



USU-REH 6120 Syllabus
Psychosocial Aspects of Disability (3 credits)
Spring Semester 2021

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Office Hours: Flexible! Email to set up a call/zoom meeting!

Semester/Year	Spring 2021
Course Prefix & Name	REH 6120: Psychosocial Aspects of Disability
Course Meeting Days/Times	Asynchronous Online
Credit Hours	3

COURSE DESCRIPTION

Explores psychological and sociological aspects of disabilities, including adjustment factors in living with disabilities (i.e., individual, family, sexuality, other service providers, etc.). Examines societal attitudes, stigma related to mental health, women’s issues, and deaf culture issues.

COURSE FEE

The University’s Course Fee Committee recently approved the addition of a \$15/credit online course fee. Effective Spring 2020, the fee will be applied to all online courses to sustain current digital technologies and support services required for delivering online learning.

READINGS

Extensive readings will consist of book chapters from the required and supplemental empirical articles (2 to 3 posted weekly in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.



Required Textbook: Smart, J. (2016). *Disability, Society, and the Individual*. (3rd Ed.). Austin, TX: PRO-ED.

STUDENT LEARNING OUTCOMES

Student Learning Outcome	Assessment Methods	CACREP Standard
Students will summarize the sociological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation of both individuals with disabilities and professional service providers.	Weekly Readings Weekly Quizzes	1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
Students will develop an awareness of their own personal values, attitudes and beliefs about persons with disabilities.	Family Background Paper	2.d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
Students will examine societal attitudes towards people with disabilities, with a special emphasis on how attitudinal and environmental barriers restrict community integration and participation in society.	Video Learning Exercises	2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination
Enhance students' understanding of the ways various perspectives affect a person's ability to adjust and adapt to disability.	Video Learning Exercises Weekly Quizzes	3.f. systemic and environmental factors that affect human development, functioning, and behavior
Increase students' awareness of community services and resources to persons with disabilities to help meet their diverse needs.	Community Resources Assignment	3.k assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources

General Course Policies

Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web



pages while class is in session. Students are required use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the adobe connect microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Assignments are due on the dates noted in the course syllabus. This will typically be Sundays by 11:59 pm MST, unless otherwise noted. **LATE WORK WILL NOT BE ACCEPTED.**
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.

Professional Performance Standards

The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional



manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crccertification.com/>.

The Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Proctorio: Your final exam will be taken using Proctorio Software.

What Information Does Proctorio Collect? Unlike other online proctoring services, Proctorio does not employ the use of biometrics or external human based proctors to monitor you while you take the exam. Proctorio will record your identity via webcam and, depending upon the exam settings controlled by individual instructors, monitor your exam attempt in various ways. A multitude of privacy provisions have been established to ensure your privacy and FERPA compliance. Proctorio has no file access of any kind. Proctorio cannot and will not access any of your personal files or documents. During an exam Proctorio may take screenshots of your desktop, detect the number of computer monitors connected to your computer, or record your web traffic. This information will only be recorded if the professor has enabled it within the exam settings. The information is stored with zero-knowledge encryption, which means the data is encrypted both in transit and at rest. Once an exam is completed, Proctorio no longer has access to this information. It is impossible for anyone at Proctorio or any of its affiliates to view exam recordings. They are only accessible to authorized users at your university and through USU's Canvas system. Proctorio never stores academic information from any of its users.

Further information regarding Proctorio's Data Security can be found at <https://proctorio.com/about/data-security>.



Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic



groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> (Links to an external site.)) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master's Program](#)

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246



GRADING

Course Assignments & Grading		
Assignment	Points	Total Max Points
Background Paper	30	30
Reading Quiz	5	5x13= 65
Implicit Association Test	20	20
Video Learning Exercises	15	2x20= 40
Community Resources	25	25
Final Exam	35	35
	Total Course Points	215

Grading Scale

- | | |
|--------------------|----------------------------|
| A: 200-215 | C+: 165-171 |
| A-: 193-199 | C: 157-164 |
| B+: 187-192 | C-: 150-156 |
| B: 178-186 | D: 129-149 |
| B-: 172-177 | F: Under 128 Points |

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program (a USU Graduate School policy).

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the



instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.

- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).

Course Schedule			
Week/Date & Topic	Chapter & Topic		Assignments Due
Week#1 1/19/2021	1: Defining Disability		
Week #2 1/25/2021	History of Disability Marini Chpt 1 (on Canvas)		Practice Reading Quiz
Week #3 2/01/2021	2. Models of Disability		Reading Quiz
Week #4 2/08/2021	3 & 4 Prejudice		Reading Quiz Family Background Paper
Week #5 2/15/2021	5: Experiencing Prejudice		Reading Quiz
Week #6 2/22/2021	6: Response to Disability		Reading Quiz Implicit Association Test
Week #7 3/01/2021	7: Disability Onset		Reading Quiz Video Learning 1
Week #8 3/08/2021	8: Type of Onset & Response		Reading Quiz



Week #9	3/15/2021	9: More Individual Response	Reading Quiz
Week #10	3/22/2021	Family Coping	Reading Quiz
Week #11	3/29/2021	Romance & Sexuality	Reading Quiz Video Learning 2
Week #12	4/05/2021	Parenting	Reading Quiz
Week #13	4/12/2021	Healthcare	Reading Quiz Community Resource Paper
Week #14	4/19/2021	Quality of Life	Reading Quiz
Week #15	4/26/2021	Aging, Death & Dying	Reading Quiz
Week # 16	5/03/2021	Finals Week	Final Exam

Weekly Reading Quizzes:

Each week, you will need to take a reading quiz on Canvas about the current week’s readings. The quiz will be available the entire week, Monday morning to Sunday evening. However, once opened, the quiz must be completed in one sitting. It is time limited, usually to an hour. Missed quizzes will not be re-opened. **Each quiz is worth 5 points.**

FAMILY BACKGROUND ASSIGNMENT:

This assignment consists of reviewing the content/information covered in this class and as a part of this program thus far about families dealing with a disability. When considering disability, it is an experience that affects the individual, the family, and the professional. To be a more effective helping professional (i.e., counselor) it is important to understand the ways you have been shaped and affected by your family of origin in regards to disability, the meaning and messages you have been given about disability, the attitudes and expectations promoted within the family about individuals with disabilities. It is also important to understand the process which has occurred for individuals living with a disability as families can have a positive or negative impact on their coping and adaptation process.

Your task is to consider the following areas and questions and then write a **five page, double-spaced paper using APA-7 format** about the messages you were raised with and given regarding disability and the experience or meaning of disability. Explore where these ideas and messages came from, how they impact you and may potentially affect the counseling relationship. If there are areas that may be improved upon, discuss what those are and the personal and professional strategies you would employ to do that.



Questions to consider as a part of this assignment. If there are others that arise as you work through this assignment that is fine, these are to be considered as guidelines to direct your reflection, and personal/professional development.

- * What messages have you been given about persons with disabilities within your family of origin?
- * How have these messages and expectations shaped and impacted you? (Note: These messages may not be verbalized, yet they are still present).
- * To the best of your ability, consider “where” these messages came from. If there are beliefs or things about yourself you would like to change or improve, discuss those and what you would do to help that happen.
- * How did you grow and change your thoughts about disability related to the messages you have internalized? Or do you still feel the same way?
- * If you are a parent/mentor/aunt/uncle etc., how have you changed in what messages you send your kids/family/friends about disability?

This assignment is due on Canvas, Sunday, Feb. 14th by 11:59pm MST and is worth 30 points.

VIDEO LEARNING EXERCISES: For this assignment, you will be asked to review two videos related to the content of the course. For each video, you are to address questions and present a write up. Guidelines will follow. Each video exercise is worth 20 points for a total of 40 points. These write ups are to be submitted Canvas by 11:59pm on the due date assigned below.

A. The Music Within Due 03/07/21

B. A Fighting Chance (2011), Emmanuel’s Gift, or The Color of Paradise Due OR Romance- Monica & David , Aspie Seeks Love, or Autism in Love Due 4/04/21

Students will submit a written analysis of the psychosocial aspects of a films (i.e., video) that are based on disability issues.

Students should view the film and analyze the film (video) based on these three broad categories:

- (a) depiction of the main character(s) experiences and reactions to the disability;
- (b) discuss the portrayal of attitudes, as manifested by family members, professionals, and society at large toward the main character(s) **using support from our texts, other course readings, or other resources to support your assertions; and**



- (c) discuss your reaction to the issues confronting the character and discuss specific areas you feel would be necessary to address as a counselor.

Your video learning exercise should be typewritten, double spaced, and at least 4 full pages (not counting title page). **Please use APA formatting for the inclusion of references and other sources.**

Exploring Resources in Your Community

Over the course of the semester, you will explore an organization or professional in your community that addresses the non-vocational needs of individuals with disabilities in your community. **You may not use Vocational Rehabilitation, DI, VA/VR for this assignment.**

Possibilities:

- Mobility Store (Sells Wheelchairs/ Adapts vehicles for Wheelchairs)
- Sex Therapist
- Assistive Technology Specialist
- Day Programs for Adults with Developmental Disabilities
- Social Skills programs
- Occupational Therapist
- Physical Therapist
- Guide Dog/ Service Dog Organization

You are welcome to come up with your own ideas and run them by me for approval. Your assignment is to set up an interview with a professional who provides a service specific to individuals with a disability. These are an example of the types of questions you will need to ask, obviously, you will need to expand on these dependent on your selection of professional to interview. Make sure you specify the name and credentials of the professional you interviewed.

- How did you get into this field/job?
- Did you have to go to any specialty school/certifications to do this job?
- Did your education teach you how to work with people with disabilities?
- What type of disability do you most commonly work with?
- What do you wish people knew about what you do?
- What is the best part of your job?
- What is the worst part of your job?

This field trip assignment will require a 3-4 page report regarding your learning (again, minimum 3 full pages of writing, the title page and reference page do not count toward page total). This should be double spaced and in APA Format. You will need to



appropriately cite personal communication in APA format. This will be due on Canvas by 4/18/21 by 11:59pm MST. Your resource write-up is worth 25 points.

FINAL EXAM

The final exam will be cumulative. It will be made up of content from the semester and questions can be multiple choice, true/false, fill-in-the-blank, and essay questions. It will open on Thursday April 29th at 6am. **This exam will require the use of Proctorio Software.** The final exam is due on Canvas, Monday, May 3rd, 2021 by 11:59 MST. The assignment is worth 35 points.

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into CANVAS.