**Auburn University**

**Course Syllabus**

**FALL 2020**

**Course Number: RSED 3020**

**Course Title: Introduction to Rehabilitation**

**Credit Hours: 3 semester hours**

**Prerequisites: None**

**Class: RSED 3023**

**Instructor:** Brandon Worthey M.Ed., CRC

Auburn University

Email: bcw0013@auburn.edu \*Please do not send messages via Canvas\*

Office Hours: By Appointment via Zoom

**1. Date Syllabus Revised:**

December 2007, August 2009, August 2010, August 2011, August 2015, August 2017, August 2018, August 2019, January 2020, August 2020

**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.

**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 Format:**

This course will be delivered via distance learning. The format of the course will consist of using asynchronous online formats (Canvas). Students are expected to watch lectures and participate in discussion boards.

**5. Online Student Learning Objectives:**

All students in this course are expected to have all the equipment and software needed to be successful in the course. Please contact me in the event of technology issues so I can assist you in making the necessary arrangements.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

**6. COURSE CONTENT**

|  |  |  |
| --- | --- | --- |
| CLASS | TOPICS | READINGS/ASSIGNMENTS |
| 1August 17 - 22 | Course Overview |  |
| 2August 23 - 29 | Introduction to disability historyHuman development and disability  | Mackelprang & Salsgiver (2016): Chapters 1 & 2 |
| 3August 30 - September 5 | Approaches to disability Disability awareness  | Mackelprang & Salsgiver (2016): Chapter 3 10 Commandments of Communicating with People with Disabilities  |
| 4September 6 - 12 | Disability culture Disability laws, policies, and civil rights  | Mackelprang & Salsgiver (2016): Chapters 4 & 5 |
| 5September 13 - 19 | Deinstitutionalization  | Willowbrook: The Last Great Disgrace  |
| 6September 20 - 26 | Mobility disabilities Deafness and hearing impairments  | Mackelprang & Salsgiver (2016): Chapters 6 & 7 |
| 7September 27 - October 3  | Visual disabilities Developmental disabilities Occupational information review  | Mackelprang & Salsgiver (2016): Chapters 8 & 9Occupational information review  |
| 8October 4-10 | Discussion and midterm review  | Midterm Review  |
| 9October 11 - 17 | NO CLASS | **MIDTERM EXAM DUE: OCTOBER 13**  |
| 10October 18 - 24 | Mental health disabilities Cognitive disabilities Health-related disabilities  | Mackelprang & Salsgiver (2016): Chapters 10, 11, & 12 |
| 11October 25 - 31 | Occupational Information  | **Occupational Information Assignment DUE**  |
| 12 November 1 - 7 | Autism the Musical  | Autism the Musical  |
| 13 November 8 - 14 | Accessibility  | **Access Assignment DUE**  |
| 14November 15 - 21 | Final review & questions  | Final Review  |
| 15November 22 - 24 | NO CLASS  | **FINAL EXAM DUE: NOVEMBER 24** |

**\*The syllabus/schedule/assignments are subject to change throughout the semester. Proper notification will be given if any change in schedule or assignments occurs.**

**7. COURSE REQUIREMENTS:**

***Attendance***

This class will be online, and no attendance is necessary.q

***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 me in advance of the absence to request permission. I will weigh the merits of the request and render a decision. When feasible, the student must notify me 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/>).

***Participation***

It is expected that each student will participate in discussions generated through class readings and topic presentations. Students are expected to write at least 3-5 sentences about the discussion topic and respond to another student’s post. Participation points will be based on your participation in these discussion assignments. There will be 5 discussion boards, and each discussion will be available for seven days. If a student does not complete this task during this seven-day period, he or she will lose participation points for that week.

**ASSIGNMENTS:**

***Occupational Information Assignment:***

The purpose of this assignment is to assist students in applying their knowledge of how to conduct a job analysis. Students will be asked to construct a case study for a person seeking employment in a given career field. Students will be required to write minimum scholarly paper in APA 7th edition format that is at least two full pages and includes the following components:

* Introduction
	+ Describe the person’s background information, including relevant demographic information, educational and employment history, disability status, etc.
* Occupational Information
	+ Describe the job that the individual is seeking.
	+ What are the expected essential activities of the job?
	+ What is the expected salary for the job?
	+ What educational experience or certifications are required for the job?
	+ What is the potential growth and outlook for the job?
	+ What reasonable accommodations will the person require on the job?
	+ Describe any other relevant information related to the individual’s desired job.
* Reflection
	+ What did you learn while doing this assignment?
	+ How do you think you will be able to use what you learned when working with people with disabilities in the future?

Grades will be assigned based on the overall quality of the assignment and all submitted materials.

***Access Study and Report:***

The purpose of this assignment is to develop students’ understanding of ADA requirements. Students will be asked to complete an access survey of their current living environment. Based on the assessment, students will be asked to write a recommendations report that is no more than five pages. This paper will include a minimum of at least five strategies to improve access in their living environment. 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> .

Grades will be assigned based on the overall quality of the assignment and all submitted materials.

***Examinations:***

There will be two exams; a mid-term and a final. Both exams will be completed on Canvas.

**8. GRADING AND EVALUATION:**

*G****rading:***

Midterm examination 25 points

Final examination 25 points

Job related presentation 20 points

Access Study 20 points

Participation 10 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

**9. CLASS POLICY:**

***Late Assignment Policy:***

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, etc.) will be due by 11:59 pm CT on the date noted on the class calendar. Any assignment that is submitted after the due date will have five points deducted from it per day late. Students should reach out to me immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation, as well as me. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

***Make-Up Policy:***

Arrangement to make up missed major examination due to approved 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 an essay examination.

***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 APA 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;

Including page numbers

***Communication Policies:***

Email is the preferred way of communication for this course. Students should give me 48 hours to respond on any communication and one week for grading turnaround time. I reserve the right to alter these communication and feedback parameters due to contingencies such as holidays, course progress, emergencies, holidays, professional activities, etc. with notice provided.

If students have concerns with communication, feedback or any other aspect of the course, they should always go to the professor first. Students should explain their concern as clearly as possible without judgement or emotion. Effective communication is an important skill and every interaction in their program is an opportunity to develop this skill.

***Assistance with Course Performance:***

If you are struggling academically with this class, do NOT wait until the end of the semester to ask for help. I am here to help you but cannot provide help unless you communicate the problem. You are strongly encouraged to reach out to me, via email, early in the course and follow-up whenever you encounter challenges with the material.

***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. Academic dishonesty is an offense that will be reported to the Academic Honesty Committee. Please refer to the following document for further information regarding academic honesty: [Auburn University Student Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/policies/academichonestycode.pdf).

***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)*

***Diversity Statement:***

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the chance to indicate the name that will prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well. Additionally, all students will be asked to respect others’ perspectives, experiences, and opinions. During class discussion, students are asked to use person-first language and avoid using language or engage in behaviors that disparage others.