

RSED 5230 – 6230/6236
**Rehabilitation Assistive
 Technology**

Spring 2015

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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



Faculty, staff and students
 strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
 and technological expertise to help
 all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
 that serve as the foundation of a diverse
 and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
 in ways that fuel ongoing learning
 and improve future practices

A Keystone in Building a Better Future for All



AUBURN UNIVERSITY
SYLLABUS
Special Education, Rehabilitation, & Counseling
Spring 2015

1. Course Number: RSED 5230 – RSED 6230/6236

A. Course Title: Rehabilitation Assistive Technology

Credit Hours: 3 semester hours

Prerequisites: none

Corequisites: none

Time: Thursday 1:00 - 3:50 pm

Haley 1435

Instructors Scott Renner: 334-844-5226

334-734-2722

Email: rennesr@auburn.edu

Office Hours: Call or email for appointment

2. DATE SYLLABUS PREPARED: December 2014

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, Copyright © 2012

ADDITIONAL READINGS RECOMMENDED.

Readings: Will be posted on Canvas.

4. COURSE DESCRIPTION: This course will introduce students in rehabilitation, special education 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 AT and how it improves the lives of individuals with disability, 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.
12. Students will develop a collaborative relationship with other students who have different perspectives about persons with disabilities and educate them on the importance of AT. This collaborative relationship will lead to an Assistive Technology product.

6. COURSE CONTENT & SCHEDULE:

Date	Topic	Readings	Assignments Due
January 15	Introductions, overview, syllabus, JAN		
January 22	Introduction to AT Devices and Services	Ch 1 Bryant & Bryant	
January 29	Considering, Selecting, and Evaluating AT	Ch 2 Bryant & Bryant	Article 1
February 5	AT Assessments	Ch 3 Bryant & Bryant	
February 12	AT Devices to Enhance Mobility for Individuals with Physical Impairments - Review for Exam 1	Ch 4 Bryant & Bryant	Article 2
February 19	Examination 1		Examination 1
February 26	AT Devices to Enhance Speech	Ch 5 Bryant & Bryant	6230/6236 Article 3
March 5	AT Devices to enhance Access to Information - Hands on at Office of Accessibility	Ch 6 Bryant & Bryant	
March 12	Integrating AT Adaptations into Academic Instruction	Ch 7 Bryant & Bryant	AT Paper
March 19	AT Devices to Enhance Independent Living Hands on CDRS	Ch 8 Bryant & Bryant	6230/6236 Article 4
March 26	Spring Break	Spring Break	
April 2	Movie related to AT		6230/6236 SETT
April 9	AT Presentations		AT Presentations
April 16	AT Presentations		AT Presentations
April 23	AT Project		AT Project & Presentation
April 30	Final Examination		Final Examination

7. COURSE REQUIREMENTS/EVALUATION:

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

B. Assignments - RSED 5230

I. AT Paper (Due March 12, 2015)

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

or

I. Student Collaboration Project (SCP) Paper (Due March 12, 2015)

Students will complete a five page paper on the SCP AT collaboration. This will cover the client user's disability, history, interest, challenges, and solutions. Cover the research conducted and the process of determining the Assistive Technology Concept. This paper will come from your research during the SCP AT Design Collaboration. APA format. This assignment is for a total of **100 points**.

II. AT Presentation (Due April 9, 2015)

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 devices on the PowerPoint. You must have a minimum of 5 devices for each environment. Each presentation will have a picture of each device, information about each device picture, price of the device, resource to locate device. You must submit your PowerPoint presentation on Canvas. This assignment is for a total of **100 points**.

or

II. Student Collaboration Project Device Design Presentation (SCP) (Due April 9, 2015)

Students will complete a PowerPoint presentation on the SCP AT collaboration. This will cover the client user's disability, history, interest, challenges, and AT solutions. The SCP PowerPoint presentation will cover the research conducted and the process of determining the Assistive Technology Concept. This presentation will come from your research during the SCP AT Design Collaboration. Use Template. This assignment is for a total of **100 points**.

III. AT Project & Presentation (Due April 23, 2015)

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**.

or

III. Student Collaboration Project Device Design Presentation (SCP) (Due April 23, 2015)

SCP is a co-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) Collaboration with ID, (4) Education, (5) product development, and (6) Project Presentation. Each Group will submit project on an assigned date. This assignment is for a total of **100 points**.

IV. AT Articles (January 29, 2015 & February 12, 2015)

During the semester you will be required to abstract two professional 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. APA format. 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
I. AT Paper	100
II. AT Presentation	100
III. AT Project & Presentation	100
IV. AT Articles	50
Final Examination	100
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

B. Assignments - RSED 6230/6236

I. AT Paper (Due March 12, 2015)

Students will complete a five page paper on an Assistive Technology Topic. This paper will come from professional journals related to assistive technology, rehabilitation counseling, and education, and related journals and materials. APA format. This assignment is for a total of **100 points.**

II. SETT Framework AT Evaluation (Due April 2, 2015)

Students will complete a SETT Framework AT evaluation on one student. This will come from the SETT Framework AT evaluation model. Students will be provided the SETT Framework AT evaluation forms. Students will be given an example. This assignment is for a total of **100 points.**

III. LAW AT Presentation (Due April 9, 2014)

The purpose of the presentation is to increase your knowledge about the Laws that impact AT in education. Students will research the ADAA, IDEA, and Section 504 and present the impact it has on AT. The presentation will be done in PowerPoint format. You will focus on the ADAA, IDEA, and Section 504 and how it impacted Education and mandated AT. 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**.

IV. AT Articles (January 29, 2015, February 12, 2015, February 26, 2015, March 19, 2015)

During the semester you will be required to abstract four profession journal articles on assistive technology and education. These articles will be one page in length and be taken from journals related to assistive technology, rehabilitation counseling, and education. APA format. This assignment is for a total of **100 points**. (4 articles @ 25 points each).

V. AT Project (Due April 23, 2015)

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**.

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 1	100
I. AT Paper	100
II. SETT Framework	100
III. Law AT Presentation	100
IV. AT Articles	100
V. AT Project & Presentation	100
Final Examination	100
Total available points	700

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 point scale, as follows:

Grading Scale

A 90-100
 B 80-89
 C 70-79
 D 60-69
 F 59 and below

630 - 700 = A
 560 - 629 = B
 628 - 490 = C
 489 - 420 = D
 419 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:

- A. Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. 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. Students must satisfy all course objectives to pass the course.
- B. 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 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. Please see the [Student Policy eHandbook](#) for more information on excused absences (http://www.auburn.edu/student_info/student_policies/).
- C. Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized 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 *(as specified by instructor)*.
- D. Disability Accommodations: 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. To set up a meeting, please contact the instructor 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).
- E. Honesty Code: 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.
- F. Course contingency: If normal class and/or lab 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.
- G. 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