



WAYNE STATE

College of Education

CED 7225: Psychosocial Aspects of Disability

COURSE INFORMATION

Section:

Semester/Year:

Division:

Class location:

Class day/time:

Credit hours: 3

Class type: Asynchronous

FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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Course Goal:

Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

The goal of this course is to examine the psychological, social, gender and cultural aspects of adjustment and adaptation to a variety of disabling conditions. Students will describe 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, family and society. 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. Students will develop an understanding of cognitive and psychological characteristics of impairments frequently encountered by rehabilitation professionals. Course also examines personal attitudes, feelings, and behavior toward persons with various disabilities. The content includes mental health diagnosis, etiology, and treatment models and methods.

Method(s) of Instruction: Asynchronous Online

Course Description

Psychological, social, and cultural aspects that impact diverse clients with disabling conditions.

Course Materials

Marini, I., Glover-Graf, N., & Millington, M. (2018). *Psychosocial aspects of disability: Insider perspectives and counseling strategies*. New York: Springer Publishing Company.

Course Outcome Alignment with Assignments (& Standards)

2016 CACREP STANDARDS	LEARNING OUTCOMES	WEEKS	MEASURED WITH
VD.1.c,	1) Describe the psychosocial influences, diversity and social justice issues, cultural perspectives, social	weekly	Psychosocial Case Conceptualization and Treatment Plan; online assignments; research paper; final exam

	stratification, and health disparities on the quality of life for individuals with disabilities		
VD2p VD2s	2) Explain aspects of attitudes, societal inclusion and 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	weekly	Psychosocial Case Conceptualization and Treatment Plan; online assignments; research paper; final exam
VD.1.c VD.2.j, o	3) Discuss the process of psychosocial adaptation to disability for the individual, family, and significant others	weekly	Psychosocial Case Conceptualization and Treatment Plan; online assignments; research paper; final exam
	4) Describe theories, principles and models of psychosocial aspects of disability, formulate psychosocial case conceptualizations and construct treatment plans	weekly	Psychosocial Case Conceptualization and Treatment Plan; online assignments; research paper; final exam

Grading System

Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

ASSIGNMENTS:	Points
Online Assignments	50
Psychosocial Case Conceptualization and Treatment Plan	50
Research Paper	50
Final Exam	50
Total	200

Grading policies for tests, assignments, and attendance:

1. All formal papers are to be typed.
2. Use APA format for all formal papers:
 - a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
 - b. Spelling and grammar important. All papers should reflect graduate level content *and* preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
 - c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. *****Plagiarism will result in severe disciplinary action.**

Course Assignments and Exams

1. **Online Assignments (50 points/ 10 pts each)**

Students are required to submit at least (1) one discussion post per week. Students must cite at least one peer-reviewed research article in their response.

2. ***Psychosocial Case Conceptualization and Treatment Plan (50 points)***

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. From the interview students will provide a psychosocial case conceptualization and treatment plan. Students are expected to contact a person with a disability who is not a family member to conduct the case study. Your case study should integrate your interview data, case conceptualization and treatment plan well as information gained from class lectures and discussions.

Note: Participant must sign an informed consent

3. **Research Paper (50 points)**

Students will develop a research paper on the psychological, social, and environmental impact of living with a specific 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, implications for rehabilitation counseling and a conclusion. The paper must be typed, double-spaced and 5 to 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.

4. **Final Examination (50 points)**

Students will be given a multiple-choice and short answer exam that demonstrates their knowledge of psychological, social and cultural aspects of adjustment and adaptation to a variety of disabling conditions.

Tentative Course Schedule

Week	Date	Topic	Assignment Due
1	9/04/2019	Course Introduction and Overview Defining Disability and Adjustments as Social Constructs The History of Treatment Towards People with Disabilities <i>Readings: Chapter 1 and handouts</i>	
2	9/11/2019	ONLINE ASSIGNMENTS	<i>Reaction Chapter 1-HO</i>
3	9/18/2019	Societal Attitudes and Myths About Disability Models of Disability Ethical Responsibilities in Working with People with Disabilities <i>Readings: Chapter 2, 15 and Handouts</i>	
4	9/25/2019	ONLINE ASSIGNMENT	<i>Reaction Chapter 2,15,H0</i>
5	10/02/2019	Culturally Different Issues and Attitudes Toward Disability Attitudes Toward Disability by Special Interests And Occupational Groups <i>Readings: Chapter 3 and 4</i>	

6	10/09/2019	ONLINE ASSIGNMENT	<i>Reaction Chapters 3 and 4</i>
7	10/16/2019	Theories of Adjustment and Adaption to Disability Sexuality and Disability The Psychosocial World of the Injured Worker <i>Readings: Chapters 5, 7 and 8</i>	
8	10/23/2019	ONLINE ASSIGNMENT	<i>Reaction Chapters 5, 7 and 8</i>
9	10/30/2019	Family Adaptation Across Cultures Toward a Loved One Who Is Disabled and Counseling Families Implications of Social Support and Caregiving for Loved Ones with a Disability Counseling Families in the Community <i>Readings: Chapters 6, 10 and 14</i>	
10	11/06/2019	ONLINE ASSIGNMENT	<i>Qualitative Case Study</i>
11	11/13/2019	Psychosocial Aspects of Coping with Mental Illness Disability and Quality of Life Over the Life Span Thriving vs. Succumbing to Disability: Positive Psychology <ul style="list-style-type: none"> • Using Hope and Positive Psychology in the Rehabilitation Process • Understanding what is meant by Recovery and the Recovery Model <i>Readings: Chapters 9, 11 and Handouts</i>	
12	11/20/2019	ONLINE ASSIGNMENT	<i>Reaction Chapters 9 and 11</i>
11/27/2019 NO CLASS THANKSGIVING BREAK			
13	12/04/2019	Counseling Theories and Techniques for Different Disability Populations Social Justice, Oppression and Disability Basic Do's and Don'ts in Counseling Persons with Disabilities <i>Readings: Chapters 12, 13 and 16</i>	<i>Research Paper</i>
14	12/11/2019	Final Exam	

Instructor reserves the right to amend syllabus

Class Policies

Professionalism

Evaluation procedures for prospective professional counselors are unique, as they include evaluating students based on their [professional dispositions](#). In this course, students' dispositions will be evaluated based on the congruence between their behaviors and the [Expectations for Students](#). A single percent will be deducted from a student's final grade for each minor incongruence. Multiple percentages points will be deducted for major deviations from the expectations. Point deductions are at the instructor's discretion.

Expectations for Students

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor, please begin and conclude your message with professional salutations (e.g., Dr. xxxx) and professional language. Proofread all emails or online postings before sending them.
9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
10. Students must be able to regularly use a computer with internet access.
11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services 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. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. 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. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symlicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.

Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.