

ESC 305: Disability, Empathy and Technology II

2 credits
Fall 2019

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 205: Disability, Empathy and Technology I. Completion of only one of these courses will not satisfy the general education requirement for U.S. Diversity.

Course Description

This course aims to further develop empathy skills that were learned in ESC 205: Disability, Empathy and Technology I and also to develop the ability to switch between empathic and analytic orientations. Students will participate in four elements:

- student presentations on professional roles in working with people with disabilities
- classroom training in mode switching between empathic and analytic orientations
- interprofessional interactions with other students
- regular visits to the home of a specific person with a disability

General Information

Meeting time and place: Wednesday 6:00-7:50 in WH 205
Instructor: Dr. Eric Schearer, e.schearer@csuohio.edu,
Office Hours: M 1:00-3:00 in FH 104 (text me to get in)

Prerequisites

ESC 205: Disability, Empathy & Technology I

Course Objectives

- 1) develop an understanding of the roles of different professions who work with people with disabilities
- 2) develop the ability to switch between an empathic orientation and an analytic orientation
- 3) propose a project to address a specific challenge facing a person with a disability

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.

Project proposal presentation (oral communication)

25%

Groups of students will give a 20-minute presentation proposing a technology project aimed at addressing a challenge faced by a person with a disability. Students may choose to do these projects as part of a later senior capstone course or research experience. The presentations will be graded by the instructor based on a rubric rating the students' delivery, purposeful structure, appropriateness of content, and creativity.

Performance in simulation exercises and home visits (oral communication)

25%

Students will be graded in each of the simulation exercises in Weeks 3, 4, 7, 8, 10, 11, and 12 and in home visits in weeks 5, 9, 12, and 14. The instructor will grade students' performance on each simulation exercise according to a unique rubric for each exercise. A professional (medical, therapy, social work, engineering) will supervise students on each home visit and grade students in their profession based on a rubric for that visit. Professional graders will include the course instructor (engineering), a member of the Cleveland Home Health team (medical), a CSU social work collaborator, and a CSU physical or occupational therapy collaborator.

Grade	Score
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

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	Topic	Notes	Assignment Due
1	Aug 28	Course/Program Introduction		
2	Sep 4	Encountering others		
3	Sep 11	Views of disability		
4	Sep 18	Self and Other Awareness		
5	Sep 25	Home visit and project planning		
6	Oct 2	Sports for people with disabilities		
7	Oct 3	Home Visit #1	Thursday – visit with team	
8	Oct 9	Dinner with assistive technology users		
	Oct 16	No class		
9	Oct 23	Dinner with professionals		
10	Oct 30	Mode Switching 1		
12	Oct 31	Home Visit #2	Thursday – visit with team	
13	Nov 6	Affective Sharing/Responding	Video-taped and graded exercise – meet in RT 810	
12	Nov 13	Review of video exercises	Individual appointments	
13	Nov 20	Mode switching 2		
	Nov 27	No class	Happy Thanksgiving!	
	Dec 4	No class		
15	Dec 5	Home visit #3	Thursday – visit with team	
Final	Dec 11	Project Presentations		