptation to Disability | **Introduction of-** Psychosocial Picture Project (individual project)  **Movie Review Presentation:**  Groups # |
| Feb. 5th | Family Adaptation Across Cultures Toward a Loved One Who is Disabled | Read: Chapter 6 |
| **Week 5:**  Feb. 8th | Family Adaptation Across Cultures Toward a Loved One Who is Disabled |  |
| Feb. 10th | Sexuality and Disability | Read: Chapter 7 |
| Feb. 12th | Sexuality and Disability | **Movie Review Presentation**:  Groups#\_\_ |
| **Week 6:**  Feb. 15th | The Psychosocial World of the Injured Worker | Read: Chapter 8  Exercise B p 266 |
| Feb. 17th | **Presentation** of Psychosocial Picture Project (individual project) | **Due:** **Psychosocial Picture Project in Canvas** 5 minutes per student |
| Feb. 19th | Presentation of Psychosocial Picture Project |  |
| **Week 7:**  Feb. 22nd | Presentation of Psychosocial Picture Project |  |
| Feb. 24th | Presentation of Psychosocial Picture Project | Introduce Group Presentation #2—use **“Insider’s Perspective”** p 232-238 |
| Feb. 26th | Presentation of Psychosocial Picture Project | Exercise A- Timeline of important events p. 298- **Submit to Canvas** |
| **Week 8:**  March 1st | Disability and Quality of Life Over the Life Span | Read: Chapter 9  Erikson’s Life Stages -- **Movie Review**  **Presentation: Groups#** |
| March 3rd | Disability and Quality of Life Over the Life Span | **Due:** Discussion Questions p297-298 #1-5 **Submit to Canvas (#2)** |
| March 5th | **Midterm Exam** | **Due on CANVAS 9-10am** |
| **Week 9:**  March 8th | **Presentation #2 Preparation Day “Insider’s Perspective”** | Work in your Group... through a Zoom meeting or F2F...your choice... |
| March 10th | **NO CLASS- Wellness Day** |  |
| March 12th | Implications of Social Support and Caregiving for Loved Ones with a Disability | Read: Chapter 10 **(??Final Movie Review Presentation if needed)** |
| **Week 10:**  March 15th | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive Psychology | Read: Chapter 11 |
| March 17th | Which Counseling Theories and Techniques Work Best with Different Disability Populations and Why | Read: Chapter 12 |
| March 19th | Social Justice, Oppression, and Disability: Counseling Those Most in Need | Read: Chapter 13 |
| **Week 11:**  March 22nd | Social Justice, Oppression, and Disability: Counseling Those Most in Need | Wrap-up Chapter 13/ **Introduce Genogram Exercise A, p468** |
| March 24th | Counseling Families in the Community | Read: Chapter 14 **Due in Canvas**  **Exercise A-Genogram p 468** |
| March 26th | Chapters 10-14 ‘Discussion Board’ | **Write a response** to your ‘1’ assigned Discussion Question; Post; and Then Respond to an assigned peer.. **Board will open 3/24th @ 10am and closes 3/26 @ 9am & Respond to Peer by 3/26 @ 11:59pm** |
| **Week 12:**  March 29th | Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate | Read Chapter 15 |
| March 31st | Basic Dos and Don’ts in Counseling Persons with Disabilities | Read: Chapter 16 |
| April 2nd | Group Presentation #2- Final Preparation...Meeting | **Due:** **Current Event Video/ Reaction #2 (Canvas)** |
| **Week 13:**  April 5th | Group Presentation #2 Begin  **20-25 minutes per group**  **Follow up with Q/A each day** | **Due:** **Group Presentations #2 Submit to Canvas before class**  **Group #** |
| April 7th | Group Presentation #2 | Group # |
| April 9th | Group Presentation #2 | Group # |
| **Week 14:**  April 12th | Group Presentation #2 | Group |
| April 14th | Group Presentation #2 | Group # |
| April 16th | Group Presentation #2 | Group # |
| **Week 15:**  April 19th | Final Exam Discussion |  |
| April 21st | Class Wrap-up |  |
| April 23rd | NO CLASS |  |
| **Week 16:**  April 26th | Final Exam Week in Canvas  8 am- 10:30 am | Date -TBA |
| April 28th |  |  |
| April 30th |  |  |

**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 with a peer of their choosing, for safety. Student may choose to reenact the role of being visually impaired or hearing impaired for 30 minutes. The student should have a peer partner to support them and find a designated area on or off campus and attempt to engage in a social. The purpose of this exercise is to develop an understanding of what it feels like to have a visual or hearing impairment. Each student should submit a photo showing their location and depicting which role they reenacted. Afterwards, each student is expected to write a 1 page, double spaced, Times Roman- 12 font paper describing their experience and upload picture(s) to support their experience into Canvas.

1. **Current Events Share ( Dates: Jan. 25th / April 2nd)**

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! (Presentation should last 5 minutes.)**

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

Questions from the reading will be assigned **(Jan. 11th, March 3rd, & March 26th)** 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. Your answers should reflect your professional perspective based on our class readings, previous rehabilitation courses , and activities you have engaged in during the course of your study. Students should withhold their opinion unless it aligns with professional and ethical guidelines/ or research based evidence. March 26th, discussion board will appear before the entire class and each student will answer an assigned question based on their group membership, and then respond to the post of a peer from a different group. Assignments for this discussion will come later.

**F.** **Group Movie Presentation #1- 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. Groups will have 15 minutes to present. **Each student should submit the PowerPoint to Canvas with a title page and group member names. PowerPoint is due on students’ presentation day. (See Rubric in Canvas Module/ File)**

**G. Group Presentation #2- “Insider Perspectives”**

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 20-25 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. **(See Rubric in Canvas Module/ File)**

**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 #1 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.

**Attendance Policy for COVID-19:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**Excused Absences:** Only university excused absences will be accepted such as, 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. 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.