



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS
Department of Rehabilitation

Course Syllabus RECN 624: Psychosocial Aspects of Disabilities

General Information

Program	:	Master of Science Rehabilitation Counseling
Academic Term	:	Fall 2022
Course Codification	:	RECN 624
Course Title	:	Psychosocial Aspects of Disabilities
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	Hybrid
Class Time	:	
Class Location	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

Course Description

The primary emphasis in RECN 624 is to develop your knowledge and understanding of the historical and current social and psychological factors that directly and/or indirectly affect the quality of life, adjustment, and full societal participation of individuals with disabilities. Focus is placed on coping mechanisms, dignity, productivity, and inclusion. Congenital/developmental and sudden onset or acquired physical, emotional, and psychiatric disabilities are addressed. The social and psychological factors that contribute to resiliency and minimize exclusion and vulnerability are emphasized. Through lectures, demonstrations, small-group discussions, experiential activities, readings, and papers, you will be expected to critically examine the psychosocial aspects of disabilities.

Add/Drop

Process

Last day

Add/drop period ends	September 7, 2022
Withdrawal period ends	December 9, 2022

See [Academic Calendar Fall 2022](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

KPI-2: Graduates will apply and demonstrate counseling knowledge, skills, and practices to provide services and advocate for individuals, families, and groups through culturally appropriate practice promoting social justice, equity, and access.

KPI-10: Demonstrate competence in essential interviewing, counseling, case conceptualization skills, and case management within the scope of practice in rehabilitation counseling.

KPI-11: Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals achievements in personal, social, psychological, and vocational areas.

Course Objectives	CACREP Standard	Assessment
1. Recognize strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	2F-2h	Advocacy project
2. Recognize principles of societal inclusion, participation, access, and universal design with respect for individual differences.	5H-1e	Exam
3. Distinguish individual response to disability, including the role of family, communities, and other social networks.	5H-2c	Exam Movie analysis
4. Differentiate the impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities.	5H-2e	Exam Movie analysis
5. Judge the impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability.	5H-2f	Exam Advocacy project

Course Objectives	CACREP Standard	Assessment
6. Develop awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations.	5H-2i	Advocacy project Journal critique
7. Design advocacy strategies on behalf of individuals with disabilities and the profession as related to disability and disability legislation.	5H-2n	Advocacy project
8. Recognize advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers.	5H-3j	Advocacy project

Resources

Required textbook	Marini, I., & Stebnicki, M. A. (Eds.). (2018). <i>The Psychological and social impact of illness and disability</i> (7th ed). Springer Publishing Company.
Complimentary texts	Marini, I., Graf, N, & Millington, M. (Eds.). (2018). <i>The psychosocial aspects of disability: Insider perspectives and strategies for counselors</i> (2nd ed.). Springer Publishing Company.
Recommended References and Resources	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> . (7th ed.). The Author.

Evaluation strategies

1. Examinations (200 points) – 100 points each

Two (2) examinations given on the dates specified in the course outline; 100 points possible on each exam; exam content will cover material from assigned readings and class lectures since the previous exam.

2. Advocacy paper and presentation – Group assignment (200 points)

The professor will provide a list of topics related to a psychosocial Issue that impacts people with disabilities. This assessment strategy contains two parts, as described in the project instructional guide provided by the instructor in Canvas.

3. Movie analysis (50 points)

Students will watch two movies, then write a two/three-page reaction paper for each movie. Everybody will watch "The Crip Camp" for the second movie you can choose from the list provided by the instructor. If you the students would like to watch a different

movie that is not in the list, they consult with the instructor in advance. See the instructions provided in Canvas by the professor for further details.

4. Journal critique (50 points)

Students will be expected to read and summarize one health related journal article. The article should pertain to the psychosocial impact of illness/disability as it intersects with racial identity, sexual identity, socioeconomic status, religion and/or ethnicity. What are the best practices for working with the client you selected. You should choose actual peer-reviewed, refereed journals for these critiques. Internet Resources will not be accepted! This does not include articles retrieved from electronic databases such as the Cochrane Library. See the instructions provided in Canvas by the professor for further details.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the
F	0-299	below 60	expectations

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week**. From two to four late weeks, **20 points (20%) will be discounted**. **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

All assignments are mandatory, even if they are not graded with points. Assignments will be “graded” using complete/incomplete format provided by Canvas. Failure to turn in all assignments will result in 5% less of your final grade. **Each missing assignment worth approximately 0.4%. Late policy doesn’t apply for assignments.**

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health

or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.

- B. Title IX:** The University of Maryland Eastern Shore (UMES) and its faculty are committed to creating a safe learning environment for all students. In compliance with Title IX, any form of sex discrimination (including sexual harassment, sexual assault, dating or domestic violence, or stalking) is prohibited. Retaliation for asserting claims of sex discrimination is also prohibited under UMES policies and Title IX. If you experience discrimination, you are encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). You can do so by calling 410-651-6135, emailing titleIX@umes.edu, or visiting the Early Childhood Research Center, Suite 1129. The OIE offers Supportive Measures to students who have experienced sexual misconduct regardless of whether or not an individual chooses to disclose their experience. Supportive Measures could include assistance to students with academics, housing, or other resources.

Please be aware that faculty members are "Responsible Employees" and required to report information about suspected or alleged sex discrimination to the Office of Institutional Equity and Compliance. If OIE receives information about an incident, they will reach out to offer information about resources, rights, and options. If you or another student you know would like to speak to a confidential resource who is not required to report, please contact the Counseling Center at 410-651-6449.

- C. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- D. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- E. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- F. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- G. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- H. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract. <http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- I. **Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- J. **Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- K. **Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR – Synchronous meetings through Zoom Cloud Meetings

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 0 08/29/2022	€ Getting Started	See policies described in Canvas		N/A
Module 1 08/29/2022	€ Introduction to Course and Syllabus € Historical perspectives on illness and disability € On the origins of negative attitudes toward people with disabilities	Chapters 1 and 2	M1 Assignment 1 <ul style="list-style-type: none"> History of disability timeline 	5H-2i
Module 3 09/11/2022	<ul style="list-style-type: none"> Psychological adaptation to chronic illness and disability Theories of adjustment and adaptation to disability Quality of life and coping with chronic illness and disability: a temporal perspective 	Chapters 6, 7, and 11	M3 Assignment 1 <ul style="list-style-type: none"> Video clip on theories of adjustment and adaptation 	5H-2c
Module 5 09/25/2022	<ul style="list-style-type: none"> Culture, family, and attitudes toward disability Family caregiving Counseling in the context of family identity 	Chapters 10, 15, and 16	M5 Assignment 1 <ul style="list-style-type: none"> Concept map on culture, family, and attitudes toward disability 	5H-2c 5H-2e
Module 8 10/16/2022	<ul style="list-style-type: none"> Working with trauma-related mental health problems among combat veterans of the Afghanistan and Iraq conflicts 	Chapters 18	M8 Assignment 1 <ul style="list-style-type: none"> Trauma informed service providers directory 	5H-2i 5H-3j

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 10 10/30/2022	<ul style="list-style-type: none"> Application of well-being therapy to people with disability and chronic illness Classifying functioning, disability, and health: the ICF 	Chapters 22 and 23	M10 Assignment 1 <ul style="list-style-type: none"> Well-being therapy technique video clip 	5H-2i
Module 12 11/13/2022	<ul style="list-style-type: none"> Immigrants, refugees, and asylum seekers: the psychosocial cost of war on civilians Key concepts and techniques for an aging workforce 	Chapters 26 and 27	M12 Assignment 1 <ul style="list-style-type: none"> Retirement plan and long-life planning considerations list 	5H-2e 5H-2f
Module 14 11/27/2022	<ul style="list-style-type: none"> Reflections and considerations 	Chapter 20		
Module 15 12/06/2022	Advocacy project presentations *In-person meeting*			
Module 16 12/11/2022	Final Exam			

NOTE: This is a tentative calendar, and it might change under extraordinary circumstances. Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.

Topics for Independent Study (Asynchronous)

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 2 09/04/2022	<ul style="list-style-type: none"> ● Models of disability: implications for the counseling profession ● Changes in attitudes toward people with handicaps 	<ul style="list-style-type: none"> ● Chapters 4 and 5 	M2 Assignment <ul style="list-style-type: none"> ● Models of disability chart and intervention strategies 	5H-2c 2F-2h
Module 4 09/18/2022	<ul style="list-style-type: none"> ● Psychosocial disparities faced by women with physical disabilities ● Beyond the binary: rethinking the social model of disabled sexuality 	<ul style="list-style-type: none"> ● Chapters 8 and 9 	M4 Assignment 1 <ul style="list-style-type: none"> ● Women with disability important figure card 	5H-1e 5H-2e 5H-3j
Module 6 10/02/2022	<ul style="list-style-type: none"> ● Family adaptation across cultures toward a loved one who is disabled ● Psychosocial counseling aspects of grief, death, and dying ● Giving parents a voice: A qualitative study of the challenges experienced by parents of children with disabilities 	<ul style="list-style-type: none"> ● Chapters 12, 13, and 14 	M6 Assignment 1 <ul style="list-style-type: none"> ● Stages of grief art 	5H-2c
Module 7 10/09/2022	Midterm Exam			

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 9 10/23/2022	<ul style="list-style-type: none"> ● Users of assistive technology: the human component ● Religion and disability: clinical, research, and training considerations for rehabilitation professionals ● Rehabilitation professionals and abuse of women consumer 	<ul style="list-style-type: none"> ● Chapters 19, 20, and 21 	M9 Assignment 1 <ul style="list-style-type: none"> ● Assistive technology device brochure 	5H-1e 5H-2i
Module 11 11/06/2022	<ul style="list-style-type: none"> ● From empathy fatigue to empathy resiliency mark ● Obesity as a disability: medical, psychosocial, and vocational implications 	Chapters 24 and 25	M11 Assignment 1 <ul style="list-style-type: none"> ● Individual well-being plan 	5H-2i
Module 13 11/20/2022	<ul style="list-style-type: none"> ● Risk and resilience in military families experiencing deployment: the role of the family attachment network ● Social Justice, oppression, and disability: Counseling those most in need 	Chapters 28 and 29	M13 Assignment 1 <ul style="list-style-type: none"> ● Chapters outline 	2H-2n 5H-3j
Module 16 12/11/2022	Final Exam			