

New Course Request

Indiana University

SEP 02 2009

Indianapolis Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 99

1. School/Division SHRS / Dept. of Health Sciences 2. Academic Subject Code SHRS

3. Course Number W560 (must be cleared with University Enrollment Services) 4. Instructor Yocheved Samson

5. Course Title Survey of Adaptive Rehabilitation Technology

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall, 2009

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication:

Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

11. Lecture Contact Hours: Fixed at 42 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 15 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: Once per year Will this course be required for majors? Yes

15. Justification for new course: Required for new Graduate Certificate

16. Are the necessary reading materials currently available in the appropriate library? YES

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. At one of the fall 2008 IUPUI Dean's Council meetings, all deans were provided with a list of proposed courses for the Department of Health Sciences proposed undergraduate and graduate certificates, and were asked to provide feedback.

Submitted by:

Yocheved Samson Date 2/11/09
Department Chairman/Division Director

Approved by:

Augustine O. Agho Date 2/6/09
Dean

Date _____
Dean of Graduate School (when required)

Sherry L. Queener Date 7/3/09
Chancellor/Vice-President

Date _____
University Enrollment Services

Jackie P. Patten Date 5/1/09
IUPUI Curriculum Sub Committee Note

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Indiana University
School of Health and Rehabilitation Sciences
Department of Health Sciences
Survey of Adaptive Rehabilitation Technology
SHRS W560

Course Description: Assisting students in the knowledge/awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

Credit Hours: 3 credit hours, Web-based

Instructor Information: Rechelle Mojica, M Rehabilitation Counseling

[REDACTED]
rmojica@sdccd.edu

References: Cook, A, and Hussey, S (2002). Assistive Technologies – Principles and Practice. Second Edition, Mosby, ISBN 0-323-00643-4

Scherer, M.J. (2005). Living in the State of Stuck (4th Edition). Cambridge, MA: Brookline Books, ISBN 1-571-29079-6

Scherer, M.J. (Ed.) 2002. Assistive Technology: Matching Device and Consumer for Successful Rehabilitation. Washington, DC: American Psychological Association

- Educational Objectives:** Upon completion of this course, the student should be able to:
1. Explain the concepts and issues related to the use of adaptive and assistive technology in rehabilitation and other aspects of life.
 2. Summarize the history and legal definition of assistive technology.
 3. Explain the process used to assist people with disabilities in the selection and use of adaptive and assistive technology.
 4. Demonstrate the impact of adaptive and assistive technology on people with disabilities.
 5. Identify funding sources and processes of acquiring adaptive and assistive technology devices and products.
 6. Analyze the costs and benefits of specific adaptive and assistive technology.
 7. Delineate the roles of clients in the acquisition of adaptive and assistive technology.
 8. Differentiate the roles of rehabilitation professionals in identifying and evaluating specific adaptive and assistive technologies.
 9. Discuss the ethical, cultural, and legal issues in the use of adaptive technologies.
 10. Compare the access and use of adaptive and assistive technology among minorities and other

underserved populations with that of other populations.

11. Identify the factors impacting the availability and utilization of adaptive technology.
12. Present and demonstrate how patients can use adaptive and assistive technology to cope with activities of daily living.
13. Identify safety factors to be considered when using adaptive devices.

Grading: Points will be assigned for all graded activities. At the end of the course, the points will be added and the grades assigned as follows:
A= 90-100
B=80-89
C=70-79
A grade below a C is considered a failing grade

Rubric:

Each student must interview a person with a disability and write a 3 page paper on that person's use of adaptive technology to include the technology itself and the person's response to the technology, how the technology was obtained, and sources of funding. The student must also include reflections of the person with the disability as to other technologies that would be useful. (20%)

Each student must interview a health care provider and ask about client assessment for technology-who performs the assessment, what training or education is necessary to perform the assessment, how the client is involved in the choice of technology, and what funding sources are available. The student must produce a 3 page page summarizing the information obtained. (20%)

Each student must write a 7-10 page reflective paper on the role of assistive technology in rehabilitation; addressing issues of access, cost, and stigma (if any). This paper should use primary sources (peer-reviewed journal articles) and can also use secondary sources if such use would add to the body of the work. (50%)

During the semester, each student must record 10 instances of persons using an assistive device to include date observed, location, device and the nature of the disability if known. (10%)

Course policies:

All students are bound by the School of Health and Rehabilitation Science's Honor Code.

Cheating and plagiarism will not be tolerated and will be grounds for course failure and subsequent dismissal from the health sciences program.

Cheating: Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examination questions shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but to guard against making it possible for others to cheat.

Plagiarism: Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials collected by others in the form of projects or

collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials that are taken from another source is guilty of plagiarism.

All students have the right to expect the course instructor to provide a syllabus with objectives, be fair and impartial in her interactions with students, demonstrate respect for students, return assignments in a timely manner, be accessible with prior notice, and create an environment conducive to learning.

Request for accommodations:

Any student requiring accommodations to meet special needs must contact the course instructor prior to the second week of the fall semester. Accommodations will be based on documented needs.

HIPAA Compliance:

Recently enacted HIPAA regulations place stringent requirements on practitioners to protect the privacy of patients. When completing assignments that include patient related information, students must comply with the following guidelines:

1. Maintain confidentiality concerning all patient information.
2. Change the names of patients, referring providers, and facilities to preserve anonymity.
3. Restrict the use and/or disclosure of information, even though permitted, to the minimum necessary to accomplish the intended educational purpose.

NOTE: This course is cross-listed as both an undergraduate and graduate course. Course objectives, readings and assignments reflect differing expectations between undergraduate and graduate students.