**RSED 5230**

**Rehabilitation Assistive Technology**

**M-W 5:00 pm – 6:15 pm**

**Spring 2019**

**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

**Instructor Information**

**Julian Shields, CRC**

**Jms0208@tigermail.auburn.edu**

**Office Hours: by appointment**

**Location: Haley Center 3220**

![College of Education. Conceptual framework logo Reads: "College of Education. Conceptual framework. 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. [New line] A Keystone in Building a Better Future For All.  Auburn University Samford Logo]()

RSED 5230 Rehabilitation Assistive Technology

Auburn University Department of Rehabilitation and Special Education

# 1. Course Number: RSED 5230

Course Name: Rehabilitation Assistive Technology

Credit Hours: 3 hours

Prerequisites**:** None

Co-requisites:None

2, Day/Time: Spring semester **Monday & Wednesday 5:00pn – 6:15pm HC 3353**

Instructor:Julian Shields,CRC

Office Address: **by appointment**

Contact Information:email:jms0208@tigermail.auburn.edu

Office Hours:by appointment

## 3. Textbook:

* + - * + ***Readings posted on Canvas***
				+ ***(Optional Textbook) Will be a resource used for lecturing material.***

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

**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 disabilities, 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 Outline:

| Class | Session Topic Reading | Technology | Assignment Due  |
| --- | --- | --- | --- |
| **Class 1****January 10** | **Class Introduction****Review Syllabus** | **None** | **None** |
| **Class 2****January 15** | **LAWS about AT** | **None** | **None** |
| **Class 3****January 17** | **LAWS about AT**  | **None** | **None** |
| **Class 4****January 22** | **Introduction to AT** | **None** | **None** |
| **Class 5****January 24** | **Introduction to AT** | **None** | **None** |
| **Class 6****January 31** | **Consider, Selecting, and Evaluating AT** | **Evaluation Tools** | **AT Article** |
| **Class 7****February 5** | **Consider, Selecting, and Evaluating AT** | **Evaluation Tools** | **None** |
| **Class 8****January 24** | **AT Assessments** | **Assessment Tools** | **None** |
| **Class 9****January 29** | **AT Assessments** | **Assessment Tools** | **None** |
| **Class 10****January 31** | **AT for Mobility** | Switches, Mounts, Wheelchairs | **None** |
| **Class 11****February 5** | **AT for Mobility** | Switches, Mounts, Wheelchairs | **None** |
| **Class 12****February 7** | **AT for Mobility** | Switches, Mounts, Wheelchairs | **None** |
| **Class 13****February 12** | **AT to Enhance Speech** | Augmentative & Alternative Communication | **None** |
| **Class 9****February 7** | **AT to Enhance Speech** | Augmentative & Alternative Communication | **AT Article** |
| **Class 9****February 7** | **AT to Enhance Speech** | Augmentative & Alternative Communication | **None** |
| **Class 10****February 12** | **AT to Access Information** | **Computer Access & Information Access** | **None** |
| **Class 11****February 14** | **AT to Access Information** | **Computer Access & Information Access** | **None** |
| **Class 12****February 19** | **AT to Access Information** | **Computer Access & Information Access** | **None** |
| **Class 13****February 21** | **Integration AT Adaptions into Academic Instruction** | **Applications and Software Programs** | **None** |
| **Class 13****February 21** | **Integration AT Adaptions into Academic Instruction** | **Applications and Software Programs** | **None** |
| **Class 14****February 26** | **Integration AT Adaptions into Academic Instruction****Mid-Term Review** | **Applications and Software Programs** | **None** |
| **Class 15****February 28** | **Mid-Term** | **None** | **None** |
| **Class 16****February 21** | **AT to Enhance Independent Living** | **Independent Living Aids for ADL’s, Apps, and Organizers** | **None** |
| **Class 14****February 26** | **AT to Enhance Independent Living** | **Independent Living Aids for ADL’s, Apps, and Organizers** | **AT Paper** |
| **Class 15****February 28** | **AT to Enhance Independent Living** | **Environmental Control Units** | **None** |
| Class | Session Topic Reading | Technology | Assignment Due  |
| **Class 16****March 5** | **AT to Enhance Recreation/Leisure** | **AT for Recreation/Leisure** | **None** |
| **Class 17****March 7** | **AT to Enhance Recreation/Leisure** | **AT for Recreation/Leisure** | **None** |
| **Class 18****March 12** | **Spring Break** | **AT for Recreation/Leisure** | **None** |
| **Class 19****March 14** | **Spring Break** | **None** | **None** |
| **Class 20****March 19** | **AT to Enhance Recreation/Leisure** | **None** | **AT Presentation** |
| **Class 21****March 21** | **AT Presentations** | **None** | **None** |
| **Class 22****March 26** | **AT Presentations** | **None** | **None** |
| **Class 23****March 28** | **AT Presentations** | **None** | **None** |
| **Class 24****April 2** | **Guest Lecture** | **None** | **None** |
| **Class 25****April 4** | **Guest Lecture** | **None** | **Low-Tech AT Project and Presentation** |
| **Class 25****April 9** | **Low-Tech AT Project Presentations** | **None** | **None** |
| **Class 26****April 11** | **Low-Tech AT Project Presentations** | **None** | **None** |
| **Class 27****April 16** | **Low-Tech AT Project Presentations** | **None** | **None** |
| **Class 28****April 18** | **Guest Lecture** | **None** | **None** |
| **Class 30****April 23** | * **Recap & Final Review**
 | **None** | **None** |
| **Class 31****April 25** | * **Final**
 | **None** | **None** |

### **7. COURSE REQUIREMENTS/EVALUATION:**

* **Students will be held responsible for all of the information from the lectures and assigned readings.**
* **Students should read assigned material appropriate to the class topic before class meetings.**

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

### **B. AT Articles (Due January 31 and February 7, 2019)**

During the semester students will be required to abstract two professional journal articles on assistive technology. These articles will be provided on Canvas, or students can research an article and topic they are interested in. The abstract 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).**

**C. AT Paper (Due February 26, 2019)**

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.**

**D. AT Presentation (Due March 19, 2019)**

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

**E. AT Low-Tech Project & Presentation (Due April 23, 2019)**

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 on the Web. 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**

I. AT Paper 100

II. AT Presentation 100

III. AT Project & Presentation 100

IV. AT Article 50

Mid-Term Exam 100

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 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

**TECHNOLOGY:** This course will be will use Canvas, a Web-based tool for material delivery and communication. Students are responsible to access the site on a regular basis and to access handouts or other information for the class.

Messages and announcement will be sent out to through Canvas. Students are to try to solve their technological problems through troubleshooting and contacting the AU Help Desk personnel. When communicating with help desk personnel, please record the name of the person helping you, the time that you called, and the difficulty you were reporting. If the instructor needs to follow up on any issues, this information will be helpful in tracking down the correct solution,

* [OIT Help Desk Webpage](http://www.auburn.edu/oit/helpdesk/)
* [Password update information](http://www.auburn.edu/oit/myaccount/)
* [AU Install (software available to students at Auburn)](http://www.auburn.edu/download/)

### 9. CLASS POLICY STATEMENTS:

### **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.

It is expected that students attend class meetings and verbally participate in a meaningful way. Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, “***Specific policies regarding class attendance are the prerogative of individual faculty members.*** ***Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades***.”

### **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 before 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](http://www.auburn.edu/student_info/student_policies/%22%20%5Co%20%22Student%20Policy%20eHandbook) for more information on excused absences.

### **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).*

### **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 the 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).

### **Honesty Code:**

All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/)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. LICY STATEMENTS: SCALE: & email)Among other things, students are responsible for understanding the *definition of plagiarism*. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

### **Classroom Behavior:**

Students are expected to read and adhere to all classroom policies in the Auburn University Policies site regarding classroom behavior. [Auburn University Policy Database](https://sites.auburn.edu/admin/universitypolicies/default.aspx.) “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; 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 *(including cell phones*) 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* [Auburn University Policy Database](https://sites.auburn.edu/admin/universitypolicies/default.aspx.)

### **Course contingency:**

In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.

### **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 vital