

Rehabilitation Counselor Training Program
Rehabilitation Institute, Southern Illinois University
Carbondale, IL 62901-2609

Rehb 513 Medical and Psychosocial Aspects of Disability
Fall 2017, Mondays 2:00-6:00 p.m.
1007 Communication Building, Carbondale, IL 62901-4609

INSTRUCTOR: Thomas D. Upton, Ph.D., CRC
Professor
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OFFICE HOURS: Mondays 8:00-9:00-a.m & noon-200 pm; Fridays 8:00 a.m.-1200 pm, and by appointment

TA: Nahal Salimi, MS Doctoral Candidate in Rehabilitation

OFFICE HOURS: TBA 314

REQUIRED TEXT:

Falvo, D. (2014). *Medical and psychosocial aspects of chronic illness and disability* (5th Ed.). Sudbury, MA: Jones & Bartlett Publishers.

Additional readings are required and will be announced in class or provided on D2L.

COURSE DESCRIPTION:

This course provides information regarding medical and psychosocial aspects of chronic illness and disability with emphasis on the physical, psychological and social impact of severe disabilities. More specifically, functional limitations associated of these conditions associated with employment, family and social life, and activities of daily living will be discussed. Medical and psychosocial aspects of disabilities will be discussed with regard to implications for vocational rehabilitation services, supported employment, and centers for independent living. Also, this course reviews adaptive measures which may enable persons with various severe disabilities to enhance their functioning and overall quality of life.

COURSE OBJECTIVES:

As a result of this course you should:

1. Have a general understanding of common medical terms as well as be able to use common medical reference books such as the PDR (Physician’s Desk Reference), medical dictionaries, Merck Manual, and DSM V.
2. Be able to assess functional limitations of common disabilities and the potential impact of these limitations on the individual’s ability to function in their home, social, and work environments.
3. Describe potential social, environmental, and interpersonal barriers to persons with disability in the rehabilitation process.
4. Be able to describe factors which impact on adjustment to disability including pre-morbid function, family and social factors, and stage of development at which the disability occurred.
5. Be familiar with various types of health professionals with whom persons with disability may have contact with during the rehabilitation process.
6. Describe and identify appropriate assistive or adaptive devices, environmental modifications, or specific services that may be utilized for common disability conditions to assist the individual to achieve their maximal functional capacity.

CLASS REQUIREMENTS:

8 quizzes (10 points each)	=	80 points
4 articles (12 points each)	=	48 points
Midterm	=	50 points
Final	=	50 points
Disability Research Paper	=	50 points
Final Project	=	30 points
Participation	=	12 points
Total possible	=	<u>320 points</u>

GRADING: Criterion based grading is used.

90-100 %	(315-350)	A
80-89 %	(280-314)	B
70-79 %	(245-279)	C
60-69 %		D
59% or below		F

EDUCATIONAL ACCOMMODATIONS: Students who have a disability and may need educational accommodation must identify themselves to the instructor immediately! Please see me after class or in my office to discuss your rights and responsibilities.

EVALUATION CRITERIA:

1. This class covers a very large amount of information. Therefore, it is important that you read assigned work before coming to class and also take a quiz at the end of each unit. These quizzes will occur at the beginning of most classes and 8 of 10 quiz grades will count toward your grade. **IF YOU MISS A CLASS AND MISS THE QUIZ, MAKEUPS WILL NOT BE GIVEN.**
2. The midterm will cover all class materials (readings, lectures, discussion, handouts, guest speakers, etc.) received up to that point. The Final Examination focuses on all class materials. In a sense it is comprehensive. Participants should have mastery of these topics when they finish this class.
3. Science is continually evolving which impacts professional rehabilitation counseling practice. Therefore, each student is required to bring one article from a professional journal (rehabilitation, medicine, social work, nursing, etc.) **four times at specific due dates throughout the semester.** Articles should be related to either the medical OR psychosocial aspects of the general category of disability assigned. You should be prepared to discuss your articles in class. THEREFORE, TAKE CARE TO CHOOSE ARTICLES WHICH YOU ARE ABLE TO UNDERSTAND AND EXPLAIN. The articles should NOT be read, but summarized in your own words. The following should be included in the oral class presentation.
 - a. Title of article, name of Journal and date of publication
 - b. Purpose of study or of the article
 - c. If the article is a study, give a brief description of what was done. If it is conceptual, describe the key points.
 - d. Discuss conclusions reached in the articles
 - e. Provide your evaluation of this article in terms of the research design, findings, and implications of this study. Describe how the article will be helpful to you in rehabilitation, and specify how it will help professionals in your field.

Articles should have been published in a **peer-reviewed journal** within the last five years. You will **not** receive credit for articles from popular magazines (e.g., Time, Life, People, Cosmopolitan, Ladies Home Journal) or newspapers, etc. Full APA 6TH Edition reference should be provided for each article (i.e. author's complete name, title or article, complete title of journal, date, and page numbers of the article). Reference should be typed at the top of the summary, which must be typed on **one** 8 ½ x 11 inch plain piece of white paper – this is to be a **HARD COPY** to be turned in with a **HARD COPY of your article before beginning** the oral presentation. The reference must be in 6th Edition APA Format. You should consider making two copies of each article, **one to be handed in before beginning the oral presentation** and one for you own future reference and to refer to during your class

presentation. Articles for the specific topic **must** be handed in at the due date specified on the syllabus. The **HARD COPIES** of **BOTH** the **Article** and your **Summary** **MUST** be turned in at the **BEGINNING** of the class on the day on which they are **DUE**. **NO LATE ARTICLES WILL BE ACCEPTED.**

The following criteria are used to assign points for the articles.

- a. From a **peer-reviewed Journal**, appropriate to medical or psychosocial aspects of **assigned topics**, not MORE THAN FIVE YEARS AGO and full article (not just abstract or summary; 3 points).
 - b. Full and complete reference – APA 6th Edition (2 points)
 - c. Concise summary of article in own words (**not** the abstract recopied; 4 points).
 - d. Oral presentation of articles. These will be presented to the full class on each due date. Students may find that an *Outline is beneficial to use during their presentations* as those presentations will **need to include**: major points, article evaluation (concise and your opinion, 4 points), and usefulness for the rehabilitation professional, as well as answers to classmate questions about the research.
 - e. Students who: don't complete oral presentation=0 points; do an adequate job=1 point; or do an excellent job=2 points. (2 points can be earned for the oral presentation of an article)
4. Lectures are complementary to readings. Not all materials covered in the book may be repeated in class. Likewise, not all material presented in class may be included in the book. Consequently, you are responsible for material presented which may not be necessarily included in the readings, as well as information in the book which may not be covered in class. You are responsible for both. You are responsible for having a clear understanding of all terms in the readings and will be responsible for those terms on quizzes midterm, and final examinations.
5. If it is necessary to miss class, you are responsible for checking with the instructor about any announcements, changes, or assignments which may have been made for subsequent classes and arrange to obtain notes from another student.
6. **Incomplete grades may be given when students have dire circumstances. These are given at the sole discretion of the instructor.**
7. There are 10 quizzes and 4 articles listed on the syllabus which are due. All 4 of the articles and 8 of the 10 **quizzes** will count toward the total points. **NO MAKE-UP QUIZZES WILL GIVEN AND NO EXTRA CREDIT IS EXPECTED. HOWEVER, STUDENTS MAY BE ABLE TO PARTICIPATE IN RESEARCH OPPORTUNITIES THAT ARE PRESENTED BY THE INSTRUCTOR.**
8. More details on the required disability presentation follow.

Research Paper: Students will be expected to write a 16-page research paper, written APA style (6th ed.). The research paper should pertain to a medical condition mentioned in the text. **Topics**

must be approved by the professor on a first come first serve system. The format of the paper must include:

1. Title
2. Abstract (200 words or less)
3. Body of paper with the following headings: (Detailed information)
 - a. Importance of this condition
 - etiology
 - percentage of individuals in the U.S. with this condition
 - impact of society on the cause of the condition
 - b. Description of medical condition
 - in detail, describe the physiological changes that take place in the body
 - c. Medical management of condition
 - techniques used to diagnose the condition
 - conservative treatments (PT, OT, SP, RT, etc.)
 - medications
 - surgical procedures (detailed description)
 - d. Physical, psychological and social challenges related to condition
 - e. Conclusion/strategies for medical challenges. In this section, you need to describe a treatment protocol (s) that is (are) specifically applicable to best managing this chronic illness or disability.
 - f. References (15 minimum) from scholarly journals, books, and *reputable professional websites* are necessary. It is very important that you cite everything that is not common knowledge. **IF YOU NEED ASSISTANCE, PLEASE ASK ME!**

Students are responsible for including the above criteria in their papers references should be mainly from peer-reviewed journals and books.

There will be “zero-tolerance” for plagiarism in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition.

Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file.

The preferred method of including other’s work in your own paper would be to paraphrase, which means putting into your own words, and providing proper attribution. For example, you could say “According to Lehmann and Crimando (2008), the law of unintended consequences says that any action may have unplanned and, sometimes, opposite results.” A less preferred

method would be to provide a properly attributed exact quote. My rule of thumb is to only quote when (a) changing even one word of the original statement would weaken the argument; (b) the original author made up a new term; (c) the original author made a mistake, or (d) for variety when used judiciously. Even then, I will return for rewrite any paper which is riddled with lengthy or excessive quotes. If I give you an assignment, I want to read your words; if I wanted to read another author's words, I would read the original.

Final Project: Based on the assigned topic, students are expected to gain insights on persons that have the severe disability they researched for their paper. This can be done a number of ways. One can attend a support group meeting, 'shadow' a person with a disability, interview a person with the specific disability, or 'shadow' a professional working with persons with that disability. In the past, students have interviewed vocational rehabilitation professionals, community rehabilitation professionals, supported employment specialists, and persons working at centers for independent living. **ALL PROJECTS MUST BE APPROVED BY INSTRUCTOR PRIOR TO YOU COMPLETING THEM. PLEASE NOTE THIS IS A CORE REQUIREMENT OF THE CLASS AND YOU MUST COMPLETE IT IN ORDER TO RECEIVE CREDIT FOR COMPLETING THIS COURSE.**

The goal in completing this project is to gain insight on the daily activities (work, school, family responsibilities, etc.) persons with specific disabilities may experience and the significance of a support system/group in assisting persons with disabilities with psychosocial, vocational and psychological issues.

Written report of the final project is to be turned in with detailed descriptions that includes comprehensive information (such as the name of the facility and support group, time and date when the assignment was completed, description of the person being shadowed, description of the environment and any adjustments made to enhance functional capabilities) about your project.

9. DISCUSSION IS ENCOURAGED! We can all learn from each other's experiences, questions or information. ALSO, note that 10 points can be earned for class participation. **Point assignment is based solely on your instructor's perception of your attendance and participation.**

TENTATIVE CLASS SCHEDULE AND ASSIGNMENTS

Topics are likely to shift as the semester progresses and students are responsible for all changes announced in class or provided by D2L.

Lecture topics and related reading follow. Lectures flow together in this course and are not linked to specific dates.

Lecture one: Introduction and a framework describing social aspects of disability; Assigned Reading: Chapter 1 and 2 and Handout Jones et. al (1984) chapters 1 and 2

Lecture two: Nervous system Assigned Reading: Chapters 3-5 Chapters 6-8

Lecture three: Developmental Disabilities; Assigned reading: Chapters 9-12

Lecture four Endocrine and renal disorders; Assigned Reading: Chapters 23,25, & 30
 Lecture five Substance abuse disorders and mental; Assigned Reading: Chapters 13-15
 Lecture six Assistive Technology and panel discussion
 Lecture seven Sensory Disorders: Chapters 16-17 and handouts
 Lecture eight Dermatological and gastrointestinal disorders; Assigned Reading: Chapters 31-32
 Lecture nine Cardiovascular and respiratory disorders Reading: Chapters 28-29
 Lecture ten Immune system, cancer, and disorders of the blood; Readings: Chapters 18-22)
 Lecture eleven Musculoskeletal system Chapter 24-27).

January 23 First day of class, syllabus and lecture begins.
 January 30 **Quiz one** and lecture.
 February 6 **Quiz Two** and lecture.
 February 13 **Quiz Three, Article One due;** and lecture.
 February 20 **Quiz Four** and lecture.
 February 27 **Quiz Five; Topics for paper and project descriptions are due**
 and lecture
 March 6 **Midterm Examination**
 March 13 spring break
 March 20 **Article Two due; and** lecture
 March 27 **Quiz Six** lecture.
 April 3 **Quiz seven** and lecture.
 April 10 Quiz Eight; **Article Three Due; Paper Due** and lecture
 April 17 Quiz Nine and lecture.
 April 24 **Quiz Ten** and lecture:
 May 1 Article **four due, Final project** presented to class, tying up loose ends, and review
 for final.
 Monday May 8 at 2:45-4:45 pm. Final exam per university schedule in classroom.

<i>January 23- This schedule</i>	First day of class, syllabus and lecture begins.
	Lecture one: Introduction and a framework describing social aspects of disability.
	Assigned Reading: Chapter 1 and 2 and Handout Jones et. al (1984) chapters 1 and 2
<i>January 30</i>	Quiz one.
	Lecture two: Nervous system Assigned
	Reading: Chapters 3-5 Chapters 6-8.
<i>February 6</i>	Quiz Two.
	Lecture three: Developmental Disabilities.

	Assigned reading: Chapters 9-12
<i>February 13</i>	Quiz Three, Article One due.
	Lecture four: Endocrine and renal disorders. Assigned Reading: Chapters 23,25, & 30
<i>February 20</i>	Quiz Four.
	Lecture five: Substance abuse disorders and mental.
	Assigned Reading: Chapters 13-15
<i>February 27</i>	Quiz Five; Topics for paper and project descriptions are due and lecture
	Lecture six: Assistive Technology and panel discussion
<i>March 6</i>	Midterm Examination
<i>March 13</i>	Spring break ☺
<i>March 20</i>	Article Two due.
	Lecture seven: Sensory Disorders: Chapters 16-17 and handouts
<i>March 27</i>	Quiz Six lecture.
	Lecture eight: Dermatological and gastrointestinal disorders. Assigned Reading: Chapters 31-32
<i>April 3</i>	Quiz seven.
	Lecture nine: Cardiovascular and respiratory disorders
	Reading: Chapters 28-29
<i>April 10</i>	Quiz Eight; Article Three Due; Paper Due.
	Lecture ten: Immune system, cancer, and disorders of the blood;
	Readings: Chapters 18-22)

<i>April 17</i>	Quiz Nine.
	Lecture eleven: Musculoskeletal system Chapter 24-27).
<i>April 24</i>	Quiz Ten and Lecture.
<i>May 1</i>	Article four due , Final project presented to class, tying up loose ends, and review for final.
<i>Monday May 8</i>	<i>At 2:45-4:45 pm. Final exam per university schedule in classroom.</i>

Electronic usage in class: THERE IS NO REASON FOR ANYONE TO TEXT, USE PHONE, OR ANY SORT OF ELECTRONIC HANDHELD PERSONAL ELECTRONIC DEVICE DURING CLASS. (EXCEPT ELECTONIC ACCOMMODATIONS) THIS CAN BE HIGHLY DISRUPTIVE AND DAMAGE THE LEARING ENVIRONMENT. AS SUCH, EACH USE OF ANY SUCH DEVICE EQUATES TO AN IMMEDIATE 10 POINT GRADE DEDUCTION. DEDUCTIONS WILL BE NOTED ON Desire2Learn. OF COURSE, COMPUTERS CAN BE USED TO TAKE NOTES, ONLY.

Please ask for clarity when you receive this syllabus if anything is unclear!