**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**SPRING SEMESTER 2025**

**Course Number: RSED 5020-D01**

**Course Title: Psychosocial Aspects of Disability**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: Distance Learning**

**Date Syllabus Prepared:** January 2025

Instructor: Abbey Holder, PhD, NCC

Email: amh0033@auburn.edu (I will respond to email within 1 business day generally)

Phone: 334-844-2875

Office Hours: By Appointment

Office Address: 1232-B Haley Center

**TEXTBOOK:**

Required:

Smart, Julie. (2016). Disability, Society, and the Individual (Third Edition). USA: Pro-Ed, Inc.

**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. Issues that affect persons with disabilities will be explored from the value perspectives of productivity, independence, and community inclusion. 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.

**COURSE OBJECTIVES:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

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.

**COURSE CONTENT AND SCHEDULE: SPRING 2025**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates** | **Assignment/Activities** | **Reading/Assignments** |
| 1 | 1/13-1/17 | Syllabus uploaded to Canvas;  | Book to be obtained**Syllabus Quiz** |
| 2 | 1/20-1/24 | **1/20 NO CLASS - MLK Jr. Holiday**Course OverviewDefining Disability | Book to be obtained**Student Introductions Assignment due** |
| 3 | 1/27-1/31 | Intro. To Disability Studies/Psychosocial Aspects of Disability | Chapter 1**Weekly Assignment #1** |
| 4 | 2/3-2/7 | Models of Disability | Chapter 2**Weekly Assignment #2** |
| 5 | 2/10-2/14 | Models of DisabilityAmericans with Disabilities Act | Chapter 2**Weekly Assignment #3** |
| 6 | 2/17-2/21 | Prejudice Against People with Disabilities | Chapter 3**Weekly Assignment #4** |
| 7 | 2/24-2/28 | Prejudice Against People with Disabilities | Chapter 4**Weekly Assignment #5** |
| 8 | 3/3-3/7 | **Midterm Exam** |  |
| 9 | 3/10 – 3/14 | **SPRING BREAK! Have fun and be safe!** 🌞  |  |
| 10 | 3/17-3/21 | Experiencing Prejudice and Discrimination | Chapter 5**Weekly Assignment #6** |
| 11 | 3/24-3/28 | Individuals Response to Disability | Chapter 6**Weekly Assignment #7** |
| 12 | 3/31-4/4 | Individuals Response to Disability (continued) | Chapter 6**Weekly Assignment #8** |
| 13 | 4/7-4/11 | The Onset and Diagnosis of Disability | Chapter 7**Weekly Assignment #9** |
| 14 | 4/14-4/18 | Type of Onset and the Individual’s Response | Chapter 8**Weekly Assignment #10** |
| 15 | 4/21-4/25 | Individual’s Response to Disability | Chapter 9**Weekly Assignment #11** |
| 16 | 4/28-5/2 | **Final Exam**  |  |
| 17 | 5/4 – 5/9 | Official University Final Exam Week  |  |

**COURSE REQUIREMENTS & STUDENT EVALUATION:**

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Introduction Assignment | 3 |
| 2. Weekly Assignments (11 @ 4 pts each) | 44 |
| 3. Midterm Exam  | 25 |
| 4. Final Exam | 25 |
| 5. Syllabus Quiz | 3 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89.99 Points |
| C 70-79% | 70-79.99 Points |
| D 60-69% | 60-69.99 Points |
| F Below 60% | 59 or below Points |

**1. Introduction Assignment (3 points):**

This assignment will be posted during the first two weeks of the semester.

**2. Weekly Assignments (11 @ 4 pts):**

Each week a lecture, documents, or video will be uploaded for review by Tuesday night. There will be weekly assignments based on that material to be submitted on Canvas. These assignments will be due on Sunday following, to permit plenty of time to review the lecture and reading. There will not be weekly assignments on exam weeks, the first weekly assignment will be on week 3 to permit time to acquire textbooks.

**3. & 4. Midterm and Final Exam (25 pts each):**

Thiscourse has 2 exams, these will be given over Canvas. There is a week long period to complete the exams.

**5. Syllabus Quiz (3 pts):**

There is a syllabus quiz at the start of the semester in the first week. This is simple and meant to show you read and understood the course syllabus related to assignments, course requirements, and due dates.

**CLASS POLICY STATEMENTS:**

**Attendance:** 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. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Auburn’s policy for further information on rules and regulations). Students may miss up to one class without penalty. Additional unexcused absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class

**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, 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.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

**Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook. will apply to this class. 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.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook for details of this policy.

**Emergency Contingency statement:** If normal class and/or 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.

**AI Policy: Not Permitted in this Course for Assignments**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

**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.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncaresLinks to an external site. for resources and support.

**Sexual Misconduct Resources Statement:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.