# **RHAB 3100: Disability and Society**

University of North Texas

College of Health and Public Service

Rehabilitation Health Services

Winter Semester 2024/2025

Online, Asynchronous

**Instructor**

Katelyn Matkin, PhD, CRC

Pronouns: she/her/hers

Office Location: Chilton Hall 218N

Office Hours: by appointment

Email: katelyn.matkin@unt.edu

**Course Description**

This course is designed to investigate the human condition of disability. It will examine how disability is socially, historically, politically, and culturally constructed. Activities will be included to increase students’ knowledge of interactions among individuals, groups, and events related to disability. Theories of human behavior and disabilities will be discussed. An overview of the structure of human services in the United States will be presented, along with a focus on critical rehabilitation concepts and issues.

**Credit Hours**

The expectation of weekly course learning activities meets this 3-credit course. These include readings, discussions, and other student work as described in the syllabus.

**Pre-Requisites**

There are no prerequisites for this course.

**Course Objectives**

|  |  |
| --- | --- |
| Participation in the course and completion of course requirements will enable students to:  | This is met through participation in:  |
| Explore social and behavior processes related to disability including discrimination, stigmatization, and integration. |  ReflectionsDiscussions Case Studies  |
| Explore and test factors related to disability, such as the threats and environmental aspects.  | Reflections Case Studies  |
| Think critically about disability studies and rehabilitation. | ReflectionsDiscussions Case Studies  |
| Apply problem solving skills to evaluate the accessibility of existing facilities in relation to meeting the needs of people with disabilities.  | ReflectionsCase Studies  |
| Characterize the perspectives of others in relation to people with disabilities.  | Reflections Case Studies  |

## **Required Materials**

Wong, Alice. (2020). *Disability Visibility*. Vintage Books. ISBN: 978-1984899422.

To purchase through the bookstore, [click here](https://unt.bncollege.com/webapp/wcs/stores/servlet/TBListView?catalogId=10001&storeId=71237&langId=-1&courseXml=%3ctextbookorder%3e%3ccourses%3e%3ccourse%20dept=%22RHAB%22%20num=%223100%22%20sect=%22410(7638)%22%20term=%22W25%22/%3e%3c/courses%3e%3c/textbookorder%3e).

Additional readings will be assigned and made available via Canvas.

**Class Materials for Online Learning**

This course uses online learning components and will require access to several important tools. To fully participate in this class, students will need internet access to reference content on Canvas, and other computer applications to do homework assignments (e.g., Microsoft Word, etc). Information on how to be successful in an online learning environment can be found on [UNT’s website here](https://online.unt.edu/learn).

General Course Policies

**Learning Environment**

Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as outlined in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. The following are the course policies that should be followed during all discussions, activities, presentations, and testing:

1. Refrain from the use of profanity or derogatory statements about others.
2. Assignments are due on the dates noted in the course syllabus and Canvas course page.
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. While disagreements and debates are encouraged, please do so in a way that still maintains a safe and welcoming classroom space.

**Well-Being Statement**

Students often experience stressors that can impact both their academic experience and personal well-being. We recognize that students are more than just someone in a class. Students are encouraged to learn about and utilize UNT’s mental health services and/or other resources as needed. Resources can be found on [UNT’s student counseling services website.](https://studentaffairs.unt.edu/counseling-and-testing-services/student-counseling/index.html)

**Communication**

Communication is the key to success in this course! Please email any class-related questions to the instructor as soon as possible. It is helpful to include “RHAB 3100” in the title of your email directly to katelyn.matkin@unt.edu. It is students’ responsibility to communicate concerns or questions promptly (i.e., before deadlines have passed, or before class is missed).

As an instructor, I will work to maintain strong communication with you by:

* Posting announcements to Canvas when relevant (e.g., a change to our syllabus has occurred, I am running behind on grading, etc.).
* Returning email responses within 1-2 business days. I try to not answer emails over the weekend or late in the evening.
* Offering space to meet in person or 1:1.

**Examination Policy**

All examinations and assignments are open-book and should be completed individually unless otherwise noted in the assignment instructions. If technical difficulties arise while attempting to complete an online examination or upload an online assignment, don't hesitate to get in touch with the UNT Helpdesk [here.](https://aits.unt.edu/support)

**Academic Integrity Standards and Consequences**

This course and University promote the integrity of learning and embrace the core values of trust and honesty. A link to the full policy can be found [here](https://policy.unt.edu/policy/06-003).

**Turnitin Notice and Artificial Intelligence (AI)**

Writing assignments in this course will automatically be reviewed by Turnitin via Canvas. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, students’ papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively – skills essential to academic work. Turnitin will also check for the use of Artificial Intelligence (AI). To best support your learning, you should complete all graded assignments in this course yourself, without the use of generative AI. Please refrain from using AI tools to generate any content for an assignment unless explicitly specified by assignment instructions.

**ADA Accommodations and Accessibility**

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation(s) must first register with the Office of Disability Accommodation (ODA) to verify eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each family member prior to implementation in each class. Faculty members can ask students to discuss such letters during designated office hours to protect the privacy of the student. To learn more about the ODA process and connect with their office, view their website [here.](https://studentaffairs.unt.edu/office-disability-access/)

**F1 Visa Students Taking Distance Education Courses**

**Federal Regulation**: To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <https://www.ice.gov/sevis/schools/reg#f6iv>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads: for F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no online or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**: To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experiences integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Course Requirements

**Assignments and Points**

|  |  |
| --- | --- |
| Assignments  | Possible Points  |
| Discussion Posts (4)  | 15 points each = 60 points |
| Reflection Papers (2)  | 20 points each = 40 points |
| Case Studies (2)  | 25 points each = 50 points  |
| **TOTAL**  | **150 points**  |

**Grading Scale**

You are responsible for your grade. Canvas will be updated as soon as possible, but it is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

|  |  |  |
| --- | --- | --- |
| Letter Grade | Percentage | Total Points  |
| A | 90-100% | 135-150 points |
| B | 80-89% | 120-134 points |
| C | 70-79% | 105-119 points |
| D | 60-69% | 90-104 points |
| F | Less than 59% | Less than 89 points |

**Late Work Policy**

All assignments must be completed and turned in by the listed deadline (refer to our schedule and Canvas course for details on due dates; most of the assignments are due Sunday nights by 11:59PM). Late assignments will receive an automatic 10% grade deduction for each day the assignment is late. Exceptions due to illness or other extenuating circumstances will be made on an individual basis and will require you to notify the instructor before the assignment deadline.

# Description of Assignments

*Assignment-specific rubrics can be found on Canvas.*

## **Discussion Assignments (60 total points)**

Students are expected to complete all assigned readings and lectures every week. Lectures will be used for light content review of the reading, with an emphasis on application and discussion of the material. Therefore, both lectures and readings are critical for students to learn the material. Each discussion post should be **400-600 words** that synthesize the reading and lecture content for the given module and what you took from it. Each post should include:

* **Summarize:** offer a short paragraph (200-300 words) that summarizes the material, including the assigned reading and lecture content. What key concepts did you take away? What are the main themes?
* **Reflect:** offer a short paragraph (200-300 words) on what you took from the material. What did you already know about? How does this information relate to your future career? Think about your positionality related to the content.
* **Wander:** ask a question about the readings. Something you want to know more about, need clarification on, or want to discuss.

Following your discussion post, you must respond to at least 2 peers. Your response should be **100-200 words**. Responses should be substantial (e.g., more than simply agreeing with what your peer wrote in their response). This may include sharing a counterpoint or discussing relevant resources.

## **Reflection Papers (40 total points)**

Students will complete 2 reflection papers throughout the course. Students will choose from a list of chapter options from *Disability Visibility* and write a two-page reflection (double-spaced, 1-inch margins). You do not need to summarize the readings. In your reflection, you will describe your reactions and experiences with the material and how it interacts with your worldview.

## **Case Studies (50 total points)**

Students will complete 2 case studies throughout the course. These assignments are meant to provide a practical exercise in supporting future clients. Cases should be considered carefully and thoughtfully as if it was a real client. Following reading the case study, students will respond to specific questions. Additional details and questions will be provided in the Canvas assignment details.

## **Extra Credit**

Extra credit may be assigned throughout the semester with adequate notice.

# Course Schedule and Due Dates

*\*Subject to change with notice*

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Required Reading and Videos | Assignment(s) |
| **Week 1**12/16-12/22 | **Module 1**: Course Overview, Introduction to Disability  | Course Syllabus *Myths and Facts about People with Disabilities* (pdf) *Disability is Not a Bad Word* (pdf) | Discussion 1 (due 12/22 by 11:59PM)  |
| **Module 2**: Disability and Rehabilitation History, Disability Policy | *Despite the ADA, equity is still out of reach* (website) Fox and Marini (2024) (pdf)  | Reflection 1 (due 12/22 by 11:59PM) |
| **Week 2**12/23-12/29 | **Module 3**: Stigma, Discrimination, and Ableism  |  Dunn (2019) Chapters 2 and 3 (pdf)  | Discussion 2 (due 12/29 by 11:59PM) |
| **Module 4**: Intersectionality | *Disability Visibility* pp. 59-62 | Case Study 1 (due 12/29 by 11:59PM) |
| **Week 3**12/30-1/5 | **Module 5**: Models of Disability   | McCarthy (2018) (pdf)  | Discussion 3 (due 1/4 by 11:59PM)  |
| **Module 6**: Environmental Factors Related to Disability  | Sheer et al. (2003) (pdf)*Disability Visibility* pp. 205-226 | Reflection 2 (due 1/5 by 11:59PM) |
| **Week 4**1/6-1/10 | **Module 7**: Personal Factors Related to Disability – Relationships with Peers, Family, and Friends | Glover-Graf (2011) (pdf) *Disability Visibility* pp. 129-133 | Discussion 4 (due 1/10 by 11:59PM)  |
| **Module 8**: Disability Service Delivery and Careers in Rehabilitation | *None* | Case Study 2 (due 1/10 by 11:59PM) |