**AUBURN UNIVERSITY**

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

**FALL SEMESTER 2024**

**Course Number: RSED 4120-002**

**Course Title: Independent Living Services in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: T 5:00 pm – 7:30 pm, 1435 Haley Center**

**Date Syllabus Prepared:** August 2024

Instructor: Abbey Holder, PhD, NCC

Email: [amh0033@auburn.edu](mailto: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

**SYLLABUS PREPARED**: August 2024

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

**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.

**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.

**COURSE CONTENT AND SCHEDULE: FALL 2024**

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| **Week** | **Dates** | **Assignment/Activities** |
| 1 | 8/20 | Syllabus and Course Review including requirements, coursework and expectations of students and professor.  It’s Our Story, Disability History |
| 2 | 8/27 | How Accessible Are We? People First Language  Disability History  **No Class 8/27 – Outside of Class Activity Assignment** |
| 3 | 9/3 | Extraordinary Bodies, Freedom of Movement  Freedom of Movement  **Labor Day Holiday 9/2** |
| 4 | 9/10 | Disability Rights Laws |
| 5 | 9/17 | 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  ADA -Americans with Disabilities Act of 1990  ADAAA -Americans with Disabilities Amendments Act of 2008  Online Discussion |
| 6 | 9/24 | Institutionalization  Belchertown State School and Ruth Sienkiewicz  ADA Checklist for Existing Facilities |
| 7 | 10/1 | Review for Mid-Term  Mid-Term – On Canvas (Due Oct 6) |
| 8 | 10/8 | Disability in America, the Legislative Response  **Fall Break 10/10-10/11** |
| 9 | 10/15 | Independent Living Movement  Centers for Independent Living, Core Services Provided |
| 10 | 10/22 | State of Alabama Independent Living – SAIL  Assistive Technology  Advocacy in Independent Living, Quality of Life |
| 11 | 10/29 | Film |
| 12 | 11/5 | Careers in Independent Living  Work on Independent Living Center discussion/presentation |
| 13 | 11/12 | Developing Independent Living Plans Discussions |
| 14 | 11/19 | Developing Independent Living Plans Discussions |
| 15 | 11/25-11/29 | No class – **Thanksgiving Break** |
| 16 | 12/3 | Review for Final  Final Exam on Canvas |
| 17 | 12/9-12/13 | Official University Final Exam Week |

\*\* 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.

**COURSE REQUIREMENTS AND EVALUATION:**

**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:** | **Points** |
| Midterm Exam | 25 |
| Final Exam | 25 |
| Class Presentation/Discussion | 30 |
| Film Reflection | 10 |
| Class Participation | 10 |
| **Total** | **100** |

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**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:

**Midterm and Final Exams**:

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 25 points each for a total of 50 points**.**

**Class Presentation:**

Students will prepare and lead a class discussion on an independent living center. 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.

**Film Reflection:**

Students will watch a film in class. We will discuss the film. Each student will provide a 2-3 page reflection if the movie, and how it impacts their views of disability, society, and independent living.

**Class Participation:**

Students are expected to participate in all class discussions and participate in all exercises. This section includes, but not limited to in-class assignments, quizzes regarding prior sessions material, reflections on in class assignments.

**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.