

DEPARTMENT OF REHABILITATION AND DISABILITY STUDIES
REHABILITATION SERVICES
COURSE SYLLABUS

I. Descriptive Information

A. Course Number: REHB 391

B. Course Title: Physical and Psychological Aspects of Disability II

C. Course Description:

This is the second 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 socio-cultural factors that affect 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. Student Learning Outcomes:

Upon successful completion of the course, students will

1. Recognize the common misconceptions/stereotypes held by society, in the areas of

physical, intellectual, cognitive, mental illness, addiction, sensory loss, chemical sensitivities, and other disabling conditions.

2. Recognize the strengths and weaknesses of the diagnostic process.
3. Differentiate between disability and impairment.
4. Explain how the disability definition impacts the public service delivery system from a legal, personal and/or cultural perspective.
5. Differentiate among the following coping strategies: denial, avoidance, regression, repression, compensation, reaction formation, rationalization and diversion of feelings.
6. Compare various types of adaptive devices helpful in performing activities of daily living and recreational activities.
7. Identify local resources that supply adaptive devices for individuals with disabilities,
8. Explain the importance of assistive technology in increasing the quality of life of individuals with disabilities.
9. Describe the effects of specific central nervous system disorders.
10. Summarize vocational rehabilitation concerns for persons with central nervous system disorders.
11. Describe how individuals with visual impairments are impacted by the condition.
12. Name conditions that are likely to be prevalent in individuals who have diminished hearing impairments.
13. Recite common symptomatology of psychiatric disabilities.
14. Explain the effects of substance abuse on job acquisition and retention, and performance of activities of daily living.
15. Differentiate between mild and severe developmental disabilities and identify social implications of each.
16. Discuss the various treatment modalities for persons with HIV/AIDS.
17. Identify the physical and psychosocial effects of trauma.
18. Understand how unaccommodated disabilities may affect (present handicaps to) living, learning, working, playing and socializing.

19. Identify natural and peer supports available within a given environment.
20. Identify local resources and opportunities for engaging in recreation and leisure activity for individuals with disabilities .
21. Understand the roles of allied health professionals in areas such as physical therapy, occupational therapy, speech and language, prosthetics and orthotics, assistive technology and rehabilitation engineering.
22. Compare strengths-based and consumer-driven rehabilitation philosophies.
23. Explain the importance of collaborations with agencies and related professionals.
24. Be familiar with and uphold ethical codes.
25. Understand the importance of confidentiality and issues related to confidentiality, such as breeching confidentiality.
26. Display knowledge about informed consent and release of information.
27. Understand the importance of client rights.
28. Understand the impact of cultural diversity on society's attitude toward individuals with disabilities.
29. Respect professional and ethical boundaries in formal and informal settings.

III. Readings

Textbook:

Falvo, D.R. (2008). Medical and psychosocial aspects of chronic illness and disability (4th Ed.). Chapters 10-20 and Appendices A-E. Burlington. MA: Jones and Bartlett.

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

V. Evaluation:

Homework	100 points
Presentation	150 points
PowerPoint Presentation	50 points
Exams (9)	900 points
Final Exam	<u>200 points</u>
 TOTAL	 1,400 points

VI. Course Format:

Instruction in this course consists of formal lectures, student-teacher discussions, student-student discussions, exercises, supplemental readings, student presentations and PowerPoint.

VII. Grading Scale:

Of total points possible, earning:

100 – 90% = A

89 – 80 % = B

79 – 70 % = C

69 – 60 % = D

Below 60% = F

Class Schedule

Week One	Orientation
Week Two	Medical Abbreviation
Week Three	Symbols and Diagnostic Procedures
Week Four	Pharmacology/ HMOs and MCOs
Week Five	Assistive Technology
Week Six	Funding for Rehabilitation Services
Week Seven	Conditions of the Endocrine System
Week Eight	Mid-terms
Week Nine	Skin Conditions and Burns
Week Ten	Conditions of the GI System
Week Eleven	Conditions of the Cardiovascular System
Week Twelve	Conditions of the Respiratory System
Week Thirteen	Conditions of the Renal/ Urinary System
Week Fourteen	Conditions of the Musculoskeletal System
Week Fifteen	Cancer
Week Sixteen	Finals