

KIN 360 – Disability Issues

School of Public Health

Course Information

Instructor Information

Instructor: Robbin Dunn, M.Ed., LOA

Email: robbind@unr.edu

Office Hours: Wednesdays 5:30-6:00 p.m. PST or by appointment

Course Description

This course is designed to help students gain awareness of and sensitivity to the issues related to people with disabilities. The course will provide an overview of disability issues from ethical, historical, philosophical, physiological, psychological and sociological perspectives.

Course Pre/Co-requisites

Junior/Senior standing

Class Procedures/Structure

Fully Online: This course will be delivered entirely online. Students will be required to access materials and complete activities and assignments online via WebCampus.

Required Texts/Course Materials

Technology: Because this is an online class it is critical that you have regular access to a reliable computer and internet connection.

Required Textbook: *"About Us: Essays from the Disability Series of the New York Times"* - Peter Catapano, Editor.

Supplemental Readings & Films: A variety of book chapters, articles, and films and video clips are also assigned throughout the semester. They are posted within the appropriate modules in WebCampus. I recommend you take notes/journal as you do the readings and while watching assigned videos. Following these tips will help your performance on quizzes and exams.

Student Learning Outcomes

Upon completion of this course, students will be able to demonstrate:

- Awareness of your own attitudes towards individuals with disabilities (**CO 10**)
- Knowledge of the principles of self-determination and inclusion (**CO10**)
- Knowledge of the history of services to people with disabilities
- Knowledge of ethical considerations focusing on current trends, laws and issues affecting PWDs (**CO 10 & 12**)
- Knowledge of the principles and issues of advocacy and self-advocacy
- Knowledge of ethical issues when accessing assistive technology and universal design (**CO 10 & CO12**)
- Knowledge of how ethics principles can affect services to people with disabilities and how services/principles continue to change (**CO12**)
- Awareness of how ethics principles influence equity for PWDs – focusing on micro/macroaggressions, ableism and examinations of the social/medical models of disability (**CO12**)
- A multidisciplinary understanding of disability

Core Objectives

CO10 Diversity & Equity: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

CO12 Ethics: Students will demonstrate understanding of the ethical principles in general or in application of specialized knowledge, results of research, creative expression, or design processes. Students will demonstrate an ability to recognize, articulate, and apply ethical principles in various academic, professional, social, or personal contexts.

Course Requirements

Below is a summary of all assignments due. If assignment expectations are not clear, it is the responsibility of the student to contact the instructor **prior to the assignment due date** for clarification.

Weekly Quiz/Module Activities (300 points).

Readings will be assigned for each module on WebCampus. A quiz or activity will be assigned on the readings. Activities allow students to engage further with concepts covered in video lectures and other course materials to help enhance understanding of course content. Many activities involve interaction among group members and so completion at the time that other group members are participating is important, therefore late submissions are not accepted under any circumstances.

There will also be a module activity each week on the videos and lecture.

Discussion Groups (140 points)

Each student will be assigned to a discussion group. Topics will vary. Students will post a minimum of two times in their discussion group by the due date. Points will be based on thoughtful, thorough comments and responses. Seven discussions total worth 20 points each

Community Accessibility Assignment (150 points)

Each student will complete an ADA/ADAAA accessibility checklist of a locally run business, facility, or nongovernmental agency. The business cannot be located on the UNR campus. Please submit the completed checklist and a double-spaced, typed summary of at least two (2) pages in length (longer is fine) with your findings and recommendations. This paper does not need to be in APA format. See the Assignments tab on WebCampus for rubric and sample papers. **(CO 12)**

Experiential Exercise and Analysis (150 points)

The meaning of disability is best found in the study of people and their lived lives. A key component of this course is about being exposed to and sharing in moments of daily life of people with disabilities. You are required to have a minimum of 10 contact hours of active engagement with people with disabilities. The experience(s) must be arranged by you.

- a) You must keep a typed or handwritten log of experiences to turn in with the paper. The log must contain a brief summary of each volunteer experience and enough information for you to write a minimum **four-page analysis** of the experiences. Throughout the analysis, students should tie volunteer experiences to topics, articles, guest speaker topics and discussions from CHS 360.
- b) Submit the retrospective analysis, the signed volunteer form and the log (please scan/photograph and upload log if it is handwritten).

----OR----

Media/film project due (150 points) For this project, you will find 10 hours of films or documentaries relating directly to disability (a list will be provided, popular media may not be used). For each film you will write a brief summary/synopsis of the film in your own words, along with an analysis of how it relates to issues, topics, articles, guest speakers and discussions from class. See the Assignments tab for prompts, guidelines and sample papers. **(CO 10)**

Final (260 points)

Cumulative final online. A final review will be in the recorded lecture the week before the final.

Extra Credit (up to 10 points each)

Events during the semester will be posted in the Extra Credit module section on WebCampus. Students will attend the event/complete the activity and submit a minimum two-page summary referencing topics from class as they apply to the event and reflecting on the experience (along with supporting documentation, if applicable). A selfie from the event must be provided with the paper

(not needed if extra credit does not involve attending an activity). There are also webinars available all semester in the extra credit module. Students can earn up to 20 points of extra credit.

Grading Criteria, Scale, and Standards

Grades are based on the scale below.

A: 93.00% - 100%	C: 73.00% - 76.99%
A-: 90.00% - 92.99%	C-: 70.00% - 72.99%
B+: 87.00% - 89.99%	D+: 67.00% - 69.99%
B: 83.00% - 86.99%	D: 63.00% - 66.99%
B-: 80.00% - 82.99%	D-: 60.00% - 62.99%
C+: 77.00% - 79.99%	F: <60.00%

All written assignments must be typed in a standard 12-point font (Times, Arial, etc.) and ***double spaced with one-inch margins***, unless otherwise noted.

All written assignments will be graded on content, clarity, synthesis of ideas, as well as writing style, including organization, works cited, grammar, punctuation and spelling. Your student fees cover usage of the Math Center (784-4433 or unr.edu/mathcenter/), Tutoring Center (784-6801 or unr.edu/tutoring-center/), and University Writing Center (784-6030 or unr.edu/writing-center/). These centers support your classroom learning; it is your responsibility to take advantage of their services.

All papers must have an introduction and conclusion.

Late Work or Make-up Exams Policies

Late quizzes, assignments and papers will be marked down 25% for each day late. Please communicate any difficulties with the instructor as soon as you possibly can so arrangements can be made for excused absences/situations and make up/late work.

Netiquette Expectations

When communicating online to me or other students, please remember the following general tips:

In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner. The first 10 students to email me their favorite food in the subject line will receive extra credit points.

- Treat me and your fellow students with respect in all online communication.
- Use clear and concise language. Be respectful of readers' time and attention.
- All college level communication should have correct spelling and grammar.

- Avoid slang terms and texting abbreviations such as “u” instead of “you” in emails, on discussion boards, and especially on micro-exams.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Overall, you should use common sense when communicating electronically. In the same way that you would present yourself in person to make a positive and constructive impression you should always do the same when taking an online course. Make sure your digital impression is a clear and positive one.

Policies & Resources

Statement on Academic Dishonesty

"The University Academic Standards Policy defines academic dishonesty, and mandates specific sanctions for violations. See the University Academic Standards policy: [UAM 6,502](#)."

Quizzes: Students may refer to notes and other course materials when completing quizzes. If you do not actually watch the video lectures, please acknowledge that on the quiz where asked. You may be able to guess answers or get them from a classmate but, but you are only hurting yourself if you do so. Instructors are able to view which students have accessed the lectures. Quizzes are intended to be an incentive to watch the video lectures, do the readings, etc. so that you actually learn the material. **You may not post quiz questions or answers to any websites or otherwise share them; doing so is considered an attempt to cheat and will be reported to the Office of Student Conduct.**

Activities: Please follow instructions on activities; some are to be done independently and some are to be done collaboratively with your group members. In some activities you are asked to gather information from outside sources. Be sure you cite your source. If you copy/past language from the other source you must put it inside quotation marks to indicate that the words are not your own. Be sure to quote/italicize the titles of any media you use in your assignments.

Plagiarism is stealing the words, thoughts, ideas, organization, or data of another person without giving proper credit. Plagiarism includes taking ideas without credit, copying words without quotation marks and citations, paraphrasing without credits, and using facts, statistics, graphics, etc. that is not common knowledge without giving proper credit. Plagiarism can be avoided by using quotation marks, citations, summarizing information using your own words or thoughts, etc. As is the policy of the School of Public Health, an assignment that has been plagiarized (in part or whole) will receive a grade of “F” for the assignment on the first offense. If there is a second case of plagiarism, the student will receive an F for the course and be reported to University officials. Using words generated by artificial intelligence, in part or full, in your assignments is a violation of the University Academic Standards and subject to disciplinary actions just like any other plagiarism cases.

It is expected that each student will conduct him or herself with the guidelines of the honor system. All academic work must be done with the high level of honesty and integrity that this University demands. There will be no make-up exams without an official, written statement of need for the absence by a doctor, Dean, etc. If you are sick or have a conflict, please contact the instructor prior to the exam.

Failure to Comply with Policy (including as outlined in this Syllabus) or Directives of a University Employee: In accordance with section 6,502 of the University Administrative Manual, a student may receive academic and disciplinary sanctions for failure to comply with policy, including this syllabus, for failure to comply with the directions of a University Official, for disruptive behavior in the classroom, or

any other prohibited action. "Disruptive behavior" is defined in part as behavior, including but not limited to failure to follow course, laboratory or safety rules, or endangering the health of others. A student may be dropped from class at any time for misconduct or disruptive behavior in the classroom upon recommendation of the instructor and with approval of the college dean. A student may also receive disciplinary sanctions through the Office of Student Conduct for misconduct or disruptive behavior, including endangering the health of others, in the classroom. The student shall not receive a refund for course fees or tuition.

Communication Expectations

Instructor/Teaching Assistants

- In addition to posting regular content in the modules, we will also communicate with students using the tools listed below.
 - Announcements (updates, reminders, clarifications, etc.)
 - WebCampus messages (for student-specific communication)
- We will do our best to reply to emails within 24 hours M-F and within 48 hours on weekends and holidays. If you do not receive a reply within that time frame please follow up.
- Fellow students are welcome to reply to questions; we will 'like' correct answers and post corrections or additional information if needed.

Students

- Please ensure that your contact information is correct in MyNevada/WebCampus so that you will receive course announcements sent via email.
- Check your WebCampus notification settings and enable announcements to be automatically forwarded to your email. You may want to enable other push notifications as well.
- Please check WebCampus announcements, modules, and the course syllabus for questions about class logistics. Please email instructor/TAs (preferably through WebCampus) for unanswered questions only if you have already looked for the answer in posted materials.
- If you think there is a mistake with one of your grades, please email to request review within one week of grade posting. Within the last two weeks of class, please email within 48 hours.

Statement of Disability Services

If you are a student who would normally seek accommodations in a traditional classroom, please contact me as soon as possible. You may also contact the Disability Resource Center for services for online courses by emailing drc@unr.edu or calling 775-784-6000. Academic accommodations for online courses may be different than those for seated classrooms; it is important that you contact us as soon as possible to discuss services. The University of Nevada, Reno supports equal access for students with disabilities. For more information, visit the [Disability Resource Center](#).

This course may leverage 3rd party web/multimedia content, if you experience any issues accessing this content, please notify me.

Academic Success Services

Your student fees cover usage of the [Math Center](#) (775) 784-4433, [Tutoring Center](#) (775) 784-6801, and [University Writing Center](#) (775) 784-6030. These centers support your classroom learning; it is your

responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording

Instructor-created Recordings: All posted video lectures are intellectual property of the instructor and are only to be viewed by enrolled students. You are not permitted to download or share videos or use them for any non-class related purposes.

Statement on Maintaining a Safe Learning and Work Environment

The University of Nevada, Reno is committed to providing a safe learning and work environment for all. If you believe you have experienced discrimination, sexual harassment, sexual assault, domestic/dating violence, or stalking, whether on or off campus, or need information related to immigration concerns, please contact the University's Equal Opportunity & Title IX office at 775-784-1547. Resources and interim measures are available to assist you. For more information, please visit the [Equal Opportunity and Title IX](#) page.

Counseling Services

The Office of Counseling Services provides confidential psychological counseling for concerns such as academic performance, stress and anxiety, depression and suicide, eating disorders, grief and loss, and relationship issues. AD/HD assessment is also available for students referred via the Disability Resource Center or Student Health Center. Students may call (775) 784-4648 for appointments or walk in for urgent needs during regular business hours.

Pack Provisions

Pack Provisions provides students with access to perishable and non-perishable foods, meals on campus, school supplies, hygiene items and more. ASUN Center for Student Engagement (JCSU 3rd floor). Please visit website for hours and more information. <https://www.unr.edu/student-engagement/engagement-support-services/pack-provisions>

How to View Instructor Comments on your Assignment in WebCampus

<https://guides.instructure.com/m/4212/l/54359-how-do-i-view-assignment-comments-from-my-instructor>

Note: If you comment on my comment, I do not receive a notification that you have done so and therefore will not know it is there. Please either email me your comments or send me an email letting me know you replied to my comment.

Course Schedule

Assignments are due by midnight each Friday with the exception of the papers and final. See specific due dates for papers.

Week 1 Week of 1/22	Topics	Introduction to Disabilities Language and Attitudes as Applied to Disabilities
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	KWL and Syllabus Review Quiz on readings

Week 2 Week of 1/29	Topics	Disability in the Media
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 3 Week of 2/5	Topics	History of Disability
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Scavenger Hunt on History web article Module Activity

Week 4 Week of 2/12	Topics	Legal Aspects
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Legal aspects activity and discussion Module Activity

Week 5 Week of 2/19	Topics	Introduction to Ethics Principles and Applications to PWDs
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Ethics principles activity – apply chart Module Activity

Week 6 Week of 2/26	Topics	Inclusion and Self Determination
	Learning Activities	Lecture and lecture videos (Note: lecture is for this module and the next module) Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 7 Week of 3/4	Topics	Transition and Employment
	Learning Activities	Lecture and lecture videos (Note: lecture is for this module and the last module) Assigned readings
	Assignments Due	Quiz on readings Module Activity Job development activity

Week 8 Week of 3/11	Topics	Ethics Principles as Applied to Medical and Social Models
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 9 Week of 3/18	Topics	Mental Health
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Mental health activity

Week of 3/25 – Spring Break

Week 10 Week of 4/1	Topics	Family and Societal Issues
	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 11	Topics	Ethics Principles as Applied to Micro/macroaggressions and Ableism
Week of 4/8	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 12	Topics	Assistive Technology/UDL and Ethics in Provision
Week of 4/15	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 13	Topics	Senior Issues and Aging Sexuality and Disability
Week of 4/22	Learning Activities	Lecture and lecture videos Assigned readings
		Experiential Analysis paper due 12/3

Week 14	Topics	Cultural Perspectives Current Events and Advocacy
Week of 4/29	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Quiz on readings Module Activity

Week 15	Topics	Ethics Readings and Point of View Analyses
Week of 5/6 Prep day 5/8	Learning Activities	Lecture and lecture videos Assigned readings
	Assignments Due	Point of view ethics discussions and project Module Activity

Final	Topics	Final exam
	Assignments Due	Final on 5/10

Paper Due Dates:

Community Accessibility/ADA paper: 2/25

Experiential Analysis/Media paper: 4/28

Final: 5/10