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|   | **RSED 5023-001****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 5023-001

**Course Title: Psychosocial Aspects of Disability**

**Prerequisites:**  None

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

**Class Meeting Times:**  Online Asynchronous

**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; 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.

**COURSE CONTENT OUTLINE:**

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| **Dates** | **Topics** | **Reading Assignments/Activities / Due** |
| **Week 1:** Jan. 11th -15th  | **Welcome** and Course Overview- History of Treatment Toward People with DisabilitiesSocietal Attitudes & Myths About Disability | Read Chapter 1 and Chapter 2 Disability Sensitivity Exercise/ Group Assignment**Submit to Canvas**  Discussion Questions p 32 #1-5 (#1) |
| **Week 2:** Jan. 18th- 22nd  | **NO CLASS-** M.L. King Day (18th)Disability Sensitivity Exercise (see page 62 part B)Culturally Different Issues & Attitudes Toward Disability | Read: Chapter 3**Submit** **to Canvas: Disability Sensitivity Exercise - 1 Page Reaction/ Picture** |
| **Week 3:** Jan. 25th – 29th  | Attitudes Toward Disability by Special Interests & Occupational Groups**Presentation #1:** Movie Review Presentation- Preparation  | Read: Chapter 4 **Due: Current Event Video/ Reaction #1 (Submit to Canvas)****Meet with your group through Zoom call to discuss / plan** |
| **Week 4:** Feb. 1st – 5th  | Theories of Adjustment & Adaptation to Disability Family Adaptation Across Cultures Toward a Loved One Who is Disabled | Read: Chapter 5 and Chapter 6**Introduction of-** Psychosocial Picture Project (individual project-start working)**Movie Review Presentation #1-keep working on...** |
| **Week 5:**Feb. 8th – 12th  | Sexuality and Disability | Read: Chapter 7**Submit to Canvas: Movie Review Presentation** & **Recorded Presentation#1**(Be sure to submit recording to Discussion Board also) |
| **Week 6:**Feb. 15th- 19th  | The Psychosocial World of the Injured Worker**Presentation** of Psychosocial Picture Project(**individual project**) | Read: Chapter 8Exercise B p 266**Submit Psychosocial Picture Project in Canvas**  |
| **Week 7:**Feb. 22nd – 26th  | Group and Independent Work Work with Group members on Presentation #2  | Exercise A- Timeline of important events p. 298- **Submit to Canvas****Introduce Group Presentation #2**—**use** **“Insider’s Perspective”** p 232-238 |
| **Week 8:**March 1st – 5th  | Disability and Quality of Life Over the Life Span**Midterm Exam** opens in Canvas Mon.-Fri. (see Modules) | Read: Chapter 9Erikson’s Life Stages **Due:** Discussion Questions p297-298 #1-5 **Submit to Canvas (#2)** |
| **Week 9:**March 8th- 12th  | Implications of Social Support and Caregiving for Loved Ones with a Disability | Read: Chapter 10**Work with** your Group... through a Zoom meeting on... **Presentation #2 Preparation Day “Insider’s Perspective”** |
| **Week 10:** March 15th- 19th  | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive PsychologyWhich Counseling Theories and Techniques Work Best with Different Disability Populations and Why | Read: Chapter 11and Chapter 12 **Due:** **Current Event Video/ Reaction #2 (Canvas)** |
| **Week 11:**March 22nd – 26th  | Social Justice, Oppression, and Disability: Counseling Those Most in NeedCounseling Families in the Community | Read: Chapter 13 and 14 **Submit to Canvas****Exercise A-Genogram (p 468 instructions)** |
| **Week 12:**March 29th- April 2nd  | 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 3/29th @ 12noon and close 4/4 @ 11:59 PM** |
| **Week 13:**April 5th- 9th  | Ethical Responsibilities in Working with People with Disabilities and Our Duty to Educate | Read Chapter 15  |
| **Week 14:** April 12th- 16th  | Basic Dos and Don’ts in Counseling Persons with Disabilities  | Read: Chapter 16**Due:** **Group Presentations #2 Submit to Canvas**  |
| **Week 15:**April 19th- 23rd  | Final Exam Discussion/ PreparationClass Wrap-up |  |
| **Week 16:**April 26th – 30th  | Final Exam Week in Canvas 8 am- 10:30 am  | Date -TBA |

**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 / March 15th )**

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. **Be Creative and have fun with this assignment!**

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

Questions from the reading will be assigned **(Jan. 15th, March 5th, & April 2nd)** 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. April 2nd 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 & Recording**

 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 create a PPT and record presenting it. The presentation should include 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 of presentation. Finally, one group member should upload the Recording of the presentation to Discussion board so peers can view. Recording should be 20 minutes. (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 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 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:** Students are expected to participate in class lectures and activities. All lectures are pre- recorded and uploaded on Canvas for students to view in the assigned week.

**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:**  This course is very interactive and it is vital students plan to participate 100% of the time. It is expected that each person will participate in discussions boards generated from course readings and topic presentations, responding to peer discussion post, and all assigned group activities. **Interactive exercises/activities as well as group work will be given throughout the semester and will count toward your class participation grade. Students will be expected to engage in zoom meetings, create google documents, etc... to make group projects productive.**

**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

**Technology and Assignments:**
A. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course.
B. Students are expected to upload course assignments to Canvas by the end of the week in which they are due (by 11:59 pm on Sunday).
C. Late assignments will NOT be accepted unless students have made prior arrangements with the instructor.

D. Students should check the Modules and Assignment page in Canvas for upcoming activities and due dates.

E. Announcements and sometimes emails will be sent/posted when there is a change to course outline or expectations. Students should monitor these two areas at least 2 times per week or set up Canvas to send a message when changes have occurred.

**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.