



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Fall 2015

EDAT 530 DL1: Assistive Technology for Independent Living  
CRN: 74235, 3 - Credits

<b>Instructor:</b> Dr. Yoosun Chung	<b>Meeting Dates:</b> 08/31/15 - 12/21/15
<b>Phone:</b> (703) 988-3486 (text-relay-service)	<b>Meeting Day(s):</b> Asynchronous
<b>E-Mail:</b> ychung3@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Internet. All course materials are available through Blackboard Courses at <a href="http://mymason.gmu.edu">http://mymason.gmu.edu</a> .

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Instructional Method**

EDAT 530 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

**Course Description**

Provides an overview of activities of daily living (ADLs) for individuals who have disabilities and the elderly. ADLs include but are not limited to assistive technologies that support dressing, feeding, hygiene, housework and safety. Field experience may be required. Hours of Lecture or Seminar per week: 3 Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special

Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

### **Nature of Course Delivery**

Learning activities include the following:

1. Learning module lectures, discussion, and participation
2. Software and hardware demonstrations
3. Group and independent laboratory exploration activities
4. Direct AT service interactions
5. Class presentations

### **DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on the posted start date of the course.

### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

### **EXPECTATIONS:**

- **Course Week:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Tuesday**, and **finish** on **Monday**.
  - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.

- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **Field Experience Requirement**

A Field Experience may be a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE**

1. Prior to representing George Mason in off-campus settings, visit this site: <http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

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Please indicate how your placement will be arranged.\*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- I will arrange my own placement for my field experiences (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system.

Fields marked with \* are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

- Review existing functional ADL evaluation tools.
- Locate resources and assistive technologies in areas of ADLs.
- Identify potential independent living technologies within a given environment.
- Conduct a customized training of how to use an ADL device for an individual with a disability, their family, employer, or other professional who works with individuals.

### **Required Textbooks**

Duffy, M. A. (2002). *Making you environment more livable: General principles. Making life more livable: Simple adaptations for living at home after vision loss.* St. Louis: Elsevier Mosby.

Greenstein, G. (1997). *Easy things to make things easy: Simple do-it-yourself home modifications for older people and others with physical limitations.* Northampton, MA: Brookline.

### **Digital Library**

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at [Molly.Haines@pearson.com](mailto:Molly.Haines@pearson.com).

### **Additional Readings**

Additional readings are provided by the instructor, including research articles and links to vendor websites. All course materials are available on the Blackboard site.

## **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience  
\*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

## **GMU Policies and Resources for Students:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **Course Policies & Expectations**

### *Attendance.*

EDAT 530 is an asynchronous online course. All course materials are available on the course Blackboard site, <http://mymason.gmu.edu>. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

### *Late Work.*

In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction per day for late assignments. (For example, a 10 point assignment will lose 1 point per day while a 40 point assignment will lose 4 points per day). At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit and a response cost of 10 percent will be assessed. Please note, assignments worth 1 point that are submitted late will receive a score of 0.

### **Course Expectation.**

- It is expected that students have continual access to a high-speed Internet connection and an active GMU email account for the duration of this course.
- Students are expected to be familiar with Blackboard features including downloading materials and submitting assignments. Students are expected to know their Blackboard username and password and to actively monitor the email account that is currently registered in Blackboard. Students who are experiencing problems using the Blackboard system must contact the instructor prior to the date an assignment is due for assistance.
- Please type ALL assignments unless otherwise noted. Please contact the instructor if you are using a word processing program other than Microsoft Word.
- All assignments must be posted to the Discussion Board or submitted through the "Assignment" session in Blackboard by 11:59 pm on the day the assignment is due (unless otherwise noted by the instructor) to be considered for full credit. Please note that Blackboard places a timestamp on all submitted material. If Blackboard is down for any reason at the time an assignment is due, you should email a copy of your assignment to the instructor. However, you should only email the instructor your assignment if Blackboard is down. If you not available on the day an assignment is due, you are expected to submit that assignment early to be considered for full credit.
- All assignments should reflect graduate-level spelling, syntax, and grammar and will be graded accordingly. If you experience difficulties with the writing process you will need

to document your work with the GMU Writing Center during this course to improve your skills.

- All references including Online references must be cited in proper APA format to avoid plagiarism (cut&paste is easy to do from the Internet).

### **Blackboard Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (*NO ASSESSMENT REQUIRED FOR THIS COURSE*) to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

### **Grading Scale**

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Weekly Online Modules.....	50
ADL Device Comparison.....	10
Environmental Home Review.....	10
Independent Living/ADL Device Instruction Project.....	30
<b>TOTAL POINTS.....</b>	<b>100</b>

The following grading scale will be used:

- 95-100 = A
- 90-94 = A-
- 85-89 = B
- 80-84 = B-
- 70-79 = C
- < 70 = F

### **Assignments**

#### **Performance-based Assessment (Blackboard submission required).**

No Performance-based Assessment assignment for this course.

#### **Performance-based Common Assignments (No Blackboard submission required).**

Courses with multiple sections often require "common" assignments across sections to ensure consistency in instruction and learning. This course does not require the use of a common assignment(s). All course assignments are outlined in the *Other Assignments* section.



## **Other Assignments.**

### **1. Weekly Online Modules (50 points) – Due Monday of that week**

Students must access online class on Blackboard weekly and complete posted activities for all classes. Posted activities will include PowerPoint presentations of content, Internet search/research assignments, video exploration and viewing, community exploration, response tasks and construction activities. All weekly activities are due by Monday, 11:59pm of that week.

Note: Some activities are required to interact with classmates. In this case, the original posting should be posted by Saturday, 11:59pm of that week. The responses to other classmates should be posted by Monday, 11:59pm of that week.

### **2. ADL Device Comparison (10 points) – Due 10/5**

Students will produce a comparison report on three specific assistive devices used within a single ADL area. The report should identify unique features and functionalities needed within this ADL area and include in the comparison report: Rubric is posted on Blackboard.

- Description and purpose of the ADL area.
- Details on each specific device within the ADL (i.e., device name, cost, contact, description, features)
- Discussion comparing and contrasting the 3 devices with regard to individual features and functionalities

### **3. Environmental Home Review (10 points) – Due 11/2**

Students are to identify a room in their home and conduct a review. The review will start with a photograph or other graphic display of the environment along with a description of the 3 selected disability areas. A listing of existing limitations will be identified and linked to potential AT solutions for supporting potential individuals within each of the disability areas. Students will prepare a brief rationale as to why each AT solution was selected. Rubric is posted on Blackboard.

### **4. Independent Living/ADL Device Instruction Project (30 points) – Due by 12/14**

#### **(Performance Based Assessment)**

Students are required to create and implement instructional plan for training the application of an independent living technology device. The purpose of the plan is to introduce the use of this ADL device to a potential user (i.e., individual with disability; their parent, other family member, employer; or a professional working with an individual with a disability). The designated device may be either approved through a selection process or specifically assigned by the instructor. This plan itself should be submitted as a text document and include the following:

- a. ADL Device Overview

Candidate provides a description of the independent living device. The description should include the purpose of the device, its features and functionality, and its vendor/contact information or on-line resource.

b. User Characteristics & Needs

Candidate provides a rationale for selecting the user/individual(s) for which they are designing the training. A listing of the user's prerequisite skills as well as the needs they have for potentially using the ADL device will be outlined. Consideration of diverse needs of both the user in training as well as those that may be affected by the training should be addressed.

c. Customized Training

Candidate designs a training plan customized specifically for the user that is to be trained. The plan should include: *goal(s)* of the 1 hour training, *objectives* for each section or topic being trained and allocated *timeframe* for each, a listing of training *materials*, *procedural steps* for the training that integrate *evidence-based strategies* and *data* collection, and additional *resources* for the user to take with them following the training.

d. Demonstration

Candidate records a 2-3 minute video documenting a portion of the training that shows the candidate demonstrating the use of the device with respect to the ADL area it is to support. The video will accompany the Instructional Plan write-up as evidence the candidate has proficiency in the use of the device and its function.

e. Reflection

Candidate provides a reflection on the implementation of the training from both the candidate/instructor and the user/student perspective. The reflection will also include a listing of what would be done differently if the training were repeated, what steps should be taken if additional training was needed and what potential professional development needs that the candidate/trainer might require to provide additional training.

f. Community Impact

Candidate discusses the potential impact their independent living device training could have on individuals with disabilities and their families across environments, settings and life span.

### Online Discussions

The **Online Discussion** is the heartbeat of this course. We will be sharing experiences, opinions, questions, etc. on the Discussions Board. To get the maximum point, **not only** you submit your original posting, **but also** you need to interact with at least two classmates during that week's assigned assignment. Posted messages should be significant - helping the discussion move forward. There are a variety of ways to do this, including:

- Providing concrete examples, perhaps from your own experience
- Describing possible consequences or implications
- Posing a clarifying question
- Suggesting a different perspective or interpretation

- Pulling in related information from other sources – books, articles, websites, other courses, etc.

The original posting should be posted by Saturday, 11:59pm of that week. The responses to other classmates should be posted by Monday, 11:59pm of that week. Your participation score for a given week will be based on the timelessness, the quality of your postings to that discussion, and interactivity. You will find a detailed rubric on Blackboard.

## Schedule

### Tentative Class Topics and Due Dates (Subject to change for any unforeseen interruptions)

<b>Modules</b>	<b>Topic</b>	<b>Readings and Activities/Assignments due</b>
<b>Module 1</b> 9/1 – 9/7	Introduction to Assistive Technology for Independent Living	<u>Reading:</u> Duffy (2002) Chapter 4 & Additional readings provided on Bb <u>Due:</u> Module 1 Activity
<b>Module 2</b> 9/8-9/14	Activities of Daily Living (ADL)	<u>Reading:</u> Duffy (2002) Chapter 2 & Additional readings provided on Bb <u>Due:</u> Module 2 Activity
<b>Module 3</b> 9/15 – 9/21	BADL - Hygiene, Toileting & Dressing Aids	<u>Reading:</u> Duffy (2002) pp 66-70; 74-78, Greenstein (1997) Chapter 1 and 2 & Additional readings provided on Bb <u>Due:</u> Module 3 Activity
<b>Module 4</b> 9/22-9/28	BADL - Eating & Ambulating Aids	<u>Reading:</u> Greenstein (1997) Chapter 3 and 5 & Additional readings provided on Bb <u>Due:</u> Module 4 Activity
<b>Module 5</b> 9/29-10/5	Instrumental Activities of Daily Living (IADL)	<u>Reading:</u> Duffy (2002) pp 66-70; 74-78 & Additional readings provided on Bb

		<u>Due:</u> ADL Device Comparison Assignment (10 points)
<b>Module 6</b> 10/6-10/12	Home: Safety, Medication & Meal Preparation	<u>Reading:</u> Duffy (2002) pp 60-66; 70-72 & Additional readings provided on Bb <u>Due:</u> Module 6 Activity
<b>Module 7</b> 10/13-10/19	Community: Transportation, Shopping, Work	<u>Reading:</u> Provided on Bb <u>Due:</u> Module 7 Activity
<b>Module 8</b> 10/20-10/26	Home: Housekeeping & Managing Money	<u>Reading:</u> Duffy (2002) pp 88-96 & Additional readings provided on Bb <u>Due:</u> Module 8 Activity
<b>Module 9</b> 10/27– 11/2	Communication: Talking, Telephone, Television, Computer	<u>Reading:</u> Duffy (2002) pp 78-83 & Additional readings provided on Bb <u>Due:</u> Environmental Home Review Assignment (10 points)
<b>Module 10</b> 11/3-11/9	ADL Evaluation	<u>Reading:</u> Provided on Bb <u>Due:</u> No Assignment Due.
<b>Module 11</b> 11/10- 11/16	ADL Evaluation: Implementation	<u>Reading:</u> Provided on Bb <u>Due:</u> Module 11 Activity.
<b>Module 12</b> 11/17-11/23	Support & Funding	<u>Reading:</u> Provided on Bb <u>Due:</u> Module 12 Activity. Start brainstorming for your final project.
<b>Module 13</b> 11/24-11/30	Caregiving: General Information	<u>Reading:</u> Provided on Bb <u>Due:</u> Module 13 Activity. Complete brainstorming and start implementing your final

		project.
<b>Module 14</b> 12/1-12/7	Caregiving: Practical Information	<u>Reading:</u> Provided on Bb <u>Due:</u> Module 14 Activity. Keep implementing your final project.
<b>Module 15</b> 12/8-12/14	Final Project Implementation	<u>DUE: Independent Living/ADL Device Instructional Plan Project</u>

\* Additional readings will be provided by the instructor in the Weekly Learning Modules.