

College of Nursing and Allied Health

Department of Rehabilitation and Disability Studies

Clinical Rehabilitation Counseling Program (CRCP)

REHB:575: 01/02| Summer 2019

Applications of Assistive Technology

**Tuesdays and Thursdays, 5:00p-7:50p**

**Classroom TBA, A.C. Blanks Hall**

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| Course Instructor **Susan Flowers Benton, Ph.D., CRC**  Assistant Professor  **Office:** 233 A.C. Blanks Hall  **Phone:** (225) 771-2335  **Email:** susan\_flowers@subr.edu  **Office Hours:** Summer 2019: By appointment only |

**Department:**

Rehabilitation and Disability Studies

**Main Office:**

231 Blanks Hall

**Department Chair:**

Madan Kundu, Ph.D., CRC

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Description Information

* 1. **Course Number**: REHB 575
  2. **Course Title:** Applications of Assistive Technology
  3. **Credit Hours:** 3.0
  4. **CIP CODE:** 512310
  5. **Intended Audience:** This course is intended for Master’s level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors**.**
  6. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

**Course Description:** This hybrid internet/classroom-based course reviews the use of assistive technology and its application in vocational rehabilitation, as well as the needs of individuals with disabilities in preparing to meet the demands of modern employment. The course covers various types of assistive technology (AT) including: devices and/or software designed to assist with sensory impairments, assist in personal mobility (ambulation or wheeled), transportation devices, devices for individuals with cognitive or memory disorders, devices designed to facilitate communication, and specific, customized solutions for jobsite accommodations. The course includes the application of clinically-based strategies for determining an individual’s need for, and acceptance of, assistive technology to improve functional outcomes. The course will include interviews and observations with AT specialists and AT/RT consumers.

**Professional Conduct:** Students are expected to adhere to the current commission for the *Certification of Rehabilitation Counselor’s (CRCC) Code of Ethics* and the *American Counseling Association’s (ACA) Code of Ethics.*  Both documents are available for students’ review on our course site.

**Required Texts:**

Cook, A. M., & Miller Polgar, J. (2012). *Essentials of Assistive Technologies*. St. Louis: Elsevier.

**Supplemental Readings:**  Throughout the semester, the instructor will give the student supplemental readings to cover content not included in the required textbooks. These readings will be distributed electronically via the course site and are listed in on the weekly calendar.

**Methods of Instruction**: This course is intended for Master’s level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors. This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences, student presentations, and student products.

**Student Learning Outcomes:** The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards Section 5.D.2-3. The standards are as follows:

5.D.2. – Contextual Dimensions

2n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

2p. environmental, attitudinal, and individual barriers for people with disabilities

2q. assistive technology to reduce or eliminate barriers and functional limitations

5.D.3. - Practice

3b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

3e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations.

**Student Learning Outcomes:**

**CACREP Knowledge and Skill Outcomes:**

2n. Demonstrate understanding of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities as measured by a score of 80% on weekly exams.

2p. Demonstrate knowledge of environmental, attitudinal, and individual barriers for people with disabilities as measured by a score of 80% on weekly exams.

2q. Demonstrate knowledge of assistive technology to reduce or eliminate barriers and functional limitations as measured by a score of 80% ono weekly exams and 80% score on student lead presentations.

3b. Demonstrate knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening as measured by a score of 80% on weekly exams.

3e. Demonstrate knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations as measured by a score of 80% on weekly exams and a score of 800% on student lead presentations.

**Course Requirements**

1. **Final Project (75 pts):** Students will choose one of the following final project options and create a presentation to give on the final day of class. A grading rubric will be provided on Moodle. Choices and topics (if necessary) must be chosen by second week of class. For options 2 and 3, instructor approval is required.

* Final Project Options:
  + Option 1: AT Evaluation: Individual AT Recommendations for a Consumer. If you choose this option, you will receive a consumer profile from the instructor and use the Sam Chart/Access Map or AT Evaluation Option to think about the consumer, his/her environment, the tasks and specific tool recommendations.
  + Option 2: Produce a Power Point on an Assistive Technology Topic. Find a topic of extreme interest and create a multi-media product that can be shared.
  + Option 3: Assistive Technology Product Idea. You have an idea for a new product and have decided to share your idea. Develop the idea and produce a report, and flyer/brochure describing its purpose, use, target population, ideas and specifications.

1. **Mid-semester and Final Examinations (50 pts each=100 points):** There will be a mid-term and final exam worth 50 points each. They will not be cumulative.
2. **Weekly Reflections (4 total-5pts each= 20 points).** Students will complete a weekly reflection sheet each week that highlights what they have learned.
3. **Class Participation (30 points):** Class participation points given for attending lecture and participating in in-class and online discussion, journaling responses to class content, sharing resources with classmates to enhance overall learning, and bringing current external events into the classroom for discussion.

**Grade Distribution: 225 points maximum**

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| A = 90% to 100% |
| B = 80% to 89% |
| C = 70% to 79% |

**Assignments:** Written assignments must be turned in by no later than 11:59 p.m. on specified due date electronically to Moodle in Microsoft Word or Microsoft PPT format only. No assignment or portion of assignment should be emailed or handed in as a paper copy--**Electronic submission to Moodle only**. The instructor must be able to open the document and edit using the tracked changes tools in Microsoft Office Suite.

**Late Assignments:** Points will be deducted at the instructor’s discretion for late assignments.

**Class Attendance:** Class attendance is necessary for not only lecture, but reflective learning components essential to a class such as this. **Multiple absences will impact your grade.** If a student needs to miss class or be late, he or she needs to inform the instructor as soon as possible via email. Students will be responsible for making up missed in-class exercises in order for the absence not to impact class participation points.

**Class Cancellation/Adverse Weather Conditions:** If bad weather prevents the class from meeting on campus, class will be conducted online (synchronous) via Zoom web-conferencing, as long as there are no power outages. Students will be provided instructions on how to log-in and informed at least 1 hour prior to start of class time. Also, in the case of instructor emergency or illness, all efforts will be made to still conduct class either by use of guest lecturer, abbreviated class time (delayed start or ending early), or conducting class online synchronously or asynchronously via use Zoom and Moodle online platforms.

**Administrative Policies:**

**Student Grievances:**

The University’s policies that apply to students are published in the Student Code of Conduct. This information is also available on the University website: <http://www.subr.edu/page/2117>. It is your responsibility to be aware of these policies and regulations.

**Disability Accommodations Policies and Procedures:**

Southern University and A & M College supports the right of all students to a full and equal educational opportunity. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the first week of the semester, or as soon as possible after a disability has been incurred or recognized. This may be done by email or a face-to-face office appointment. I will then work either directly with the student or in coordination with the University's Office of Disability Services to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Contact information for the Office of Disability Services:**

Room 246 A. C. Blanks Hall

Coordinator: Patricia R. Hébert, MEd

Email: [patricia\_hebert@subr.edu](mailto:patricia_hebert@subr.edu)

Phone: 225-771-3546 (V/TTD)

Fax: 225-771-3949

**Policy for Assignments for ESL:**

Please see instructor if accommodations are needed due to ESL concerns.

**Academic Dishonesty-Including Plagiarism and Cheating:**

The collegiate policy on plagiarism and cheating is outlined by the SUBR Office of the Dean of Students. It is your responsibility to be aware of this policy. Policy on Student Academic Dishonesty is available online under Academic Regulations at: <http://www.subr.edu/page/1917>

**Sexual Harassment and Sexual Misconduct:**

The university policy and other resources pertaining to sexual misconduct can be found at: <http://www.subr.edu/page/1977>

**Expectations of Confidentiality During Classroom Activities:**

A)   The process of learning to be a counselor often involves sharing personal anecdotes. In general, the content of our classroom lectures, individual/ triatic supervision, email correspondence, and phone/ Zoom conversations are confidential. Confidentiality within the classroom setting is a shared responsibility of all students and instructors. Confidentiality within the classroom setting is based on mutual trust and respect. All students agree not to disclose to anyone outside of the classroom any personal information that is learned as the result of participation in the classroom activities. Students agree not to disclose any information that may identify another student.

B)   Limits to confidentiality include, but are not limited to, treatment of a client that violates the legal or ethical standards set forth by government agencies and the Code of Professional Ethics for Rehabilitation Counselors (included in your Practicum Manual) as well as any information that may be pertinent to student’s capacity to be a rehabilitation counselor.

**LiveText Subscription**

**G. LiveText**:

LiveText is a dynamic tool that will enable you to:

* Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
* Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
* Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
* Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
* Create a complete record of your academic career that is malleable and easily accessible.
* Engage in developing a results driven culture of assessment at Southern University.
* Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

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| **Criteria** | **Superior (100%)** | **Sufficient (80%)** | **Minimal (60%)** | **Unacceptable (0-40%)** |
| **Depth of**  **Reflection**      **\_\_\_/10** | Response demonstrates an in-depth reflection on the topic and an application to assistive technology and disability. Viewpoints and interpretations are insightful and well supported. Thought is given to multiple contexts, environments, abilities and limitations. Clear, detailed examples are provided, as applicable. | Response demonstrates a general reflection. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. | Response demonstrates a minimal reflection. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. | Response demonstrates a lack of reflection Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. |
| **Required**  **Components**      **\_\_\_/10** | Response includes all components and meets or exceeds all requirements indicated in the instructions.   1. What did you learn from the material? 2. What are the important considerations (cultural, environmental, personal) in the application of the technology? 3. How has what you learned influenced the way you perceive assistive technology and/or client abilities? 4. What biases have you identified in self regarding the use of assistive technology? | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. |
| **Structure**      **\_\_\_/5** | Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. | Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. | Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. |

TOTAL \_\_\_\_\_\_\_\_\_\_\_\_/25 **Weekly Reflection Rubric**

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|  | **Mastery** | **Needs Improvement** | **Non-satisfactory** |
| Introduction  ­\_\_\_\_/10 | The introduction presents the overall topic and draws the audience into the presentation with compelling information related to the presentation. | The introduction shows some structure but does not create a strong sense of what is to follow. It may be overly detailed or incomplete and is somewhat appealing to the audience. | The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience. |
| General Content  \_\_\_/50 | The content is written clearly and concisely with a logical progression of ideas and supporting information. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from scholarly sources. Covers all specific content.  Specific Content will vary according to option chosen by the student, but in general:   1. Defines topic. 2. Full description of client, including skills, abilities, priorities, preferences, and limitations 3. Describes environment AT will be primarily used in (work, home, etc.) 4. Outlines specific challenges faced for the populations involved 5. Describes Assistive Technology device 6. Addresses cultural, environmental, and personal concerns impacting the choice or use of assistive technology. 7. Appropriate AT interventions chosen for client. | The content is vague in conveying a point of view and does not create a strong sense of purpose. It includes some information with few facts. Some of the information may not seem to fit. Sources used appear unreliable. Missing specific content. | The content lacks a clear point of view and logical sequence of information. It includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear. No adherence to specific content. |
| Layout  \_\_\_\_/5 | The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings, graphics and white space. | The layout shows some structure, but appears cluttered, busy or distracting with large gaps of white space or uses a distracting background or graphics. | The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability. Or makes no use of graphics. |
| Citations  \_\_\_\_/5 | Sources of information are properly cited and the audience can determine the credibility and authority of the information presented.  All sources of information are clearly identified and credited using appropriate APA citation format. | Sometimes copyright guidelines are followed, and some information, photos and graphics do not include proper citation format. | No way to check validity of information. |
| Writing Mechanics  \_\_\_\_/5 | The text is written with no errors in grammar, capitalization, punctuation, and spelling. | Spelling, punctuation, and grammar errors distract or impair readability.  (three or more errors) | Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader, and major editing and revision is required.  (more than five errors) |

\_\_\_\_\_/75 points **Presentation rubric**

## Course Calendar - (subject to change at instructor’s discretion)

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| **Date** | **Topic** | **What do I need to do?** | **CACREP 2016 Standard** |
| **Week 1** | | | |
| **6/4/2019** | * Introductions, Review of syllabus and course requirements * Introduction to Assistive Technology | **Read:**   1. Chapters 1 – Introduction and Overview 2. Chapter 2 – Frameworks for Assistive Technologies 3. Supplemental reading: Ripat, J., & Woodgate, R. (2011). The intersection of culture, disability and assistive technology. Disability and Rehabilitation: Assistive Technology, 6(2), 87-96. | **2.F.2.d.**  *the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others and of assistive technology devices*  2n. *Understanding of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities*  2p. *Knowledge of environmental, attitudinal, and individual barriers for people with disabilities*  2q. *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations* |
| **6/6/2019** |  | **Class Discussion**  **Assignment: (Due 11:59 pm)**  [**https://www.youtube.com/watch?v=D-hPct3oIow**](https://www.youtube.com/watch?v=D-hPct3oIow) | **2.F.2.d.**  *the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others and of assistive technology devices*  2n. *Understanding of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities*  2p. *Knowledge of environmental, attitudinal, and individual barriers for people with disabilities*  2q. *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations* |
| **Week 2** | | | |
| **6/11/2019** | **The role of clinicians in the assessment and delivery of Assistive Technology** **(AT) services.** | **Class Activities**  **Readings:**   1. Chapter 3 – Delivering Assistive Technology Services to the Consumer | 5.D.3. - Practice  3b. *Knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening*  3e. *Knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations* |
| **6/13/2019** | **The role of clinicians in the assessment and delivery of Assistive Technology** **(AT) services.** | **Class Activities**  **Guest Speaker:**  **Sou Hayes, MS, CRC**  **Watch:**  Assistive Technology Assessment: Why, When, Who and How  <https://www.youtube.com/watch?v=JrprM3yNvBI>  **Weekly Reflection: Due 11:59 pm on Friday**  Complete Chapter 3 Discussion Questions | 5.D.3. - Practice  3b. *Knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening*  3e. *Knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations* |
| **Week 3** | | | |
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| **6/18/2019** | **The role of clinicians in the assessment and delivery of Assistive Technology** **(AT) services.** | **Class Activities**  **Readings:**   1. Chapter 3 – Delivering Assistive Technology Services to the Consumer | 5.D.3. - Practice  3b. *Knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening*  3e. *Knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations* |
| **6/20/2019** |  | Class Activities:  Field Trip: Assistive Technology Demonstration Center  **Weekly Reflection: Due 11:59 on Friday**  From Class Discussion | 2q. *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations*  5.D.3. - Practice  3b. *Knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening*  3e. *Knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations* |
| **Week 4** | | | |
| **6/25/2019** | **Technology for Sensory and Cognitive Impairments** | **Read:**   1. Chapter 8 - Sensory Aids for Persons with Visual Impairments 2. Chapter 9 - Sensory Aids for Persons with Auditory Impairments 3. Chapter 10 – Assistive Technology to Aid Cognitive Function | **2q.** *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations* |
| **6/27/2019** |  | **MIDTERM EXAM (Online)** |  |
| **Week 5** | | | |
| **7/2/2019** | **Seating, Tools for Mobility and Vehicle Modifications** | **Read:**   1. Chapter 4 – Seating Systems as Enablers of Function 2. Chapter 12 – Technologies that Enable Mobility 3. Chapter 13 – Technologies for Transportation and Driving   **Uber and passengers with disabilities**  [**https://www.uber.com/drive/resources/accessibility/**](https://www.uber.com/drive/resources/accessibility/)  <https://www.nbcwashington.com/news/local/Woman-in-Wheelchair-Denied-An-Uber-Ride-a-Bigger-Problem-Advocate-Says-486502331.html> | **2q.** *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations*  3e. *Knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations* |
| **7/4/2019** | NO CLASS – 4th of July Holiday | | |
| **Week 6** | | | |
| **7/8/2019** | **Augmentative Communication and Computer Applications** | **Read:**   1. Chapter 7 – Computer Access – Augmenting the Keyboard and Mouse 2. Chapter 11 – Augmentative and Alternative Communication | **2q.** *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations* |
| **7/10/2019** | **Augmentative Communication and Computer Applications** | **Watch:**  Clip from Class Discussion  **Weekly Reflection: Due 11:59 on Friday**  From Class Discussion | **2q.** *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations* |
| **Week 7** | | | |
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| **7/15/2019** | **Home and Jobsite Modifications, AT Legislation** | **Read:**   1. Chapter 14 – Technologies that Aid Manipulation and Control the Environment | **2q.** *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations*  2n. *Understanding of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities* |
| **7/17/2019** | **Home and Jobsite Modifications, AT Legislation** | **Watch:**  **Clip from Soledad O’Brien**  **Weekly Reflection: Due 11:59 on Friday**  From Class Discussion  **Work on final project presentations** | **2q.** *Knowledge of assistive technology to reduce or eliminate barriers and functional limitations*  2n. *Understanding of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities* |
| **Week 8** | | | |
| **7/22/2019** | Final Project Presentations/Review for Final | | |
| **7/24/2019** | **FINAL EXAM (Online)** | | |