**RSED 6236**

Rehabilitation Assistive Technology

***Summer 2015***

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**Department of Special Education, Rehabilitation, & Counseling**

**College of Education**

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**AUBURN UNIVERSITY**

**SYLLABUS**

**Special Education, Rehabilitation, & Counseling**

**Summer 2015**

**1. Course Number: RSED 6236**

Course Title: Rehabilitation Assistive Technology

Credit Hours: 3 semester hours

**Prerequisites: none**

**Corequisites: none**

**Time: Haley Center recording will take place on Wednesday of each week**

**Instructor: Nick Derzis: 334-844-2501**

**Email:** [derzinc@auburn.edu](mailto:rennesr@auburn.edu)

**Office Hours: Call or email for appointment**

**2. DATE SYLLABUS PREPARED**: May, 2015

**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

***ADDITIONAL READINGS RECOMMENDED.***

**Readings:** Will be posted on Canvas.

**4. COURSE DESCRIPTION:** This course will introduce students in rehabilitation, 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 disability and other conditions on individuals, 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.

**6. COURSE CONTENT & SCHEDULE:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Readings** | **Assignments Due** |
| May 20 | Introductions, overview, syllabus |  | None |
| May 27 | Ch 1. Introduction to AT Devices and Services | Ch 1-  Bryant |  |
| June 3 | YLF/ no class this week (I will be out of the office) |  |  |
| June 10 | Ch 2. Considering, Selecting, and Evaluating AT | Ch 2-  Bryant | Article response due |
| June 17 | Ch 3. AT Assessments | Ch 3-  Bryant |  |
| June 24 | Ch 4. AT for Mobility | Ch 4- Bryant | AT in your area due |
|  | \*\*June 30-July 2 Midterm Exam Window\*\* |  | MIDTERM EXAM |
| July 8 | Ch 5. AT to Enhance Speech | Ch. 5 Bryant | Article response due |
| July 15 | Ch 6. AT to Access Information Ch 7. Integration AT Adaptations into Academic Instruction | Ch. 6-7 Bryant |  |
| July 22 | Ch 8. AT Devices to Enhance Independent Living. | Ch. 8 Bryant | AT product development DUE |
|  | \*\*July 27-30 Final Exam Window\*\* |  | FINAL EXAM |

**Assignments are due on the assignment due date.**

**7. COURSE REQUIREMENTS/EVALUATION:**

**A. Examination**: There will be a midterm and a final exam. The exams are each worth **25 points for a total of 50 points. DE exam windows are listed above on the schedule.**

**B. Assignments**

**AT Articles (Due June 10 and July 8)**

During the semester you will be required to locate two journal articles related to assistive technology. You will read and synthesize the article and produce a one to two page reaction to the article you selected. Please discuss the essence of the article, what you learned, how this affects services provided, etc. These articles selected need to come from journals related to Rehabilitation Counseling, workplace accommodations, or related services. Please provide a copy of the article with your write up. This assignment is for a total of **20 points. (2 articles @ 10 points each).**

**AT in your home area (Due June 24)**

You are all pursuing degrees in Rehabilitation Counseling in different states and communities, please locate the agency that provides assistive technology products and training for consumers. Please provide a detailed record of the agency name, services provided to consumers, eligibility criteria, numbers of consumers served annually with AT services, and any other relevant information you are able to access from the provider. You may come across multiple service providers in some areas.

**AT Project (Due July 22, 2015)**

The AT project is a learning process designed to let you design a piece of assistive technology of your choice. You will design either a low-tech or high-tech device of your choice using items available for purchase online. You will provide detailed instructions on how you would create and craft the device. There must be a page(s) with the different components needed and what purpose they serve, cost, and where you can purchase the piece (include this in the section below for Designing AT/Product Development). The device needs to be realistic and needs to be able to provide increased independence for a person in one of the categories below. Please provide information on what the potential consumer base for your product would be. Please make sure you include the following:

(1) Identification of Issue and Consumer, (2) Defining problem, (3) Designing AT, (4) Product development. Each student will design and develop a Assistive Technology device that can be used for one of the following categories: Independent Living, Employment, Education, Recreation/Leisure.

This assignment is for a total of **20 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**

AT in your area 10

AT Project 20

Midterm Examination 25

Final Examination 25

Article submission and

write up (2 @ 10 points each) 20

Total available points 100

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

**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:**

NOTE: The Student Policy eHandbook is no longer in existence. Its replacement is the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/); the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. 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 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.
3. Make-Up Policy: Arrangement to make up a 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 of the end of the period of the excused absences(s). 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 of the date that the student initiates arrangements for it. Except in an extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Written Assignments are expected to be prepared using word processing software, grammatically accurate, and free of spelling and typographical errors. Papers should be written in accordance with the latest edition of the American Psychological Association (APA) Publication Manual. 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 and during the regularly scheduled class time. 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. Please submit your assignment via Canvas. If Canvas is having difficulty, please email me.

If a student misses turning in an assignment and has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

1. Academic Honesty Policy: 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.
2. 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. If you have a conflict with my office hours, an alternate time can be arranged. 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).
3. 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.
4. 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
   * Model and nurture intellectual vitality

**Note: 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, eating or drinking, 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>).