

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Human Development and Family Studies
Course Number and Title:	HDFS 315 Disability across the Lifespan and Culture
Division:	Upper
Faculty Name:	Lisa A. Daunhauer, ScD
Semester Credit Hours:	3

Meeting: A days, 0930-1050 in Vierjahres

Prerequisites: It is preferred, but not required that students have taken an introductory course in human development to enroll in this course.

COURSE DESCRIPTION

HDFS 315 Disability across the Lifespan and Cultur

"See the person, not the label." Dr. Temple Grandin. Using an interdisciplinary perspective, this course will develop your understanding of individuals who have disabling conditions relevant to careers in health, educational, rehabilitation, and human service professions. You will learn about the causes, outcomes, and intervention of commonly occurring disabilities and health conditions (e.g., congenital disabilities, diabetes, spinal cord injuries). You also will explore how disabilities interact with the broader context including life stage, family, culture, society, and environment using an international classification of function and disability. Relevant prevention, intervention, and culturally competent approaches will be addressed. What will you gain by taking Disability across the Lifespan? In this course you will learn: 1) the characteristics, causes, and major treatment approaches of representative disabilities and how they affect cognitive, physical, or psychosocial development at various life stages; 2) how the effects of the broader developmental, cultural, environmental contexts may facilitate or hinder function and outcomes when an individual has a disability; and 3) transferable skills to observe, analyze, and communicate the effects of context (e.g. life stage, culture, environment) on individuals with disabilities.

LEARNING OBJECTIVES

Students will:

1. Demonstrate knowledge of history, philosophy, and definitions related to disability and developmental disabilities across the lifespan.
2. Demonstrate understanding of conceptual frameworks and tools for understanding disability and inclusionary practices in the community.
3. Acquire specific knowledge regarding the interaction between disabilities and development across the major life stages (conception through old age).

4. Describe concepts related to independence, inclusion, choice and self-determination, empowerment, access, and acceptance for individual differences as they related to various life stages and culture.
5. Apply conceptual frameworks guiding our understanding of policy related to services for individuals with disabilities across the lifespan.
6. Compare societal responses to disability across cultures.
7. Analyze how environments (physical, social, familial, cultural) facilitate or impede participation of individuals with disabilities.

REQUIRED TEXTBOOKS

AUTHOR: Smart, J.

TITLE: Disability across the Developmental Lifespan

ISBN #: 978-082610734, 0826107346

DATE/EDITION: 2015 (2nd edition)

AUTHOR: Iriarte, E. G., McConkey, R., & Giligan, R. (Ed.s)

TITLE: Disability and Human Rights: Global Perspectives

ISBN #: 978-1137390653, 1137390654

DATE/EDITION: 2015

Required Materials: a standard locking, retractable measuring tape (at least 8 feet long)

TOPICAL OUTLINE OF THE COURSE

Please note: The two textbooks are abbreviated as Smart and IM&G followed by the assigned chapter(s). All other readings are listed in abbreviated format (author, year, title) and the full reference is located in the Electronic Course Materials section.

Day	Topic	Reading
Depart Ensenada, Mexico – January 5		
A1–Jan 7	Overview Disability Defined	Goodley (2017) Beginnings: Conceptualizing Disability in a Global World International Classification of Function
A2–Jan 9	Disability and Developmental Stages, Adjustment to Disability Principles of lifespan development	Smart CH 1, 2
A3–Jan 11	Disability Rights and Access for Individuals with Disability	IM&G CH 3 ADA Technical Manual
Honolulu, Hawaii Jan 12		

A4–Jan 14	Global Cultures and Understanding Disability	IM&G CH 5
Jan 16–International Date Line crossing (Lost Day)		
A5–January 17	Understanding Causes of Disability	Smart CH 9
Study Day (No Class) – Jan 19		
A6–Jan 20:	Theories of Development and Acquisition of Disabilities	Smart CHs- assigned in groups to present one of CH 3-8
A7–January 22	Theories of Development and Acquisition of Disabilities cont'd	Smart CHs- assigned in groups to present one of the following: CH 3-8
Kobe, Japan – January 24-28		
A8–January 29	Concept of Independence	IM&G CH 13 - Independent Living: Experiences from Japan and the Asia-Pacific Region Kayanma & Haight (2013). Disability and Stigma: How Japanese Educators Help Parents . . .
Shanghai, China – January 31 - February 1		
In-Transit – February 2-3		
Hong Kong, SAR – February 4-5		
A9–February 6:	Pregnancy and Infancy Congenital Disabilities	Smart CH 10 (pp 195-210) Ngo et al., (2013). Voices from Vietnam: Experiences of children and youth with disabilities, and their families, from an Agent Orange affected rural region.
Ho Chi Minh City, Vietnam – February 8-13		
A10–February 14	Pregnancy and Infancy Cont'd Children's Rights	Smart CH 10 (remainder) IM&G CH 3
Community Programming (No Class) – February 16		
A11–February 17	EXAM 1	
Yangon, Myanmar – February 19-23		
A12–February 24	Toddlerhood-Early Childhood	Smart CH 11
A13– February	Toddlerhood- Early Childhood Parenting children with disabilities	Gupta et al. (2012). Parenting stress in raising a child with disabilities in India.
Cochin, India – February 28 - March 5		
A14–March 6	School Age	Smart CH 12
Community Programming (No Class) – March 7		
A15–March 9	School Age	IM&G CH 9- Access to Educational Experiences in South Africa
Port Louis, Mauritius – March 11		
A16–March 12	Adolescence-Emerging Adulthood	Smart CH 13

A17—March 14	Adulthood	Smart CH 14
A18—March 16	Adulthood Cont'd Disability Social Exclusion and Poverty	IM&G CH 6
Cape Town, South Africa — March 18-23		
A19—March 24	Access to Employment	IM&G CH 12
A20—March 26	Assistive Technology	IM&G CH 10 Boussarihan et al. (2014). The accessibility of Moroccan public websites
A21—March 28	Inclusive Health Disability Barriers and Progress	IM&G CH 11 Reynolds (2010) Disability Culture in West Africa
Tema, Ghana — March 30 - April 1		
Takoradi, Ghana — April 2-3		
A22—April 4	Older Adults	Smart CH 15
A23—April 6	Older Adults Cont'd Supporting Family Caregivers	IM&G CH 15
Study Day (No Class) — April 8		
A24—April 9	Course Reflection	
Casablanca, Morocco — April 11-14		
A25—April 15	EXAM 2, not cumulative	
Arrive Hamburg, Germany — April 19		

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Paper

The field class for this course is on **Wednesday, 3 April in Tema, Ghana.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Sister Elizabeth Newman-Catholic Orthopedic Center- Ghana

Country: Ghana (Team), Day 5, April 3rd

Idea: Learn and experience rehabilitation programs at the Orthopedic Center. Interact with students through service project and lunch.

Objectives:

1. Understand challenges and supports relative to families with disabilities in Ghana including issues such as to urban-rural families, income and poverty, health and family policies..

2. Interact with individuals students at the OTC program.
3. Participate in a service project.
4. Analyze the positive and negative impacts of people and organizations from “developed countries” on Ghanaians

Independent Field Assignments

The independent field assignments will be worth 25% of your final grade in this course (5% first one and 10% each for the second two). Students will focus on self-developed research questions related to how the environment (physical, social, familial, cultural) supports or hinders inclusionary practices for individuals with disabilities in three different countries. Students will then develop a short power point presentation for each of the three that introduces their observations, discusses the findings, and provides thoughts on any limitations and where their study could go in the future. Students will conduct their study in three different ports (ideally one from each larger area we will visit: East Asia, South Asia, and Africa). Students will have time in class, following each port, to share what they discovered. We will compare and contrast ports as we move along on the voyage. Further details will be discussed in class. However, topics can include participation of individuals (in everyday activities); accessibility (e.g., public buildings, street crossings, and curb cuts); relationships; employment; and interviews of individuals with disabilities.

Description of Assignments, Exams other than Field Class and Independent Field Assignments

Class Participation

Students are required to attend class on a regular basis, complete assigned readings, and actively participate in class discussions. Evaluation will be based on the quality of contributions of each student. To be a full and active participant, students must come to class with the material read.

Exams

Two exams are given for this course. The exams will include a combination of multiple-choice, short answer, and essay questions. Exams are not cumulative. The exams will cover all textbook, lecture, and any guest-lecture material. Students who will have a sanctioned absence or other valid reason for rescheduling an exam need to request an earlier exam time well in-advance of the exam. Exams should only be missed in the case of emergencies and documentation from Student Case Management will be required to schedule a make-up exam, which may be in essay format.

METHODS OF EVALUATION

Final grades will be calculated as follows:

<u>Assignment</u>	<u>points</u>	<u>percentage</u>
Class Participation	150	15
Exam 1	150	15
Exam 2	250	25
Field Class Assignment Paper	200	20
Independent Field Assignments [presentations]	250	25

Total Possible	1000	100
----------------	------	-----

GRADING SCALE

Course instructors should indicate on the syllabus the grading system used in the course. The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+, and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors before any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict regarding this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class should contact ISE to discuss their individual needs. Any accommodation must be discussed promptly before implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months before the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies fundamentally upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's work. A pervasive attitude promoting

academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUEST

Title of Film: Murderball
Distributor: MTV Films/Think Film

Title of Film: Benda Bilili
Distributor: UN Development Programme (UNDP)

Title of Film: Citizen Sam
Distributor: https://www.nfb.ca/film/citizen_sam/

Title of Film: Accsex (India)
Distributor: YouTube

Title of Film: Some In, Some Out
Distributor: YouTube

Title of Film: Freedom Machines
Distributor: YouTube

ELECTRONIC COURSE MATERIALS

Bousarhane I and Daoudi N/ (2014). The accessibility of Moroccan public websites: Evaluation of three e-government websites" *Electronic Journal of e-Government Volume 12* (1) 67-81, available online at www.ejeg.com

Serviss, G. P. (1911). A trip of terror. In *A Columbus of space* (pp. 17-32). New York, NY: Appleton

Goodley, D. (2017). Beginnings: Conceptualising disability in a global world. In *Disability Studies: An interdisciplinary introduction 2nd ed.* (pp. 1-21). Los Angeles, CA: Sage.

Gupta, V. B., Mehrotra, P., & Mehrotra, N. (2012). Parental stress in raising a child with disabilities in India. *Disability, CBR and Inclusive Development*, 23, 41-52.

- Kayama, M., & Haight, W. (2013). Disability and stigma: How Japanese educators help parents accept their children's differences. *Social Work, 59*, 24-33.
- Ngo, A., Brolan, C., Fitzgerald, L., Pham, V., & Phan, H. (2012). Voices from Vietnam: Experiences of children and youth with disabilities, and their families, from an Agent Orange affected rural region. *Disability & Society, 28*, 955-969.
- Reynolds, S. (2010). Disability culture in West Africa: Qualitative research indicating barriers and progress in the Greater Accra region of Ghana. *Occupational Therapy International, 17*, 198-207.
- Trani, J.-F., Bakhshi, P., Myers Tlappek, S., Lopez, D., & Gall, F. (2015). Disability and Poverty in Morocco and Tunisia: A Multidimensional Approach. *Journal of Human Development and Capabilities, 16*(4), 518- 548. doi:10.1080/19452829.2015.1091808

ADDITIONAL RESOURCES

Potentially my students may need supplies (e.g., supplies to create a game to interact with a group) to enhance their Field class day.