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| EAGL 3104  **Transition to Independent Living: Medical Aspects**  **Spring 2024**  **- - - - - - - - - -**  **Department of Special Education, Rehabilitation, and Counseling**  **College of Education**  Instructor Information  **Mrs. Mary Grayson Nix Caden, M.S. PE**  Office: 136 Foy Building  mgn0013@auburn.edu |  |

**AUBURN UNIVERSITY**

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

**Course Syllabus**

**Course Number EAGL 3104**

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| **Course Title** | Transition to Independent Living: Medical Aspects |
| **Credit Hours** | 3 Credit Hours |
| **Course Meetings** | Tuesdays and Thursdays 8:00 a.m. to 9:00 a.m. |
| **Prerequisites** | EAGLES Program Basic Program Completion |
| **Corequisites** | Third- and Fourth-Year EAGLES Student |
| **Professor** | Mrs. Mary Grayson Nix Caden, M.S. PE, CPT-NASM, CIFT, RYT-200 |
| **Office Location** | 136 Foy Building |
| **Phone/E-mail** | mgn0013@auburn.edu |
| **Office Hours** | By Appointment |

1. **Date Syllabus Prepared:** Updated December 2023
2. **Textbooks or Major Resources-** There are no required textbooks for this course. All students will have internet access to libraries, learning centers, and/or laboratories that will facilitate their successful completion of the course.
3. **Course Description-** The purpose of this course is designed to assist students in developing working knowledge of medical aspects of their disability and routine medical needed to live a healthy life. This course helps students develop a medical binder to help them be autonomous when answering questions at routine medical appointments. Additionally, this course explains the process of how insurance works, medical services needed, like routine physicals, dental health, and women’s heath, and how to address acute issues like the common cold, headaches, etc.
4. **Student Learning Outcomes:**

* Student will explore the Nine Dimensions of Wellness which include: physical, emotional, intellectual, social, cultural, spiritual, environmental, financial, and occupational wellness.
* Student will demonstrate an understanding of materials presented in class by completing application-based activities such as identifying the nine dimensions of wellness in their own lives by using planning and tracking pages throughout each week.
* Student will demonstrate an understanding of the Nine Dimensions of Wellness by creating their own Wellness Wheel Project after exploring all dimensions as a class.
* Student will utilize time management to attend class, complete assignments, and complete their final project.

**Course Requirements/Evaluation:**

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| **Day** | **Date** | **Class** | **Assignment Due** | **Indicators** |
| Thursday  **Need Sub for SOAR**  **Jaycee?** | 1/11 | EAGL 3104 Syllabus  Medical Aspects Pre-Test  Overview of all 9 Pillars of Health & Wellness  Fill Out Wellness Wheel During Class | Pre Test due in class  15 pts  Complete and Turn In Wellness Wheel on Tuesday 1/16 |  |
| Tuesday | 1/16 | Physical Wellness: Nutrition  Resources Page  Planner in class  Tracker Homework | Nutrition Trackers Due Next Tuesday  10 pts |  |
| Thursday | 1/18 | Field Trip to The Edge  Meet at 8:00 AM to swipe in  Allan Tablan - guest speaker | Make A Healthy Breakfast Plate | Student demonstrates the ability to make healthy food choices.  Student demonstrates the ability to choose appropriate portion sizes. |
| Tuesday | 1/23 | Physical Wellness: Nutrition Tracker Due  Physical Wellness: Exercise Presentation  Tips Sheet  Planning Sheet  Tracker - Homework | Nutrition Tracker Graded in  Exercise Tracker Due Next Tuesday  10 pts | Recognizes the  difference between  cardio exercises,  flexibility exercises, and  muscle strengthening  Exercises.  Meets CDC Guidelines of  2 or more days of  moderate intensity  exercise involving all  major muscle groups  (yoga, resistance bands,  strength training, etc.  Meets CDC Guidelines of  2.5 Hours per week of  moderate intensity  activity (brisk walks,  yoga, etc.) OR 75  Minutes of vigorous  exercise (jogging,  basketball, etc.) |
| Thursday | 1/25 | Physical Wellness: Exercise Tracker Review – due next tuesday  Physical Wellness: Sleep Presentation  Sleep Tips and Planner in class | Exercise Tracker due  Sleep Due Next Tuesday  10 pts |  |
| Tuesday | 1/30 | Physical Wellness: Sleep and Exercise Trackers  Physical Wellness Reflection in class  Physical Wellness – Preventative Health Presentation | 2 Trackers due in class  Reflection turned in during class  10 pts |  |
| Thursday | 2/1 | Emotional Wellness Presentation  Zones of Regulation  Emotional Wellness Regulation planner | Complete Emotional Regulation Toolbox in Class  Emotional Wellness Tracker Due Next thursday 10 pts | Recognizes physical  activity as an  opportunity for stress  Reduction. |
| Tuesday | 2/6 | Emotional Wellness – Guest Speaker  Nadia | Emotional Wellness Tracker – Go Over it |  |
| Thursday | 2/8 | Emotional Wellness-Guest Speaker  \*Danielle Pester Presentation | Emotional wellness tracker due  Emotional Wellness Reflection due in class 10 pts |  |
| Tuesday | 2/13 | Social and Relationship Wellness  Emailed\* Dr. Drew Speaker  Social Wellness Tracker  Social Wellness Planner |  |  |
| Thursday | 2/15 | Social Wellness Presentation  Social Wellness Planner  Tracker given in class  Social Wellness Games  Role Playing Scenarios  Mrs. Borreli | Social Wellness Tracker due next Thursday 10 pts |  |
| Tuesday | 2/20 | Social wellness reflection  Financial Wellness Presentation  Financial Wellness Handouts and How To  Financial Wellness Tracker given in class | Reflection Due In Class 10 pts  Social Wellness Tracker Due  Financial Wellness Tracker Due Next Tuesday (10 pts) |  |
| Thursday | 2/22 | Financial Wellness – Making a Budget Worksheets | Submit photos of your budget to canvas at the end of class |  |
| Tuesday  **Sub – Jaycee?** | 2/27 | Financial Wellness Reflection  Managing Dining Dollars Worksheets  Dining Dollars PPT    \*email Jessica about Jaycee or other sub | Reflection Due in Class 10 pts |  |
| Thursday | 2/29 | Breakfast at the Edge | Make a healthy breakfast plate. | Student demonstrates the ability to make healthy food choices.  Student demonstrates the ability to choose appropriate portion sizes. |
| Tuesday | 3/5 | Spring Break – No Class |  |  |
| Thursday | 3/7 | Spring Break – No Class |  |  |
| Tuesday | 3/12 | Occupational Wellness Presentation  Occupational Wellness Tracker | Occupational Wellness Tracker Due Next Tuesday  10 pts |  |
| Thursday | 3/14 | Occupational Wellness-Medical Insurance PPT or Guest Speaker  \*need to email nursing | Medical Insurance Quiz on Canvas |  |
| Tuesday | 3/19 | Occupational Wellness Reflection  Cultural Wellness Presentation  Cultural Wellness Tracker | Reflection Due In Class 10 pts  Cultural Wellness Tracker Due Next Tuesday 10 pts |  |
| Thursday | 3/21 | Cultural Wellness-Guest Speaker Activity  \*Email Upstairs Foy people | No Assignment |  |
| Tuesday | 3/26 | Cultural Wellness Reflection  Environmental Wellness Presentation  Environmental Wellness Tracker  \*Emailed Mr. Nelson | Reflection Due In Class 10 pts  Environmental Wellness Tracker Due Next Tuesday 10 pts |  |
| Thursday | 3/28 | Environmental Wellness-Arboretum  Nature Walk Activities | Nature Walk Activity | Recognizes physical  activity as an  opportunity for stress  Reduction. |
| Tuesday | 4/2 | Environmental Wellness Reflection  Spiritual Wellness Presentation  Spiritual Wellness Tracker | Reflection Due In Class 10 pts  Spiritual Wellness Tracker Due Next Tuesday 10 pts |  |
| Thursday |  | Intellectual Wellness Presentation and Tracker | Intellectual Wellness Tracker due next Thursday 10 pts |  |
| Tuesday | 4/9 | Spiritual Wellness Reflection  Intellectual Wellness Reflection    Go Over Powerpoint – make template | Spiritual Reflection Due In Class 10 pts  Intellectual Reflection in class 10 pts |  |
| Thursday | 4/11 | Start 9 Dimensions of Wellness Project  -Show Example  -Start on Slides | In Class Work |  |
| Tuesday | 4/16 | 9 Dimensions of Wellness Project  Part 1 | In Class Work |  |
| Thursday  **NEED SUB** | 4/18 | Presentation Preparation 2 and Practice | Submit your presentation to canvas by 04/22/2023 by 8:00 AM |  |
| Tuesday | 4/23 | Presentations | 40 pts |  |
| Thursday | 4/25 | Post Test and Final Wellness Wheel Reflection  (retake pre-test and compare scores) | Last Day of Class  15 pts |  |

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| **Activity** | **Points** | **Grading Scale** |
| Pre Test | 15 | A  90% - 100% |
| Trackers | 120 | B  80% - 89% |
| Reflections | 90 | C  70% - 79% |
| Presentation | 40 | D  60% - 69% |
| Post Test | 15 | F  59% and below |
| **Total Possible:** | 280 |  |

**Class Policy Statements:**

**Attendance.** Students are required and expected to attend all classes unless they have an approved University excuse. After the third unexcused absence, there will be a 3% meeting, and parent/guardian will be informed. Attendance is required for satisfactory academic performance.

**Tardies**: Students are required and expected to arrive in class on time. You are tardy if you are more than 5 minutes late. If you are more than 10 minutes late you will be marked as an unexcused absence. After the third unexcused tardy, there will be a 3% meeting. Being on time for class is required for satisfactory academic performance.

**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/>.

**Make-up Policy.** Arrangement to make up missed assignments (e.g., site visits) 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, make-up assignments will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up assignment(s) will be arranged during the last three days before the final exam period begins.

**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, 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.”

See Student Policy eHandbook, <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Academic Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>) found in the *Student Policy eHandbook* will apply to university courses 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. Students are to read the honesty code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, 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.

**Assignments.** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA) Publication Manual. 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 by the time listed on Canvas. All assignments should be posted on Canvas under there corresponding Assignment link. Please do not email assignments. Also, assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by an excuse approved by the university.

**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, and addendum to your syllabus and/or course assignments will replace the original materials.

**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. 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). Students are responsible for advocating for extended time and accommodations in advance prior to the set due date for the assignment. (It is best practice to advocate at least one week in advance.) Extended time will not be granted after a missed due date.

**Notice of Non-Discrimination:** Diversity, equity, inclusion and social justice are important values at Auburn University. Auburn University prohibits harassment and discrimination based on the following protected classes: race, color, sexual orientation, gender identity and gender expression, age, religion, national origin, disability, and veteran status. Auburn University does not discriminate on the basis of race, color, national origin, sex, pregnancy, sexual orientation, gender identity or expression, religion, disability, protected veteran status, genetic information, or age in its programs and activities. A bias incident is a non-criminal harassing or discriminatory act that is reasonably believed to be motivated by someone’s actual or perceived protected class status. Examples of bias-related incidents include epithets, slurs, negative stereotyping, damage to property, theft, physical violence and sexual assault. The Bias Education and Response Team, or BERT, housed under the Auburn University Division of Student Affairs, consists of a cross-disciplinary group of Auburn University staff who will ensure that students have a means to report bias incidents and receive information concerning prevention and awareness resources. A bias incident can be reported via the BERT website at: <https://cm.maxient.com/reportingform.php?AuburnUniv&layout_id=7>

**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.” Refer to the ***Student Academic Grievance Process Summary*** of the [*Student Policy eHandbook*](file:///F:\05-SPRING%2018\auburn.edu\studentpolicies) *(*[*auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* for more information.

**Liability Coverage.** Student’s officially registered and enrolled at Auburn University are covered by professional liability insurance in the amount of $1,000,000. Students who may need to document this coverage may request such from the College of Education’s Educational Services Office. The phone number for this office is 334-844-4448.

**Participation**: Students are expected to participate in all class activities. 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 advocating to make up missed work. Participation is required for satisfactory academic performance.

**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, <http://education.auburn.edu/aboutus/conceptfmwrk.html>. 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; and
  + Model and nurture intellectual vitality.

**COVID-19 Policy:** Auburn University continues to closely monitor the COVID-19 pandemic and, in consultation with state and federal officials, is making decisions with the health and safety of our students, faculty and staff as the top priority. Knowing the situation is a fluid one, Auburn University is continually providing updates as available regarding university operations. Please visit https://ocm.auburn.edu/news/coronavirus/regularly for the latest updates on Auburn University’s decisions regarding COVID-19.