

Auburn University

Course Syllabus

Course Number: RSED 3020
Course Title: Introduction to Rehabilitation
Credit Hours: 3 semester hours
Prerequisites: None

Class: Tuesday/Thursday, 9:30 -10:45, Haley 1212

Instructor: Dr. Jill Meyer, LCPC, CRC
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1. DATE SYLLABUS REVISED: December 2007, August, 2009, August 2010, August 2011

2. TEXTBOOK:

Mackelprang, R. & Salsgiver, R. (2009). *Disability: A diversity model approach in human service practice*. IL: Lyceum Books, Inc.

Textbooks-Suggested Readings

Diagnostic and Statistical Manual, 4th Ed., Text Revised (DSM IV-TR), American Psychological Association. Washington, DC.


Smart, J. (2009). *Disability, society, and the individual*. TX: Pro-Ed.

3. COURSE DESCRIPTION: This course will examine the impact of disability and other conditions on individuals, their families, and the community. Additionally, the course will examine the possible career paths of individuals interested in the field of rehabilitation, and working with individuals with disabilities.

4. COURSE OBJECTIVES:

1. To examine society's attitudes and values toward persons with disabilities.
2. To learn basic rehabilitation history and concepts.
3. Students will learn and be able to describe different models of disability.
4. Students will learn to recognize the barriers that persons with disabilities encounter as they live with disability.
5. Students will develop an understanding of the impact of social and attitudinal factors on individuals with disabilities, as well as develop sensitivity to and awareness of the effects of prejudice and discrimination regarding disability.
6. Students will become familiar with social, political and psychosocial considerations as they apply to people with different types of disabilities and different cultural backgrounds.
7. Students will explore career options available in relationship to rehabilitation, disability studies, and working with individuals with disabilities.

5. COURSE CONTENT

CLASS	TOPICS	ASSIGNMENTS/ ACTIVITIES
1 August 18 th	Course Overview Introduction to Disability Issues	Introductions Chapter 1, pages 10-16
2 August 23 rd August 25 th	Meaning of Disability and History Disability Etiquette and the Power of Language	T: Lecture Chapter 1 Th: 10 Commandments; Credo for Support; Declaration of Independence
3 August 30 th September 1 st	Human Development and Disability Continuation	T: Lecture Chapter 2 Th: Willowbrook
4 September 6 th September 8 th	Models of Disability Continuation	T: Lecture Chapter 3 & Quiz Th: Willowbrook Cont. (Rxn paper)
5 September 13 th September 15 th	Disability Culture Continuation	T: Lecture Chapter 4 Th: Million Dollar Baby
6 September 20 th September 22 nd	Disability and the Law Continuation	T: Lecture Chapter 5 & Law CD Th: Million Dollar Baby Cont.
7 September 27 th September 29 th	Disability Discussion	T: Library Tour –Meet at RBD Th: Papers Due Disability Reflection – class discussion
8 October 4 th October 6 th	Mid-term	T: Access Study Due –Class discussion & Midterm Review Th: Mid-term exam
9 October 11 th October 13 th	Jobs related to practice Jobs presentation	In-class presentations (9) In-class presentations (9)
10 October 18 th October 20 th	Jobs presentation Jobs presentation	In-class presentations (9) In-class presentations (9)
11 October 25 th October 27 th	Mobility Disabilities Deafness and Hearing Impairments	T: OT Lecture Th: Chapters 6 & 7
12 November 1 st November 3 rd	Visual Disabilities Developmental Disabilities	Chapters 8 & 9
13 November 8 th November 10 th	Mental Health Disabilities Cognitive Disabilities	Chapters 10 & 11
14 November 15 th November 17 th	Health Related Disabilities Substance Abuse Disabilities	Chapter 12 & Outside reading assignment
15 November 22 nd November 24 th	Thanksgiving Break	 No Class
16 November 29 th December 1 st	Catch-up and Review Last Class - Dec. 1	Class evaluation – Nov 29th or Dec. 1 Final- Dec.1

***** The syllabus/schedule may be revised to accommodate the needs of assignment requirements. Proper notification will be given if any change in schedule or assignments occurs.**

6. COURSE REQUIREMENTS:

Attendance

It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see *Tiger Cub* for rules and regulations). Note this class meets **twice** a week.

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

Make-up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

Participation

It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations and involved in class activities. **Pop-quizzes and assignments will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.**

ASSIGNMENTS

Disability Awareness Reflections:

Students will write a 3-4 page paper reflecting their thoughts regarding disability and society. Each student will be required to comment on their reflections in a class discussion based on this topic.

Access Study and Report:

Groups will be assigned. As a group, choose a specific public building on Campus, Downtown Auburn, or Apartment Complex to survey for access. Complete an access survey, and based upon your findings, write a recommendations report that includes a minimum of 10 strategies to improve access. This report should refer to and cite specific regulations in the ADA, found at the ADA HOME PAGE URL. Turn in your report with the access survey attached.

Download and Read ADA Standards for Accessible Design Found at <http://www.ada.gov>

Job-related Paper and Class Presentation:

Each student will research a job or career path specific to working with individuals with disabilities. You will introduce the position, define it in terms of job activities, potential pay, potential educational and/or experience requirements, potential growth and outlook, work related settings, and any other significant information to the job.

Students will be required to present their findings in class. Students will be given a maximum of 10 minutes each in which to present the above information and be prepared to respond to questions.

7. GRADING AND EVALUATION:

Grading:

Examinations	30 points: Mid-term and Final (15 points each)
Access Study	15 points
Job related presentation/paper	15 points
Disability Awareness Reflection	20 points (15 for paper; 5 for in-class discussion/presentation)
Class participation (1 page reflections)	10
Unannounced quizzes	10

Grading Scale:

The grade ranges are:

92 - 100 = A, 84 - 91 = B, 76 - 83 = C, 68 - 75 = D, Below 68 =F

8. CLASS POLICY:

Attendance: Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, “specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.” At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Tiger Cub).

Assignments: All written assignments are expected to conform to the current style manual of the American Psychological Association (AP A). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be at the level of quality expected of a professional.

All assignments must be turned in the day each are due and during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.

Organization: All written assignments are expected to conform to the current style manual of the American Psychological Association (AP A). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All projects/exams must be typed AP A format and stapled.

Those assignments and projects that are to be typed need to be done in the following format:

Font: Times New Roman, 11 inch font;

Margins: top, right, bottom .5, left 1;

Spacing: 1.5;

Running head: 9 inch font, italicized, and bold;

Running head should contain: Last name, Course number, Project title, and Page x of y.

NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.

Exams: Arrangements to make up missed major examinations (e.g., hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 334-844-2096 (V/TI).

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Classroom Behavior and Honesty: Students are expected to read and adhere to all the classroom policies in the Auburn University's Tiger Cub regarding classroom behavior and honesty.

Classroom Behavior: "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions ... Students have the responsibility of complying with behavioral standards ... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable

instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub*)

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to **cheating** will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

Student Academic Grievance Policy: The purpose of this university policy is to "resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants." See *Tiger Cub* for steps toward redress.

Contingency Plan includes the following:

Access to Course Content:

All class lecture notes and Power Points will be posted on Blackboard for all lectures presented in class.

Completion of Assignments and Exams:

Class lectures may be supplemented with reflection questions and activities that can be completed outside of class. In addition, a discussion group may be established in order to provide for greater interaction between the instructor and students with regard to the content.

Alternative assignments will be posted on Blackboard for students and will be assigned as needed. These assignments will be submitted electronically.

Some exams may be completed on Blackboard, thus exams can be proctored from a different location.