

**DEPARTMENT OF REHABILITATION AND REHABILITATION STUDIES**  
**REHABILITATION SERVICES**  
**COURSE SYLLABUS**

**I. Descriptive Information**

A. Course Number: REHB. 473

B. Course Title: Independent Living

C. Course Description

This course covers topics relevant to the independent living movement from a historical perspective to current practice. Studies will include both a national and international context. Topics included in the course are independent living philosophy, models of independent living, consumer empowerment and self-determination, and pertinent legislation. Other topics covered include the relationship between vocational rehabilitation and independent living.

D. Instructor's Emphasis

This course will address (a) the history and philosophy of independent living; (b) legislation pertinent to independent living; (c) independent living services and models, transition and independent living, rural independent living, and an international perspective of independent living; d) self-determination and community participation, e) the role of the rehabilitation counselor in independent living.

E. Course Credit: 3 semester hours

F. Prerequisites: REHB 340

G. Intended Audience: This course is intended for undergraduate Rehabilitation Services majors and human service majors.

H. Instructor's Name: Phyllis Kelly-Gailes, M.A.

Office: Room 311 Blanks Hall

Office Phones: 771-2381

Email Addresses: [kellygailes@yahoo.com](mailto:kellygailes@yahoo.com) or [phyllis\\_gailes@subr.edu](mailto:phyllis_gailes@subr.edu)

Department of Rehabilitation and Disability Studies

Office: Room 230 Blanks Hall

Phones: 771-2667 or 771-2390

**II. Student Objectives:**

A. Upon successful completion of the course, students will:

1. Distinguish how ecological , medical model, social justice, and social construction models affect independent living.

2. Discuss how the definition of disability impacts the legal, public service delivery system, personal and cultural well-being of independent living consumers.
3. Identify the importance of learning, recreation and leisure issues in the IL process
4. Discuss national and local trends in independent living.
5. Discuss specific rehabilitation-related legislation trends protecting the IL client.
6. Identify natural and peer support in independent living.
7. Design or redesign a job so that it is specific to the client's needs, abilities and capabilities and take into consideration their housing and transportation needs and services.
8. Describe the rehabilitation philosophy as it relates to independent living.
9. Be able to collaborate with agencies and related professionals in the rehabilitation process.
10. Identify federal, state, and community resources for IL consumers.
11. Identify current trends in Independent Living.
12. Identify consumer rights in the area of independent living
13. Discuss the interplay of cultural diversity and independent living.
14. Recognize how the ethical codes relate to independent living.
15. Explain the major events of the independent living movement and history from a national and global perspective.
16. Discuss the definition and philosophy of independent living.

## **B. General Rehabilitation Student Learning Outcomes**

1. Role play or demonstrate ability to lead groups or facilitate group meetings by choosing among various types of group leadership styles.
2. Achieve personal growth and sustainability
3. Utilize major counseling theories to develop a personal and work-related theoretical orientation that integrates theory and best practices.
  4. Utilize research methods commonly used in counseling
5. Apply sound ethical principles in field practice.
6. Promote diversity and advocacy.
7. Select appropriate counseling interventions based on situation.
8. Accept and use constructive criticism.
9. Present themselves in a professional manner.
10. Display knowledge of legal and ethical issues and concerns.
11. Synthesize lifespan theories to develop culturally responsive counseling practices.
12. Demonstrate effective counseling techniques.

13. Discuss evidence-based counseling models and techniques.
14. Be capable of developing a soundly constructed consent form.
15. Develop a systems perspective that provides an understanding of family systems.
16. Exhibit the essential characteristics of an effective counselor.
17. Demonstrate skills in applying principles toward promoting cultural understanding and positive changes in individuals and society.
18. Begin to develop a professional orientation and identity among the helping professionals and professions.
19. Apply theories of counseling to factors that affect quality of life.

#### C. Statement of Course Content

Conceptually the content of this course covers the fundamental principles of understanding and delivery of independent living services to individuals with disabilities. Emphasis will be placed on addressing the independent living needs of individuals with significant disabilities as defined by federal criteria.

#### III. Readings:

##### **Textbook:**

Bunnell, J. ( 2001). *Living on your own: An Independent Living Simulation* (2<sup>nd</sup> ed.). Portland, Maine: Walch Publishing.

#### IV. Accommodations Statement:

Students with disabilities should make the needs for accommodations known to the instructor during the first week of classes. The instructor, with assistance from the Southern University Office of Students with Disabilities will make reasonable accommodations for the student. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, Director for accommodation needs. Phone: 225-771-3546; Fax: 225-771-3949 and email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu)

#### V. Evaluation

Homework/Presentations	300 points
Task Analysis	100 points
Job Analysis	100 points
PowerPoint Presentation	100 points
Exams	700 points
Final Exam	<u>100 points</u>
 TOTAL	 1,400 points

#### VI. Grading Scale:

100 – 90	= A
89 – 80	= B
79 – 70	= C

69 – 60 = D

59 – 0 = F

VII. Course Format:

Instruction in this course consists of formal lectures, student-teacher discussions, student-student discussions, job analysis, task analysis, PowerPoint, readings, and student presentations.

**Class Schedule**

<b>Week One</b>	<b>Orientation</b>
<b>Week Two</b>	<b>What is Independent Living?</b>
<b>Week Three</b>	<b>History of Independent Living</b>
<b>Week Four</b>	<b>Legislation</b>
<b>Week Five</b>	<b>Independent Living Philosophy</b>
<b>Week Six</b>	<b>Independent Living as a Movement</b>
<b>Week Seven</b>	<b>The Role of Advocacy</b>
<b>Week Eight</b>	<b>Mid-terms</b>
<b>Week Nine</b>	<b>Overview of Centers for IL</b>
<b>Week Ten</b>	<b>Global perspective of IL</b>
<b>Week Eleven</b>	<b>Case Studies</b>
<b>Week Twelve</b>	<b>The Role of the Rehabilitation Counselor in Independent Living</b>
<b>Week Thirteen</b>	<b>Job Placement</b>
<b>Week Fourteen</b>	<b>Models of Independent living</b>
<b>Week Fifteen</b>	<b>Ethics</b>
<b>Week Sixteen</b>	<b>Finals</b>