Syllabus RSED 4973/ 5010/6010/6016

Medical, Vocational, & Psychosocial Aspects of Disability

Department of Special Education, Rehabilitation, and Counseling

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

**Office: 2004 Haley Center**

**Email (best way to reach me):** **Jill.Meyer@Auburn.edu**

**Phone: 334-844-2109**

**Office Hours: By appointment**

**TA – Brandon Worthey** **bcw0013@auburn.edu**

**Office Hours: By appointment**

**COURSE SCHEDULE:** Thursdays 9:00 – 11:30; Haley Center 3472

**REQUIRED TEXTS:**

Falvo, D.R. (2018). *Medical and psychosocial aspects of chronic illness and disability*

*(6th 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 and vocational 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 and/or condition.

**CACREP Standards**

**Course Objectives:** Upon completion of this course, students will be able to demonstrate these knowledge and skills related to these objectives:

F.1.e. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

F.2.d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

F.3.e. Biological, neurological, and physiological factors that affect human development, functioning, and behavior

F.3.f. Systemic and environmental factors that affect human development, functioning, and behavior

F.3.g. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan

F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions

F.3.i. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

F.4.d. Approaches for assessing the conditions of the work environment on clients’ life experiences

**Clinical Rehabilitation Counseling Standards**

A.1.a. History and development of rehabilitation counseling

A.1.b. Theories and models related to rehabilitation counseling

A.1.c. Social science theory that addresses psychosocial aspects of disability

A.1.d. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

A.1.f. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling

A.2.b. Relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams

A.2.c. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs

A.2.d. Rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks

A.2.h. Impact of crisis and trauma on individuals with disabilities

A.2.i. Impact of biological and neurological mechanisms on disability

A.2.j. Effects of co-occurring disabilities on the client and family

A.2.k. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development

A.2.m. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)

A.2.n. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

A.2.o. Role of family, social networks, and community in the provision of services for and treatment of people with disabilities

A.2.p. Environmental, attitudinal, and individual barriers for people with disabilities

A.2.q. Assistive technology to reduce or eliminate barriers and functional limitations

A.3. d. Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams

**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 providing an overview of those disease/disabling processes and psychosocial aspects most commonly encountered in counseling and 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 vocational 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.

***\*\*The PowerPoint presentation must be emailed to Dr. Meyer & Brandon Worthey (******Jill.Meyer@Auburn.edu*** ***& bcw0013@auburn.edu )***

***\*\*\* MONDAY by EOB to allow the lecture to be posted in CANVAS. \*\*\****

***DE students will tape their lecture using ZOOM and then upload the video into Panopto/CANVAS***

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 vocational & 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 internet.

***Presentations should be expected to last a minimum of 40- 50 minutes.***

***PRACTICE YOUR PRESENTATIONS TO DETERMINE THE LENGTH and practice pronouncing the medical terms.***

**Quizzes – On Campus Students:**

There are five quizzes, which will be taken after the class lecture. **Please bring a laptop or tablet to take the quiz**. Each quiz is worth 5 points.

**ALL Quizzes will be taken through CANVAS and will be timed for 15 minutes. The quizzes will be timed for both on campus and on-line students. The quizzes are closed book, but as they are timed, proctoring is not required.**

**On-line students will have two days (Thursday & Friday) to take each quiz. There are five quizzes (5 quizzes).**

**The quizzes are timed; once you start you have to finish it. You cannot save and return. Once you open it you must finish. If you open you cannot return at another time. DO NOT open it until you are ready to take it. You have only one chance to take the quiz. See Schedule for dates.**

**EXAMS:**

**ALL UNDERGRADUATE STUDENTS - YOU MUST BRING A COMPUTER OR OTHER DEVICE FOR THE EXAMS**

**On-campus students- Exams are taken in class; On-line Undergrad students - the 3 major exams are also taken on campus. You must come to campus to take the 3 major exams.**

**UNDERGRAD - On-line students –EXAMS ARE ALSO TAKEN ON CAMPUS**

 **by separate schedule – 6:00 pm is the time for all exams. There are three (3) exams.**

**On-line UNDERGRADS students must come to campus for the evening exams -**

**(3 major exams on the day of the test at 6:00 pm HC 1212).**

Three major exams taken through CANVAS, (**given during class for on-campus students and in the evening on campus for on-line undergraduate students**), in multiple-choice format with some true/false items. 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 exam will be given the last day of class and will not be a comprehensive final, but instead will cover material after the second exam through the end of the semester.

**GRADUATE STUDENTS – DE – You will require a Proctor and Respondus LockDown browser service for the major exams. The exams will be open for a few days. Please see the weekly schedule for dates. All exams are closed book, no notes or internet use (no open browsers). No Cheating…**

**For Quizzes, you do not need to use a Proctor or Respondus, but the quizzes are timed and are closed book/notes. See the weekly schedule for times as well.**

**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.

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Possible Points** | **CACREP Standards** |
| Quiz 1 | 5 points | F.1.e, F.3.e, A.1.a., A.1.b., A.1.c., A.1.d., A.1.f., A.2.i., A.3.d.F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,A.2.h, A.2.i., A.2.m., A.2.o., A.2.p. |
| Quiz 2 | 5 points | F.1.e., F.3.e., F.3.g., F.4.b., A.1.f., A.2.b., A.2.d.A.2.h., A.2.i., A.2.j., A.2.k., A.3.d.A.2.m., A.2.o., A.2.p. |
| Exam 1 | 25 points | F.1.e, F.3.e, A.1.a., A.1.b., A.1.c., A.1.d., A.1.f., A.2.i., A.3.d.F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,A.2.h, A.2.i., A.2.j., A.2.k., A.2.m., A.2.o., A.2.p., A.3.d. |
| Quiz 3 | 5 points | F.3.g., F.3.h., F.4.b., A.1.f., A.2.b., A.2.d,A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.F.3.i., F.4.d., A.2.c., A.2.j., A.2.k., A.2.m.A.2.n., A.2.o., A.2.q. |
| Quiz 4 | 5 points | F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.A.2.j., A.2.c., A.1.b., A.2.k. |
| Exam 2 | 25 points | F.3.g., F.3.h., F.4.b., A.1.b., A.1.f., A.2.b., A.2.d,, A.2.h, A.2.i., A.2.m., A.2.n., A.2.o., A.2.p., A.2.q., F.3.i., F.4.d., A.2.c., A.2.j., A.2.k., A.2.m., A.2.n., |
| Quiz 5 | 5 points | F.3.g., F.4.b., A.1.f., A.2.b., A.2.c., A.2.d,A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.F.3.i., F.4.d., A.2.c., A.2.j., A.2.k.,A.2.n., A.2.o., A.2.q., A.3.d. |
| Exam 3 | 25 points | F.3.g., F.4.b., A.1.f., A.2.b., A.2.c., A.2.d,A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.F.3.i., F.4.d., A.2.c., A.2.j., A.2.k.,A.2.n., A.2.o., A.2.q., A.3.d. |
|  |  |  |
| **Total Points Possible** | **100** |  |

**GRADES:**

**Undergraduates:**

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

Quizzes (5): 25 points (5 points per quiz)

Exams (3): 75 points (25 points per exam)

**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 t*o the 5 quizzes and 3 exams**

**GRADUATE STUDENTS TOTAL - 110 points**

Quizzes (5): 25 points (5 points per quiz)

Exams (3): 75 points (25 points per exam)

Group Presentations 10 points for the group presentation

**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 examinations (i.e., hour exams - 1, 2, & 3) 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.

**ACADEMIC INTEGRITY:**

As students of Auburn University (Clinical 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**. 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**

 **Thursdays- 9:00 am**

 **HC 3472**

**Class Topic Readings/ Assignments CACREP Standards**

1. 8/22 Introductions/Course Overview Falvo: Chs. 1, 2, & F.1.e, F.3.e, A.1.a., A.1.b., A.1.c., A.1.d.,

 Disability & Medical Terminology Appendix A & B A.1.f., A.2.i., A.3.d.

 *Grad - Group Presentation Sign Up*

2. 8/29 Cardiovascular system & Falvo: Ch. 28 F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,

 Vocational & Psychosocial Implications **QUIZ 1 (Covers Classes 1 & 2)** A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

3. 9/05 Psychiatric Disabilities

BW Cancer & VPI Falvo: Chs. 13, 14 & 21, 22 F.1.e., F.3.e., F.3.g., F.4.b., A.2.b., A.2.d.

 A.2.h., A.2.i., A.2.j., A.2.k., A.3.d.

4. 9/12 Respiratory System & VPI (Pulmonary) F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,

 *Review for Exam 1* Falvo: Ch. 29 A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

 **QUIZ 2 (Covers Classes 3 & 4)**

**5. 9/19\***  **Exam 1 (Conditions & VPI)** **Exam 1 – in class Includes the above cited standards**

BW Disability **On-Line UG Students 6:00 pm - for content (classes 1, 2, 3, & 4)**

Medical Terminology  **Exam 1 Room HC 1212 for Exam 1**

 Cardiovascular System ALL STUDENTS BRING

 Cancer COMPUTER OR TABLET

 Psychiatric Disabilities

 Respiratory System **GRADUATE DE: Proctor With Respondus LockDown**

 All VPI **Exam 1: 9/19 – 9/29**

6. 9/26 Musculoskeletal System & VPI Falvo: Ch. 24 F.3.g., F.3.h., F.4.b., A.1.f., A.2.b., A.2.d,

 A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

 F.3.i., F.4.d., A.2.c., A.2.j., A.2.k., A.2.m.

 A.2.n., A.2.o., A.2.q.

7. 10/03 Hematology & Immunology & VPI **QUIZ 3 (Covers Classes 6 & 7)** F.3.g., F.4.b., A.1.f., A.2.b., A.2.d, Endocrine System A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

A.2.k.

 Falvo: Ch. 18, 19, 20, 23

8. 10/10 **FALL BREAK FALL BREAK**

9. 10/17 Amputation

 Rheumatic Disorders Falvo: Ch. 25, 26, 27 F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,

 Chronic Pain A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

 & VPI A.2.k.A.2.q.

10. 10/24 Alcohol; Drug Abuse & VPI Falvo: Ch. 15 F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,

 *REVIEW for EXAM 2* **QUIZ 4 (Covers Classes 9 & 10)** A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

 A.2.j., A.2.i., A.2.c., A.1.b.

**11. 10/31**\* **Exam 2 (Conditions & VPI)** **On Campus in class Includes the above cited standards**

BW Endocrine **On-Line UG Students 6:00 pm - for content (classes 6, 7, 9, & 10)**

 Hematology/ Immunology **On-Campus HC 1212 for Exam 2**

 Musculoskeletal System ALL STUDENTS BRING

 Rheumatic Disorders COMPUTER OR TABLET, ETC.

 Amputation

 Alcohol & Drug Abuse **DE GRADUATE STUDENTS- Proctor With Respondus LockDown**

 All VPI **Exam 2: 10/31 – 11/10**

 Chronic Pain

12. 11/07 Vision Falvo: Chs. 16, 17, & 30 F.3.g., F.4.b., A.1.f., A.2.b., A.2.d,

 Hearing A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

 Renal System F.3.i., F.4.d., A.2.c., A.2.j., A.2.k.,

 & VPI A.2.n., A.2.o., A.2.q.

13. 11/14 Neurological System & VPI F.3.g., F.4.b., A.1.f., A.2.b., A.2.d

 Falvo: Chs. 3, 4, 5, 6, 8, A.2.h, A.2.i., A.2.j, A.2.m., A.2.o., A.2.p.

 A.2.k.A.2.q., A.2.c., A.3.d.

14. 11/21 Back & Neck Falvo: Ch. 7 & 9 F.3.g., F.4.b., A.1.f., A.2.b., A.2.d

 Spinal Cord Injury & VPI A.2.h, A.2.i., A.2.j, A.2.m., A.2.o., A.2.p.

 (Neurological Conditions) A.2.k.A.2.q., A.2.c., A.3.d.

 **QUIZ 5 (Covers classes 12, 13, & 14)**

*REVIEW EXAM 3*

15. 11/28 Thanksgiving Break Thanksgiving Break

**16. 12/05\*** **Exam 3 (Conditions & VPI) On campus - test in class Includes the above cited standards**

**BW** Neurological System/Conditions **On-Line UG Students 6:00 pm - for content (classes 12, 13, & 14) for**

 Vision **On Campus HC 1212 Exam 3**

 Hearing ALL STUDENTS BRING

 Renal System COMPUTER OR TABLET, ETC.

 Back & Neck

 Spinal Cord Injury **DE GRAD STUDENTS: Proctor With Respondus LockDown**

 **Exam 3: 12/5 – 12/11**