

Appendix A:
OCTH 6350/PADMIN 6350 - Interdisciplinary Course in Disability Studies

Departments: College of Health Division of Occupational Therapy and College of Social and Behavioral Science

Prerequisites: none

Credit Hours: 3

Class Meeting Times and Location: Tuesdays 4:30-7:30
HEPB, 520 Wakara Way, North classroom

Instructor Information:

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Course Description: An interdisciplinary course in Disability Studies will serve as an overview of the significance of disability in society and culture by viewing it from various perspectives. The course will explore theories and models that examine health, educational, economic, social, political, and cultural factors that define disability and influence personal and collective responses to disability. Students will participate in a service learning project that will help to integrate key concepts from the course and their own disciplines. This course is intended to prepare graduate students with knowledge and understanding of disability in order to enhance their knowledge and skills as professionals and citizens.

Course Objectives: As a result of participating in this course, students will have developed:

1. Increased awareness of and ability to analyze the concept of disability and its relationship to culture;
2. Increased awareness of and ability to analyze the life experiences of people with disabilities;
3. Skills and strategies for including people with disabilities in our communities;
4. Knowledge of research approaches that advance scholarship on disability.

Content Overview: As an introductory class for a 15-credit certificate course in Disability Studies, a broad range of topics will be explored. Disability, as a construct, has

been defined from multiple perspectives, depending upon the group of people who stood to gain from the particular perspective (e.g. medicine and health; public and social policy; education). Individuals with disabilities and their families started the Disability Rights Movement in order to have a “place at the table” and to assert that their perspectives should be central to creating policies and programs that are meant to support their full inclusion in society. Students will be introduced to these multiple perspectives, will have an opportunity to interview an individual with a disability and/ or their family, and participate in a service learning project that will give them a basic, but broad foundation for thinking about how to incorporate these ideas into their own professional disciplines, work and social life.

Teaching/ Learning Methods: will include directed reading, class discussion, service learning, small group activities, video, reflective journaling, verbal presentations. Outside of class time, students can expect to spend 2-3 hours a week on site with their community partner, and 4 hours per week preparing for class (reading and writing reflective journal). At the end of the semester, students, community partners, service recipients and course instructors will complete a survey to assess perceptions of the value and contribution of the service learning experience.

Grading Scale:

A	470-500	94-100%	C+	390-404	78-80.9
A-	455-469	91-93.9	C	375-389	75-77.9
B+	440-454	88-90.9	C-	360-374	72-74.9
B	425-439	85-87.9	D	345-359	69-71.9
B-	405-424	81-84.9	F	320-344	64-68.9

Required Texts:

Fleischer, D. & Zames, F. (2001). *Disability rights movement: From charity to confrontation*. Philadelphia: Temple University Press.
 Linton, Simi (1998). *Claiming disability*. NY: New York University Press.
 Longmore, Paul. (2003). *Why I burned my book and other essays on disability*. Philadelphia: Temple University Press.

Additional readings available for download on ECCLEs Library e-reserve.

Evaluation Methods:

Weekly Reflective Journals20 points each x 12	240 points
Interview with individual with disability	130 points
Final Oral Presentation	130 points
	<hr/> 500 points

Course Schedule

- Class One:** Tuesday, August 21
 Introduction to course
 a. Course overview-review syllabus

- b. Pre-reflection exercise and discussion
 - a. Service learning component
 - i. How it will work in this class
 - ii. Discuss student choices of community partners
- c. Concepts, models and measures
 - a. Disability Construct: disability v. difference
 - b. Nature and kinds of identified disabilities: “labeling” issues.

Readings:

- Altman, B. (2001). “Disability definitions, models, classification schemes and applications,” in Albrecht, Seelman & Bury (Eds.), *Handbook of disability studies* (pp. 100-101 & 103). Thousand Oaks: Sage.
- Williams, G. (2001). “Theorizing Disability” in Albrecht et al., pp. 123-129.
- “Wheelchair bound and the poster child,” in Fleischer and Zames, pp. 1-11.

Class Two: Tuesday, August 28

Medical model: Health care and disability

- a. Trends in health care for individuals with chronic conditions
- b. Concepts of health and health promotion for people living with disabilities
- c. Quality of life and independence
- d. Psychological well being
- e. Social well being
- f. Physical well being

Readings:

- Neville-Jan, A. (2005). The problem with prevention: The case of spina bifida. *American Journal of Occupational Therapy*, 59, 527-539.
- Hays, R., Hahn, H., & Marchall, G. (3003). Use of the SF-36 and other health-related quality of life measures to assess persons with disabilities. *Archives of Physical Medicine and Rehabilitation*, 83, S4-S9.

Class Three: Tuesday, September 4

Economic model

- a. Demographics of disability
- b. Social spending in public benefits, health care

Readings:

- “Economic Model of Disability” excerpted from: Models of Disability: Keys to perspectives, http://akmhweb.org/ncarticles/models_of_disability.htm retrieved on 1/27/07 (p. 1)
- Bury, M, “The political economy of the disability marketplace,” in Albrecht, et al., pp. 585-595

Class Four: Tuesday, September 11

Employment issues

- a. Labor shortages – need for diversity in the workforce

- b. Accommodations for people with disability in the workplace
- c. Employer perspectives

Readings:

- “Why I burned my book” in Longmore, pp. 230-259
- O’Day, Bonnie & Monroe Berkowitz, “Disability benefit programs: Can we improve the return-to-work record?” in Albrecht, et al., pp. 633-641.
- “Access to jobs and health care,” Fleischer and Zames, pp 110-131.

Class Five: Tuesday, September 11

Researching disability

- a. How has research been influential in framing our understanding of “disability”?
- b. Definitions
- c. Statistical approaches
- d. Designs / IRB issues

Readings:

- Altman, B. “The models as tools for research” in Albrecht, et al., pp. 117-119.
- Brown, Scott Campbell, “Methodological Paradigms that shape disability research,” in Albrecht, et al., pp. 145- 163.

Class Six: Tuesday, September 18

Social Model; Individual Perspectives of Disability

- a. Individual/ family perspectives
- b. Historical perspectives
- c. Multiculturalism

Readings:

- “Reclamation,” in Linton, pp. 1-33
- View DVD: “A Brief History of Disability” – [Module 1 in IL History and Philosophy, produced by Utah State University]

Class Seven: Tuesday, September 25

Deinstitutionalization and independent living

- a. U.S. Supreme Court Olmstead decision
- b. Trends and issues in community living
- c. Long term care policy

Readings:

- Francis, L. and Silvers, A. “Introduction: Achieving the right to live in the world” in Francis & Silvers, Eds.(2000), *Americans with Disabilities: Exploring implications of the law for individuals and institutions*, NY: Routledge, pp. xii-xxx.

Class Eight: Tuesday, October 2

Ecological model: the physical environment, accessibility and accommodation

- a. Universal design
- b. Assistive technology and ergonomics

Readings:

- “Support systems: The interface between individuals and environments” in Albrecht, et al., pp. 711-720.
- “Disability and technology” in Fleischer and Zames, pp. 149-169.

Fall Break October 8-12

Class Nine: October 16

Policy and Legal perspectives

- a. Disability policy framework
- b. ADA
- c. Section 504
- d. Voting Rights Act
- e. Transportation

Readings:

- MacIntyre, Alasdair. “The need for a standard of care,” in Francis & Silvers, pp. 81-86.
- “The struggle for change: In the streets and in the courts,” in Fleischer and Zames, pp. 71-87.

Class Ten: Tuesday, October 23

Education and disability

- a. Early intervention
- b. Pre-school
- c. IDEA (preK-12)

Readings:

- Barton, L and Armstrong, F. “Disability, education, and inclusion: Cross-cultural issues and dilemmas,” in Albrecht, et.al., pp. 693-710.

Class Eleven: Tuesday, October 30

Policy and Advocacy

- a. Disability Rights Movement
- b. Self determination
- c. Advocacy and self advocacy

Readings:

- “Groundbreaking disability rights legislation: Section 504” in Fleischer and Zames, pp. 49-70.

Class Twelve: Tuesday, November 6

Contemporary experience of disability in America

- a. Media portrayals of disability
- b. Diversity and disability

Readings:

- Riley, Charles A. (2004). "Heroes of Assimilation: How the media transform disability," *Disability and the Media: Prescriptions for Change*, Lebanon, NH: University Press of New England, pp. 1-23.
- "The Deaf celebration of separate culture" in Shapiro, J.(1994) *No Pity*, NY: Three Rivers Press, pp. 74-104

Class Thirteen: Tuesday, November 13

Ethics and disability

- a. The right to live
- b. Assisted suicide

Readings:

- "Boy Who Changed Health Care in Utah Has Passed Away," December 26, 2006, Video clip and Web Log. Retrieved from <http://www.ksl.com/?sid=756243&nid=148> on 1/31/07.
- "Not Dead Yet" and physician assisted suicide in Fleischer and Zames, pp. 132-148.
- "The resistance: The disability rights movement and assisted suicide," in Longmore pp. 175-203.

Class Fourteen: Tuesday, November 27

Professions as change agents for people with disabilities – student final presentations

Class Fifteen: Tuesday December 4

Professions as change agents for people with disabilities – student final presentations

December 10-14: Finals Week

Assignments:

Service Learning Project: Students will meet with their community partners within the first three weeks of class, and will determine the nature and parameters of the student's contribution to the site. Students will participate in the project a minimum of 2 and a maximum of 3 hours each week.

Reflective Journals: Students will turn in a weekly reflective journal (3-5 double-spaced, typed pages) **due on Thursday by 4 pm**, beginning with class two. Journals will

be turned in electronically to the designated course instructor. Students will use APA format for all citations. The objective of this assignment is to help the student reflect on and integrate course content and service learning experiences as they apply to the student's profession or discipline.

Students will reflect on three questions:

1. How did your experience at your site this past week help you to understand the readings and discussions in this week's class?
2. How did the readings and class discussion this week help you to interpret your experiences at your site this week? Did you have any new insights that would help you interact differently at your site in the future?
3. How does your service site experience this week, readings, and class discussion help you to think about your discipline and your work practices? Did you gain any new understanding or insight that might influence the way you think about your discipline or your work practices?

Interview with individual with disability and/ or family: Students will conduct a one-hour interview using semi-structured, open ended questions approved by instructor/s. The objective of this assignment is for the student to listen and understand the first-hand experience of an individual and/or family about their lives and living with a disability. Students will turn in a 4-5 typed, double-spaced paper, using APA format, documenting a narrative analysis of the interview (methods will be discussed in the class covering research). **Due November 20.**

Final Presentation: As a final project, students will give an oral presentation (30 minutes) to the class, and elicit a class discussion (30 minutes) regarding course content and their service learning experiences as related to their plans to effect change within their own disciplines and work practices. Students will incorporate some kind of visual aid (poster, PowerPoint, visitor) to illustrate what they have learned and how they could use this learning to influence their work practices or disciplinary perspectives. Students will use APA format for all written work.

ADA Statement: "The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services."

Faculty Responsibilities: "All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specified proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom

behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student behavior Committee.”

Accommodations Policy: Some of the course content may include material that conflicts with students’ core beliefs. After reviewing the syllabus to make sure you are committed to its completion, please discuss any concerns that you may have about the course content or community placement as soon as possible. No student is required to participate in a service placement that creates a religious, political and/or moral conflict for the student.