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| EAGL 3104  **Transition to Independent Living: Medical Aspects**  ***Spring 2025***  **Department of Special Education,**  **Rehabilitation and Counseling**  **College of Education**  Instructor Information  **Stephanie Willis**  Office: Foy 136D  SMW0123@auburn.edu |  |

Course Information

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| **Course Title** | **Transition to Independent Living: Medical Aspects** |
| **Course Number** | **EAGL 3104** |
| **Credit Hours** | 0 |
| **Meetings Days** | Tuesdays and Thursdays |
| **Meeting Time** | 11:00 a.m. – 12:15 p.m. |
| **Meeting Location** | **Foy 136Q** |
| **Instructor** | Stephanie Willis |
| **Office Location** | Foy 136D |
| **E-mail** | Smw0123@auburn.edu |
| **Office Hours** | By appointment |
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| SPRING 2025 Course Schedule | | | | | |
| WEEK | **DATE** | **CLASS** | **INDICATOR** | **PROGRAM ACC STANDARD** | **ASSIGNMENT DUE** |
| Week 1 | 01/14 | EAGL 3104 Syllabus |  |  |  |
| Week 1 | 01/16 | Overview of 9 Pillars of the Wellness Wheel |  |  | Wellness Wheel Due Tuesday, 01/21 |
| Week 2 | 01/21 | PCP Meetings |  |  |  |
| Week 2 | 01/23 | PCP Meetings |  |  |  |
| Week 3 | 01/28 | Physical Wellness: Nutrition |  |  | Nutrition Tracker Due Tuesday, 02/04 |
| Week 3 | 01/30 | **Application-Based Activity**  Physical Wellness: Nutrition  Make a Healthy Lunch Plate at The Edge  Guest Speaker: Allan Tablan | HW.N.1  HW.N.2 |  | Students will submit a picture of their healthy lunch plate by the end of class. |
| Week 4 | 02/04 | Physical Wellness: Exercise | HW.K.1  HW.PA.2  HW.PA.3 |  | Exercise Tracker Due Tuesday, 02/11 |
| Week 4 | 02/06 | Physical Wellness: Preventative Health and Sleep |  |  | Physical Wellness Reflection due in class  Sleep Tracker due Tuesday, 02/11 |
| Week 5 | 02/11 | Emotional Wellness | HW.K.4 |  | Emotional Regulation Toolbox due in class  Emotional Wellness Tracker due Tuesday, 02/18 |
| Week 5 | 02/13 | Emotional Wellness  Guest Speaker: Nadia |  |  | Emotional Wellness Reflection due in class |
| Week 6 | 02/18 | Social Wellness |  |  | Social Wellness Tracker due Tuesday, 02/25 |
| Week 6 | 02/20 | Social and Relationship Wellness  Guest Speaker: Dr. Cristine Drew |  |  | Social Wellness Reflection due in class |
| Week 7 | 02/25 | Financial Wellness |  |  | Financial Wellness Tracker due Tuesday, 03/04 |
| Week 7 | 02/27 | Financial Wellness: Budget  Guest Speaker: Mrs. Elyse Corbitt |  |  | Financial Wellness Reflection due in class |
| Week 8 | 03/04 | PCP Meetings |  |  |  |
| Week 8 | 03/06 | PCP Meetings |  |  |  |
| Week 9 | 03/11 | NO CLASS: SPRING BREAK | | | |
| Week 9 | 03/13 | NO CLASS: SPRING BREAK | | | |
| Week 10 | 03/18 | Occupational Wellness |  |  | Occupational Wellness Tracker due next Tuesday, 03/25 |
| Week 10 | 03/20 | Occupational Wellness: Medical Insurance |  |  | Medical Insurance Quiz due in class |
| Week 11 | 03/25 | Cultural Wellness |  |  | Cultural Wellness Tracker due Tuesday, 04/01 |
| Week 11 | 03/27 | Cultural Wellness  Guest Speaker: |  |  | Cultural Wellness Reflection due in class |
| Week 12 | 04/01 | Environmental Wellness |  |  | Environmental Wellness Tracker due Tuesday, 04/08 |
| Week 12 | 04/03 | **Application-Based Activity**  Arboretum Nature Walk | HW.K.4 |  | Environmental Wellness Reflection due |
| Week 13 | 04/08 | Spiritual Wellness |  |  | Spiritual Wellness Tracker due Tuesday, 04/15 |
| Week 13 | 04/10 | Intellectual Wellness |  |  | Intellectual Wellness Tracker due Tuesday, 04/15 |
| Week 14 | 04/15 | Project Introduction |  |  | Spiritual Wellness Reflection due in class  Intellectual Wellness Reflection due in class |
| Week 14 | 04/17 | Project Workday |  |  | Part 1: Emotional, Physical, and Social Wellness due in class |
| Week 15 | 04/22 | PCP Meetings  Project Workday |  |  | Part 2: Financial, Occupational, and Cultural Wellness due in class |
| Week 15 | 04/24 | PCP Meetings  Project Workday |  |  | Part 3: Environmental, Spiritual, and Intellectual Wellness due in class |
| Week 16 | 04/29 | Project Presentations |  |  |  |

1. **Date Syllabus Prepared:** Updated January 2025
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 to facilitate their successful course completion.
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. **Outcomes and Objectives:** 
   * 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.
5. **Think College Accreditation Standards Covered in this course:**
6. CS 2
7. CS 7
8. SSS 2
9. **Assignments, Grading, and Class Materials:**

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| Activity | Points | Grading Scale |
| Trackers | 120 | A  90% - 100% |
| Reflections | 100 | B  80% - 89% |
| Presentation | 50 | C  70% - 79% |
| Project | 30 | D  60% - 69% |
| Total Possible: | 300 | F  59% and below |

1. **Class Policy Statements:**
   * 1. **Email & Canvas:** Students are responsible for checking emails and Canvas daily.
     2. **Accommodations:** 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.
     3. **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.
     4. **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 the parent/guardian will be informed. Attendance is required for satisfactory academic performance.
     5. **Tardies**: Students are required and expected to arrive in class on time. You are tardy if you are more than 5 minutes late. You will be marked as an unexcused absence if you are more than 10 minutes late. After the third unexcused tardy, there will be a 3% meeting. Being on time for class is required for satisfactory academic performance.
     6. **Assignments:** Written assignments are expected to be typed and of high quality. Assignments must be turned in on the day the assignment is due and during the regularly scheduled class time on Canvas. All assignments should be posted on Canvas under the corresponding assignment link. Please do not email assignments. No late assignments will be accepted unless accompanied by an excuse approved by the university.
     7. **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 before 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 any excused absences, but such notification shall not 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/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).
     8. **Make-Up Policy**: Arrangements to make up missed major examinations (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 the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks from the time 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 begins. The format of the make-up exam will be online via Canvas.
     9. **Written Assignments** are expected to be prepared using word processing software (or other assignment-appropriate software e.g., PowerPoint for poster project), grammatically accurate, and free of spelling and typographical errors. Written assignments should be prepared in accordance with the latest edition of the American Psychological Association (APA) Publication Manual.
     10. **Disability Accommodations:** Students who need accommodations are asked to submit their approved accommodations through AU Access electronically 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).
     11. **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.
     12. **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.
     13. **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
     14. **Notice of Non-Discrimination:** Diversity, equity, inclusion, and social justice are essential 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 based on 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 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 can 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>
     15. **AI Policy:** In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.
     16. **Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123.  Learn more about mental health information on campus at auburn.edu/scps.
     17. **Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or www.auburn.edu/auburncares for resources and support.
     18. **Sexual Misconduct Resources Statement**: Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix. If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.