Medical Aspects of Disability/ REH 6110

Department of Special Education and Rehabilitation
Masters Rehabilitation Counseling Program
Fall Semester – 2013

GENERAL INFORMATION
Instructor: Dr. W. Scott Forbes, CRC
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Telephone: (801) 707-1362

Office Hours: Thursday 4:00-5:00 PM via telephone or e-mail. Other hours are available by appointment.
Date/Time of class: Thursday 5:00-7:30 pm Mountain Time Zone
Place: CANVAS login

COURSE OVERVIEW / DESCRIPTION
This course offers an overview of basic medical information essential to understanding the vocational implications for persons with disabling conditions.

COURSE OBJECTIVES
(1) Learn general and specific information related to medical disabilities frequently observed in Vocational Rehabilitation consumers.
(2) Identify specific functional and vocational limitations of medical disabilities
(3) Use web based materials to work towards solutions to Case Studies by applying medical information given by healthcare providers to the rehabilitation counseling process
NOTE: This is Not An Asynchronous Course. Attendance is rewarded by being able to ask questions and it is critical for your active learning of this material. Remember: “The world is run by those who show up”.

ASSIGNMENTS/LEARNING ACTIVITIES
Assignments & Quizzes: 75% of grade
Final Examination: 25% of grade

WHAT THIS MEANS TO YOU: Attendance is not taken. You are an adult learner who has paid to be here. As in an employment situation, if you don’t show up you will do very poorly. There are quizzes where you can earn points. Quizzes are no more than 10 questions. Typically, students who have read the material can complete the quiz within 20-minutes. Notice of quizzes being posted is done during the class. They will be due before the next class.

GRADING: Total Points 300

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<tr>
<th>Percentage</th>
<th>Point Maximum</th>
<th>Point Minimum</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>300</td>
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<td>93%-90%</td>
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<td>89%-87%</td>
<td>269</td>
<td>261</td>
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<td>86%-84%</td>
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<td>83%-80%</td>
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<tr>
<td>79%-77%</td>
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<td>C+</td>
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<tr>
<td>76%-74%</td>
<td>230</td>
<td>222</td>
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<tr>
<td>73%-70%</td>
<td>221</td>
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Quizzes = 75% of grade (230 points over 3 quizzes)

Assignments = 10 points

Final Exam = 25% of grade (60 point on exam)

Extra Credit: This is a Graduate Course. You do not have time for extra work.

Course Schedule and Assignments: There are 13 classes over the course of the term. There will be a lecture for 12 of those classes. The final class is the final exam. As the class meets only once a week, missing even 1 class is missing 1/12 of the content.

Quizzes: You will be told when classes are posted during classes. You will then have until the next class to complete the quiz. This is one of the reasons it is important that you attend class.
08/29/13 Class 1 Utility of the course, themes, models, & issues in Rehabilitation Counseling
No Reading Assignment for the first

09/05/13 Class 2: Medical Terminology – Assignment 1 Due
Reading Assignment: Appendix A – Pages 577-580 and:

Understanding Medical Terms:
http://www.merck.com/mmhe/print/about/front/medterms.html

NIH Tutorial on Medical Words: http://www.nlm.nih.gov/medlineplus/medicalwords/

09/12/13 Class 3: AIDS & HIV
Reading Assignment: Chapter 19 – Pages 323-328 and Chapter 20 – Pages 329-341 and:

AIDS & HIV
National Library of Medicine:

National Institute of Allergy and Infectious Diseases:
http://www.niaid.nih.gov/topics/hivaids/understanding/Pages/Default.aspx

09/19/13 Class 4: Cardiovascular Disorders & Cerebrovascular Accidents (CVA)
Reading Assignment: Chapters 28 – Pages 443-469 & Chapter 5 – Pages 69-81 and:

National Library of Medicine:

Heart Diseases

Vascular Diseases

CVA

Stroke Recovery

09/26/13 Class 5: Hearing Disorders / Deafness
Reading Assignment: Chapter 17 – Pages 271-299 and:
**Hearing Loss:**
National Institute on Deafness and Other Communication Disorders:  

National Library of Medicine:  
http://nihseniorhealth.gov/hearingloss/hearinglossdefined/01.html

American Speech-Language-Hearing Association: Type, Degree, and Configuration of Hearing Loss:  
http://www.asha.org/public/hearing/disorders/types.htm

National Institute on Deafness and other Communication Disorders:  
ASL:  

Otosclerosis:  

Ménière's Disease:  

Presbycusis:  

Usher Syndrome:  

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10/03/13 Class 6: Post Traumatic Stress Disorder (PTSD) Traumatic Brain Injury (TBI)  
Reading Assignment: Chapter 5 – Pages 541-467 and:

**Traumatic Brain Injury:**

National Library of Medicine:  

National Institute of Neurological Disorders and Stroke:  

VA: FAQ About Traumatic Brain Injury (TBI) & Employment:  
http://www.americasheroesatwork.gov/forEmployers/factsheets/FAQTBI/

**PTSD:**

National Library of Medicine:  
National Institute of Mental Health:


VA: Tips for Communicating with People with TBI & PTSD:
http://www.americasheroesatwork.gov/forEmployers/factsheets/tips

VA: Coping with PTSD and Recommended Lifestyle Changes for PTSD Patients

10/10/13 Class 7: Neuromuscular Disorders
Reading Assignment: Chapter 9 – Pages 121-134 and Chapter 6 – Pages 83-92 and:

National Library of Medicine:

ALS:

Muscular Dystrophy: National Institute of Neurological Disorders and Stroke:


Cerebral Palsy:

Myasthenia Gravis:

Epilepsy:

10/17/13 No Class: Friday Class Schedule
10/24/13 Class 8: Amputations
Reading Assignment: Chapter 26 – Pages 427-434 and:
American Society for Surgery of the Hand:
http://www.assh.org/Public/HandConditions/Pages/AmputationandProsthetics.aspx

National Library of Medicine:
Leg or Foot Amputation: http://www.nlm.nih.gov/medlineplus/ency/article/007365.htm

10/31/10 Class 9: Cognitive Disabilities: Developmental Disabilities (DD); Autism; Learning Disabilities (LD)
Reading Assignment: Chapter 11 – Pages: 147-160 and Chapter 12 – Pages: 161-182 and:

Autism:
Center for Disease Control: http://www.cdc.gov/ncbddd/autism/facts.html


Learning Disabilities:
National Center for Learning Disabilities: (Note, this is multiple pages)
http://www.ncld.org/types-learning-disabilities/what-is-ld/what-are-learning-disabilities

National Institute of Neurological Disorders and Stroke

Developmental Disabilities:
National Institute of Child Health & Human Development:
http://www.nichd.nih.gov/health/topics/idds/conditioninfo/Pages/default.aspx

National Library of Medicine:

11/07/13 Class 10: Spinal Cord Injury
Reading Assignment: Chapter 7 Pages 93-108 and:

National Library of Medicine:

11/14/13 Class 11: Substance Use Disorders
Reading Assignment: Chapter 15 – Pages 223-252 and:

11/21/13 Class 12: Visual Impairments
Reading Assignment: Chapter 16 – Pages 253-270 and:

Eye Disease Simulations:

American Optometric Association: http://www.aoa.org/x10295.xml

11/28/13 No Class Scheduled: Thanksgiving Holiday.

12/05/13 Class 13: Final Examination
This is a cumulative examination over all course content
Course Alignment with CRCC Knowledge Domains

Healthcare and Disability Systems
- Managed care concepts
- Health care delivery systems
- Techniques for evaluating earnings capacity and loss
- Expert testimony
- Life care planning
- The organizational structure of the private-for-profit vocational rehabilitation systems
- Healthcare benefits
- Appropriate medical intervention resources

Medical, Functional and Environmental Implications of Disabilities
- Environmental barriers for individuals with disabilities
- The physical/functional capacities of individuals with disabilities
- Medical aspects and implications of various disabilities
- Rehabilitation terminology and concepts
- Medical terminology
- Attitudinal barriers for individuals with disabilities

Course Alignment with CORE Standards - C.9 MEDICAL, FUNCTIONAL, AND ENVIRONMENTAL ASPECTS OF DISABILITY

Students will demonstrate the ability to:
C.9.1 Explain basic medical aspects of the human body system and disabilities;
C.9.2 Access resources for researching disability information;
C.9.3 Explain functional capacity implications of medical and psychosocial information;
C.9.4 Determine the need for assistive technology and the appropriate intervention resources;
C.9.5 Apply working knowledge of the impact of disability on the individual, the family, and the environment;
C.9.6 Support consumer empowerment and advocacy as it relates to medical treatment;
C.9.7 Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual's disability; and
C.9.8 Consult with medical professionals regarding functional capacities, prognosis, and treatment plans for consumers.
**USU POLICIES**

**Students with Disabilities:**
Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

**Plagiarism:**
Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Academic Integrity – “The Honor System”**
[http://www.usu.edu/policies/PDF/Acad-Integrity.pdf](http://www.usu.edu/policies/PDF/Acad-Integrity.pdf)

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.
Assignment One: 10 Points
Thank you for reading the entire syllabus. Your first assignment is to e-mail the instructor and the teaching assistant. Remember, their e-mail addresses are on the first page of the syllabus. The e-mail must contain the following:

1. Subject Line that reads “Assignment One Completed”

2. The body of the e-mail should contain your name as it appears on the course roll as well as the practice setting where you work as a Vocational Rehabilitation (VR) Counselor. Practice Settings may include but are not limited to: State VR programs; Veterans Administration (VA) hospitals; Universities; and Insurance Companies.

3. If you have a particular interest in a specific disability, please include it in this e-mail as well.

4. This assignment is due prior to class September 5, 2013 (09/05/13)