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.

COURSE GOALS

The goals 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.
MATERIALS AND RESOURCES

Course Webpage: Canvas LMS - Login to course homepage: https://canvas.wisc.edu

Required Texts: None. Textbooks are prohibitively expensive, so all readings will be posted on Canvas.

ACCOMMODATIONS

I wish to fully include everyone in this course. It is in your best interest to inform me as soon as possible regarding any special accommodations in the curriculum, instruction, or assessments of this course that may be necessary to enable you to fully participate. The best way to receive accommodations is to register at the McBurney Disability Resource Center: http://www.mcburney.wisc.edu/

COURSE REQUIREMENTS

Assignments & Points

<table>
<thead>
<tr>
<th>Point Scale</th>
<th>Points/each</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage Activities (5)</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Media Portrayal of Disability Paper</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Biopsychosocial Aspects of a Disability Paper</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Participation in Active Learning</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
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Grading Scale:

*You are responsible for your own grade.* It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

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.*
DESCRIPTION OF ASSIGNMENTS

ENGAGE ACTIVITIES (25 points)

There will be a total of FIVE engage activities worth 5 points each. These activities (which are posted on Canvas) must be completed before the beginning of class on the day it is due. Engage activities are designed to encourage meaningful learning of course material.

MEDIA PORTRAYAL OF DISABILITY PAPER (12)

Student will submit a 2-3 page 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 or show (2 points)
b. An analysis of how disability was portrayed (4 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 have 1” margins and be double-spaced. Grammar, punctuation, and spelling will be considered in the grading. Full APA format is not required, with the exception of a running head and page numbers. (2 points)

These instructions as well as a grading rubric will be provided on Canvas.

BIOPSYCHOSOCIAL ASPECTS OF DISABILITY PAPER (30 points)

The details of this assignment as well as a grading rubric will be provided under the “Syllabus and Assignment Guidelines” category of the content section on Canvas.
This paper must be submitted via Canvas as well as a hard copy in class on 12/9.

EXAM (30 points)

There will be one exam worth 30 points. It will be a closed-book paper & pencil exam during the class session on Nov. 11th, 2019. The exam may be a combination of multiple-choice, short answer, fill-in-blank, and short essay.
LATE ASSIGNMENTS POLICY

Late assignments (submitted after the established due date on Canvas) will be automatically assigned a 10% late deduction. An additional 10% penalty will be assessed each calendar day the assignment is late.

POINT RECOVERY POLICY

If a student believes there is an error in grading on an assignment, the student has the opportunity to dispute the lost points, which may result in the student receiving part or all of the lost points. The procedure is as follows:

1. The student must submit a written rationale outlining why the given answer warrants points and must include a specific source (class PowerPoint, reading, etc.).
2. Disputes must be submitted less than 24 hours after students receive the graded assignment.
3. The instructor will review the dispute and award points back at their discretion within 48 hours.

COURSE SCHEDULE AND DUE DATES:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Assigned Readings</th>
<th>Topics &amp; Discussion</th>
<th>Assignments &amp; Quiz Due Dates</th>
</tr>
</thead>
</table>
| 1: 9/09/18| Wasserman et al. (2011) Falvo & Holland (2018)                                    | - Introduction and course overview
- What is chronic illness and disability?
- Definition and experiences | EA 1: First Disability Experience (DUE 9/11)                                           |
- International Classification of Functioning, Disability, and Health | EA 2                                                                                      |
- Relationships outside the home – school, recreation & leisure, friendship | Selection of Disability for Biopsychosocial Aspects Paper Due |
| 4: 9/30/18| Vash & Crewe (2004a) Miles' Story                                                  | - Guest Panel: Cutting Edge
(activity & participation)                                                           |                                                                                            |
(environmental factors)                                                               |                                                                                            |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Smedema et al. (2009) APA on SES</td>
<td>EA 3</td>
</tr>
<tr>
<td>9: 11/04/18</td>
<td>TBD</td>
<td>Media Portrayal Paper Due</td>
</tr>
<tr>
<td>10: 11/11/18</td>
<td>No Assigned Readings</td>
<td>EA 4</td>
</tr>
<tr>
<td>11: 11/18/18</td>
<td>Smeltzer et al. (2010)</td>
<td>- Treatment, Tolerance, Health Promotion HAPPY THANKSGIVING!</td>
</tr>
<tr>
<td>12: 11/25/18</td>
<td>TBD</td>
<td>- Current Issues in Disability</td>
</tr>
<tr>
<td>13: 12/02/18</td>
<td>Zanskas &amp; Coduti (2006)</td>
<td>- Life, Death, Grief, and Disability - GUEST LECTURER: XIAOLEI TANG</td>
</tr>
</tbody>
</table>

Please note that this syllabus is subject to change with notice.