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Location: Health Affairs Building West, 1.276
Office Hours: E-mail to request an appointment.

Course Title: Psychology of Disability (Online)
Course Number: REHS 2331.91L


❖ Other Required Readings: available in Blackboard Learn.
❖ At the discretion of the instructor, readings from other sources may be assigned throughout the term.

Time Commitment
The Psychology of Disability (Online) course is a reading intensive endeavor. You will need to be highly self-motivated and organized to be successful in this course. This course requires significant online and offline effort over a fifteen-week period. The course is asynchronous, meaning that you don’t have to be online at a certain time, except for quizzes, exams, and discussion board. We do not have live chat. Group discussions open on Mondays and close on Saturdays. It is important to keep up with the pace of the class as you will need to move on the next topic and meet due dates each week.
Course Description
This course will address psychological and sociological perspectives on adjustment to disability. Psychological topics will include models of adjustment to disability, stress and coping with life transitions, disability issues across the life span, and value changes associated with adjustment for individuals with a wide range of disabilities. Sociological perspectives will focus on the social construction of disability, cross-cultural issues in adjustment, the role of the family, the genesis and consequences of negative attitudes toward people with disabilities, and the role of the helping professional in promoting adjustment and systems change.

Course Objective
The primary learning objectives of "psychology of disability" include the following:

1. To examine societal attitudes toward people with disabilities, with special emphasis on how attitudinal and environmental barriers restrict community integration and participation in society generally;

2. To explore how societal attitudes affect the lives of people with disabilities and to delineate strategies through which these attitudes can be modified/become more positive;

3. To describe the role of developmental concepts (e.g., body image, self-concept) in adjusting to disability;

4. To review models of psychosocial adaptation to physical disability with special emphasis on the process (e.g., experiences, reactions, behaviors, phases) of adaptation;

5. To gain knowledge of the commonalities (transpersonal) and individualities (personal) of the experiences and reactions that follow the onset of disability;

6. To increase understanding of the process of familial psychosocial adaptation to the onset of disability of one of its members;

7. To become familiar with the application of counseling/therapeutic intervention strategies to working with people with disabilities (i.e., strategies for coping with adjusting to disability);

8. To recognize the role of human intimacy and sexuality in the adaptations process to disability;

9. To become familiar with the rights and needs of users of rehabilitation services, with a special emphasis on empowerment, client advocacy and the independent living movement.
UTRGV Policy Statements

STUDENTS WITH DISABILITIES:

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

- **Brownsville Campus**: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

- **Edinburg Campus**: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations: **TBA**. Students who complete their evaluations will have priority access to their grades.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.
COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

• April 12th last day to drop (DR grade) a class or withdraw (grade of W).

Course Requirements
Students are required to participate in online discussions and successfully complete quizzes and examinations to satisfy the performance-based assessment component of the course.

I. Exams: 400 points (100 points each)
There are four exams scheduled for this course. A format of 50 multiple choice and/or true/false questions should be expected.

• Exams: Open Monday at 8:00am. Close Friday at 10:00pm, unless re-scheduled.
• Missed exam will receive a grade of zero (0) points.
• Exams will be based on assigned readings.

II. Quizzes: 45 points (5 points each)
There are nine (9) quizzes scheduled for this course. The quizzes serve as precursors for the exams.

• Quizzes: Open Monday at 8:00am. Close Friday at 10:00pm, unless re-scheduled.
• Missed quiz will receive a grade of zero (0) points.
• Quizzes will be based on assigned readings.

Exam and Quiz-related Special Policies
• Students may refer to the textbook and any other course materials during the exam and quiz.
• Students may not collaborate via text messaging, cell phone, IM, in person, or by any other means during the exam and quiz.
• Exams and quizzes may not be taken in advance.

III. Discussion Board (movie review) 50 points (10 points each)
The presence of a disability can affect a number of areas in one’s life. A way for students to become more sensitive to the psychosocial processes in which one lives with a disability is through the mass media, which includes television, film, books, newspaper articles, and magazines.

Students will be required to watch a movie and participate in five (5) graded discussion topics with members in their group.

• Discussions will occur on the course discussion board.
• Open Monday at 8:00am. Close 10:00pm Saturday evening, unless re-scheduled.
• See Blackboard “Course Materials” for Discussion Board Guidelines and Grading Rubric for Discussions.
IV. Discussion Board (course material) 40 points (10 points each)
Student will participate in four (4) graded discussion topics related to the subject matter of the week.
- Discussions will occur on the course discussion board.
- Open Monday at 8:00am. Close 10:00pm Saturday evening, unless re-scheduled.
- See Blackboard “Course Materials” for Discussion Board Guidelines and Grading Rubric for Discussions.

V. Interview Project (two face-to-face interviews): 40 points each
Students will be required to interview a family member or a friend with a disability. This project will due by Friday, March 09, 2017 at 10:00 pm.
- See Blackboard “Assignment” for Interview Project Guidelines.

Late Assignment Policy
No late assignments will be accepted without a prior arrangement with the instructor. If prior approval is obtained from the instructor, a ten point penalty per day will be assessed to the grade of that assignment. If the assignment is not submitted on the agreed upon date, the student will receive a grade of zero (0) points for that assignment.

Extra Credit
Extra credit is not offered or accepted in this course.

COURSE EVALUATION:
Grading Scale
The total number of possible points for this course is 615.
- A - 615 – 572 Points (93 - 100%)
- B – 571 – 510 Points (83 – 92.9%)
- C – 509 – 449 Points (73 – 82.9%)
- D – 448 – 387 Points (63 – 72.9%)
- F - 386 Points (62.9%)

Information and Tracking Disclosure
Information is stored on the University's system about your use and access of the course website. For example, the system automatically tracks log-in history, when you submitted an assignment, when you submitted an exam, and how much time you spent on an exam. The system also retains electronic assignment submissions and exam results and grades. University Blackboard personnel, faculty members associated with the course and other staff with legitimate reasons may have access to this information.

The course website may also contain hotlinks to third-party (outside) websites for convenience. While the course instructor makes every effort to ensure the safety, security, and accuracy of these websites, neither he nor the University is responsible for the content or practices of linked third-party sites. Students are encouraged to review the terms of use, privacy policy, and other policies of linked websites, as the policies of the linked site may differ from those of the course or the University website.
**Course Outline**

This schedule is tentative. Additional assignments and schedule changes may be announced in class.

<table>
<thead>
<tr>
<th>WK</th>
<th>Starts</th>
<th>Topic</th>
<th>Materials</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jan. 16</td>
<td>Orientation to Class (see Blackboard Learn announcement)</td>
<td>Syllabus, Blackboard Learn Modules</td>
<td></td>
</tr>
</tbody>
</table>
| 2. | Jan. 22 | Defining Disability  
• Introduction  
• The Disability Experience – The Person | Chapter 1 Power Points | Quiz 1 Discussion |
| 3. | Jan. 29 | Models of Disability  
• The World: People With Disabilities in a Handicapping World  
• The Long Arm of the Law  
• Individual Differences | Chapter 2 Power Points | Quiz 2 Discussion |
| 4. | Feb. 5  | Prejudice Against People with Disabilities (Part 1) | Chapter 3 Power Points | Quiz 3 Discussion |
| 5. | Feb. 12-16 | Exam 1: Opens: Monday 8:00am.  Closes: Friday 10:00pm  
Exam will be on all materials for Weeks 2, 3, and 4 | | |
| 6. | Feb. 19 | Prejudice Against People with Disabilities (Part 2) | Chapters 4 Power Points | Quiz 4 Discussion |
| 7. | Feb. 26 | Experiencing Prejudice and Discrimination  
• Surviving: Living Independently  
• Working: Getting Educated and Employed  
• Playing: Friendship and Recreation | Chapter 5 Power Points | Quiz 5 Discussion |
| 8. | Mar. 5  | Interview project due March 9, 2018 by 10:00 pm. | | Interview project |
| 9. | Mar. 12 | -----Spring Break----- | | |
| 10. | Mar. 19-23 | Exam 2: Opens: Monday 8:00am.  Closes: Friday 10:00pm  
Exam will be on all materials for Weeks 6 and 7 | | |
| 11. | Mar. 26 | The Individual’s Response to Disability  
• Pairing: Sexuality and Intimacy  
• Transcending: Disability as Growth Experience | Chapter 6 Power Points | Quiz 6 Discussion |
| 12. | April 2 | The Onset and Diagnosis of the Disability  
• Loving: The Family | Chapter 7 Power Points | Quiz 7 Discussion |
| 13. | April 9–13 | Exam 3: Opens: Monday 8:00am.  Closes: Friday 10:00pm  
Exam will be on all materials for Weeks 11 and 12 | | |
| 14. | April 16 | Type of Onset and the Individual’s Response  
• Looking Forward | Chapter 8 Power Points | Quiz 8 Discussion |
| 15. | April 23 | More on the Individual’s Response to Disability  
• Psychocogic Approaches  
• Peek Counseling and Related Services  
• Psychotherapeutic Approaches | Chapter 9 Power Points | Quiz 9 Discussion |
| 16. | April 29 – May 4 | Exam 4: Opens: Sunday 8:00am.  Closes: Friday 10:00pm  
Exam will be on all materials for Weeks 14 and 15 | | |