**AUBURN UNIVERSITY**

**SYLLABUS**

**SPRING 2022**

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| **Course Number & Section:** | **RSED 3020** |
| **Attribute:** | In-Person |
| **Class Location:** | Haley 1435 |
| **Class Meeting Times:** | T/Th 2:00-3:15 |
| **Course Title:** | Introduction to Rehabilitation |
| **Prerequisites:** | None |
| **Credit Hours:** | 3 semester hours credits |

Instructor:

Denise Bozek, M.A.Ed.&H, CRC

Auburn University

Counselor Education and Supervision Doctoral Student

Graduate Teaching Assistant

Email: [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu)

**Office Hours:** By appointment (in person or zoom)

***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 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 available in relationship to rehabilitation, disability studies, and working with individuals with disabilities.

***Required Textbook:***

Mackelprang, R.W. & Salsgiver, R.O. (2016). *Disability: A diversity model approach in human service practice.* NY: Oxford University Press.

ISBN: **9780190656409**

***Class Policy Statements:***

1. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. **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).
2. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/student\_info/student\_policies/](http://www.auburn.edu/student_info/student_policies/)
3. **Diversity/Name/Pronoun Policy:**  It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, please let me know in class or through email at any time. If at any point I am mispronouncing your name, please correct me as soon as possible in class or through email. All people have the right to be addressed and referred to with the gender pronoun they are most comfortable with. If you feel open to do so, please let me know with which gender pronoun you would like to be addressed at any time. In order to have a safe and respectful classroom, I will do my best to address and refer to all students by their preferred pronoun and will support classmates in doing so as well.

1. **Plagiarism:** Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonesty and occurs when you accidentally or purposefully do any of the following in an assignment:
   1. Use somebody else’s words either verbatim or almost verbatim without attribution
   2. Use somebody else’s evidence, line of thinking, idea, without attribution
   3. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a readymade paper, or hiring somebody to write the paper for you.
   4. Turn in previously submitted work as new work without instructor approval.

Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

1. **Classroom Behavior and Professionalism:** Non-threatening behaviors that impede the learning of other students will result in the following consequences:
2. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
3. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
4. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, 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 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

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

1. **Device Policy:** This policy includes, but is not limited to cell phones, smart watches, tablets, air pods/headphones, and laptops. These items are to be turned on silent or vibrate during class. Students are permitted to answer calls/texts during class **as long as they are not disruptive and are respectful of others** (i.e. stepping out of class to answer calls). If a laptop or tablets must be used, it must only be for this class (i.e. taking notes, looking on canvas, accessing readings/articles related to the class discussion, etc.)
2. **Communication:** All students must use their Auburn email to communicate with me. I will not respond to any emails that are not from your Auburn email address. **Please allow me 48 hours to respond to an email. I will not respond to emails after 7pm.** Please remember to use proper email etiquette, including **using a properly descriptive subject line that consists of the course number (RSED 3020) followed by a brief phrase or word that summarizes the subject of your email, such as “Homework Issue.”**
3. **Extra Credit Opportunities:** I will present you all with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points.
   1. SONA Extra Credit
      1. The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please [emailsona@auburn.edu](mailto:emailsona@auburn.edu). For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied please email me. If you have questions about participating in studies, please [emailsona@auburn.edu](mailto:emailsona@auburn.edu)
4. **Attendance Policy:** Attendance is expected, and you are responsible for all class material covered in your absence. If you miss a class, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will participate. I know that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence.

**University Approved Excuses:** According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

1. **COVID-19 Policy:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu). These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:  
  
COVID Response Team (ahealthieru.edu)  
Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)  
AU Medical Clinic (<https://cws.auburn.edu/aumc/>

If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu](http://aucares.auburn.edu/))

1. **Technology and Assignments:**

A. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course.

B. **Assignments are due at the START of class on the date listed on the syllabus.** Canvas is considered the official time-stamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction

**Assignments are deducted 20% for every day late. After 4 days late, the assignment will no longer be accepted.**

C. If you are struggling to navigate Canvas, it is your responsibility to take the necessary steps to address it. If you email me from your Auburn email before a deadline with the assignment attached, I will use my discretion as to whether or not I will accept it. **I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.**

***Assignments:***

*\*all assignments (except the final paper) are due at the START of class\**

***Journals:***

Students will write three separate 1-2 page typed (Times New Roman, 12pt., double-spaced) critical reflections on the readings. This is a chance to ask questions and share your own thoughts and reactions to the readings. Think about what you liked, disliked, agreed, disagreed with the material.

***Midterm:***

There will be one exam to test your knowledge on the course material, discussions, lectures.

***Job Related Class Paper/Presentation:***

Each student will create a paper/presentation discussing how you came to choose Rehab as a study or occupation. The assignment should include an introduction of yourself and field of study, including the job or career path specific to working with individuals with disabilities that you are pursuing.  You should 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 (i.e. other jobs or fields that support the work you will be doing), 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. Grades will be assigned based on the overall quality of the presentation, including all submitted materials and in-class presentation. Students are encouraged to ensure that the above-mentioned content for the presentation is covered entirely.

***Current Event:***

Students will write a 3-page typed (Times New Roman, 12pt., double spaced) reflection on the   
topic. Each student will pick a current event/topic/something they have seen in society and relate   
it to class. Students will share their topic with the class to open into discussions on the findings.

***Group Discussion Presentation:***

Students will get into groups and pick a chapter (6-12) to present to the class. Students will have the entire class time present and are encouraged to get creative with this to facilitate discussions on the   
chapter. You are welcome to bring in other readings, videos, etc to add to the discussion/presentation.

***Final Paper:***

For the final paper assignment, students will write a 5-6 page paper in APA format. The paper will address one to two topics covered in class. A minimum of 4 scholarly sources should be cited, with the assigned textbook included as a source. The paper should include a clear thesis statement related to one of the topics covered in class. Students should find inspiration for their topic through reflecting on the discussion posts, journaling assignments, readings, and/or lectures. Students will have the option of submitting a rough draft of their final paper for the instructor to provide feedback before submitting the final draft (MUST be at least a week in advance). Students are encouraged to reach out to instructor if they need assistance choosing a topic to write about.

***Participation:***

All students are expected to participate in class, contribute to group discussions, and take part in class assignments. Participation will be reflected in the final grade.

***Grading:***

Journals (3) 15 points

Job related class paper/presentation 20 points

Group discussion presentation 40 points

Midterm examination 40 points

Current event 25 points

Final paper 50 points

Class participation 10 points

Total 200 points

Grading Scale:

90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D, Below 59 =F

***Course Schedule:***

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| --- | --- | --- |
| COURSE CONTENT OUTLINE | | |
| Topic | | Assignments |
| Week 1 | | |
| Th  (1/13) | Syllabus Day |  |
| Week 2 | | |
| T  (1/18) | The Meaning and History of Disability in Society | Chapter 1 |
| Th  (1/20) | Human Development and Disability | Chapter 2 |
| Week 3 | | |
| T  (1/25) | Traditional Approaches to Disability: Moral and Medical Models | Chapter 3 |
| Th  (1/27) | Discussion |  |
| Week 4 | | |
| T  (2/1) | Presentations | **Job related presentation due** |
| Th  (2/3) | Presentations |  |
| Week 5 | | |
| T  (2/8) | Disability Culture | Chapter 4 |
| Th  (2/10) | Disability Laws, Policies, and Human Rights | Chapter 5 |
| Week 6 | | |
| T  (2/15) | Review |  |
| Th  (2/17) | **EXAM** |  |
| Week 7 | | |
| T  (2/22) | Movie | **Journal 1 due** |
| Th  (2/24) | Movie discussion |  |
| Week 8 | | |
| T  (3/1) | Discussion |  |
| Th  (3/3) | Prep day with groups |  |
| Week 9 | | |
| T  (3/8) | **SPRING BREAK** | No Class |
| Th  (3/10) | **SPRING BREAK** | No Class |
| Week 10 | | |
| T  (3/15) | Mobility Disabilities  **PRESENTATION** | Chapter 6 |
| Th  (3/17) | Deafness and Hearing Impairments  **PRESENTATION** | Chapter 7 |
| Week 11 | | |
| T  (3/22) | Visual Disabilities  **PRESENTATION** | Chapter 8 |
| Th  (3/24) | Developmental Disabilities  **PRESENTATION** | Chapter 9  **Journal 2 due** |
| Week 12 | | |
| T  (3/29) | Mental Health Disabilities  **PRESENTATION** | Chapter 10 |
| Th  (3/31) | Cognitive Disabilities  **PRESENTATION** | Chapter 11 |
| Week 13 | | |
| T  (4/5) | Health-Related Disabilities  **PRESENTATION** | Chapter 12 |
| Th  (4/7) | Assessment in Practice | Chapter 13 |
| Week 14 | | |
| T  (4/12) | Models of Practice | Chapter 14 |
| Th  (4/14) | Practice Guidelines | Chapter 15 |
| Week 15 | | |
| T  (4/19) | Current events discussion | **Current events assignment due** |
| Th  (4/21) | Current events discussion |  |
| Week 16 | | |
| T  (4/26) | Special Topics discussion | **Journal 3 due** |
| Th  (4/28) | Final discussion |  |
| **FINAL PAPER DUE 5/5** | | |