###### RSED 4120

Independent Living Services in Rehabilitation

***Fall 2022***

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

**College of Education**

Instructor Information:

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Office Hours:

**By appointment**

**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

**Fall 2022**

**1. Course Number: RSED 4120**

Course Title: Independent Living Services in Rehabilitation

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Time: Tuesday 5:00 pm – 7:30 pm**

**Haley Center 2206**

**Instructor Elizabeth Hancock, PhD, CRC**

**(334) 268.9285**

**EAH0038@auburn.edu**

**Office Hours: Call or email for appointment**

**2. SYLLABUS PREPARED**: August 2022

**3. TEXTBOOK:** Instructors will provide you with generated materials or direct you to suggested references or materials.

**4. COURSE DESCRIPTION:** The independent living movement is an important part of the broader movement for disability rights. It is based on the premise that people with even the most significant disabilities should have the choice of living in the community and taking control of their lives. This can be accomplished through the creation of personal assistance services allowing an individual to manage his or her personal care, to keep a home, to have a job, go to school, worship, and otherwise participate in the life of the community. The independent living movement also advocates for the removal of architectural and transportation barriers that prevent people with disabilities from sharing fully in all aspects of our society.

Although there were earlier experiments with this concept, it wasn’t until 1972 that the first Center for Independent Living was founded by disability activists in Berkeley, California. By the turn of the century there were hundreds of such centers all across the United States, and throughout much of the rest of the world. In the meantime, a series of landmark court decisions, along with sustained advocacy by people with disabilities for legislation such as the Rehabilitation Act of 1973, as amended; the Individuals with Disabilities Education Act of 1975; and most notably the Americans with Disabilities Act of 1990, as amended, have secured for Americans with disabilities unprecedented access to their civil rights, and thus to the society around them.

In addition the course will provide students with an understanding various health professionals play in assisting people with disabilities in gaining and maintaining the internal and external resources needed to live life independently.

**5. COURSE OBJECTIVES:**

1. Students will develop a basic understanding of the history, and legislative influences as well as the purpose of Independent Living.
2. Students will develop a basic understanding of Systems Advocacy and Self-Advocacy.
3. Students will learn about court decisions impacting independent living.
4. Students will develop a basic understanding of how families and consumers have impacted disability policy through advocacy.
5. Students will develop a basic understanding of the philosophy of Independent Living and the historical perspectives of the independent living movement.
6. Students will develop a basic understanding of the five core services Centers for Independent Living provide.
7. Students will develop a basic understanding of the role Centers for Independent Living play in transitioning persons with disabilities into the community.
8. Students will develop an understanding of the various health professionals involved in working with clients with disabilities and how the independent Living movement shaped attitudes such as client centered care.

**6. COURSE CONTENT & SCHEDULE:**

**Week 1**

August 16

* An introduction to the course including requirements, coursework and expectations of students and professor.
* It’s Our Story, Disability History
* Online Discussion

**Week 2**

August 23

* How Accessible Are We? People First Language
* Disability History, Independent Living Movement
* Online Discussion

**Week 3**

August 30

* Extraordinary Bodies, Freedom of Movement
* Freedom of Movement
* Reading/Viewing Assignment <http://www.ilru.org/sites/default/files/freedom_of_movement.pdf>
* Online Discussion

**Week 4**

September 6

* Disability Rights Laws
* Online Discussion

**Week 5**

September 13

* Disability Rights Laws
* Rehabilitation Act of 1973, as amended
  + Section 503
  + Section 504
  + Section 508
  + Amendments creating Independent Living Centers (Title VII)
  + History & Regulations to VR Programs
* Disability Rights Laws

1. ADA -Americans with Disabilities Act of 1990
2. ADAAA -Americans with Disabilities Amendments Act of 2008

* Online Discussion

**Week 6**

September 20

* Institutionalization
  + Belchertown State School and Ruth Sienkiewicz
  + ADA Checklist for Existing Facilities

**Week 7**

September 27

* Disability in America, the Legislative Response
* Review for Mid-Term
* Mid-Term – On Canvas (Due Oct 3)

**Week 8**

October 4

* Independent Living Movement
* Centers for Independent Living, Core Services Provided
* Online Discussion

**Week 9**

October 11

* Health Professional Terminology for Independent Living/Client Centered Care
* Independent Living – Children / Elderly
* online discussion

**Week 10**

October 18

* State of Alabama Independent Living – SAIL
* Assistive Technology
* online discussion

**Week 11**

October 25

* Advocacy in Independent Living, Quality of Life
* online discussion

**Week 12**

November 1

* Careers in Independent Living
* **DESIGNING FOR DISABILITY**
* Quality of Life, Independent Living Plans
* Disability Pride
* online discussion

**Week 13**

November 8

* Developing Independent Living Plans & Programs
* Disability in the Media & Designing for Disability
* online discussion

**Week 14**

November 15

* Developing Independent Living Plans & Programs
* Independent Living Plan Project Discussion
* Online Discussion

**Thanksgiving Break**

**Week 15**

November 29

* Independent Living Plan Project Discussion & Review for Final

Final Exam On Canvas

\*\* The syllabus/schedule may be revised to accommodate the needs of the students and/or guest speakers. Proper notification will be given if any change in schedule or assignments occurs.

**7. COURSE REQUIREMENTS/EVALUATION:**

**A. Examinations**: There will be two examinations. A midterm and final. The exams will cover material covered in class lectures, reading assignments, and handouts. The exams are 30 **points each** for a total of 60 **points.**

**B. Class Participation**

This section includes, but not limited to in-class assignments, quizzes regarding prior sessions material, reflections on in class assignments.

**C. Class Presentation**

Students will prepare and lead a class discussion on a independent living plan of an individual with an acquired or congenital disability. Focus will be on educating peers on diagnosis, systems affected and related ADL deficit areas. In addition students will focus on various health professionals roles in assisting a client-centered plan of care to increase independence with ADL’s.

**8. GRADING & EVALUATION**:

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).

**Assignment/Activity Points** Mid-Term Examination 30 points   
Final Examination 30 points

Class Presentation/Discussion 30 points

Class Participation 10 points  
*Total available points 100 points*

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**9. COURSE EVALUATION:** Student perception and evaluation of the course is valued by the instructor, the department, and the university.

**10. CLASS POLICY STATEMENTS:**

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

**Attendance:** Attendance is required at each class meeting. Unavoidable excuse from campus, other than illness, must be documented and cleared with the instructor in **advance**. Students are encouraged to attend all classes.

The SERC attendance policy is that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of ―FA unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see ***Tiger Cub***).

**Assignments:** 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. Assignments must be turned in the day the assignment is due and during the regularly scheduled class time. Also, 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. **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:** If an exam is missed, a make-up exam will be given only for University approved excuse as outlined in the Tiger Cub. Arrangements to take the make-up exam must be made in advance (i.e., In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.) Students who miss a quiz because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class.

**Auburn University Policy on 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; eating or drinking; 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 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***).

**Accommodations for Students with Disabilities:** 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail (rennesr@auburn.edu). 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 Office of Accessibility, 1244 Haley Center at 844-2096.

**Honesty Code:** The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

**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

**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 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.

**The course syllabus provides a general plan for the course; deviations may be necessary**