

Psy 462 Psychology of Disability, Winter 2023, ECampus**Credit Hours:** 4**Enforced Prerequisites:** PSY 201 with C- or better or PSY 202 with C- or better or PSY 202H with C- or better**Professor:** Kathleen Bogart, PhD**Email:** kathleen.bogart@oregonstate.edu**Office location:** 227 Reed Lodge**Office phone:** 541-737-1357**Course Description**

Examines disability from social psychological and disability studies perspectives.

Emphasizes the social construction of disability and its inter- and intra-personal ramifications. Explores stereotyping, prejudice and discrimination, adaptation to disability, disability identity, working with people with disabilities, intersectionality, and sexuality.

Learning Objectives

Student Learning Outcomes

1. Distinguish between multiple perspectives and explanatory models of disability
2. Evaluate psychological research about disability
3. Describe key concepts of social psychological theory on stereotyping and prejudice and how it relates to the experiences of people with disabilities
4. Describe factors related to an individuals' response to disability, including identity, adaptation, and resilience
5. Develop critical thinking, writing, and presentation skills through reading, discussion, and presentations
6. Respect diversity by articulating the value and challenges associated with variation in human experience

Technology and Learning Resources

All assigned readings and additional course materials such as lecture slides, will be posted on Canvas:

<https://oregonstate.instructure.com>.

Your textbook is available for free through the OSU library as an ebook:

Dunn, D. (2014). *The social psychology of disability*. Oxford University Press.

<https://ebookcentral.proquest.com/lib/osu/detail.action?docID=1814981>

Class Communication

Email is the primary way to communicate with me. I will do my best to respond to questions within 1 business day or, if sent on the weekend, the following Monday.

Course Content and Evaluation**Grade point breakdown out of 174:**

Canvas discussion board and activities: 83

Midterm exam: 28

Advocacy article 17

Participatory Action Research Project:

Identify someone you will interview 2

Initial interview 10

Topic statement 10

Second interview 7

Final presentation 17

CANVAS DISCUSSION BOARD AND ACTIVITIES

Each week, you will read and/or watch scholarly and media work relating to disability and psychology, engage in

discussion with your classmates, and do other activities to help relate the material to your life and career goals.

ADVOCACY ARTICLE

Being able to educate the general public about disability issues is crucial for disability advocacy. Explain a concept or current issue related to the psychology of disability to the general public in an engaging style. You will write an article in the style of the *Psychology Today* Disability is Diversity blog run by Dr. Bogart.

<https://www.psychologytoday.com/us/blog/disability-is-diversity>. You will also peer review two other posts.

Outstanding articles may be selected for a collaboration to appear on Dr. Bogart's blog!

MIDTERM AND FINAL EXAMS

In order to assess your understanding of foundational topics covered in the first half of the course, there will be a short answer, open book, short answer exam that you will take on Canvas.

PARTICIPATORY RESEARCH PRESENTATIONS

Psychological research on disability has been criticized for not addressing issues that really matter to people with disabilities. Addressing this concern, participatory action research involves people with disabilities in the research process to identify and solve real world problems that are important to them. You will interview a person with a disability (using phone or videoconferencing is encouraged) to create a participatory action research proposal presentation.

Grading Scale:

Letter Grade	Percentage Range
A	92.5 – 100
A-	89.5 – 92.5
B+	86.5 – 89.4
B	82.5 – 86.4
B-	79.5 – 82.4
C+	76.5 – 79.4
C	72.5 – 76.4
C-	69.5 – 72.4
D+	66.5 – 69.4
D	62.5 – 66.4
D-	59.5 – 62.4
F	< 59.5

This grading scale is not negotiable. "Rounding up" or "bumping up" a grade is a violation of OSU's academic policy and would not be fair to other students. Extra credit is designed as a way for students to improve borderline grades, and it is your responsibility to earn these points according to the guidelines in this syllabus.

Extra Credit

To earn extra credit, you may write extra response essays. Select a peer-reviewed psychology article using PsycInfo or one of Dr. Bogart's Psychology Today blog posts at <https://www.psychologytoday.com/us/blog/disability-is-diversity>. Each essay is 1 point, for a maximum of 3 points. Submit on Canvas by 3/11 at 11:59 Pacific.

Attendance and Late Policy

There is a 24 hour grace period after the due date and time for course assignments. There is no need to notify me if you plan to submit course assignments up to 24 hours after the due date and time; no late points will be deducted. If you anticipate a longer delay in submitting assignments, please contact me to request an extension. You do not need to explain the reason for the extension. Simply state the assignment to be completed and when you are able to submit it.

Additional OSU Policies

Diversity Commitment

The School of Psychological Science in the College of Liberal Arts is a community that includes and values the voices of all people. As such, we recognize the social barriers that have systematically marginalized and excluded people and communities based on race, ethnicity, gender, sexual identity, socioeconomic background, age, disability, national origin and religion. We are committed to the equity of opportunities, and strive to promote and advance diverse communities. We value and proactively seek genuine participation from these historically under-represented and underserved groups, and recognize them as an essential component of creating a welcoming and rich academic, intellectual, and cultural environment for everyone.

Students with Disabilities

I am committed not only to the letter but also the spirit of the ADA. If you qualify for accommodations in any aspect of the course, I encourage you to use them, starting with the first class. Please let me know if you have suggestions for improving access to resources and class activities.

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at DAS website: <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Academic Integrity and Expectations for Student Conduct

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. [Link to Student Conduct Code: https://beav.es/codeofconduct](https://beav.es/codeofconduct).

Religious Holiday Statement

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

Reach Out for Success

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [website: oregonstate.edu/ReachOut](http://oregonstate.edu/ReachOut). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Course Schedule

Week	Topic	Readings/Materials	Key Assignment
1	Introduction to disability and disability models	Dunn Chapter 1 https://www.ted.com/talks/kathleen_bogart_the_psychology_of_ableism_feb_2022 https://www.psychologytoday.com/us/blog/disability-is-diversity/202204/we-need-talk-about-disability-in-psychology-classes	
2	Disability history and research: how do we know what we know?	Olkin, R., & Pledger, C. (2003). Can disability studies and psychology join hands? <i>American Psychologist</i> , 58(4), 296-304. Balcazar, F. E., Keys, C. B., Kaplan, D. L., & Suarez-Balcazar, Y. (1998). Participatory action research and people with disabilities: Principles and challenges. <i>Canadian Journal of Rehabilitation</i> , 12, 105-112.	Survey on disability beliefs
3	Ableism: a theoretical background	Dunn chapter 3 Park, J. H., Faulkner, J., & Schaller, M. (2003). Evolved disease-avoidance processes and contemporary anti-social behavior: Prejudicial attitudes and avoidance of people with physical disabilities. <i>Journal of Nonverbal behavior</i> , 27(2), 65-87.	Find an example of a disability trope in the media
4	Dismantling ableism	Dunn chapter 4 Silverman, A. M., Gwinn, J. D., & Van Boven, L. (2015). Stumbling in Their Shoes Disability Simulations Reduce Judged Capabilities of Disabled People. <i>Social Psychological and Personality Science</i> , 6(4), 464-471.	Identify a disabled person to interview
5	Adaptation to disability	Dunn chapter 5 Smith, D. M., Loewenstein, G., Jankovic, A., & Ubel, P. A. (2009). Happily hopeless: adaptation to a permanent, but not to a temporary, disability. <i>Health Psychology</i> , 28(6), 787-791. https://www.psychologytoday.com/us/blog/disability-is-diversity/202209/the-disability-paradox	Midterm

6	Disability identity and community	Dunn chap 6; Bogart, Rottenstein, A., Lund, E. M., & Bouchard, L. (2017). Who Self-Identifies as Disabled? An Examination of Impairment and Contextual Predictors. <i>Rehabilitation Psychology, 62</i> (4), 553–562. https://doi.org/10.1037/rep0000132 https://www.psychologytoday.com/us/blog/disability-is-diversity/202112/one-difference-between-inborn-and-acquired-disabilities	Report on first interview
7	Disability disclosure and pride	Corrigan, P. W., Kosyluk, K. A., & Rüsck, N. (2013). Reducing self-stigma by coming out proud. <i>American Journal of Public Health, 103</i> (5), 794-800. Bogart, K. R., Bryson, B., Plackowski, E., & Sharratt, N. (in press). "The elephant in the room": Disclosing facial differences. <i>Stigma and Health</i> .	Topic statement
8	Working with people with disabilities	https://www.youtube.com/watch?v=vEJ46Rfz2kc&ab_channel=Post-PolioHealthInternational Olkin, R. (2008). Disability-Affirmative Therapy and case formulation: A template for understanding disability in a clinical context. <i>Counseling & Human Development, 39</i> (8), 1-20. 5	Reflect on how your career goals intersect with disability
9	Disability across cultures	Norbury, C. F., & Sparks, A. (2013). Difference or disorder? Cultural issues in understanding neurodevelopmental disorders. <i>Developmental Psychology, 49</i> (1), 45-58. https://www.psychologytoday.com/us/blog/disability-is-diversity/202105/the-moral-model-disability-is-alive-and-well	Report on second interview
10	Sexuality and relationships	Hole, Schnellert, L., & Cattle, G. (2022). Sex: What Is the Big Deal? Exploring Individuals' with Intellectual Disabilities Experiences with Sex Education. <i>Qualitative Health Research, 32</i> (3), 453–464. https://doi.org/10.1177/10497323211057090 Huang, Chen, L.-L., Hung, S.-L., & Puthussery, S. (2022). Women's experiences of living with albinism in Taiwan and perspectives on reproductive decision making: A qualitative study. <i>Disability & Society, 37</i> (6), 916–932. https://doi.org/10.1080/09687599.2020.1867071	Advocacy article
Finals			Final presentation