**Auburn University**

**Course Syllabus**

**Spring 2023**

**Course Number: RSED 5020**

**Course Title: Psychosocial Aspects of Rehabilitation**

**Credit Hours: 3 semester hours**

**Prerequisites: None**

**Instructor:** Elizabeth Hancock, PhD, CRC

Cell: (334) 268.9285

Email: [eah0038@auburn.edu](mailto:eah0038@auburn.edu)

[hancock.elizabeth@gmail.com](mailto:elizabeth@haddies.org)

**1. DATE SYLLABUS REVISED:** January 2024

**2.** **TEXTBOOK:**

Smart, J. (2016). *Disability, society, and the individual.* TX: Pro-Ed.

**Textbooks-Other/Suggested Readings**

*Diagnostic and Statistical Manual, 5th Ed. (DSM V),* American

Psychological Association. Washington, DC.

Mackelprang, R. & Salsgiver, R. (2016). *Disability: A diversity model approach in*

*human service practice.* IL**:** Lyceum Books, Inc.

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.

\*Other readings listed on syllabus or announced in class will be added to Canvas or copies provided.

**3. COURSE DESCRIPTION:**

This course will examine the psychological and social aspects of disability primarily from the perspective of the person with a disability and will include the perspectives of family members. This course will also 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. Specific issues involved across the life span, such as education, employment, housing, transportation, leisure, and health care will be explored and analyzed. The historical, legal, and philosophical base that currently mandates and directs service priority for persons with disabilities will be reviewed and analyzed in terms of current and future service delivery systems through adaptation and adjustment to disability.

**4. STUDENT LEARNING OBJECTIVES:**

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.

6. To review major theoretical positions that have been applied to the study of people with disabilities.

7. To understand various perspectives involved in psychological adaptation to disability.

8. To develop an individualized perspective regarding the effects of disability upon human development and community inclusion through assigned reading, personal reflection, and experiential activity.

**5. COURSE CONTENT**

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| --- | --- | --- |
| CLASS | TOPICS | READING |
| Week 1 | Course Overview – Introduction to Disability Studies/Psychosocial Aspects of Disability  History of Treatment Toward People with Disabilities, Defining Disability  People First Language  The Freak Show 1835 – 1940  Discussion Board on Canvas | Videos and Links online in Canvas |
| 2 | Societal Attitudes & Myths About Disability & Models of Disability  Culturally Different Issues & Attitudes Toward Disability  Industrial Revolution | Chapter 1 |
| 3 | Culturally Different Issues & Attitudes Toward Disability  Attitudes Toward Disability by Special Interests & Occupational Groups |  |
| 4 | Institutionalization - \*Video – Purgatory: An historical analysis of the Belchertown State School Theories of Adjustment & Adaptation to Disability |  |
| 5 | Family Adaptation to Disability Across Cultures |  |
| 6 | Sexuality & Disability  Psychosocial World of the Injured Worker |  |
| 7 | Picture Project Presentations |  |
| 8 | Disability & Quality of Life Over Life Span  Implications of Social Support & Caregiving for Loved Ones with a Disability  Mid-Term |  |
| March 6  March 8  March 10 | SPRING BREAK |  |
| 9 | Thriving Versus Succumbing to Disability: Psychosocial Factors and Positive Psychology  Which Counseling Theories & Techniques Work Best with Different Disability Populations & Why |  |
| 10 | Social Justice Oppression & Disability |  |
| 11 | Inspiration of Exploitation?  Disabled While Incarcerated |  |
| 12 | Disabled While Incarcerated  Counseling Families in the Community |  |
| 13 | Ethical Responsibilities in Working with People with Disabilities and Our Duty To Educate  Basic Dos and Don’ts in Counseling Persons With Disabilities |  |
| 14 | Presentations |  |
| 15 | Catch up and Final Exam Review  **Last class** |  |

**\*The syllabus/schedule may be revised to accommodate the needs of assignment requirements. Proper notification will be given if any change in schedule or assignments occurs.**

**6. COURSE REQUIREMENTS:**

***Attendance***

Note this class meets **three times** a week. It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged.

***Excused Absences:*** Students are granted excused absences from class for the following reasons: 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. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Make-Up Policy:*** Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specified by instructor).

***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. **Activities and assignments will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.**

***ASSIGNMENTS***

***Picture Presentation & Reflection:***

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 Persons with Disabilities
2. A definition of the issue(s)
3. Take at least 10 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.. Students will sign up for presentation days. **Be Creative and have fun with this assignment! (Presentation should last at least 10 minutes.)**

***Access Study and Report:***

Groups will be assigned. As a group, choose a specific public building on Campus, Downtown Auburn, or Apartment Complex to survey for access. Complete an access survey, and based upon your findings, write a recommendations report (no more than 5 pages) that includes a minimum of 5 strategies to improve access. This report should refer to and cite specific regulations in the ADA, found at the ADA HOME PAGE URL. Turn in your report with the access survey attached. Download and Read ADA Standards for Accessible Design Found at <http://www.ada.gov> .

***Film Reflection:***

We will watch a film in the class over two classes. We will discuss the film. Each student will provide a 2-3 page reflection if the movie, and how it impacts their views of disability and society.

**7. GRADING AND EVALUATION:**

*G****rading:***

Examinations 40 points: Mid-term and Final (20 points each)

Picture Presentation & Reflection 10 points

Film Reflection 1 5 points

Film Reflection 2 5 points

Insider Perspective Presentation & Reflection 10 points

Participation & Attendance 15 points

**Total 100 points**

***Grading Scale:***

The grade ranges are:

90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D, Below 59 =F

**8. CLASS POLICY:**

***Attendance:***Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, “specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.” At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Tiger Cub**).**

***Assignments:***All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be at the level of quality expected of a professional.

All assignments must be turned in the day each are due and in the manner requested by the instructor. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to tum in the assignment.

**Organization:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All projects/exams must be typed AP A format and stapled.

**Those assignments and projects that are to be typed need to be done in the following format:**

Font: Times New Roman, 12 inch font

Margins: 1”

Spacing: Double Spacing

***Exams:***Arrangements to make up missed major examinations (e.g., hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

***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 the office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail or text. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 334-844-2096 (V/TI).

***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:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

***Classroom Behavior and Honesty:***Students are expected to read and adhere to all the classroom polices in the Auburn University's Tiger Cub regarding classroom behavior and honesty.

**Classroom Behavior:** "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions ... Students have the responsibility of complying with behavioral standards ... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of tum; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub)*

**Honesty Code**: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to **cheating** will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Student Academic Grievance Policy:***The purpose of this university policy is to "resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants." See *Tiger Cub* for steps toward redress.

***Use of Electronics:*** Unless being used during class activities, 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) or if being used in class. Computers, tablets, cellphones, and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**