COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7420

COURSE SECTION: 10708

COURSE TITLE: Medical Aspects of Disability

CREDIT HOURS: 3

TERM/YEAR: Fall, 2014

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.
Kyle Burghardt, 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.

REQUIRED TEXTS:


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, your 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.

Contribution to Grade: 5 points

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 6th, October 27th, and November 17th, 2014

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: October 27th, 2014

**FINAL EXAMINATION:**
Online Exam
Contribution to Grade: 35 points
Date: December 8th, 2014

**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:

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<th>Letter Grade</th>
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Below B- is a failing grade in graduate school

**CLASS SCHEDULE:**


09/15/14  Addictions and Related Disorders Cont’d Addictions and Related Disorders Alcoholic-Related Disorders Psychiatric Disabilities

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<thead>
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<th>Chapters</th>
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<td>09/22/14</td>
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<td>Diabètes Mellitus</td>
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<td>Rheumatic Diseases</td>
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<td>HIV/ AIDS</td>
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<td>Epilepsy</td>
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<td><strong>Traumatic Brain Injury</strong></td>
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<td>Speech, Language, Hearing, &amp; Swallowing Disorders</td>
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<td>Visual Impairments</td>
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<td>Hematologic Disorders</td>
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<td>Neuromuscular Disorders</td>
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<td>12/08/14</td>
<td><strong>Assistive Technology</strong></td>
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<td>Class Summary/ Evaluation</td>
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SELECTED SUPPLEMENTAL REFERENCES


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.
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 Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times. 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;
• or paraphrase of another person’s 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:


**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.

**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.