

COURSE SYLLABUS
RHAB 3200
PHYSICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY I
Fall 2010

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Office Hours: Tuesday 1:00 - 3:00 pm or by appt.
Course Location: 212 Wooten Hall

Course Description

This is the first of two courses addressing disabilities, the impacts of disabilities, and what we can do to deal with those impacts. In this course, we will address issues of health and wellness, stress, adjustment to disability and the differential impact of disability within different life stages. The class will address the nervous system and the sensory systems of hearing and vision, examining potential disorders and diseases of those systems. The course also examines the impact of these disorders on day-to-day life activities and adaptations or accommodations that help individuals function effectively in work, school, and community settings.

Course Objectives

By the end of the semester, students should be able to:

1. Identify stages of psychosocial, emotional, and spiritual response to physical, mental, and emotional disabilities.
2. Understand how the process of human development is impacted by disability.
3. Describe the effects of stress on physiological functioning and how mind, body, and spirit interact in illness and in health.
4. Demonstrate a general knowledge of the most commonly encountered disorders of the sensory and nervous systems.
5. Demonstrate a working knowledge of common medical terminology related to the sensory and nervous systems.

Required Textbooks:

Falvo, D. (2009). Medical and Psychosocial Aspects of Chronic Illness and Disability. 4th Edition. Gaithersberg, GA: Aspen Publishers. (Text also used in RHAB 3400).

Grading

Scale: 90 + = A; 80 – 89 = B; 70 – 79 = C; 60 – 69 = D.

The final course grade will be based on the scores for the following items:

- 1. Exam 1 – 50 points**
- 2. Midterm – 100 points**
- 3. Discussion Boards – 50 points**

Discussion Boards and In-class Exercises will be assigned throughout the semester and will cover material from the textbook and other sources. Each discussion board assignment is worth a maximum of 10 points. These activities are to assess your comprehension of concepts rather than retention of facts. We will use the class discussion boards to explore the assigned readings, assignments and cases.

Discussion topics will be posted for one week. Over that week, you should post your own response and provide at least 1 response to a classmates' posting. These postings should occur over a 48 hour time frame. Both postings are due by 5 p.m. on the specified due date. Although you are only required to respond to one other person, I would encourage you reviewing and responding to as many as you see appropriate.

Discussion Board postings should reflect an understanding of the readings and show evidence that you are critically evaluating the question or issue at hand. *Please do not copy and paste writing from other authors without attributing their work (see Instructor Policy on Academic Integrity).*

Washington State University's Critical Thinking Project developed a set of guidelines for encouraging critical thinking skills in students. The guidelines are outlined below. You may also wish to take a moment to review the guidelines to critical thinking at WSU's Project page: <http://wscutproject.wsu.edu/ctr.htm>

Critical thinking identifies and summarizes the problem/question at issue (and/or the source's position).

1. Identifies and presents the STUDENT'S OWN perspective and position as it is important to the analysis of the issue.
2. Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.
3. Identifies and assesses the key assumptions.
4. Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.
5. Identifies and considers the influence of the context of the issue.
6. Identifies and assesses conclusions, implications and consequences.

Although you are not expected to demonstrate all seven elements of critical thinking in every posting, you are expected to demonstrate thinking skills that contribute to fruitful and valuable discussions among your classmates.

4. Case Studies – 60 points

Three case studies are assigned throughout the duration of the course. Each case study is worth a maximum of 20 points. Students are encouraged to give each case careful consideration and answer as completely and descriptively as possible.

5. Personal Interview – 100 points

Each student will arrange a personal interview with an individual who has had or is having an experience with a chronic illness, addictive disorder, physical or mental disability that is covered in this course. If you have questions about whether a disorder fits these criteria, please contact me. For further information on this assignment, see the Guidelines for a Personal Interview with a Person with a Disability.

6. Community-Based Rehabilitation Program Visit – 75 points

Assigned student groups will conduct a site visit to a Community-based rehabilitation program. The group will then submit a comprehensive group report that is 3-4 pages in length. These areas should be covered: a) What types of disabilities are served? b) What services are provided? c) What specific professionals are employed? (i.e., what type of educational background do they require? d) How are customers obtained/referred? e) What was your overall impression of the agency and the services they provide? A brief list of potential sites will be provided. Additionally, groups will present a five minute presentation on the program they visited during class on December 9th. See Presentation Rubric on Blackboard course content page.

7. Final Exam - 100 points

The final exam is comprehensive and will consist of multiple choice and discussion questions. The exam is scheduled for Tuesday, December 14th, from 8 a.m. – 10 a.m. Any extra credit points earned over the course of the semester will be added to the final exam.

481 – 535 – A

428 – 480 – B

374 – 427 – C

321 – 373 – D

Instructor Policies

NOTE: Because clear and understandable written communication is an essential skill of all helping professionals, all papers and reports submitted in this course must be typed, double-spaced, with 1 –inch margins and in 12 point font. Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as late papers.

Student Behavior in the Classroom: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Academic Freedom: The academic climate is based on a concept of free and open discussion and exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with integrity in all aspects of the course.

Academic Integrity: Students are expected to follow appropriate guidelines for academic performance by doing their own work and by crediting material from other authors and sources adequately. Cheating or misrepresenting the work of others as your own will result at a minimum in a failing grade in the course. Plagiarism is not allowed. You are encouraged to become familiar with the information posted by the University Center for Student Rights and Responsibilities in the Student Handbook (<http://www.unt.edu/student/>). The policies regarding student conduct and academic dishonesty posted at this location apply to this class.

ACCOMMODATIONS:

The Department of Rehabilitation, Social Work, and Addictions is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the

beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

Course Schedule/Reading Assignments

This course outline gives you the “big picture” of the topics covered in the course. Some topics span multiple weeks; others are only one week long. The required article readings are listed below; other articles and resources (Addt'l Readings) will be provided through our course Blackboard site to reinforce concepts and enhance learning.

All of the deadlines and due dates are included below. You may also wish to print this schedule or transfer these dates into your personal calendar.

****NOTE: All Assignments will be due at the beginning of class on the assigned due date. Please refer to course policies regarding late assignments.****

Course Schedule/Topics

Week	Dates	Topic	Readings	Activities & Assignments Due
1	8/26	Introduction		
	8/31	Definitions/Overview	Falvo Chapter 1 Appendix A	
2	9/2	Overview of CID	Additional Readings	
	9/7	International Classification of Function (ICF)	Additional Readings	Discussion Bd 1
3	9/9	Lifestyle and Psychosocial Adjustment	Falvo Ch 2	
	9/14	Assistive Technology & Accommodations	Falvo Ch 19	Dis
4	9/16			CBR GROUP ASSIGNMENT WORK
	9/21		Addt'l Readings	<i>Test Review</i>
5	9/23	Immune System	Falvo Ch 10 (pgs 295-297, 313, 323-328)	
	9/28			Test 1
6	9/30	Immune System	Falvo Ch 3	
	10/5	Conditions of the Nervous System	Falvo Ch 3	
7	10/7	Traumatic Brain Injury	Addt'l Readings	Interview Due
	10/12	Multiple Sclerosis, Stroke	Falvo Ch 3	

8	10/14	MS, Stroke	Falvo Ch 3	
	10/19	Epilepsy, ALS, Alzheimer's	Falvo Ch 4	<i>(Case 1 Distributed)</i>
9	10/21	Epilepsy, ALS, Alzheimer's	Falvo Ch 4	Midterm
	10/26			Case 1
10	10/28	Spinal Cord Injury; Medical Advances & Treatments	Falvo Ch 4	
	11/2			Discussion Bd 3/ <i>(Case 2 Distributed)</i>
11	11/4	Neuromuscular Conditions, Muscular Dystrophy	Falvo Ch 4	
	11/9	Intellectual/Developmental Disabilities	Falvo Ch 7	Case 2
12	11/11	Blindness/Vision Impairment	Falvo Ch 5	<i>(Case 3 Distributed)</i>
	11/16	Deafness/Hearing Impairment	Falvo Ch 6	
13	11/18	Mental Illnesses	Falvo Ch 8	Case 3
	11/23	THANKSGIVING	NO CLASS	
14	11/25	Mental Illness cont'd	Add'l Readings	Discussion Bd 4
	11/30	Substance Abuse and Chemical Dependency	Falvo Ch 9	CBR Assignment Due
15	12/2	Dual Diagnoses/Multiple Disabilities	Falvo Ch 9	Discussion Bd 5
	12/7			CBR Group Presentations
	12/9			CBR Group Presentations
	12/14	FINAL EXAM		8 a.m. – 10 p.m.