COURSE DESCRIPTION

This course is designed to assist undergraduate students in rehabilitation psychology to develop knowledge of the biological, psychosocial, and vocational aspects of disability. Through this class we will be reminded again and again that, while diagnosis must be taken into account, there are many other factors that influence the lives of people with disabilities.

We will begin the class with a brief focus on the biological aspects of disability and then expand to psychological and vocational aspects. The class is framed by the International Classification of Functioning and will conclude with a discussion of psychosocial
adaptation. It is intended that this course will provide a holistic perspective of disability that can inform students entering many diverse professions.

**LEARNING OUTCOMES**

The learning outcomes of this course are to:

1. Develop an understanding of the various definitions of chronic illness and disability;
2. Gain a basic knowledge of the biological aspects of disability, including health conditions and body functions and structure;
3. Gain a basic knowledge of the meaning and importance of activity and participation in the lives of people with disabilities;
4. Gain a basic knowledge of salient environmental factors that affect the disability experience;
5. Gain a basic knowledge of the salient personal factors that affect the disability experience; and
6. Consider the several aspects of disability in combination with regards to the topic of psychosocial adaptation.

**GRADING FORMAT**

<table>
<thead>
<tr>
<th>Point Scale:</th>
<th>Points/each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Quiz</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Engage Activities</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Media Portrayal of Disability Paper</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Exam</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Biopsychosocial Aspects of a Disability Draft Paper</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Biopsychosocial Aspects of a Disability Paper</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Students are responsible for their own grade. It is recommended to keep a running total of the points you have earned throughout the semester.

94 % - 100 % = A  
87 % - 93 % = AB  
80 % - 86 % = B  
73 % - 79 % = BC  
66 % - 72 % = C*  
60 % - 65 % = D*  
00 % - 59 % = F*

* Students performing at this level should have contact with the instructor to determine a plan for improvement.*
GRADING CRITERIA

IN CLASS QUIZ (2 points x 10 = 20 points)
There will be TEN in class quizzes each worth 2 points over 2 questions. Each question will cover concepts covered from previous week and in class readings. Quizzes will be available only during class time under Quizzes section in CANVAS (https://canvas.wisc.edu/).

ENGAGE ACTIVITIES (EA) (5 points x 5 = 25 points)
There will be a total of FIVE engage activities each worth 5 points which must be completed by due dates. Refer to syllabus course schedule (page 7) for each activity due date. Activities will be posted along with instructions and grading rubrics under Assignments section in CANVAS (https://canvas.wisc.edu/).

MEDIA PORTRAYAL OF DISABILITY PAPER (10 points)
Student will submit a 2 - 3 pages paper analyzing the portrayal of disability in a film or television show. One goal of this assignment is to increase awareness of how portrayals of disability in popular culture may influence societal attitudes and beliefs about disability.

Papers must include the following:
   a. A brief summary of the video or other media you selected, including the disability or disabilities that were portrayed in the film (2 points)
   b. An analysis of how disability was portrayed in the film (3 points)
      • Include examples from the media selected to back up your points
   c. The potential societal influence of the portrayal of disability (4 points)
      • What might be the conscious or subconscious take home message about disability?

Be sure to emphasize the information discussed in class to this point. Paper should be no greater than 1” margins, double-spaced. Grammar, punctuation, and spelling will be considered in the grading. APA format is only required for title and reference page (1 point) but preferred for your learning. Papers need to be turned as paper copies IN CLASS on 10/14/2019.

EXAM (25 points)
There will be one Exam worth 25 points. It will be a closed-book paper & pencil exam during the class session on 11/11/2019. The exam may be a combination of multiple-choice, short answer, fill-in-blank, and short essay.
BIOPSYCHOSOCIAL ASPECTS OF A DISABILITY DRAFT PAPER (5 points)
Students will complete a 2 - 3 pages paper on a specific disability. Title page and references are separate, but they do not count towards your 3 - page limit. Pages over 3 – page limit will be penalized (0.5 point).

The paper should address the following areas in relation to the chosen disability:

Choose a disability and use 1-2 scholarly references to briefly introduce how different activities, participation, and personal factors (e.g., friendships/relationships) need to be aware of to understand and approach the disability with a more holistic perspective. (2 points)

Use 1 - 2 scholarly references to discuss more about activities, participation, and personal factors (e.g., interpersonal relationship) which can have a potential effect on person with disability.

- Activities and Participation (1 point)

Some examples of activities and participation are ...

1. a) Mobility
2. b) Self-care
3. c) Communication
4. d) Education
5. e) Employment

- Personal Factors (1 point)

Be sure to emphasize the information discussed in class to this point. Paper should be no greater than 1” margins, double-spaced. Grammar, punctuation, and spelling will be considered in the grading. APA format is required (0.5 point)

**Student will submit a DRAFT paper on 10/28/2019 (IN CLASS) as paper copy**
BIOPSYCHOSOCIAL ASPECTS OF A DISABILITY FINAL PAPER (15 points)
Students will complete a 7 - 8 pages final paper and this can be an extension of the previous biopsychosocial aspects of a disability draft paper. Anything over 8 pages will be penalized. The title page and references do not count towards your 8 - page limit (1 point).

Be sure to emphasize the information discussed in class to this point. Paper should be no greater than 1” margins, double-spaced. Grammar, punctuation, and spelling will be considered in the grading. APA format is required (1 point).

A minimum of 6 scholarly references (peer-reviewed journals, governmental websites, etc.) are required (1 point).

The paper should address the following areas in relation to the chosen disability:

1. Health Condition/Body Functions & Structures (Total 5 points)
   1. a) incidence, prevalence, & etiology (1 point)
   2. b) biological/medical aspects & management across the lifespan (2 points)
   3. c) relevant research on treatment & interventions (2 points)

2. Activities and Participation (Total 1 point)
   1. a) Mobility
   2. b) Self-care
   3. c) Communication & Interpersonal relationships
   4. d) Education
   5. e) Employment

3. Environmental Factors (Total 5 points)
   1. a) Societal attitudes and social supports (2 points)
   2. b) Service Systems (2 points)
   3. c) Assistive Technology (1 point)

4. Personal Factors (1 point)

**Student will submit a FINAL paper on 12/9/2019 (IN CLASS) as a paper copy**
COURSE READINGS AND MATERIALS

**Required Readings:** All readings for each class will be posted in Modules section on canvas (https://canvas.wisc.edu/).

**WRITING CENTER RESOURCES**

The UW-Madison Writing Center is a valuable resource for writing tips, individual appointments and classes to improve writing skills. Online access is available at http://writing.wisc.edu/.

**ACCOMMODATIONS**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Students may initiate contact regarding accommodation either by email or a face-to-face office appointment. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. http://mcburney.wisc.edu/instructor/

**ACADEMIC INTEGRITY**

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. http://conduct.students.wisc.edu/syllabus-statement/

**DIVERSITY & INCLUSION**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community.
We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. [https://diversity.wisc.edu/](https://diversity.wisc.edu/)

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics &amp; Discussion</th>
<th>Assigned Readings</th>
<th>Assignments Due Dates</th>
</tr>
</thead>
</table>
| 1    | 9/9/19 | - Introduction and course overview  
- What is chronic illness and disability?  
- Definitions, models, experience | Wasserman et al. (2011)  
Falvo & Holland (2018) |                                                        |
| 2    | 9/16/19| - Guest speaker (Malachy Bishop)  
- Brief history of models of disability  
- International Classification of Functioning, Disability, and Health | Hammel et al. (2008)  
Petersen (2018)  
ICF | EA 1: First Disability Experience  (Due 9/15/19) |
| 3    | 9/23/19| - Guest speaker (Alie Kriofske Mainella)  
- International Classification of Functioning, Disability, and Health  
- Home and intimate relationships | Juergens & Smedema (2009)  
Graf (2018)  
ICF |                                                        |
| 4    | 9/30/19| - Guest speaker (Edgewood college Cutting Edge Program)  
- Relationships outside the home – school, recreation & leisure, friendship | Vash & Crewe (2004a)  
Miles’ Story | EA 2: Participation  (Due 9/29/19) |
| 5    | 10/7/19| - Guest speaker (Cheryl Schiltz)  
- Individual’s response to disability  
- Roles of onset, type, and diagnosis of disability | Li & Moore (1998)  
Vash & Crewe (2004b) | Media Portrayal Paper due  (IN CLASS 10/14/19) |
| 6    | 10/14/19| - Guest speaker (Neal Ewer)  
- Attitudes, stigma, and discrimination | Arokiasamy, Rubin, & Roseller (2016) | EA 3: Personal Factors  (Due 10/20/19) |
| 7    | 10/21/19| - Guest speaker (Jeanne Louther)  
- Adjustment and adaptation to disability | Smedema et al. (2009)  
APA Disability SES |                                                        |
| 8    | 10/28/19| - Guest speaker (Larnzetta McFaddent)  
- Structural barriers; services, systems, and policy | Scheer et al. (2003)  
Keysor (2006)  
Klein & Kemp | Biopsychosocial aspects draft paper due  (IN CLASS 10/28/19) |
TBD | EA 4: Current Disability Issues In the News  (Due 11/3/19) |
<p>| 10   | 11/11/19| Exam | No Assigned Readings | Exam |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11/18/19</td>
<td>Treatment, Tolerance, Addiction</td>
<td>Dineen &amp; Dubois (2016)</td>
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<td>TBD</td>
</tr>
<tr>
<td>12</td>
<td>11/25/19</td>
<td>Other disability issues (Health Promotion)</td>
<td>Lynch (2005)</td>
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<td></td>
<td>Lynch &amp; Chiu (2009)</td>
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<tr>
<td>13</td>
<td>12/2/19</td>
<td>Guest speaker (Xiaolei Tang, RPSE doctoral candidate)</td>
<td>Zanskas &amp; Coduti (2006)</td>
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<tr>
<td></td>
<td></td>
<td>Life, Death, Grief, and Disability</td>
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<td></td>
<td>Biopsychosocial Aspects Final Paper Due (IN CLASS 12/9/19)</td>
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</tbody>
</table>

*Please note that this syllabus is subject to change with notice. EA = Engage Activity