Syllabus RSED 5010/6010/6016

Medical & Psychosocial Aspects of Disability

Department of Special Education, Rehabilitation, and Counseling

**Professor: Jill M. Meyer, Ph.D., LCPC, CRC**

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**Office Hours: By appointment**

**COURSE SCHEDULE:** Thursday 9:00 – 11:30; Haley Center Rm. 1212

**REQUIRED TEXTS:**

Falvo, D. R. (2014). *Medical and psychosocial aspects of chronic illness and disability*

*(5th ed.).* Sudbury, MA: Jones and Bartlett Publishers.

**Supplemental Readings/Reference:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* *(6th ed.)*. Washington, DC: APA.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental*

*disorders (5th ed.): DSM-5*. Washington DC: American Psychiatric Association.

Beers, M.H. & Berkow, R.(eds.). (2001). The Merck Manual of Diagnosis and Therapy.

Whitehouse Station, N.J.: Merck Research Laboratories.

Prendergast, A.V. (1991). Medical Terminology: A text/workbook. 3rd ed. Redwood

City: Addison/Wesley Nursing.

Additional material as assigned by the instructor.

**COURSE DESCRIPTION:**

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

**CORE Competencies and Objectives**

A.4. Understands the implications of environmental, attitudinal, and individual barriers for people with disabilities.

A.6. Understands a variety of models and theories related to rehabilitation counseling.

A.8. Is aware of professional issues that affect rehabilitation counselors (e.g., independent provider status, expert witness status, forensic rehabilitation, access to and practice privileges within managed care systems).

A.9. Understands a wide range of rehabilitation service delivery systems (e.g., housing, independent living, case management, public benefits programs, educational programs, public/proprietary vocational rehabilitation programs).

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A.11. Understands the impact of crises, disasters, and other trauma-causing events on people with disabilities.

A.12. Understands the operation of an emergency management system within rehabilitation agencies and in the community.

B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in rehabilitation counseling.

C.1. Understands how disability affects the human body, including relevant medical terminology.

C.2. Understands the onset, progression, expected duration, and functional limitations specific to the client’s disability from a holistic perspective (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational).

C.3. Understands how assistive technology can reduce or eliminate barriers and functional limitations.

C.4. Knows relevant social science theory that addresses psychosocial aspects of disability.

D.1. Applies the principles and practices of rehabilitation counseling concerning issues such as etiology, diagnosis, treatment, and referral for clients with disabilities, including clients with co-occurring disabilities.

D.2. Demonstrates appropriate use of assistive technology principles to enhance client quality of life.

E.1. Describes the principles of rehabilitation, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote wellness in a multicultural society.

E.3. Understands the range of rehabilitation service delivery—such as inpatient, outpatient, community-based care—and the rehabilitation counseling services network.

E.4. Understands the principles of crisis intervention for people with disabilities during crises, disasters, and other trauma-causing events.

E.5. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

E.6. Recognizes the importance of family, social networks, and community in the provision of services for and treatment of people with disabilities.

E.7. Understands professional issues relevant to the practice of rehabilitation counseling.

F.3. Applies effective strategies to promote client understanding of and access to a variety of community-based resources.

G.2. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration and socioeconomic status for people with disabilities.

H.5. Provides community education to increase awareness and understanding of rehabilitation counseling and disability culture.

I.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of wellness and pathology leading to diagnoses and appropriate counseling treatment plans.

I.2. Understands various models and approaches to clinical evaluation and their appropriate uses with clients with disabilities, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, career assessments, and assessment for assistive technology needs.

I.3. Understands basic classifications, indications, and contraindications of commonly prescribed medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

I.5. Knows the principles of the diagnostic process, including differential diagnosis, and the use of diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the *International Classification of Diseases (ICD).*

I.7. Knows the effect of co-occurring disabilities on the client and family.

I.9. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

J.5. Demonstrates appropriate use of diagnostic tools, including the current editions of the *DSM* and *ICD*, to describe the symptoms and clinical presentation of clients with disabilities.

J.6. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

***CACREP***

CACREP (II. G. 1.a.) Understands the history and philosophy of the counseling profession

CACREP (II.G.1.c.) Understands the counselor’s roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, disaster or other trauma-causing event.

CMHC C.2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.

**INSTRUCTIONAL METHODS:**

The course objectives will be achieved through assigned readings, lectures, discussions, and outside assignments. Class will consist of lectures, discussions, exercises, and student presentations. This course covers a preponderance of information presented on a weekly basis, but is often a lifetime of study. Therefore, the instructor will focus the class lectures, and textbook readings on an overview of those disease/disabling processes and psychosocial aspects most commonly encountered in the vocational rehabilitation practice. Due to the amount of information to be covered in those areas, a lecture format will be utilized, with liberal use of Power Points.

**COURSE REQUIREMENTS:**

**Graduate Student Presentations:**

Graduate Students are responsible for providing information on the *medical terminology & normal physiology of the body system and psychosocial implications being covered each week* **not the pathology** that will be presented by the instructor. Students should develop a PowerPoint slide show to accompany their presentation. Students may elect to make a handout in place of a PowerPoint.

***\*\*The presentation and/or handout must be emailed to me ON MONDAY by 11:59 PM CST to allow the lecture to be reviewed and posted on CANVAS. Points will be taken if the presentation is not provided on Monday.***

In the presentation, students should provide an explanation of basic terms and definitions used with that body system. In presenting the normal physiology for a body system and psychosocial implications, 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 a minimum of 40 minutes. PRACTICE YOUR PRESENTATIONS TO DETERMINE THE LENGTH and practice pronouncing the medical terms.*

**Exams:**

Three major exams will be given in class, in 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 prior to the test. The third and final test will be given the last day of class and will not be a comprehensive final, but instead will cover material from the second test through 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. The quizzes are your in-class participation grades. You must be in class to take them. There are no make-up dates for quizzes. You must be in attendance.

**GRADES:**

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

In-class Quizzes (5): 25 points (This is your participation grade. If you are not present you

Exams (3): 75 points cannot take the quizzes).

 **TOTAL 100 points**

**Undergraduate Grading Scale:**

**A = 90 – 100 B = 80 - 89 points C = 70 - 79 points D = 60- 69 points F = 59**

**Graduate Students Only:**

**Presentation on Normal Physiology: 10 points in addition to the 5 quizzes and 3 exams**

**GRADUATE STUDENTS TOTAL - 110 points**

**A = 100 - 110 B = 89 - 99 points C = 78 - 88 points F = 77 & below**

**ATTENDANCE:**

**Attendance: S**tudents 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.

***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.

M**ake-Up Policy:** Arrangements 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. Quizzes are only given in class for in-class participation.

**ACADEMIC INTEGRITY:**

As students of Auburn University (Rehabilitation Counseling and Rehabilitation Counseling & Disability Studies), you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to Auburn University Policy.

All your work in this class should be **original to you and to this class**. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt ask your professor! **Do not acquire assignments from previous students. Using work from previous students is considered cheating/plagiarizing and will be addressed according to AU policy.**

Plagiarism is a very serious offense, both in college and in the “real world.” When you consult sources for a paper, you must document ideas or words deriving from them both by listing the sources in a bibliography at the end of the paper and by citing sources in the text itself. To cite a source is to make clear to the reader 1) who originated the idea or quotation that you have used and 2) where it can be found. This then allows the reader to do further research or check your evidence. It also prevents you from taking credit—deliberately or inadvertently—for someone else’s work or ideas.”

**INSTRUCTIONAL MODIFICATION:**

Students who have a disability or condition that may impair the ability to complete assignments or otherwise satisfy course requirements as assigned are encouraged to meet with the professor to identify, discuss, and document any feasible instructional modifications or accommodations. Students should notify the professor at the beginning of the semester or as soon as possible if the condition is diagnosed during the semester. **If you have a condition that may have some impact upon your work in this class or for which you may require accommodations, please contact the Office of Accessibility.**

**Semester Outline**

**Class Topic Readings/ Assignments**

1. 8/21 Introductions/Course Overview Introduction/ Syllabus

 Disability & Medical Terminology Falvo: Chs. 1, 2, & Appendix A & B

 **Grad Student Group Presentation Sign Up**

 **(end of class)**

2. 8/28 Cardiovascular system & Falvo: Ch. 28

 Psychosocial Implications (PI) Falvo: Chs. 1, 2, & Appendix A & B

3. 9/04 Psychiatric Disabilities & **QUIZ 1 (covers classes 1-3)**

 Cancer & Psychosocial Implications (PI) Falvo: Chs. 13, 14 & 21, 22

4. 9/11 Respiratory System

 1. Physiology & PI: Grad Presentation Falvo: Ch. 29

 2. Pathology: Dr. Meyer

**5. 9/18\***  **Exam 1 (Conditions & PI)** Quiz next week -

 DisabilityEndocrine, Hematology, & Immunity

Medical Terminology

 Cardiovascular System

 Cancer

 Psychiatric Disabilities

 Respiratory System

6. 9/25 Musculoskeletal System Falvo Ch. 24

 **GUEST PRESENTATION**

7. 10/02 Hematology & Immunity **QUIZ 2 (ONLY class 6)**

1.Physilology &PI: Grad Presentation Falvo: Ch. 18, 19, 20, 23

Endocrine

1.Physiology & PI: Grad Presentation

Pathology: Dr. Meyer

8. 10/09 Amputation **QUIZ 3 (classes 7 &8)**

 Rheumatic Disorders Falvo: Ch. 25, 26, 27

 Chronic Pain

 & Psychosocial Implications

9. 10/16 FALL BREAK FALL BREAK 10/16 & 10/17

10.10/23Alcohol & Drug Abuse

 1. Grad Student Presentation Falvo Ch. 15

**11. 10/30**\* **Exam 2** **(Conditions & PI)** Quiz next Week - Neurological

 Endocrine System Terminology

 Hematology

 Musculoskeletal System

 Rheumatic Disorders

 Amputation

 Alcohol & Drug Abuse

 Chronic Pain

12. 11/06 Neurological System **QUIZ 4 (class 12)**

 1.Physiology & PI: Grad Student Presentation Falvo: Chs. 3, 4, 5, 6, 8,

 2. Pathology: Dr. Meyer

13. 11/13 Vision Falvo: Chs. 16, 17, & 30

 Hearing

 Renal System

 & Psychosocial Implications (PI)

14. 11/20 Back & Neck **QUIZ 5 (classes 13 &14)**

 Spinal Cord Injury Falvo: Ch. 7 & 9

& Psychosocial Implications (PI)

(Neurological Conditions)

15. 11/27 Thanksgiving Break Thanksgiving Break

**16. 12/04\*** **Exam 3 (Conditions & PI) Exam 3**

Neurological System

 Vision

 Hearing

 Renal

 Back & Neck Injury

 Spinal Cord Injury