**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**FALL SEMESTER 2024**

**Course Number: RSED 3020-001**

**Course Title: Introduction to Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: TR 11:00 am – 12:15 pm, 1212 Haley Center**

**Date Syllabus Prepared:** August 2024

Instructor: Abbey Holder, PhD, NCC

Email: amh0033@auburn.edu (I will respond to email within 1 business day generally)

Phone : 334-844-2875

Office Hours: By Appointment

Office Address: 1232-B Haley Center

**TEXTBOOK:**

Mackelprang, R. W., Salsgiver, R. O., & Parrey, R. C. (2022). Disability: A diversity model approach in human service practice (4th ed.). Oxford University Press.

**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.

**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 a 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 related to rehabilitation, disability studies, and working with individuals with disabilities.

**COURSE CONTENT AND SCHEDULE: FALL 2024**

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| **Week** | **Dates** | **Assignment/Activities** |
| 1 | 8/208/22 | Syllabus and Course Review Introduction to Disability Issues |
| 2 | 8/278/29 | Chapter 1: The Meanings and History of Disability in Society*Willowbrook movies* |
| 3 | 9/39/5 | Chapter 2: Human Development and Disability |
| 4 | 9/109/12 | Chapter 3: Traditional Approaches to Disability: Moral and Medical ModelsNO CLASS 9/12*Autism the Musical will be watched online* |
| 5 | 9/179/19 | Chapter 4: Social and Cultural Manifestations of Disability as Diversity |
| 6 | 9/249/26 | Chapter 5: Universal Diversity Theory*Crip Camp* |
| 7 | 10/110/3 | Chapter 6: Disability Laws, Policies, and Human Rights*A Whole Lott More*  |
| 8 | 10/810/10 | **Midterm Exam 10/8****Fall Break No Class 10/10-10/11** |
| 9 | 10/1510/17 | Chapter 7: Mobility DisabilitiesChapter 8: deaf, Deaf, and Hard-of-Hearing People |
| 10 | 10/2210/24 | Chapter 9: Blindness and Visual ImpairmentsChapter 10: Developmental Disabilities |
| 11 | 10/2910/31 | *A Beautiful Mind* |
| 12 | 11/511/7 | Chapter 11: Mental Health DisabilitiesChapter 12: Cognitive Disabilities |
| 13 | 11/1211/14 | ***Job presentations this week***  |
| 14 | 11/1911/21 | Chapter 13: Health-Related Disabilities**In class Access Study completed this week in groups** |
| 15 | 11/25-11/29 | No class – **Thanksgiving Break** |
| 16 | 12/312/5 | Review for final examFinal Exam 12/5 |
| 17 | 12/9-12/13 | Official University Final Exam Week  |

\*\*\* **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.**

**COURSE REQUIREMENTS & STUDENT EVALUATION:**

|  |  |
| --- | --- |
| **Assignments:** | **Points** |
| Midterm Exam | 25 |
| Final Exam | 25 |
| Access Study and Group Report | 10 |
| Job Related Presentations | 15 |
| Class Participation | 5 |
| In class activities (2 @ 5 pts each) | 10 |
| Discussion Board | 10 |
| **Total** | **100** |

**Grading Scale:**

The grade ranges are:

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, below 60 =F

**Assignments:**

**Written Assignment Requirements:**

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 at the level of quality expected of a professional.

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

Font: Times New Roman, 12pt font;

Margins: 1”;

Spacing: Double Spacing;

Include the Running head:

***Access Study and Report:***

Groups will be assigned. Information about this specific assignment are forthcoming.

***Job-related 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 5-10 minutes each in which to present the above information and be prepared to respond to questions. Details and specifics will be provided for this assignment.

***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. **In-class activities and assignments will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.**

***Midterm and Final Exams***

Each of the exams will consist of multiple-choice, short answer and case presentation questions drawn from class and assigned readings. Detail information will be provided in class.

**CLASS POLICY STATEMENTS:**

**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 Auburn’s policy for further information on rules and regulations). Students may miss up to one class without penalty. Additional unexcused absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class

**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, 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.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

**Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook. will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook for details of this policy.

**Emergency Contingency statement:** If normal class and/or activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**AI Policy: Not Permitted in this Course for Assignments**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

**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.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncaresLinks to an external site. for resources and support.

**Sexual Misconduct Resources Statement:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.