COURSE SY LLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7420

COURSE SECTION: 10570

COURSE TITLE: Medical Aspects of Disability

CREDIT HOURS: 3

TERM/YEAR: Fall, 2015

DAY: Monday

TIME: 6:00 - 8:45 PM

COURSE LOCATION: 48 EDUC

INSTRUCTOR: Sonja Grbevski, Ph.D.
Adjunct Professor & Advisor
Rehabilitation Counseling
(519) 982-0869 or Leave Message at 313-577-1613
ag1674@wayne.edu

OFFICE HOURS: Monday: By Appointment

GUEST LECTURERS: George P. Parris, Ph.D., LPC, CCRC, ABDA
Coordinator and Assistant Professor (Clinical)
Rehabilitation Counseling
(313) 577-1619

Lynette Moser, PharmD.
Department of Pharmacy and Health Sciences
Detroit Medical Center
261 Mack Blvd.
Detroit, MI 48201

PROGRAM SECRETARY: Lei Juan Stewart-Walker (313) 577-1613
CATALOG DESCRIPTION: Types of disabilities, treatment strategies, impact of disability on physical and vocational functioning of persons with disabilities. The medical aspects of various disabilities will be covered.

COURSE OBJECTIVES:

The course is designed to provide students with an overview of the major physical, emotional/mental, cognitive, and sensory and developmental disabilities with emphasis on medical, functional, environmental and psychological aspects of disability. Faculty and staff from Wayne State University School of Medicine Department of Physical Medicine and Rehabilitation, as well as Rehabilitation Institute of Michigan will be guest lecturers. Students will be introduced to the application of medical concepts and information in the field of rehabilitation counseling. The course provides a holistic overview of the etiology, symptoms, prognosis, treatment, and residual functioning of various disabilities, utilizing a case conceptualization approach for diagnosis and treatment planning.

Students fulfilling all course requirements will be able to demonstrate knowledge and/or skills based on CORE standards in:

C.9 Medical, Functional, Environmental, and Psychosocial Aspects of Disability

1. The medical characteristics of selected major disabilities.

2. Understanding the basic vocabulary of common medical terminology, medical treatments and procedures.

3. Understanding the disabling effects of disease/injury on body structure, functions, behaviors and personality.

4. Applying the language, systems and skills of selected medical and allied health fields for the purpose of consulting with professionals in those fields.

5. Understanding medical, functional, and environmental aspects of physical disabilities, psychiatric disabilities, cognitive disabilities, substance abuse disorders, sensory disabilities, and developmental disabilities.

6. Understanding the effects of disability on vocational outcomes and developing the skills necessary in integrating disability, education and other issues in developing a vocational plan and case conceptualization.

7. Locating, evaluating and using information on the World Wide Web, medical reference books and other information sources to obtain information about disabling conditions.

8. The role in which gender, culture/ethnicity and age play in chronic illness and the influence
this has on adjustment and vocational rehabilitation outcomes.

9. Understanding the effects of secondary disabilities on adjustment and the rehabilitation process needed to influence positive change.

10. How to function effectively as a member of an interdisciplinary health care team.

11. Integrating the principles of health and wellness in the lives of persons with chronic illness and disability in order to improve their outcomes.

CORE Knowledge domains:

C.9.1 The human body system
- C.9.1.a. Explain basic medical aspects related to human body system and disabilities.

C.9.2 Medical terminology and diagnosis
- C.9.2.a. Demonstrate an understanding of fundamental medical terminology.
- C.9.2.b. Demonstrate an understanding of the diagnostic process used by medical and other health professions.

C.9.3 Physical, psychiatric, cognitive, sensory and developmental disabilities
- C.9.3.a. Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.
- C.9.3.b. Articulate the functional limitations of disabilities.
- C.9.3.c. Apply working knowledge of the impact of disability on the individual, the family, and the environment.
- C.9.3.d. Explain the implications of co-occurring disabilities.

C.9.4 Assistive technology
- C.9.4.a. Determine the need for assistive technology and the appropriate intervention resources.
- C.9.4.b. Support the evaluation of assistive technology needs as they relate to rehabilitation services.

C.9.5 Environmental implications for disability
- C.9.5.a. Evaluate the influences and implications of the environment on disability.

C.9.6 Classification and evaluation of function
- C.9.6.a. Demonstrate familiarity with the use of functional classification such as the International Classification of Function.
- C.9.6.b. Consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability

REQUIRED TEXTS:
Fall 2015/Medical Aspects


CLASS REQUIREMENTS:

1. This course format will involve in class lectures as well as lectures online, through Blackboard with a format known as ProfCast, as such, it is learner centered. This means that: a) all assigned readings must be completed prior to each class session, b) all class sessions must be attended in its entirety, and c) complete all assigned activities on time. In order to have access to ProfCast, you will need to access Blackboard in order to download the audio portion of the lectures. You will need to download Quick Time Media Player to your computer in order to have access to the ProfCast lectures. Students will be expected to engage in the discussions of the major topics assigned. Please note that Incomplete Grades are only given under extreme circumstances.

   Attendance is Mandatory at all Class Sessions. Missing more than one (1) class session will result a letter grade decrease.

2. CASE STUDIES

   Three (3) case study write-ups will be required in which you reflect competency in: (1) describing the disability, (2) completing a vocational profile of the client, (3) listing the functional limitations associated with the disability, (4) rehabilitation potential of the client, and (5) development of a rehabilitation intervention plan for the client with the disability. The case study format and an example are in chapter one of the text, which we will review in class.

   Contribution to Grade: 30 points
   Due Dates: October 12th, November 9th, and November 30th, 2015

3. EXAMINATIONS

   The final requirements will be a mid-term and a final examination. Exam content will cover materials from assigned readings, class lecturers and discussions and guest lecturers.

   MIDTERM EXAMINATION:
   Contribution to Grade: 30 points
   Date: November 2, 2015

   FINAL EXAMINATION:
   Online Exam
   Contribution to Grade: 40 points
   Date: December 14, 2015

EVALUATION & GRADING:
Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED program:

<table>
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<th>Letter Grade</th>
<th>Points</th>
<th>Honor Point</th>
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<tr>
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<td>B +</td>
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<td>84-86</td>
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<tr>
<td>B -</td>
<td>80-83</td>
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<td>C +</td>
<td>75-79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>70-74</td>
<td>2.00</td>
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Below B- is a failing grade in graduate school.

CLASS SCHEDULE:

09/14/15 Course Introduction and Overview: Review Syllabus & Course Requirements
Overview of Case Study Write Up Structure Medical Aspects of Disability: Body Systems and Terminology Ideas and beliefs about health, wellness, illness, and disability Web-based reading:

09/21/15 Addictions and Substance Use Related Disorders

09/28/15 Chronic Pain Syndromes Learning Disabilities/ Intellectual Developmental Disorders

10/05/15 Blackboard Lesson /PROFCAST LECTURE Diabètes Mellitus Hearing Loss and Deafness

10/12/15 Blackboard Lesson/PROFCAST LECTURE Rheumatic Diseases Amputations

10/19/15 Blackboard Lesson /PROFCAST LECTURE HIV Infection (Read Chapter) Epilepsy Stroke

10/26/15 Traumatic Brain Injury Multiple Sclerosis (Read Chapter)
11/02/15  **MIDTERM EXAMINATION** (IN CLASS)

11/09/15  **Blackboard Lesson/PROFCAST LECTURE**  
Cerebral Palsy & Spina Bifida  
Introduction to Cancers  
Chapter 11  
Chapters 21 & 22

11/16/15  Spinal Cord Injury  
Speech, Language, Hearing, & Swallowing Disorders  
Chapter 7  
Handouts

11/23/15  **GUEST SPEAKER**  
Cardiovascular Disorders  
Chapter 28

11/30/15  **Blackboard Lesson/ PROFCAST LECTURE**  
Visual Impairments/ Conditions Related to the Eye  
Psychiatric Disabilities  
Chapter 16  
Chapters 13 & 14

12/07/14  **Sickle Cell Disease and Other Conditions of the Blood**  
**Neurodegenerative/Neuromuscular Disorders** (Read Chapter)  
Chapter 18  
Chapter 9

Class Summary/ Evaluation

12/14/15  **FINAL EXAMINATION**  
ONLINE

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**SELECTED SUPPLEMENTAL REFERENCES**


injuries and chronic health conditions. In F. Chan, M.J. Leahy, & J.L. Saunders (Eds.), Case


Website Readings:

http://www.merck.com/mrkshared/mmanual/home.jsp An online version of the Merck manual. It’s searchable, and will tell you anything you want to know about virtually any condition you encounter. They also offer an interactive version of the Merck: you’ll need Adobe acrobat to use that one.

http://www.webmd.com Disease and Conditions Health Centers
http://www.biausa.org/ Brain Injury Association of America

http://www.braininjuryresources.org/ Traumatic Brain Injury Resource Center


http://www.ldanatl.org/ Learning Disabilities Association of America

http://www.nlm.nih.gov/medlineplus/mplusdictionary.html Medical online dictionaries

ATTENTION STUDENTS WITH DISABILITIES

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once you have your accommodations in place, I
will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

ATTENDANCE POLICY

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

STATEMENT OF PROFESSIONALISM

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling
Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers. Professional dress, behavior, and language are required at all times. Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:

http://www.doso.wayne.edu/codeofconduct.pdf

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php

RELIGIOUS OBSERVANCES POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

ELECTRONIC MAIL AND BLACKBOARD

Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.
NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person abilities, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had__________", "the person has experienced__________", or a person with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.