

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

**Course Prefix & Number:** COE 8373

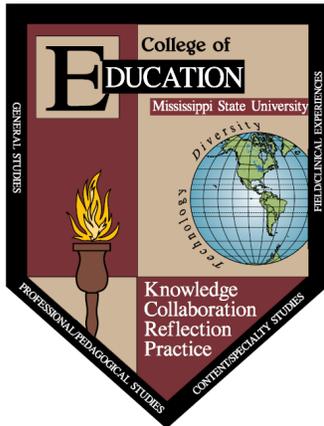
**Course Title:** Medical Aspects of Disability

**Credit Hours:** Three (3) semester hours

**Course type:** Lecture

**Catalog description:** This course involves a detailed survey of physical disabilities, their resulting functional limitations; and rehabilitation implications. Also includes discussion of appropriate rehabilitation technology.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to

focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Course Objectives:**

This course will provide students with an overview of the major physical, emotional/mental, cognitive, and sensory disabilities with emphasis on functional, environmental and psychosocial aspects of disability. At the conclusion of this course, students will be able to demonstrate knowledge and/or skills to:

1. Understand the application of medical concepts and information in the field of rehabilitation counseling. (CACREP Core 3.a, b, e & f. CFPO 2 & 3)
2. Demonstrate a command of the knowledge base related to the medical aspects of a variety of disabling conditions. (CACREP Core 3.a, b, e, f & h. CFPO 2 & 3)
3. Apply a holistic overview of the etiology, symptoms, prognosis, treatment, and residual functioning of various disabilities, utilizing a case conceptualization approach for diagnosis and treatment planning. (CACREP Core 3.a, b, e, f & h. CFPO 2, 3 & 6)
4. Demonstrate an understanding of the functional limitations approach rehabilitation assessment. (CACREP Core 3.a, b, e, f, g & h. CFPO 2, 3, 4 & 6)
5. Demonstrate the application of information about functional limitations to return-to-work and community-re-entry rehabilitation plans. (CACREP Core 3.a, b, e, f, g & h. CFPO 3, 4, 5, 6 & 14)
6. Understand an introduction of examples of diseases, injuries, and congenital conditions which may result in permanent disability. (CACREP Core G2.e & f. CFPO, 5, 6 & 14)
7. Apply medical information to develop an appropriate rehabilitation counseling plan related to specific disabilities. (CACREP Core G2.e & f. CFPO 2, 5, 6 & 14)
8. Evaluate and apply medical information, medical terminologies for rehabilitation counseling interventions. (CACREP Core G2.e & f. CFPO 2, 3, 5, 6 & 14)
9. Identify appropriate medical specializations for consultation, and use medical references effectively [e.g. medical dictionaries, Physician Desk Reference (PDR)]. (CACREP Core G2.e & f. CFPO 2, 3, 5 & 6)

The framework for this course is based on standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In addition, the course also addresses the Conceptual Framework Program Outcomes (CFPO) developed for the College of Education at Mississippi State University, and InTASC Model Core Teaching Standards as they may apply.

### **Topics Covered in the Course:**

Part 1: Human Body Systems & Medical Terminology. (3 clock hours)

Part 2: Skeletal/Musculoskeletal System: arthritis, amputations, scoliosis, spinal bifida, orthotics, and prosthetics. (3 clock hours)

- Part 3: Nervous System, Central Nervous System and Neurological Conditions: cerebrovascular diseases, strokes, epilepsy, cerebral palsy, and traumatic brain injury. (6 clock hours)
- Part 4: Muscular System and Peripheral Nervous System, Neurological Conditions: spinal cord injury, multiple sclerosis, and Parkinson's disease. (3 clock hours)
- Part 5: Cardiovascular and Lymphatic System: congestive heart failure, heart attacks, and cardiac rehabilitation process. (3 clock hours)
- Part 6: Respiratory System and Pulmonary Disorders: asthma, tuberculosis, neoplastic diseases, pneumoconiosis, and emphysema. (3 clock hours)
- Part 7: Blood Disorders: hemophilia and sickle cell anemia. (3 clock hours)
- Part 8: Integumentary System: burns, psoriasis, skin cancer, Hansen's disease, and decubitus ulcers. (3 clock hours)
- Part 9: Endocrine System, Autoimmune, Glandular Disease: Diabetes Mellitus, Grave's Disease, Addison's Disease, Rheumatoid Arthritis, Gigantism, Dwarfism. (3 clock hours)
- Part 10: Developmental and Genetic Conditions: mental retardation, learning disabilities, autism and Down Syndrome. (3 clock hours)
- Part 11: Sensory System Disorders: Hearing impairments and deafness. Sensory System Disorders: visual impairments and blindness. (3 clock hours)
- Part 12: Common Disorders: cancer, HIV - AIDS, chronic pain, chronic fatigue syndrome, and obesity. (3 clock hours)
- Part 13: Psychiatric Disabilities: PTSD, personality disorders, eating disorders schizophrenia, alcohol and drug addiction. (3 clock hours)
- Part 14: Presentations: Rehabilitation Plans #1 & 2; Community Based Rehabilitation Resources #3 & 4 and Potential Competitive Employment Placement #5 & 6. (3 clock hours)

Total: 45 contact hours.

**Text Required:**

Andrew, J. D. (2008). *Disability handbook*. Department of Rehabilitation Education & Research. University of Arkansas.

Brodwin, M. G., Siu, F. W., Howard, J., & Brodwin, E. R. (2009). Medical, psychosocial and vocational aspects of disability, (3<sup>rd</sup> ed.). Elliot & Fitzpatrick, Inc., Athens, GA.

### **Methods of Instruction:**

The course will follow the method of a combination of didactic lectures and class discussions, along with some in-class activities and presentations. Students are responsible for reading all chapters assigned from the textbook for class and are expected to participate actively in all discussions. Occasionally, videos, films and/or guest lecturers may be utilized in presenting course materials. (InTASC Standard #8: Instructional Strategies)

### **Suggested Students Activities:**

Students are expected to attend classes, be on time, be prepared, participate in class discussions and activities, and complete assignments in a timely manner (see the MSU Academic Operating Policy and Procedure Manual). If you are going to miss a class, please let me know in advance. (CACREP Core II.G1.a,f,g,i,j; G2.a,b,d,e,f; G3.h; G4.a,b,c,d,e,f,g; G5.b,d; CFPO #2& 12: Diversity; InTASC Standard #8: Instructional Strategies).

- **Class Preparation:** Students are expected to prepare for each class session by reading all assignments and completing scheduled class work. Periodically, additional lectures, videos and assignments may be included as part of the instructional process. Students will be notified of these changes during class instruction as additions to the course syllabus. Students are responsible for seeking clarification of materials presented and for any announcements made in class regarding assignments, class meetings, or other pertinent information.
- **Course Assignments:** Class discussion will focus on assigned readings from the textbook including class handouts and supplemental materials provided by the instructor. The students will be responsible for the assigned materials from the textbook even if they are not included in the lecture.
- **Writing Assignments.** The American Psychological Association (6<sup>th</sup> ed.) writing style is required for all papers/work assigned. Students may purchase the APA Style Manual at any bookstore. Writing assignments and course presentations and papers that are recycled or plagiarized will receive an automatic "F." If you are unsure of the implications of plagiarism, please seek instruction before turning in your paper. (CACREP Core II.G2.b,b,d,e,f; G3.h. InTASC Standard #8: Instructional Strategies)
- **Read Handout on Plagiarism.**

Resources: Plagiarism: <http://library.salve.edu/plagiarism/>  
<http://www.collegeboard.com/student/plan/college-success/10314.html>

Writing Papers APA Style: <http://www.apastyle.org/previoustips.html>  
[http://owl.english.purdue.edu/handouts/research/r\\_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

### **Honor Code:**

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Any student suspected of engaging in academic dishonesty, including plagiarism, using another student's work, etc., will be referred to the MSU Honor Code Council Office (AOP 12.07). Students must read and become familiar with the MSU Honor Code, and they will confirm their understanding and agreement of the Honor Code by signing the Honor Code statement and submit the electronic signed statement to the instructor. For information see: <http://www.honorcode.msstate.edu/>

### **Technology:**

Technology will be used by the instructor to expand the lecture and provide lecture notes. Students will use myCourses BB to access lecture notes and other information provided to support the course. Laptops in class should only be used for the purpose of this class. In consideration and respect to all and in order to avoid interruptions, the use of cell phones while in class will not be permitted. Cell-phone texting and/or reading are NOT permitted in class. MSU Policy: AOP 10.08

### **Diversity:**

Diversity will be addressed in this course through course objectives and learner outcomes, reading assignments, class/group discussion, as well as course assignment. This course will comply with Mississippi State University diversity policies.

### **Disability:**

If accommodations (based on the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act) are needed, students should notify the Instructor within the first two (2) weeks of the semester. All reasonable accommodations will be provided to ensure that special needs based on disabilities do not restrict a student's opportunity to learn and participate in distance education classes. The course and its related materials will be 100% accessible during initial development. Written confirmation from the MSU Student Support Services office (SSS) is required for accommodations during class session and during tests/exams. SSS office is located at: 01 Montgomery Hall, telephone: (662) 325-3335. For more information see: <http://www.sss.msstate.edu/disabilities/>

### Field Component:

This course does not require a field component.

### Evaluation of Students Progress:

Writing assignments such as case reports papers and class will be evaluated based on:

- a) content, comprehensiveness, appropriateness and quality of work;
- b) evidence of critical analysis and updated references;
- c) organization and logical development of information;
- d) clarity of communication and facts;
- e) quality of writing, grammar, spelling, format criteria, and creativity.

Examinations: There will be three (3) examinations which will include two tests and a final exam. The exams will be based on the textbook chapters covered and other related materials discussed and presented in class. Exams format may include a combination of questions: true & false, multiple choice, brief essay, etc. There will be six case presentations and discussions on a pre-approved topic, including disability and its medical/health implications for gainful employment. In the event of missing an exam, for which an excuse was previously approved by the instructor, arrangements for a make-up exam will be made on a case-by-case basis. (CACREP Core II.G4.a,b,c,d,e,f,g) and (CACREP Core II.G2.d; G5.b; G5.d; CFPO #3 & 4. InTASC Standard #8: Instructional Strategies)

Students Evaluation		Grading Criteria	
Participation	= 10 %	90-100	= A
Exams (2)	= 40 %	80-89	= B
Group Presentations	= 25 %	70-79	= C
Final Exam	= 25 %	60-69	= D
Total points	= 100 %	59 and below	= F

“I” Grade: According to the University Bulletin, “a grade of “I” (incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her family, or similar circumstances beyond his or her control, is unable to complete the course requirements or take the final examinations. A grade “I” will not be submitted for reasons other than previously described. Except for circumstances noted above, and “I” grade will not be given to extend the semester so that a student may complete a required assignment (s) or course work.”

Resources:

Journal of Applied Rehabilitation  
Journal of Rehabilitation

Journals of the National Rehabilitation Association  
Rehabilitation Counseling Bulletin  
The Merck Manual: <http://www.merck.com/mrkshared/mmanual/home.jsp>  
Health Web: <http://healthweb.org/>  
Medical Dictionaries Online: <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>  
Taber's Cyclopedic Medical Dictionary (21<sup>st</sup> ed.). Philadelphia, PA: F. A. Davis.  
Dorland's Pocket Medical Dictionary  
Merck Manual of Diagnosis and Therapy

### **Bibliography:**

- Bryant, D. & Bryant, B. (2002). *Assistive technology for people with disabilities*. Allyn and Bacon (1<sup>st</sup> ed.).
- Bowe, F. (1999). *Physical, sensory, and health disabilities: An introduction*. Prentice Hall.
- Caldwell, J. (2010). Implications of health care reform for individuals with disabilities. *Journal of Intellectual and Developmental Disabilities*, 48(3), 216-219.
- Cheney, B., Galanter, M., Dermatis, H., & Ross, S. (2009). Medical versus spiritual orientations: Differential patient views toward recovery. *American Journal of Drug & Alcohol Abuse*, 35(5).
- Fletcher, J., Lyon, R., Fuchs, S., & Barnes, M. *Learning disabilities: From identification to intervention*. The Guilford Press (1<sup>st</sup> ed.).
- Marks, B., Sisirak, J, & Heller, T. (2010). *Health matters: The exercise, nutrition, and health education curriculum for people with developmental disabilities*. Paul H. Brookes Pub Co. (1<sup>st</sup> ed.).
- Strunk, J. (2010). Respite care for families of special needs children: A systematic review. *Journal of Developmental and Physical Disabilities*, 22(6), 615-630.
- Talbot, P., Astbury, G., & Mason, T. (2010). *Key concepts in learning disabilities*. Sage Publications LTD.
- Wood, K. & Youcha, V. (2008). *The ABC's of the American with Disabilities Act (ADA): Your early childhood program's guide to the Americans with Disabilities Act*. Paul H. Brookes Pub Co. (2<sup>nd</sup> ed.).
- Zaretsky, H., Richter, E., & Eisenberg, M. (Eds.) (2005). *Medical aspects of disability: A handbook for the rehabilitation professional*. (3<sup>rd</sup> ed.) New York: Springer.