**Auburn University**

**Course Syllabus**

**FALL 2019**

**Course Number: RSED 3020**

**Course Title: Introduction to Rehabilitation**

**Credit Hours: 3 semester hours**

**Prerequisites: None**

**Class: RSED 3020- section 1:Tuesday and Thursday, 11:00a-12:15p, Haley Center 1212**

**RSED 3020-section 2: Tuesday and Thursday, 12:30p-1:45p, Haley Center 1435**

**Instructor:** Dr. Leslie Wofford, ALC, CRC

Auburn University

Haley Center

Email: law0038@auburn.edu

**1. DATE SYLLABUS REVISED:** December 2007, August 2009, August 2010, August 2011, August 2015, August 2017, August 2018, August 2019

**2.** **TEXTBOOK:**

Required

Mackelprang, R.W., Salsgiver, R.O. (2016). *Disability: A diversity model approach in human service practice.* NY: Oxford University Press.

Suggested but not required

Smart, J. (2016). *Disability, society, and the individual.* TX: Pro-Ed.

\*Other readings listed on syllabus or announced in class will be added to Canvas or copies provided.

**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**

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| --- | --- | --- |
| CLASS | TOPICS | READINGS/ASSIGNMENTS |
| 1  August 20  August 22 | Course Overview  Introduction to Disability Issues | T: Introductions  Th: Lecture Chapter 1 |
| 2  August 27  August 29 | Meaning of Disability and History  Disability Etiquette/Power of  Language | T: Lecture Chapter 1/2  Th: 10 Commandments of Disability, power of language |
| 3  September 3  September 5 | Human Development and Disability  Models of Disability, Prejudice | T: Lecture Chapter 2/3  Th: Lecture Chapter ¾ |
| 4  September 10  September 12 | Models of Disability  Continuation | T: **Course Quiz 1** & Willowbrook  Th: Willowbrook Cont. |
| 5  September 17  September 19 | Disability Culture  Continuation | T: Lecture Chapter 4/5  Th: 5/6 |
| 6  September 24  September 26 | Disability and the Law  Continuation  Specific disabilities | T: Lecture Chapter 6/7  Th: 7/8 |
| 7  October 1  October 3 | Research  Disability and Society | **Lecture catchup for class from text** |
| 8  October 8  October 10 | Discussion and Review | T: **Midterm Examination**  Th: **Fall Break-no class** |
| 9  October 15  October 17 | Movie | T: **A Beautiful Mind this week in class**  **Th:** |
| 10  October 22  October 24 | Jobs related to practice | **T: In-class presentations (7)**  **Th: In-class presentations (7)** |
| 11  October 29  October 31 | Jobs related to practice | **T: In-class presentations (7)**  **Th: In-class presentations (7)** |
| 12  November 5  November 7 | Jobs related to practice  Disability Acceptance | **T: In-class presentations (7)**  Th: Remaining presentations/ Chapters 9/10 |
| 13  November 12  November 14 | Specific disabilities | T: Lecture Chapters 10/11  Th: **Course Quiz 2** & Lecture Chapter 11/12 |
| 14  November 19  November 21 | ADA campus access | ACCESS GROUP PRESENTATIONS |
| 15  November 25  November 27 | Individual response to disability, self  *Thanksgiving Break* | turkey-glitter **No Class** |
| 16  December 3  December 5 | Catch up and Final Review  **Last class – Dec. 5th** | T: **Final exam review/course review**  Th: **Final exam – Dec. 5th** |

**\*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***

Note this class meets **twice** a week. 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.

***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 this 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. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

***Make-Up Policy:*** Arrangement to make up 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 from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be (as specified by instructor).

***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. **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***

***Job Related Class Presentation:***

The presentation should include an introduction of the occupation you were assigned. You should 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 (i.e. other jobs or fields that support the work you will be doing), and any other significant information to the job. Please detail the educational requirements to attain this type of job.

Students will be required to present their findings in class. Students will be given 10 minutes each in which to present the above information and be prepared to respond to questions. Grades will be assigned based on the overall quality of the presentation, including all submitted materials and in-class presentation. Students are encouraged to ensure that the above-mentioned content for the presentation is covered entirely.

***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 (no more than 5 pages) that includes a minimum of 5 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> .

**7. GRADING AND EVALUATION:**

*G****rading:***

Examinations 50 points: Mid-term and Final (25 points each)

Job related presentation 20 points

Access Study 20 points

Quizzes 5 points

Class participation 5 points

**Total 100 points**

***Grading Scale:***

The grade ranges are:

90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D, Below 59 =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 in the manner requested by the instructor. 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 tum in the assignment.

**Organization:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). 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, 12 inch font;

Margins: 1”;

Spacing: Double Spacing;

Include the Running head

***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 the office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail or text. 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 polices 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 tum; 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.

***Use of Electronics:*** Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g. on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction. Please- NO facebook messenger, Imessaging, or anything not pertaining to class ☺**

***Contingency Plan includes the following:***

***Access to Course Content:***

All class lecture notes and Power Points will be posted on Canvas 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 Canvas for students and will be assigned as needed. These assignments will be submitted electronically.