

Psychosocial Aspects of Disability
REHC 5330
Summer 2018



Meeting Time: Monday 4:30-8:00 pm*

Location: Chemistry and Computer Science Building 1.0204

* NOTE: This is a hybrid course. The course will meet in person on 3 Mondays (June 11, July 2, July 16). The remaining class sessions will be held online in asynchronous format.

Professor: Emre Umucu, Ph.D., LPC (WI), CRC **My Office Hours:** by appointment
eumucu@utep.edu

COURSE DESCRIPTION & OBJECTIVES

This course provides an overview of the psychosocial aspects of disability. Psychosocial aspects topics covered will include, but not be limited to, societal attitudes toward people with disabilities, social justice issues related to disability, psychosocial adaptation to chronic illness and disability, social support, counseling culturally diverse populations with disabilities, and positive psychology in rehabilitation. This class requires a higher-order thinking regarding course objectives (remembering, understanding, applying, analyzing, evaluating, and creating) based on Bloom's Taxonomy (2001).

This course's objectives are consistent with CACREP's Social and Cultural Diversity Standards listed below:

Social and Cultural Diversity:

1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
3. multicultural counseling competencies
4. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
5. the effects of power and privilege for counselors and clients
6. help-seeking behaviors of diverse clients
7. the impact of spiritual beliefs on clients' and counselors' worldviews
8. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Knowledge and Skills Domains and Course Objectives:

1. Practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers;
2. Utilize in one's practice an understanding of family systems and the impact of the family on the rehabilitation process;

3. Articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
4. Practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
5. Understand individuals' cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;
6. Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation;
7. Apply psychological and social theory to develop strategies for rehabilitation intervention;
8. Develop strategies for self-awareness and self-development that will support sensitivity to diversity issues;
9. Articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;
10. Continuously assess self-awareness and attitudinal aspects of rehabilitation;
11. Articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy;
12. Identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of those views on successful completion of the rehabilitation process;
13. Articulate a working knowledge of social, psychological, spiritual, and learning needs of individual at all developmental levels;
14. Understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice

COURSE FORMAT AND METHODS OF INSTRUCTION

This is a hybrid course and will involve in person classes, which will be heavily based in class discussion, and complimentary online content.

MATERIALS AND RESOURCES

Required Texts:

1. Chan, F., DaSilva Cardoso, E., & Chronister, J. (Eds.) (2009). *Understanding Psychosocial Adjustment to Chronic Illness and Disability: A Handbook for Evidence-Based Practitioners in Rehabilitation*. New York: Springer Publishing.

Other Materials:

Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

Necessary Technology Competencies

To successfully complete this course it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students' university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account. Also, when contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line.

Students will also need to use Blackboard for updates and to download course files. All assignments will be sent to the instructor by email. Unless otherwise negotiated with the instructor, assignments must be submitted by the deadline listed in the syllabus. Late assignments will receive a deduction of five points for each day that they are late.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340.

Late Assignments

Students will receive up to one week to submit assignments late, given that such students received advanced permission from the instructor. This extension does, however, come with a price. Students who do not submit assignments by the deadline will automatically receive a 1-point deduction from their participation score and a one point deduction on their assignment grade. No assignment extensions will be granted for assignments due during the last week of class. Please note, the instructor will not accept late assignments from students who have not received advanced permission to submit an assignment late.

Confidentiality

During the course of class discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member. You should also recognize that your privacy cannot be fully protected so please be mindful about the content you share especially regarding third parties.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background

characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Sexual Harassment

The University will not tolerate behavior of a sexual nature by members of the University community that creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

Accommodations

If you have or suspect a disability and need accommodations, you should contact Center for Accommodation and Student Services 747-5148. You can also email the office at cass@utep.edu or go by Room 106, Union Building East. For additional information, visit the CASS website at www.sa.utep.edu/cass.

Academic Dishonesty Policy

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at <http://studentaffairs.utep.edu/dos>, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade.

COURSE REQUIREMENTS

Assignments & Points

| Point Scale: | Date | Total points |
|--|----------------|--------------|
| Online Chapter Discussions | Based on class | 30 |
| Psychosocial Aspects of Disability Paper | 07/29/2018 | 40 |
| Class Participation | | 30 |
| Total | | 100 |

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.

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|-----------------|------|
| 90 - 100 points | = A |
| 89 - 80 points | = B |
| 79 - 70 points | = C* |
| 69 - 60 points | = D* |
| 59 – and below | = F* |

Note: I do not round decimal points at the end of the semester. Thus, a score of 89.9 receives an B while a score of 90.00 receives an A.

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

DESCRIPTION OF ASSIGNMENTS

Online Chapter Discussions

Each student will be assigned a slot to lead an online discussion. Facilitators need to come up with a list of 2 questions that facilitate discussion.

On the Friday prior to your assigned discussion facilitation you must submit to the instructor your discussion questions including your own responses to each question and indicate where relevant information can be found within the text (provide page numbers). You must use the template provided by the instructor. Your assignment should be typed and submitted to the instructor by email by the deadline outlined in the syllabus. Your assignment must be saved according to the filename outlined in the syllabus.

Resources:

- Tips for Effectively Leading and Managing Group Discussions:
<https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/facilitating>

Developing Effective Group Discussion Questions:
<https://teachingcommons.stanford.edu/resources/teaching/student-teacher-communication/designing-effective-discussion-questions>

Psychosocial Aspects of Disability Paper

Students will choose a topic related to psychosocial aspects of disability (e.g., societal attitudes) to write a 5-page double space (excluding references) research paper. Students are supposed to use at least 10 references published after 2010. This means students should use research articles published after 2010. **Due** for this paper is 7/29/2018.

Class Participation

To fully process and synthesize learning students are expected to engage in class discussions related to text readings, course presentations and experiential experiences. Because the majority of the learning will take place in class attendance is critical. More than one unexcused absence may impact your grade. This is a hybrid course.

COURSE POLICY

Students are responsible for reading and adhering to the Master of Rehabilitation Counseling Student Handbook.

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|----------------------------------|---|
| <p>June 11^{th*}</p> | <p style="text-align: center;"><u>Week 1</u></p> <p>Introduction to Evidence-Based Practice Approach to Psychosocial Interventions for Individuals with Chronic Illness and Disability (Chapter 1)</p> <p>The World Health Organization ICF Model as a Conceptual Framework of Disability (Chapter 2)</p> <p>Psychosocial Adaptation to Chronic Illness and Disability: Models and Measurement (Chapter 3)</p> <p>Counseling and Social Aspect of Disability (Chapter 3)</p> <p>Additional Readings are in Blackboard</p> |
| <p>June 18st</p> | <p style="text-align: center;"><u>Week 2</u></p> <p>Coping Approaches in Rehabilitation and Counseling: Theory, Research, and Measurement (Chapter 5)</p> <p>Family Adaptation to Chronic Illness and Disability (Chapter 7)</p> <p>Additional Readings are in Blackboard</p> |
| <p>June 25th</p> | <p style="text-align: center;"><u>Week 3</u></p> <p>Positive Psychology and Psychosocial Adjustment to Chronic Illness and Disability (Chapter 8)</p> <p>Application of Self-Efficacy Related Theories in Psychosocial Interventions (Chapter 9)</p> <p>Additional Readings are in Blackboard</p> |
| <p>July 2n^{d*}</p> | <p style="text-align: center;"><u>Week 4</u></p> <p>Societal Attitudes toward Disability: Concepts, Measurements, and Interventions (Chapter 12)</p> <p>Psychiatric Rehabilitation (Chapter 13)</p> <p>Substance Use Problems and Rehabilitation and Counseling (Chapter 14)</p> <p>Additional Readings are in Blackboard</p> |

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|------------------------|--|
| July 9 th | <p style="text-align: center;"><u>Week 5</u></p> <p>Culture, Cultural Identity, Cultural Values; Counseling Culturally Diverse Populations with Disabilities (Chapter 16)</p> <p>Quality of Life and Psychosocial Adaptation to Chronic Illness and Disability (Chapter 17)</p> <p>Additional Readings are in Blackboard</p> |
| July 16 ^{th*} | <p style="text-align: center;"><u>Week 6</u></p> <p>Sexuality and Disability (Chapter 15)</p> <p>Additional Readings are in Blackboard</p> |
| July 23 rd | <p style="text-align: center;"><u>Week 7</u></p> <p>Wellness and Promotion of Health in Chronic Illness and Disability (Chapter 10)</p> <p>Social Support and Rehabilitation and Counseling: Theory, Research and Measurement (Chapter 6)</p> <p>Additional Readings are in Blackboard</p> |
| July 30 th | <p style="text-align: center;"><u>Week 8</u></p> <p>Paper assignment due</p> <p>Additional Readings are in Blackboard</p> |

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

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Additional Readings and Resources

American Counseling Association (ACA) website:

<http://www.counseling.org/>

ACA Code of Ethics and related resources

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Association for Counselor Education and Supervision (ACES) website

<http://www.acesonline.net/>

American Mental Health Counselors Association (AMHCA) website

<http://www.amhca.org/>

American School Counselor Association (ASCA) website

<http://www.schoolcounselor.org/>

National Board of Certified Counselors (NBCC) website

<http://www.nbcc.org/>

Commission on Rehabilitation Counselor Certification website

<https://www.crccertification.com/crc-exam-overview>

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website

<http://www.cacrep.org/>

Texas statutes and administrative code relating to the practice of professional counseling.

<https://www.dshs.texas.gov/counselor/>

<https://www.dshs.texas.gov/counselor/pdf/FinalRules681-20170716.pdf>