Course Title: Psycho-Social Aspects of Disability

Course Number: HR 5100-104

Course Description:
This course is designed to discuss and examine the struggles in which persons with disabilities have engaged and the barriers they have had to overcome, as well as the barriers they continue to face in their quest to obtain the freedoms that persons without disabilities so freely enjoy. Additionally the course is designed to identify and discuss ways helping professionals can be of assistance to persons with disabilities. The following areas will be examined in some detail: disenfranchisement of persons with disabilities; attitudes toward persons with disabilities; Americans with Disabilities Act (ADA), and other legislative actions; disability rights movement; self-concept and self-esteem; role of family; and intervention strategies.

Class Dates, Location and Hours:
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: September 20, 2012

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Willie V. Bryan, Ed.D.
Mailing Address: 1141 N. Windemere Dr.
Oklahoma City, OK 73117
Telephone Number: (405) 424-2161
E-mail Address: williebryan@cox.net
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:
Upon completing this course, students will have an understanding of:

1. the Americans with Disabilities Act and other key legislation which impact the lives of persons with disabilities;
2. the disability rights movement and its impact on the lives of persons with disabilities;
3. how attitudes toward persons with disabilities affect their lives specifically, and society in general;
4. how to effectively work with persons with disabilities;
5. the roles family members play in the lives of persons with disabilities;
6. types of treatments which have contributed to the disenfranchisement of persons with disabilities; and
7. ways in which persons with disabilities are disenfranchised; needs of persons with disabilities.

Assignments, Grading and Due Dates:
Read the texts before the first class. Each student will select one of the topics listed below and write a paper with a minimum of eight (8) pages. The title page and the reference page do not count toward the 8 pages. Please number each page. The paper must cite at least three (3) sources (text may be included). Magazines and newspapers are acceptable. Use the *American Psychological Association Manual* style for references.

Topics:

1. Persons with disabilities as second class citizens: The student must address among others, the following issues with regard to this topic: a) Why have persons with disabilities been discriminated?; b) In what ways have persons with disabilities been discriminated?; c) What has been the impact of this discrimination in the areas of employment, education, and economics?; d) Some of the ways persons with disabilities are currently disenfranchised and the impact; and e) Ways of increasing public awareness of the needs of persons with disabilities.

2. The Landscape of Disabilities: Research and provide the current demographic statistics of African Americans, Asian Americans (Chinese, Japanese, Korean and Filipino), Euro-Americans, Native Americans, Pacific Americans (Native Hawaiians), and Hispanic/Latino/Latina (Cuban, Mexican, and Puerto Rican) who have disabilities. Additionally, identify and discuss some of the current social, economic, educational and employment issues facing the previously mentioned groups. The conclusion of the paper should discuss how persons with disabilities have been disenfranchised (discriminated) in American society and how they can be helped to improve their lives and become better integrated into American society.

3. Disability Rights Movement: The student must explain the disability rights movement; the impact this movement has had on the lives of persons with disabilities and American society in general; what independent living centers are; how the development of these centers has evolved; the purposes of the centers; the impact they have had; the various types of centers and how the student would improve and/or expand services of independent centers or other living arrangements for persons with disabilities.

4. Work: The student should write about the American work ethic and whether persons with disabilities have been disenfranchised because of an inability to meet the prevailing work ethic. Additional written discussion should deal with sheltered workshop employment and other work environments designed to assist persons with disabilities and their impact upon the employability of persons with disabilities. There should be discussion of ways to avoid devaluing persons because they cannot meet the prevailing work ethic. Also, the student should offer suggestions with regard to ways of improving employment opportunities for persons with disabilities.
5. Discrimination of Persons with Disabilities: The student should discuss various ways persons with disabilities are discriminated in American society; the impact this discrimination has on persons with a disability; the impact this discrimination has on American society; and what should be done to eliminate discrimination of persons with disabilities.

6. Attitudes: The student should discuss: a) how attitudes are formed; b) various attitudes held with regard to persons with disabilities; c) attitudes held by persons with disabilities and themselves; d) the impact various attitudes have on persons with disabilities; e) how some attitudes have changed; and (f) ways of promoting continuous improvement of societal attitudes toward persons with disabilities.

7. Family: The student should discuss: a) the impact of having a person with a disability in the family unit; b) roles a family play in the life of a person with a disability; and c) the impact of societal attitudes upon the family of a person with a disability.

Students are expected to include other relevant information.

Class Project:
Students will be divided into groups and assigned a topic to research, and present the results to the class. Additional discussion of this assignment will occur the first night of class.

Post-Seminar Assignment:
Second paper (due one week after the end of the class). Students are expected to write a paper minimum length of eight (8) double space pages (title page, abstract page and reference page do not count toward the eight pages), discussing how helping professionals can be of assistance to persons with disabilities. Student may address the paper relative to their work environment if they are in a helping profession. A minimum of three references must be provided as support of your contentions in the paper. I you are not working in what you consider a helping profession; you may evaluate your current work environment and discuss how persons with disabilities can be better integrated in the work environment. You are not required to discuss your work environment, the primary goal is to discuss how helping professionals can be of assistance to persons with disabilities.

Grading:

This is a letter-graded course: A, B, C, D, or F. A = 100 – 90; B = 89 – 79; C = 78 – 68; D = 67 – 57; F = below 57.

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Paper (see course requirements)</td>
<td>Last day of class</td>
<td>30</td>
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<tr>
<td>Class project (see class project)</td>
<td>During class sessions</td>
<td>30</td>
</tr>
<tr>
<td>Paper on how helping professions can assist persons with disabilities</td>
<td>One week after class has ended</td>
<td>30</td>
</tr>
<tr>
<td>Attendance</td>
<td>During class sessions</td>
<td>05</td>
</tr>
<tr>
<td>Participation</td>
<td>During class sessions</td>
<td>05</td>
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NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Willie V. Bryan, Ed.D.

Education
- 1973 Ed.D., Counseling, University of Oklahoma, Norman, OK
- 1972 M Ed, Counseling, University of Oklahoma, Norman, OK
- 1968 MS., Psychology, Oklahoma State University, Stillwater, OK
- 1966 BA, Education, Central State College, Edmond, OK

Current Positions
- Advanced Programs Professor since 1995
- Professor Emeritus, University of Oklahoma
- Professor Emeritus, College of Liberal Studies, University of Oklahoma

Previous Positions:
- Vice Provost for Educational Services, University of Oklahoma Health Sciences Center
- Registrar, University of Oklahoma Health Sciences Center
- Director of Academic Scholars, Health Sciences Center
- Director of Honors Program, Health Sciences Center
- Associate Professor, College of Public Health, Department of Health Promotion Sciences, University of Oklahoma Health Sciences Center
- Adjunct Professor, Human Relations, University of Oklahoma

Frequently Taught Advanced Programs Courses
- HR 5100 Psychosocial Aspects of Disability
- HR 5100 Family Counseling
- HR 5110 Helping Relationships

Representative Publications and Presentations

Representative Honors and Awards Received
- Superior Teaching Award-College of Liberal Studies-University of Oklahoma, 2009
- Rufus G. Hall Faculty Award-College of Liberal Studies-University of Oklahoma, 2008
- Oklahoma City Public School Community Involvement Award, 1996
- Dr. Willie V. Bryan Service Award - 1994
- Book Award, President’s Committee on the Employment of the Handicapped, 1985
- Special Honors Award, University of Oklahoma Association of Black Personnel, Black Peoples Union and Black Student Services, 1984
- Honorary Membership, Golden Key National Honor Society, 1982

Major Professional Affiliations
- American Lung Association, 1994 (Trustee)
- American Public Health Association, 1992
- Oklahoma Public Health Association, 1992
• Golden Key National Honor Society, Honorary Member, 1983 to Present
• American Association of Collegiate Registrars and Admissions Officers, 1979
• Oklahoma College Personnel Association, 1979
• The University of Oklahoma Black Faculty and Staff, 1972 to present
• National Réhabilitation Association, 1975