Syllabus RSED 5010/ 5013/7010/7016

Medical, Vocational, & Psychosocial Aspects of Disability

Department of Special Education, Rehabilitation, and Counseling

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**Office Hours: By appointment**

**COURSE SCHEDULE:** Scheduled for Thursdays 9:00 – 11:30.

**This course is considered blended. To start the semester, we will be Online – Asynchronous.**

**You can watch the lectures when most convenient for yourself. You will however need to keep up with the 5 quizzes and 3 major exams. You must have a written excuse meeting AU policy to make up the assignments. Use the lectures and Power Points to study. See the syllabus for quiz and exam dates.**

**You will find all materials, lectures (captioned), power points, articles, transcripts, etc., in CANVAS by Module. We however, may meet in class later in the semester given that all condition on campus are conducive and favorable to doing so.**

**We will use Modules to organize your materials which will be grouped by each of the 3 major exams. We will have discussion board to promote clear communication and exchange of ideas and information for this course. You can find everything you need for this course in the Modules.**

**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. (2020). *Publication manual of the American Psychological Association* *(7th ed.)*. https://doi.org/10.1037/0000165-000

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:**

This course will begin online and asynchronous. In CANVAS you will find 3 Modules grouped by exam with all the materials needed to study. The course objectives will be achieved through assigned readings, lectures, and discussions. The Modules will consist of lectures with discussions, and student presentations and power points. 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 these areas, a lecture format will be utilized, with liberal use of Power Points. **The Power Points and video lectures in Panopto are your primary resources for studying for quizzes and exams.**

**COURSE REQUIREMENTS:**

**Graduate Student Test Prep Presentations:**

Graduate Students are responsible for providing test prep information on the *medical terminology of the body system and vocational and psychosocial implications being covered for each exam*. Students should develop a PowerPoint slide or other format to accompany the test prep. **“Think Medical Jeopardy.”- see example in Modules.** Students in all sections will use this as a study guide for each of the three exams. This will need to be done 10 business days in advance of the exam to allow captioning and delivery to all students one week in advance of the test so they have time to use it to study for the each of the three major exams.

***\*\*The PowerPoint presentation (or other format) must be emailed to Dr. Meyer & Ms. Ausmus (******Jill.Meyer@Auburn.edu*** ***and*** ***jza0079@auburn.edu*** ***)***

***\*\*\* 10 business days PRIOR to the exam to allow the test prep to be captioned and transcribed and posted in CANVAS. \*\*\****

***DE students will record their test prep using Panopto and upload into CANVAS.***

In the presentation, students should provide an explanation of basic terms and definitions used with those body systems for the exam. In presenting the information for the body systems and vocational & psychosocial implications, students can make liberal use of technology. You can make it like a game show format.

***Test Prep Presentations should be expected to last a minimum of 30 minutes.***

***PRACTICE YOUR PRESENTATIONS TO DETERMINE THE LENGTH and practice pronouncing the medical terms. This can be a Q & A format for students to review for the exam. Like Medical Jeopardy- see example in Modueles.***

**Quizzes – ALL Students:**

There are five quizzes, which should be taken after the class lectures. **Please use 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 all students. The quizzes are closed book, but as they are timed, so Honorlock is NOT required for quizzes.**

**ALL 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 a quiz. See Schedule for dates.**

**EXAMS: Exams require HONORLOCK.**

**ALL STUDENTS MUST USE HONORLOCK FOR ALL EXAMS.**

**ALL STUDENTS - YOU MUST USE A COMPUTER OR OTHER DEVICE FOR THE EXAMS WHILE USING HONORLOCK.**

Three major exams are taken through CANVAS, in multiple-choice format with some true/false items. Questions will cover assigned readings 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 (the last Thursday and Friday) and will not be a comprehensive final, but instead will cover material after the second exam through the end of the semester.

**ALL STUDENTS– You are required to use HONORLOCK for the major exams. The exams will be open for TWO 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 Honorlock, 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 post your questions and comments on the discussion board in each Module.***

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| --- | --- | --- |
| **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:**

**Test Prep covering course material for an exam: *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 test prep presentation

**TOTAL 110 points**

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

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 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 health 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.**

**How to use Honorlock**

**You will need Honorlock for your 3 major exams. You will not use it with your 5 quizzes.**

Honorlock will proctor your exams this semester. Honorlock is an online

proctoring service that allows you to take your exam from the comfort of

your home. You **DO NOT** need to create an account, download software

or schedule an appointment in advance. Honorlock is available 24/7 and

all that is needed is a computer, a working webcam, and a stable Internet

connection.

To get started, you will need Google Chrome and to download the

Honorlock Chrome Extension. You can download the extension at

***www.honorlock.com/extension/install .***

When you are ready to test, log into the LMS, go to your course, and click

on your exam. Clicking **Launch Proctoring** will begin the Honorlock

authentication process, where you will take a picture of yourself, show

your ID, and complete a scan of your room. Honorlock will be recording

your exam session by webcam as well as recording your screen.

Honorlock also has an integrity algorithm that can detect search-engine

use, so please do not attempt to search for answers, even if it's on a

secondary device.

Good luck! Honorlock support is available 24/7/365. If you encounter

any issues, you may contact us by live chat, phone ( **844-243-2500** ),

and/or email ( ***support@honorlock.com*** ).

If you encounter issues within the LMS, you may contact Your School's

Online Support Services team at their number.**Semester Outline**

 **Asynchronous Format (to start)**

**Class Topic Readings/ Assignments CACREP Standards**

1. 8/20 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 – 3 Group Presentation Sign Up*

2. 8/27 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.

 **(8/27 & 8/28)**

3. 9/03 Psychiatric Disabilities

 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. 9/10 Respiratory System & VPI Also known as 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)**

  **(9/10 & 9/11)**

**5. 9/17-9/18**  **Exam 1 (Conditions & VPI)** **Exam 1 (2 days) Includes the above cited standards**

 Disability **(9/17 & 9/18) for content (classes 1, 2, 3, & 4)**

Medical Terminology  **for Exam 1**

 Cardiovascular System **ALL STUDENTS USE HONORLOCK**

 Cancer **with COMPUTER OR TABLET**

 Psychiatric Disabilities

 Respiratory System

 All VPI

6. 9/24 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. 10/01 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  **(10/01 & 10/02)** 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. 10/08 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.

9. 10/15 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 8 & 9)** A.2.h, A.2.i., A.2.m., A.2.o., A.2.p.

  **(10/15 & 10/16)** A.2.j., A.2.i., A.2.c., A.1.b.

**10. 10/22-10/23** **Exam 2 (Conditions & VPI)** **2 days to take exam Includes the above cited standards**

 Endocrine **(10/22 & 10/23) for content (classes 6, 7, 9, & 10)**

 Hematology/ Immunology  **for Exam 2**

 Musculoskeletal System

 Rheumatic Disorders

 Amputation

 Alcohol & Drug Abuse **ALL STUDENTS USE HONORLOCK**

 All VPI **with Computer or tablet**

 Chronic Pain

11. 10/29 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.

12. 11/05 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.

13. 11/12 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 11, 12, & 13)**

*REVIEW EXAM 3* **(11/12 & 11/13)**

14. **11/19-11/20** **Exam 3 (Conditions & VPI) 2 days to take the exam Includes the above cited standards**

Neurological System/Conditions **(11/19 & 11/20) for content (classes 12, 13, & 14) for**

 Vision  **Exam 3**

 Hearing

 Renal System

 Back & Neck

 Spinal Cord Injury **ALL STUDENTS: USE HONORLCOK**

 **With Computer or Tablet**