­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

Course Number: RSED 5020– 002, Fall 2021

Course Title: Psychosocial Aspects of Disability

Credit Hours: 3 semester hours credits/Graded

Class time: MWF 9:00am – 9:50am

Room Number: Haley 3220

Instructor Information: Candace McConaha, M.A. (She/Her/Hers)

 Graduate Teaching Assistant

 **czm0141@auburn.edu**

Office Hours: Wednesdays and Fridays 10am – 11am.

 Haley Center Room #1234G or via Zoom

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| *The course syllabus is a general plan for the course.**Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**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.

**The Required Textbooks (should plan to rent/purchase and need to read):**

Dunn, D. S. (2015). *The Social Psychology of disability*. Oxford University Press.

**Required Readings provided on Canvas:**

Goulden, A. (2021). A critical review of social work interventions and programmes that support disabled youth with their sexual well-being. *Journal of Social Work Practice*, *35*(4), 403–417. <https://doi-org.spot.lib.auburn.edu/10.1080/02650533.2021.1914010>

Honey, A., Emerson, E., & Llewellyn, G. (2011). The mental health of young people with disabilities: Impact of social conditions. *Social Psychiatry and Psychiatric Epidemiology: The International Journal for Research in Social and Genetic Epidemiology and Mental Health Services*, *46*(1), 1–10. <https://doi-org.spot.lib.auburn.edu/10.1007/s00127-009-0161-y>

Jokinen, N., Gomiero, T., Watchman, K., Janicki, M. P., Hogan, M., Larsen, F., Beránková, A., Santos, F. H., Service, K., & Crowe, J. (2018). Perspectives on family caregiving of people aging with intellectual disability affected by dementia: Commentary from the International Summit on Intellectual Disability and Dementia. *Journal of Gerontological Social Work*, *61*(4), 411–431. <https://doi-org.spot.lib.auburn.edu/10.1080/01634372.2018.1454563>

Lee, S., Fenge, L.-A., & Collins, B. (2020). Disabled people’s voices on sexual well-being. *Disability & Society*, *35*(2), 303–325. <https://doi-org.spot.lib.auburn.edu/10.1080/09687599.2019.1634522>

Ripat, J., & Woodgate, R. (2011). The intersection of culture, disability and assistive technology. *Disability and Rehabilitation: Assistive Technology*, *6*(2), 87–96. <https://doi-org.spot.lib.auburn.edu/10.3109/17483107.2010.507859>

Rivas, M., & Hill, N. R. (2018). Counselor trainees’ experiences counseling disability: A phenomenological study. *Counselor Education and Supervision*, *57*(2), 116–131. <https://doi-org.spot.lib.auburn.edu/10.1002/ceas.12097>

Stuntzner, S., & Hartley, M. (2014). Disability and the counseling relationship: What counselors need to know. *Vistas Online*. <https://www.counseling.org/docs/default-source/vistas/article_09.pdf?sfvrsn=157ccf7c_12>

Wepf, H., Joseph, S., & Leu, A. (2021). Pathways to mental well-being in young carers: The role of benefit finding, coping, helplessness, and caring tasks. *Journal of Youth and Adolescence*, *50*(9), 1911–1924. <https://doi-org.spot.lib.auburn.edu/10.1007/s10964-021-01478-0>

YouTube. (2017). *Our fight for disability rights and why we're not done yet | Judith Heumann | TEDxMidAtlantic*. Retrieved January 10, 2022, from <https://www.youtube.com/watch?v=ABFpTRlJUuc>.

NOTE: The instructor may provide additional reading materials to supplement student learning, or ask that students find and bring academic sources on a given topic for class discussion.

**Assignments/Projects:**

**Attendance (1 pt per class – 40 pts).**

Student attendance is expected and attendance will be taken during each class period. Students who miss more than 15 minutes of class by arriving late or leaving early will be counted as absent. Students are given 3 unexcused absences before it will negative effect their grade. Expectations during zoom class meetings include:

* Students will have their cameras on throughout the lecture
* Only the student will be visible, not friends, roommates, family, etc.
* Students will participate in activities and discussions

**Syllabus quiz (10 pts)**

Within 1 week of the first class students will complete a syllabus quiz to assure that they understand key elements of the syllabus.

**Weekly Reading Reaction and Discussion Questions (65 pts – 5 pts each)**

Each week students will respond to a prompt based on that week’s readings and/or come up with discussion questions to be addressed in class. Weekly Reading Reactions will be due prior to the start of class every Monday (or on Wednesdays when there is no class on Mondays). Weekly Reading Reactions will be located under assignments, as well as under the module for each week.

**YouTube Video Reflection (30 pts – 15 pts each)**

On two separate occasions, students will locate a YouTube video created by a person with a disability about some aspect of their disability in everyday life. Students should post a link to their video in the ***Discussion*** section titled YouTube Video Reflection. In addition to posting the link in the discussion post, a 1-page reflection (Times new roman, 12pt font, double spaced) must be uploaded to the YouTube Video Reflection ***Assignmen****t*.

**Research Paper First Draft (25 pts)**

Students will choose a specific type of disability or a specific psychosocial aspect of disability to research. Examples of topics will be discussed in class, and students are welcome to email or meet with the instructor to brainstorm possible topics. Students will write a 5 – 8 page paper (Times New Roman, 12pt font, double spaced) describing their topic, the research they find relating to their topic, and how their topic relates to rehabilitation, counseling, or the student’s own career field. Students will be required to use at least 5 academic sources (journal articles or textbooks), and must relate their topic to something discussed in the course. The paper must be written in APA format, including in-text citations and a reference page. Students are encouraged to review the rubric on canvas for this assignment for more details about how this assignment will be graded.

**Final Research Paper (50 pts)**

After receiving feedback on the first draft of their research paper from the instructor, students will be expected to incorporate the feedback to improve their paper.

**Group Movie Presentation (50 pts)**

Students are expected to work in their assigned groups (3-5 people) and choose a movie (or several episodes of a TV show) that stars a character(s) with a disability. 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 how content from our course relates to this character. Groups will have 15 minutes to present. All groups will be required to submit their movie for approval by the instructor. Movies/TV shows that portray disabled people in a derogatory way will NOT be approved. At least one group member should submit the PowerPoint (or google slides, etc) to Canvas. All group members should individually submit a half page reflection (Times New Roman 12pt font, double spaced) on their own reactions/thoughts about the movie/TV show.

**Final Assignment (50 pts)**

Students will have one week to complete their final assignment, which will be due during the university scheduled final exam time. The final assignment will consist of a series of essay questions. Students are welcome to use their notes, textbook, and other reading materials to assist with this assignment.

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| **COURSE CONTENT OUTLINE** |
| **Topic** | **Assignments/Reading due**  |
| **Week 1 (1/12 – 1/14)**  |
| **W (1/12)** | Introductions Overview of Syllabus  |   |
| **F (1/14)** | Types of Disabilities Myths about Disabilities  |   |
| **Week 2 (1/17 – 1/21)**  |
| **M (1/17)** | NO CLASS – MLK day  |   |
| **W (1/19)** | Overview of Disabilities Defining Disability – what words should we use?  | Dunn Ch 1 **Due:** **-Syllabus Quiz** **-Reading Reaction**  |
| **F (1/21)** | Class Discussion based on Reading Reactions Groups for the group movie presentation will be assigned, dates for presentations will be chosen |   |
| **Week 3 (1/24 – 1/28)**  |
| **M (1/24)** | Fundamental Psychosocial Concepts History of Treatment Toward People with Disabilities  |  Dunn Ch 2 **Due: Reading Reaction** |
| **W (1/26)** | Finding internal and external resources Individuation and Deindividuation: Considering people with disabilities their own people  |   |
| **F (1/28)** | Adapting, adjusting, surviving, thriving: how people with disabilities may view their own disability Class discussion based on Reading Reactions  |   |
| **Week 4 (1/31 – 2/4)**  |
| **M (1/31)** | Culture and Disability  |  Ripat & Woodgate, 2011**Due: Reading Reaction** |
| **W (2/2)** | Culture and Disability \*Last day to drop from course with no grade assignment and potential tuition refund. |  |
| **F (2/4)** | Discuss reading reaction and YouTube Video Reflection  | **Due: YouTube Video Reflection #1**  |
| **Week 5 (2/7 – 2/11)**  |
| **M (2/7)** |  Stigma and Stereotyping of disability, and their psychosocial impact Media representations of disability  | Dunn Ch. 3**Due: Reading Reaction**  |
| **W (2/9)** | Pressure to meet others’ expectations  |   |
| **F (2/11)** | Halo and Horn effects Class discussion based on Reading Reactions  | **Due: Groups must pick a Movie/TV show for instructor approval**  |
| **Week 6 (2/14 – 2/18)**  |
| **M (2/14)** | Attitudes toward people with disability  | Dunn Ch. 4**Due: Reading Reaction**  |
| **W (2/16)**  | Implicit associations  |   |
| **F (2/18)** | Class discussion based on Reading Reactions |  |
| **Week 7 (2/21 – 2/25)**  |
| **M (2/21)** | Coping with and adjusting to disability  | Dunn Ch. 5**Due: Reading Reaction**  |
| **W (2/23)** | Coping with and adjusting to disability  |  |
| **F (2/25)** | Class discussion based on Reading Reactions |  |
|  **Week 8 (2/28 – 3/4)**  |
| **M (2/28)** | Sexuality and disability  |  Goulden, 2021Lee et al., 2020**Due: Reading Reaction**  |
| **W (3/2)** | Sexuality and disability  |   |
| **F (3/4)** | Discuss reading reactions and YouTube Video Reflections  |  **Due: YouTube Video Reflection #2** |
|  **Week 9 (3/7 – 3/11)**  |
| **M (3/7)** | NO CLASS – spring break  |   |
| **W (3/9)** | NO CLASS – spring break |  |
| **F (3/11)** | NO CLASS – spring break |   |
|  **Week 10 (3/14 – 3/18)**  |
| **M (3/14)** | Caregiving  |  Wepf et al., 2021 Jokinen et al., 2018 – only need to read the naritives included in Table 2. **Due: Reading Reaction**  |
| **W (3/16)** | Caregiving  |   |
| **F (3/18)** | Class discussion based on Reading Reactions |   |
|  **Week 11 (3/21 – 3/25)**  |
| **M (3/21)** | Counseling people with disabilities  | Rivas & Hill, 2018Stuntzner & Hartley, 2014**Due: Reading Reaction**  |
| **W (3/23)** | Counseling people with disabilities |   |
| **F (3/25)** | Class discussion based on Reading Reactions |  **Due: Research Paper First Draft** |
|  **Week 12 (3/28 – 4/1)**  |
| **M (3/28)** | Social Justice, Oppression, and Disability  | Honey et al., 2011Watch this video: <https://www.youtube.com/watch?v=ABFpTRlJUuc> **Due: Reading Reaction**  |
| **W (3/30)** | Ethical Responsibilities when working with People with disabilities  |   |
| **F (4/1)** | Class discussion based on Reading Reactions |   |
|  **Week 13 (4/4 – 4/8)**  |
| **M (4/4)** | Disability identity  |  Dunn Ch. 6 **Due: Reading Reaction**  |
| **W (4/6)** | Disability identity  |  |
| **F (4/8)** | Class discussion based on Reading Reactions |  |
|  **Week 14 (4/11 – 4/15)**  |
| **M(4/11)** | Positive psychology  | Dunn Ch. 7**Due: Reading Reaction**  |
| **W(4/13)** | Positive Psychology  |  |
| **F(4/15)** | Class discussion based on Reading Reactions |  |
|  **Week 15 (4/18 – 4/22)**  |
| **M (4/18)** | Group Movie Presentations  |  |
| **W (4/20)** | Group Movie Presentations  |  |
| **F (4/22)** | Group Movie Presentations\*Last day to withdraw from course with no grade penalty – “W” assigned |  |
|  **Week 16 (4/25 – 4/29)**  |
| **M (4/25)** | The Ecology of Disability  |  Dunn Ch. 8 **Due: Reading Reaction**  |
| **W (4/27)** | The Ecology of Disability  |   |
| **F (4/29)** | Class discussion based on Reading Reactions |  **Due: Final Research Paper**  |
|  **FINAL ASSIGNMENT DUE: Friday, May 6 at 10:30 am.**  |

## Grading breakdown:

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| Attendance  | 40 |
| Syllabus Quiz | 10 |
| Reading Reactions | 65 |
| YouTube Video Reflections  | 30 |
| Research Paper First draft | 25 |
| Final Research Paper  | 50 |
| Group Movie Assignment | 50 |
| Final assignment  |  50 |
| **TOTAL** |  **320** |

Grades will be based upon final percentages:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **F** |
| 90-100%  | 80-89%  | 70-79%  | 60-69%  | 59% and below |

Assignments are due at the **START** of class on the date listed on the syllabus. Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction. If you have technical difficulties with canvas, it is your responsibility to email the instructor your assignment before the due date.

**\*Late assignments will receive a 10% deduction in grade for each day they are late, up to 6 days late. After 6 days assignments will not be accepted.**

**Extra Credit through SONA**:

The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please emailsona@auburn.edu.

For every SONA credit you earn, you earn 2 bonus points to be added towards your grade in the course at the end of the semester (i.e., NOT percentage points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please emailsona@auburn.edu

More information on SONA can be found at: <https://cla.auburn.edu/psychology/research/participation/>

**Course Policy Statements:**

**Name/Pronoun Statemen**t: I will gladly honor your request to address you by an alternate/preferred name or gender pronoun. Please advise me of this preference early in the semester (either via email or in-person) so that I may make appropriate changes to my records.

**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 your overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will participate in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, or leaving for an extended period of time during class will be counted as an absence.

**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 university policies for additional information on absences.

**Religious/Cultural Observance**: Persons who have religious or cultural observances that coincide with this class should let the instructor know in writing (by e-mail for example) prior to the date of said religious or cultural observance.  I strongly encourage you to honor your cultural and religious holidays!  However, if I do not hear from you, I will assume that you plan to attend all class meetings.

**Personal Technology**: The use of a laptop, tablet, or any other device for taking notes or otherwise participating in class is permitted. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know.

**Email**: Outside of class, I will communicate primarily through email and canvas announcements. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email or stop by my office. If you do not receive a response from me within 24 to 48 hours of sending an email, please be sure to follow-up with me. **It is recommended that you set your canvas to send class announcements to your email.**

**Class Cancellation**: In the event that class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments before the next class period. Additionally, I will notify students if class is canceled as soon as possible through canvas announcements, therefore, it is expected that students are regularly checking their announcements page.

**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.

**Your One 72-hour Extension:** Students are allowed ONE assignment extension (CANNOT be applied to the final assignment or to in class presentations) during the semester, no explanation needed. In order to use this, students must email the instructor **before** the due date stating that they will be using their 72-hour extension.

**Academic Honesty**: The University Honesty Code and the university policies, see website at https://sites.auburn.edu/admin/universitypolicies/default.aspx for more information, pertaining to cheating will apply to this class.

Much plagiarism occurs as a result of missteps in regard to reading, note taking, and citation practices, or from procrastination, and/or panic. Care, timeliness, and communication will eliminate most of the risk. If you have questions about whether or not you should give credit to a source in your work, you may clarify it with me. In general, though, I recommend always the citing sources you have consulted as well as those you borrow from directly. If you are having difficulty with an essay, please contact me right away!

**Disability Accommodations**: Students who need accommodations are asked to arrange a meeting during 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).

**Student Mental Health and Well-Being:** If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. All Auburn students can receive services through **Student** **Counseling and Psychological Services (SCPS).** You can contact them at **(334) 844-5123** and <http://wp.auburn.edu/scs> . You can call the SCPS phone number 24/7, including weekends and holidays, to be connected to emergency mental health services. Additionally, the East Alabama Mental Health Center has a toll free number that may be called 24 hours a day, 365 days a year for emergencies at **800-815-0630**. The clinician on-call will assist you as needed.

**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

**Title 1X:**  Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix)

**Respect for Diversity:**It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

*Course Policies Adapted for Use from CRLT, University of Michigan.*

**Covid-19 Policies:**

**Face Coverings:** The university permits individual faculty members to require face coverings in their classrooms and instructional laboratories. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom or instructor’s office. This policy will remain in place, even if the university does not have a current mask mandate. Failure to comply with this requirement represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the [Classroom Behavior Policy](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf) for additional details.

**Virtual Learning Plan:** To be used in the event that the University moves to online instruction, or if multiple students and/or the instructor test positive or are exposed to Covid-19. Any changes to course delivery method will be communicated via canvas announcements, so it is important that you set up your canvas notifications to send announcements to your email, and that you are checking your auburn email regularly. Please be prepared for this contingency by ensuring that you have access to a computer and reliable internet

Class will meet synchronously at designated class time via zoom, and will adapt class lectures, activities, and assignments as necessary to fit an online format. Students will be expected to treat classes held via zoom as they would a regular class period. Expectations during zoom class meetings include:

* Students will have their cameras on throughout the lecture
* Only the student will be visible, not friends, roommates, family, etc.
* Students will participate in activities and discussions