REH 6260 Syllabus
Human Growth and Development in Rehabilitation
Fall Semester 2014
Dr. Julie Smart

Council on Rehabilitation Education (CORE) Competencies Addressed in this Course

- Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including the following:
- Theories of individual and family development and transitions across the lifespan.
- Theories of human behavior including an understanding of developmental crises, psychopathology, situational and environmental factors that affect both normal and abnormal behavior
- Strategies for facilitating optimum development over the life-span.
- Ethical and legal considerations.

General Information


Professor: Julie Smart, Ph.D., CRC, NCC, LPC, ABDA, CCFC, ABPC, LVRC
Jones Education Building 322, Phone 435-797-3269

A Course Reader has been prepared for this class. Dr. Smart will lecture from this Course Reader and will refer to page numbers in the Course Reader. The Course Reader closely follows the textbook and will eliminate a great deal of note-taking, but not all!

Office Hours: Monday-Friday, 1:00 p. m to 3:00 p.m.

Class Time: Monday, 5:00 to 7:30 p.m. (Mountain Time)
For on-campus students, class will be held in the HSRC 105.
Course Description
This course provides an overview of the major developmental theories and the way in which these theories relate to various types of disabilities, with differing types and times of onset. Issues faced by individuals at each of the life stages are presented as well as methods to provide effective and appropriate support. Major career development theories are also presented.

Course Schedule

Class #1—August 25
Overview
Demographic Changes
Developmental Theories and Disability
Theory: Freud
Course Reader #1
Textbook: Chapters 1 & 2

NO CLASS ON MONDAY, SEPTEMBER 1 – LABOR DAY

Class #2—September 8
Theory: More Psychoanalytic
Developmental Stage: Pregnancy
Disability Considerations:
- Prenatal testing and abortion of fetuses with disabilities
- Ethical considerations of prenatal testing
- The end of the Deaf Culture?
- The rising rates of congenital disabilities due to neonatal medicine
- Congenital disabilities are typically low incidence disabilities
- Congenital disabilities—disenfranchised grief
- Fetal Alcohol Syndrome

For these two books, please go to the internet and read overviews of these books.


Course Reader #1
Textbook: Chapters 3 & 10
Class #3—September 15
Theory: Erikson
Developmental Stage: Toddlerhood
Disability Considerations:
   Early intervention programs
   Overprotection of parents
   Polio epidemics
   Learning Disabilities
Course Reader #2
Textbook: Chapters 4 & 11

Class #4—September 22
Theory: Piaget & Vygotsky—Cognitive Theories
Developmental Stage: Early School Age
Disability Considerations: Entering School:
   First diagnoses of sensory disabilities
   Residential, self-contained classrooms or full inclusion?
Laura Bridgeman—the first “Helen Keller”
Course Reader #3
Textbook: Chapters 5 & 12
TAKE-HOME QUIZ #1 DUE

Class #5—September 29
Theory: Skinner—Behaviorists
Developmental Stage: Early adolescence
Disability Considerations:
   Body image
   Sexual and intimacy concerns
   Dating for adolescents with disabilities
The Polio Epidemics
Course Reader #5
Textbook: Chapters 6 & 13

Class #6—October 6
Theory: Maslow and the Humanists
Developmental Stage: Middle Childhood
Disability Considerations:
   Peer groups for children with disabilities
   Atypical experiences of children with disabilities
The lack of role models for children with disabilities
Substance abuse

Course Reader #4
Textbook: Chapters 7 & 12

Class #7—October 13
Theory: Kolberg—Ethical Development
Developmental Stage: Later adolescence
Disability Considerations:
Career exploration for adolescents with disabilities
Developing an occupational identity
Mental illnesses, such as schizophrenia, with a late adolescence onset
Separating from parents (sometimes overprotective parents)
The continuum of independent living
Traumatic Brain Injury is the only disability that typically is acquired by one
gender in a five year span. (Males, 19-24 years old)
Differing definitions of independence and autonomy

Course Reader #6
Textbook: Chapter 8 & 13
TAKE-HOME QUIZ #2 DUE

Class #8—October 20
Theory: Trait and factor: Parsons
Developmental Stage: Early Adulthood
Disability Considerations:
Marriage and partnership for those with disabilities
Parenting for those with a disability
CODAs—Children of Deaf Adults
Pace of life for the partner of an individual with a disability

Course Reader #7
Textbook: Chapter 14

Class #9—October 27
Theory: Person-Environment Correspondence
Developmental Stage: Middle adulthood
Disability Considerations:
Occupational role entrapment
Career growth in a society which has discriminated against people with
disabilities
Role flexibility when on partner acquires a disability.
The loss of status and identity associated with a middle-adulthood onset disability

Course Reader #8
Textbook: Chapter 15

NO CLASS ON NOVEMBER 3

Class #10—November 10
Theory: Developmental Career Theories
Developmental Stage: Late Adulthood
Disability Considerations:
   The interaction of physical decline with the effects of the disability

Course Reader #8
Textbook: Chapter 15
TAKE-HOME QUIZ #3 DUE

Class #11—November 17
Theory: Self-concept career theories
Developmental Stage: Old age
Disability Considerations:
   Financial considerations of a disability on a fixed income
   Being perceived as a burden, drain, or luxury that society can ill afford

Course Reader #9
Textbook: Chapter 16

Class #12—November 24
Theory: Needs approach career theories
Theory: Typology approach to careers
Theory applications to people with disabilities
Limitations of career theories when applied to people with disabilities
Work motivators
Developmental Stage: Death and dying—“Mattress Death”
Disability Considerations:
   Assisted suicide
   Elderly individuals with disabilities are typically not allowed input into the program which serve them.
   Women with disabilities are more often cared for by paid strangers while men with disabilities are more often cared for by family members or partners.

Course Reader #9
No Textbook reading
Class #13—December 1
More on career theories

TAKE-HOME QUIZ #4 DUE – December 7

GRADING

Four take-home quizzes @ 100 points each = 400 points

Due Dates:  Quiz #1—September 22
            Quiz #2—October 13
            Quiz #3—November 10
            Quiz #4—December 7

Attendance:
20 pts per class for 13 classes = 260 points
There will be no unexcused absences unless prior agreement from Dr. Smart is obtained.

Late Work:
No late work accepted unless prior agreement from Dr. Smart is obtained.

TOTAL POINTS – 660 points

Readings
Extensive readings will consist of journal articles and book chapters. These can be downloaded from the course website or obtained from other websites. Students must complete all readings prior to the class period for which they are assigned. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material.

GENERAL POLICIES

Classroom Accommodation for Students with Disabilities
If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (DRC). In cooperation with the DRC,
course material may be provided in alternative formats – large print, audio, diskette, or Braille upon request. The DRC is located in the Taggart Student Center (TSC) room 104, or call 727-2444 for assistance.

**Academic Integrity**
You are expected to do your own work in this course. All University policies regarding academic honesty as defined in the Code of Policies and Procedures for Students at Utah State University ([http://www.usu.edu/policies/](http://www.usu.edu/policies/)) will be enforced. Students guilty of plagiarism or cheating will receive a failing grade on the appropriate assignment, may receive a failing grade in the course, and may be subject to suspension or expulsion from the University.

Proper decorum is to be observed in the classroom, as outlined in the student code. This is particularly important given the large volume of material necessary to be covered in this class. Please make an effort to arrive promptly for the beginning of class and to avoid unnecessary disturbances. Audio signals on cell phones, pagers, and watches should be turned off.

**Disclaimer**
Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rational for changes. The current syllabi will be located at [https://online.usu.edu](https://online.usu.edu)