COURSE DESCRIPTION

This is a survey course of the physical and psychosocial aspects of chronic illness and disability. In-depth coverage of etiology, progression, and treatment of chronic illness and disability will be provided, along with course materials on the overall impact of health status and disability on day-to-day life activities in order to better understand how to help individuals to function effectively in home, social, community, and work settings. Disability-related topics covered in this class include basic anatomy and medical terminology, health promotion, models of disability, assistive technology, women with disabilities, sexual health, chronic illness, physical disabilities, sensory disabilities, mental health and substance use disorders, as well as developmental and related conditions.

COURSE OBJECTIVES

The course objectives are developed to focus student learning on approved learning outcomes. By meeting objectives in this course, students will be able to demonstrate the following CORE Educational Standards:

C.2.2.b. Identify and demonstrate an understanding of stereotypical views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
C.3.4a. Identify impact that different disabilities can have on human sexuality.
C.4.11.a. Identify and describe assistive technology resources available to individuals with a disability for independent living and employment
C.5.2.c. Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.
C.9.1.a. Explain basic medical aspects related to human body system and disabilities.
C.9.2.a. Demonstrate an understanding of fundamental medical terminology.
C.9.2.b. Demonstrate an understanding of the diagnostic process used by medical and other health professions.
C.9.3.a. Utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.
C.9.3.b. Articulate the functional limitations of frequently seen disabilities.
C.9.3.c. Apply working knowledge of the impact of disability on the individual, the family, and the environment.
C.9.3.d. Explain the implications of co-occurring disorders.
C.9.4.a. Determine the need for assistive technology and the appropriate intervention resources.
C.9.4.b. Support the evaluation of assistive technology needs as they relate to rehabilitation services.
C.9.5.a. Evaluate the influences and implications of the environment on disability.
C.9.6.a. Demonstrate familiarity with the use of functional classification such as the International Classification of Function.
C.10.9.a. Promote constructive lifestyle choices that support positive health and prevents illness or disability.

**READINGS AND RESOURCES**

**Required texts:**

**Recommended texts and resources:**
Additional readings will be provided at Blackboard site to supplement the textbook readings.
Medical Dictionaries


**REQUIREMENTS**

1. Participation in discussions throughout the course.
2. Being proactive in accessing content in each week’s learning module.
3. Completion of brief standardized assessments as required.
4. Ability to properly synthesize information into comprehensive reports of overall functioning level.

**CLASS ATTENDANCE AND PARTICIPATION**

Weekly participation in the coursework is mandatory so that students may get the most out of their experience in this course. It is the student’s responsibility to log into the Blackboard course at least twice a week to access course materials and submit assignments. *Email submissions of assignments will not be accepted.*
PROTOCOL FOR WRITTEN ASSIGNMENTS

General Format
Because clear and understandable written communication is an essential skill of all helping professionals, all assignments submitted in this course must include the following components for general format. **5-point deduction will be applied if submitted assignments were not in line with this required format.**

- An APA style title page
  - See page 3 from the link below for sample title page - https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf
- Double-spaced
- 1-inch margins
- 12-point Times New Roman font
- A reference page, if needed

Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws 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 works.**

Unless otherwise noted, all written assignments must be typed and follow the American Psychological Association Publication Manual (6th edition) format. If you do not own the APA manual, there are also online “style guides” available:
- https://owl.english.purdue.edu/owl/resource/560/01/

ASSIGNMENTS

The final course grade for RHAB 5730 will be based on scores for the following:

**Examination (100 points):**
There will be two exams. Each exam will cover half of the semester. There will be 25 items in each exam, with each item worth 2 points. Questions will mostly consist of a multiple-choice format, but there will be some true/false items.

**Discussion Board (230 points):**
There will be a total of six discussion boards available during the semester. The first discussion board is worth 5 points, and each subsequent discussion board is worth a maximum of 45 points. You are expected to make at least THREE substantive postings on three different days in order to receive full credit for the discussion forum activities. Your postings should reflect an understanding of the readings and show evidence that you are critically evaluating the question or issue at hand and should include references to support your assertions from our text or other scholarly sources. **Please do not copy and paste writing from other authors without attributing their work (rubric for discussion boards is provided on the Blackboard).**
**Case Studies (250 points):**

Five case studies are assigned throughout the duration of the course. Each case study is worth a maximum of **50 points**. Each case contains information about an individual with a particular disability, including such variables as diagnosis, social/psychological/family factors, or vocational goal. In some cases, information may be vague, irrelevant, or nonexistent. Students will submit a **2- to 3-page** case study. A reference page should be provided as needed. The reference page is excluded from the page limit. **NOTE: 5-point deduction will be applied if your responses exceed the page limit.**

**Popular Media Review (50 points):**

From a newspaper, magazine or other news source, please find an article written about a person with a disability or disability groups. Read the article with a critical eye.

- What did you find interesting about the article?
- How was the disability presented?
- Do you think the article was accurate?
- Do you think the article would help eliminate or create barriers for persons who have the specific disability?

Write your reaction to the article in a **2- to 3-page** summary. **Be sure the disability discussed is one that is covered in this semester’s class.** Include a full citation for the article you discuss.

**Diagnostic Research Draft Abstract (20 points) & Final Paper (100 points):**

For the Diagnostic Research Paper, you will choose a chronic illness OR disability from this semester. The goal of the research paper is to introduce one new diagnostic area to your repertoire of knowledge. Your research should be thorough, and include information on the following areas:

- Etiology and functional impact,
- Medical interventions and treatment,
- Psychosocial and/or assistive technology interventions
- Cultural issues that may impact on either the disability or rehabilitation
- Implications of the condition for education, training and employment for rehabilitation counselors, and/or any specific issues related to vocational rehabilitation.

Select one diagnosis from topics covered in this course. The guideline here is that the chosen diagnostic topic is likely to result in impairment with disability. Some of the topic areas listed are very general, such as "arthritis." Given there are over 100 diagnostic areas under this category, focus on a more specific area under the broad category, i.e. Lupus, or osteoarthritis. Select a topic that is broad enough to provide adequate sources, but not so broad that it presents too much information for you to capture within the assignment page limitation.

You should select a topic that is covered in this course, which is also outside of your specialization or familiarity (i.e., you or someone you know has the condition or it is a part of your workload case history).
Draft Abstract: Students will submit a draft abstract of the research topic they are planning to focus on during week 8 of the course (draft abstract is due by 11:59 pm on 3/12). The draft abstract should provide an overview of your topic and should include at least THREE peer-reviewed resources (include references page). Your abstract should contain at your research topic, research questions, and anticipated conclusions. You may also include possible implications of your research and future work you see connected with your findings. The draft abstract should be approximately 250-300 words. You will submit the abstract through Blackboard site. This abstract will be worth 20 of the 120 total points you may receive for the paper.

Rubric for draft abstract (20 points):
1. Descriptive title (1 point)
   - No title page is required in the draft abstract
2. Body (14 points)
   - Purpose of your research (6)
   - Research questions (6)
   - Anticipated conclusions (2)
3. At least three peer-reviewed resources (3 points)
4. Reference page (1 point)
5. Word count (1 point)
   - Maximum 300 words (not including title and references)

Final Paper: The final paper should be prepared in APA format (including double-spaced, with one-inch margins and in 12-point Times New Roman font) and be approximately 10-12 pages in length. This does not include your references and title page. Your references should include scholarly journals, the course text, and medically oriented Internet resources (i.e. NIH). The final paper is due by 11:59 PM on Sunday 4/23.

Rubric for final paper (100 points):
1. Description of your selected topic (20 points)
   - E.g., prevalence rates, etiology, and other related background information.
2. Functional impact (30 points)
   - E.g., implications of the functional impact for rehabilitation counselors in regard to consumer’s education, training and employment, and/or any specific issues related to vocational rehabilitation.
3. Strategies available to reduce the limitations (20 points)
   - E.g., medical interventions and treatment, accommodations, and/or assistive technology.
4. Conclusions (10 points)
5. Suggestions for future research (10 points)
6. Use of APA format (10 points)
   - Title page (2)
   - Running head (2)
   - Double-spaced and one-inch margins (2)
o 12-point Times New Roman font (2)
o Reference page (2)

GRADING SCALE

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible points</th>
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</thead>
<tbody>
<tr>
<td>Examinations</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>230</td>
</tr>
<tr>
<td>Case Studies</td>
<td>250</td>
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<tr>
<td>Popular Media Review Summary</td>
<td>50</td>
</tr>
<tr>
<td>Diagnostic Research Paper (proposal abstract &amp; final paper)</td>
<td>120</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>750 points</strong></td>
</tr>
</tbody>
</table>

A = 90% - 100% 671 - 750 points
B = 80% - 89% 596 - 670 points
C = 70% - 79% 521 - 595 points
D = 60% - 69% 450 - 520 points
F = 0% - 59% Less than 450 points

LATE WORK

Assignments are due on Sunday night by midnight (i.e., 11:59 pm). Any work submitted after that point will be considered late and have 15% of the available points deducted prior to grading. Late assignments must be submitted within ONE WEEK of the due date to be eligible for credit. Any assignments not submitted within this timeline will receive zero points.

**NOTE: Discussion Boards cannot be made up if missed.**

INCOMPLETES

Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given (a) in very compelling special circumstances with appropriate documentation of those circumstances (e.g., doctor’s request), and (b) with the stipulation that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. ([http://essc.unt.edu/registrar/incomplete.htm](http://essc.unt.edu/registrar/incomplete.htm), p. 1)

If you fail to complete the course requirements by the end of the current semester, and you have not obtained from me approval for an Incomplete, you will receive a grade of “F”. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate
program. Receiving a grade less than 3.0 for any RHAB course results in the student having to repeat that course. Courses may only be repeated once.

ACCOMMODATIONS

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at (940) 565-4323.

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 appropriately. Cheating or misrepresenting work of others as your own will result, at a minimum, in a failing grade for the course. 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.

ACCEPTABLE STUDENT BEHAVIOR

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 Dean of Students 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.deanofstudents.unt.edu

COPYRIGHT NOTICE

Some or all of the materials on this course Web site may be protected by copyright. Federal
copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies

SYLLABUS CHANGE POLICY

Syllabus, course information, and due dates may be subject to change upon instructor’s discretion.

ADD/DROP POLICY

- Important schedule for dropping a course (See academic calendar below):
  - [http://catalog.unt.edu/content.php?catoid=15&navoid=1228](http://catalog.unt.edu/content.php?catoid=15&navoid=1228)
- Please refer to the Office of the Registrar or your department regarding the add/drop policy
  - Office of the Registrar: Procedure for dropping a course - [http://registrar.unt.edu/registration/dropping-class](http://registrar.unt.edu/registration/dropping-class)

TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
Hardware and software necessary to use Bb Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)

Minimum Technical Skills Needed - Examples include:
- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

ACCESS AND NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: [https://learn.unt.edu](https://learn.unt.edu)

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [http://ams.unt.edu](http://ams.unt.edu)

STUDENT RESOURCES
As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the “UNT Helpdesk “ tab that provides student resources and Help Desk Information.

**Student Technical Support**
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at: Email: helpdesk@unt.edu
Phone: (940) 565-2324
In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

**EVALUATION**

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you the opportunity to comment on the class.

**IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

**Federal Regulation**

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or
computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments / Activities</th>
</tr>
</thead>
</table>
| 1    | 1/17 - 1/22  | - Review course syllabus  
- Introduction  
- Body Systems & Terminology | Ch. 1 & 2    | - Discussion Board #1  
(1/22 due)  |
| 2    | 1/23 - 1/29  | Role of Lifestyle/Prevention  
Diet and nutrition, smoking, exercise. | See Blackboard | - Discussion Board #2  
(1/29 due)  |
| 3    | 1/30 - 2/5   | Classification of Disability - ICF                                      | See Blackboard | - Discussion Board #3  
(2/5 due)  |
| 4    | 2/6 - 2/12   | Assistive Technology, Women with disabilities, Sexual Health           | Ch. 31 & 22  | - Discussion Board #4  
(2/12 due)  |
| 5    | 2/13 - 2/19  | Traumatic Brain Injury                                                  | Ch. 12 & 13  | - Popular Media Review  
(2/19 due)  |
| 6    | 2/20 - 2/26  | Strokes & Other Neurological Diagnoses                                  | Ch. 13 & 15  | - Case Study #1 – Page 177  
(2/26 due)  |
| 7    | 2/27 - 3/5   | Spinal Cord Injury                                                      | Ch. 16       | - Case Study #2 – Page 216  
(3/5 due)  |
| 8    | 3/6 - 3/12   | Neuromuscular Conditions                                               | Ch. 17, 18, & 19 | - Submit abstract and references for final paper  
(3/12 due)  |
| 9    | 3/13 - 3/19  | Happy Spring Break                                                      | N/A          | -  |
| 10   | 3/20 - 3/26  | Diabetes, Cardiovascular Disease                                       | Ch. 4 & 5    | - Exam #1  
(3/26 due)  |
| 11   | 3/27 - 4/2   | Sensory Disabilities                                                   | Ch. 8 & 9    | - Case Study #3 – Page 128  
(4/2 due)  |
| 12   | 4/3 - 4/9    | Chronic Pain                                                          | Ch. 10, 11, & 20 | - Case Study #4 – Page 139  
(4/9 due)  |
| 13   | 4/10 - 4/16  | Psychiatric Disabilities                                               | Ch. 21       | - Discussion Board #5  
(4/16 due)  |
| 14   | 4/17 - 4/23  | Developmental and Related Conditions                                  | Ch. 25, 26, & 27 | - Final Paper  
(4/23 due)  |
| 15   | 4/24 - 4/30  | Substance Use Disorders                                                | Ch. 23 & 24  | - Case Study #5 – Page 306  
(4/30 due)  |
| 16   | 5/1 - 5/7    | Cancer                                                                | Ch. 3        | - Discussion Board #6  
(5/7 due)  |
| 17   | 5/8 - 5/11   | Final Exam                                                            | N/A          | - Exam #2  
(5/11 due)  |