REH 6120 Syllabus
Psychosocial Aspects of Disability
Spring Semester, 2014
Dr. Julie Smart

Commission on Rehabilitation Counselor Certification (CRCC) Knowledge Domains Addressed

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<th>Psychosocial and Cultural Issues in Counseling</th>
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<td>• The psychosocial and cultural impact of disability on the family</td>
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<td>• The psychosocial and cultural impact of disability on the individual</td>
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<td>• Multicultural counseling issues</td>
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<td>• Gender issues</td>
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<td>• Societal issues, trends, and developments as they relate to rehabilitation</td>
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<td>• Techniques for working with individuals with limited English proficiency</td>
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General Information

Textbook: *Disability, Society, and the Individual (2nd ed)* (2009) by Julie Smart, Pro-Ed Austin, TX.

Professor: Julie Smart, Ph.D., CRC, NCC, LPC, ABDA, CCFC, ABPC, LRC, LVRC
Jones Education Building 322, Phone 435-797-3269
e-mail: julie.smart@usu.edu  Please use only this e-mail! (I don’t read e-mail on Canvas)

Office Hours: Monday-Friday, 1:00 pm to 3:00 pm

Class Meeting: Monday, 5:00-7:30 pm MST

Course Description
The psychological and sociological aspects of disabilities, including the adjustment factors in living with disabilities, knowledge of community attitudes, and strategies to change these attitudes. Includes group counseling applications for persons with disabilities.
**Course Objectives**

Students will learn to integrate social, economic, disability-related and environmental factors in planning.

Students will learn the history of discrimination, prejudice, and stigma directed toward individuals with disabilities. Students will learn how to recognize this prejudice and how to counter such discrimination.

Students will learn the various models of defining disabilities including the medical model, the functional model, and the environmental model.

Students will learn the social construction of disability.

Students will learn the history and rationale of disability-related language.

Students will learn the following models of responding to society’s prejudice against PWDS: 1) the civil rights model 2) the minority group model, and 3) the separate culture model.

Students will learn four societal responses to disability 1) charity, 2) functional compensation, 3) preferential treatment, and 4) according to PWDs civil rights as American citizens.

Students will learn the individual adjustment/adaptation process to a disability including the stages of adjustment, factors in adjustment, and the adaptation requirements of various disabilities.

Students will learn how to involve the family of the client in the rehabilitation process.

Students will learn the unique challenges that women with disabilities meet.

Students will learn about the Deaf culture.

Students will learn the psychosocial aspects of specific disabilities such as deafness, blindness, traumatic brain injury, and learning disabilities.

**Course Schedule**

**Defining Disability**

**January 6**  
Course Reader: Class #1  
Text: Introduction  
Chapter 1

**January 13**  
Continuation of January 6

NO CLASS ON JANUARY 20 DUE TO MARTIN LUTHER KING DAY
January 27 Course Reader: Class #2
Text: Chapter 2

February 3 Continuation of January 27

Society’s Response to Disability

February 10 Course Reader: Class #3
Text: Chapter 3

NO CLASS ON FEBRUARY 17 DUE TO PRESIDENTS’ DAY

February 24 Course Reader: Class #4
Text: Chapter 4

March 3 Course Reader: Class #5
Text: Chapter 5

NO CLASS ON MARCH 10 DUE TO SPRING BREAK

March 17 Course Reader: Class #6
Text: Chapter 6

March 24 Continuation of March 17

The Individual’s Response to Disability

March 31 Course Reader: Class #7
Text: Chapter 7

April 7 Continuation of March 31

April 14 Course Reader: Class #8
Text: Chapter 8

April 21 Course Reader: Class #9
Text: Chapter 9

April 28 Continuation of April 21
Grading/Assignments

Take Home Midterm (due March 3) 500 points
Take Home Final (due May 7) 500 points

1000 points

1000-940 points = A 869-840 points = B
939-900 points = A- 839-800 points = B-
899-870 points = B+ 799-780 points = C+

CORE Competencies Addressed in this Course

Outcomes as demonstrated by the ability to:

C.1.2 integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation;

C.2.1 practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;

C.2.2 utilize in one’s practice an understanding of family systems and the impact of the family on the rehabilitation process;

C.2.3 articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;

C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;

C.2.5 understand individuals’ cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;

C.2.6 identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation;

C.2.7 apply psychological and social theory to develop strategies for rehabilitation intervention;
C.2.8 develop strategies for self-awareness and self-development that will support sensitivity to diversity issues;

C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spiritually and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;

C.2.10 continuously assess self-awareness and attitudinal aspects of rehabilitation counseling;

C.2.11 articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and

C.2.12 identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process.

C.3.1 articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels;

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, 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.

Policies

USU INCOMPLETE POLICY

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the course work, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student’s record, the new grade placed on the
record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPECIAL EDUCATION DEPARTMENT POLICIES GRADING GUIDELINES

Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

ACADEMIC HONESTY

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 honesty, the following information is quoted from The Code of Policies and Procedures for Students at Utah State University (revised September 2009), Article VI, Section 1:

Section 1. University Standard: Academic Integrity

Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others’ participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

The Honor Pledge—To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

“I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”

Violations of the Academic Integrity Standard (academic violations) include, but are not limited to:

1. Cheating: (1) 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, including working in a group when
the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”;

(2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

(3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.

2. **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.

3. **Plagiarism:** 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 acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Section 2. Reporting Violations of Academic Integrity

The Academic Integrity Violation Form (AIVF) provides guidance to instructors and students, ensures minimum due process requirements are met, and allows tracking of repeat offenders at the University level. The AIVF is available through the Office of the Vice President for Student Services. Once an instructor has determined that an academic violation has occurred and that a sanction is appropriate, an AIVF must be submitted prior to application of the sanction. The student may appeal the determination that an academic violation occurred if the AIVF is not filed. All submitted AIVF forms are kept in the Vice President for Student Services Office for the duration of the student’s academic career at Utah State University. When resolution has been reached between the student and instructor, a Resolution Report detailing the action taken and agreement of both parties on that action shall be submitted to the Office of the Vice President for Student Services. If no Resolution Report has been filed for a submitted AIVF within the semester, the Campus Judicial Officer will investigate to determine if resolution was reached and why no Resolution Report was filed.

Section 3. Discipline Regarding Academic Integrity Violations

An instructor has full autonomy to evaluate a student’s academic performance in a course.
If a student commits an academic violation, the instructor may sanction the student. Such sanctions may include: (1) requiring the student to rewrite a paper/assignment or to retake a test/examination; (2) adjusting the student’s grade—for either an assignment/test or the course; (3) giving the student a failing grade for the course; or (4) taking actions as appropriate. Additional disciplinary action beyond instructor sanction shall be determined by the Judicial Officer and the University. The penalty that the University will impose on a student for the first Academic Integrity violation is placement on academic integrity probation after the first offense. The penalties that the University may impose on a student for multiple or egregious academic integrity violations are:

1. **Probation**: continued participation in an academic program predicated upon the student satisfying certain requirements as specified in a written notice of probation. Probation is for a designated period of time and includes the probability of more severe disciplinary penalties if the student does not comply with the specified requirements or is found to be committing academic integrity violations during the probationary period. The student must request termination of the probation in writing.

2. Performance of community service.

3. **Suspension**: temporary dismissal from an academic program or from the University for a specified time, after which the student is eligible to continue the program or return to the University. Conditions for continuance or readmission may be specified.

4. **Expulsion**: permanent dismissal either from an academic program or from the University.

5. Assigning a designation with a course grade indicating an academic integrity violation involving academic integrity. Conditions for removal may be specified, but the designation remains on the student’s transcript for a minimum of one year; provided however, that once the student’s degree is posted to the transcript, the designation may not be removed thereafter.

6. Denial or revocation of degrees.

The complete *Code of Policies and Procedures for Students at Utah State University* can be viewed at:

[http://www.usu.edu/studentservices/studentcode/](http://www.usu.edu/studentservices/studentcode/)
SUGGESTED READINGS


Moore, M. S., & Levitan, L. (1992). *For hearing people only: Answers to some of the most commonly asked questions about the deaf community, its culture, and the “deaf reality”*. Rochester: Deaf Life Press.


*The Disability Rag: The Voice of Disability Rights.*


