

**REHB 580 MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY I
DEPARTMENT OF REHABILITATION AND DISABILITY STUDIES**

FALL 2019

Course Number: REHB 580

Course Title: Medical and Psychosocial Aspects of Disability I

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Course Meeting Location: Join URL: <https://sus.zoom.us/j/553293770>

Catalog Description: This foundation course is offered in two sequential parts. It is designed to provide an overview of medical terminology and anatomy and physiology of the organ system; describe major diseases and associated etiologies, pathologies, and disabilities; delineate the diagnosis and prognosis of major injuries and disabling conditions; and outline the vocational implications. Upon successful completion of this course, the students will be able to read and understand medical reports; assess functional abilities and transferable skills required to develop a rehabilitation plan; communicate effectively with medical professionals and health care workers; and apply evidence-based practices in the dynamics of adjustment to disabilities and the psychosocial impact of disability leading to health and wellbeing of persons with disabilities and enhanced vocational rehabilitation outcomes.

Instructor's Statement of Course Description: This course is designed for rehabilitation counselors, allied health professionals, and other human services workers who need a basic understanding of human anatomy and physiology, diseases and the functional implications. It is intended for personnel in rehabilitation, special education, psychology, social work, and other such disciplines. This is two-part course spanning two semesters. This course provides the graduate student with an instructional experience on basic medical and psychosocial information through the following activities:

1. Presenting an overview of human anatomy and physiology, including the primary organ systems.
2. Describing the etiology and pathology of diseases, injuries, and disabilities affecting human anatomy and the organ systems.
3. Describing the diagnosis and prognosis of disabling conditions which results from injuries or diseases of the bodily systems.
4. Describing the psychosocial implications of disabling conditions.

5. Describing the functional and vocational implications of various impairments.
6. Addressing the prevalence and impact of disease, disability and medical conditions on ethnic minorities.

Credit Hours: 3.0

Prerequisites: None

Intended Audience: This course is intended for students who have completed their undergraduate degree in rehabilitation and related human service disciplines, such as, nursing, psychology, special education, speech pathology and audiology, therapeutic recreation, social work, and sociology. Also, graduate students (master's and doctoral) from other disciplines benefitted from this course.

Course Goals, Student Learning Outcomes, and Content:

Statement of General Goals:

This two-part class is designed to prepare master's and doctoral students in rehabilitation, allied health, and human service fields in understanding medical and psychosocial consequences of various disabling conditions resulting from congenital deformities, illnesses and injuries. The students will be taught to assess functional abilities, transferable skills, and application of assistive technologies in developing individualized plan of employment leading to better placement outcomes for people with disabilities.

Student Learning Outcomes:

On completion of the course, the student will develop:

1. a proficiency and competence in understanding and using medical reference materials;
2. a professional interest in disabling conditions resulting from congenital deformities, illnesses, injuries impacting on psychosocial and vocational issues;
3. an ability to identify and understand appropriate medical and laboratory tests which are used to gain medical information;
4. an ability to utilize clinical medical data in an organize and logical sequence to determine the functional abilities in terms of rehabilitation potentials;
5. problem solving and decision-making capabilities for obtaining additional medical work-ups needed to understand medical and psychosocial issues related to rehabilitation needs; and
6. a familiarity with and understanding of medical terminology for effective communication with physicians, specialists, and other health care workers.

CACREP Standards:

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

D. CLINICAL REHABILITATION COUNSELING

Students who are preparing to specialize as clinical rehabilitation counselors will demonstrate the professional knowledge and skills necessary to address a wide variety of circumstances within the

clinical rehabilitation counseling context. Counselor education programs with a specialty area in clinical rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- b. theories and models related to rehabilitation counseling
- c. social science theory that addresses psychosocial aspects of disability
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of rehabilitation counselors
- b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- q. assistive technology to reduce or eliminate barriers and functional limitations
- r. legislation and government policy relevant to rehabilitation counseling

s. cultural factors relevant to rehabilitation counseling

w. legal and ethical considerations specific to clinical rehabilitation counseling

Statement of Course Content:

Conceptually the content of this course covers physiology and anatomy; medical terminology; organ systems; disabling conditions due to birth defects, illness and injury; functional abilities; and vocational implications.

Readings:

Required Textbooks:

Brodwin, M. G., Siu, F. W., Howard, J., & Brodwin, E. R. (2014). *Medical, psychosocial and vocational aspects of disability* (4th ed.). Athens: Elliot & Fitzpatrick, Inc.

Chan, F., Cardoso, E., & Chronister, J. (Eds.). (2009). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation*. New York, NY: Springer.

Recommended Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Thomas, C. L. (Ed.). (2009). *Taber's cyclopedic medical dictionary* (22nd ed.). Philadelphia, PA: F.A. Davis Company.

Instructional Procedure:

Instruction in this course consists of formal lectures, guest lectures, student-teacher discussions, student discussions, student presentations, and field visits. This is a synchronous, online course. Class sessions are held via video conferencing.

Course Requirements

Academic Requirements:

1. Aiming for Integrity Quiz: How Well Do you Know Plagiarism?: Students will take a quiz on Moodle that was created by Turnitin (2015). The purpose of this assignment is to help students learn and understand about academic honesty, integrity, and plagiarism. Students may take the exam as many times as necessary until all questions are passed. (10 points)

2. Article Summary: The purpose of reading the journal articles and writing the summaries are to familiarize you with the medical and psychological aspects of disabilities; to assist you to gain more exposure in researching journal articles; to facilitate development of technical writing skills; and to foster development of an idea for paper topics.

You will summarize a scholarly, peer-reviewed journal articles **in your own words**. The chosen article must be a research study (not a conceptual article) and related to medical aspects of chronic illness or disability. The summary should be written in American Psychological Association (APA) 6th edition format, double-spaced, and exactly two pages in length. The portions of the article used for compilation of the abstract must be properly highlighted. Any tardiness in submission will result in 10% deduction of the assigned grade per day late. See the Assignment Detail document for more details and due dates. (20 points)

3. Field Visit and Report: The Field Visit and submission of report will constitute a portion of the final grade. The purpose of the assignment is to expand your current knowledge of disability rehabilitation and expose you to a real-world experience in the field. The field visit is worth 10 points and the report is worth 10 points. Any tardiness in submission will result in 10% deduction of the assigned grade per day late. See the Assignment Detail document for more details and due dates. (20 points total)

4. Psychosocial Presentation: Each student will make a 30-minute presentation on a psychosocial topic using PowerPoint slides. The student will prepare using the relevant book chapter from Chan et al. (2009). Students must include 3 additional recent scholarly sources (e.g., peer-reviewed articles, book chapters) published within the last 5 years. Current information must be presented (e.g., prevalence statistics, diagnostic criteria) rather than relying on obsolete information that may be in the textbook. The student will forward the presentation file for review, feedback for improvement by the instructor at least one week in advance. The presentation must include a class discussion on the topic, facilitated by the student. Depending on class enrollment, presentations may be assigned in pairs or individually. Any tardiness in submission will result in 10% deduction of the assigned grade per day late. **Missed presentations will result in a grade of 0 points.** See the Assignment Detail document for more details and due dates. (30 points)

Students sign-up for a presentation date by following this link:

<https://docs.google.com/spreadsheets/d/1eggTNBXp5tqArJaNlaef4jqJbEccjd0Gp9EPELhEgE/edit?usp=sharing>

5. Online Discussion Forum: Prior to the beginning of each class (except on the first day), there will be an online discussion forum in which students will post their reactions to the weekly readings, questions they have about the readings and anything that was not clear, and engage in an online discourse with other students. The instructor may pose questions for each student to address in their discussion post. This is to measure whether the student has read the assigned reading materials before the class. Reading the assigned materials before the class has many benefits. Gradually you will develop skills for understanding the materials and become aware of the questions to be asked in class for further clarification. Your discussion posts should not be a regurgitation or summary of the assigned reading; rather, you should critically think about the material and share your thoughtful reactions. Weekly discussion forum posts must be submitted before 2pm every class day (Mondays). Each discussion forum is worth 2 points. **Any missing or late posts will result in a 0 for that week.** (20 points total)

6. Examinations: Mid-Term and final examinations will be comprehensive in nature. They will be worth 50 points each. The mid-term and final examinations will be proctored by the instructor

via video conferencing during the specified class period. **Each student must acquire and set up an external web camera** that clearly displays the student, the student's computer screen, and workstation during the exams. It is best to set up the web camera over the shoulder slightly behind and above the student. To avoid any delays in starting the exam on time, please be sure to test the web camera placement prior to each exam. (50 points each exam)

7. Medical-Psychosocial Aspects of Disability Paper: Students will complete a detailed 7-8 page paper in APA 6th edition format on a selected disability. The paper should address the following in relation to the chosen disability: (a) health condition/body function and structures; (b) activities and participation; (c) environmental factors; and (d) personal factors. A minimum of 8 scholarly references are required. See the Assignment Detail document for more details, rubric, and due dates. (30 points)

8. Attendance and class participation: Attendance and class participation are required. Students will attend class by video-conferencing using Zoom. The students are expected to use the video feature during class time. Students may use the chat feature to pose questions during lectures and presentations. (10 points)

Grading: Final grade will be composed of the following:

- A. Online Discussion Forum 20 points (2 points each)
- B. Aiming for Integrity Quiz 10 points
- C. Mid-semester Examination 50 points
- D. Final Examination 50 points
- E. Article Summary 20 points
- F. Psychosocial Presentation 30 points
- G. Field Visit and Report 30 points
- H. Medical-Psychosocial Paper 30 points
- I. Attendance and class participation 10 points

Total points for the course: 250 points

Grading Scale:

- Grade A = 90%
- Grade B = 80%
- Grade C = 70%
- Grade D = 60%

Administrative Requirements:

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

Accommodations for Students with Disabilities:

I wish to fully include persons with disabilities in this course. If you have disability related needs as outlined in the Americans with Disabilities Act, please contact The Office of Students with Disabilities located in Room 246 Blanks Hall for academic and other support services. Please contact Ms. Patricia Hebert, Director for accommodation needs; Phone: 771-3546; Fax: 771-3949; and email: patricia_hebert@subr.edu. Also, please inform the instructor immediately so reasonable efforts can be made to accommodate your needs.

Class Decorum:

With the exception of the device that you use to video conference into class, all cellular phones and other digital communication devices must be turned off and out of sight during the class. During examinations, such devices must be out of sight and out of reach. You may use cell phone during breaks. Since class sessions are held via video conferencing students are welcome to log in from home. Students are expected to dress and behave as they would in an on-campus classroom (e.g., no pajamas or drinking alcohol during class). Snacking and non-alcoholic beverages are allowed. Students must make arrangements to be able to log into class from a quiet and distraction free environment. **Students may not log into class while driving.**

Academic dishonesty:

The department and the faculty emphasize development of a high level of integrity, ethics, and professionalism during your academic pursuit at the university. Plagiarism or any form academic dishonesty will not be tolerated and will be penalized following university policy.

Expectations of Confidentiality During Classroom Activities:

A) The process of learning to be a counselor often involves sharing personal anecdotes. In general, the content of our classroom lectures, individual/ triatic supervision, email correspondence, and phone/ Zoom conversations are confidential. Confidentiality within the classroom setting is a shared responsibility of all students and instructors. Confidentiality within the classroom setting is based on mutual trust and respect. All students agree not to disclose to anyone outside of the classroom any personal information that is learned as the result of participation in the classroom activities. Students agree not to disclose any information that may identify another student.

B) Limits to confidentiality include, but are not limited to, treatment of a client that violates the legal or ethical standards set forth by government agencies and the Code of Professional Ethics for Rehabilitation Counselors (included in your Practicum Manual) as well as any information that may be pertinent to student's capacity to be a rehabilitation counselor.

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.

The instructor reserves the right to make changes to the syllabus with notice.

CLASS SCHEDULE

August 20, 2018	Introduction; Course objectives; Review of Syllabus Define: Disability, Handicap, Functional Limitation and Rehabilitation; Rehabilitation Counselor's needs for medical orientation; The structure and function of medicine in the U.S.; and Medical Specialties. CACREP 5.D.1.2.a. CACREP 5.D.1.2.b. CACREP 5.D.1.f. CACREP 5.D.2.w.
August 27, 2018	<u>Medical</u> Medical Terminology, Prefixes and Suffixes, Prescription Abbreviations. <i>Reading: Chapter 2 (Brodwin et al., 2014)</i> CACREP 5.D.1.f.
	<u>Psychosocial</u> Models of Disability; ICF Model <i>Reading: Chapter 2 (Chan, Cardoso, & Chronister, 2009)</i> CACREP 5.D.1.b
	<u>Activities & Assignments</u> Medical terminology handout Aiming for Integrity Quiz due
September 3, 2018	Labor Day Holiday—NO CLASS
September 10, 2018	<u>Medical</u>

Physiology and Anatomy I:
Cell, Tissue, Organ, Organ System, Musculoskeletal System, Endocrine
Glands, Cardiovascular System, Pulmonary System.

Reading: Chapter 2 (Brodwin et al., 2014)

CACREP 5.D.1.f.

Psychosocial

Introduction to Evidence-Based Practices

Psychosocial Interventions

Student Presenter: Alexis Holtzberger & Rachel Geary

Reading: Chapter 1 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.1.g

Activities & Assignments

Discussion Forum due

September 17, 2018

Medical

Physiology and Anatomy II:

Nervous System

Embryology

Reading: Chapter 2 (Brodwin et al., 2014)

CACREP 5.D.1.f

Psychosocial

Participation

Activities & Assignments

Discussion Forum due

Submit selected article for Article Summary assignment for approval due
by 11:59pm

September 24, 2018

Medical

Disability Consequences of Bed Rest, Medications

CACREP 5.D.1.f

Sexual Adjustment to Chronic Disease and Disability

Reading: Chapter 22 (Brodwin et al., 2014)

CACREP 5.D.1.c.

CACREP 5.D.1.d.

Psychosocial

Models and Treatment of Coexisting Depression for People with Chronic
Illness and Disability

Student Presenter: Karen LaSella & Danielle Love

Reading: Chapter 4 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.2.f.

CACREP 5.D.2.i.

CACREP 5.D.1.g

Activities & Assignments

Discussion Forum due

GUEST SPEAKER: *Alie Kriofske-Mainella, Sexuality Researcher & Educator; Disability Rights Advocate*

October 1, 2018

Medical

Spinal Cord Injury

Reading: Chapter 16 (Brodwin et al., 2014)

CACREP 5.D.2.h.

CACREP 5.D.2.q

Psychosocial

Psychosocial Adaptation to Chronic Illness and Disability: Models and Measurement

Student Presenter: Amelia Matthews & Mercedes Clifton

Sexual Adjustment to Chronic Illness and Disability:

Reading: Chapter 3 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.2.m.

Activities & Assignments

Discussion Forum due

Mid-term Exam Review

External Camera Practice

October 8, 2018

MID-SEMESTER EXAMINATION

October 15, 2018

Field Visit

There will be no class this day to allow you to use this time to do a field visit to a medical/rehabilitation site. See syllabus and assignment detail.

October 22, 2018

Medical

Neuromuscular Diseases

Reading: Chapter 15 (Brodwin et al., 2014)

CACREP 5.D.1.f.

CACREP 5.D.2.q

Psychosocial

Coping and Rehabilitation

Student Presenter: Delores Dotson & Berta Foster

Reading: Chapter 5 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.2.m.

CACREP 5.D.2.p.

Activities & Assignments

Discussion Forum

Article Summary due by 11:59pm

October 29, 2018

Medical

Stroke and Cerebral Trauma

Reading: Chapter 13 (Brodwin et al., 2014)

CACREP 5.D.2.b., c., d., e.

CACREP 5.D.2.h.

CACREP 5.D.2.m.

CACREP 5.D.2.q

Psychosocial

Social Support and Rehabilitation

Student Presenter: Monica Brooks & Maiya Miles

Reading: Chapter 6 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.2.b., c., d., e.

Activities & Assignments

Discussion Forum due

November 5, 2018

Medical

Peripheral Neuropathies, Multiple Sclerosis

Reading: Chapters 15 and 19 (Brodwin et al., 2014)

CACREP 5.D.1.f.

CACREP 5.D.2.i.

CACREP 5.D.2.q

Psychosocial

Family and Adaptation to Chronic Illness and Disability

Student Presenter: Kieshia Doherty & Faith Barefield

Reading: Chapter 7 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.2.o.

Activities & Assignments

Field Visit Report due by 11:59pm

Discussion Forum due

GUEST SPEAKER: *Dr. Laura Hancock, Neuropsychologist and Assistant Professor in the Department of Neurology at UW-Madison*

November 12, 2018

Medical

Traumatic Brain Injury

Reading: Chapter 12 (Brodwin et al., 2014)

CACREP 5.D.2.h

CACREP 5.D.2.q

Psychosocial

Positive Psychology and Psychosocial Adjustment to Chronic Illness and Disability

Student Presenter: Vanessa Rodriguez & John Pribanic

Reading: Chapter 8 (Chan, Cardoso, & Chronister, 2009)
CACREP 5.D.1.c,

Activities & Assignments

Discussion Forum due

GUEST SPEAKER: *Dr. Sarah Porter, Neuropsychologist*

November 19, 2018

Medical

Cerebral Palsy

Reading: Chapter 17 (Brodwin et al., 2014)

CACREP 5.D.2.i.

Psychosocial

Self-Efficacy Related Theories in Psychosocial Interventions

Student Presenter: Tinola Mayfield-Guerrero & Jamesetta Overstreet

Reading: Chapter 9 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.1.c.

Activities & Assignments

Discussion Forum due

November 26, 2018

Medical

Epilepsy

Reading: Chapter 14 (Brodwin et al., 2014)

CACREP 5.D.2.i.

Psychosocial

Wellness and Health Promotion in CID

Student Presenter: Shantell Butler

Reading: Chapter 10 (Chan, Cardoso, & Chronister, 2009)

CACREP 5.D.2.r.

CACREP 5.D.2.s.

CACREP 5.D.2.o.

Activities & Assignments

Discussion Forum due

Review for Final Examination

Medical-Psychosocial Paper due by 11:59pm

GUEST SPEAKER: *Rachel Friefeld Kesselmayr, Epilepsy Researcher and CRC*

December 3, 2018

FINAL EXAMINATION