

RSED 5230
**Rehabilitation Assistive
 Technology**

Spring 2014

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

College of Education

INSTRUCTOR INFORMATION:

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OFFICE HOURS:
By appointment

COLLEGE OF EDUCATION



A Keystone in Building a Better Future for All



**AUBURN UNIVERSITY
SYLLABUS
Special Education, Rehabilitation, & Counseling
Spring 2014**

1. Course Number: RSED 5230

Course Title: Rehabilitation Assistive Technology

Credit Hours: 3 semester hours

Prerequisites: none

Corequisites: none

Time: Thursday 1:00 -3:25 pm

Dawson Building

Instructors Scott Renner: 334-844-5226
334-220-8442

Email: rennesr@auburn.edu

Office Hours: Call or email for appointment

2. DATE SYLLABUS PREPARED: December 2013

3. TEXTBOOK or MAJOR RESOURCES:

TEXT: Bryant, D. P., & Bryant, B. R. Second Edition. *Assistive Technology for People with Disabilities*. Boston, MA. Pearson Education, ISBN 13: 978-0-13-705009-3

ADDITIONAL READINGS RECOMMENDED.

Readings: Will be posted on Canvas.

4. COURSE DESCRIPTION: This course will introduce students in rehabilitation, or any other helping profession or fields of study to have a greater understanding of Assistive Technology (AT) and its impact on society. Students will acquire a perspective of how AT can be useful in their work, recreational, transportation, and home environments when providing services to persons with disabilities. This course will examine the impact of disability and other handicapping conditions on individuals, their families, and the community. A primary emphasis of the course will be on examining the different types of Assistive Technology (AT) used to assist individuals to reach their identified objectives/goals. Students will be challenged and encouraged to increase their awareness of the complexity of the disability experience through in-depth examination of stigma, discrimination, individual and social representation of disability, models of disability and other psychosocial considerations.

5. COURSE OBJECTIVES:

1. Students will explore society's attitudes and values toward persons with disabilities.
2. Students will explore and demonstrate a basic understanding of the history, and legislative influences as well the purpose, function and process of AT.
3. Students will be exposed to AT devices and programs starting at a "low tech" level and moving towards "higher" levels of technology.
4. Students will become familiar with the concept of disability and different models and how AT is seen in the different models.
5. Students will explore and recognize the barriers that persons with disabilities encounter as they live with a disability

6. Students will develop an understanding of the impact of social and attitudinal factors on individuals with disabilities and will develop sensitivity to and awareness of the effects of prejudice and discrimination.
7. Students will become familiar with the models and tools available to perform AT evaluations.
8. Students will be able to apply knowledge from readings to an array of case studies presented and discussed in class.
9. Students will be more informed about attitudes towards people with disabilities.
10. Students will demonstrate knowledge about federal, state, and local resources regarding AT.
11. Students will design and develop a “low tech” AT device to increase their awareness, knowledge and reflection that improves and increases awareness of disability issues regarding AT.

6. COURSE CONTENT & SCHEDULE:

Date	Topic	Readings	Assignments Due
January 9	Introductions, overview, syllabus, JAN		None
January 16	Introduction to AT Devices and Services	Ch 1 Bryant & Bryant	
January 23	Considering, Selecting, and Evaluating AT	Ch 2 Bryant & Bryant	Article 1
January 30	AT Assessments	Ch 3 Bryant & Bryant	
February 6	AT for Mobility Review for Exam 1	Ch 4 Bryant & Bryant	
February 13	Examination 1		Examination 1
February 20	AT to Enhance Speech	Ch 5 Bryant & Bryant	Article 2
February 27	AT to Access Information	Ch 6 Bryant & Bryant	
March 6	Integration AT Adaptations into Academic Instruction	Ch 7 Bryant & Bryant	
March 13	SPRING BREAK		
March 20	AT Devices to Enhance Independent Living	Ch 8 Bryant & Bryant	
March 27	Tour of AT Lab and Hands on		AT Paper
April 3	AT Presentations		AT Presentations
April 10	AT Presentations		
April 17	AT Project/Review for Final Examination		AT Project
April 24	Final Examination		Final Examination

7. COURSE REQUIREMENTS/EVALUATION:

A. Examinations: There will be two examinations. The exam will cover material from the text and handouts. Each examination is worth **100 points** for a total of **200 points**.

AT Paper (Due March 27, 2014)

Students will complete a five page paper on an Assistive Technology Topic. This paper will come from journals relating to Rehabilitation Counseling, workplace accommodations, Assistive Technology, and related journals and materials. This assignment is for a total of **100 points**.

AT Presentation (Due April 3, 2014)

The purpose of the presentation is to provide and create a resource on assistive technology for your peers. Each presentation will include a PowerPoint presentation that will have pictures and resources on various AT devices. You will select a disability and research AT that focuses on Independent Living, Employment, Education, Recreation/Leisure, and Transportation. Grading will be based on the quality of the information and the PowerPoint. You must submit your presentation on Canvas. This assignment is for a total of **100 points**.

AT Project (Due April 17, 2014)

The AT project is a learning process designed to increase the awareness and the value of knowledge and reflection that improves and increases awareness of disability issues and AT. The process typically includes: (1) Identification of Issue and Consumer, (2) Defining problem, (3) Designing AT, (4) Product development. Each student will design and develop a Low-Tech Assistive Technology device that can be used for one of the following categories: Independent Living, Employment, Education, Recreation/Leisure. Samples of Low-Tech Assistive Technology devices can be found at <http://www.workshopsolutions.com/>. This assignment is for a total of **100 points**.

AT Articles (January 23, 2014 to February 20, 2014)

During the semester you will be required to abstract two profession journal articles on assistive technology. These articles will be one page in length and be taken from journals relating to Assistive Technology, Rehabilitation Counseling, Education, Employment, or recreation/leisure devices utilizing AT. This assignment is for a total of **50 points. (2 articles @ 25 points each)**.

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
Examination	100
AT Paper	100
AT Presentation	100
AT Project	100
Final Examination	100
AT Articles	50
Total available points	550

Points will be accumulated toward the total number available and divided on 100 point scale. 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

Points Needed

495 - 550 = A

494 - 440 = B

439 - 385 = C

384 - 330 = D

329 and below = F

9. COURSE EVALUATION: Student perception and evaluation of the course is valued by the instructor, the department, and the university. Three specific methods for obtaining student perception and evaluation of the course are requested. These evaluation procedures are both formative and summative in nature.

10. CLASS POLICY STATEMENTS:

Participation: Students are expected to participate in all class discussions and participate in all exercise. 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**.

The Rehabilitation and Special Education Programs 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 the [Student Policy eHandbook](#); the URL is www.auburn.edu/studentpolicies

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." ([Student Policy eHandbook](#); the URL is www.auburn.edu/studentpolicies)

Accommodations for Students with Disabilities: "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](#); the URL is www.auburn.edu/studentpolicies

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 [Student Policy eHandbook](#); the URL is www.auburn.edu/studentpolicies

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