



AND AGRICULTURAL & MECHANICAL COLLEGE

COLLEGE OF NURSING AND ALLIED HEALTH  
DEPARTMENT OF REHABILITATION AND DISABILITY STUDIES  
CLINICAL REHABILITATION COUNSELING PROGRAM (CRCP)

**REHB 581 Medical and Psychosocial Aspects of Disability**  
Spring 2019

**Meeting time:** Mondays, 5:00 PM-7:50 PM  
**Credits:** 3.0  
**Prerequisites:** REHB 580  
**Course Webpage:** Moodle (logon through <https://moodle3.subr.edu/>)  
**Access the Course:** Join URL: <https://sus.zoom.us/j/654259739>  
**Instructor:** Teresa Grenawalt, M.S., ABD., CRC  
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Rehabilitation Counselor Education  
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Virtual Office Hours: by appointment

**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.

**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.

**Instructional Procedure:** Instruction in this course consists of formal lectures, guest lectures, student-teacher discussions, student discussions, student presentations, and field visits.

### **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 disorders, 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**

- c. social science theory that addresses psychosocial aspects of disability
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- 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)*
- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family
- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development

l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

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)

p. environmental, attitudinal, and individual barriers for people with disabilities

q. assistive technology to reduce or eliminate barriers and functional limitations

s. cultural factors relevant to rehabilitation counseling

w. legal and ethical considerations specific to clinical rehabilitation counseling

### 3. PRACTICE

a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams

e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and

#### **Statement of Course Content:**

Conceptually the content of this course covers injury, illness and disorders of the following systems: musculoskeletal, substance abuse, mental illness, intellectual disability, cardiopulmonary, hemo-lymphatic and endocrine, and sensory. Special emphasis is given on functional abilities, psychosocial adjustment, 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* (22<sup>nd</sup> ed.). New York, NY: Springer.

#### **Recommended Textbooks:**

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

## Course Requirements

### Assignments & Grading:

Final grade will be composed of the following:

	Total Points
Class Attendance and Participation	10
Online Discussion Forums (2 points each)	20
Group Psychosocial Presentation	50
Field Visit and Report	20
Disability Paper	50
Midsemester Examination	50
Final Examination	50
<b>Total</b>	<b>250</b>

### Grading Scale:

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

Grade A = 90%

Grade B = 80%

Grade C = 70%\*

Grade D = 60%\*

\*Students performing at this level should have contact with the instructor to determine a plan for improvement.

Note: Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives an B while a score of 90.00 receives an A.

### Late Assignments

Late assignments will receive an automatic 10% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter. Extenuating circumstances (e.g. death in family, hospitalization, etc.) with documentation may serve to reduce this deduction.

### Assignments:

#### 1. Attendance and Class Participation

Attendance (including being on time) 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 type questions during lectures and presentations or speak up as appropriate. (10 points)

## **2. Online Discussion Forum (amended 2/4/19)**

Prior to the beginning of each class, there will be an online discussion forum in which students will post a response to a case study provided by the instructor. The purpose of this assignment is to measure whether the student has read the assigned reading materials before the class and develop your case conceptualization skills in a peer learning format. 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.* Posts will be graded on the following criteria: originality, critical thinking, depth, application of assigned reading or other scholarly sources, and engagement with peers. One original post and at least one reply to a peer are required each week. Weekly discussion forum posts must be submitted before 2:00 PM 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)

## **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.

### **Field Visit:**

You will arrange a field visit to a medical rehabilitation-related program or facility on your own time, but by the week of March 18<sup>th</sup>. Your field visit must involve engaging with medical/rehabilitation personnel to gain a greater understanding of how the topics in this course relate to real-world rehabilitation. Here are examples of sites to reach out to:

- Physical Therapy clinics
- Acute Rehabilitation Centers
- Cancer Treatment Institutes
- Substance Abuse and Detoxification Centers
- Out-patient Rehabilitation Centers
- Psychiatric Rehabilitation Centers
- Rehabilitation Units in Hospitals (also neurology, stroke or TBI rehab)
- Centers for people with sensory disabilities (e.g., center for the blind)
- Other medical settings where you find a Physiatrist, Physical Therapists, Occupational Therapists, or Speech Language Therapists

Selected sites for the Field Visit may **not** be a place that you currently or previously have worked, volunteered, interned, or visited for a class assignment. The site should vary from any work-related or school experiences you have had.

#### **Field Visit Report:**

The two-page, double-space report in APA 6<sup>th</sup> Edition format. The Field Visit is worth 10 points and the Report is worth 10 points. Address the following 7 points in your field visit report.

1. Describe the rehabilitation setting (what did you see, hear, smell?).
2. Describe the population(s) served. Who is eligible for services?
3. Describe the services and treatments provided.
4. Describe the types of professionals in the setting (titles and brief description of their roles).
5. What happens once a person leaves/ends services?
6. Describe one thing that you learned during the field visit that you could not learn from their brochures or website.
7. How will your knowledge of this setting help you as a Rehabilitation Counselor?

#### **Due Dates:**

- Field Visit is due: the week of March 18<sup>th</sup>.
- Field Visit Report is due: April 1<sup>st</sup> by 11:59pm.

#### **4. Group Psychosocial Presentation**

Each student will make a 30 to 45-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 5 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 students. Depending on class enrollment, presentations may be assigned in triads or dyads. **Missed presentations will result in a grade of 0 points.** (50 points)

#### **Select a topic at:**

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

## Grading Rubric

Criteria	Excellent 10 points	Good 8 points	Satisfactory 7 points	Unacceptable 0-6 points
Knowledge	Speaker is well informed and elaborates beyond the displayed material.	Speaker is well informed and elaborates mostly beyond the material displayed.	Speaker brings little knowledge to the presentation beyond what is displayed	Speaker simply reads the material displayed.
Organization	All parts of the task are completed fully and support the theme/content of the presentation.	All parts of the task are completed partially and support the theme/content of the presentation.	Some slides designed do not support the theme/content of the presentation.	Slides are missing several parts of the task. Slides designed do not support the theme/content of the presentation.
Presentation	The presentation is well coordinated. All material is presented using language that is original. Student varies from slides; does not simply read from slide. The slides are, readable (appropriate font size) and attractive.	The presentation is well coordinated. Most material is presented in new form and not as it is written on the screen or page. The slides are readable and attractive.	The presenter makes minimal eye contact with the audience (webcam). Everything is read directly from the screen or page. The slides are readable, and somewhat attractive.	The presenter makes no contact with the audience. Everything is read directly from the screen of page. The slides are not very readable or attractive.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
Preparation	Draft slides are complete and on time when sent to the instructor one week in advance. Student incorporates feedback for final presentation. Student is well prepared at each step.	Draft slides are nearly complete and on time when sent to the instructor one week in advance. Student incorporates feedback for final presentation. Student is adequately prepared at each step.	Draft slides are nearly complete and on time when sent to the instructor one week in advance. Student incorporates feedback for final presentation. Student is somewhat prepared at each step.	Draft slides are incomplete and/or sent to the instructor late. Student does not incorporate feedback into final presentation. Student seems ill prepared.

Effectively working as a team is an essential skill of Rehabilitation Counselors. Therefore, each team member will complete a brief evaluation of your teammates which will be submitted to the

instructor after the presentation is complete. Evaluations by team members will be taken into account for your grade.

**Due:** See course schedule.

## 5. Disability Paper

Each student will prepare a paper on a specific disability/medical condition. The purpose of this learning activity is to increase your knowledge of the medical, functional, psychosocial, vocational, and independent living implications of a particular disability/medical condition. You are strongly urged to select a topic that is new to you in order to expand your knowledge base.

The paper must include the following information on the selected topic:

- 1) description of the topic (prevalence, incidence rates, causes, symptoms, etc.);
- 2) discussion of how the medical condition/illness affects functioning, common complications and concerns;
- 3) psychosocial aspects of the disability/medical condition;
- 4) accommodations, treatments, strategies, assistive devices available to reduce/prevent limitations and to promote health,
- 5) references, use of APA style, and professional quality (e.g., neatness, grammar, spelling, writing quality, organization).

The disability paper must be typed, double-spaced (approximately 10 pages, excluding references), and in APA 6th ed. style. You are expected to search refereed journals, chapters, and books and to read at least 10 additional references, not counting your assigned readings. Prioritize your searches to current/recent documents (e.g., preferably within the past 10-15 years). Do not rely on web-based sites only – you are expected to review the *professional literature* about your topic (e.g., professional journals and texts). Each paper is expected to be logically organized, grammatically correct, proofread, and neat.

Total Possible Points = 50

1. Description of the topic (10 points)
  - Prevalence and incidence rates (2)
  - Causes (3)
  - Symptoms (3)
  - Other descriptive information (2)
2. Functional impact; common complications and concerns (10 points)
  - Potential limitations in functioning (5)
  - Common complications and concerns (5)

3. Psychosocial aspects (10 points)
  - Psychosocial factors (5)
  - Impact of psychosocial factors on the rehabilitation process (5)
4. Accommodations, treatments, strategies, assistive devices available to reduce the limitations (10 points)
  - Discussion of medical treatment options (3)
  - Rehabilitation accommodations and interventions (4)
  - Strategies to promote health/functioning (3)
5. References, use of APA 6<sup>th</sup> Edition style, and professional quality (10 points)
  - At least ten articles and/or chapters reviewed (not counting assigned readings)
  - Effective organization in APA style; APA referencing in text and reference list
  - Professional quality (e.g., neatness, grammar, spelling)

**Any papers that are recognized as being plagiarized (either partially or in totality) will be scored 0 points and Southern University's plagiarism policies will be followed.**

*Plagiarism* is the practice of taking someone else's work or ideas and passing them off as one's own, including using another author's writing word-for-word without the appropriate citation and quotation marks, or using their ideas without an appropriate citation. Do not copy and paste from other sources and always cite work.

**Due Dates:**

- Disability Paper topic ideas (one paragraph) are to be submitted to the instructor for approval by: **2/11/19**
- Disability Paper outlines with references are to be submitted to the instructor by: **3/18/19**
- Disability Paper is due by: **4/22/19 by 11:59 PM**

**6. Examinations**

Midsemester and final examinations will be comprehensive in nature. Exam content will be drawn from assigned readings, lectures, guest lectures, and student presentations. Items will consist of multiple choice, true/false, matching, and open-ended or essay questions. 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 per exam).

## **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. Missed exams or assignments may result in an Incomplete in the course or a failing grade.

### **1. Accommodations for Students with Disabilities:**

I wish to fully include persons with disabilities in this course. The Southern University supports the right of all students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA) require that students with disabilities be reasonably accommodated in instruction and campus life. Louisiana State laws are applicable.

Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me, the course instructor, of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will then work either directly with the you or in coordination with the Office of Students with Disabilities to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

The Office of Disability Services is located in Office # 246, A. C. Blanks Hall, in the center of the campus. Website: <http://www.subr.edu/page/13>

#### **Office of Disability Services**

Southern University  
P. O. Box 11298  
Baton Rouge, LA 70813

Phone: 225.771.3546(V/TTD)

Fax: 225.771.3949

Email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu)

### **2. Student Professionalism:**

Your behavior in class should reflect how you would act as a counselor and professional in the community.

Thus, it is important that your behaviors include:

- Being on time
- Respecting differences between people and viewpoints
- Having an open mind and learn about different cultures and technology
- Being responsible to obtain missed material
- Doing readings and practice outside of class to enhance your knowledge and skills as a counselor

- Using Person-First Language
- Log into class from a quiet and distraction free environment. Be ready to learn.
- **Driving while logged into class is never allowed, for your own safety.**

### **3. Academic Integrity:**

By enrolling in this course, each student assumes the responsibilities of an active participant in Southern University's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, suspension, or expulsion. Substantial or repeated cases of misconduct will be forwarded to the Department Chair for additional review. For more information, refer to <http://www.subr.edu/page/851>.

### **4. 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.

### **5. 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 result 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.

### Course Schedule

Week/Date	Assigned Readings	Topics & Discussion	Activities & Assignments Due
1: 01/21/19		<b>Martin Luther King Jr. Day</b>	– No class
2: 01/28/19	– Syllabus	– Introduction and course overview	– Discussion 1
3: 02/04/19	– Brodwin Ch. 10 – Brodwin Ch. 29	– Chronic Pain Management – Burn Injury CACREP 5.D.2.q	Discussion 2
4: 02/11/19	– Brodwin Ch. 28 – Brodwin Ch. 20  – Chan Ch. 12	– Amputation, Orthotics, Prosthetics CACREP 5.D.2.q. – Rheumatic Diseases CACREP 5.D.2.q. – Societal Attitudes Toward Disability CACREP 5.D.2.p.	– Discussion 3 – Guest: <i>Jonathan Deguzman, MS, CRC</i> – Student presentation 1 – Disability paper topic due
5: 02/18/19	– Brodwin Ch. 21  – Chan Ch. 13	– Psychiatric Disability CACREP 5.D.2.e. CACREP 5.D.2.f CACREP 5.D.2.i. – Psychiatric Rehabilitation CACREP 5.D.3.a.	– Discussion 4 – Guest: <i>Sarah Hancock, MS, CRC</i> – Student presentation 2

Commented [U1]:

6: 02/25/19	<ul style="list-style-type: none"> <li>- Brodwin Ch. 23</li> <li>- Brodwin Ch. 24</li>   <li>- Chan Ch. 14</li> </ul>	<ul style="list-style-type: none"> <li>- Addictions and Related Disorders CACREP 5.D.1.e. CACREP 5.D.2.d. CACREP 5.D.2.e. CACREP 5.D.2.g. CACREP 5.D.2.i. CACREP 5.D.2.j.</li> <li>- Substance Abuse Models CACREP 5.D.3.a. CACREP 5.D.3.d. CACREP 5.D.3.e.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion 5</li> <li>- Student presentation 3</li> <li>- Exam review</li> <li>- External camera practice</li> </ul>
7: 03/04/19			- No class
8: 03/11/19		- Mid-Semester Examination	- Exam
9: 03/18/19	<ul style="list-style-type: none"> <li>- Brodwin Ch. 25</li> <li>- Brodwin Ch. 26</li> <li>- Brodwin Ch. 27</li> <li>- Chan Ch. 15</li> </ul>	<ul style="list-style-type: none"> <li>- Learning &amp; Intellectual Developmental Disorders</li> <li>- Autism Spectrum Disorder CACREP 5.D.2.i.</li> <li>- Sexuality and Disability CACREP 2.F.3.e</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion 6</li> <li>- Student presentation 4</li> <li>- Disability paper outline due w/ references</li> <li>- Complete field visit</li> </ul>
10: 03/25/19	<ul style="list-style-type: none"> <li>- Brodwin Ch. 5</li> <li>- Brodwin Ch. 6</li>   <li>- Chan Ch. 16</li> </ul>	<ul style="list-style-type: none"> <li>- Cardiovascular Disease</li> <li>- Chronic Obstructive Pulmonary Disease CACREP 5.D.2.c. CACREP 5.D.2.d.</li> <li>- Multiculturalism and Adjustment to Disability CACREP 2.F. 2a., b., c., h. CACREP 5.D.2.s</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion 7</li> <li>- Student presentation 5</li> </ul>
11: 04/01/19	<ul style="list-style-type: none"> <li>- Brodwin Ch. 4</li> <li>- Chan Ch. 17</li> </ul>	<ul style="list-style-type: none"> <li>- Diabetes and Chronic Kidney Disease CACREP 5.D.2.c. CACREP 5.D.2.d.</li> <li>- Quality of Life and Psychosocial Adaptation to Chronic Illness and Disability CACREP 5.D.1.c.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion 8</li> <li>- Student presentation 6</li> <li>- Field Visit Report Due</li> </ul>
12: 04/08/19	<ul style="list-style-type: none"> <li>- Brodwin Ch. 3</li> <li>- Brodwin Ch. 7</li> </ul>	<ul style="list-style-type: none"> <li>- Cancer</li> <li>- HIV/AIDS CACREP 5.D.1.d., g. CACREP 5.D.2.b, c., d., j., k., l., m., w.,</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion 9</li> <li>- Video of Conference Proceeding: <i>Black Women with HIV in VR System</i></li> </ul>

13: 04/15/19			– No class
14: 04/22/19	<ul style="list-style-type: none"> <li>– Brodwin Ch. 8</li> <li>– Brodwin Ch. 9</li> </ul>	<ul style="list-style-type: none"> <li>– Hearing Loss, Deafness, and Related Vestibular Disorders</li> <li>– Visual Disabilities CACREP 5.D.2.a., b., c., d.,</li> </ul>	<ul style="list-style-type: none"> <li>– Discussion 10</li> <li>– Exam review</li> <li>– Disability Paper Due</li> </ul>
15: 04/29/19		– Final Examination	– Exam
<b>*Syllabus is subject to change <u>with</u> notice*</b>			