

**Syllabus**  
**RSED 5010 / 6010 / 6016: Medical Aspects of Disability**  
**(3 hrs)**  
**Fall Semester 2011**

---

Karin W. Baker, M.D.

(334) 844-7676 (department office)

(706) 442-4819 (cell number/Dr. Baker's office number)

kbakermd@gmail.com, kab0035@auburn.edu (please email me at both addresses!!)

\*\*email or text messages are best communication,

I will respond within 24 hours\*\*

Office Hours: Wednesdays 9 AM-class time

Randall S. McDaniel, Ed.D.,CRC

Wayne T. Smith Professor

Special Education, Rehabilitation, Counseling/School Psychology

2084 Haley Center

(334) 844-2076

mcdanrs@auburn.edu

Jill M. Meyer, PhD, LCPC

(334) 844-7676 (department office)

Jmm0079@auburn.edu

---

### **Purpose**

This class serves as an introduction to medical terminology, basic body systems, common physical and mental malfunctions, therapeutic services, restorative techniques, and considerations of disability. This course will introduce unique characteristics of various disability groups and discuss the vocational implications of each type of disability.

### **Objectives**

To develop:

1. An understanding of the use and definition of medical terminology.

2. An understanding of selected medical specialties and how they interact with the rehabilitation practitioner in working with people with diseases and disabilities.
3. An identification of the function of body systems and the effect of disease or disability in those systems and on the adjustment of the individual.
4. An understanding of commonly encountered disabling conditions seen in vocational rehabilitation.

### **Method of Accomplishing Objectives**

Class lecture and readings  
Class participation/discussion  
Graduate Student Presentations

### **Course Format**

This course provides too little time to cover a preponderance of information of which material presented on any week could be, and is, a lifetime of study. Therefore, the instructor will focus the class lectures, internet sites and textbook readings on an overview of those disease/disabling processes most commonly encountered in the vocational rehabilitation practice.

In addition, the topic of normal body physiology/functioning will be covered in order to give students an understanding of the workings of the normal body physiology. Due to the amount of information to be covered in those areas, a lecture format will be used with liberal use of Power Points.

### **Attendance**

#### **POLICY STATEMENTS**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**Excused Absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. ***When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.*** Appropriate documentation for all excused absences is required. Please see the

Tiger Cub for more information on excused absences.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g.:hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

## **Graduate Student Presentations**

Graduate Students are responsible for providing information on the medical terminology and normal physiology of the body system being covered each week; not the pathology that will be presented by the instructor. It is strongly recommended that students develop a PowerPoint slide show to accompany their presentation. Students may elect to make a handout in place of a PowerPoint. Final lecture or handout should be emailed to Dr. Baker by the day before the presentation in class to allow the lecture and/or handout to be posted on Blackboard in time for class. In the presentation, students should provide several pages of basic terms and definitions used with that body system.

In presenting the normal physiology for a body system, students can make liberal use of internet sites that provide the explanations and recommend one or more internet sites having information of interest. The classroom is a smart classroom and students are welcome to use the computer and projector to show pictures or animations from the web. Presentations should be expected to last about 45 minutes.

## **Exams**

Regular quizzes will consist of one to four questions from the previous class's presentations and medical terminology to be presented in that day's class. A typical question would give a definition and ask which of five words matched that definition, or a question might give a word such as Erythrocytes and ask for a definition or for the major function. These quizzes will be given at the first of class.

Three major exams will be given in class, primarily of the multiple choice format with some true/false and short answer. Questions will cover assigned reading (whether covered in class or not) and lecture-presented material from the last exam through the class previous to the test. The third test will be given during on November 30, 2011 and will not be a comprehensive final, but instead will cover material from the second test until the end of the semester.

**Class Participation:** While lecture formats often preclude extensive class discussion, it is anticipated that you will have a number of questions, comments, or personal knowledge of the information. Please share these thoughts, comments, or questions as you have them. You are encouraged to bring smart phones and computers in class and use

them to look up information we are discussing and share what you find with the rest of the class.

### Student Evaluation

The grade for this course will be based on the following criteria:

Participation	5 points
Quizzes	20 points
Exams	75 points

TOTAL 100 points

Graduate Students Only: Presentation on Normal Physiology 10 points

GRADUATE STUDENTS TOTAL - 110 points

### Grading scale:

6010 & 6016	5010	Grade
100 - 110	91 – 100	A
89 - 99	81 – 90	B
78 - 88	71 – 80	C
	61 – 70	D
<77	<60	F

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency,

or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

### **TEXTS**

Falvo, D.R. (2009). *Medical and psychosocial aspects of chronic illness and disability*. Sudbury, MA: Jones and Bartlett Publishers.

Roizen, M.F. & Oz, M.C. (2008). *You: The owner's manual: Updated and Expanded Edition*. New York, NY: HarperCollins Publishers.

### **Supplemental Readings/Reference:**

American Psychiatric Association. (2001). *Diagnostic and statistical manual of mental disorders*, 5th edition. Washington D.C.: American Psychiatric Association.

Beers, M.H. & Berkow, R.(eds.). (2001). *The Merck Manual of Diagnosis and Therapy*. Whitehouse Station, N.J.: Merck Research Laboratories.

Deutsche, P. & Sawyer, H. (2002). *A Guide to Rehabilitation*. New York: Matthew Bender.

Gyls, B.A., & Wedding, M.E. (1983). *Medical Terminology: A Systems Approach*. Philadelphia: F.A. Davis Company.

Prendergast, A.V. (1991). *Medical Terminology: A text/workbook*. 3rd ed. Redwood City: Addison/Wesley Nursing.

Stolov, W.C., & Clowers, M.R. (1981). *Handbook of Severe Disability*. Washington, DC: U.S. Government Printing Office.

Thomas, C.L. (ed.). (2000). *Tabers Cyclopedic Medical Dictionary*. Philadelphia: F.A. Davis Company.