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 CACREP Educational Standards:

1. Students will demonstrate an understanding of classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities (H.1.f.).
2. Students will demonstrate an understanding of medical and psychosocial aspects of disability, including attention to coexisting conditions (H.2.b.).
3. Students will demonstrate an understanding of individual response to disability, including the role of families, communities, and other social networks (H.2.c.).
4. Students will demonstrate an understanding of information about the existence, onset, degree, progression, and impact of an individual’s disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM) (H.2.d.).
5. Students will demonstrate an understanding of impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities (H.2.e.).
6. Students will demonstrate an understanding of impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability (H.2.f.).
7. Students will demonstrate an understanding of impact of disability on human sexuality (H.2.h.).
8. Students will demonstrate an understanding of awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations (H.2.i.).

9. Students will demonstrate an understanding of individual needs for assistive technology and rehabilitation services (H.2.m).

10. Students will demonstrate an understanding of informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities (H.3.b.).

11. Students will demonstrate an understanding of assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources (H.3.k.).

12. Students will demonstrate an understanding of consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities (H.3.l.).

READINGS AND RESOURCES

Required texts:

Recommended texts and resources:
Additional readings will be provided on Canvas 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. 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 Canvas course module 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, when applicable

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)**
**Discussion Board (230 points)**
**Case Studies (250 points)**
**Popular Media Review (50 points)**
**Research Paper: Draft Abstract (20 points) & Final Paper (100 points)**
GRADING SCALE

| Assignments                               | Possible points |
---|---|---|
| Examinations                             | 100             |
| Discussion Boards                        | 230             |
| Case Studies                             | 250             |
| Popular Media Review Summary             | 50              |
| Research Paper (draft abstract & final paper) | 120           |
| **Total Points:**                         | **750 points** |

**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 scheduled Sunday night by midnight (i.e., 11:59 pm). **Any work submitted after scheduled due date will not be accepted and not be eligible for credit except in documented emergencies.** Discussion Boards cannot be made up either 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. Main points to keep in mind is that students must have completed 75% of the course, are passing the course, and requirements for completion have been specified and communicated.

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)
Browser requirements: [https://clear.unt.edu/supported-technologies/canvas/requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

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, Canvas. To get started with the course, please go to: [https://unt.instructure.com/](https://unt.instructure.com/). 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 Canvas. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Canvas tutorial is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
From within Canvas, you will have access to the “Help“ 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 Canvas and supported resources. The student helpdesk may be reached at: Email: helpdesk@unt.edu
Phone: (940) 565-2324
In Person: Sage Hall, Room 130

If you encountered technical issue while submitting any assignments or completing exams, please first contact with the Canvas Tech Support. An alternative assignment submission process may be established only if a ticket remedy number was provided!

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>
<tbody>
<tr>
<td>1</td>
<td>1/14 - 1/20</td>
<td>Review course syllabus&lt;br&gt;- Introduction&lt;br&gt;- Body Systems &amp; Terminology</td>
<td>Ch. 1 &amp; 2</td>
<td>- Discussion Board #1 (1/20 due)</td>
</tr>
<tr>
<td>2</td>
<td>1/21 - 1/27</td>
<td>Role of Lifestyle/Prevention&lt;br&gt;Diet and nutrition, smoking, exercise.</td>
<td>See Canvas</td>
<td>- Discussion Board #2 (1/27 due)</td>
</tr>
<tr>
<td>3</td>
<td>1/28 - 2/3</td>
<td>Classification of Disability - ICF</td>
<td>See Canvas</td>
<td>- Discussion Board #3 (2/3 due)</td>
</tr>
<tr>
<td>4</td>
<td>2/4 - 2/10</td>
<td>Assistive Technology, Women with disabilities, Sexual Health</td>
<td>Ch. 31 &amp; 22</td>
<td>- Discussion Board #4 (2/10 due)</td>
</tr>
<tr>
<td>5</td>
<td>2/11 - 2/17</td>
<td>Traumatic Brain Injury</td>
<td>Ch. 12 &amp; 13</td>
<td>- Popular Media Review (2/17 due)</td>
</tr>
<tr>
<td>6</td>
<td>2/18 - 2/24</td>
<td>Strokes &amp; Other Neurological Diagnoses</td>
<td>Ch. 13 &amp; 15</td>
<td>- Case Study #1 – Page 177 (2/24 due)</td>
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<tr>
<td>7</td>
<td>2/25 - 3/3</td>
<td>Spinal Cord Injury</td>
<td>Ch. 16</td>
<td>- Case Study #2 – Page 216 (3/3 due)</td>
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<tr>
<td>8</td>
<td>3/4 - 3/10</td>
<td>Neuromuscular Conditions</td>
<td>Ch. 17, 18, &amp; 19</td>
<td>- Submit abstract and references for final paper (3/10 due)</td>
</tr>
<tr>
<td>9</td>
<td>3/11 - 3/17</td>
<td><strong>Happy Spring Break</strong></td>
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<tr>
<td>10</td>
<td>3/18 - 3/24</td>
<td>Diabetes, Cardiovascular Disease</td>
<td>Ch. 4 &amp; 5</td>
<td>- Exam #1 (3/24 due)</td>
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<tr>
<td>11</td>
<td>3/25 - 3/31</td>
<td>Sensory Disabilities</td>
<td>Ch. 8 &amp; 9</td>
<td>- Case Study #3 – Page 128 (3/31 due)</td>
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<tr>
<td>12</td>
<td>4/1 - 4/7</td>
<td>Chronic Pain</td>
<td>Ch. 10, 11, &amp; 20</td>
<td>- Case Study #4 – Page 139 (4/7 due)</td>
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<tr>
<td>13</td>
<td>4/8 - 4/14</td>
<td>Psychiatric Disabilities</td>
<td>Ch. 21</td>
<td>- Discussion Board #5 (4/14 due)</td>
</tr>
<tr>
<td>14</td>
<td>4/15 - 4/21</td>
<td>Developmental and Related Conditions</td>
<td>Ch. 25, 26, &amp; 27</td>
<td>- Final Paper (4/21 due)</td>
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<tr>
<td>15</td>
<td>4/22 - 4/28</td>
<td>Substance Use Disorders</td>
<td>Ch. 23 &amp; 24</td>
<td>- Case Study #5 – Page 306 (4/28 due)</td>
</tr>
<tr>
<td>16</td>
<td>4/29 - 5/5</td>
<td>Cancer</td>
<td>Ch. 3</td>
<td>- Discussion Board #6 (5/5 due)</td>
</tr>
<tr>
<td>17</td>
<td>5/6 - 5/12</td>
<td>Final Exam</td>
<td>N/A</td>
<td>- Exam #2 (5/7 due)</td>
</tr>
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