Course Information
Title: Medical Aspects of Disability
SAC (Subject Area Code) & Number: CED 7215
Section:
Semester/Year:
Division: Theoretical and Behavioral Foundations
Class location:
Class time:
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information
Name:
Office Address:
Office Hours:
Telephone:
E-mail Address:

Official Bulletin 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.
## Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS</th>
<th>MEASURED WITH</th>
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</thead>
<tbody>
<tr>
<td>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.l.</td>
<td>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</td>
<td>weekly</td>
<td>Final Exam</td>
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<tr>
<td>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.l.</td>
<td>2) Interpret existing or acquired information about the existence, onset, severity, progression, expected duration and functional limitations of disabilities</td>
<td>weekly</td>
<td>Final Exam</td>
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<tr>
<td>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.l.</td>
<td>3) Describe the disabling effects of disease/injury on body structure, functions, behaviors and personality</td>
<td>weekly</td>
<td>Emerging disability case study; Online assignment; Final exam</td>
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<tr>
<td>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.l.</td>
<td>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</td>
<td>weekly</td>
<td>Group presentation and resource guide; Final exam</td>
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<tr>
<td>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.l.</td>
<td>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</td>
<td>weekly</td>
<td>Emerging disability case; Group presentation and resource guide; Online assignment: Final exam</td>
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of the functional classification such as the International Classification of Function

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<td><strong>D.1.d,e,f.</strong>&lt;br&gt;<strong>D.2.b,d,f,g,l,m,q.</strong>&lt;br&gt;<strong>D.3.a,d.</strong>&lt;br&gt;<strong>H.1.f.</strong>;&lt;br&gt;<strong>H.2.b,d,e.</strong>&lt;br&gt;<strong>H.3.l.</strong></td>
<td>6) <strong>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</strong></td>
<td>weekly</td>
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<td>Emerging disability case; Group presentation and resource guide; Online assignment</td>
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<td>7) <strong>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</strong></td>
<td>Weeks 2, 4, 8, and 12</td>
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<td>Online Assignment</td>
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<td>8) <strong>Explain the effects of secondary disabilities on adjustment and the rehabilitation process needed to influence positive change</strong></td>
<td>Weeks 2, 4, 8, 12</td>
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<td>Online Assignment</td>
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<td>9) <strong>Demonstrate how to function effectively as a member of an interdisciplinary health care team</strong></td>
<td>Week 11</td>
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<td>Group presentation and resource guide</td>
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<td>10) <strong>Examining the principles of health and wellness in the lives of persons with chronic illness and disability to improve their outcomes</strong></td>
<td>weekly</td>
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<td>Group presentation and resource guide; Final exam</td>
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**Course Materials**

**Required Text**


Burlington, MA: Jones and Bartlett Learning.


Recommended Text


Additional References

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

Assessment of Student Performance

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

### Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>F</td>
<td>&lt;74%</td>
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### Class Policies

#### Papers

1. All formal papers are to be typed.

2. Use APA format for all formal papers:
   
   a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.

   b. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.

   c. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. ***Plagiarism will result in severe disciplinary action.***

### Attendance Policy
1. Attendance at all scheduled classes is mandatory. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.

Wayne State University Policies

Religious Holidays (from the online Academic Calendar)

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 (edited statement from the SDS web site):

- 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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately 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.

- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct:
https://doso.wayne.edu/conduct/student

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- **Cheating:** Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a)
copying from another student’s test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **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.

- **Other forms of academic misbehavior** include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**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 Academica. 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](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

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.

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; 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 (coe.wayne.edu/tbf/counseling/center-index.php). 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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| 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  
Disorders  
*Readings: Chapter 15* | Online Assignment |
| 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  
Of the Nervous System  
Developmental Conditions  
*Readings: Chapter 10 and 11* | Online Assignment |
| 5    |      | Traumatic Spinal Cord Injury  
Multiple Sclerosis  
Neurodegenerative and  
Neuromuscular Conditions  
*Readings: Chapter 7, 8 and 9* | |
| 6    |      | Neurodevelopmental Disorders  
*Readings: Chapter 12* | Case Study |
| 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 Conditions
Amputation
Readings: Chapter 25 and 26

11
Chronic Pain
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
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