Impact of Disabilities: Home Community, and Workplace
EEX 2000
Syllabus
Fall 2011

Instructor: Penny R. Cox, Ph.D.
Office phone: 273-4280
Office: Norman Hall, Rm 1403

Office hours (Norman Hall, Rm B6): Wednesday, periods 3 & 4;
Other times by appointment

Course Description:
The purpose of this course is to provide participants with opportunities to learn about (1) how disabilities impact the lives of individuals who have disabling conditions, (2) how the presence of individuals with disabilities enhances diversity in a variety of settings, and (3) how their own experiences compare to those of people with disabilities. Attention will be given to impact of disabilities in home, community, and work environments. Physical, cognitive, and emotional/behavioral disabilities will be considered.

General Education Purpose:
This course will provide students with opportunities to learn about how disabilities effect home, community, and work experiences. In so doing, they will examine their own experiences and values to determine differences from those of people with disabilities.

General Education Student Learning Outcomes:
Upon successful completion of this course, participants will be able to:
- Identify types of physical, cognitive, and emotional/behavioral disabilities.
- Identify implications of physical, cognitive, and emotional/behavioral disabilities.
- Identify common disability-related issues (i.e. communication; physical access; discrimination) affecting individuals with disabilities and people with whom they interact.
- Demonstrate understanding of ways different types of disabilities affect communication.
- Demonstrate understanding of ways different types of disabilities affect physical access in various settings.
- Demonstrate understanding of ways discrimination is shown with regard to different types of disabilities

Text & Readings
No text is required for this course. Readings relevant to course topics are listed on the course web site.

Course Topics by Week:

Part 1—Overview; Types of Disabilities
Aug. 23: Historical Perspective on Disabilities; Defining Disabilities; Overarching Issues Related to Disabilities
Aug. 3: Physical/Sensory/Health and Cognitive Disabilities
Sept. 6: Emotional/Behavioral Disabilities and Autism
Sept. 13: Exam 1

Part 2: Disabilities in the Home
Sept. 20: Family Climate; Siblings with Disabilities; Parents with Disabilities
Sept. 27: Parents of Children with Disabilities
Oct. 4: Health Care Decisions for Family Members with Disabilities; Sexuality and People with Disabilities
Oct. 11: Guest Speaker
Oct. 18: Spring Break – No Class
Oct. 25: Exam 2
Part 3: Disabilities in the Community and Workplace

Nov. 1: Community involvement; Residential options; Leisure activities; Social networks
Nov. 8: Civic Participation; Law Enforcement and Victimization
Nov. 15: Workplace Discrimination
Nov. 22: Online activities
Nov. 29: Disabilities in Higher Education
Dec. 6: Exam 3

Course Requirements

(1) **Independent Activities** (250 points): A total of 11 assignments related to topics discussed in class will be posted on the course site. They are to be completed independently and submitted in class on the designated due date. You are only required to complete 10 of the 11 independent activities. If you complete all 11, one will count as extra credit.

(2) **Movie Review** (50 points): View a movie or television show that features a character who has a disability. (See the list on the course web site.) After watching the movie, use the movie review form (available on the course web site) to discuss the overarching issues related to disabilities (communication; access; discrimination) in relation to the character's experiences.

(3) **Exams** (300 points): Three exams will be administered throughout the semester. Each exam will be worth a total of 100 points.

(4) **Application Activity** (100 points): Students will select a disability and identify issues that disability will present in a specific community setting or workplace and ways a person with that disability can be supported within the selected setting. Develop a brochure in which you present the setting as a positive place for people with the identified disability.

Points for Application Activity will be awarded as follows:
- Disability is identified (choose 1 disability) 10 points
- Three relevant issues are identified: 30 points
- Possible supports are identified: 30 points (supports must address to the issues identified)
- Content of brochure is accurate: 20 points
- Quality of brochure (spelling, grammar, attractiveness) 10 points

Assignment Policies

*You must turn in your own assignments in class. Emailed assignments or assignments given to a classmate to turn in for you will not be accepted.*

Assignments are expected on the assigned due dates. If an assignment is not turned in on the due date, it can be turned in to Dr. Cox’s office (Norman Hall, Room 1403) by 5PM the following day and be subject to a reduction in points (Independent Activities: 10 point penalty; Movie Review: 20 point penalty; Application Activity: 30 point penalty).

Exam Policies

*You must be on time for test sessions. Test sessions will last 75 minutes. Missed exams will be made up after the next class session.* The following conditions are accepted for missing exams, but appropriate documentation must be provided: sickness (doctor’s note excusing you from class on the day of the exam); test session (admission ticket for GRE; GMAT, LSAT, etc.); death in the family (funeral program); air travel arrangements made prior to the beginning of the semester. Without appropriate documentation for one of these reasons, no make up exam will be available.
Course Grades

Course grades will be determined by the total number of points received at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>644-700 points</td>
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<tr>
<td>A-</td>
<td>630-643 points</td>
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<tr>
<td>B+</td>
<td>616-629 points</td>
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<tr>
<td>B</td>
<td>574-615 points</td>
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<tr>
<td>B-</td>
<td>560-573 points</td>
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<tr>
<td>C+</td>
<td>546-559 points</td>
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<tr>
<td>C</td>
<td>504-545 points</td>
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<td>C-</td>
<td>490-503 points</td>
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<td>D+</td>
<td>476-489 points</td>
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<td>D</td>
<td>434-475 points</td>
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<td>D-</td>
<td>420-433 points</td>
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<td>419 and below</td>
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Course Format:

Instruction and participation in the course will be conducted through regular in-class meetings during which relevant readings, videos, and other sources of information will be the focus. Students will also participate in independent activities available on the course web site.

Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Impact of Disabilities: Home, Community, and Workplace

Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings / Other Information Sources / Preparation for Class</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Aug. 23</td>
<td>Historical Perspective on Disabilities</td>
<td>• Syllabus</td>
<td>Independent Activity 1: Abandoned to Their Fate (See web site for details)</td>
</tr>
<tr>
<td>Aug. 30</td>
<td>Defining disability; Overarching issues related to disabilities</td>
<td>• Hehir, 2007</td>
<td>Independent Activity 2: Abandoned to Their Fate Viewing Guide</td>
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<tr>
<td>Sept. 6</td>
<td>Types of Disabilities: Physical/Sensory/Health; Cognitive</td>
<td>• See links to readings on the web site.</td>
<td>Independent Activity 3: The Unusual Suspects Viewing Guide</td>
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<td>Sept. 13</td>
<td>Types of Disabilities: Emotional/Behavioral; Autism</td>
<td>• See links to readings on the web site.</td>
<td>Independent Activity 3: Cripples in the House Response Sheet</td>
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<td>Sept. 20</td>
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<td>• See links to readings on the web site.</td>
<td>Independent Activity 4: Cripples in the House Viewing Guide</td>
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<td>• Syllabus</td>
<td>Exam 1</td>
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<td>• Independent Activity 1: Video and Viewing Guide: Abandoned to Their Fate (See web site for details)</td>
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<td>• Independent Activity 2: Video and Viewing Guide: The Unusual Suspects (See web site for details)</td>
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<td>• Independent Activity 3: &quot;Cripples in the House&quot; (Strickling, 2002) - article and response sheet (See web site for details)</td>
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<td>• Independent Activity 4: Video and Viewing Guide: Adults with Autism (See web site for details)</td>
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<td>Date</td>
<td>Home</td>
<td>Community</td>
<td>Workplace</td>
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| Sept. 27 | **Home:** Family Climate; Siblings with Disabilities; Parents of Children with Disabilities  
• No readings for this week  
✔ **Independent Activity 5**  
Essays by Adult Siblings (See web site for details.) |  |  | **Movie Review** |
| Oct. 4 | **Home:** Parents with Disabilities  
• **Young & Hawkins, 2005**  
✔ **Independent Activity 6**  
*I Am Sam* and the Combined Skills Model Activity Sheet (See web site for details.) |  |  | **Independent Activity 5:** Essays by Adult Siblings Response Sheet. |
| Oct. 11 | **Home:** Health Care Decisions; Sexuality  
• See course site for link to reading  
✔ **Independent Activity 7**  
Video and Viewing Guide: *Walk in Our Shoes* (See web site for details.) |  |  | **Independent Activity 6:** *I Am Sam* and The Combined Skills Model Activity Sheet |
| Oct. 18 |  | Speaker: Shelley Voelker  
✔ **Independent Activity 8**  
Video and Viewing Guide: *Art Brut* (See web site for details.) |  | **Independent Activity 7:** *Walk in Our Shoes* Viewing Guide |
| Oct. 25 |  |  |  | Exam 2 |
| Nov. 1 | **Community:** Residential Options; Leisure Activities; Social Networks  
• No readings for this week  
✔ **Independent Activity 9**  
Older Family-Carers’ Views on Future Accommodations (Gilbert, Lankshear, & Peterson, 2008) -- article and response sheet. (See web site for details.) |  |  | **Independent Activity 8:** *Art Brut* Viewing Guide |
| Nov. 8 | **Community:** Law Enforcement and Victimization; Civic Participation  
• **Cederborg & Lamb, 2008**  
✔ **Independent Activity 10**  
Ending the Silence (Bryen, Carey, & Frantz, 2003) – article and response sheet (See web site for details.) |  |  | **Independent Activity 9:** Older Family-Carers’ Views Response Sheet |
| Nov. 15 | **Workplace:** Discrimination (related to types of disabilities)  
• **Johnson, 2002**  
✔ **Independent Activity 11**  
Video: *Disabilities in the Workplace* (See web site for details.) |  |  | **Independent Activity 10:** Ending the Silence Response Sheet |
| Nov. 22 |  |  |  | **Application Activity**  
This week’s class will be online only.  
• Job Accommodations Network  
N/A |
| Nov. 29 | **Community:** Disabilities in Higher Education  
• Speakers – UNF On Campus Transition Program |  |  |  |
| Dec. 6 |  |  |  | Exam 3 |