**RSED 3020-002**

**Introduction to Rehabilitation**

***Fall 2020***

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**Department of Special Education, Rehabilitation, & Counseling**

**College of Education**

**Micaela L. White, M.Ed.**

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**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

**Fall 2020**

**Course Number: RSED 3020-002**

Course Title: Introduction to Rehabilitation

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Time:** Tuesday & Thursday 12:30-1:45pm

 Mell Library Room 3035

**Please note that this Class will be using a Hybrid Modality. Most lectures will be recorded through Asynchronous format for students to watch. There will be at least two classes that will be \*in-person.**

**\*Synchronous Zoom meetings may be utilized in lieu of face-to-face meeting due to COVID-19 Pandemic. This will be communicated clearly via email and CANVAS for students to know prior to meeting time.**

**Instructor: Micaela L. White, M.Ed.**

 **Email:** **mlt0037@auburn.edu**

**Office Hours: By appointment (through Zoom or in-person)**

**Date Syllabus Prepared**: **August 2020**

**Required Text:**

**Smart, J. F. (2016). *Disability, society, and the individual* (3rd ed.). Austin, TX: Pro Ed.**

***Supplemental readings will be provided on CANVAS***

**COURSE DESCRIPTION:**

**Introduction to Rehabilitation:** This course will explore the impact of disability and other conditions on individuals, their families, and the community. Additionally, it will include orientation to the rehabilitation profession including history, philosophy, federal legislation, contemporary issues and national organizations. The course will examine the possible career paths of individuals interested in the field of rehabilitation and working with individuals with disabilities.

**COURSE OBJECTIVES:**

1. To examine society’s attitudes and values towards persons with disabilities.
2. Students will learn and be able to describe history and concepts of the rehabilitation profession and the disability rights movement.
3. To review theoretical models and positions applied to the study of individuals with disabilities.
4. Students will explore and recognize contemporary issues related to rehabilitation, including the barriers that persons with disabilities encounter as they live with a disability and the impact of social and attitudinal factors on individuals with disabilities.
5. Students will develop sensitivity to and awareness of the effects of prejudice and discrimination that will inform their approach as an upcoming rehabilitation professional.
6. Students will learn about rehabilitation career options and engage in visualization and reflection opportunities to begin their development as a helping professional.

**COURSE CONTENT & SCHEDULE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Content/Readings** | **Due** |
| **Week 1****TBD (In-Person or Zoom)** | **August** **18 & 20** | Introductions and review of the syllabus; Visualization Activity | Chapter 1  | Discussion Post |
| **Week 2****ONLINE** | **August** **25 & 27** | Defining Disability; Person-First Language | *Crocker & Smith, 2019* | Person-First Informative Media Assignment |
| **Week 3****ONLINE** | **September** **1 & 3** | Models of Disability | Chapter 2; pg. 49-77 | Discussion Post |
| **Week 4****ONLINE** | **September** **8 & 10** | The History of Disability | *Garland-Thompson, 1997*  | Journal 1 |
| **Week 5****ONLINE** | **September** **15 & 17** | Informative Video about People with Disabilities | Chapter 2; pg. 78-98 | Discussion Post |
| **Week 6****ONLINE** | **September** **22 & 24** | Disability Rights Movement | Chapter 3 | Video Reflection Paper |
| **Week 7****ONLINE** | **September 29****& October 1** | Disability Policy, Laws, and Legislation | Chapter 4 | Discussion Post |
| **Week 8****ONLINE** | **October** **6 & 8** | Rehabilitation Professions; Empathy and Advocacy | *Hansen, 2014*  | Journal 2 |
| **Week 9****ONLINE** | **October****13 & 15** | Social Stigma, Prejudice, and Discrimination | Chapter 5 | Discussion Post |
| **Week 10****ONLINE** | **October** **20 & 22** | Accessibility | *Access Study Resources* | Rehabilitation Profession Presentation |
| **Week 11****ONLINE** | **October** **27 & 29** | Disability Advocacy and Awareness | Chapter 6 | Discussion Post |
| **Week 12****TBD (In-Person or Zoom)** | **November** **3 & 5** | Quality of Life and Wellness | Chapter 8; pg. 332-338 | Journal 3 |
| **Week 13****ONLINE** | **November** **10 & 12** | Autonomy, Independence, and Control | Chapter 9 | Discussion Post |
| **Week 14****ONLINE** | **November** **17 & 19** | Review & Work on Final Paper | *Swain & French, 2000*  | *Final Paper Rough Draft (Optional)* |
| *N/A* | *November* *23-27* | *No class –* *Thanksgiving Break* | *N/A* | *N/A* |
| **Week 15****ONLINE** | **December** **1 & 3** | Wrap up Class; Final Thoughts | None | Final Paper |

**Assignments are due on the assignment due date per the schedule.**

**COURSE REQUIREMENTS/EVALUATION:**

**Assignments**

**Discussion Posts:** Discussion posts will be bi-weekly (every other week) as indicated on syllabus schedule. The discussion board will be posted on CANVAS by the instructor. The purpose of the discussion is for students to have the opportunity to interact with one another and instructor and participate in class. Discussion post topics will be based primarily on information covered in class, but will also include fun prompts that encourage student engagement and thought.

Discussion posts must be at least one paragraph (5-6 sentences). It is not required that students rely to any other post on the discussion board, but it is strongly encouraged! Students should use this as an opportunity to engage in discussion with their classmates in meaningful conversations.

**Journaling Assignments:** There will be three Journaling Assignments throughout the semester. Each journal will have a unique prompt provided by the instructor. The journal prompt will be open-ended and related to topics covered in weekly content and readings. The purpose of the journals are to challenge students to think critically and deeply about concepts discussed in class. Ideally, completion of the journaling assignments will assist students in building information and resources to potentially write about more in-depth in final paper.

Each journal will be a 2-3 page paper in APA format. Each paper must have a minimum of two scholarly resources. It is expected that the journals go beyond mere reflection and dive deep into the concepts covered in class. Students will be expected to challenge themselves to explore relevant complex issues regarding disability studies.

**Person-First Informative Media Project:** The purpose of this project is for students to recognize the importance of using person-first language as a rehabilitation professional. Students will create an informative media (video, handout, infographic, picture, etc.) supported by research and best practices for utilizing person-first language. Students are encouraged to get creative! The only guidelines for this assignment are utilize 1-2 scholarly sources to create the informative media.

**Video Reflection Assignment:** Students are expected to watch one of the following video options listed below. These videos are true lived experiences of individuals with disabilities and/or documentaries about the history of disability rights.

Examples of Accepted Videos:

* The Ugly Face of Disability Hate Crime
* Unforgotten: 25 Years After Willowbrook
* Crip Camp: A Disability Revolution
* ABLE: A series on Amazon Prime
* Educating Peter and Graduating Peter

Students may find their own video as long as it meets the requirements of the assignment. If a student wishes to write about a video that is not on the list of examples, they must email instructor and receive permission.

After watching the video, students will write a paper about their experience. The Video Reflection paper must be 1-3 pages long. The paper should follow APA format. It is required to cite sources as needed, including the video. The paper must include the following:

1) Provide a brief (1 paragraph) description on what the video they selected was about.

2) Reflect on their personal experience and reaction when watching the video.

3) Explore and consider implications of the video to your future work as a rehabilitation professional/someone who works with individuals with disabilities.

4) Include anything you learned while watching the video.

**Rehabilitation Profession Presentation:** Students willexplore potential careers in the rehabilitation profession and pick one that seems most intriguing to them/one they are interested in pursuing. The presentation should include an introduction of the occupation, definition 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.

The presentation should be in Microsoft Powerpoint, Prezi, or Google Slides format. 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.

**Final Paper:** For the final paper assignment, students will write a 5-6 page paper in APA format. The paper will address one to two topics covered in class. A minimum of 4 scholarly sources should be cited, with the assigned textbook included as a source. The paper should include a clear thesis statement related to one of the topics covered in class. Students will have the option of submitting a rough draft of their final paper for the instructor to provide feedback before submitting the final draft. Students should find inspiration for their topic through reflecting on the discussion posts, journaling assignments, readings, and/or lectures. Students are encouraged to reach out to instructor if they need assistance choosing a topic to write about.

**Grading**

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

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| --- | --- | --- | --- |
| **Assignments** | **Point values** |  |  |
| Journals (3 journals @ 10 points each) | 30 |  |  |  |
| Discussion Posts | 15 |  |  |  |
| Person-first Informative Media | 5 |  |  |  |
| Video Reflection Paper | 10 |  |  |  |
| Rehab Profession Presentation | 15 |  |  |  |
| Final Paper | 25 |  |  |  |
| **Total** |  **100** |  |  |  |

Grades will be assigned on the basis of number of points earned on 100 scale, as follows:

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**CLASS POLICY and COVID-19 STATEMENTS:**

To access the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) the URL is <http://www.auburn.edu/student_info/student_policies/>

**Attendance**: Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

Notify me in advance of your absence if possible

Keep up with coursework as much as possible

Participate in class activities and submit assignments electronically as much as possible

Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

***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.

**Physical Distancing:** Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Make-Up Policy:** All assignments, papers, and projects are expected to be completed and submitted on CANVAS by the time of the due date. The due date of each assignment will be clearly posted on CANVAS at least one week prior to the date it is due. The due date is also available on the Course Syllabus under “Course Content and Schedule”. If an assignment is submitted late, there will be an automatic 5-point deduction for every day it is late. Discussion Posts must be submitted the day they are due. Discussion posts cannot be made-up under any circumstances. If there is any confusion about the make-up policy or if a student has questions, please email the instructor.

**Utilizing Remote Instruction:** Due to COVID-19 and to maintain the safety of the instructor and students enrolled, this course will be utilizing a HYFLEX method of instruction. There will be a mixture of in-person and online meetings for class. By registering for this course, please realize:

* This course relies heavily on online technology and often requires students to download and employ third-party software programs and troubleshoot their own technology problems. Since I can't make house calls or analyze multiple different student computer systems, troubleshooting may involve working with the campus help desk, LRC, peers, etc. That being said, if you have tech issues, I will happily try to help you during regular office hours.
* All assignments for this course are submitted electronically to CANVAS. Courses with electronically submitted assignments require students to take responsibility for saving/backing up work and for re-doing assignments if they fail to back up their work. (It’s a good idea to create assignments in Word, Pages, or other word processing software in case CANVAS times you out or you lose your connection.)
* Online lectures for this course will be recorded via PANOPTO. Students may be asked to utilize PANOPTO or Zoom technologies to participate in assignments or scheduled class lectures.

**Going Fully Remote:** In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.

**Zoom Policies:** When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Assignments/Schedule Subject to Change due to Pandemic:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.

**In the Event that I test Positive for COVID-19 or am Required to Quarantine:** If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**In the Event that a Student in class tests Positive for COVID-19:** Students must conduct daily health checks in accordance with CDC guidelines (Links to an external site.). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the Student Health Center (Links to an external site.) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**Written Assignments** are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. Papers will be written using Person-First Language (i.e. “child with a disability” rather than “disabled child”). Written assignments are to be of a quality that would be expected of a professional. Please submit your written assignment via Canvas. If Canvas is having difficulty, please email me.

**Incompletes and Withdrawals:**Grades associated with incomplete course work or withdrawal from class will be assigned in strict conformity to University policy. If you wish to drop this course you may do so by the 10th class day with no grade assignment. From the 10th day to mid-quarter a W (withdrawn-passing) grade will be recorded on your transcripts. After this period withdrawal from the course will only be granted under unusual circumstances and must be approved by the Dean of the College of Education.

Please note that the incomplete policy is in effect. The new policy requires that students complete a form requesting that an IN grade be assigned. If this form is not completed and given to the instructor of the class, a grade will be assigned with a score of zero (0) for work that has not been completed and turned in by the time the instructor reports the grades.

**Academic Integrity:** As students of Auburn University (Rehabilitation Counseling and Rehabilitation Counseling & Disability Studies), you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to Auburn University Policy.

All you work in this class should be **original to you and this class.** Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor. **Do not acquire assignments from previous students. Using work from previous students is considered cheating/plagiarizing and will be addressed according to AU policy.**

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in the references at the end of the paper by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking the credit – deliberately or inadvertently – for someone else’s work or idea’s.

**Instructional Modifications:**  Students who have a disability or condition that may impair the ability to complete assignments or otherwise satisfy course requirements as assigned are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor at the beginning of the semester or as soon as possible if the condition is diagnosed during the semester. **If you have a condition that may have some impact upon your work in this class or for which you may require accommodations, please contact the Office of Accessibility.**