

**Course Syllabus**  
**RCS 5245—Fall 2007**  
**Psychosocial and Cultural Foundations of Rehabilitation Counseling**

**Instructor: Mary Ellen Young, PhD, CRC**

Time: Thursdays, Periods 3-5 (9:35 am- 12:35 pm)

Office hours: Mondays 4-5, Tuesdays 1:30-4, Wednesdays 4-5, Thursdays 3:30-5

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**Course Description:** Interaction of psychological, social and cultural factors in adaptation to physical and mental disabilities.

**Required Textbooks:**

Shapiro, J. P. (1994). *No pity*. New York: Three Rivers Press. ISBN: 0-8129-2412-6.

Vash, C. L. & Crewe, N. M. (2004). *Psychology of disability* (2<sup>nd</sup> ed.). New York: Springer. ISBN: 0-8261-2384-8.

**Recommended Textbooks:**

Smart, J. (2001). *Disability, society, and the individual*. Gaithersburg, MD: Aspen. ISBN: 0-8342-1601-9.

**Objectives:**

During this semester, students will develop the following:

1. Knowledge of the history of disability, the philosophy of rehabilitation, and legislation and public policies that affect persons with disabilities;
2. Understanding of how attitudes toward people with disabilities, as evidenced by myths and misconceptions about disabilities, disabling language, and the portrayal of disability in the media, contribute to biases and prejudices, and the role of the counselor in client empowerment, advocacy, conflict resolution, and changing attitudes;
3. Understanding of the social and physical barriers faced by persons with disabilities and the history of the disability rights movement in challenging these barriers;
4. A personal understanding of how their own attitudes, values, and cultural awareness influence their work with diverse populations, representing differences in culture, ethnicity, nationality, spirituality, gender and sexual orientation, education, and socioeconomic status;
5. Understanding of the process of psychosocial adaptation to disability and the use of coping strategies for persons with disabilities and their family members, including specific strategies for diverse populations.

**Instructional methods:**

The above objectives will be met by student attendance at lectures, participation in class discussions, reading from assigned texts and other classroom handouts, and completion of outside assignments. Students are expected to attend all classes and to complete reading assignments prior to class meetings.

**Outline:**

- |           |   |
|-----------|---|
| August 24 | Course introduction   |
| August 31 | <p>History of disability and philosophy of rehabilitation<br/>           Readings: Marinelli &amp; Dell Orto, Ch. 1<br/>                         Smart, Ch. 1<br/>                         Shapiro, Introduction, Ch.1 &amp; 2<br/>           Film: “A Little History Worth Knowing”</p> <p>Disability legislation and public policy in the United States<br/>           Readings: Marinelli &amp; Dell Orto, Ch. 2; Smart, Ch. 2<br/> <b>Hot Button Topic: ADA—Good Law/Bad Law?</b></p> |
| Sept. 7   | <p>Understanding disability—The ICF Model<br/>           Attitudes toward disability, sources of prejudice, empowerment<br/>           Readings: Marinelli &amp; Dell Orto, Ch. 15 &amp; 16; Smart, Ch. 3 &amp; 4<br/>           Film: “Without Pity”<br/> <b>Hot Button Topic: Is Deafness a Disability?</b></p>   |
| Sept. 14  | <p>Social and physical barriers and advocacy for a barrier-free society<br/>           Readings: Marinelli &amp; Dell Orto, Ch. 14; Smart, Ch. 5 &amp; 6<br/> <b>Accessibility Survey Assignments given out</b><br/> <b>Hot Button Topic: Telethons</b></p>   |
| Sept. 21  | <p><b>Accessibility Survey Reports due</b><br/>           Individual adaptation to disability<br/>           Readings: Marinelli &amp; Dell Orto, Ch. 5, 10, 11, 12;<br/>           Smart, Ch. 7, 8 &amp; 9<br/>           Film: “Christopher Reeve”<br/>           Personal values clarification and diversity issues<br/>           Readings: Marinelli &amp; Dell Orto, Ch. 26<br/> <b>Hot Button Topic: Disability Simulations</b></p>  |
| Sept. 28  | <b>Exam 1</b>   |

- Oct. 5                    Acquired Disabilities: Orthopedic, Chronic pain, Cancer,  
HIV/AIDS, SCI, TBI, Amputation  
Readings: Marinelli & Dell Orto, Ch. 27  
Film: “When Billy Broke his Head”  
**Hot Button Topic: Cure for Paralysis**
- Oct. 12                    Sensory Disabilities: Blindness/visual impairments,  
Deaf/Hearing impairments,  
Readings: Marinelli & Dell Orto, Ch. 13 & 30  
**Hot Button Topic: Gallaudet**
- Oct. 19                    Congenital Disabilities: Muscular dystrophy, Cerebral palsy,  
Spina bifida, Communication disorders  
Film: “King Gimp”  
**Biographical analysis due**  
**Hot Button Topic: Professionals Anonymous**
- Oct. 26                    Other Disabilities: Cardiovascular, Arthritis, Renal failure, Burns,  
Multiple sclerosis, ALS, Parkinson’s, Epilepsy  
**Hot Button Topic: End of Life Issues**
- Nov. 2                    Mental Disabilities: Developmental Disabilities, Mental  
Retardation, Substance Abuse, Psychiatric Disabilities  
Marinelli & Dell Orto, Ch. 24, 28, 29  
**Hot Button Topic: Genetic Testing for Disabilities**
- Nov. 9                    Rehabilitation Counseling for Minority Populations  
Issues in International Rehabilitation  
Film: “Without Borders or Barriers”  
**Hot Button Topic: International Rights for Persons with  
Disabilities**
- Nov. 16                    Rehabilitation in the New Millenium: Future Trends  
Film: “Redesigning the Human Machine”  
**Hot Button Topic: Disability World View in 2025**
- Nov. 23                    Happy Thanksgiving!!!!—NO CLASS**
- Nov. 30                    **Exam 2**

**Graded Assignments:**  
**Biography Analysis Paper:**

In this assignment, you are required to read a biography or autobiography of a person with a disability from an approved list of books available through the University of Florida library, the faculty reserved reading list, or current publications widely available in popular bookstores. You are then to write an analysis of the life of the person whose biography you have read, answering the following series of questions. You are to use information from the class lecture on individual adaptation to disability to guide your responses. Your written analysis should be approximately 7-10 typed pages (1-inch margins, double-spaced, 12-point font size, APA style). Your analysis will be evaluated on its thoughtful reflection on the process of adaptation to disability and will comprise 50 points of your final course grade.

1. Provide a brief summary of the history of this person's experience with disability.
2. Describe this individual's adaptation to his or her disability. To what or to whom is a positive or negative adaptation attributed.
3. Apply, if possible, adjustment stage or phase labels, to this individual's experience and feelings. Describe how this individual's adaptive process fit or do not fit the model(s) of adaptation discussed in class. Does the individual use phase or stage labels to describe his or her experiences or feelings? If not, how does the individual label those experiences or feelings?
4. Discuss what this individual's story tells us about the process of adaptation to disability, either within or outside the framework of existing theory.
5. Discuss your personal reactions to this person's story and whether or not it is a useful illustration of how people cope with disability.

### **Accessibility Survey Assignment:**

Based upon the "disability" and "location" cards provided by the instructor, students will conduct a brief accessibility survey in the community using a format that will be provided in class. Students should be prepared to share findings and experiences with the class.

### **Disability and the Media:**

To better understand the portrayal of disability in our society, students are asked each week to bring into class an example of disability from the popular media. This may include depictions in movies, television shows, newspapers, magazines, books, or the web. To get 2 points credit each week, students will be asked to share their findings with their fellow students at the end of class, turn in something to me (the article, the printout itself or a brief paragraph, handwritten is fine) with their name and date written on it. This assignment is also considered an attendance credit. Students must be in class at the end of class to earn the 2 points. No makeup assignments will be allowed.

### **Hot Button Topics:**

To encourage class discussion on current topics of interest in rehabilitation, each week students are presented a new controversial topic. Each student writes his or her thoughts and opinions for five minutes, shares those thoughts with a student partner for 10 minutes and then participates in a whole class discussion for 5 minutes.

### **Student evaluation:**

Course grades will be based on two examinations and a paper describing psychosocial adaptation using a biographical analysis of a person with a disability. Students will also be required to complete an accessibility survey and complete 15 disability and the media assignments.

### **Course evaluation**

Students will complete a confidential, written evaluation of the course at the end of the semester.

***EXPECTATIONS OF STUDENTS: Because of the experiential nature of this course, classroom attendance and participation is of utmost importance. Although lecture notes will be made available through WebCT, missing classes will put the student at a significant disadvantage for the examinations and other graded activities. Likewise, students are encouraged to come to class on time, ready to learn and to participate actively. Please turn off cell phones and limit other distractions so as to make this the best learning environment for everyone. Multiple unexcused absences, tardiness, or inappropriate classroom behavior may result in grade penalties at the instructor's discretion.***

### **Grading**

Exam 1:	100 points (33.3%)
Exam 2:	100 points (33.3%)
Biographical analysis	50 points (16.6%)
Accessibility survey	20 points (6.8%)
<u>Disability &amp; Media</u>	<u>30 points (10.0%)</u>
Total points	300 points (100%)

Grading scale:	A	90-100%
	B+	86-89%
	B	80-85%
	C+	76-79%
	C	70-75%
	D	60-69%
	E	less than 60%

***ACCOMMODATIONS: The course instructor wants every student to have the opportunity for a positive learning experience. This includes my willingness to provide***

*accommodations to students with disabilities. Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations.*

***COUNSELING:*** *Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Students facing problems are encouraged to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://shcc.ufl.edu/smhs/>. Crisis intervention is always available 24/7 from the Alachua County Crisis Center: 352-264-6789.*

### **The Honor Code**

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

**Cheating.** The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the teacher; looking or attempting to look at another student's paper during an examination; looking or attempting to look at text or notes during an examination when not permitted. The tendering of information includes, but is not limited to, giving of your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after taking an exam giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.