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, 2012

DAY: Thursday

TIME: 5:00 - 7:45 PM

COURSE LOCATION: 116 Education

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

GUEST LECTURERS: Medical Staff
Rehabilitation Institute of Michigan
Detroit Medical Center
261 Mack Blvd.
Detroit, MI 48201

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

OFFICE ADDRESS: 311 College of Education
OFFICE HOURS: Monday 4:00 - 6:00 PM
Or by appointment
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 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:**


**ADDITIONAL RESOURCES:**


**CLASS REQUIREMENTS:**

1. This course format will involve lecture, discussion, and demonstrations as such, it is learner centered. Students will be expected to engage in the discussions of the major topics assigned. 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 (i.e., case studies, research paper). 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) vocational profile of the individual, (3) functional limitations associated with the disability, (4) rehabilitation potential of the individual, and (5) development of a rehabilitation intervention plan for the client with the disability. The case study format and an example will be provided in class.

Contribution to Grade: 30 points
Due Dates: October 11th, November 8th, and December 6th, 2012

3. GROUP PRESENTATION

Develop a resource guide for a rehabilitation intervention, assistive technology, and health promotion program that can reduce the functional limitations associated with chronic medical conditions. Your resource guide will consist of the following: (a) description of the disability, (b) limitations caused by the disability, (c) rehabilitation intervention, assistive technology and health promotion program, and (d) conclusion. You will present your resource guide in class on the dates assigned. You will submit an outline with references to the class during your presentation.

Contribution to Grade: 15 points
Due Date: November 15th, 2012

4. 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: 20 points
Date: October 18th, 2012

FINAL EXAMINATION:
Contribution to Grade: 30 points
Date: December 13th, 2012

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>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Honor Point</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>90-94</td>
<td>3.67</td>
</tr>
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</table>
B + 87-89 3.33
B 84-86 3.00
B - 80-83 2.67
C + 75-79 2.33
C 70-74 2.00

Below B- is a failing grade in graduate school

CLASS SCHEDULE:

09/06/12  Course Introduction and Overview: Review  Chapters. 1 & 28
           Syllabus & Course Requirements  Handouts
           Overview of Rehabilitation and Disability
           Medical Aspects of Disability: Body Systems and Terminology  Chapter 2
           Ideas and beliefs about health, wellness, illness, and disability
           Web-based reading:
           Substance Abuse Disorders  Handouts

09/13/12  Continuation of Substance Abuse

09/20/12  Guest Lecturer
           Rehabilitation Institute of Michigan
           Traumatic Brain Injury  Chapter 4
           Orthopedic Impairments
           Amputations  (Orthotics & Prosthetics)  Handouts

09/27/12  Acquired Immune Deficiency Syndrome  Chapter 2
           and Human Immunodeficiency Virus  Handouts
           Learning Disabilities
           CASE ASSIGNMENT DUE

10/04/12  Developmental Disabilities  Chapter 13
           Diabètes Mellites  Chapter 9
           PROFCAST LECTURE

10/11/12  Chronic Pain Syndromes  Chapter 8
           Stroke  Chapter 26
           CASE ASSIGNMENT DUE

10/18/12  MIDTERM EXAMINATION
           Cancers  Chapter 6
           Cardiovascular Disorders  Chapter 7
Pediatric Disorders

10/25/12  Epilepsy  Chapter 10
          Cerebral Palsy & Spina Bifida  Handouts

11/01/12  Guest Lecturer  Chapter 25
          Rehabilitation Institute of Michigan  Handouts
          Spinal Cord Injury  Chapter 24
          Rheumatic Diseases  Handouts
          Rheumatoid Arthritis
          Osteoarthritis

11/08/12  Speech, Language, Hearing, & Swallowing Disorders  Chapter 11
          Hematologic Disorders  Chapter 12
          Neuromuscular Disorders  Chapter 14
          CASE ASSIGNMENT DUE

11/15/12  PRESENTATIONS  Chapter 1
          RESOURCE GUIDE DUE

11/22/12  HAPPY THANKSGIVING HOLIDAY

11/29/12  Blackboard Lesson/Guest Lecturer  Chapters 28
          Rehabilitation Institute of Michigan  31, 32 & 36
          Assistive Technology  Handouts
          Emerging Technology in Rehabilitation
          Alternative Medicine and Its Relationship to Rehabilitation

12/06/12  Visual Impairments  Chapter 27
          Deaf/Hard of Hearing  Chapter 11
          Introduction to Pharmacology  Handouts
          CASE ASSIGNMENT DUE

12/13/12  Course Evaluation
          FINAL EXAMINATION

SELECTED SUPPLEMENTAL REFERENCES


Upper Saddle River, NJ.


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 at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**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.

**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](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 right 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)
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.