COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling and Community Inclusion

COURSE NUMBER: RCI 7480

CALL NUMBER: 23610

COURSE TITLE: Psychosocial Aspects of Disability

TERM/YEAR: Winter 2014

DAY: Tuesday

TIME: 6:30PM – 9:15PM

COURSE LOCATION: 155 Education

INSTRUCTOR: Sonja Grbevski, Ph.D.
Adjunct Faculty & Advisor
(519) 973-4411 Ext. 3544
E-Mail: ag1674@wayne.edu
Office Hours: By Appointment

PROGRAM SECRETARY: Lei Juan Stewart-Walker (313) 577-1613

CATALOG DESCRIPTION:

This course examines the psychological, social, gender and cultural aspects of adjustment and adaptation to a variety of disabling conditions. Theoretical and practical issues relating to various types of physical, neurological, sensory, psychiatric, and pain-related disabilities will be explored from its impact on the individual, and society as a whole. Students will be exposed to the process by which individuals with disabilities adapt to their limitations and changes in lifestyle will be explored, as well as the influence society has in promoting both independence and dependence among individuals with disabilities.

COURSE OBJECTIVES:

Clinicians and educators working with adolescents and adults with disabilities are challenged by the complexity of psychological, social, developmental, educational, vocational and contextual factors implicated in the process of adapting to and coping with a disability. The ultimate outcome of the
rehabilitation and counseling process depends on the clinician’s understanding of these factors, their ability to identify them in the individual context and to apply their knowledge in the planning of rehabilitation intervention at all stages of disability.

**Students fulfilling all course requirements will be able to demonstrate knowledge and/or skills in:**

1. Addressing psychological, sociological, and cultural perspectives on adjustment to disability.
2. Understanding models of adjustment to disability, stress and coping with life transitions and value changes associated with adjustment for individuals with a wide range of disabilities.
3. Understanding barriers faced by people with disabilities and how such barriers may impact upon community integration and participation, as well as personal adaptation to the disabling condition.
4. Understanding societal attitudes towards persons with disabilities, including stereotyping, biases, and discrimination, and their impact on self-perception as well as psychological, social, educational and vocational performance of persons with disabilities.
5. Process of psychosocial adaptation to disability for the individual, family, and significant others.
6. How the process of adaptation may differ according to age of onset of the disability, personality, gender, and cultural considerations.
7. Understanding chronic illness and disability throughout the life cycle.
8. How factors such as body image and self-concept may impact adaptation to disability, and how the media may positively or negatively influence such factors.
9. Understand how disability affects human growth and development and how this may impede the life stages of development.
10. Understanding and implementing approaches that enhance personal development, decision making abilities, personal responsibility, and quality of life for individuals with disabilities.
11. The potential impact of Assistive technology on the individual and society.
12. The psychological and social aspects of sexuality and intimacy in the rehabilitative/adaptation process for persons with disabilities and how different disabilities may impact human sexuality.
13. Critically examining interactions of individuals and contextual factors for diagnostic and rehabilitation planning purposes, and to understand the nature of adaptive and maladaptive coping strategies using clinical examples.

**REQUIRED TEXTS:**

CLASS REQUIREMENTS:

1. This course format will involve some in class lectures and discussions; however, the majority of the class will take place on line, through Blackboard with a format known as ProfCast, as such, it is learner centered. This means that a) all assigned readings must be completed prior to each class session, b) all class sessions must be attended in its entirety, and c) complete all assigned activities on time. In order to have access to ProfCast, your will need to access Blackboard in order to download the audio portion of the lectures. You will need to download Quick Time Media Player to your computer in order to have access to the ProfCast lectures. In terms of assignments, papers can be submitted earlier than the deadline date; however, no assignments will be accepted late unless proper arrangement is made with the instructor in a timely fashion. Please note that Incomplete Grades are only given under extreme circumstances.

2. QUALITATIVE CASE STUDY: You will be required to interview a person with a disability and complete a case study regarding their psychological, social, familial, cultural, and educational as well as employment issues related to adjustment to disability. An in-depth interview or interviews with the individual and possibly significant others will be required as well as participant-observation of the person in his/her natural environment. A detailed copy of the interview questions as well as other requirements is posted on Blackboard. Students are expected to contact a person with a disability who is not a family member in order to conduct the case study. Your write up should integrate your interview data with your observation as well as information gained from class lectures and discussions.

   NOTE: The consent form that is posted on Blackboard must be sign by the interviewee prior to conducting the interview.

   Contribution to grade: 40%
   Due Date: February 18th, 2014

3. GROUP RESEARCH PAPER & PRESENTATION: Each group will develop a research paper on the psychological, social, and environmental impact of living with a disability. You will be required to critically examine the impact of a disability on an individuals’ life as well as the impact this may have on significant others. The paper should draw on both the theoretical and the empirical literature. Your paper must include an abstract, introduction, (which must include a thesis statement), implications for rehabilitation counseling and a conclusion. The paper must be typed, double-spaced and 10 pages in length, excluding title page, abstract and reference pages and must conform to the manual of style as specified in the American Psychological Association (APA) Publication Manual, 6th edition. Papers that do not conform to these guidelines and are grammatically incorrect will receive a failing grade.

   Presentations must be presented by all members of the group. Presentations must be completed in a PowerPoint format and should be approximately 20 minutes in length. Each group must handout an outline of the presentation along with a list of references.
Contribution to grade: 30%
Research Paper: 20%; Presentation: 10%

Paper Due Date: March 18th, 2014
Presentation: April 1st, & 8th, 2014

4. FINAL EXAMINATION
Contribution to Grade: 30%
Date: April 22nd, 2014

EVALUATION & GRADING:

Final grade will be derived from a composite of the major requirements above.

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CLASS SCHEDULE:

Please note that the readings marked with the asterisk must be read before coming to class. The readings without as asterisk are suggested to enhance your knowledge of the area. Please utilize them for your clinical research project.

1/07/2014  Introduction to Course Syllabus
Psychosocial and Functional Aspects of Chronic Illness and Disability
Defining Disability and Adjustment as Social Constructs
GUEST LECTURER: Dr. Parris

1/14/2014  Psychosocial and Functional Aspects of Chronic Illness and Disability Cont’d
Adjustment to Disability: Wellness and Coping with Life
Psychosocial Aspects of Acquired Disabilities
The Psychological and Social Impact of Illness and Disability (Chapter 7, 8 & 14)
○ Handouts

GROUPS AND PRESENTATION TOPICS SELECTED

1/21/2014  Perspectives on Disability and Rehabilitation
Understanding Disability Paradigms
Models of Disability
The Psychological and Social Impact of Illness and Disability (Chapters 1, 4 & 6)
ON LINE/PROFCAST
1/28/2014 Perspectives on Disability and Rehabilitation
Understanding Disability Paradigms Cont’d
- Handouts
ON LINE/PROFCAST

*The Psychological and Social Impact of Illness and Disability* (Chapters 27, 28, 33, 34, & 36)
- Handouts
IN CLASS

2/11/2014 Personal Impact of Illness and Disability
- Psychological Adaptation
- Self-Awareness and Stigma
- Self-Concept and Self-Esteem
*The Psychological and Social Impact of Illness and Disability* (Chapters 15, 23, 24, & 25)
- Handouts
- Personal Perspective: Recovery and the Rehabilitation Process
ON LINE/PROFCAST

2/18/2014 Family and Developmental Issues in Disability
- Family Adjustment and Coping
- Caring for Loved one with Illness and Disability
- Loss, Grief, Mourning, and Resilience
*The Psychological and Social Impact of Illness and Disability* (Chapters 16, 17, 18, 19, 20 & 21)
- Handouts
ON LINE/PROFCAST

QUALITATIVE CASE STUDY ASSIGNMENT DUE

2/25/2014 Gender Issues in Adjusting to Disability
Cultural Issues in Adjusting to Disability
*The Psychological and Social Impact of Illness and Disability* (Chapters 30, 34, & 36)
- Handouts
ON LINE/PROFCAST

3/04/2014 Sexuality and Disability
*The Psychological and Social Impact of Illness and Disability* (Chapter 11)
- Handouts
IN CLASS
3/11/2014  SPRING BREAK

3/18/2014  Developmental Perspectives on Coping with Disabilities. Young Adulthood, Middle Adulthood and Aging.  Stigma and Disability  Psychosocial Aspects of Selected Disabilities  *The Psychological and Social Impact of Illness and Disability* (Chapters 9 & 36)  Handouts  ON LINE/PROFCART

GROUP RESEARCH PAPER DUE


4/01/2014  PRESENTATIONS  IN CLASS

4/08/2014  PRESENTATIONS  SUMMARY OF PSYCHOSOCIAL ASPECTS OF DISABILITY  Course Evaluation/Wrap-Up  IN CLASS

4/15/2014  ONLINE

4/22/2014  FINAL EXAM  IN CLASS

**ATTENTION STUDENTS WITH DISABILITIES:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the
Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**ATTENDANCE POLICY**

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

**STATEMENT OF PROFESSIONALISM**

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.
The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the right to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate. 

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php
RELIGIOUS OBSERVANCES POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".
2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had____________", "the person has experienced____________", or a person with____________.

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.