

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

I. Descriptive Information

A. Course Number: REHB 390

B. Course Title: Psychosocial Aspects of Disability I

C. Course Description:

This is the first class in a two-semester sequence that integrates the medical aspects of disability with the potential adjustment problems that may ensue. Functional abilities and limitations will be considered along with the medical terminology needed to understand physicians' reports. The course will include the dynamics of adjustment, conflicts that may arise from disabilities, coping mechanisms and the impact on the individual'

D. Instructor's Emphasis:

This course is designed to assist students in becoming aware of medical and psychological as well as sociocultural factors that affects the rehabilitation of persons with disabilities.

E. Course Credit: 3 hours

F. Prerequisites: Introduction to Rehabilitation (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.

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II. Specification of Course Goals and Objectives

A. Statement of General Goals:

1. To foster an understanding of emotional reactions to illness and

disability, coping strategies, stages of adaptation, life cycle and family issues.

2. To raise the awareness of students to the foundations for viewing the impact of chronic illness and disability on functional aspects of individual's lives.
3. To heighten the awareness of the role good health plays in a person's life by looking beyond the medical condition and taking a more complete view of how chronic illness or disability affects the individual's functioning within their environment.

B. Student Learning Outcomes: Upon completion of this course, each student through the use of examinations, homework assignments, reports, and presentations will:

1. Recognize the common misconceptions/stereotypes held by society, in general, toward persons with disabilities and recall stigmatizing language used in everyday conversations.
2. Explain how an individual's self-concept and body image can positively or negatively affect the rehabilitation process.
3. Summarize the emotional reactions commonly experienced by individuals acquiring disabling conditions (i.e., grief, anxiety, anger, depression and guilt).
4. Differentiate among the following coping strategies: denial, avoidance, regression, repression, compensation, reaction formation, rationalization and diversion of feelings.
5. Compare various types of adaptive devices helpful in performing activities of daily living and recreational activities.
6. Explain the importance of assistive technology
7. Recall specific central nervous system disorders.
8. Summarize implications for vocational rehabilitation of persons with central nervous system disorders.
9. Recognize how individuals with visual impairments are impacted by the condition.
10. Differentiate conditions that are likely to be prevalent in individuals who have diminished hearing impairments.

11. Recall the common disorders of psychiatric disabilities.
12. Explain the effects of substance abuse on job acquisition, retention, and performance of activities of daily living.
13. Differentiate between mild and severe developmental disabilities.
14. Summarize the various treatment modalities for persons with HIV/AIDS.

C. Statement of Course Content:

Conceptually the content of this course covers the medical aspects of disability with the potential adjustment problems that may ensue. Functional abilities and limitations will be considered along with the medical terminology needed to understand physicians' reports. The course will include the dynamics of adjustment, conflicts that may arise from disabilities, coping mechanisms and the impact on the individual'

III. Readings:

Textbook:

A. Required:

Falvo, D. R. (2008). *Medical and psychosocial aspects of chronic illness and disability* (4th Ed.). Gaithersburg, MD: Aspen.

Chapters 1-10 and Appendices A-E

General Reading Sources:

B. Supplementary: .

Martin, D. E., & Gandy, G. L. (1990). *Rehabilitation and disability: Psychosocial case studies*. Springfield, IL: Charles C. Thomas.

C. Selected Readings:

Chubon, R. A. (1994). *Social and psychosocial foundations of rehabilitation*. Springfield, IL: Charles C. Thomas.

Web Sites:

JAN (Job Accommodation Network, www.jan.wvu.edu)

HMO (HMO definitions, www.tdi.state.tx.us/hmo/profiles/defintns.html)

American Foundation for AIDS Research (www.amfar.org)

LATAN (Louisiana Assistive Technology Access Network, www.latan.org)
Phobia List (www.phobialist.com)

IV. Instructional Procedure

Instruction in this course consists of formal lectures, student-teacher discussions, student-student discussions, and student presentations

V. Course Requirements:

A. Academic Requirements:

Students are required to take examinations and do homework assignments.

B. Administrative Requirements:

Students are expected to attend all class sessions, take all examinations, participate in all class activities; do an oral presentation, PowerPoint presentation, and complete all class assignments. All assignments, test, oral presentations and PowerPoint presentations must be submitted no later than a given date set by the instructor.

C. Disability 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 (771-3950) and other recommended social service agencies, will make reasonable accommodations for the student.

D. Live Text Subscription:

Southern University and A&M College-Baton Rouge has entered into partnership with Live Text, 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 Live Text, Inc. through the Southern University Bookstore. Live Text, 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.

Live Text 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 Live Text has been embedded (without Live Text, 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.

VI. Evaluation of Students

Homework/Presentations	400 points
Paper	100 points
Exams	900 points
Final Exam	<u>200 points</u>
TOTAL	1,600 points

VII. Grading Scale:

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 00 = F

Class Schedule

Week One	Orientation
Week Two	Medical Terminology
Week Three	Specialists
Week Four	Functional Limitations
Week Five	Medical Symbols
Week Six	Chronic Illness and Disability
Week Seven	Psychosocial Aspects of Disability
Week Eight	Mid-terms
Week Nine	Nervous System, Parts I and II
Week Ten	Conditions of the Eye
Week Eleven	Hearing Loss and Deafness
Week Twelve	Developmental Disabilities
Week Thirteen	Psychiatric Disabilities
Week Fourteen	Substance Abuse
Week Fifteen	Blood and Immune System
Week Sixteen	Finals