Course Information

Course Description
This course will introduce the student to the field of disability studies. Disability and chronic illness (CI) are often a major factor influencing an individual and/or family during one’s lifetime. People with a disability or CI may be considered a sub-culture of our society. Physical, cognitive, emotional, social, and cultural factors related to the presence of disability and CI throughout the life span will be explored. Emphasis is placed on those aspects of disability that affect the practice of physical therapy assessment and treatment.

Course Credits
2 credits (2-0-0)
Prerequisite Courses
Successful completion of previous DPT coursework.

Prerequisite Skills
Successful completion of previous DPT coursework.

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By completing all course requirements, students will be able to:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of, and appreciation for, the meaning of disability in today’s society. <strong>7A</strong></td>
<td>Lecture/Class discussions</td>
</tr>
<tr>
<td>Discuss a range of personal and societal responses to individuals with disability and chronic illness.</td>
<td>Guest Lecturers Class discussions</td>
</tr>
<tr>
<td>Describe and analyze the influence of disability on individuals as they move through the life span. This may include physiological and biomedical effects of disability as well as the psychological and social impact of disability and chronic illness on individuals and their families/caregivers. <strong>7D8</strong></td>
<td>Guest lecturers Class discussions</td>
</tr>
<tr>
<td>Discuss cultural differences based on age, gender, and ethnicity that may be expressed in the future by patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers. <strong>7D7, 7D8</strong></td>
<td>Lecture/class discussions Culture Project</td>
</tr>
<tr>
<td>Examine the differences in culture, generations, and gender that may be reflected in differences in values, preferences, and expressed needs. <strong>7D7, 7D8</strong></td>
<td>Lecture/class discussions Generational interviews</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes</strong></td>
<td><strong>Assignment(s) or activity(ies) validating outcome achievement:</strong></td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>Advocate for increased accessibility on the Angelo State University campus and additional facilities or home sites, determine limitations based on Texas Accessibility Standards or the ADA standards, and make recommendations (as needed) to reduce limitations to facilities managers or appropriate personnel. 7D1, 7D4, 7D5.</td>
<td>Environmental Accessibility Project</td>
</tr>
<tr>
<td>Internalize the role of the physical therapist as a patient advocate, resource for the community, and responsible member of an interdisciplinary health care team when working with persons with disabilities and their families at various points in the lifespan.</td>
<td>Lecture/class discussion Environmental Accessibility Project</td>
</tr>
</tbody>
</table>

**Course Delivery**
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. You will be expected to participate a Blackboard discussion group.

**Required Texts and Materials**
None

**Recommended Texts and Materials**
No textbook required. Materials will be provided.

**Technology Requirements**
To successfully complete this course, students need to be able to access Blackboard. Additionally, students must have access to Microsoft powerpoint. Students will also need the appropriate technology for communicating through online learning platforms such as Zoom, Collaborate, etc. including a webcam, microphone, laptop, desktop PC, or tablet, etc.

**Topic Outline**
See Course Schedule.
Communication
Under normal circumstances faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Grading
Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
</tr>
<tr>
<td>Environmental Accessibility</td>
<td>30</td>
</tr>
<tr>
<td>Generations Interview</td>
<td>20</td>
</tr>
<tr>
<td>DPT Research Day</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Professional behaviors
1. Promptness to class
2. No use of computers, iPads, smart phones or other technology for topics beyond the speaker’s presentation.
3. No eating during guest presentations.
4. Wearing of professional attire including nametag when guest speaker is present.
5. Evidence of preparation prior to class.
6. Respect for confidentiality of information shared
7. Completion of speaker evaluations within 48 hours of presentation.

Participation
1. Participation during in-class discussions.
2. Respectful listening and responses to speakers and classmates.

Environmental Accessibility Project
1. Information with criteria will be posted on Blackboard.
2. Students will be divided into small groups.
3. Each group will be assigned an area to evaluate for accessibility limitations.
4. Each group will research different approaches to minimize the accessibility limitations.
5. Each group will present their area, the limitations, and their ideas to the class and other interested parties.

**Generational Interviews**

1. Each student will be assigned a decade of life.
2. Each student will identify one person in that decade.
3. Each student will interview the identified person.
4. Written project should be formatted according to Guidelines for Written Assignments in the ASU DPT Student Handbook.
5. More information will be provided on Blackboard.

**DPT Research Day**

1. Attend the DPT Research Day presentations on Thursday, May 12th from 1:00 pm to 5:30 pm.
2. Critique assigned presentations using the criteria provided.
3. Turn in critiques electronically via Blackboard by noon, May 13th or a zero will be assigned.

**Grading System**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 percent
- B = 80.00-89.9 percent
- C = 70.00-79.9 percent

Mastery in the course is a minimum of 80% overall.

**Teaching Strategies**

The course will be taught using guest presenters, videotapes, discussions, and projects to enhance understanding of individuals differences.

**Late Work or Missed Assignments Policy**

POLICY ON LATE OR MISSED ASSIGNMENTS
Due dates and times for assignments are posted. Failure to submit your assignments on the assigned date will result in a five percent deduction for each day after the posted deadline. No papers or postings will be accepted more than one week past the assigned due date.

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)
- DPT Program Student Handbook located in the DPT Program Blackboard page.

**Student Responsibility and Attendance**

Please remember that it is extremely disruptive and unprofessional to be late for class, come to lab unprepared or be absent from class/lab, especially when group activities are scheduled.

1. **Absences**
   
a. Students will abide by the absence policy delineated in each course instructor’s syllabus.
   
b. In case of absence, the student is responsible for obtaining the skills and knowledge necessary to meet required mastery level. Faculty members are not obligated to remediate students in these circumstances.
   
c. Absences without prior notification will not be tolerated during any field or clinical experience. This may result in immediate removal from the clinical experience.
   
d. Student must notify their instructor(s) via email regarding their absence.

2. **Tardiness**

Tardiness is a disruption to the instructor and the students. A student is considered tardy when he/she arrives for class after the instructor has begun class activities. It reflects poor professional behavior and will not be tolerated. Students will abide by the tardiness policy delineated in each course instructor’s syllabus.

**Repeated tardiness or absences (>2 occurrences combined or mixed) will result in the initiation of a Disciplinary Tracking Form.**

Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse:

a. First offense - verbal warning  
b. Second offense - second verbal warning, initiation of Disciplinary Tracking Form  
c. Third offense - 1% off final course grade  
d. 1% off final course grade for each additional unexcused tardy or absence
Per the student handbook, 2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form. If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues. If the student is unable to attend class, it is the student’s responsibility to email the course instructor(s) of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal. The PT faculty is not oblivious to doctor’s appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

**Cell Phone.** Students must silence cell and place them out of sight during class. Permission may be granted, at the instructor’s discretion, to have a cell phone out during class. Students seeking permission to have cell phones out during class must do so prior to the start of class. The first offense includes a verbal warning that will be documented in the behavioral tracking sheet. The second offense includes the initiation of a disciplinary tracking form. The third offense will result in the convening of a disciplinary committee to decide upon further disciplinary action.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte
University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

**Student Absence for Observance of Religious Holy Days**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.
Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.
## Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Time</th>
<th>Topic/Assignments/Assessments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: January 24th</td>
<td>1:00-3:00</td>
<td>What is a disability? Differences, Potential, and Opportunities/present EAP project guidelines – Braden&amp;Weise</td>
</tr>
<tr>
<td>Week 2: January 31st</td>
<td>1:00-3:00</td>
<td>Dr. Carolyn Mason, Living with Disability – Huckaby</td>
</tr>
<tr>
<td>Week 3: February 7th</td>
<td>1:00-3:00</td>
<td>True Colors© Workshop led by Julie Ruthenbeck – Nicks</td>
</tr>
<tr>
<td>Week 4: February 14th</td>
<td>1:00-3:00</td>
<td>Panel moderated by Dallas Swafford – Huckaby</td>
</tr>
<tr>
<td>Week 5: February 21st</td>
<td>1:00-3:00</td>
<td>PT in the Military Danielle Langness, Capt, USAF, BSC, PT - Villers</td>
</tr>
<tr>
<td>Week 6: February 28th</td>
<td>1:00-3:00</td>
<td>What is culture? How does culture impact patient care? Hung&amp;Weise</td>
</tr>
<tr>
<td>Week 7: March 7th</td>
<td>1:00-3:00</td>
<td>Autism Spectrum Disorder Brandi Mendoza, Educational Specialist - Weise Generations Assignment - Weise</td>
</tr>
<tr>
<td>Week 8: March 14th</td>
<td>1:00-3:00</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>Week 9: March 21st</td>
<td>1:00-3:00</td>
<td>Hearing Impairments –Adrienne Miller, Au.D., CCC-A; Faith Charles Villers</td>
</tr>
<tr>
<td>Week 10: March 28th</td>
<td>1:00-3:00</td>
<td>Visual Impairments-Vance Lankford and colleague - Weise</td>
</tr>
<tr>
<td>Week 11: April 4th</td>
<td>1:00-3:00</td>
<td>Pediatric Speech Therapy – Working with PT &amp; Augmentative Comm. Lynsey Billings/Jessie Wymore (WTRC)-Weise</td>
</tr>
<tr>
<td>Week 12: April 11th</td>
<td>1:00-3:00</td>
<td>Residency Panel – Alumni – Villers Kelsey Ede, PT, DPT, SCS Baylee Hirt, PT, DPT, OCS Buck Schroeter, PT, DPT, OCS Autumn Hardin, PT, DPT, NCS</td>
</tr>
<tr>
<td>Week 13: April 18th</td>
<td>1:00-3:00</td>
<td>Misty Piazza – Caregiver Perspective – Nicks</td>
</tr>
<tr>
<td>Week 14: April 25th</td>
<td>1:00-3:00</td>
<td>Environmental Accessibility Project Presentations – Braden</td>
</tr>
<tr>
<td>Week 15: May 2nd</td>
<td>1:00-3:00</td>
<td>Student presentations of Generational Interviews - Generational Interview Transcript Due- DPT Research Assmt Description-Weise</td>
</tr>
<tr>
<td>Week 16: May 9th</td>
<td>Work on EAP Presentations</td>
<td>MAKE UP DAY FOR SPEAKERS AS NEEDED OR Class Time Credit – Work on EAP Presentations</td>
</tr>
<tr>
<td>Week 16: May 12th</td>
<td>1:00-5:30</td>
<td>DPT Research Day – Virtual Collaborate – Huang&amp;Weise</td>
</tr>
</tbody>
</table>
Grading Rubrics: see Blackboard per assignment

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of