Course Description: Provides an understanding of people with disabilities emphasizing psychological, social, and medical aspects.

Learning Goals & Objectives:
The overall goal of this course is to provide knowledge about and sensitivity to the psychological and social aspects of various disabilities as a crucial step in the development of ethical and effective professional behavior in the helping professions generally and rehabilitation profession specifically.

Specific learning objectives are to demonstrate understanding of the following:
1. Psychological effects of disability and the process of adjustment
2. Society’s response to disability and the disabled person
3. Medical aspects of the major disabling conditions affecting individuals
4. Specific psychosocial aspects of the major disabling conditions with corresponding practical strategies for professionals

SACS Learning Outcomes
1. Students will use basic writing skills for clear, concise, and accurate case reporting.
2. Students will be able to know and communicate an intermediate level of knowledge regarding medical and psychosocial aspect of specific disabilities.

Required Textbooks:
The Social Psychology of Disability by Dunn; Oxford University ISBN: 9780199985692

Course Activities:
Examinations (35 points each=70): There will be two online exams in this course that will focus on material discussed during class and assigned readings prior to exam date. The exams will have multiple choices, fill-in-the-blank, true/false, and some essay question. Attending class and careful reading of the book are crucial for academic success.

Quizzes (25 points each=100): There will be four online quizzes covering medical aspects and disabilities material. These quizzes may have multiple choice, T/F, fill-in-the blank, and/or essay questions.

Interview & Presentation (30 points): Interviewing a person with a disability face to face to obtain information on his/her perception in areas such as: 1) how the disability has affected their life; 2) what barriers have it presented in their life; and 3) how they feel they are perceived by others. Students will write up a two page paper summarizing the interview and present in a group their findings to the class.

Eligibility Determination Project (15 points): The purpose of this project is to replicate a professional report documenting a person’s disability-related impediments to employment, thus making them eligible for state rehabilitation services. It will involve a detailed interview followed by an analysis and synthesis of the information gained from that interview as it applies to the employment barriers specific to that person. An Eligibility Determination form will be provided. Due 4/11

It is important to note that the interviewee for the presentation and the disability determination should be the same
person, but these are completely different assignments covering completely different sets of information. Do Not present on eligibility or report on the psychosocial questions. Use your analysis in the presentation and Do Not rely on only the person’s own words in the report.

Social Change Project (20 points): Students will act as social change agents by choosing an area in which they can make a difference in a creative, educative way. For example, they can create public awareness of a condition or misperception by writing a letter, doing a presentation or interviewing an authority figure to facilitate their education about people with disabilities. Students will describe their project in a one page paper and present it to the class.

Reflection(5 points): students will explore their views and understanding of their professions to evaluate their own role and responsibilities in their chosen field.

Class Participation (10 points): Students are expected to attend class and participate during the lecture. Group discussions participation and additional reading will also be required. Some online posting discussion may also occur during the course about different class topics.

Grading Criteria
A = 250 - 225 points
B = 224 - 200 points
C = 199 - 175 points
D – 174 - 150 points
E = 149 or below

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1/16</td>
<td>Introduction to the course</td>
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<tr>
<td>1/18 – 1/23</td>
<td>Overview &amp; Fundamentals</td>
<td>1 &amp; 2 (D)</td>
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<tr>
<td>1/25 – 1/30</td>
<td>Challenges (SCP starts)</td>
<td>3</td>
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<tr>
<td>2/01 – 2/06</td>
<td>Attitudes</td>
<td>4</td>
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<tr>
<td>2/08 – 2/13</td>
<td>Loving &amp; Pairing (Group Presentation Starts) (Exam)</td>
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<tr>
<td>2/15 – 2/20</td>
<td>Coping</td>
<td>5</td>
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<tr>
<td>2/22 – 2/27</td>
<td>Understanding</td>
<td>6</td>
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<tr>
<td>03/1 – 03/6</td>
<td>Positive Psychology</td>
<td>7</td>
</tr>
<tr>
<td>03/8</td>
<td>Ecology</td>
<td>8</td>
</tr>
<tr>
<td>3/13-15</td>
<td>Spring Break – no class!!!!</td>
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<tr>
<td>3/29</td>
<td>Happy Easter! – No class!</td>
<td>FUN &amp; Relax</td>
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<tr>
<td>4/03 – 4/10</td>
<td>Musculoskeletal system disorders Quiz on nervous systems disorders</td>
<td>5,6,13,22,23,24,28,33,34,35,37,39,45,46,47</td>
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<tr>
<td>4/12– 4/19</td>
<td>Mental health Quiz on musculoskeletal disorders</td>
<td>1,7,9,19,21,36,38,42,49</td>
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<tr>
<td>4/24– 4/26</td>
<td>Sensory disorders Quiz on mental health</td>
<td>2,3,4,8,10,11,12,15,16,17,18,20,25,26,40,41,44,45</td>
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<tr>
<td>5/03 – 5/03</td>
<td>Other disorders</td>
<td></td>
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<tr>
<td>5/08</td>
<td>Quiz on sensory &amp; other disorders</td>
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Potential for Course Changes
All of the above is subject to change depending on course needs and circumstances.

Course Evaluation:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and
retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**Student Ethics and Other Policy Information**

**Students with Disabilities**
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Attendance**
Students are responsible for obtaining class notes if they must miss a class; however, attendance to every class is essential. Students who miss more than six classes without a medical note or documented reason may be dropped from the class. The overall course grade may be lowered due to more than six missed classes.

**Missed assignments**
Late assignments will not be accepted without prior approval. Any approved late assignment (other than tests, as noted above) not submitted by the due date will automatically receive a daily 10% deduction on that assignment. Because all exams for this course are online, you will get a zero for any missed test. Furthermore, there will be no opportunity to make up any missed test short of some catastrophic event in your life for which you can provide compelling evidence.

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

As a member of the learning community, each student has a responsibility and respect to other students. Cell phone should be on silent or off and Laptops are allowed ONLY for note taking. If a student’s behavior is disruptive to the learning process, he/she may be asked to leave the classroom and a pop quiz may take place.

**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement, accountability, and accreditation. All PCOE majors and Secondary Education minors are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a one-time purchase and the account will be used throughout your program. Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.