

COURSE SYLLABUS

REHB 577 ASSISTIVE TECHNOLOGY ACCESS FOR RACIAL AND ETHNIC MINORITIES

**Southern University and A&M College Baton
Rouge, Louisiana 70813**

I. Descriptive Information

A. Course Number: REHB 577

B. Course Title: Assistive Technology Access for Racial and Ethnic Minorities

C. Catalog Description:

This Internet-supported course is designed to provide the student with an overview of issues related to access of assistive technology (AT) services for diverse populations. This class will focus on the following three main areas relevant to competencies and standards for rehabilitation professionals: (a) knowledge about minority populations, (b) attitudes towards ethnic minorities, and (c) acquisition of communication skills. Students will study the effects of culture, ethnicity, and race and their impact on the rehabilitation process. Indicators for successful completion of this course are the following: (a) awareness about self and others' attitudes and (b) beliefs and sensitivity to cultural differences (understanding that differences do exist).

D. Instructor's Statement of Course Description:

The purpose of this course is to examine the association between racial and ethnic minorities and receipt of assistive technology services in the vocational rehabilitation (VR) system. An increasing body of research has documented important differences at all stages of the VR process for this population. The disparities in access to and receipt of AT services, however, have the greatest potential to negatively impact the rehabilitation process. Thus, the focus of this course will address the issues of access through a comprehensive profile of different racial and ethnic groups of VR consumers.

E. Credit Hours: 3.0

F. Prerequisites: Coursework or experience in the following: Assistive technology, Foundations of Vocational Rehabilitation Practice and Medical Aspects of Disabilities. REHB 575 Applications of Assistive Technology in Vocational Rehabilitation.

G. Intended Audience: Students pursuing an M.S. in Rehabilitation Counseling with a specialization in assistive technology

H. Instructors: Dr. Vivian Larkin, Ph.D., CRC.

Adjunct Professor, Department of Rehabilitation and Disability Studies

II. Specification of Course Goals and Objectives

A. Statement of General Goals: This course is designed to provide the rehabilitation counseling students with a unique opportunity to study and understand the unique role of cultural in the assessment and delivery of AT services and participate in class discussions with AT Specialists who are knowledgeable on distinct ethnic cultures. The student's experience and knowledge will increase with respect to the vital role AT can play in helping culturally diverse clients achieve vocational rehabilitation outcomes. It is important for rehabilitation counselors to recognize their own cultural values and develop an awareness and appreciation of the associate values of other cultures. The goal of the course is to improve AT services for persons with disabilities, especially those from diverse ethnic backgrounds.

B. Student Learning Outcomes. Upon completing this course, students will:

1. Identify one's own cultural heritage through participation in class discussions held on the course discussion boards and the live, online sessions with the Instructor.
2. Explain the relationship between disabilities, ethnicity and functional human performance by participation in class lectures and discussion with the Instructors and other students in the course.
3. Identify the sociopolitical influences such as racism and discrimination by participation in class discussions and completion of the “cultural experience” class exercises.
4. Compare and contrast the socioeconomic-political history, experiences, values, and lifestyles of various cultural groups by critique of the material provided in the assigned reading assignments..
5. List and describe the major cultural groups in the United States, including their health and disability experiences by participation in class lectures and analysis of the content of the course reading assignments.
6. Describe and discuss a method for providing effective, culturally competent services to consumers who are culturally unique through participation in the class discussion sessions with the Instructor and other class members.
7. Develop intervention skills that address community barriers that negatively affect the client's rehabilitation process by documenting activities conducted as a part of the cultural experience class exercise.
8. Validate and describe cultural differences through participation in the cultural experience exercises.
9. Discuss ways to use community outreach and out-of-office intervention strategies through participation in class discussion sessions with the Instructor.

C. Statement of Course Content: Students will have access to a variety of informational resources, including online journals and web resources. Online discussion sessions will provide opportunities for students to share the information they have gained from the reading assignments and an opportunity to discuss cultural issues with various experts in the field. Throughout the course the students will maintain a client-centered focus on the benefits of AT for enhancing function and independence for people with disabilities, especially those from culturally diverse backgrounds.

The questions which will be explored in this class include the following:

1. What is the level of utilization of AT for each target population?
2. Are there noted deficiencies in access to and benefit from AT for each population?
3. Are there cultural considerations which appear to contribute to deficiencies in the provision of AT services.
4. Are there models for AT services which can demonstrate improvement in access to and benefit from AT with respect to employment outcomes and independent living?

III. Readings

Textbook: (There is no textbook for this course, rather the following reading assignments will substitute for the course text.)

Articles and Electronic Media:

Carey, A. C., DelSordo, V., & Goldman, A. (1 March 2004). Assistive technology for all. *Journal of Disability Policy Studies*, 14(4), 194-203.

<http://www.ingentaconnect.com/content/proedcw/idps/2004/00000014/00000004/artOOOOI>

Fujiura, G. T., Yamaki, K., & Czechowicz, S. (1998). Disability among ethnic and racial minorities in the United States: A summary of economic status and family structure. *Journal of Disability Policy Studies*, 9(2), 111-130.

Kemp, C. E., & Parette, H. P. (2000). Barriers to minority family involvement in assistive technology decision-making processes. *Education and Training in Mental Retardation and Developmental Disabilities*, 35(4), 384-392.

Lita, J. (2000) State-level estimates: A tool for eliminating disparities in access to assistive technology (AT). 128th APHA Annual Meeting, November 14, 2000.

<http://www.infouse.com/atdata/apha text.html>

Reed, M. (n.d.) AT & ethnic minority populations: Community research for assistive technology focus group results. Retrieved March 21, 2005 from

<http://www.atnet.org/CR4AT/FocusGroup/EthnicThematic.htm>

Reed, M. & Doe, T. (2003). Ethnic minorities and assistive technology: What we know now. In T. Doe (Ed.), *Is it working? A review of AT successes and barriers* (pp. 58-73). Sacramento, CA: California Foundation for Independent Living Centers.

Santana, S., & Santana, F. O. (2001). Mexican culture and disability: information for U.S. service providers. *CIRRIE Monograph Series, Mexico*. Retrieved online March 2005 from:

<http://cirrie.buffalo.edu/mseries.html>

Smart, J. F., & Smart, D. W. (1997). The racial/ethnic demography of disability. *The Journal of Rehabilitation*, 63(4), 9-15.

Technology-Related Assistance for Individuals with Disabilities Act of 1988, 29 U.S.C. §3001-3058.
Available online at <http://www4.law.comell.edu/uscode/29/ch31.html>

U.S. Census Bureau. "State and County QuickFacts, Census 2000." Retrieved online March 2005 from <http://quickfacts.census.gov/qfd/states/06000.html>

Bradsher, I. E. (1996). Disability among racial and ethnic groups [Abstract 10]. Abstract obtained from Disability Statistics Rehabilitation Research and Training Center, University of California, San Francisco. Retrieved online September 2002 from:

<http://dsc.ucsf.edu/UCSF/pub.taf?UserReference=51OFEF94Q8D8BQAC122AAD3&function=search&recid=56&grow=1>

IV. Evaluation of Students

Midterm exam	25%
Final exam	25%
Diversity AT Experiences	40%
Class Discussion	10%

V. Grading

Grading Scale

180 - 200 points = A

160 - 179 points = B

140 - 159 points = C

120 - 139 points = D

Below 120 = F

VI. Course Requirements

Two exams will be given during the semester. Exams will be posted on Blackboard and will be taken online under the supervision of the student's proctor (Proctors must be approved by the instructor prior to the exam).

Culturally diverse AT experience: Each student will actively participate in four (4) culturally diverse experiences involving an AT assessment over the course of this class. Experiences must occur within this Semester and can not be taken from a book, movie, or your past. The more creative the activity the higher the grade the student can earn. A total of three (4) experiences must be documented by the end of the semester. You are advised not to wait until the end of the semester to present all four experiences. A two page written account of your cultural experience must be submitted. Each paper should include, but is not limited to the following points:

- a) description of the group and AT Assessment process
- b) rationale for choosing the group
- c) qualitative experience with group
- d) describe or discuss what you have learned from this experience
- e) summary and conclusion from a multicultural perspective

Class participation/discussion:

Students must respond weekly to topics/experiences posted on the discussion board on Blackboard or in the online class discussion sessions.

B. Administrative Requirements

To the extent possible, this course will implement universal design principles in conducting this course. This will include the development of materials to accommodate individuals with sensory (hearing or vision) or physical impairments. This will require that all text elements are available in digital format, all graphical or video material include a text description and all audio material is provided with captions.

Disability Statement: If you have a disability and require special materials or accommodations, please discuss this with the instructor during or following the first week of class (preferably after the first class period). Only persons with a verifiable disability will be permitted to use appropriately modified academic accommodations to address course requirements. It is your responsibility to contact the Office of Disability Services and notify that office of your disability. Upon receipt of a letter from the Office of Disability Services, the instructor will make appropriate academic accommodations as recommended.

The Office of Students with Disabilities located in Room 239 Blanks Hall. Please contact Ms. Patricia Hebert, Director for accommodation needs; Phone: 771-3950; Fax: 771-2959; and email: patricia_hebert@subr.edu.

LiveText Subscription

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

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.

VII. Course Schedule: List of Instructional Units:

Week 1	Introduction and overview of course and requirements
Week 2	Review of web-based resources, links, glossaries and data collections.
Week 3	What is AT, why is it important and how do people get AT
Week 4	Overview of AT & ethnic minority populations
Week 5	Barriers to AT access and minority family involvement in AT (first cultural experience due)
Week 6	Rural community and AT access barriers
Week 7	Discrimination and Disability
Week 8	Disability AT and African Americans (second cultural experience due)
Week 9	Mid-term
Week 10	Semester break
Week 11	Disability, AT and Hispanic/Latino Americans (third cultural experience due)
Week 12	Disability, AT and Native Americans
Week 13	Disability, AT and Asian Americans
Week 14	Strategies for improving access to AT services and devices for racial and ethnic minority populations (fourth cultural experience due)
Week 15	Final Exam