

## ESC 205: Disability, Empathy and Technology I

1 credit

Spring 2021

**General Education Statement:** This course is approved as a general education course partially meeting the requirements for U.S. Diversity. Skill areas for this class include oral communication and writing. To fully meet the general education requirement for U.S. Diversity students must also complete ESC 305: Disability, Empathy and Technology II. Completion of only one of these courses will not satisfy the general education requirement for U.S. Diversity.

### Course Description

This course aims to introduce students to the experience of people with disabilities and to develop empathy in students so they can have effective working partnerships with people with disabilities. Students will participate in four elements:

- 1) Presentations by experts in disability and assistive technology
- 2) Classroom training in empathy skills
- 3) Interactions with students in other disciplines
- 4) Personal encounters with people with disabilities in the classroom, the clinic, and in the home

### General Information

Meeting time and place: Monday 11:20-12:10 in WH 205 or on Zoom

Instructor: Dr. Eric Schearer, e.schearer@csuohio.edu, FH 104K

Office Hours: Tuesday 3-4 on Zoom

### Course Objectives

- develop an understanding of the challenges facing people with disabilities in urban Cleveland
- develop skills in empathy and the ability to assume an empathic orientation
- understand the role of various technologies in the lives of people with disabilities

### Textbook

There is no textbook. You will read selected articles compiled by instructor and posted on Blackboard.

### Grading

Weekly reflection papers (writing) 50%

Each week students will write a 2-page paper reflecting on her/his experiences in the previous class. The reflection paper will answer specific questions that are unique to each class session and be graded by the instructor based on a rubric rating the level of detail, synthesis of ideas from the class instruction with the student's personal experience, and clarity of writing.

Oral presentation (oral communication) 25%

Each student will give a 10-minute presentation on a specific technology used by people with disabilities. The presentations will be graded by the instructor based on a rubric rating the student's delivery, purposeful structure, appropriateness of content, and creativity.

Performance in simulation exercises and home visits (oral communication)

25%

In this introductory course students will be graded in each of the simulation exercises and a home visit based on attendance. The instructor will give students written feedback on their performance in simulation exercises, but this feedback will not be used in determining grades. A member of the Cleveland Home Health staff will supervise students on home visits and provide written feedback to students.

<b>Grade</b>	<b>Score</b>
A	[92%-100%]
A-	[90%-92%)
B+	[88%-90%)
B	[82%-88%)
B-	[80%-82%)
C+	[78%-80%)
C	[70%-78%)
D	[60%-70%)
F	< 60%

**Attendance Policy**

Students who miss a class should work with other students in the course and their group to make up any missed work. Documentation for medical / other excuses should be submitted via email to the instructor as soon as possible, but no later than a week after the missed classes. In this active-learning and team based class format, attendance at all classes is crucial and your final grade will be significantly impacted if you miss class. Students are responsible for providing the instructor with appropriate documentation of the reasons for any class absences. Students with excessive absences may be withdrawn from the course. Absences are considered excessive after 5 absences (this total can be a combination of either excused or un-excused absences).

**Blackboard**

All homework assignments, grades, and official course announcements will be posted to Blackboard. I will try to remind you of upcoming events in class, but please check Blackboard at least on a weekly basis. Assignments will be turned in via Blackboard.

**Academic Integrity**

Integrity is very important. Do your own work and give credit to people who helped you. You are encouraged to discuss ideas for reflection assignments with your classmates, but your submissions must be your own work. If you submit a homework assignment with or include in your final presentation direct quotes from a classmate's work or from some other source without citing the source you will receive a grade of zero for that assignment, and I will write a letter of reprimand to be placed in your

student record. If this occurs more than once on your homework assignments you will receive a grade of F for the course, and I will write a letter of reprimand to be placed in your student record.

## **Students with Disabilities**

I am available to discuss appropriate academic accommodations that you may require as a student with a disability. I encourage you to make requests for academic accommodations during the first week of class. Please work with the Office of Disability Services for determination of reasonable academic accommodations. For more information visit <http://www.csuohio.edu/disability/for-students>.

## **Professional communication:** Etiquette/ strategies for emails and in-person communication

### What to do before sending an email

- Ensure you have exhausted every other possibility to solve your problem (consult class notes/documents/library, ask class mates, search the internet or use the help function of software).
- Ensure you do not send an email you wish you could take back the next day:
  - Keep emails factual.
  - If you are in an emotional state wait a night before sending your email.

### When you decide to send an email

- Ensure your email is written in a professional manner. This includes but is not limited to the following:
  - Correct grammar and spelling.
  - Complete sentences with correct punctuation and capital letters.
  - No use of short hand, colloquial language or graphical elements such as emoticons etc.

Decide on one clear point or question you want to raise. If an answer would require more than one or two short paragraphs to answer, it is a topic to be better discussed in person.

### What to include in your email

- Meaningful subject line that clearly states the course code and the one issue/question it contains.
- Describe your issue/question clearly and in a succinct way (bulleted or numbered lists can be helpful).
- Clearly describe the steps you have taken to resolve the issue/answer the question (see other avenues above).
- Don't provide extensive and irrelevant details on why you could not resolve your question/hand in the assignment/come to class! Include only a factual, succinct description and appropriate evidence.
- Describe precisely in which way you think the instructor can help you.
- Address the recipients by their name, including the appropriate salutation.
- Sign the email with your full name.

### After you send an email

- Expect it to take at least one business day for a response in urgent cases.
- If you have not considered all of the above points, for your professional development I will ask you to rewrite your email to adhere to the guidelines.

If you need to talk to me

- A good time to discuss questions that are of interest to everybody is in class. We will provide time for you to ask questions.
- If the issue needs to be discussed in person, please come to office hours or send me an email to request an appointment. In these cases, all of the above rules for writing emails will apply.

### Student safety in home visits

Students will visit the homes of people with disabilities in partnership with Cleveland HomeHealth, a part of the CSU/NEOMED Partnership in Urban Health. Cleveland HomeHealth will screen the neighborhoods and homes before students visit, conduct an orientation for students before their first visit, and a CSU/NEOMED Partnership in Urban Health faculty member will oversee pre-visit meetings, home visits, and post-visit reviews. A CSU police officer will be on call in the area near each home visit.

### Topics and Tentative Schedule

Week	Date	Meeting Place	Topic	Pre-Class Reading	Assignment Due
1	Jan 25	Zoom	Course/Program Introduction		
2	Feb 1	Zoom	Case Study: Unintended Consequences	Catalano, G. D., Wray, P., & Cornelio, S. (2000). Compassion practicum: A capstone design experience at the united states military academy. <i>Journal of Engineering Education</i> , 89(4), 471-474.  Catalano, George D. "Engineering ethics: Peace, justice, and the earth." <i>Synthesis Lectures on Engineering, Technology and Society</i> 1.1 (2006): 25-33.	
3	Feb 8	WH 205	Overview of Disability	US Department of Health and Human Services. "The Surgeon General's call to action to improve the health and wellness of persons with disabilities." <i>Washington, DC: US Department of Health and Human Services, Office of the Surgeon General</i> 21 (2005): 26.	Reflection 1
	Feb 15		PRESIDENT'S DAY NO CLASS		

4	Feb 22	PE 071	Introduction to Assistive Technologies	Assistive technology overview slides	Reflection 2
5	Mar 1	WH 205	Encountering Others with Genuineness – Part 1		Reflection 3
6	Mar 8	WH 205	Encountering Others with Genuineness – Part 2		
7	Mar 15	WH 205	Self and Other Awareness – Part 1		Reflection 4
8	Mar 22	WH 205	Self and Other Awareness – Part 2		
9	Mar 29	WH 205	Affective Responding – Part 1		Reflection 5
10	Apr 5	WH 205	Affective Responding – Part 2		Reflection 6
11	Apr 12	WH 205	Home Visit Prep		
12	Apr 19		Interview/Home visit		Reflection 7
13	Apr 26		Interviews/Home visit		
Final	May 5		Project Presentations/Interview debrief	10:15 – 12:15	Reflection 8