



#### COURSE INFORMATION

Section:

Semester/Year:

Division:

Class location:

Class day/time:

Credit hours: 3

Class type: Lecture

#### FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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#### Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

#### Course Description

Medical characteristics of disabling conditions, including medical terminology and etiologies, symptoms, prognoses, and treatment.

**Course Goal:** In this course students will examine the major physical, emotional/mental, cognitive, and sensory and developmental disabilities. An emphasis will be placed on medical, functional, environmental, social and psychological aspects of disability. Students will be introduced to the application of medical concepts and information in the field of rehabilitation counseling. The course provides a holistic overview of the etiology, symptoms, prognosis, treatment, and residual functioning of various disabilities, utilizing a case conceptualization approach for diagnosis and treatment planning.

**Method(s) of Instruction:** asynchronous lecture



**Course Materials**

**Required Text**

Falvo, Donna R. (2018). *Medical and psychosocial aspects of chronic illness and disability* (5<sup>th</sup> ed.). Burlington, MA: Jones and Bartlett Learning.

**Recommended Text**

Moroz, A., Flanagan, S.R., & Zaretsky, H. (Eds.). (2017) *Medical aspects of disability for the rehabilitation professional* (5<sup>th</sup> ed.). New York, NY: Springer

**Additional References**

The Merck Manual: <https://www.merckmanuals.com/professional>

**Course Outcome Alignment with Assignments (& Standards)**

2016 CACREP STANDARDS	LEARNING OUTCOMES	WEEKS	MEASURED WITH
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	1) Describe the medical characteristics of selected major disabilities, define the basic vocabulary of common medical terminology, medical treatments and procedures and explain basic medical aspects related to human body system and disabilities	weekly	Final Exam
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	2) Interpret existing or acquired information about the existence, onset, severity, progression, expected duration and functional limitations of disabilities	weekly	Final Exam
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	3) Describe the disabling effects of disease/injury on body structure, functions, behaviors and personality	weekly	Emerging disability case study; Online assignment; Final exam

<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	4) Demonstrate the use of language, systems, diagnostic processes and skills of selected medical and allied health fields for consulting with professionals in those fields	weekly	Group presentation and resource guide; Final exam
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	5) Explain the medical, functional, and environmental aspects of physical disabilities, psychiatric disabilities, cognitive disabilities, substance abuse disorders, co-occurring disabilities, sensory disabilities, and developmental and demonstrate knowledge of the functional classification such as the International Classification of Function	weekly	Emerging disability case; Group presentation and resource guide; Online assignment: Final exam
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	6) Describe the effects of disability on vocational outcomes and developing the skills necessary in integrating disability, education and other issues in developing a vocational plan and case conceptualization	weekly	Emerging disability case; Group presentation and resource guide; Online assignment
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	7) Describe the role in which gender, culture/ethnicity and age play in chronic illness and the influence this has on adjustment and vocational rehabilitation outcomes	Weeks 2, 4, 8, and 12	Online Assignment
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b> <b>H.1.f.;</b> <b>H.2.b,d,e.</b> <b>H.3.l.</b>	8) Explain the effects of secondary disabilities on adjustment and the rehabilitation process needed to influence positive change	Weeks 2, 4, 8, 12	Online Assignment
<b>D.1.d,e,f.</b> <b>D.2.b,d,f,g,I,l,m,q.</b> <b>D.3.a,d.</b>	9) Demonstrate how to function effectively as a member of an	Week 11	Group presentation and resource guide

H.1.f.; H.2.b,d,e. H.3.1.	interdisciplinary health care team		
D.1.d,e,f. D.2.b,d,f,g,I,l,m,q. D.3.a,d. H.1.f.; H.2.b,d,e. H.3.1.	10) Examining the principles of health and wellness in the lives of persons with chronic illness and disability to improve their outcomes	weekly	Group presentation and resource guide; Final exam

## Grading System

### Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
F	<74%

<b>ASSIGNMENTS:</b>	<b>Points</b>
Participation	10
Online Assignments	20
Case Study	30
Group Presentation and Resource Guide	40
Final Exam	100
<b>Total</b>	<b>200</b>

## Course Assignments and Exams

### 1. *Participation (10 pts)*

This course will involve lecture, discussion, and group activities. As such, it is learner centered. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as schedule. Attendance is mandatory at all class sessions and participation is essential for a graduate level experience.

### 2. *Online Assignments (20 points / 5 pts each)*

Students are required to submit at least (1) one response per week to posted discussion questions. Students must cite at least one peer-reviewed research article in their response.

3. ***Emerging Disability Case Study (30 points / 15 pts each)***

Students are required to submit (2) write-ups which will reflect your competency in describing: (1) the disability and characteristics of the population at risk of experiencing the disability, (2) vocational implications of the disability, (3) functional limitations associated with the disability, (4) psychosocial aspects of the disability, and (5) rehabilitation assessment, planning and services for an individual with the disability. Possible “emerging disabilities” include:

- Chronic Pain
- Neurodevelopmental Disabilities: Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder
- Disabilities Related to Aging
- Psychiatric Disabilities
- Disabilities Associated with Lifestyle and Climate Change
- Disabilities Caused by Violence

4. ***Group Presentation and Resource Guide (40 points)***

Students working as a treatment team will develop a resource guide for a rehabilitation intervention, assistive technology, and health promotion program that can reduce the functional limitations associated with chronic medical conditions. Your resource guide will consist of the following: (a) description of the disability, (b) limitations caused by the disability, (c) rehabilitation intervention, assistive technology and health promotion program, and (d) conclusion. You will present your resource guide in class on the dates assigned. You will submit an outline with references to the class during your presentation.

**Note: Participant must sign an informed consent**

5. ***Final Examination (100 points)***

A cumulative comprehensive final examination will be administered and may include multiple choice, short answer, and/or essay format.

**Tentative Course Schedule**

**COURSE SCHEDULE**

**Week Date Topic Assignment Due**

1 Course Introduction and Overview

Conceptualizing Functioning, Disability  
And Health

Psychosocial and Functional Aspects of  
Health Conditions

***Readings: Chapter 1 and 2***

2 Substance Related and Addictive Online Assignment  
Disorders

***Readings: Chapter 15***

3 Structure and Function of the

Nervous System  
Traumatic Brain Injury

Stroke  
Epilepsy and Other Conditions  
Of the Nervous System  
**Readings: Chapter 3, 4, 5 and 6**

4 Post-Polio Syndrome and Other Conditions Online Assignment  
Of the Nervous System  
Developmental Conditions  
**Readings: Chapter 10 and 11**

5 Traumatic Spinal Cord Injury  
Multiple Sclerosis  
Neurodegenerative and  
Neuromuscular Conditions  
**Readings: Chapter 7, 8 and 9**

6 Neurodevelopmental Disorders Case Study  
**Readings: Chapter 12**

7 Diagnosis and Treatment of Psychiatric  
Conditions  
Functional Implications of Selected  
Psychiatric Diagnosis  
Sickle Cell Disease, Hemophilia, and  
Conditions of the Blood  
**Readings: Chapters 13, 14 and 18**

8 Introduction to the Immune System Online Assignment  
Human Immunodeficiency Virus (HIV)  
Introduction to Cancers  
Specific Cancers and their Management  
**Readings: Chapter 19, 20, 21 and 22**

9 Conditions of the Eye and Blindness  
Hearing Loss and Deafness  
Diabetes and Other Conditions of the  
Endocrine System  
Structure, Function, and Common Conditions  
Of the Musculoskeletal System  
**Readings: Chapters 16, 17, 23 and 24**

10 Rheumatoid Arthritis, Lupus, and other Rheumatic Case Study  
Conditions  
Amputation  
**Readings: Chapter 25 and 26**

## 11 Chronic Pain Group Presentations

Cardiovascular Conditions  
Chronic Obstructive Pulmonary Disease, Asthma, and  
Other Conditions of the Pulmonary System  
Chronic Kidney Disease and Other Conditions of the  
Urinary System

***Readings: Chapters 27, 28, 29 and 30***

## 12 Conditions of the Gastrointestinal System Online Assignment

Burn Injury and Other Conditions of the Skin

***Readings: Chapter 31 and 32***

## 13 Assistive Technology

Aging with Disability

***Readings: Chapters 33 and 34***

## 14 Final Exam

*Instructor reserves the right to amend syllabus*

### **Class Policies**

#### *Student Expectations*

1. Know and adhere to the 2014 American Counseling Association [Code of Ethics](#), applicable university, college of education, and program policies, and all applicable laws.
2. Challenge your personal values, biases, and assumptions while maintaining an openness and curiosity toward the perspectives, values, and beliefs of others.
3. Demonstrate consistently high levels of awareness of self and awareness of others. This includes awareness regarding the ways in which your personal values, biases, beliefs, sources of knowledge, and behaviors could impact counseling clients.
4. Promote social justice, honor and embrace diversity and multiculturalism, and demonstrate respect for and awareness of the worth of others.
5. Come to every class or online meeting prepared and on time and participate in all activities and discussions.
6. Engage fully with readings, assignments, and group work.
7. Students are expected to write at the graduate level. For the purposes of this course, all assignments are expected to display complexity, depth, and knowledge synthesis, while formal APA style assignments must also be exemplary stylistically, grammatically, and mechanically. Students are encouraged to use the internet to learn about grammar and writing. The instructor reserves the right to submit student papers for inclusion in plagiarism databases, such as SafeAssign.
8. Check your university email and Canvas accounts regularly, as these will be the primary means for out-of-class communication between students and the instructor. NOTE: for FERPA reasons, I communicate with students using their assigned university email accounts. When emailing the course instructor,

please begin and conclude your message with salutations (e.g., Dr. Branson,) and professional language. Proofread all emails or online postings before sending them.

9. Build your identity as an independent learner by challenging yourself to access supplemental research and materials. Students are encouraged to persist in becoming comfortable with using research and reliable information when making decisions or exploring answers to questions.
10. Students must be able to regularly use a computer with internet access.
11. Respect the confidentiality of your classmates, and strive to create a safe, respectful learning environment. This expectation does not apply to allegations of misconduct. For example, confidentiality may be breached as necessary for mandated reporting, discrimination complaints, Title IX complaints, and other, similar circumstances. Note that confidentiality cannot be guaranteed in group settings.

## **Religious Holidays**

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

## **Student Disabilities Services**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. You can learn more about the disability office at [www.studentdisability.wayne.edu](http://www.studentdisability.wayne.edu)

To register with Student Disability Services, complete the online registration form at: [https://wayne-accommodate.symphlicity.com/public\\_accommodation](https://wayne-accommodate.symphlicity.com/public_accommodation)

## **Counseling and Psychological Services (CAPS)**

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services ([caps.wayne.edu](http://caps.wayne.edu); 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

## **Sexual Misconduct and Title IX**

### **Sexual Misconduct and Mandatory Reporting**



Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered “**Responsible Employees**” and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800-656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit [TitleX.wayne.edu](http://TitleX.wayne.edu) to learn more about resources and support on campus and in the local community.

#### Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

##### *Reporting to the University*

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: [TitleIX@wayne.edu](mailto:TitleIX@wayne.edu)

##### *Reporting to Law Enforcement*

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit [TitleX.wayne.edu](http://TitleX.wayne.edu) to learn more about resources and support on campus and in the local community.

#### **Academic Dishonesty – Plagiarism and Cheating**

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
  - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Students are advised to think

carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography. Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://doso.wayne.edu/conduct/academic-misconduct>

### **Course Drops and Withdrawals**

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academics. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: [http://reg.wayne.edu/Withdrawing\\_From\\_a\\_Course.php](http://reg.wayne.edu/Withdrawing_From_a_Course.php)

### **Student Services**

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit [www.success.wayne.edu](http://www.success.wayne.edu) for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

### **Class Recordings (Face to Face Instruction)**

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

## Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu).

Students who lack adequate hardware or reliable internet access should email [doso@wayne.edu](mailto:doso@wayne.edu) or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

### Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.