

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**RCS 6080
MEDICAL AND PSYCHOLOGICAL ASPECTS OF DISABILITY**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

Adjustment to disability is being conceptualized in exciting new ways, the changing paradigm affords this class the opportunity to present many of the issues, challenges and opportunities that rehabilitation professionals can have a great impact. The course will examine the psychological impact from both a personal as well as social perspective. This course will also explore a basic understanding of the medical conditions associated with disabling injuries and chronic illnesses that are essential for rehabilitation professionals. To gain appreciation of these areas the class will engage in small group discussions, read relevant literature and present views on medical and psychosocial aspects of disability.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Required:

Falvo, D. R. (1999). Medical and psycho-social aspects of chronic illness and disability (2nd ed.). Gaithersburg, MD: Aspen.

Or the 3rd edition with the new publisher (2006)

A medical terminology book

Suggested Texts:

Internet Resources

Both students and clients are increasingly turning to the Internet for information and ideas about managing the disabilities that confront them. Over 60 million Americans consulted the internet for health information in 2000, and of those who did 70% said that it influenced their health care decisions. There are increasingly sophisticated types of information and multimedia presentations available on the world wide web. However, the first question that all users should ask is "Is the Web site reputable?" Counselors have a new responsibility to educate themselves and their clients to be critical of on-line resources, and only to use those that hold good credentials to better assure their credibility. Even then, on-line resource information should be checked with the client's physician or health care professional.

Users are urged to use at least the following criteria to evaluate the Web sites they visit:

1. Look for recent dates when browsing health articles.
2. Do not rely on just one Web site for advice or treatment information.
1. Look for Web sites that have medical experts who review their articles and information. Look for sites who belong to Health On the Net Foundation (www.hon.ch) , an organization of medical Web sites that has a code of conduct and standards for information. See their Code of Conduct attached to this syllabus.
2. Steer clear of online doctors who promise treatment without an examination.
3. Sites that are affiliated with known universities, medical centers, or professional organizations are more likely to provide credible information.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CORE: C2.2, C2.4, C2.5, C2.6

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and presentation of medical information skills.

COURSE OBJECTIVES

1. To develop a basic vocabulary of common medical terminology. Including: psychopharmacology of certain drugs and the physiological and psychological effects of those chemicals.
2. To be able to read and interpret medical reports.
3. To develop basic knowledge and understanding of human anatomy and physiology, and how the systems interact.
4. To develop a general understanding of the major chronic disabilities including their etiology, symptomology, diagnosis, prognosis, treatment and maintenance.
5. To introduce various techniques of intervention and treatment for mental and physical difficulties which arise due to disability. And therefore use these as justification for individualized plans.
6. Encourage critical evaluation of the counseling literature.
7. To develop an awareness of the effects of pathology on the social, psychological, and vocational functioning of persons with disability, their families, and community.
8. To develop knowledge of the specialized resources available for persons with disabilities, with an emphasis placed on credible on-line resources.

COURSE REQUIREMENTS

Students are expected to —

1. Class discussion and participation
Participation in class discussion and experiential exercises is essential to promote critical analysis and comprehension of primary source material. As part of the participation and discussion part of the evaluation we will have two class periods that are seminar format with each student reporting on a relevant journal article for the class
2. Disability Presentation:
Students will select a particular chronic illness or disability of interest and present it to the class. The presentation may include: counseling interventions, etiology, stigma, family effect. Prognosis, how diagnosed, relevant secondary conditions, planning. The first presentation will be done by the instructor.
3. Other medical professional presentation
Students will choose another medical profession and discuss their role in the rehabilitation of individuals with disability or chronic illness. The profession should be one the student is not currently a part of or planning to specialize. Relevant information may include training, ideology, practice setting, and role.
4. Quiz
There will be 6 ten-question on-line quizzes throughout the semester. The top five scores will be used. Students may take the quizzes twice, once before class and once after with the highest score being used. If students do not take the quiz before class there will be one opportunity to take the quiz. The quizzes will be available on-line through blackboard on a timed basis.
5. 2 exams, written final exam:
The final exam will serve as the assessment of student's comprehension of core concepts. The exam is part in the take home, essay format, part class. The first test will be theoretical with short answer and essay questions.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	Points
Classroom participation	50
Exams	150
Presentations	50
5 quizzes	50
TOTAL	300

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 282 – 300	B+ = 258 – 269	C+ = 243 – 245	D+ = 228 – 230	F = 220 – 0
A - = 270 – 281	B = 249 – 257	C = 240 – 242	D = 224 – 227	
	B- = 246 – 248	C- = 231 – 239	D- = 221 – 223	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001

at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

To provide the student with a variety of learning experiences the following methods of instruction are used in this class.

1. Didactic presentation.
2. Class and small group discussion.
3. Simulation and role-play.
4. Student presentations and library research using on-line data bases (e.g., ERIC, PsychLit)
5. Interview, counseling, and planning observation and training

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **10 pm on Wednesdays** and fulfill their discussion board responsibilities by **10 pm on Saturdays**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

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- Chamber, (2007). *The language of medicine* (7th edition, others OK). Saunders.
- Dark, G. (2006). On-line medical dictionary. <http://cancerweb.ncl.ac.uk/omd/> (similar through Medline: <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>)

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

WEEK	TOPICS		READINGS	ASSIGNMENTS DUE
1. Introduction Goals	Biopsychological approach Holistic approach Stages of dying	Medical systems		
2. QOL	Family counseling Medical cost offset	Vocabulary	Falvo: Ch 1 Medical cost article	
3. HIV/AIDS Blood disorders	Caregiver issues stigma	Blood, circulation	Falvo: 8	1 st quiz
4. Spinal cord injuries Spina bifida	Assistive devices Sexuality Parent issues	Nervous system	Falvo: Ch 3 (2-3) READINGS	
5. TBI	Adjustment to disability Counseling uncertainty Glasgow scale	Nervous system (brain)	Falvo: Ch 2, 3 (2-3, 17) Article	2 nd quiz
6. Psychopharmacology	Adaptive devices Use of NDR/PDR		READINGS	Roadtrip
7. Skeletal system (Autism)	Pain Relaxation techniques Stress mgm	Musculoskeletal	Falvo: 10(14)	3 rd quiz
8. Mental disorders/exective functioning			Falvo: Ch 6 READINGS	MIDTERM
9. Spring Break				
10. Hearing loss	Community	Ear	Falvo: 4 (5)	
11. Visual Disorders	Mobility issues	Eye	Falvo: 5 (4)	4 th quiz
12. Burns	Body issues (dimorphic) Counseling plastic	Skin	Falvo: 14 (15)	
13. Cancer	Therapy in hospice Pain management		Falvo: Ch 16 READINGS	5 th quiz
14. Cardiovascular	Smoking issues Counseling surgery Elder issues	Cardiovascular	Falvo: Ch 11 READINGS	
15. Managed care, hospitals, forensic	Integrated health care		Falvo: 17 (18)	6 th quiz
16. Final Wrap Up	Final given out			

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- Brodwin, M. G., Tellez, F., & Brodwin, S. K. (2008). *Medical, psychosocial and vocational aspects of disability* (3rd ed.) . Athens, GA: Elliot & Fitzpatrick.
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- 2006 Physicians' Desk Reference (PDR). (60th ed.) . New York: Thomson.

- Shtasel, P. (1990). *Medical tests and diagnostic procedures: A patient's guide to just what the doctor ordered*. New York: Harper & Row.
- Stolov, W., & Clowers, M. (1981). . *Handbook of severe disability* Washington, DC:U.S. Government Printing Office.
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