

A black silhouette of the United States map is positioned at the top of the page. The letters 'NCRE' are printed in a bold, serif font across the center of the map.

NCRE

**CURRICULA COLLECTION
2003**

**MEDICAL/PSYCHOSOCIAL
ASPECTS**

National Clearinghouse of Rehabilitation Training Materials



National Clearinghouse
of Rehabilitation Training Materials

Permission to reproduce this
material has been granted to the
**National Clearinghouse of
Rehabilitation Training Materials**

Utah State University

6524 Old Main Hill, Logan UT 84322-6524

Phone: 866-821-5355 • ***Fax:*** 435-797-7537

Email: ncrtm@cc.usu.edu • <http://ncrtm.org>

CONTRIBUTORS

Langston University

**Graduate Program in Rehabilitation Counseling
Langston University at Oklahoma City
4205 North Lincoln Blvd.
Oklahoma City, OK 73105**

Ohio State University

**Rehabilitation Services
356 Arps Hall
1945 North High Street
Columbus, OH 43210-1120**

Southern Illinois University-Carbondale

**Rehabilitation Institute
Rehn 317 MC 4609
Carbondale, IL 62901-4609**

University of Calgary

**Community Rehabilitation and Disability Studies
ED T 413, 2500 University Drive N. W.
Calgary, Alberta, Canada T2N 1N4**

University of Medicine and Dentistry of New Jersey

**Dept. of Psychiatric Rehabilitation and Behavioral Health Care
1776 Raritan Road
Scotch Plains, NJ 07076**

University of Tennessee-Knoxville

**Counseling, Deafness, and Human Services
5723 Middlebrook Pike
Knoxville, TN 37921**

University of Wisconsin-Madison

**Dept. of Rehabilitation Psychology and Special Education
432 Murray Street
Madison, WI 53706-1496**

University of Wisconsin-Stout

**Dept. of Rehabilitation and Counseling
250 Vocational Rehabilitation Bldg.
Menomonie, WI 54751**

Western Washington University

**Center for Continuing Ed. in Rehabilitation
6912 220 St. SW #105
Mountlake Terrace, WA 98043**

*****Not all contributors are represented in all subjects**

Psychosocial Aspects

Aspects

Methods of Adjustment

Course Syllabus
Rehabilitation Psychology and Special Education: 194-505

**Biological, Psychosocial, and Vocational Aspects of
Disabilities**

4-Week Session: July 15 through August 11, 2002
2101 Humanities, 3:00- 5:30 Monday-Thursday

Instructor: Tina Anctil, M.S., CRC, Associate Lecturer
Office: Department of Rehabilitation Psychology and Special
Education
432 N. Murray Street, Room 428
Telephone: (608) 263-5824
Email: tmanctil@wisc.edu
Office Hours: 1:00-2:00, Monday and Wednesday or by appointment

Note: I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate.

Required Text: Smart, J. (2001). **Disability, Society, and the Individual.**
Gaithersburg, MD: Aspen Publishers.
Reserve: 3 hour check out available at the Center for Instructional
Materials and Computing (CIMC).
Course Reader: The course pack readings can be purchased at ASM
StudentPrint. Location: B114 Memorial Union
Telephone: 608-262-6216
Hours: 10:00 am-4:30 pm

Course Description:

We are in an exciting time of change with how disability is understood as well as how to address the physical, psychosocial, and vocational needs of persons with disabilities. This course will present many of the issues, challenges, and opportunities you will encounter as a future special educator, rehabilitation counselor, or other type of disability professional. To gain an appreciation of these areas, you will engage in lecture and small group discussions, read relevant book chapters, and articles, and listen to the perspectives of disability professionals, family members, and persons with disabilities.

Course Objectives:

1. Students will gain an appreciation of how disability is classified, measured, and understood within the context of contemporary American society.
2. Students will learn about issues involved in living with a disability in such areas as quality of life, sexuality, employment, diversity, independent living, and substance abuse.
3. Students will understand how families provide care and support to their members with a disability and how they are impacted by their involvement.
4. Students will become aware of the range of programs and services that address the needs of persons with disabilities across the lifespan.
5. Students will review current paradigms and philosophies regarding providing disability services in such areas as special education, vocational rehabilitation, and independent living.

Course Requirements:

1. Daily Comments

For at least 12 of the 16 classes, students need to bring a comments sheet that briefly *summarizes* ONE of the day's assigned readings and presents a *question or comment* expressing an opinion or desire for further information. Students are required to hand in their own daily comments sheets and not by another student. Daily comments sheets are due at the beginning of class and should be approximately one half page, typed, and double-spaced.

2. Weekly Assignments

Every Thursday, students will be given a take-home writing assignment. Students will be presented with four questions and are required to write answers to two of these questions. Answers (i.e. two answers each week) should each be two to three double-spaced, typewritten pages (in 12 point font) and based on lecture and reading material, discussion, and video presentations. Responses must be in your own words and based on your own, individual work. No collaboration on answers with classmates will be permitted.

NOTE: Assignments will be due at the beginning of class each Monday. The final assignment will be due Sunday, August 11 at 3:00 pm (information on where and how to turn the exam in will be discussed at a later time).

3. Class Participation and Discussion Leadership

To have a productive, meaningful, and enjoyable learning experience, it is necessary to attend class and be an active participant. Students are expected to participate in lecture and small group discussions and offer their opinions, questions, suggestions, agreements, and disagreements. In addition to daily participation, students will be expected to lead a discussion on the readings for one class period. Students will volunteer for a specific class during the first few days of this course.

Course Evaluation:

<u>Requirements</u>	<u>Point value</u>	<u>Total Possible</u>
Daily Comments	25 points each	300 (30% of total points)
Weekly Assignments	100 points each	400 (40% of total points)
<u>Class Participation</u>	<u>300 points</u>	<u>300 (30% of total points)</u>
Course total:		1000

Grading Scale:

1000-930 (100-93%)	A
929-880 (92-88%)	AB
879-830 (87-83%)	B
829-780 (82-78%)	BC
779-700 (77-70%)	C
699-600 (69-60%)	D
599 and below (59-0%)	F

Topics and Readings Topics and Readings

NOTE: Readings listed each day are to be read prior to class that day. Additional readings may be handed out in class.

Section 1: Biological Aspects of Disabilities

July 15: Overview of course, classification, measurement, and models of disability

- *Smart: Chapter 1: Defining Disability*
- *Smart: Chapter 2: Models of Disability*

July 16: Assessment, etiology, and management of intellectual and cognitive disabilities

- *Reader: Persons with Developmental Disabilities*
- *Reader: Persons with Cognitive Disabilities*

July 17: Assessment, etiology, and management of physical disabilities.

Guest Speaker: Carl Durocher, Assistive Technology Service Manager, Computers to Help People.

- *Reader: Finding a Voice*
- *Reader: No Blood, It Doesn't Count*
- *Reader: Persons with Mobility Disabilities*
- *Reader: Assistive Technology*

July 18: Assessment, etiology, and management of psychiatric disabilities

Guest Speaker: Jim Tomony, Psychologist, Mendota Mental Health Center

- *Reader: Persons with Psychiatric Disabilities*

July 22: Assessment, etiology, and management of sensory disabilities

- *Reader: Secondary Conditions: Cognitive, Vision, and Hearing*

Section 2: Psychosocial Aspects of Disabilities

July 23: Psychosocial adjustment to disability

- *Smart, Chapter 7: The Individual's Response to Disability*
- *Smart, Chapter 8: The Onset and Diagnosis of the Disability*

July 24: Psychosocial adjustment to disability continued

- *Smart, Chapter 9: Other Factors of the Disability*

July 25: Sexuality, sexual abuse, and mental health in disability

Guest speaker: Marsha Shaw, MSSW, ACSW of the Mental Health Center of Dane County.

- *Sexual Abuse and Persons with Disabilities: A Call for Awareness*
- *Optional: Reader: Sexuality Ascending*

July 29: Family care giving and adjustment to disability

Guest Speaker: Charles DeGeneffe, University of Wisconsin-Madison

- *Reader: Family Caregiving and Traumatic Brain Injury*
- *Reader: The Family Experience of Mental Illness: Implications for Intervention.*

July 30: Societal attitudes toward disability

- *Smart, Chapter 3: Sources of Prejudice and Discrimination, Part 1*
- *Smart, Chapter 4: Sources of Prejudice and Discrimination, Part 2*

July 31: Quality of life issues for persons with disabilities

- *Smart, Chapter 5: The Effects of Prejudice and Discrimination*
- *Smart, Chapter 6: Experiencing Prejudice and Discrimination*

Section 3: Vocational Aspects of Disabilities

August 1: Purposes, history, and processes of vocational rehabilitation

Reader: State-Federal Vocational Rehabilitation Program

August 5: Career development for persons with disabilities.

- *Reader: Career Development Theories, Constructs, and Research: Implications for People with Disabilities*
- *Reader: The Meaning of Work in the Lives of People with Significant Disabilities: Consumer and Family Perspectives*

August 6: Job placement and supported employment

- *Reader: School to Adult Life Transition and Supported Employment*

NOTE: The weekly assignment will be handed out today. It is due on Sunday, August 11 at 3:00 pm. Information on how to hand in this assignment will be available in class.

August 7: Self-Determination and self-advocacy

- *Reader: Promoting Self-Determined Behavior Through the Transition Process*

August 8: The transition from high school to adult life

- *The AT Reports (note a copy of this booklet will be loaned to you in the beginning of this course, which you will need to return at end of today's class)*

<p>NOTE: Readings listed each day are to be read prior to class that day. Additional readings may be handed out in class.</p>
--

Course Syllabus

Rehabilitation Psychology and Special Education: 194-505

Biological, Psychosocial, and Vocational Aspects of Disabilities

Fall 2002

Mondays, 6:00 PM to 8:30 PM,

September 9, 2002 to December 9, 2002

Instructor:

David A. Rosenthal, PhD, CRC, assistant professor

Office:

Department of Rehabilitation Psychology and Special Education
432 N. Murray Street, Room 424

Telephone: (608) 263-5751

Email: drosenthal@education.wisc.edu

Office Hours: By appt.

Teaching Assistant: Jacque Dalton

Office:

Department of Rehabilitation Psychology and Special Education
432 N. Murray Street, Room 420

Email: jadalton@wisc.edu **Office Hours:** Mondays 3:30-5:30

Note: I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate.

Required Text:

Mackelprang, R., & Salsgiver, R. (1999). **Disability: A diversity model approach in human service practice**. Pacific Grove, CA: Brookes/Cole Publishing Company.

Course Reader:

The course pack readings can be purchased at Bob's Copy Shop in University Square

Course Description:

We are in an exciting time of change with how disability is understood as well as how to address the physical, psychosocial, and vocational needs of persons with disabilities. This course will present many of the issues, challenges, and opportunities you will encounter as a future special educator, rehabilitation counselor, or other type of disability professional. To gain an appreciation of these areas, you will engage in lecture and small group discussions, read relevant book chapters, and articles, and listen to the perspectives of disability professionals, family members, and persons with disabilities.

Welcome to RPSE 505!

Course Objectives:

1. Students will gain an appreciation of how disability is classified, measured, and understood within the context of contemporary American society.
2. Students will learn about issues involved in living with a disability in such areas as quality of life, sexuality, employment, pharmacology, and substance abuse.
3. Students will understand how families provide care and support to their members with a disability and how they are impacted by their involvement.
4. Students will gain an appreciation of how and why society forms attitudes towards disabilities.
5. Students will become aware of supports and services utilized by persons with disabilities to maximize quality of life including school to work transition, supported employment, and sexuality education training.

Course Requirements:

1. Weekly Comments

For at least 5 of the 14 classes, students need to bring a comments sheet that briefly *summarizes* ONE of the week's assigned readings and presents a *question or comment* expressing an opinion or desire for further information. Weekly comments are due at the beginning of class and should be approximately one page, typed, and double-spaced.

2. Examinations

At three times during the semester (October 14, November 18, and December 9), students will be given an examination that corresponds to the three sections of the course (i.e., Biological, Psychosocial, and Vocational Aspects). The first two exams will be in-class and the third exam will be take-home. Complete information regarding the content and structure of the exams will be discussed at a later time.

3. Paper

Students will complete a 8 to 10 page paper that overviews one type of disability not discussed in class (e.g., spinal cord injury, muscular dystrophy, etc) and addresses the following areas: (a) incidence and prevalence, (b) known causes, (c) functional impairments, (d) family impacts and caregiver stressors, and (e) vocational challenges and outcomes. Students are required to submit a topic area and paper outline on October 7, 2002. Papers are due on the last day of class (December 9, 2002).

4. Class Participation

To have a productive, meaningful, and enjoyable learning experience, it is necessary to attend class and be an active participant. Students are expected to participate in lecture and small group discussions and offer their opinions, questions, suggestions, agreements, and disagreements. One absence will be excused. Thereafter, five points will be deducted per missed class unless the student has arranged an excused absence with the instructor.

Course Evaluation:

Requirements	Point Value	Total Possible
Weekly Comments	3 points each	15 (15% of total points)
Exams	20 points each	60 (60% of total points)
Paper	30 points	25 points (25% of total points)
		<i>Course Total: 100 points</i>

Grading:

100-93% A

92-88% AB

87-83% B

82-78% BC

77-70% C

69-60% D

59-0% F

Topics and Readings

NOTE: Readings listed each day are to be read prior to class that day. Additional readings may be handed out in class.

Section 1: Biological Aspects of Disabilities

Class 1: September 9: Course overview

Classification and measurement of disability, medical terminology, and functional implications of disability and chronic illness.

-- *Mackelprang and Salsgiver: Chapter 11: Assessment in Human Service Practice*

Class 2: September 16: Assessment, etiology, and management of developmental disabilities.

--*Mackelprang and Salsgiver: Chapter 8: Persons with Developmental Disabilities*

--*Mackelprang and Salsgiver: Chapter 10: Persons with Cognitive Disabilities*

Class 3: September 23: Assessment, etiology, and management of psychiatric disabilities.

--*Mackelprang and Salsgiver: Chapter 9: Persons with Psychiatric Disabilities*

--*Reader: Psychiatric Rehabilitation*

Class 4: September 30: Substance abuse and persons with disabilities. --*Reader: Substance Abuse, Disability, and Case Management*

Class 5: October 7: Pharmacology management (note: paper topic and outline due today)

--*Reader: Clinical Pharmacology*

Exam 1 given beginning of 10/14 class

Section 2: Psychosocial Aspects of Disabilities

Class 6: October 14: Quality of life issues for persons with disabilities --*Mackelprang and Salsgiver: Chapter 2: Disability Culture*

--Mackelprang and Salsgiver: Chapter 3: Disability History in the United States

Class 7: October 21: Psychosocial adjustment to disability.

--Reader: Psychosocial Aspects of Chronic Illness and Disability

Class 8: October 28: Societal attitudes toward disability.

--Mackelprang and Salsgiver: Chapter 1: Societal and Professional Stereotypes

--Mackelprang and Salsgiver: Chapter 12: Guidelines of Professional Practice

Class 9: November 4: Family caregiving and adjustment to disability.

--Reader: Exceptionality and the Family

--Reader: Forever Different: Experiences of Living with a Sibling Who has a Traumatic Brain Injury

Class 10: November 11: Sexuality abuse and social and sexual skills training programs for persons with disabilities. *--Reader: People with Mental Retardation and Sexual Abuse*

--Reader: Sexual Abuse and Exploitation of Children and Adults with Mental Retardation and Other Handicaps

Exam 2 given beginning of 11/18 class

Section 3: Vocational Aspects of Disabilities

Class 11: November 18: Purposes, history, and processes of vocational rehabilitation--
Reader: Vocational Issues in Disability Case Management

Class 12: November 25: Career development for persons with disabilities.

--Reader: Career Development Interventions for Persons with Disabilities

Class 13: December 2: Job placement and supported employment

--Reader: Supported Employment: A Customer-Driven Approach

--Reader: Supported Employment: A Conceptual Overview

Class 14: December 9: School to work transition. (note: Paper due today).

Take-home exam 3 handed out today-Due, Monday, December 16 at 6:00 PM. ----

Reader: Transition Planning: A Team Effort

RPSE 560

Psychosocial Aspects of Disability and Chronic Illness

Fall 2002

Instructor: David A. Rosenthal, PhD, CRC

Office: Rm. 424 432 N. Murray St.

email: drosenthal@education.wisc.edu

Class meeting: Humanities Bldg. Rm. 2231, Monday 3:30-5:30 PM

Office Hours: To be announced/ Appointments encouraged

Teaching Assistant: Chih-Chin Chou, M.S.

Office: Rm. 418 432 N. Murray St.

email: chihchinchou@students.wisc.edu

Office Hours: Mondays 1:00-3:00 PM

Goals and Objectives

The primary learning objectives of "psychosocial aspects of chronic illness and disability" include the following:

1. To examine societal attitudes toward people with disabilities, with special emphasis on how attitudinal and environmental barriers restrict community integration and participation in society generally;
2. To explore how societal attitudes affect the lives of people with disabilities and to delineate strategies through which these attitudes can be modified/become more positive;
3. To examine and understand the contributions of theories of personality to the study of psychosocial reactions to loss and disability;
4. To describe the role of developmental concepts (e.g., body image, self-concept) in adjusting to disability;
5. To review models of psychosocial adaptation to physical disability with special emphasis on the process (e.g., experiences, reactions, behaviors, phases) of adaptation;
6. To gain knowledge of the commonalities (transpersonal) and individualities (personal) of the experiences and reactions that follow the onset of disability;
7. To increase understanding of the process of familial psychosocial adaptation to the onset of disability of one of its members;
8. To become familiar with the application of counseling/therapeutic intervention strategies to working with people who are physically disabled (i.e., strategies for coping with adjusting to disability);
9. To recognize the role of human intimacy and sexuality in the adaptations process to disability;
10. To become familiar with the rights and needs of users of rehabilitation services, with a special emphasis on client advocacy and the independent living movement.

Required Text:

Smart, J. (2001). **Disability, society, and the individual**. Gaithersburg, MD: Aspen.

Required Reader: Available at Bob's copy Shop in University Square

COURSE REQUIREMENTS

Exams

There are two exams scheduled for this course. The final exam will not be comprehensive. Exams will be based on both assigned readings and class lectures.

Reaction Papers

Each student is to read one book - either fiction or non-fiction - that relates to the experience of illness or disability. Write a 3 to 4 page typed paper relating the book to course content. With a focus upon:

- 1) how the author treated the topic of disability or illness;
- 2) how the book specifically related to course readings and/or lecture material;
- 3) your personal reaction to the book.

Reaction papers are due 11/11

Student groups/presentations

Students will work with a self-designated group (**individual activities are optional if group-work is not desired**). Each group will be expected to present a topic related to the course content. This topic will be of the group's choosing. Presentations should be geared to approximately 25 minutes in length.

Term paper

An 8 to 10 page **term paper is due by 12/2**. Papers must conform to APA style (4th or 5th edition). These term papers should address issues in the psychology or sociology of disability. Examples of acceptable topics include:

- * Psychosocial aspects of AIDS or substance abuse
- * Gender and/or racial differences in disability
- * Sexuality and disability
- * Disability policy in the U.S. as reflected in legislation and social attitudes.

Some possible questions to consider when conducting the literature review for your paper are:

- a. Does the research address the total problem? What are the "gaps" in knowledge? Why? What is not being researched?
- b. Is your sample of articles representative of the literature in general? Or is your sample biased? Does your sample represent the entire literature? If not, how and why did you choose these articles for inclusion?
- c. What professional group is doing the research? Where are they writing?
- d. When did they start investigating this issue and why?
- e. Is there a consensus? Too much consensus? Is the literature redundant?
- f. Any opposing views? By whom?
- g. Is the research of practical value? Theoretical value?
- h. Is research descriptive? Empirical? Anecdotal?
- i. What are your conclusions?

Some hints. Choose your topic carefully so that you are neither overwhelmed with literature, nor faced with a paucity. Start your library research early as articles may have to be ordered from interlibrary.

Attendance:

Attendance is very important. One excused absence will be accepted, beginning with the second absence, five points per absence will be deducted from the final point total.

Students who need course materials in alternative formats are asked to contact the instructor immediately. Reasonable efforts will be made to accommodate your needs.

SUBSTITUTE ASSIGNMENT

Should there be a project of compelling interest to you that you wish to do instead of the assigned papers, please contact either of us and we shall discuss it.

If you have any suggestions of speakers, please contact either of us. We are especially interested in the families of persons with disabilities -- parents, siblings, and/or children who would be willing to speak candidly about their experience.

COURSE EVALUATION

Term paper	25%
Group presentations	10%
Reaction paper	10%
Exam I	30%
Exam II	25%

Policy on Missing Exams and Paper Deadlines:

In general, missing exams and paper deadlines will not be excused. Papers not received on the due date may lose a letter grade for each day they are late.

Grading Criteria

<u>A</u>	= 93-100%
<u>A-</u>	= 90-92%
<u>B+</u>	= 87-89%
<u>B</u>	= 83-86%
<u>B-</u>	= 80-82%
<u>C+</u>	= 77-79%
<u>C</u>	= 73-76%
<u>C-</u>	= 70-72%
<u>D+</u>	= 67-69%
<u>D</u>	= 63-66%
<u>D-</u>	= 60-62%
<u>F</u>	= Below 60%

Schedule of Topics and Assignments

9/9 Introduction and orientation

Overview of course objectives, activities, and requirements.

The World Health Organization (WHO) model of disablement

Sociology of Disability

Psychological Issues-language/labeling

- Reading: Ch. 1, 2
- Reader - Introductory thoughts -Hockenberry & Patterson
- Reader - Language - Blaska, Skaalen
- Reader - Sociological perspectives - Amado, Gove

9/16 Attitudes and attitude change

Attitude development and prejudice Chapters 3, 4, 5, 6

Disability as portrayed in media

- Reader – Disability in Media – Kriegel, Elliot & Byrd,
- Reader - Telethons - Johnson, Williams

9/23 Adjustment and coping

Counseling interventions/service delivery Psychosocial aspects of disability Basic and advance concepts

- Factors influencing individual reactions to disability
- Developmental concepts
- Stage models
- Reading: Chapters 7, 8, 9
- Reader – Livneh & Antonak
- Vash - Disablement
- Wortmen & Silver – Myths of coping with loss
- 6 principles, Livneh's model, ATPD scale example

9/30 Sexuality and disability

- Reader – Sexual abuse and exploitation –Tharinger, Sobsey
- MR and mutual consent - Kaiser
- PLISSIT model

10/7 Spirituality

- Reader: McCarthy, Boswell, Trieschmann, Clark, Lane, Levy,

10/14 Family

- Reader – Exceptionality and family, Forever different - Gill

10/21 Psychosocial aspects of grief and loss

- Reader – Dealing with grief and loss

10/28 **Mid-term exam**

2 Student presentations (after mid-term)

11/4 Conclude student presentations

begin Guest presentations

11/11 Guest presentations

Reaction papers are due

11/18 Guest presentations

11/26 Guest presentations

12/2 Guest presentations

Term papers are due

12/9 Guest presentation and course wrap up

Take home final exams will be handed out - Due 12/16

**SEMINAR: PSYCHOSOCIAL THEORY AND RESEARCH
IN REHABILITATION PSYCHOLOGY
194-903
FALL 2002-2003**

INSTRUCTOR: Professor Emeritus Kenneth R. Thomas
Room 429, 432 N. Murray Street
Individual conferences by appointment:
Telephone 263-5750
E-mail: kthomas@education.wisc.edu

REQUIRED TEXTS:

Marinelli, R. P., & Dell Orto, A. E. (Eds). (1999). The psychosocial and social impact of disability (4th ed.). New York: Springer.

Siller, J., & Thomas, K. R. (1995). Essays and research on disability. Athens, GA: Elliott & Fitzpatrick.

COURSE OBJECTIVES:

1. To examine societal attitudes toward people with disabilities, with special emphasis on how attitudinal and environmental barriers restrict community integration and participation in society generally.
2. To examine how attitudes toward disability develop and are maintained, and to delineate strategies through which these attitudes might be modified in a positive direction.
3. To review models of psychosocial adaptation to disability with special emphasis on the process of adaptation.
4. To become familiar with the application of counseling and other therapeutic strategies which facilitate positive psychosocial adaptation to disability.
5. To increase understanding of the process of familial psychosocial adaptation to the onset and condition of disability.
6. To examine the role of human intimacy and sexuality in the process of psychosocial adaptation to disability.
7. To become familiar with the rights and needs of people with disabilities, with a special emphasis on legislative initiatives and the ethical practice of psychological and related rehabilitation disciplines
8. To become familiar with the research and other scholarly literature in each of the above content areas.

ACCOMMODATIONS

I try to ensure that students with disabilities are fully included in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. I will try to maintain the confidentiality of the information you share with me.

PROBABLE SEQUENCE OF TOPICS (Some relevant readings from the required texts appear in parentheses following the topics.)

- | | |
|--------------|--|
| September 4 | Organization: Explanation of Course Objectives and Requirements;
Assignment of Topics |
| September 11 | Psychosocial Aspects of Disability: A Historical Perspective (Professor Fong Chan) |
| September 18 | Attitudes Toward People With Disabilities (Professor Fong Chan) <ul style="list-style-type: none"> (a) Historical Perspectives (b) Sources/roots of attitudes (c) Attitude change: Strategies (d) Measurement of attitudes (e) Research on attitudes <p>(Marinelli & Dell Orto, Chapter 14 & 15; Siller & Thomas, Chapters 1,2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 21, 29)</p> |
| September 25 | Countertransference and Disability; Freud and Disability; Mourning and Loss

(Siller & Thomas, Chapter 22) |
| October 2 | Self Psychology, the British School of Object Relations, and Disability

(Marinelli & Dell Orto, Chapter 7; Siller & Thomas, Chapters 23 & 24) |
| October 9 | Somatopsychological Perspectives

(Marinelli & Dell Orto, Chapter 10; Siller & Thomas, Chapter 28) |
| October 16 | Biopsychological Perspectives |
| October 23 | Body Image, Self Concept, and Self Esteem <ul style="list-style-type: none"> (a) Definitions (b) Historical perspectives (c) Disturbances (d) Assessment and measurement (e) Interventions and treatment modalities <p>(Siller & Thomas, Chapters 2, 4, 8,11, 21, & 29)</p> |

- October 30 Psychosocial Adaptation to Disability
- (a) Models of adaptation to disability
 - (b) Adaptation to adventitious disability
 - (c) Adaptation to congenital disability
 - (d) Adaptation to specific types of disabilities (physical, psychiatric, developmental, and social)
- (Marinelli & Dell Orto, Chapters 10-13; Siller & Thomas, Chapters 26, 33, 34, 39, & 40)
- November 6 Psychosocial Adaptation to Disability
- (a) Assessment and measurement of psychosocial adaptation
 - (b) Predictors of successful adaptation
 - (c) Facilitating successful adaptation
- (Marinelli & Dell Orto, Chapters 10, 21, 22, 23, & 25; Siller & Thomas, Chapters 18 & 28)
- November 13 Social and Family Issues of Disability
- (a) Effects of disability on the family and relationships within the family
 - (b) Reactions to disability by parents
 - (c) Reactions to disability by spouses
 - (d) Reactions to disability by offspring
 - (e) Facilitating positive adaptation to disability by the family
 - (f) Family –support networks
- (Marinelli & Dell Orto, Chapters 6-9, 24; Siller & Thomas, Chapters 16, 32, 38, & 39)
- November 20 Sexuality and Disability
- (a) Sexuality, sexual values, and intimacy
 - (b) Myths about sexuality and people with disabilities
 - (c) Sexuality and physical disability
 - (d) Sexuality and psychiatric disabilities
 - (e) Sexuality and mental retardation
 - (f) Sexual abuse and people with disabilities
- (Marinelli & Dell Orto, Chapters 17-20).
- December 4 Rights, Needs, and Ethical Issues
- (a) Legal issues
 - (b) Ethical issues
 - (c) Normalization; Philosophy and principles
 - (d) Rights to live and die
- (Marinelli & Dell Orto, Chapters 1, 2, 4, 7, & 26)

December 11

Client Activism, Advocacy, and Independent Living

- (a) Empowerment and client activism
- (b) Client advocacy
- (c) Independent living: Philosophy and services

(Marinelli & Dell Orto, Chapters 14, 15, & 29; Siller & Thomas, Chapters 41, 47, & 48)

REQUIREMENTS:

Each student will be responsible for the following:

1. Two or three classroom presentations on assigned topics. It is anticipated that students will work in teams of two each on the topics assigned. Presentations will include a synopsis of relevant textbook material plus any pertinent data the students are able to identify in the rehabilitation literature generally. Discussion will focus on the major implications of the material for rehabilitation psychology research and practice.
2. A publishable quality 15-page, double-spaced term paper on a topic related to the content of the course. (Papers MUST be no more than 15 pages or points will be deducted.) The subject matter of this paper should be approved in advance by the instructor (due December 3).

EVALUATION:

Final grades in the course will be computed on the following basis:

Classroom presentations (40%)

Classroom participation (20%)

Term Paper (40%)

RECOMMENDED READINGS

Albrecht, G. L., Walker, V. G., & Levy, J. A. (1982). Social distance from the stigmatized. Social Science Medicine, 16, 1319-1327.

Allen, H. A., Peterson, J. S., & Keating, G. V. (1982). Attitudes of counselors toward the alcoholic. Rehabilitation Counseling Bulletin, 25, 162-163.

Allen, J. (2002). Treating patients with neuropsychological disorders: A clinician's guide to assessment and referral. Washington, DC: American Psychological Association.

Altman, B. (1981). Studies of attitudes toward the handicapped: The need for a new direction. Social Problems, 25, 321-337.

Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 et seq.

Anderson, R. J., & Antonak, R. F. (1992). The influence of attitudes and contact on reactions to persons with physical and speech disabilities. Rehabilitation Counseling Bulletin, 35, 240-247.

Anthony, W. A. (1972). Societal rehabilitation: Changing society's attitudes toward the physically and mentally disabled. Rehabilitation Psychology, 29, 117-126.

Antonak, R. F. (1979). An ordering-theoretic analysis of attitudes. Rehabilitation Psychology, 26, 136-144.

Antonak, R. F., & Livneh, H. (1988). The measurement of attitudes toward people with disabilities. Springfield, IL: Charles C. Thomas.

Antonak, R. F., & Livneh, H. (1991). A hierarchy of reactions to disability. International Journal of Rehabilitation Research, 14, 13-24.

Antonak, R. F., & Livneh, H. (1994a). Instruments to measure psychosocial adjustment to illness and impairment: Part I. General measures. Assessment in Rehabilitation and Exceptionality, 1, 125-161.

Antonak, R. F., & Livneh, H. (1994b). Instruments to measure psychosocial adjustment to illness and impairment: Part II. Specific illness and impairment measures. Assessment in Rehabilitation and Exceptionality, 1, 175-202.

Antonak, R. F., Livneh, H., & Antonak, C. (1993). A review of research on psychosocial adjustment to impairment among persons with traumatic brain injury. Journal of Head Trauma Rehabilitation, 8(4), 89-102.

Armstrong, C. (1991). Emotional changes following brain injury: Psychological and neurological components of depression, denial, and anxiety. Journal of Rehabilitation, 57(2), 15-22.

Asarnow, R. F., Satz, P., & Light, R. (1991). Behavior problems and adaptive functioning in children with mild and severe closed head injury. Journal of Pediatric Psychology, 16, 543-555.

Askenasy, J. J. M., & Rahmani, L. (1988). Neuropsychosocial rehabilitation of head injury. American Journal of Physical Medicine, 66, 315-327.

Banks, M. (1995). Psychological effects of prolonged unemployment: Relevance to models of work re-entry following injury. Journal of Occupational Rehabilitation, 5(1), 37-53.

Barker, R. G., Wright, B. A., Meyerson, L., & Gonick, M. R. (1953). Adjustment to physical handicap: A survey of the social psychology of physique and disability (2nd ed.). New York: Social Science Research Council.

Barrett, K. E., & Pullo, R. E. (1993). Attitudinal change in undergraduate rehabilitation students as measured by the attitudes toward disability scale. Rehabilitation Education, 7, 119-126.

Barry, J. R., Duntzman, G. H., & Webb, M. H. (1968). Personality and motivation in rehabilitation. Journal of Counseling Psychology, 15, 237-244.

Batzel, L. W., Dodrill, C. B., Dubinsky, B. L., Ziegler, R. G., Connolly, J. E., Freeman, R. D., Farwell, J. R., & Vining, E. P. G. (1991). An objective method for the assessment of psychosocial problems in adolescents with epilepsy. Epilepsia, 32, 202-211.

Belgrave, F. Z. (1984). The effectiveness of strategies for increasing social interaction with a physically disabled person. Journal of Applied Social Psychology, 14, 147-161.

Baum, A., & Andersen, B. L. (Eds.). (2001). Psychosocial interventions for cancer. Washington, D. C.: American Psychological Association.

Belgrave, F. Z., & Mills, J. (1981). Effect upon desire for social interaction with a physically disabled person of mentioning the disability in different contexts. Journal of Applied Social Psychology, 11, 44-57.

Bell, A. H. (1967). Measure for adjustment of the physically disabled. Psychological Reports, 21, 773-778.

Bergland, M. M., & Thomas, K. R. (1991). Psychosocial issues following severe head injury in adolescence: Individual and family perceptions. Rehabilitation Counseling Bulletin, 35, 5-22.

Bergner, M., Bobbitt, R. A., Kressel, S., Pollard, W. E., Gilson, B. S., & Morris, J. R. (1976). The Sickness Impact Profile: Conceptual formulation and methodology for the development of a health status measure. International Journal of Health Services, 6, 393-415.

Bermudez, J. L., Eilan, N., & Marce, A. (Eds.). (1995). The body and the self. Boston: MIT Press.

Berry, J. O., & Meyer, J. A. (1995). Employing people with disabilities: Impact of attitude and situation. Rehabilitation Psychology, 40, 211-222.

Berry, K. L., & Miskimins, R. W. (1969). Concept of self and post-hospital vocational adjustment. Journal of Consulting and Clinical Psychology, 33, 103-108.

Blalock, S., Devellis, B., & Giorgino, K. (1995). The relationship between coping and psychological well-being among people with osteoarthritis: A problem-specific approach. Annals of Behavioral Medicine, 17, 105-115.

Blotzer, M. A., & Ruth, R. (1995). Sometimes you just want to feel like a human being: Case studies of empowering psychotherapy with people with disabilities. Baltimore: Brookes.

Bodenhamer, E., Achterberg-Lawlis, J., Kevorkian, G., Belanus, A., & Cofer, J. (1983). Staff and patient perceptions of the psychosocial concerns of spinal cord injured persons. American Journal of Physical Medicine, 62, 182-193.

Bond, M. R. (1979). The stages of recovery from severe head injury with special reference to late outcome. International Rehabilitation Medicine, 1, 155-159.

Bordieri, J. E. (1993). Self blame attributions for disability and perceived client involvement in the vocational rehabilitation process. Journal of Applied Rehabilitation Counseling, 24(2), 3-7.

Bordieri, J. E., & Drehmer, D. E. (1987). Attribution of responsibility and predicted social acceptance of disabled workers. Rehabilitation Counseling Bulletin, 30, 218-226.

Bordieri, J. E., & Drehmer, D. E. (1988). Causal attribution and hiring recommendations for disabled job applicants. Rehabilitation Psychology, 33, 239-247.

Bornstein, R. A., Miller, H. B., & van Schoor, T. (1988). Emotional adjustment of compensated head injury patients. Neurosurgery, 23, 622-627.

Bowman, J. T. (1987). Attitudes toward disabled persons: Social distance and work competence. Journal of Rehabilitation, 53(1) 41-44.

Brackett, T. O., Condon, N., Kindelan, K. M., & Bassett, L. (1984). The emotional care of a person with a spinal cord injury. Journal of the American Medical Association, 252, 793-795.

Bramble, K. (1995). Body image. In I. M. Lubkin (Ed.), Chronic illness: Impact and interventions (3rd ed.) (pp. 285-299). Boston, MA: Jones and Bartlett.

Bray, G. P. (1978). Rehabilitation of spinal cord injured: A family approach. Journal of Applied Rehabilitation Counseling, 9, 70-78.

Breznitz, S. (1983). The seven kinds of denial. In Breznitz (Ed.), The denial of stress (pp. 257-280). New York: International Universities Press.

Brooks, N. (1988). Behavioural abnormalities in head injured patients. Scandinavian Journal of Rehabilitation Medicine Supplement, 17, 41-46.

Brooks, N., Campsie, L., Symington, C., Beattie, A., & McKinlay, W. (1987). The effects of severe head injury on patient and relative within seven years of injury. Journal of Head Trauma Rehabilitation, 2(3), 1-13.

Brown, D. S. O., & Nell, V. (1992). Recovery from diffuse traumatic brain injury in Johannesburg: A concurrent prospective study. Archives of Physical Medicine and Rehabilitation, 73, 758-770.

Bryant, C., & Sams, T. A. (1968). The body image of blind children. New York: American Foundation for the Blind.

Buckelew, S. P., Frank, R. G., Elliott, T. R., Chaney, J., & Hewett, J. (1991). Adjustment to spinal cord injury: Stage theory revisited. Paraplegia, 29, 125-130.

Burke, M. L., Hainsworth, M. A., Eakes, G. G., & Lindgren, C. L. (1992). Current knowledge and research on chronic sorrow: A foundation for inquiry. Death Studies, 16, 231-245.

Byrd, E. K., Byrd, P. D., & Emener, W. G. (1977). Student, counselor, and employer perceptions of employability of severely retarded. Rehabilitation Literature, 38, 42-44.

Cairns, D., & Baker, J. (1993). Adjustment to spinal cord injury: A review of coping styles contributing to the process. Journal of Rehabilitation, 58, 30-33.

Caplan, B. (Ed.). (1987). Rehabilitation psychology desk reference. Rockville, MD: Aspen.

Caplan, B., & Shechter, J. (1987). Denial and depression in disabling illness. In B. Caplan (Ed.), Rehabilitation psychology desk reference (pp. 133-170). Rockville, MD: Aspen.

Carter, W. B., Bobbitt, R. A., Bergner, M., & Gilson, B. S. (1976). Validation of an interval scaling: The Sickness Impact Profile. Health Services Research, 11, 516-528.

Cash, T. F., & Pruzinsky, T. (Eds.). (1990). Body images: Development, deviance, and change. New York: Guilford Press.

Cassileth, B. R., Lusk, E. J., Strouse, T. B., Miller, D. S., Brown, L. L., Cross, P. A., & Tenaglia, A. N. (1984). Psychosocial status in chronic illness: A comparative analysis of six diagnostic groups. New England Journal of Medicine, 311(8), 506-511.

Chadwick, O. (1985). Psychological sequelae of head injury in children. Developmental Medicine and Child Neurology, 27, 72-75.

Chubon, R. A. (1982). An analysis of research dealing with the attitudes of professionals toward disability. Journal of Rehabilitation, 48(1), 25-30.

Chubon, R. A. (1992). Attitudes toward disability: Addressing fundamentals of attitude theory and research in rehabilitation education. Rehabilitation Education, 6, 301-312.

Chubon, R. A. (1994). Social and psychological foundations of rehabilitation. Springfield, IL: Charles C. Thomas.

Cloerkes, G. (1981). Are prejudices against disabled persons determined by personality characteristics? International Journal of Rehabilitation Research, 4, 35-46.

Comer, R. C., & Piliavin, J. A. (1975). As others see us: Attitudes of physically handicapped and normals toward own and other groups. Rehabilitation Literature, 36, 206-221, 225.

Cook, D. W. (1979). Psychological adjustment to spinal cord injury: Incidence of denial, depression, and anxiety. Rehabilitation Psychology, 56, 97-104.

Cook, D. W., Kuncze, J. T., & Getsinger, S. H. (1976). Perceptions of the disabled and counseling effectiveness. Rehabilitation Counseling Bulletin, 19, 470-475.

Cook, D. (1998). Psychosocial impact of disability. In R. M. Parker & E. M. Szymanski (Eds.), Rehabilitation counseling: Basics and beyond (4th ed.; pp. 303-326). Austin, TX: Pro-ed.

Costa, P. T., & VandenBos, G. R. (Eds.). (1990). Psychological aspects of serious illness: Chronic conditions, fatal diseases, and critical care. Washington, DC: American Psychological Association.

Coulton, C. (1981). Person-environment fit as the focus in health care. Social Work, 26, 26-35.

Cowen, E. L., Underberg, R., & Verrillo, R. T. (1958). The development and testing of an attitude to blindness scale. Journal of Social Psychology, 48, 297-304.

Craft, A. W., Shaw, D. A., & Cartlidge, N. E. F. (1972). Head injuries in children. British Medical Journal, 4, 200-203.

Cubbage, M. E., & Thomas, K. R. (1989). Freud and disability. Rehabilitation Psychology, 34, 161-173.

Dacey, R., Dikmen, S., Temkin, N., McLean, A., Armsden, G., & Winn, H. R. (1991). Relative effects of brain and non-brain injuries on neuropsychological and psychosocial outcome. Journal of Trauma, 31, 217-222.

Dalenberg, C. J. (2000). Countertransference and the treatment of trauma. Washington, D. C.: American Psychological Association.

Davis, B. H. (1987). Disability and grief. Social Casework, 68, 352-357.

Davis, F. (1961). Deviance disavowed: The management of strained interaction by the visibly handicapped. Social Problems, 9, 121-132.

Deaton, A. V. (1986). Denial in the aftermath of traumatic head injury: Its manifestations, measurement, and treatment. Rehabilitation Psychology, 31, 231-240.

Dell Orto, A. E., & Marinelli, R. P. (Eds.). (1995). Encyclopedia of disability and rehabilitation. New York: Macmillan.

de Weerd, I., Visser, A., Kok, G., & van der Veen, E. (1989). Randomized controlled evaluation of an education program for insulin treated patients with diabetes: Effects on psychosocial variables. Patient Education and Counseling, 14, 191-215.

de Weerd, I., Visser, A., & van der Veen, E. (1989). Attitude behaviour theories and diabetes education programmes. Patient Education and Counseling, 14, 3-19.

DeLoach, C., & Greer, B. G. (1981). Adjustment to severe physical disability: A metamorphosis. New York: Springer.

Dembo, T., Leviton, G. L., & Wright, B. A. (1956). Adjustment to misfortune: A problem of social-psychological rehabilitation. Artificial Limbs, 3(2), 4-62.

Dembo, T., Leviton, G. , & Wright, B. (1975). Adjustment to misfortune: A problem of social-psychological rehabilitation. Rehabilitation Psychology, 22, 1-100. (Original work published 1956)

Derogatis, L. R. (1977). Psychological Adjustment to Illness Scale. Baltimore, MD: Clinical Psychometric Research.

Derogatis, L. R., & Lopez, M. (1983). Psychosocial Adjustment to Illness Scale (PAIS & PAIS-SR): Scoring, procedures, and administration manual. Baltimore, MD: Clinical Psychometric Research.

Devins, G. (1989). Enhancing personal control and minimizing illness intrusiveness. In N. Kutner, D. Cardenas, & J. Bowen (Eds.), Maximizing rehabilitation in chronic renal disease (pp. 109-135). New York: PMA.

Dicker, B. G. (1989). Preinjury behavior and recovery after minor head injury: A review of the literature. Journal of Head Trauma Rehabilitation, 4(4), 73-81.

Dodds, A. G., Bailey, P., Pearson, A., & Yates, L. (1991). Psychological factors in acquired visual impairment: The development of a scale of adjustment. Journal of Visual Impairment and Blindness, 85, 306-310.

Dodrill, C. B., Batzel, L. W., Queisser, H. R., & Temkin, N. R. (1980). An objective method for the assessment of psychological and social problems among epileptics. Epilepsia, 21, 123-135.

Dombroski, L. K., Petrick, J. D., & Strauss, D. (2000). Rehabilitation treatment of sexuality issues due to acquired brain injury. Rehabilitation Psychology, 45, 299-209.

Dubenstein, R. R., & Masling, J. M. (2000). Psychodynamic perspectives on sickness and health. Washington, D. C.: American Psychological Association.

Ducharme, S. & Gill, K. (1997). Sexuality after spinal cord injury. Baltimore, MD: Paul H. Brooks.

Duncan, B., & Woods, D. (Eds.). (1990). Ethical issues in disability and rehabilitation. New York: World Rehabilitation Fund, World Institute on Disability and Rehabilitation International.

Dunn, M. E. (1975). Psychological intervention in a spinal cord injury center: An introduction. Rehabilitation Psychology, 22, 165-178.

Eberly, C., Eberly, B., & Wright, K. (1981). Mental health professional attitudes toward physically handicapped groups in attributionally ambiguous and nonambiguous situations. Journal of Counseling Psychology, 25, 276-278.

Eisenberg, M. G., & Glueckauf, R. L. (Eds.). (1991). Empirical approaches to psychosocial aspects of disability. New York: Springer.

Eisenberg, M., & Greziak, R. C. (Eds.). (1987-1990). Advances in clinical rehabilitation (Vols. 1-3). New York: Springer.

Eisenberg, M. G., Sutkin, L. C., & Jansen, M. A. (Eds.). (1984). Chronic illness and disability throughout the life span. New York: Springer.

Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.). (1993). Medical aspects of disability: A handbook for the rehabilitation professional. New York: Springer.

Elsass, L., & Kinsella, G. (1987). Social interaction following closed head injury. Psychological Medicine, 17, 67-78.

English, R. W. (1971a). The application of personality theory to explain psychological reactions to physical disability. Rehabilitation Research and Practice Review, 3, 35-47.

English, R. W. (1971b). Correlates of stigma towards physically disabled persons. Rehabilitation Research and Practice Review, 2, 1-18.

Evans, J. H. (1976). Changing attitudes toward disabled persons: An experimental study. Rehabilitation Counseling Bulletin, 59, 572-579.

Fahlberg, L., & Fahlberg, L. (1997). Wellness reexamined: A cross-cultural perspective. American Journal of Health Studies, 13(1), 1-16.

Fahy, T. J., Irving, M. H., & Millac, P. (1967). Severe head injuries: A six-year follow-up. Lancet, 2, 475-479.

Falek, A., & Britton, S. (1974). Phases in coping: The hypothesis and its implications. Social Biology, 21, 1-7.

Falvo, D. R. (1991). Medical and psychosocial aspects of chronic illness and disability. Gaithersburg, MD: Aspen.

Fedoroff, J. P., Lipsey, J. R., Starkstein, S. E., Forrester, A., Price, T. R., & Robinson, R. G. (1991). Phenomenological comparisons of major depression following stroke, myocardial infarction or spinal cord lesions. Journal of Affective Disorders, 22, 83-89.

Feinberg, L. B. (1967). Social desirability and attitudes toward the disabled. Personnel and Guidance Journal, 46, 373-381.

Fenton, G., McClelland, R., Montgomery, A., MacFlynn, G., & Rutherford, W. (1993). The postconcussional syndrome: Social antecedents and psychological sequelae. British Journal of Psychiatry, 162, 493-497.

Fichten, C. S., Robillard, K., Tagalakis, V., & Amsel, R. (1991). Causal interaction between college students with various disabilities and their nondisabled peers: The internal dialogue. Rehabilitation Psychology, 36, 3-20.

Fink, S. L. (1967). Crisis and motivation: A theoretical model. Archives of Physical Medicine and Rehabilitation, 48, 592-597.

Florian, V., Katz, S., & Lahov, V. (1991). Impact of traumatic brain damage on family dynamics and functioning: A review. International Disability Studies, 13, 150-157.

Fordyce, D. J., Roueche, J. R., & Prigatano, G. P. (1983). Enhanced emotional reactions in chronic head trauma patients. Journal of Neurology, Neurosurgery, and Psychiatry, 46, 620-624.

Frank, R. G., & Elliott, T. R. (Eds.). (2000). Handbook of rehabilitation psychology. Washington, D. C.: American Psychological Association.

Freeman, R. D. (1987). Psychosocial interventions with visually impaired adolescents and adults. In B. W. Heller, L. M. Flohr, & L. S. Zegans (Eds.), Psychosocial interventions with sensorially disabled persons (pp. 153-166). New York: Grune & Stratton.

Furnham, A., & Pendred, J. (1983). Attitudes towards the mentally and physically disabled. British Journal of Medical Psychology, 56, 179-187.

Ganz, P. A. (1988). Patient education as a moderator of psychological distress. Journal of Psychosocial Oncology, 6, 181-197.

Garske, G. G., & Thomas, K. R. (1992). Self-reported self-esteem and depression: Indexes of psychosocial adjustment following severe traumatic brain injury. Rehabilitation Counseling Bulletin, 36, 44-52.

Gatchel, R. J., & Weisberg, J. M. (2000). Personality characteristics of patients in pain. Washington, D. C.: American Psychological Association.

Gellman, W. (1959). Roots of prejudice against the handicapped. Journal of Rehabilitation, 25(1), 4-6, 25.

Gildberg, R. T. (1974). Adjustment of children with invisible and visible handicaps: Congenital heart disease and facial burns. Journal of Counseling Psychology, 25, 428-432.

Gilson, B. S., Gilson, J. S., Bergner, M., Bobbitt, R. A., Kressel, S., Pollard, W. E., & Vesselago, M. (1975). The Sickness Impact Profile: Development of an outcome measure of health care. American Journal of Public Health, 65, 1304-1310.

Glantz, M. D., & Hartel, C. R. (Eds.). (1999). Drug abuse: Origins and interventions. Washington: DC: American Psychological Association.

Godfrey, H. P. D., Partridge, F. M., & Knight, R. G. (1993). Course of insight disorder and emotional dysfunction following closed head injury: A controlled cross-sectional follow-up study. Journal of Clinical and Experimental Neuropsychology, 15, 503-515.

Goodheart, C. D., & Lansing, M. H. (1997). Treating people with chronic disease: A psychological guide. Washington, DC: American Psychological Association.

Goodyear, R. K. (1983). Patterns of counselors' attitudes toward disability groups. Rehabilitation Counseling Bulletin, 26, 181-184.

Gordon, E. D., Minnes, P. M., & Holden, R. R. (1990). The structure of attitudes toward persons with a disability, when specific disability and context are considered. Rehabilitation Psychology, 35, 79-90.

Grand, S. A., & Bernier, J. E., & Strohmer, D. C. (1982). Attitudes toward disabled persons as a function of social context and specific disability. Rehabilitation Psychology, 27, 165-174.

Grogan, S. (1999). Body image: Understanding body dissatisfaction in men, women, and children. London ; New York : Routledge.

Grzesiak, R. C., & Hicok, D. A. (1994). A brief history of psychotherapy and physical disability. American Journal of Psychotherapy, 48, 240-250.

Hagglund, K. J., Vieth, A. Z., Sadler, C. S., Johnson, J. C., & Hewett, J. F. (2000). Caretaker personality characteristics and adaptation to juvenile rheumatic disease. Rehabilitation Psychology, 45, 242-259.

Halligan, F. G. (1983). Reactive depression and chronic illness: Counseling patients and their families. Personnel and Guidance Journal, 61, 401-406.

Hanson, S., Buckelew, S., Hewett, J., & O'Neal, G. (1993). The relationship between coping and adjustment after spinal cord injury: A 5-year follow-up study. Rehabilitation Psychology, 38(1), 41-52.

Harasymiw, S. J., Horne, M. D., & Lewis, S. C. (1976). A longitudinal study of disability group acceptance. Rehabilitation Literature, 37, 98-102.

Hastorf, A. H., Wildfogel, J., & Cassman, T. (1979). Acknowledgment of handicap as a tactic in social interaction. Journal of Personality and Social Psychology, 37, 1790-1797.

Heinemann, A. W. (Ed.). (1993). Substance abuse and physical disability. New York: Haworth.

Heinemann, A. W., & Shontz, F. C. (1984). Adjustment following disability: Representative cases. Rehabilitation Counseling Bulletin, 28, 3-14.

Heinemann, A. W., & Shontz, F. C. (1985). Methods of studying persons. Counseling Psychologist, 13, 111-125.

Heller, B. W., Flohr, L. M., & Zegans, L. S. (Eds.). (1989). Psychosocial interventions with physically disabled persons. New Brunswick, NJ: Rutgers University Press.

Henderson, G., & Bryan, W. V. (1984). Psychosocial aspects of disability. Springfield, IL: Charles C. Thomas.

Hersen, M., & VanHasselt, V. B. (Eds.). (1990). Psychological aspects of developmental and physical disabilities: A casebook. Newbury Park, NY: Sage.

Hershenson, D. B. (1992). Conceptions of disability: Implications for rehabilitation. Rehabilitation Counseling Bulletin, 35, 154-160.

Higgins, S. T., & Silverman, K. (Eds.). (1999). Motivating behavior change among illicit-drug abusers: Research on contingency management interventions. Washington, DC: American Psychological Association.

Hohmann, G. W. (1975). Psychological aspects of treatment and rehabilitation of the spinal cord injured person. Clinical Orthopedics, 112, 81-88.

Holzman, A. D., Turk, D. C., & Kerns, R. D. (1986). The cognitive-behavioral approach to the management of chronic pain. In A. D. Holzman & D. C. Turk (Eds.), Pain management: A handbook of psychological treatment approaches (pp. 31-50). New York: Plenum Press.

Horne, M. D., & Ricciardo, J. L. (1988). Hierarchy of response to handicaps. Psychological Reports, 62, 83-86.

Houts, P. S. (1999). Helping cancer patients cope: A problem-solving approach. Washington, D. C.: American Psychological Association.

Huebner, R. A., & Thomas, K. R. (1995). The relationship between attachment, psychopathology, and childhood disability. Rehabilitation Psychology, 40(2), 111-124.

Huebner, R. A., & Thomas, K. R. (1996). A comparison of the interpersonal characteristics of rehabilitation counseling students and college students with and without disabilities. Rehabilitation Counseling Bulletin, 40 (1), 45-61.

Huebner, R. A., Thomas, K. R., & Berven, N. L. (1999). Interpersonal relatedness: A comparison of college men and women with and without congenital and adventitious disabilities. Rehabilitation Psychology, 44 (1), 85-103.

Jennett, B., & Bond, M. (1975). Assessment of outcome after severe brain damage. Lancet, 1, 480-484.

Johnson, J. L., & Morse, J. M. (1990). Regaining control: The process of adjustment after myocardial infarction. Heart and Lung, 19, 126-135.

Johnson, S. B., Perry, N., & Rozensky, R. (Eds.). (2002). Handbook of clinical health psychology (Vol. 1). Washington, DC: American Psychological Association.

Jones, R. L. (1974). The hierarchical structure of attitudes toward the exceptional. Exceptional Children, 40, 430.

Jourard, S. M. (1963). Personal adjustment: An approach through the study of healthy personality. New York: Macmillan.

Kanfer, F., & Goldstein, A. (1991). Helping people change. New York: Pergamon Press.

Kaplan, S. P. (1988). Adaptation following serious brain injury: An assessment after one year. Journal of Applied Rehabilitation Counseling, 19(3), 3-8.

Kaplan, S. P. (1991). Psychosocial adjustment three years after traumatic brain injury. The Clinical Neuropsychologist, 5, 360-369.

Kaplan, S. P. (1993). Five-year tracking of psychosocial changes in people with severe traumatic brain injury. Rehabilitation Counseling Bulletin, 36, 151-159.

Kaufman, E., & Micha, V. G. (1987). A model for psychotherapy with the good-prognosis cancer patient. Psychosomatics, 28, 540-548.

Kay, T. (1986). Minor head injury: An introduction for professionals. Framingham, MA: National Head Injury Foundation.

Kerr, N. (1977). Understanding the process of adjustment to disability. In J. Stubbins (Ed.), Social and psychological aspects of disability (pp. 317-324). Austin, TX: Pro-Ed.

Kerson, T. S., & Kerson, L. A. (1985). Understanding chronic illness. New York: Free Press.

Kinsella, G., Ford, B., & Moran, C. (1989). Survival of social relationships following head injury. International Disability Studies, 11, 9-14.

Kinsella, G., Moran, C., Ford, B., & Ponsford, J. (1988). Emotional disorder and its assessment within the severe head injured population. Psychological Medicine, 18, 57-63.

Kleck, R., Ono, H., & Hastorf, A. H. (1966). The effects of physical deviance on face-to-face interaction. Human Relations, 19, 425-436.

Klonoff, P. S., Costa, L. D., & Snow, W. G. (1986). Predictors and indicators of quality of life in patients with closed-head injury. Journal of Clinical and Experimental Neuropsychology, 8, 469-485.

Klonoff, P. S., Snow, W. G., & Costa, L. D. (1986). Quality of life in patients 2 to 4 years after closed head injury. Neurosurgery, 19, 735-743.

Krauft, C. C., Rubin, S. E., Cook, D. W., & Bozarth, J. D. (1976). Counselor attitudes toward disabled persons and client program completion: A pilot study. Journal of Applied Rehabilitation Counseling, 7, 50-54.

Krause, J. S. (1992a). Adjustment to life after spinal cord injury: A comparison among three participant groups based on employment status. Rehabilitation Counseling Bulletin, 35, 218-229.

- Krause, J. S. (1992b). Longitudinal changes in adjustment after spinal cord injury: A fifteen-year study. Archives of Physical Medicine and Rehabilitation, 73, 564-568.
- Krause, J. S., & Crewe, N. M. (1991). Chronological age, time since injury, and time of measurement: Effect on adjustment after spinal cord injury. Archives of Physical Medicine and Rehabilitation, 72, 91-100.
- Krause, J. S., & Dawis, R. V. (1992). Prediction of life satisfaction after spinal cord injury: A four-year longitudinal approach. Rehabilitation Psychology, 37, 49-59.
- Kravetz, S., Katz, S., & Albez, D. (1994). Attitudes toward Israeli war veterans with disabilities: Combat versus noncombat military service and responsibility for the disability. Rehabilitation Counseling Bulletin, 37, 371-379.
- Kumar, H. V., & Finley, S. (1988). Psychological sequelae of head injury. British Journal of Hospital Medicine, 39, 522-527.
- Langer, K. G. (1994). Depression and denial in psychotherapy of persons with disabilities. American Journal of Psychotherapy, 48, 181-194.
- Langer, E. J., Fiske, S., Taylor, S. E., & Chanowitz, B. (1976). Stigma, strain and discomfort: A novel-stimulus hypothesis. Journal of Experimental Social Psychology, 12, 451-463.
- Lazarus, R., & Folkman, S. (1984). Coping and adaptation. In W. D. Gentry (Ed.), Handbook of behavioral medicine (pp. 285-325). New York: Guilford Press.
- Levin, H. S., & Grossman, R. G. (1978). Behavioral sequelae of closed head injury. Archives of Neurology, 35, 720-727.
- Levine, J., Warrenburg, S., Kerns, R., Schwartz, G., Delaney, R., Fontana, A., Gradman, A., Smith, S., Allen, S., & Cascione, R. (1987). The role of denial in recovery from coronary heart disease. Journal of Psychosomatic Medicine, 49, 109-117.
- Lezak, M. D. (1987). Relationship between personality disorders, social disturbance, and physical disability following traumatic brain injury. Journal of Head Trauma Rehabilitation, 2(1), 57-59.
- Lezak, M. D., & O'Brien, K. P. (1988). Longitudinal study of emotional, social, and physical changes after traumatic brain injury. Journal of Learning Disabilities, 21, 456-463.
- Lindemann, J. E. (1981). Psychological and behavioral aspects of physical disability. New York: Free Press.
- Lindemann, J. E. (1981). Psychological and behavioral aspects of physical disability. New York: Plenum Press.
- Linkowski, D. C. (1969). A study of the relationship between acceptance of disability and response to rehabilitation. Unpublished doctoral dissertation, State University of New York at Buffalo, Buffalo, NY.

Linkowski, D. C. (1971). A scale to measure acceptance of disability. Rehabilitation Counseling Bulletin, 14, 236-244.

Linkowski, D. C. (1989). A cross-cultural study of aging and acceptance of disability: Taiwan and USA. Unpublished report The George Washington University, Washington, DC.

Lipp, L., Kolstoe, R., James, W., & Randall, H. (1968). Denial of disability and internal control of reinforcement: A study using a perceptual defense paradigm. Journal of Consulting and Clinical Psychology, 32, 72-75.

Lishman, W. A. (1968). Brain damage in relation to psychiatric disability after head injury. British Journal of Psychiatry, 114, 373-410.

Livingston, M. G., & Livingston, H. M. (1985). The Glasgow Assessment Schedule: Clinical and research assessment of head injury outcome. International Rehabilitation Medicine, 7, 145-149.

Livingston, M. G., & McCabe, R. J. R. (1990). Psychosocial consequences of head injury in children and adolescents: Implications for rehabilitation. Pediatrician, 17, 255-261.

Livneh, H. (1982). On the origins of negative attitudes toward people with disabilities. Rehabilitation Literature, 43, 338-347.

Livneh, H. (1986a). A unified approach to existing models of adaptation to disability—I. A model of adaptation. Journal of Applied Rehabilitation Counseling, 17(1), 5-16, 56.

Livneh, H. (1986b). A unified approach to existing models of adaptation to disability—II. Intervention strategies. Journal of Applied Rehabilitation Counseling, 17(2), 6-10.

Livneh, H., & Antonak, R. F. (1990). Reactions to disability: An empirical investigation of their nature and structure. Journal of Applied Rehabilitation Counseling, 21(4), 13-21.

Livneh, H., & Antonak, R. F. (1991). Temporal structure of adaptation to disability. Rehabilitation Counseling Bulletin, 34, 298-319.

Livneh, H., & Antonak, R. F. (1994). Reactions to disability: A review and critique of the literature. Critical Reviews in Physical and Rehabilitation Medicine, 6, 1-100.

Livneh, H., & Antonak, R. (1997). Psychosocial adaptation to chronic illness and disability. Gaithersburg, MD: Aspen.

Livneh, H. & Antonak, R. F. (1999). Psychosocial aspects of chronic illness and disability. In F. Chan & M. J. Leahy (Eds.), Health care and disability case management (pp. 121-168). Lake Zurich, IL: Vocational Consultants Press.

Livneh, H., & Thomas, K. R. (1997). Psychosocial aspects of disability. Rehabilitation Education, 11 (3), 173-183.

Lussier, A. (1980). The physical handicap and the body ego. International Journal of Psychoanalysis, 61, 179-185.

Lustig, D. C., & Thomas, K. R. (1997). Adaptation of families to the entry of young adults with mental retardation into supported employment. Education and Training in Mental Retardation and Developmental Disabilities, 32 (1), 21-31.

Makas, E. (1988). Positive attitudes toward disabled people: Disabled and nondisabled persons' perspectives. Journal of Social Issues, 44, 49-61.

Malec, J. F., & Moessner, A. M. (2000). Self-awareness, distress, and postacute rehabilitation outcome. Rehabilitation Psychology, 45, 227-241.

Margolis, R. D., & Zweben, J. E. (Eds.). (1998). Treating patients with alcohol and other drug problems: An integrated approach. Washington, DC: American Psychological Association.

Marinelli, R. P., & Dell Orto, A. E. (Eds.). (1991). The psychological and social impact of physical disability (3rd ed.). New York: Springer.

Marinelli, R., & Kelz, J. (1973). Anxiety and attitudes toward visibly disabled persons. Rehabilitation Counseling Bulletin, 16, 198-205.

Marshak, L. E., & Seligman, M. (1993). Counseling persons with physical disabilities: Theoretical and clinical perspectives. Austin, TX: Pro-Ed.

McDaniel, J. W. (1976). Physical disability and human behavior (2nd ed.). New York: Pergamon Press.

McDonald, A. P., & Hall, J. (1969). Perception of disability by the nondisabled. Journal of Consulting and Clinical Psychology, 33, 654-660.

McKinlay, W. W., & Brooks, D. N. (1984). Methodological problems in assessing psychosocial recovery following severe head injury. Journal of Clinical Neuropsychology, 6, 87-99.

McLean, A., Jr., Dikmen, S. S., & Temkin, N. R. (1993). Psychosocial recovery after head injury. Archives of Physical Medicine and Rehabilitation, 74, 1041-1046.

Meadow, K. P. (1983). An instrument for assessment of social-emotional adjustment in hearing-impaired preschoolers. American Annals of the Deaf, 128, 826-834.

Meadow, K. P., Karchmer, M. A., Peterson, L. M., & Rudner, L. (1980). Meadow/Kendall Social-Emotional Assessment Inventory for Deaf Students: Manual. Washington, DC: Gallaudet College, Pre-College Programs.

Meenan, R. F. (1986). New approaches to outcome assessment: The AIMS questionnaire for arthritis. Advances in Internal Medicine, 31, 167-185.

Meenan, R. F., Gertman, P. M., & Mason, J. H. (1980). Measuring health status in arthritis: The Arthritis Impact Measurement Scales. Arthritis and Rheumatism, 23, 146-152.

Merskey, H., & Woodforde, J. M. (1972). Psychiatric sequelae of minor head injury. Brain, 95, 521-528.

- Meyer, L. H., Peck, C. A., & Brown, L. (Eds.). (1990). Critical issues in the lives of people with severe disabilities. Baltimore: Paul H. Brooks.
- Meyerowitz, B. E. (1980). Psychosocial correlates of breast cancer and its treatments. Psychological Bulletin, 87, 108-131.
- Meyerowitz, B. E. (1983). Postmastectomy coping strategies and quality of life. Health Psychology, 2, 117-132.
- Miller, J. (1992). Coping with chronic illness. Philadelphia: Davis.
- Millon, T., Green, C. J., & Meagher, R. B., Jr. (1979). The MBHI: A new inventory for the psychodiagnostician in medical settings. Professional Psychology, 10, 529-539.
- Millon, T., Green, C. J., & Meagher, R. B. (1981). The Millon Behavior Health Inventory manual. Minneapolis, MN: National Computer Systems.
- Millon, T., Green, C. J., & Meagher, R. B., Jr. (1982). A new psychodiagnostic tool for clients in rehabilitation settings: The MBHI. Rehabilitation Psychology, 27, 23-35.
- Mitchell, D. C., & Frederickson, W. A. (1975). Preferences for physically disabled counselors in hypothetical counseling situations. Journal of Counseling Psychology, 25, 477-482.
- Mitchell, J. (1976). Disabled counselors: Perceptions of their effectiveness in a therapeutic relationship. Archives of Physical Medicine and Rehabilitation, 57, 348-352.
- Mitchell, J., & Allen, H. (1975). Perception of a physically disabled counselor in a counseling session. Journal of Counseling Psychology, 22, 70-73.
- Moos, R. H. (Ed.). (1984). Coping with physical illness (2nd ed.). New York: Plenum.
- Mpofu, E., Thomas, K.R., & Chan, F. (1997). Cognitive-behavioral therapies: Applications and research in counselling people with disabilities. Australian Journal of Rehabilitation Counselling, 2 (2), 99-114.
- Mpofu, E., Thomas, K.R., & Thompson, D.L. (1998). Cultural appropriation and rehabilitation counseling: Some implications for rehabilitation education. Rehabilitation Education, 12(30), 205-216.
- Nagler, M. (Ed.). (1990). Perspectives on disability. Palo Alto, CA: Health Markets Research.
- Nagler, M. (Ed.). (1993). Perspectives on disability (2nd ed.). Palo Alto, CA: Health Markets Research.
- Nicassio, P. M., & Smith, T. W. (Eds.). (1995). Managing chronic illness: A biopsychosocial perspective. Washington, DC: American Psychological Association.
- Nielson, W. R., & MacDonald, M. R. (1988). Attributions of blame and coping following spinal cord injury: Is self-blame adaptive? Journal of Social and Clinical Psychology, 7, 163-175.

O'Shanick, G. J. (1986). Neuropsychiatric complications in head injury. Advances in Psychosomatic Medicine, 16, 173-193.

O'Shaughnessy, E. J., Fowler, R. S., Jr., & Reid, V. (1984). Sequelae of mild closed head injuries. Journal of Family Relations, 18, 391-394.

Olshansky, S. (1962). Chronic sorrow: A response to having a mentally defective child. Social Casework, 43, 191-193.

Osuji, O. N. (1975). 'Acceptance of loss' — Quantification of the concept. Rehabilitation Digest, 6, 3-8.

Osuji, O. N. (1985). Personality factors in acceptance of loss among the physically disabled. Psychological Record, 35, 23-28.

Osuji, O. N. (1987). 'Acceptance of loss' and industrial rehabilitation: An empirical study. International Journal of Rehabilitation Research, 10, 21-27.

Pinkerton, S. S., & McAleer, C. A. (1976). Influences of client diagnosis of cancer on counselor decisions. Journal of Counseling Psychology, 53, 575-578.

Pope, A. M., & Tarlov, A. R. ((1991). Disability in America: Toward a national agenda for prevention. Washington, DC: National Academy Press.

Power, P. W., Dell Orto, A. E., & Gibbons, M. B. (Eds.). (1988). Family intervention throughout chronic illness and disability. New York: Springer.

Prigatano, G. P., & and others. (Eds.). (1986). Neuropsychological rehabilitation after brain injury. Baltimore, MD: Johns Hopkins University Press.

Prigatano, G. P. & Fordyce, D. J. (1986). Cognitive dysfunction and psychosocial adjustment after brain injury. In G. P. Prigatano & and others (Eds.), Neuropsychological rehabilitation after brain injury (pp. 1-17). Baltimore, MD: Johns Hopkins University Press.

Razin, A. M. (1982). Psychosocial intervention in coronary artery disease: A review. Psychosomatic Medicine, 44, 363-387.

Rehabilitation Act of 1973, 29 U.S.C. § 791 et seq.

Reidy, K., & Caplan, B. (1994). Causal factors in spinal cord injury: Patients' evolving perceptions and association with depression. Archives of Physical Medicine and Rehabilitation, 75, 837-842.

Rickard, T., Triandis, H., & Patterson, C. (1963). Indices of employer prejudice toward disabled applicants. Journal of Applied Psychology, 47, 52-55.

Rivara, J. M. B., Jaffe, K. M., Fay, G. C., Polissar, N. L., Martin, K. M., Shurtleff, H. A., & Liao, S. (1993). Family functioning and injury severity as predictors of child functioning one year following traumatic brain injury. Archives of Physical Medicine and Rehabilitation, 74, 1047-1055.

Rivara, J. M. B., Jaffe, K. M., Polissar, N. L., Fay, G. C., Martin, K. M., Shurtleff, H. A., & Liao, S. (1994). Family functioning and children's academic performance and behavior problems in the year following traumatic brain injury. Archives of Physical Medicine and Rehabilitation, 75, 369-379.

Rodin, G., Craven, J., & Littlefield, C. (1991). Depression in the medically ill: An integrated approach. New York: Brunner/Mazel.

Roessler, R., & Bolton, B. (1978). Psychosocial adjustment to disability. Austin, TX: PRO-ED.

Roessler, R., & Johnson, V. (1987). Developing job maintenance skills in learning disabled youth. Journal of Learning Disabilities, 20, 428-433.

Roessler, R., Rumrill, P., & Brown, P. (in press). Self-advocacy training: Preparing students with disabilities to request classroom accommodations. Journal of Postsecondary Education and Disability.

Royse, D., & Edwards, T. (1989). Communicating about disability: Attitudes and preferences of persons with physical handicaps. Rehabilitation Counseling Bulletin, 32, 203-209.

Rule, W. (1984). Life style counseling for adjustment to disability. Rockville, MD: Aspen Systems.

Russell, R. A. (1981). Concepts of adjustment to disability: an overview. Rehabilitation Literature, 42, 330-338.

Rutter, M. (1981). Psychological sequelae of brain damage in children. American Journal of Psychiatry, 138, 1533-1544.

Rutter, M., Chadwick, O., Shaffer, D., & Brown, G. (1980). A prospective study of children with head injuries: I. Design and methods. Psychological Medicine, 10, 633-645.

Safilio-Rothschild, C. (1970). The sociology and social psychology of disability and rehabilitation. New York: Random House.

Schilder, P. (1950). The image and appearance of the human body. New York: John Wiley & Sons.

Schlossberg, N. K. (1981). A model for analyzing human adaptation to transition. The Counseling Psychologist, 9, 2-18.

Schmaling, K. B., & Sher, T. G. (Eds.). (2000). The psychology of couples and illness: Theory, research, and practice. Washington, D. C.: American Psychological Association.

Schmelkin, L. P. (1984). Hierarchy of preferences toward disabled groups: A reanalysis. Perceptual and Motor Skills, 59, 151-157.

Schulz, R., & Decker, S. (1985). Long-term adjustment to physical disability: The role of social support, perceived control, and self-blame. Journal of Personality and Social Psychology, 48, 1162-1172.

Scofield, M. E., Pape, D. A., McCracken, N., & Maki, D. R. (1980). An ecological model for promoting acceptance of disability. Journal of Applied Rehabilitation Counseling, 11, 183-187.

Sholomskas, D. E., Steil, J. M., & Plummer, J. K. (1990). The spinal cord injured revisited: The relationship between self-blame, other-blame and coping. Journal of Applied Social Psychology, 20, 548-574.

Shontz, F. C. (1965). Reactions to crisis. Volta Review, 67, 364-370.

Shontz, F. C. (1971). Physical disability and personality. In S. W. Neff (Ed.), Rehabilitation psychology (pp. 33-73). Washington, DC: American Psychological Association.

Shontz, F. C. (1975). The psychological aspects of physical illness and disability. New York: Macmillan.

Shurka, E., & Katz, J. (1976). Evaluations of persons with disability: The influence of disability context and personal responsibility for the disability. Rehabilitation Psychology, 23, 65-71.

Siller, J. (1976). Attitudes toward disability. In H. Rusalem & D. Malikin (Eds.), Contemporary vocational rehabilitation (pp. 67-79). New York: New York University Press.

Siller, J. (1984). Personality and attitudes toward physical disabilities. In C. J. Golden (Ed.), Current topics in rehabilitation psychology (pp. 201-227). New York: Grune & Stratton.

Siller, J., & Thomas, K. R. (1995). Essays and research on disability. Athens, GA: Elliott & Fitzpatrick.

Silver, R. L., & Wortman, C. B. (1980). Coping with undesirable life events. In J. Garber & M. E. P. Seligman (Eds.), Human helplessness: Theory and applications (pp. 279-340). New York: Academic Press.

Sipski, M. L., & Alexander, C. L. (Eds.). (1997). Sexual function in people with disability and chronic illness: A health professional's guide. Gaithersburg, MD: Aspen.

Slagle, D. A. (1990). Psychiatric disorders following closed head injury: An overview of biophysical factors in their etiology and management. International Journal of Psychiatry in Medicine, 20, 1-35.

Smart, J. F. (2000). Disability, society, and the individual. Gaithersburg, MD: Aspen.

Snyder, P. J., & Nussbaum, P. D. (Eds.). (1998). Clinical neuropsychology: A pocket handbook for assessment. Washington, DC: American Psychological Association.

Stewart, J. R. (1996). Applying Beck's cognitive therapy to Livneh's model of adaptation to disability. Journal of Applied Rehabilitation Counseling, 27(2), 40-45.

Stovall, C., & Sedlacek, W. E. (1983). Attitudes of male and female university students toward students with different physical disabilities. Journal of College Student Personnel, 24, 325-330.

Strohmer, D. C., Grand, S. A., & Purcell, M. J. (1984). Attitudes toward persons with a disability: An examination of demographic factors, social context, and specific disability. Rehabilitation Psychology, 29, 131-145.

Stubbins, J. (Ed.). (1977). Social and psychological aspects of disability. Austin, TX: Pro-Ed.

Sullivan, B. J. (1979). Adjustment in diabetic adolescent girls: I. Development of the diabetic adjustment scale. Psychosomatic Medicine, 41, 119-126.

Sweetland, J. D. (1990). Cognitive-behavioral therapy and physical disability. Journal of Rational-Emotive and Cognitive Behavior Therapy, 8, 71-78.

Snyder, M. L., Kleck, R. E., Strenta, A. C., & Mentzer, S. J. (1979). Avoidance of the handicapped: An attributional ambiguity analysis. Journal of Personality and Social Psychology, 37, 2297-2306.

Telch, C. F., & Telch, M. J. (1985). Psychological approaches for enhancing coping among cancer patients: A review. Clinical Psychology review, 5, 325-344.

Tellier, A., Adams, K. M., Walker, A. E., & Rourke, B. P. (1990). Long-term effects of severe penetrating head injury on psychosocial adjustment. Journal of Consulting and Clinical Psychology, 58, 531-537.

Thomas, K. R. (1997). Countertransference and disability: Some observations. Journal of Melanie Klein and Object Relations, 15 (1), 145-161.

Thomas, K. R., & Garske, G. G. (1995). Object relations theory: Implications for the personality development and treatment of persons with disabilities. Melanie Klein and Object Relations, 13(2), 31-63.

Thomas, K. R., & Siller, J. (1999). Object loss, mourning, and adjustment to disability. Psychoanalytic Psychology, 16 (2), 179-197.

Thompson, D. L., Mpofu, E., Thomas, K. R. (1998). Occupational stress: Individual, organizational, work environmental factors, and trends in stress related litigation. NARPPS Journal, 6 (2), 26-31.

Thompson, J. K. (1990). Body image disturbance: Assessment and treatment. Elmsford, NY: Pergamon Press.

Thompson, T. (1982). Gaze toward the avoidance of the handicapped: A field experiment. Journal of Nonverbal Behavior, 6, 188-196.

Thompson-Hoffman, S., & Storck, I. F. (Eds.). (1991). Disability in the United States: A portrait from national data. New York: Springer.

Thomsen, I. V. (1992). Late psychosocial outcomes in severe traumatic brain injury. Preliminary results of a third follow-up study after 20 years. Scandinavian Journal of Rehabilitation Medicine Supplement, 26, 142-152.

Thorn, K. R., Hershenson, D. B., & Romney, A. K. (1994). Causal attribution factors in conceptions of disability. Rehabilitation Counseling Bulletin, 37, 315-331.

Trieschmann, R. B. (1978). The psychological, social, and vocational adjustment in spinal cord injury. Los Angeles: Easter Seal Society.

Trieschmann, R. B. (1988). Spinal cord injuries: Psychological, social, and vocational rehabilitation (2nd ed.). New York: Demos.

Tringo, J. L. (1970). The hierarchy of preference toward disability groups. Journal of Special Education, 4, 295-306.

Turk, D. C. (1978). Cognitive behavioral techniques in the management of pain. In J. P. Foreyt & D. J. Rathjen (Eds.), Cognitive behavior therapy: Research and applications (pp. 199-232). New York: Plenum Press.

Turk, D. C. (1979). Factors influencing the adaptive process with chronic illness: Implications for intervention. In I. G. Sarason & C. D. Spielberger (Eds.), Stress and anxiety (pp. 291-311). Washington, DC: Hemisphere.

Turk, D. C., Meichenbaum, D. H., & Genest, M. (1983). Pain and behavioral medicine. New York: Guilford Press.

Turnbull, A. P. Patterson, J. M., Behr, S. K., Murphy, D. L., Marquis, J. G., & Blue-Banning, M. J. (Eds.). (1993). Cognitive coping, families and disability. Baltimore: Paul H. Brookes.

Turner, R. J., & McLean, P. D. (1989). Physical disability and psychological distress. Rehabilitation Psychology, 34, 225-242

Tyerman, A., & Humphrey, M. (1984). Changes in self-concept following severe head injury. International Journal of Rehabilitation Research, 7, 11-23.

Van Hassett, V. B., Strain, P. S., & Hersen, M. (1988). Handbook of developmental and physical disabilities. Elmsford, NY: Pergamon.

Vash, C. L. (1994). Personality and adversity: Psychospiritual aspects of rehabilitation. New York: Springer

Viney, L. L., & Westbroo, M. T. (1981). Psychological reactions to chronic illness-related disability as a function of its severity and type. Journal of Psychosomatic Research, 25, 513-523.

Wang, M. H., Chan, F., Thomas, K. R., Larson, P., & Lin, S. H. (1997). Coping behavior and personal responsibility as factors influencing attitudes toward people with disabilities: Perceptions of Chinese and American college students. Rehabilitation Psychology, 42 (40), 301-316.

Watson, M., Greer, S., Young, J., Inayat, Q., Burgess, C., & Robertson, B. (1988). Development of a questionnaire measure of adjustment to cancer: The MAC scale. Psychological Medicine, 18, 203-209.

Weiner, B., Perry, R. P., & Magnusson, J. (1988). An attributional analysis of reactions to stigmas. Journal of Personality and Social Psychology, 55, 738-748.

Weinstein, E. A., & Kahn, R. L. (1955). Denial of illness: Symbolic and physiological aspects. Springfield, IL: C. C. Thomas.

Weller, D. J., & Miller, P. M. (1977). Emotional reactions of patient, family, and staff in acute-care period of spinal cord injury: Part I. Social work in Health Care, 2, 369-377.

White, R. W. (1974). Strategies of adaptation: An attempt at systematic description. In G. V. Coelho, D. A. Hamburg, & J. E. Adams (Eds.), Coping and adaptation (pp. 47-68). New York: Basic Books.

World Health Organization. (1980). International classification of impairments, disabilities, and handicaps: A manual of classification relating to the consequences of disease. Geneva, Switzerland: Author.

Wortman, C. B., & Silver, R. C. (1989). The myth of coping with loss. Journal of Consulting and Clinical Psychology, 57, 349-357.

Wright, B. A. (1960). Physical disability: A psychological approach. New York: Harper & Row.

Wright, B. A. (1983). Physical disability: A psychosocial approach (2nd ed.). New York: Harper & Row.

Yuker, H. (1983). The lack of stable order of preference for disabilities: A response to Richardson and Ronald. Rehabilitation Psychology, 28, 93-103.

Yuker, H. (1988). Attitudes toward persons with disabilities. New York: Springer.

Yuker, H., Block, J., & Young, J. (1966). The measurement of attitudes toward disabled persons. Albertson, NY: Human Resources Center.

Ziller, R. C. (1990). Environment-self-behavior: A general theory of personal control. Journal of Social Behavior & Personality, 5, 227-242.

Zimpfer, D. (1992). Psychosocial treatment of a life-threatening disease: A wellness model. Journal of Counseling and Development, 71, 203-209.

**Western Washington University
Woodring College of Education**

Course: AHE 585: Social, Psychological, and Attitudinal Aspects of Disability

Credits: 3

Mode of instruction: Online

Quarter: Winter, 2002

Instructor: Marti Riemer-Reiss, Ph.D., CRC

CCER Office Phone: (425) 774-4446 extension 316

Home Office: (360) 579-4012 (only Monday-Friday between 9:00 a.m. and 5:00 p.m.)

FAX: (425) 774-9303

Email: Marti.Riemer-Reiss@wwu.edu

Catalog Description

An examination of the impact of disability on the individual, the individual's environment, significant others and society in general. The adjustment process which individuals and their families experience is compared and contrasted within a broader environmental context.

Course Goals

The goal of this course is to provide an overview of the psychological and social aspects of disability with an emphasis on diversity of experience among individuals with disabilities and their families. During the course, the impact of psychological and social aspects of disabilities on attitudes toward disability, public policy, and the law will be examined. Emphasis will be placed on the social, psychological, and cultural factors that impact upon the adaptation and adjustment of individuals with disabilities.

Course Objectives

1. Increase students' knowledge of the psychological, cultural and social factors related to disability that may impede or enhance the counseling process.
2. Develop an understanding of the social and family systems that relate to and impact upon the individual with a disability.
3. Increase students' knowledge of the social and cultural variables that influence the adjustment or adaptation to a disability.
4. Develop an understanding of the impact disability has upon the family.

5. Develop an awareness of the impact disability has upon the vocational, educational and social functioning of the individual with a disability.
6. To provide students with an understanding of the diversity of experience reported by individuals with disabilities.
7. To provide students with an understanding of the ways in which social attitudes toward individuals with disabilities can empower or dis-empower individuals and facilitate or disrupt the rehabilitation process.
8. To provide students with a psychosocial perspective from which to evaluate values and ethics with respect to rehabilitation counseling.

Core Competencies

1. Foundations of Rehabilitation Counseling as it applies to informed consumer review, choice and personal responsibility in the rehabilitation process.
2. Counseling Services as they relate to environmental and attitudinal barriers to individuals with disabilities.
3. Counseling Services as they relate to providing services to a variety of disability populations, including multiple disabilities in diverse settings.
4. Case Management as it relates to identification and use of community resources and services in rehabilitation planning.
5. Assessment related to psychosocial aspects of disability, including the impact of disability on the individual and family, and personal, social and cultural adjustment to life.
6. Application of research literature to guide practice.

Required Texts

- Marinelli, R., & Del Orto, A. (Eds.) (1999). *The Psychological and Social Impact of Disability*. New York: Springer.
- Wendell, S. (1996). *The Rejected body*. New York: Routledge (ISBN: 0-415-91047-1)
- American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th Edition). Washington, DC: APA

Class Meetings

This is an Internet-based course. The instructor expects the students to be active learners. Students will read the text, obtain additional information from the Internet, participate in discussion groups, and submit assignments through the on-line class.

Due dates indicate when assignments/materials should be received by the instructor. The policy is that late assignments will be accepted with a reduction of 3 points/day late.

The instructor will respond to student questions and concerns and participate in discussion by asking questions and responding to students' discussion/comments.

There is a telephone conference scheduled on the first day of class (1/9/01) from 12:00-1:00. Additional telephone sessions may be scheduled, if necessary.

Logging on to AHE 585-DE

1. Browse to Woodring College of Education's website: <http://www.wce.wvu.edu>
2. Double click on the online courses hyperlink located beneath the distance education heading.
3. Click Login
3. Login with your username and password
4. Go to "my courses" AHE 585-DE
5. Click on the AHE 585-DE hyperlink
6. A prompt will appear asking you for your username and password
7. Be sure to remember both as you will be required to use this information each time you enter the course's website
8. Once the correct name and password are supplied, you will be taken to the course announcement page. Before browsing, you may have to click on the "enroll" button located underneath the gray search and logout buttons. Now you should be able to move through the classroom and check on the course information.

If you need login and account creation instructions, go to: <http://courses.wvu.edu> and click on the Login Help button. If you have questions, there is help available by clicking on the Support button.

If you experience difficulty or have technical questions, please direct them to the ATUS Help Desk (360- 650-3333) or email address helpdesk@cc.wvu.edu Be sure to indicate your name and phone number and what course you are having the difficulty.

Reasonable Accommodations

Students with a documented disability that may interfere with learning in this course should negotiate a reasonable accommodation with Disabled Student

Services during the first few weeks of the course. To access this information, click on External links, next click on the Student Support folder and there you will find a link for WWU Disabled Student Services. This link provides the contact information for requesting a reasonable accommodation.

Assessment and Evaluation Standards

1. **Participation/Discussion:** All students must participate in discussion as well as posting assignments. The discussion board is one way in which we will share, clarify and explore ideas. Since the course is entirely conducted by distance education format, you will use the Internet often during the ten-week period. Each student will make at least two substantive entries weekly on two different dates to questions posted by the instructors and related to the assigned readings. You will be graded on the basis of your participation (regularity, number, and timeliness and the quality of your entries). Comments are expected to be thoughtful and insightful, reflecting both critical thinking skills, knowledge of the subject and your professional experiences. Thus, comments like "yes" or "I agree" are not considered substantive entries. Responses and questions should challenge ideas while reflecting courtesy and respect for the person. Discussion questions will be posted each Wednesday.

Students who make two substantive entries on two different dates will receive 5 points each week for the eight weeks of discussion questions= 40 points.

Students who make two substantive entries weekly on the same date will receive 3 points each week for eight weeks= 24 points

Students who make one substantive entry weekly will receive 1 point each week for eight weeks = 8 points.

2. **Case study report:** Students will conduct a psychosocial interview of a person with a disability or chronic illness. The interviewee can be of the student's choosing provided he/she has a disability or chronic illness that the student does not have. Students will write a case study which focuses on the interviewee's experiences, and the psychological and social implications of his/her disability. Use the protocol detailed below to write a report to be submitted on 1/29/02.

Papers are to be submitted to the drop box (Student Tools>Student Drop Box) or to the instructor's e-mail by midnight PST on 1/29/02

Late papers will result in the loss of 3 points/day.

Case Study Report Guidelines:

- Please change the individual's name in your report.
- The paper should be typed and double-spaced. I am not concerned with the length, as long as the following points are discussed thoroughly.

1. Describe the individual's disability/chronic illness: *Worth 1 point*
 2. How has his/her disability affected him/her psychologically? Socially?:
Worth 5 points
 3. Discuss how the psychosocial impact of this individual's disability has changed as the individual has matured (developmental aspects). *Worth 3 points*
 4. Discuss any issues related to multicultural aspects (gender, religion, race, sexuality, ethnicity) and disability. If this is not applicable, indicate this in your report: *Worth 2 points*
 5. From your perspective, describe this individual's adjustment to his/her disability. *Worth 3 points*
 6. How did your values affect the interview? *Worth 3 points*
 7. Describe what you learned/insight gained from this interview? *Worth 3 points*
 8. Quality of written expression (grammar, spelling, sentence and paragraph structure): *Worth 5 points*
- Total: 25 points possible

9. Mini-APA Research Paper:

Each student is to submit a mini-research paper on any topic covered in the required book, *The Rejected Body*. The purpose of this paper is to provide the student with an opportunity to gain experience with WWW-based research and technical writing in addition to reading a first hand account of disability.

The paper should follow all APA standards and contain the following: 3 pages of text, a title page, an abstract page and a reference page. Therefore, it will end up being 6 pages total.

In addition to referencing the required book, the paper must contain three academic/research-based journals that have been published in the last 5 years. Once you include three journals, you may use WWU-based references to supplement your research. You may find many rehabilitation-related journals in ERIC. Metacrawler is a good search engine. Please visit your external links for helpful research links.

It is important that you get started **immediately** on gathering resources, as extensions will not be granted. Late papers will be reduced 3 points/day late. The Off-Campus Services office at Wilson Library provides document delivery to off campus students. You may request articles via mail, fax or email. Look in your external links>student support for your link to off campus library. It is recommended that you allow approximately 1-2 weeks time to receive your documents.

If you have additional questions, contact Barry Brower:
barry.brower@wwu.edu or 800-649-4342

Papers will be evaluated as follows:

1. Relevance of paper /Proper length: 5
 2. Grammar/APA style: 6
 3. Proper introduction: 4 points
 4. Proper conclusion: 4 points
 5. References (Proper use, current, relevant, research-based, inclusion of required book...): 5
 6. Overall quality of paper: 6
- Total points: 30

Research papers are due on **3/5/01**. They must be submitted via student dropbox or emailed to the instructor by midnight.

4. Examinations: Students will independently complete a midterm examination and a final examination based on the materials covered this quarter. The exams will be posted (Assignments>midterm examination) via Blackboard.

Midterm: Students will independently complete a closed book midterm based on the materials covered up to the date of the midterm. The midterm will be posted by midnight on Friday, February 8th and must be completed by midnight on Monday, February 11th. This examination is timed and worth 35 points.

Final: Students will independently complete a test based on the materials covered from the midterm examination on. The final will be posted by midnight on March 15th, 2002 and will be due by midnight PST on March 18th, 2002. This examination is timed and worth 35 points.

Grading

Participation: 40 points

Case Study Report: 25 points

APA Paper: 30 points

Midterm Examination: 35 points

Final Examination: 35 points

Total: 165

Grades are based on the total number of points accumulated through the completion of course assignments. The grading scale is;

Letter Grade	Percentage	Points Range
A	94-100%	155-165
A-	90-93%	149-154
B+	86-89%	142-148
B	83-85%	136-141
B-	80-82%	132-135
C+	76-79%	125-131
C	73-75%	120-124
C-	70-72%	115-119
D+	66-69%	109-114
D	63-65%	104-108
D-	60-62%	99-103
F	59% or lower	98 or lower

The Incomplete Grade

The instructor may assign a grade of K (incomplete). It may be assigned only upon request of the student and agreement of the course instructor. Normally, it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete the course work on schedule. To receive a K grade a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade.

One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

Withdrawal Policy and Deadline

Students may withdraw during the first two weeks of class by using the RSVP (telephone registration) system. After that you must appear in person at the Registrar's office on campus. After the seventh week of the quarter, course withdrawal is not permitted.

Grades and Intellectual Honesty

Grades are given for the student's work and achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

Calendar of course topics and assignments

Date	Topic	Reading	Assignment
Week 1: 1/9-1/15	<u>Conference calls: Dr. Riemer-Reiss (1/9)</u> <ul style="list-style-type: none"> • Introduction to course • Class expectations 		1. Sign on to a pod by 1/10/02 by midnight. 2. Complete your web page and post it by 1/15 (this is discussion posting #1) * See below for instructions/protocol 3. Read chapter 1 of <i>The Rejected Body</i> 4. Pod members agree on a group name and submit the name to the professor

			(marti.riemer-reiss@wwu.edu) no later than 1/14.
Week 2: 1/16-1/22	Sociopolitical and Interpersonal Aspects of Disability	Text: pages 3-42 and 193-219 Book: Chapter 2	1. Review classmates' web pages 2. Read lecture /discussion questions (posted in Course Documents) 3. Participate in group discussion (Groups>Your pod) (this is discussion #2)
Week 3: 1/23-1/29	Adjustment and Adaptation to Disability	Text: pages 137-190 Text pages 303-328 and 358-369	1. Conduct experiential exercise described in course documents, and participate in group discussion 2. Case study due by midnight on 1/29
Week 4 1/30-2/5	Applying Counseling Techniques to Rehabilitation Counseling	Text pages: 137-190 Book: Chapter3	1. Read Lecture 2. Participate in Group Discussion
Week 5 2/6-2/12	Family and Disability/Illness	Text pages: 99-133, 340-357 Book: Chapter 4	Rent and watch "The Other Sister" and address discussion questions related to Family and disability

			Midterm Examination up by midnight on 2/8/02 and due by 2/11/02 at midnight
Week 6: 2/13-2/19	Sexuality and Disability	Text: Pages 239-256, 275-297 Book: Chapters 5-6	No Required discussion this week!
Week 7: 2/20-2/26	Multicultural aspects related to disability/illness	Text: 257-274 and 423-428 Book: Chapter 7	1. Read lecture and respond to group discussion questions
Week 8 2/27-3/5	Developmental Aspects of Disability	Text pages 67-98	1. Read lecture and respond to discussion questions 2. APA Paper Due 3/5/02 at midnight
Week 9: 3/6-3/12	Psychosocial Implications of Hidden Disabilities	No Text reading	1. Group Discussion Assignment on Hidden Disabilities (Course Documents)
Week 10 3/13-3/19		Review all materials covered from midterm through Week 9.	1. Review for final examination 2. Final examination posted by 3/15 on midnight
Final Examination	Due on 3/18		Independently complete final examination by midnight on March 18th

***Pod Sign up:**

- ✓ Pod group selections will be made on the course website (AHE 585-DE) and will be accepted until midnight on **Thursday, January 10th**.
- ✓ Go to the Communication>Discussion Boards section where the small groups (pods) will be numbered. Select a pod and sign up for it. People must sign themselves up—Someone else cannot sign up for them.
- ✓ As people sign up, they may wish to make a statement about a special area of interest, preferred work style, or anything else that will help others choose the pod that is right for them.
- ✓ There will be a maximum of 8 in a pod with a minimum of 4
- ✓ Anyone who does not sign him/herself up by midnight will be assigned to a pod by the professor.
- ✓ Once the pod is formed, the members will agree on a pod name and submit the name to the professor (marti.riemer-reiss@wwu.edu) no later than Monday, January 14th.

****Instructions to complete your web page are as follows:**

Go to: Tools>Edit Homepage>Update Homepage

You may be the author of your homepage, however, be sure to include the following course related information:

1. What you hope to get out of 585-DE
2. What you see as the major issues related to the psychological, social and attitudinal aspects of disability.
3. Something from your personal experience (either work related or not) that illustrates a social barrier for an individual with a disability.
4. ****2 extra credit points:** Post a picture of you doing something you enjoy.

To View Peers' web pages:

Go to: Communications>Roster>List All>Click on the student's name

REHB 401
Disability, Diversity, and Society

Fall, 2002
WED, 3:00-5:50

Rehn 328

Instructor: Dr. Paula Davis
313A Rehn Hall
453-8282 (direct line)
536-7704 (Rehabilitation Institute)
pdavis@siu.edu

Office Hours: 9:30-12:30 T TH
and by appointment

Teaching Assistant: Heather Brostrand
311 Rehn Hall
536-7704

Office Hours:

Course Overview

This course will address (a) the relationship between prevailing societal attitudes and environmental designs and the opportunity of persons with disabilities to participate fully in society; (b) the physical, mental, gender, and cultural characteristics of persons with disabilities as determinants of their needs, values, aspirations, and opportunities; (c) and the rights of persons with disabilities.

Course Objectives

1. Understand the difference between disability and handicap.
2. Describe how social attitude affects treatment of persons with disabilities.

3. Describe the historical treatment of persons with disabilities.
4. Understand the important components of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA).
5. Define disability according to the ADA.
6. Compare and contrast the rehabilitation paradigm with the independent living paradigm.
7. Describe universal design and explain its implications for persons with and without disabilities.
8. Understand how the family is affected when a member has a disability.
9. Define the following disabilities and describe how those disabilities may affect a person's life:
 - physical disabilities
 - health impairments
 - traumatic head injury
 - sensory impairments
 - communication disorders
 - learning disabilities
 - mental retardation
 - other developmental disabilities
 - behavior disorders and psychiatric disabilities
 - substance abuse
10. Describe the disabilities associated with aging.
11. Understand the impact of disability on relationships.
12. Understand how culture is related to disability.
13. Understand how people with disabilities are portrayed in the media and how that portrayal affects attitudes towards people with disabilities.

Text

Lessen, E. (1999). Exceptional persons in society (3rd ed.). Needham Heights, MA: Simon & Schuster.

Mackelprang, R., & Salsgiver, R. (1999). Disability: A diversity model approach in human service practice. Pacific Grove: Brooks/Cole.

There will be additional readings assigned throughout the semester. You will either receive copies of the readings or be given the website.

Course Requirements

1. Examinations. Two exams will be given which cover lectures, readings, and discussions. Each exam is worth 75 points. The exams will consist of multiple choice, true/false, and matching questions. Each exam will only cover material introduced after the previous exam.

If students must miss an exam, they are expected to contact the instructor in advance. Students who miss an exam without prior approval will incur a penalty of 10 points deducted from their test score.

Total Exam Points:

150

2. Journal. The book by Lessen presents factual information as well as stories about the lives of people with disabilities and their families. The tests will not cover the stories about people. Instead, you will keep a journal to document that you have read the material. For each of the personal stories in the Lessen book, you are to write a brief summary (1-2 sentences) of the story and describe your reaction to it. Most of these will be 1 to 2 paragraphs in length although some may be shorter or longer. There is no need to provide a lengthy summary of the story. The longest part of the entry should be your reaction.

The journals will be turned in two times over the course of the semester. The first set of journal entries is due on 10/9. Journals not turned in during class must be placed in my mailbox and must be dated and initialed by the secretary. Each day that the summaries are late will result in the loss of 5 points from the total score available.

The second set of entries is due on 12/9 by 4:30. The second set of journals will not be accepted after that time.

More complete information about the journals will be provided in a separate handout. You will receive instructions for completing the entries and two lists that specify which readings are due first and which are due second. When you turn in your assignment, please identify each entry by number (there is no need to provide its name) and place them in the order shown on the list. Any assignment that does not follow this instruction will be returned to the student without a grade. Late points will be deducted starting from the due date until the assignment is turned in as specified.

Total Points: 74

3. Media Find. Find two different instances of persons with disabilities in the print media (e.g., newspaper article, magazine article, cartoon, advertisement). Only one of the two media finds can be an advertisement although both can be articles. Articles from professional journals are not appropriate for this activity.

The purpose of the assignment is to become aware of the media portrayal of persons with disabilities not to discover facts or treatments. The article must portray an individual with a disability not refer to people with disabilities as a group or only discuss disability issues or treatment. Examples of appropriate articles will be provided on the first day of class. If you are unsure whether or not the article is appropriate for this activity, please have it approved.

For each media find, write a short paragraph describing the article or ad. Discuss how you think the article or ad portrays the person with disabilities and describe what message you think is intended (if any). Turn in the media find along with your description/reaction.

Media finds are due on 11/20. No media finds will be accepted after that date.

Total Points: 10

Grading

A	210 - 234
B	187 - 209
C	163 - 186
D	140 - 162
F	Below 140

Bonus points

Attendance is expected and appreciated. To reinforce that behavior, students who attend every class period (including test days) will receive 5 bonus points. Those who miss no more than 1 class period (including test days) will earn 2 bonus points. Those who miss no more than 2 class periods (including test days) will earn 1 bonus point. Attendance will be taken both before and after break.

Students with Disabilities

Please contact the instructor and identify any special needs you may have at the beginning of the course so that appropriate accommodations and arrangements can be made.

Tentative Course Schedule

Current Issues

- 8/28 Terminology and Language
Attitudes and Perceptions**
- Lessen pp. xix, 5-6
- M & S, Chap. 1
- 9/4 Legislative Overview**
- Lessen 13, 18-26
- M & S, Chap. 3
- 9/11 Rethinking Disabilities; Universal Design**
- M & S, Chap. 2
- 9/18 Additional Reading
Family Issues**
- M & S., Chap. 4
- Lessen 379, 382-410
- 9/25 Physical Disabilities and Health Impairments;
Spinal Cord Injury; Traumatic Brain Injury**
- Lessen 31, 34-105, 123-138, 143-154, 158-168, 173-189
- M & S, Chap. 5, 10 (pp. 197-198, 205-207)
- Additional Readings
- 10/2 Vision Impairments
Hard of Hearing; Deafness
Communication Disorders**
- Lessen 193, 197-225, 229, 232-252, 351, 354-357
- M & S, Chap. 6-7

Additional Readings

10/9 TEST 1
FIRST SET OF JOURNALS DUE

10/16 Learning Disabilities (LD)
and Mental Retardation;
10/23 Developmental Disabilities (DD)

Lessen 255, 258-278, 299, 302-318, 445-447, 324-335, 339-348

M & S, Chap. 8, 10 (191-197; 199-205)

10/30 Psychiatric Disabilities

M & S, Chap. 9

Lessen 281, 284-295

Additional Readings

11/6 Substance Abuse, HIV/AIDS

Lessen 511-514, 106-122, 455-460

Additional Readings

11/13 Aging, Relationship Issues

Lessen pp. 169-172, 419

Additional Readings

11/20 Cultural Issues, The Future, Language Revisited and
Labels, Quality of Life Issues

Lessen 502-510; 430-444

Media Finds due.

12/4 TEST 2

12/9 Second set of journal entries due by 4:30. NO late
journals will be accepted.

**8/28 Terminology and Language
 Attitudes and Perceptions**

Bogdan, R., & Biklen, D. (1977). Handicapism.
Social Policy, 7(5), 14-19.

Gething, L. (1997). Person to person: A guide for
professionals working with people with disabilities.
Baltimore: Paul H. Brookes. (Chapter 1: Living with
a disability)

9/11 Rethinking Disabilities

DeJong, G. (1979). Independent living: From social
movement to analytic paradigm. Archives of Physical
Medicine and Rehabilitation, 60, 435-446.

Mathews, R.M., & Seekins, T. (1987). An
interactional model of independence. Rehabilitation
Psychology, 32(3), 165-172.

Universal Design

Owen, M. (1985). One last bastion of segregation.
Public Welfare, Summer, 25-30.

**9/25 Physical Disabilities and Health Impairments
 Spinal Cord Injury; Traumatic Brain Injury**

Frequently asked questions about epilepsy
Diabetes overview
Rehab BRIEF. (1993) Arthritis: An overview of
research findings. 15(6), 1-4.

Zitnay, G. (1995). Head injury. In A.E. Dell
Orto & R.P. Marinelli (Eds.), Encyclopedia of
disability and rehabilitation (pp. 361-366). New York:
Macmillan.

Talbert, B. (1991). Living with a head injury.
Cognitive Rehabilitation, special issue, 2-17. (This is
a journal reading for Set 1.)

**10/2 Vision Impairments
 Hard of Hearing; Deafness
 Communication Disorders**

Handout from the National Association of the Deaf

Zingeser, L., & Paul-Brown, D. (1995).
Communication disabilities. In A.E. Dell Orto & R.P.
Marinelli (Eds.), Encyclopedia of disability and
rehabilitation (pp. 192-197). New York: Macmillan.

10/16 Learning Disabilities (LD)
and Mental Retardation;
10/23 Developmental Disabilities (DD)

Down Syndrome Today

Kiernan, W.E., & Schalock, R.L. (1995).
Developmental disabilities. In A.E. Dell Orto & R.P.
Marinelli (Eds.), Encyclopedia of disability and
rehabilitation (pp. 249-257). New York: Macmillan.

Becker, B.J. (1995). Autism. In A.E. Dell Orto &
R.P. Marinelli (Eds.), Encyclopedia of disability
and rehabilitation (pp. 101-103). New York: Macmillan.

10/30 Psychiatric Disabilities

Definition of Mental Disorder from Diagnostic and
Statistical Manual of Mental Disorders-IV (pp. xxi-xxv).

Kaplan, G.B., & Bauer, M.S. (1995). Anxiety
disorders. In A.E. Dell Orto & R.P. Marinelli (Eds.),
Encyclopedia of disability and rehabilitation (pp. 65-
68). New York: Macmillan.

11/6 Substance Abuse

Stano, J.F. (1995). Alcohol rehabilitation. In
A.E. Dell Orto & R.P. Marinelli (Eds.), Encyclopedia of
disability and rehabilitation (pp. 34-40). New York:
Macmillan.

Greer, B.G. (1995). Drug rehabilitation. In A.E.
Dell Orto & R.P. Marinelli (Eds.), Encyclopedia of
disability and rehabilitation (pp. 275-278). New York:
Macmillan.

HIV/AIDS

Fact Sheet

How Much Do You Know About HIV/AIDS?

11/13

Aging, Relationship Issues

Falvo, D.R., & Lundervold, D.A. (1995). Aging.
In A.E. Dell Orto & R.P. Marinelli (Eds.), Encyclopedia of disability and rehabilitation (pp. 27-34). New York: Macmillan.

Ozer, M.N. (1995). Stroke. In A.E. Dell Orto & R.P. Marinelli (Eds.), Encyclopedia of disability and rehabilitation (pp. 703-708). New York: Macmillan.

Alzheimer's Association handouts

Woolf, T. (2000, January 9). When it's your dad... Southern Illinoisan. (This is a journal reading for Set 2.)

DeLoach, C. (1994). Attitudes toward disability: Impact on sexual development and forging of intimate relationships. Journal of Applied Rehabilitation Counseling, 25(1), 18-25.

11/20

Cultural Issues, The Future, Language Revisited and Labels, Quality of Life Issues

Rubin, S.E., Chung, W., & Huang, W. (1998) Multicultural considerations in the rehabilitation counseling process. In R.T. Roessler & S.E. Rubin, Case management and rehabilitation counseling (pp. 185-230). Austin, TX: Pro-Ed.

DISABILITY IN THEORY AND EVERYDAY LIFE

Calendar Description

Examination of disabling conditions through a life span perspective.

Content/Objectives

- Models of development theory as it relates to developmental, and later, on-set disability (i.e., social psychosocial, behaviorism, cognitive development, ethological, etc.)
- Current service approaches and exemplary practice (birth, preschool, school, career development, adult and senior services).
- Current theory and research approaches related to community rehabilitation and disability studies across the life span (i.e., attachment theory, theories of human development, etc.)
- Life work of families and how disability affects family development and transitions.

Outcomes/Competencies

- Through interviews and research with service providers students will demonstrate understanding of service provision issues within life span perspective including theory, research and practice.
- Through interviews with families students will demonstrate understanding of family issues throughout the life span including theory, research and practice.
- Through a final examination on course materials and class lectures and discussions students will demonstrate understanding of theories of human development as they relate to disability across the life span.

Assignments

Service provider interview	20%
Presentation on disabling condition	20%
Interview case study	20%
Paper on disabling condition	20%
Exam	20%

Resources

Berry, Judy O. & Hardman, Michael L. *Lifespan Perspectives on the Family and Disability*. Allyn and Bacon.

Readings

Details for current course offerings are available at: www.crd.s.org

INDIVIDUAL CLINICAL PRACTICE
[EMOTIONAL DISTURBANCE RELATED TO DISABILITY]

Calendar Description

A person-in-environment centered approach to emotional/behavioral concerns for persons with disabilities spanning issues of addiction, abuse, brain injury, mental illness. This course replaces psychosocial theory.

Content/Objectives

- Social/cultural context of the social and emotional difficulties in the lives of people with disabilities.
- Assessment and intervention of presenting clinical issues (e.g., post traumatic stress disorders, mood disorders, maladaptive social behaviors, communication difficulties) encountered in community rehabilitation practice and associated with disabling conditions.
- Emancipatory/empowerment theory and practice models in clinical practice.
- Strategies for safeguarding people with disabilities.

Outcomes/Competencies

- Demonstrates knowledge of current and emerging clinical practice.
- Demonstrates knowledge of individual and group counselling approaches, self-management strategies, crisis management skills, and social action strategies based on empowerment theory (e.g., feminist theories).
- Explores issues or practices related to client centred practice.
- Explores an aspect of clinical practice research through a research paper.

Assignments

Research paper	30%
Case study analysis	40%
On-line clinical supervision assignment	30%

Resources

Sands, Roberta G. (2001). Second Edition. *Clinical social work practice in behavioral mental health: A postmodern approach to practice with adults*. Needham Heights, MA: Allyn & Bacon.

Details for current course offerings are available at: www.crd.s.org

INTEGRATING THE ARTS IN REHABILITATION

Calendar Description

Principles, theories and applications of creative art techniques with varied populations. Of particular interest to rehabilitation practitioners working with persons who present behavioral challenges.

Content/Objectives

- Issues relating to individuals with disabilities pertaining to creative arts in rehabilitation.
- Historical development of the creative arts as therapy.
- Skills and techniques associated with creative arts to assist rehabilitation practitioners with individuals and groups.

Outcomes/Competencies

- Demonstrates knowledge of use of creative arts in the rehabilitation field.
- Identifies appropriate use of creative arts with various groups.

Assignments

Class Participation	25%
Journal	25%
Case Presentation	25%
Class Presentation	25%

Resources

Warren, B. (Ed.) (1993). *Using the Creative Arts in Therapy: A Practical Introduction*. (2nd Ed.). London: Routledge.

Details for current course offerings are available at: www.crd.s.org

Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison
194-550 Medical Aspects of Disability Syllabus

Spring 2002

Professor: Ruth Torkelson Lynch, Ph.D.
Professor
Office: 432 North Murray Street, Room 128
Telephone: (608) 263-5860 (*Secretary, Donna Littel, Rm. 128*)
Fax: (608) 262-8108
E-Mail: rlynch@education.wisc.edu
Office Hours: 9:30 - 11:00 a.m., Tuesdays or by appointment

Teaching Assistant: Gloria Lee, M.Phil.
Telephone: 608/262-7498
Office Location: 432 N. Murray St., Rm. 420
E-Mail: glorialee@students.wisc.edu
Office Hours: 12 (noon) – 2 p.m., Mondays or by appointment

Class Time: 12:00-2:45 p.m., Tuesdays
K6/124 Clinical Science Center (CSC)

Web CT logon to course homepage: <https://uwmad.courses.wisc.edu/webct/public/home.pl>

I. LEARNING OBJECTIVES

A. Knowledge Learning Objectives

THE STUDENT WILL LEARN:

- a basic vocabulary of common medical terminology, medical treatments and procedures
- to understand medical information related to chronic illness, injury, and other disabling conditions
- to relate medical information to the resultant functional implications for persons with disabilities
- to relate medical information to rehabilitation counseling and rehabilitation planning
- to understand the roles of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork
- to be able to read, interpret, and utilize medical reports and utilize the information for rehabilitation planning
- to identify the potential benefits of medical treatments, services, and approaches to reduce or accommodate for the functional limitations imposed by disabling health conditions
- to identify the vocational, social, and independent living implications of various medical disabilities

B. Skill Learning Objectives

UPON COMPLETION OF THIS COURSE, THE STUDENT WILL BE ABLE TO:

- translate medical information into rehabilitation goals and recommendations
- assist clients in understanding the functional implications of their medical condition
- to assist clients in assessing the potential benefits of medical treatments, recommendations, services, and accommodations
- to communicate with and function effectively as a member of an interdisciplinary health care team
- use medical reference/resource books, continuing education, journals and professional consultation for keeping up to date on medical information

II. REQUIRED READING

Students are responsible for reading all assignments (in the required text, the coursepack reader, and handouts) before class. The text is available for purchase through University Bookstore. The coursepack reader is available for purchase through ASM Student Print (located in the Memorial Union next to the Rathskeller). Both the text and the coursepack reader are also available for a 3-hour checkout at the Instructional Materials Center (IMC) Reserve Desk. (The IMC is at the corner of Mills and Dayton streets in the Teacher Education Building). Computer-based access to the computer and additional readings (all required readings outside the Eisenberg text) will be available via the CIMC webpage under E-Reserves for the RPSE 550 course. CIMC E-Reserves = http://cimc.education.wisc.edu/e_reserves/

A. Textbook

Eisenberg, M.G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed). New York: Springer.

B. Coursepack Readings

Barkley, R. A. (1998). A theory of ADHD: Inhibition, executive functions, self control, and time. In R. A. Barkley (Ed.), Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (2nd ed., pp. 225-260). New York, NY: The Guilford Press.

Benshoff, J. J. & Janikowski, T. P. (2000). Conceptualizing substance abuse and dependence: A rehabilitation perspective. In The rehabilitation model of substance abuse counseling (pp. 54-74). Belmont, CA: Wadsworth/Thomson Learning.

Benshoff, J. J. & Janikowski, T. P. (2000). Substance abuse as a coexisting disability. In The rehabilitation model of substance abuse counseling (pp. 296-328). Belmont, CA: Wadsworth/Thomson Learning.

Brannon, L. & Feist, J. (1997). Understanding pain. In Health psychology: An introduction to behavior and health (3rd ed., pp. 102-129). Pacific Grove, CA: Brooks/Cole Publishing.

B. Coursepack Readings (continued)

Clayton, P. J. (1998). Depression subtyping: Treatment implications. Journal of Clinical Psychiatry, 59(suppl 16), 5-12.

Cochran, P. S. (2000). Technology for individuals with speech and language disorders. In J. D. Lindsey (Ed.), Technology & exceptional individuals (3rd ed., pp. 303-326). Austin, TX: Pro-Ed.

Dreifuss, F. E. (1998). Classification of epileptic seizures. In J. Engel Jr. & T. A. Pedley (Eds), Epilepsy: A comprehensive textbook, (Vol. 1, pp. 517-524). Philadelphia, PA: Lippincott-Raven.

Felton, J. S. (1995). Medical terminology. In M. G. Brodwin, F. Tellez, S. K. Brodwin (Eds.), Medical, psychosocial and vocational aspects of disability (pp. 21-33). Athens, GA: Elliott & Fitzpatrick.

Fischler, G. I. & Booth, N. (1999). Mood disorders. In Vocational impact of psychiatric disorders: A guide for rehabilitation professionals (pp. 9-31). Gaithersburg, MD: Aspen Publishers.

Fischler, G. I. & Booth, N. (1999). Schizophrenia and other psychotic disorders. In Vocational impact of psychiatric disorders: A guide for rehabilitation professionals (pp. 223-236). Gaithersburg, MD: Aspen Publishers.

Hitner, H. & Nagle, B. (1994). Biological factors affecting the action of drugs. In Basic pharmacology for health occupations (3rd ed., pp. 11-21). New York: Glencoe.

Hitner, H. & Nagle, B. (1994). Introduction to pharmacology. In Basic pharmacology for health occupations (3rd ed., pp. 1-7). New York: Glencoe.

Katz, J. & White, T. P. (1997). Introduction to the handicap of hearing impairment: Auditory impairment versus hearing handicap. In R. H. Hull (Ed.), Aural rehabilitation: Serving children and adults (3rd ed., pp. 19-34). San Diego, CA: Singular Publishing Group, Inc.

Langone, J. (2000). Technology for individuals with severe and physical disabilities. In J. D. Lindsey (Ed.), Technology & exceptional individuals (3rd ed., pp. 327-351). Austin, TX: Pro-Ed.

Livneh, J. & Male, R. (1993). Functional limitations: A review of their characteristics and vocational impact. Journal of Rehabilitation, 59(4), 44-50.

Lynch, R. T. (1999). Medical aspects of disability from injuries and chronic illness. In F. Chan & M. J. Leahy (Eds.) Healthcare and disability case management (pp. 169-182). Lake Zurich, IL: Vocational Consultants Press.

B. Coursepack Readings (continued)

Lynch, R. T., Leonard, J. & Powers, J. M. (1997). Vocational rehabilitation for injured workers. Physical Medicine and Rehabilitation Clinics of North America, 8(2), 297-310.

Martin, F. N. (1994). The human ear and simple tests of hearing. In Introduction to audiology (pp. 3-15). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Orsini, J. A. & Dombovy, M. L. (1998). Multiple sclerosis and Parkinson's Disease rehabilitation. In R. B. Lazar (Ed.), Principles of neurologic rehabilitation (pp. 173-197). New York, NY: McGraw-Hill.

Rosenthal, B. P. & Williams, D. R. (2000). Devices primarily for people with low vision. In B. Silverstone, M. A. Lang, B. P. Rosenthal, & E. E. Faye (Eds.), The lighthouse handbooks of vision impairment and vision rehabilitation (Vol. 2, pp. 951-981). New York, NY: Oxford University Press.

Rutan, R. L. (1998). Physiologic response to cutaneous burn injury. In G. J. Carrouger (Ed.), Burn care and therapy (pp. 1-29). St. Louis, MO: Mosby.

Walsh, J. (2000). Persons with major depression. In Clinical case management with persons having mental illness: A relationship-based perspective (pp. 130-143). Belmont, CA: Brooks/Cole.

Walsh, J. (2000). Persons with schizophrenia. In Clinical case management with persons having mental illness: A relationship-based perspective (pp. 89-111). Belmont, CA: Brooks/Cole.

Ward, R. S (1998). Physical rehabilitation. In G. J. Carrouger (Ed.), Burn care and therapy (pp. 293-327). St. Louis, MO: Mosby.

Werner, R. A. & Armstrong, T. J. (1997). Carpal tunnel syndrome: Ergonomic risk factors and intracarpal canal pressure. Physical Medicine and Rehabilitation Clinics of North America, 8(3), 555-569.

C. Website Readings

<http://udsmr.org/asp/faero.asp>

<http://www.cdc.gov/od/ohs/Ergonomics/Ergohome.htm>

<http://nrhchdr.org/HIVAIDSBrief.pdf>

III. RECOMMENDED REFERENCES AND RESOURCES

The Merck Manual

Taber's or Dorlands Medical Dictionaries

Anatomy books, CDs, or webpages (e.g., www.innerbody.com/htm/body.html)

IV. COURSE STRUCTURE AND EXPECTATIONS

The format for class sessions will include lecture, discussion, demonstrations, and other learning exercises. Students will be expected to:

- a) complete the assigned reading(s) prior to each class session,
- b) attend the entire class session each week,
- c) complete all assigned activities on time. Papers can be submitted earlier than the deadline date of 4/16/02. If you would like suggestions to improve your paper, you must turn your draft in at least two weeks prior to the final due date (i.e., 4/2/02) and request feedback for improvement. Any paper turned in within two weeks of the final due date or on the final due date will be considered the final version and graded "as is".

Students are urged to seek writing assistance to improve writing skills: Call the Writing Center (263-1992), use the UW-Madison On-Line Writing Center (www.wisc.edu/writing/), or consult with the professor or TA for the course.

"I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me."

V. REQUIRED ACTIVITIES

A. Examinations and on-line Quizzes

- Three (3) unit exams given on the dates specified in the course outline (2/26/2002; 4/9/2002; 5/7/2002); 45 points possible on each exam; exam content will cover material from assigned readings, class lectures and discussions since the previous exam [including related medical terminology from the readings.] Review questions will be provided to guide you in preparing for exams.
- 50 points of on-line quiz questions related to assigned readings. In order to obtain credit, the quiz for the week will need to be completed prior to class (i.e., before Tuesdays at noon). The quiz questions will only be available for four (4) hours once you look at them so don't open the quiz until you are ready to take it.

B. Disability Paper

Each student will prepare a paper on a specific disability/medical condition. The purpose of this learning activity is to increase the student's knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. You are strongly urged to select a topic that is new to you in order to expand your knowledge base.

The paper must include the following information on the selected topic:

- description of the topic (prevalence, incidence rates, causes, symptoms, etc.) (12 points)
- potential functional limitations (10 points)
- accommodations, treatments, strategies, assistive devices available to reduce the limitations (12 points)
- references, use of APA style, and professional quality (e.g., neatness, grammar, spelling, writing quality) (6 points)

The topic paper must be typed, double-spaced (approximately 10-12 pages excluding references), and in APA 5th ed. style. You are expected to search journals, chapters, and book titles for your preparation and read at least 10 additional references, not counting your assigned readings. Each paper is expected to be logically organized, grammatically correct, proofread, and neat.

Grading will be based on comprehensiveness (i.e., coverage of all required elements) and writing quality. Each student is required to submit their topic title with a draft outline of key references and a plan for the paper no later than 2/19/2002. This will give students the opportunity to get suggestions and feedback prior to submitting the final paper that is due by 4/16/2002.

C. Resource Guide

Develop a resource guide for an intervention or assistive technology application that can reduce the functional limitations associated with a medical diagnosis. Your resource guide can be presented in a folder, binder, or on a website (e.g., submitted to the WebCT course homepage). You are encouraged to include photos, sketches, and other materials that would be useful to a reader of your resource guide (e.g., photos of different styles of wheelchairs or prostheses). The intervention or assistive technology topic that you select should be from the list below (unless pre-approved by Prof. Lynch). Note that these topics are for improvement and maintenance of health and wellness (rather than surgical or pharmacological interventions).

1. wheelchairs (e.g., models, types, features)
2. driving adaptations (e.g., hand controls, lifts)
3. communication aids and systems

C. **Resource Guide** (continued)

4. orthoses
5. prostheses
6. service animals (e.g., guide dogs)
7. oxygen therapy
8. mechanical ventilators
9. ergonomics (e.g., specify a context such as office, assembly line, health care)
10. respiratory therapy and breathing training (e.g., asthma, cystic fibrosis)
11. smoking cessation models
12. pressure garments and therapy (e.g., burns)
13. low vision aids
14. hearing aids
15. TENS (transcutaneous electrical nerve stimulation)
16. relaxation training
17. acupuncture
18. massage
19. diet/nutrition (e.g., diet modifications for cardiovascular disease or diabetes)
20. biofeedback
21. catheterization options and bladder/bowel management
22. yoga
23. telehealth

Select a topic that is different and unrelated to your disability topic paper (e.g., if your disability topic paper is on spinal cord injury, then do not select wheelchairs, driving adaptations, or catheterization for your health resource guide). Also, select a topic that is new and unfamiliar but interesting to you. Grading of the resource guide will be based on comprehensiveness and professional quality. Sources of all materials should be identified on the picture or item and in a bibliography. The resource guide is due 4/2/02.

VI. **GUIDELINES FOR ASSIGNED PAPERS**

- A. Assignments are due on the dates specified. The topic paper (draft and final version) may be turned in earlier than the due date. If you have any difficulties meeting the deadlines, please discuss the situation with the instructor.
- B. All assignments must be typed. The paper will be evaluated on content, organization, comprehensiveness, originality, neatness, clarity of expression, understanding and interpretation of the material and conciseness.

VII. STUDENT EVALUATION

On-line quizzes	3-4 points each	50 points
3 examinations	45 points each	135 points
Disability paper	40 points	40 points
Resource guide	25 points	<u>25 points</u>
Total Points		250 points

Extra Credit: Limited extra credit options will be available through extra on-line and classroom exam items.

Final grades will be calculated as follows:

- A = 92-100% of possible points (230-250 points)
- AB = 85-91% of possible points (213-229 points)
- B = 78-84% of possible points (195-212 points)
- BC = 73-77% of possible points (183-194 points)
- C = 67-72% of possible points (168-182 points)
- D = 61-66% of possible points (152-167 points)
- F = 60% or less of possible points (151 points or less)

VIII. COURSE OUTLINE

1/22/02

Topic: Review of syllabus and course requirements

Lecturer: Gloria Lee, M. Phil.

1/29/02

12:00-1:15pm

Topic: Medical information and rehabilitation counseling
Body systems
Medical terminology: An overview

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Textbook reading(s)*: Chapter 1
Chapter 2
Chapter 33

Coursepack reading(s): 1) Felton
2) Lynch (1999) Chapter 5 from Health Care and
Disability Case Management

1:30-2:45pm

Topic: A functional approach to medical information
Medicine: Traditional and integrative medicine options

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Textbook reading(s)*: Chapter 28

Coursepack reading(s): 1) Livneh & Male

Website reading(s): <http://udsmr.org/asp/faero.asp> Module 1
(use arrow keys to read the 70 slides in Module 1)

2/5/02

12:00-1:15pm

Topic: Chronic pain
Rheumatic diseases

Lecturer: Gloria Lee, Ph.D. student in Rehabilitation Psychology

Required

Readings: *Textbook reading(s)*: Chapter 9
Chapter 16
Chapter 23

Coursepack reading(s): 1) Brannon & Feist

1:30-2:45pm

Topic: Occupational injuries
Ergonomics
Carpal tunnel syndrome

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Coursepack reading(s)*: 1) Lynch, Leonard & Powers (1997)
2) Werner and Armstrong

Website reading: <http://www.cdc.gov/od/ohs/Ergonomics/Ergohome.htm>
(What is Ergonomics? Computer workstation
ergonomics, Industrial Ergonomics, Ergonomics Primer)

2/12/02

12:00-1:15pm

Topic: Vision impairment

Lecturer: Ronald Klein, M.D., Professor, Ophthalmology, UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 27

1:30-2:45pm

Topic: Low vision and vision rehabilitation

Lecturer: Marshall Flax, M.S., Wisconsin Council of the Blind, Madison, WI

Required

Readings: *Coursepack reading(s)*: 1) Rosenthal & Williams

2/19/02

12:00-1:15pm

Topic: Substance abuse

Lecturer: Richard Brown, M.D., Associate Professor, Family Medicine,
UW-Medical School

Required

Readings: *Textbook reading(s)*: Chapter 26

Coursepack reading(s): 1) Benshoff & Janikowski: Conceptualizing
substance abuse...
2) Benshoff & Janikowski: Substance abuse as a
coexisting disability...

1:30-2:45pm

Topic: HIV-AIDS

Lecturer: Jim Vergeront, M.D., Wisconsin Bureau of Community Health
and Prevention

Required

Readings: *Textbook reading(s)*: Chapter 3

Website reading(s): <http://www.nrhcdr.org/HIVAIDSBrief.pdf>

DRAFT OUTLINE OF TOPIC PAPER DUE

2/26/02

12:00-1:15pm

EXAMINATION #1 (45 points)

1:30-2:45pm

Topic: Introduction to pharmacology

Lecturer: Ruth Torkelson Lynch, Ph.D.
Gloria Lee, Ph.D. student in Rehabilitation Psychology

Required

Readings: *Coursepack reading(s)*: 1) Hitner & Nagle – Intro to pharmacology...
2) Hitner & Nagle - Biological factors affecting
the action of drugs...

3/5/02

12:00-1:15pm

Topic: Attention Deficit Hyperactivity Disorder

Lecturer: Austin Woodard, Ph.D., Associate Professor, Dept. of Neurology,
UW Medical School

Required

Readings: *Coursepack Reading(s)*: 1) Barkley

1:30-2:45pm

Topic: Epilepsy

Lecturer: Jana Jones, Ph.D, Postdoctoral Fellow, Department of Neurology

Required

Readings: *Textbook reading(s)*: Chapter 11

Coursepack reading(s): 1) Dreifuss

3/12/02

12:00-1:15pm

Topic: Multiple Sclerosis

Lecturer: John Fleming, M.D., Professor, Dept. of Neurology,
UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 15

Coursepack reading(s): 1) Orsini & Dombovy

1:30-2:45pm

Topic: Amputations and Assistive Technology (Orthotics and Prosthetics)

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Textbook reading(s)*: Chapter 19
Chapter 32

3/19/02

12:00-1:15pm

Topic: Diabetes

Lecturer: Mary Bruskewitz, Senior Clinical Nurse Specialist,
UW Hospital and Clinics

Required

Readings: *Textbook reading(s)*: Chapter 10

1:30-2:45pm

Topic: Cardiac impairments

Lecturer: Jean Einerson, Program Director, UW Hospital Cardiac Rehabilitation
Outpatient Program

Required

Readings: *Textbook reading(s)*: Chapter 8

SPRING RECESS (3//23/02 – 3/31/02)

4/2/02

12:00-1:15pm

Topic: Spinal cord injury

Lecturer: Keith Sperling, M.D., Professor, Rehabilitation Medicine,
UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 24

1:30-2:45pm

Topic: Burn rehabilitation

Lecturer: Karen Schaub, Occupational Therapist, Medical Surgical Unit,
UW Hospital and Clinics

Required

Readings: *Textbook reading(s)*: Chapter 6

Coursepack reading(s): 1) Rutan
2)Ward

RESOURCE GUIDE DUE

4/9/02

12:00-1:15pm

EXAMINATION #2 (45 points)

1:30-2:45pm

Topic: Mood disorders

Lecturer: Gloria Lee, Ph.D. student in Rehabilitation Psychology

Required

Readings: *Coursepack reading(s)*: 1) Clayton
2) Fischler & Booth: Mood disorders
3) Walsh: Persons with major depression

4/16/02

12:00-1:15pm

Topic: Chronic mental illness & schizophrenia

Lecturer: Robert Factor, M.D., Ph.D., Professor, Psychiatry, UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 20

Coursepack reading(s): 1) Fischler & Booth: Schizophrenia & other
psychotic disorders.
2) Walsh: Persons with schizophrenia

1:30-2:45pm

Topic: Respiratory diseases

Lecturer: Guillermo doPico, M.D., Professor, Pulmonary & Sleep Medicine,
UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 21

DISABILITY PAPER DUE

4/23/02

12:00-1:15pm

Topic: Mental retardation and other developmental disabilities
Lecturer: Charles Degeneffe, MSSW, Waisman Mental Retardation & Human Development Ctr., & Dept of Rehab Psychology and Special Education
Required
Readings: *Textbook reading(s)*: Chapter 14
Chapter 18

1:30-2:45pm

Topic: Brain injury, strokes and aneurysms
Lecturer: Ruth Torkelson Lynch, Ph.D.
Required
Readings: *Textbook reading(s)*: Chapter 5
Chapter 25

4/30/02

12:00-1:15pm

Topic: Hearing impairment
Lecturer: Judith Hirsch, Audiologist, Clinical Instructor in Communicative Disorders
Required
Readings: *Textbook reading(s)*: Chapter 12 (pp. 262-272)
Coursepack reading(s): 1) Katz & White
2) Martin

1:30-2:45pm

Topic: Communication impairment and adaptive technology for augmentative communication
Lecturer: Julie Gamradt, M.S., S.L.P., TRACE Research and Development Center Staff, UW-Madison Waisman Center
Required
Readings: *Textbook reading(s)*: Chapter 12 (245-262)
Chapter 32
Coursepack reading(s): 1) Cochran
2) Langone

5/7/02

12:00-1:15pm

EXAMINATION # 3- (45points)

Revised 1/22/02

UNIVERSITY OF WISCONSIN – MADISON
Department of Rehabilitation Psychology and Special Education

RPSE 660 Seminar – Healthcare and Disability Case Management
(3 credits)

<u>Location</u>	<u>Time</u>
54 Bascom	Monday, 2:25 pm – 5:25 pm

Instructor

Fong Chan
432 No. Murray Street, Room 414
(608)262-2137
chan@education.wisc.edu
Office Hours: Wednesday 10 am – noon

Teaching Assistant
Maria Helena Barroqueiro
432 N. Murray Street, Room 415

Course Description

Case management services in health care and disability-related service delivery systems have grown enormously over the past decade. Rehabilitation counselor/case managers will increasingly be employed to manage the care of clients who experience chronic illness and disabilities throughout their recovery process (i.e., from medical treatment to return to work). As a result, case managers will have to be knowledgeable with respect to both medical and vocational case management to be effective in managing the care of individual clients throughout the full spectrum of the medical and vocational rehabilitation process. There appears to be a growing need to provide cross-training among those disciplines involved in case management (e.g., nurses, rehabilitation counselors, and social workers) in order to increase their knowledge of the entire process as well as the potential contributions of various types of professional providers.

This is a hands-on course. The purpose of this seminar is to acquaint students with contemporary case management practices in healthcare and rehabilitation settings. Case management will be addressed from a “process” or “how to standpoint” in rehabilitation counseling and other rehabilitation health professions. The seminar will bring together the knowledge underpinning case management practices in sufficient depth to prepare students and case managers for the demands of actual practice.

Required Text

Chan, F. & Leahy, M. (1999). *Health care and disability case management*. Lake Zurich, IL: Vocational Consultants Press.

Required Materials

3-Ring 1.5" loose leaf notebook

Course Requirements

Attendance and Participation: Students are expected to attend all class meetings. Students are expected to participate individually and within groups.

Midterm Examination: The midterm exam will consist of multiple choice and short essay.

Development of a Case File: Students are required to conduct a clinical interview, administer and interpret selected aptitude and interest tests, conduct a transferrable skills analysis, develop a rehabilitation plan, and identify community resources for a simulated client. Community resources may include: support groups, medical services, psychological services, housing, respite care, durable medical equipment, assistive technology, legal and benefits assistance, personal care attendant services, internet resources, substance abuse treatment, and community independent living center.

Case Presentation: Students will present his or her work with the simulated client in a mock staffing towards the end of the semester.

Extra Credit

Each student has the potential to obtain up to 50 extra credit points including attendance and participation at conferences, workshops appropriate to the case management with individuals with disability as well as participating in research related to case management practice.

Grading

Attendance/Participation	50 points
Midterm	100 points
Case File	200 points
Final-Case Presentation	150 points
Total possible	500 points

A	93-100%
AB	88-92%
B	83-87%
BC	78-82%
C	73-77%
D	60-62%
F	Below 60%

Course Sequence

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week 1 1/28	Introduction	Article 1 & 2 Ch. 1, 2, & 3
Week 2 2/4	Historical development and trends Roles and Functions Case Management Models and Process	Ch. 7, Ch. 8, Ch.10
Week 3 2/11	Community Resources	Ch. 12
Week 4 2/18	Interviewing and case documentation techniques	Ch. 12
Week 5 2/25	Interviewing and case documentation techniques	Handouts
Week 6 3/4	Psychological and Medical Evaluation	Handouts
Week 7 3/11	Vocational Assessment/Job-Matching/ Transferrable Skills Analysis	Ch. 6, Ch.10
Week 8 3/18	Computer-based Job-Matching Systems/Review	Ch. 6, Ch. 10
Week 9 4/1	Midterm Exam	Ch. 12 and Handouts
Week 10 4/8	Plan Development	Ch. 15 and Handouts
Week 11 4/15	Principles of Caseload Management	Ch. 1, Ch.2, Ch. 6
Week 12 4/22	Forensic Rehabilitation	Ch. 14
Week 13 4/29	Life Care Planning	Ch. 16-22
Week 14& 15 5/6, 5/13	Final – Case Presentation	

**WESTERN WASHINGTON UNIVERSITY
Woodring College of Education
Adult and Higher Education**

AHE 586 MEDICAL ASPECTS OF DISABILITY

Geraldine M. Hansen Ed.D.
Office: (425) 771-7424
FAX: (425) 774-9303
email: Geri.Hansen@wwu.edu

Term: Winter, 2002
Friday/Saturday 9:00 – 3:30 pm
Dates: January 12, Feb 22, 23
Shoreline Conference Center

SYLLABUS

This three credit, graduate-level course is designed for vocational rehabilitation counselors and other professionals. A combination of didactic lecture, WWW-based conferencing, field experience, and review of study materials will be employed in this course.

Learning Objectives:

1. to demonstrate a command of the knowledge base related to the medical aspects of a variety of disabling conditions;
2. to demonstrate an understanding of the functional limitations approach rehabilitation assessment;
3. to demonstrate the application of information about functional limitations to return-to-work and community-re-entry rehabilitation plans.

Core Competencies and Student Learning Outcomes:

1. Knowledge and the application of medical aspects of disabilities, functional capacities of individuals with disabilities and appropriate intervention resources.
2. Demonstrate knowledge of allied professions from other disciplines to understand the individual's functioning and progression and expected duration of disability.

NOTE: As a student in this course you will be expected to participate in tours of medical centers and meet with patients in recovery. In order to do so, you will be requested to submit a health record and possibly obtain and provide evidence of a TB test for the Medical Centers that we will visit. If you are unable to obtain or submit health records, please contact the professor teaching the course prior to registration.

Class Meetings

This course is both an Internet and a face-to-face course. Therefore, a student taking this course must have completed the self-paced, tutorial program using the WWU system for distance education courses. The instructor expects the students to be active learners. Students will read the text, obtain additional information from the Internet, participate in discussion groups, and submit assignments through the on-line class. Due dates indicate when assignments/materials should be received by the

instructor. The instructor will respond to student questions and concerns and participate in discussion by asking questions and responding to students' discussion/comments.

Textbook:

Eisenberg, M., Glueckauf, R., & Zaretsky, H. (Eds.)(1993). Medical aspects of disability: A handbook for the rehabilitation professional. New York: Springer.

Each student will receive video-tapes to supplement the reading materials. It is expected that the videotapes will be returned before a grade is submitted for the course.

Books have been ordered and can be obtained at Village Books in Bellingham. You can purchase books for this class by calling Village Books at 1-800-392-2665. If ordering by telephone you will need to have the following information: class name, class number, instructor's name and your mailing address. You can order books online at: <http://www.villagebooks.com/wwucybermenu.html>

Evaluation Criteria:

Course assignments will receive the following weights in calculating final grades:

1.Site visits and report (complete/incomplete).....	20%
2. 4 articles critiques on topics covered in course (graded) or	
3. Comprehensive Functional Assessment (graded).....	25%
4. Staff Training module (graded).....	20%
5. Final.....	20%
Discussion via the Internet.....	10%
Class discussion	5%

Course Assignments:
Participation

On-Line Participation/Discussion: All students must participate in discussion as well as posting assignments. The discussion board is one way in which we will share, clarify and explore ideas between sessions. Each week that discussion is assigned*, students will make at least one substantive entry to questions posted by the instructor and related to the assigned readings. You will be graded on the basis of your participation (regularity, number, and timeliness and the quality of your entries). Comments are expected to be thoughtful and insightful, reflecting both critical thinking skills, knowledge of the subject and your professional experiences. Thus, comments like "yes" or "I agree" are not considered substantive entries. Responses and questions should challenge

ideas while reflecting courtesy and respect for the person. Discussion questions will be posted each Wednesday.

Students who make a substantive entry will receive 2 points or 2% each week for the five weeks of discussion questions= 10 points or 10%.

***Discussion weeks: 1/14, 1/21, 1/28, 2/4, and 2/11.**

In class discussion: Students will be expected to contribute to classroom discussion in a meaningful and appropriate manner. Students who contribute to the learning process will receive 5 points or 5% toward their final grades.

1. Site visit

Identify a rehabilitation service provider in your community with whom you are not familiar, and interview the provider for at least 15 minutes to elicit information about the provider's perceived skills, specialization, and beliefs about rehabilitation and disability. Consider interviewing an orthopedic surgeon, physiatrist, physical therapist, occupational therapist, prosthetist/orthotist, speech pathologist, medical rehabilitation counselor, rehabilitation psychologist, or assistive technology specialist. Collect any print material the provider has for clients.

Write a brief summary of your interview, along with an evaluation of how you can use this information. For example, you might discover that a provider holds a strong allegiance to the medical model and believes that the client's (or patient) primary responsibility is to follow the provider's "prescription." What is the impact of this belief on the rehabilitation process and how does it fit with your role?

This paper should be approximately three pages in length. Do not transcribe the interview word-for-word. You might use the categories: background information on the person interviewed (education, length of experience in the field), nature of the services provided, what kinds of clients this service provider sees, provider's "rehabilitation philosophy," and your summary evaluative comments. **Due: Jan 31**

Each student will complete either # 2 or # 3 for the course: Please read the criteria for each assignment.

2. Critique of Articles (If you are not employed in a human service agency nor do you have a caseload, you will be expected to complete this assignment)

Each student is expected to read a five journal articles or news article of substantive length and report on it. These articles need to be timely in relation to the topics being read or discussed. The student is advised to review the calendar of readings and topics and select articles accordingly. The journal article should be timely and should not be more than three years old. The critique should not exceed two double-spaced typed pages and should focus on the key issues the authors are attempting to make. Please reference your article according to APA standards. If you need assistance with your writing or APA standards, see your

external links under student support for some helpful links. The quality of your comments in thought and written expression (grammar) will be the basis of your grade. Please select journal articles related to the topics covered in this course.

The purpose of this typed paper is to provide the student with the opportunity to explore the latest rehabilitation research in the medical field. The student should screen journals for an article that has bearing on this course. Once selected, the article should be read thoroughly and presented in the form of a critique. This means that there should be issues or discussion presented by the author that you differ with or perhaps agree with based on your professional experience or life experiences. State your position and your rationale or give an account of your life experience. You are cautioned against plagiarizing the article.

Each article is worth 5 points each or 5%. And Due by 6 pm on the 1/23, 2/10, 2/17, 2/24, and 3/3

3. Comprehensive Functional Assessment (If you are employed and have a caseload you will be expected to complete this assignment.)

The assessment should be written in the prose style of a formal evaluation with appropriate headings. Information should flow logically, and conclusions and recommendations should clearly relate to data presented in the body of the assessment. As a subject of the assessment, select a client or case with which you are familiar and have adequate access to case records and/or client interview. To protect client confidentiality, do not reveal (modify, if necessary), identifying information. I will provide you with careful feedback on the assessment and return it to you. Depending on your relationship with the client, you may elect to share the revised evaluation with the client. In any case, evaluations should always be written with the assumption that documents are to be read by clients. It should be written clearly and objectively.

As a general guide, remember my lecture on Functional Assessment and your knowledge of Psychosocial Aspects of Disability. Rehabilitation (and the instructor grading these papers) strongly values client-centered assessments and interventions in which the client is viewed respectfully, as an equal participant, as an individual who happens to have various medical or other conditions which may or may not result in various functional limitations which may or may not lead to various levels of disability, and as an individual who has a number of resources to bring to bear on his or her problems.

Use the attached protocol of a comprehensive assessment. Obviously, not all elements will apply to all cases, and additional information may be pertinent

Due: March 5 by 6pm

Paper Guidelines

1. Key issues of functional capabilities are objectively summarized: *worth 9 points*
2. Expression of ideas: *worth 6 points*
3. References of any medical reports appropriately cited: *worth 5 points*
4. Overall quality of written expression: *worth 5 points*

Total: 25 points or 25%

This assignment is due on 3/5/02; It can be submitted via student dropbox (Student tools>Student dropbox) or via the instructor's e-mail by 5:00 p.m. PST.

4. Staff Training Assignment

Develop a 20 minute presentation on the medical aspects of two disabling conditions. Prepare this presentation for delivery as an in-service training to be presented to vocational rehabilitation counselors in the state agency. Please provide me with an outline of your presentation and any overheads or instructional aids you develop. Once I have reviewed these materials and provide you with feedback, I strongly recommend that you provide the training.

5. Final Examination

The final examination will include questions from each of the topics covered and will require a three to five sentence response from you. The examination will be "open book."

Loss of Points

If a student misses any 3-hour face-to-face session it will automatically result in a loss of 3% of the grade.

Assignments are to be submitted before or on time as indicated. Failure to submit assignments will result in a loss of 2 points for every 24 hours late.

Extra Credit: A student can earn an additional 5% with a maximum of 10%, by reading and critiquing an additional article (not to exceed two). Any extra credit must be received by the instructor no later than March 8.

If you need login and account creation instructions go to:

<http://courses.wvu.edu> and click on the Login Help button. If you have questions, there is help available by clicking on the Support button.

If you experience difficulty or have technical questions, please direct them to the ATUS Help Desk (360-650-3333) or email address helpdesk@cc.wvu.edu Be sure to indicate your name and phone number and what course you are having the difficulty.

Attendance: The intensive program is designed to have the student interact with other students and the course instructor during the face-to-face sessions. Thus, if a student does not attend a portion (a three hour block of time) of the intensive sessions, they will lose 3% of their grade.

Pod Sign-up:

- Pod Group selections will be made on the course website (**AHE 586-CK.**) and will be accepted until noon on Friday, January 5th.
- Go to the Communication>Discussion Boards section, where the small groups (pods) will be numbered. Select a pod and sign up for it. People must sign themselves up-someone else cannot sign up for them.
- As people sign up, they may wish to make a statement about a special area of interest, preferred work style, or anything else that might help others choose the pod they wish to join.
- There will be a maximum of 6 in a pod, with a minimum of 4.
- The registration for a pod will be cut off when 6 people have signed up for it. If more than 6 sign up for the same pod, those who registered first will be accepted.
- Anyone who does not sign him/herself up by noon on Monday, January 7th will be assigned to a pod.
- Once a pod is formed, the members will agree on a pod name and submit this pod name to Geri no later than Monday, January 7th.

The Incomplete Grade. The instructor may assign the grade of K (incomplete). It may be assigned only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete course work on schedule. To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

Grades and Intellectual Honesty. Grades are given for the students' work and individual achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

Withdrawal Policy and Deadline

Students may withdraw during the first two weeks of class by using the RSVP (telephone registration) system. After that you must appear in person at the

Registrar's office on campus. After the seventh week of the quarter, course withdrawal is not permitted.

Non-matriculated students: Please note that a grade of B or better is expected to continue taking graduate rehabilitation counseling courses at WWU. A grade of a C+ or lower should alert you to re-evaluate your abilities, interests, goals and motivation. A second grade of C+ or lower will prohibit you from taking any additional graduate rehabilitation counseling courses as a non-matriculated student at Western Washington University.

Enrolling on the web site for AHE 586_CK. Enrolling on the Website
This is the process that gets you into the virtual classroom, where you will find assignments, a discussion board, and access to supplementary course materials. To enroll, follow these instructions:

- ✓ Go to <http://courses.wwu.edu>
- ✓ If your previous username and password no longer work, click on Create Account, fill in the eight boxes marked with red * and click on Submit.
- ✓ You will be taken to your new My Blackboard page.
- ✓ Click on the Courses tab at the top.
- ✓ Type **AHE 586_CK**. in the Course Search box on the left, then click on GO.

If you experience difficulty or have technical questions, please direct them to the ATUS Help Desk (360-650-3333) or email address helpdesk@cc.wvu.edu Be sure to indicate your name and phone number and what course you are having the difficulty.

Reasonable Accommodations

Students with a documented disability that may interfere with learning in this course should negotiate a reasonable accommodation with Disabled Student Services during the first few weeks of the course. To access this information, click on External links, next click on the Student Support folder and there you will find a link for WWU Disabled Student Services. This link provides the contact information for requesting a reasonable accommodation.

Course Schedule

Week/Session	Topics	Readings/Assignments	Videotapes
--------------	--------	----------------------	------------

<p><u>Session 1 Jan 12 9-3:30</u></p> <p>Class meets Shoreline Conf. Center</p> <p>Presenter: John Shields</p>	<p>Welcome and Overview Introduction to Functional Assessment Overview of Human Systems</p> <p>Hearing Impairment Arthritis Renal Failure</p>	<p>Chapters 1 & 2</p> <p>Chapters 12, 22,</p>	<p>1-1 Introduction 1-2 Anatomy & Neurological</p> <p>8-1 Eval/Treatment of Hearing Impairment 8-2 Expressive Communication Disorders in Adults</p>
<p><u>Week 1 Jan 14</u></p> <p>Internet: case study assigned to pods</p>	<p>HIV Pulmonary Disorders Repetitive Motion Syndrome Prosthetics and Orthotics</p>	<p>Chapters 3, 21</p> <p>Chapter 16</p>	<p>5-1 Carpel Tunnel 5-2 Prosthetics and Orthotics</p>

<u>Week 2 Jan21</u> Internet: case study assigned to pods	Diabetes and other Endocrine Disorders Cerebral Palsy and other Developmental Disorders	Chapters 10, 14, 18, 23 Article #1 due by 6 pm on the 1/23	7-2Diabetes 6-1 CP and Employment
<u>Week 3 Jan 28</u> Internet: case study assigned to pods		Site visit paper due by 6 pm on the 1/31	
<u>Week 4 Feb 4</u> Internet: case study assigned to pods	Cancer and hematological Disorders Visual Impairment	Chapters 7, 13, 17, 27 Article #2 due by 6 pm on the 2/10	
<u>Week 5 Feb 11</u> Internet: case study assigned to pods	Chronic Pain Substance Abuse	Chapters 9, 26 Article # 3 due by 6 pm on the 2/17	4-1Vocational Implications of Chronic Pain
<u>Week 6 Feb 18</u>			
<u>Session 2 February 22</u> *Class meets at Harborview Medical Center	Traumatic Brain Injury Spinal Cord Injury	Chapters 5, 24	3-1 Overview to TBI 3-2 Behavioral Response to TBI 4-2 Alcohol Abuse after TBI 9-1; 9-2 Spinal Cord

Session 3 February 23 (9-3:30) Class Meets at Shoreline Conference Center	Multiple Sclerosis Epilepsy Strokes and other neurological disabilities Alternative Medicine Review for final	Chapters 8, 11,15, 25 Article on-line: "Multiple Sclerosis and Epilepsy: Vocational aspects and the best rehabilitation practices" Chaocter 28 Article on-line: "The wheel of wellness counseling for wellness: A holistic model for treatment planning" Article # 4 due by 6 pm on the 2/24	2-1 Epilepsy and 2-2 Multiple Sclerosis 6-2 Stroke Rehab Dr. Don Warne video-tape on the Wheel of Wellness will be presented in class
Week 7		Comprehensive Functional Assessment due by 6pm on the 3/5 Article # 5 due by 6 pm on the 3/3	
Week 8 March 11	Final will be posted 3/6. Student must submit via dropbox or email no later than 3/11 noon	Any extra credit journal critiques are due 3/8	

Video-tapes:

1-1. Introduction 1-2. Anatomy Review – Neurological & Musculoskeletal Systems
2-1 Medical and Vocational Aspects of Epilepsy 2-2. Multiple Sclerosis
3-1 Overview to TBI; 3-2 Behavioral Response to TBI
4-1 Vocational Implications of Chronic Pain; 4-2 Preventing Alcohol Abuse after TBI
5-1 Assessment and Treatment of Carpel Tunnel Syndrome Injury; 5-2 Vocational Implications of Prosthetics and Orthotics
6-1CP and Employment; 6-2 Stroke Rehabilitation
7-2 Diabetes
8-1 Eval/Treatment of Hearing Impairment; 8-2 Expressive Communication Disorders in Adults
9-1 Sexual Function and Reproduction after Spinal Cord Injury; 9-2 Vocational Implications of Spinal Cord Injury

THE UNIVERSITY OF TENNESSEE

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES Educational Psychology and Counseling

MEDICAL ASPECTS OF disABILITY

Fall Semester 2002
Room CC A202
Time 5:05 - 7:45 p.m.
RD-543



Instructor: Wayne Mulkey, Ph.D.
E-mail: smulkey@utk.edu
Telephone: 974-6662
Claxton Complex A208

(MONDAY)

PURPOSE AND GENERAL COURSE DESCRIPTION

This "Medical Aspects of disAbility" course is designed specifically to be useful to Rehabilitation Counselors, Special Education Teachers, or other Human Service Workers who need a basic understanding of body systems and the chronic diseases and disabilities associated with these systems. In addition to learning medical terminology, specific attention is focused on etiology, clinical signs, symptoms, and diagnostic procedures related to all body systems (e.g. integumentary, gastrointestinal, respiratory, cardiovascular, hematic and lymphatic, musculoskeletal, urogenital, reproductive, endocrine, nervous, visual and hearing, etc.). Further consideration will provide focus on chemical dependency, traumatic brain injury and mental diseases/disorders.

Consideration is also given to the effect on structure and function of the human body and the current procedures to eliminate or minimize resulting disability. Furthermore, the course design promotes understanding and skill development in communicating effectively with the medical community and others regarding evaluation of impairments and administration of appropriate habilitation and/or rehabilitation services.

COURSE ADAPTATIONS OR ACCOMMODATIONS

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 974-6087. This will ensure that you are properly registered for services.

TEXTBOOKS:

Gyllys, B.A., & Wedding, M.E. (1999). **Medical Terminology: A Systems Approach (4th ed.)**. Philadelphia: F. A. Davis Company.

Eisenberg, M.G., Glueckauf, R.H., & Zaretsky, H.H. (Eds.). (1999). **Medical Aspects of Disability: A Handbook for the Rehabilitation Professional. (2nd ed.)** New York: Springer Publishing Company.

RESOURCE TEXTS:

Scheer, S.J. (1991). **Medical Perspectives in Vocational Assessment of Impaired Workers**. Gaithersburg, Maryland: Aspen Publishers.

Willis, M.C. (1996). **Medical Terminology: The Language of Health Care**. Baltimore: Williams & Wilkins.

SUPPLEMENTARY MATERIALS AND/OR ACTIVITIES:

- Handouts, books, or videotapes provided by the instructor.
- Assigned or selected reading from journals.
- Observation of a Medical Consultation (rehabilitation).
- Observation of a Children's Rehabilitation Situation.

RD-543 COURSE OBJECTIVES

The rehabilitation counselor, special education teacher, or other human service worker has a specific need for a medical orientation. These individuals must:

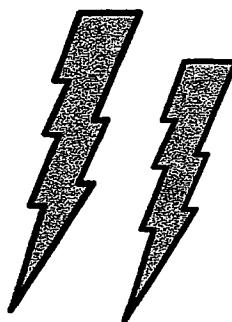
- Know body systems and the chronic diseases and disabilities associated with these systems.
- Understand and evaluate medical reports.
- Know what questions to direct to the medical consultant (agency) or nurse (school), and understand the information furnished by these resource individuals.
- Perceive when examinations by specialists are required, and have a valid recommendation concerning the specialty to be involved.
- Understand the functional limitations of persons with disabilities.
- Understand constructive and realistic treatment approaches in developing programs (IPE and/or IEP) with persons with disabilities.
- Understand the treatment indicated for various impairments in order to determine if such will interfere with or otherwise affect rehabilitation (e.g. training) or education programs.
- Assess what is learned from the medical consultant about the stability of the illness to determine education or rehabilitation potential.

CLASS PRESENTATIONS:

1. Students will work in pairs, select a particular disability, and present to the class. The presentation (discussion and interaction) should be **approximately 20 minutes** in length. **"Functional Assessment"** considerations should be explored . . . along with handouts to the class.
2. Each student will report (**about 5 minutes**) on a published article from one of the current **refereed Journal issues**. The article should focus on medical aspects of rehabilitation or special education (etc.) **with a typed, one-page summary . . . copied for each member of the class.**

CLASS ACTIVITIES:

1. Class Participation
2. **Mid-Term Examination**
3. Class Presentation
4. Attendance
5. **Final Examination**

**GRADE SCALE:**

95% = Grade A
 85% = Grade B
 75% = Grade C
 65% = Grade D
 55% = Grade F

DATE(S):**CLASS TOPIC(S):**

August 26, 2002

INTRODUCTION TO CLASS PROCEDURES

- A. Orientation to Medicine
- B. Organization and Practice of Medicine in the United States
- C. Medical Terminology
- D. Functional Assessment
- E. (G & W) Chapters 1,2, 3,4 (pp. 1-39)
- F. (E, G, & Z) Chapter 1 (pp. 3-25)
- G. (E, G, & Z) Chapter 34 (pp. 679-695)

September 09, 2002

THE BODY

- A. Levels of Organization
- B. MEDLINEplus
- C. Body Cavities
- D. (G & W) Chapter 5 (pp. 41-61)
- E. (E, G, & Z) Chapter 2 (pp. 26-50)
- F. (E, G, & Z) Chapter 32 (pp. 640-650)
- G. (E, G, & Z) Chapter 33 (pp. 651-678)

INTEGUMENTARY SYSTEM

- A. Anatomy and Physiology
- B. (G & W) Chapter 6 (pp. 63-84)
- C. (E, G, & Z) Chapter 6 (pp. 121-136)

September 16, 2002

GASTROINTESTINAL SYSTEM

- A. Anatomy and Physiology
- B. The Gastrointestinal Tract
- C. Accessory Digestive Organs
- D. Specific Digestive Disorders
(for each disorder discuss)
 - 1. Characteristic Signs and Symptoms
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. Common Limitations
 - 6. Medical Prognosis
 - 7. Vocational Implications
- E. (G & W) Chapter 7 (pp. 85-113)
- F. (E, G, & Z) Chapter 17 (pp. 342-361)

September 23, 2002

RESPIRATORY SYSTEM

- A. Anatomy and Physiology
- B. Specific Disorders of the Respiratory System
(for each disorder discuss)
 - 1. Characteristic Signs and Symptoms
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. Common Limitations
 - 6. Medical Prognosis
 - 7. Vocational Implications
- C. (G & W) Chapters 8 (pp. 115-135)
- D. (E, G, & Z) Chapter 21 (pp. 435-454)

September 30, 2002

CARDIOVASCULAR SYSTEM

- A. Anatomy and Physiology
- B. Specific Disorders of the Cardiovascular System
(for each disorder discuss)
 - 1. Characteristic Signs and Symptoms
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. Common Limitations
 - 6. Medical Prognosis
 - 7. Vocational Implications
- C. (G & W) Chapter 9 (pp. 137-162)
- D. (E, G, & Z) Chapter 8 (pp. 154-184)

- October 07, 2002 **HEMATIC AND LYMPHATIC SYSTEMS**
- A. Anatomy and Physiology
 - B. AIDS
 - C. (G & W) Chapter 10 (pp. 163-187)
 - D. (E, G, & Z) Chapter 3 (pp. 53-67)
 - E. (E, G, & Z) Chapter 13 (pp. 273-286)
- October 14, 2002 **MID-TERM EXAMINATION**
- October 21, 2002 **TRAUMATIC BRAIN INJURY**
- A. The Brain System
 - 1. Neurons and Synapses
 - 2. Brain Mapping
 - B. Brain Damage Residual Deficits
 - 1. Definitions, Demographics, and Epidemiology
 - 2. Profile of Dysfunction
 - 3. **Cognitive Rehabilitation**
 - 4. Rancho Los Amigos/Levels
 - 5. Predictors of Potential/Outcomes
 - 6. **Vocational Implications**
 - C. (E, G, & Z) Chapter 5 (pp. 98-120)
- October 28, 2002 **MUSCULOSKELETAL SYSTEM**
- A. Anatomy and Physiology
 - 1. Skeletal System
 - 2. Muscular System
 - B. Specific Musculoskeletal disorders (for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. **Common Limitations**
 - 6. Medical Prognosis
 - 7. **Vocational Implications**
 - C. (G & W) Chapter 11 (pp. 189-217)
 - D. (E, G, & Z) Chapter 9 (pp. 185-204)
 - E. (E, G, & Z) Chapter 18 (pp. 362-398)
 - F. (E, G, & Z) Chapter 23 (pp. 472-498)
- November 04, 2002 **GENITOURINARY SYSTEM**
- A. Anatomy and Physiology
 - B. Male Reproductive System
 - C. (G & W) Chapter 12 (pp. 219-241)
 - D. (E, G, & Z) Chapter 22 (pp. 455-471)

FEMALE REPRODUCTIVE SYSTEM

- A. Anatomy and Physiology
- B. Specific Genitourinary System Disorders
(for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. **Common Limitations**
 - 6. Medical Prognosis
 - 7. **Vocational Implications**
- C. (G & W) Chapter 13 (pp. 243-268)

November 11, 2002

ENDOCRINE SYSTEM

- A. Anatomy and Physiology
- B. Location/function of Endocrine Glands
- C. Specific Endocrine Disorders
(for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. **Common Limitations**
 - 6. Medical Prognosis
 - 7. **Vocational Implications**
- D. (G & W) Chapter 14 (pp. 269-291)
- E. (E, G, & Z) Chapter 10 (pp. 205-224)

NERVOUS SYSTEM

- A. Anatomy and Physiology
- B. Central Nervous System
- C. Peripheral Nervous System
- D. Specific Neurological Disorders
(for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. **Common Limitations**
 - 6. Medical Prognosis
 - 7. **Vocational Implications**
- E. (G & W) Chapter 15 (pp. 293-315)
- F. (E, G, & Z) Chapter 11 (pp. 225-244)
- G. (E, G, & Z) Chapter 15 (pp. 312-328)
- H. (E, G, & Z) Chapter 18 (pp. 362-398)
- I. (E, G, & Z) Chapter 24 (pp. 499-527)

November 18, 2002 **SPECIAL SENSES**

- A. **Visual Impairment**
 - B. Anatomy and Physiology
 - C. Specific Visual Disorders
(for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. **Common Limitations**
 - 6. Medical Prognosis
 - 7. **Vocational Implications**
 - D. (G & W) Chapter 16 (pp. 317-337)
 - E. (E, G, & Z) Chapter 27 (pp. 565-583)
-
- A. **Hearing and Speech Disorders**
 - B. Anatomy and Physiology
 - C. Specific Hearing and Speech Disorders
(for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Treatment and Management
 - 5. **Common Limitations**
 - 6. Medical Prognosis
 - 7. **Vocational Implications**
 - D. (G & W) Chapter 16 (pp. 317-337)
 - E. (E, G, & Z) Chapter 12 (pp. 245-272)

ONCOLOGY

- A. Characteristics of Neoplasms
- B. Tumor Nomenclature
- C. **Vocational Implications**
- D. (G & W) Chapter 6-16 (pp. 63-337)
- E. (E, G, & Z) Chapter 7 (pp. 137-153)

November 25, 2002 **MENTAL RETARDATION**

- A. Ambiguity of Defined Behaviors
 - 1. Definitions
 - 2. Social Competence
- B. Specific Mental Retardation Disorders
(for each disorder discuss)
 - 1. **Characteristics associated with Mental Retardation**
 - 2. Etiology and Incidence
 - 3. Diagnostic Procedures
 - 4. Classification of Mentally Retarded Individuals

- 5. **Common Limitations**
- 6. **Medical Prognosis**
- 7. **Vocational Implications**
- C. (E, G, & Z) Chapter 14 (pp. 287-311)

MENTAL ILLNESS

- A. Nature of Psychoneurosis, Psychosis, and Character Disorders
 - 1. Psychoses
 - 2. Neuroses
 - 3. Personality Disorders
- B. Specific Types of Neurotic and Psychotic Disorders (for each disorder discuss)
 - 1. **Characteristic Signs and Symptoms**
 - 2. **Etiology and Incidence**
 - 3. **Diagnostic Procedures**
 - 4. **Treatment and Management**
 - 5. **Common Limitations**
 - 6. **Medical Prognosis**
 - 7. **Vocational Implications**
- C. (E, G, & Z) Chapter 20 (pp. 412-434)

December 02, 2002

CHEMICAL DEPENDENCY

- A. Abuse and the Extent of the Problem
- B. Specific Alcohol and/or Drug Problems
- C. The Disease Concept
- D. **Vocational Implications**
- E. (E, G, & Z) Chapter 26 (pp. 548-564)

December 09, 2002

FINAL EXAMINATION

- Time: 5:05 - 7:45 p.m.
- Place: CC A202

NOTES AND/OR COMMENTS

BIBLIOGRAPHY

- Alexander, L., & LaRosa, J. (1994). *New dimensions in women's health*. Boston: Jones and Bartlett Publishers.
- Alpiner, J.G., & McCarthy, P.A. (Eds.). (2000). *Rehabilitative audiology: Children and adults* (3rd ed.). Philadelphia: Lippincott, Williams, & Wilkins.
- Atkinson, G., & Reilly, T. (Eds.). (1995). *Sport, leisure and ergonomics*. London: E & FN Spon.
- Atkinson, L., & Fortunato, N. (1996). *Operating room technique*. St. Louis: C.V. Mosby Company.
- Aurelian, L. (Ed.). (1990). *Herpesviruses, the immune system, and AIDS*. Boston: Kluwer Academic Publishers.
- Austrin, M.G., & Austrin, H. R. (1995) *Learning medical terminology* (8th ed.). St. Louis: Mosby Lifeline.
- Barkin, J., & Rogers, A. (Eds.). (1989). *Difficult decisions in digestive diseases*. Chicago: Year Book Medical Publishers.
- Barry, J., & Jones, C. (Eds.). (1991). *Medicine and charity before the welfare state*. London: Routledge.
- Black, P.K. (2000). *Holistic stoma care*. Edinburgh: Baillière Tindall.
- Boyden, K.M. (2000). The pathophysiology of demyelination and the ionic basis of nerve conduction in multiple sclerosis: An overview. *Journal of Neuroscience Nursing*, 32(1), 49-53.
- Caine, K., & Garfinkel, (Eds.) (1996). *The male body: An owner's manual*. Emmaus, Pennsylvania: Rodale Press.
- Croese, R. (1997). *Why women live longer than men... and what men can learn from them*. San Francisco: Jossey-Bass Publishers.
- Cunningham, A., & Andrews, B. (Eds.). (1997). *Western medicine as contested knowledge*. Manchester: Manchester University Press.

- Day, S. (Ed.). (1986). *Cancer, stress, and death* (2nd ed.). New York: Plenum Medical Book Company.
- Elliott, P., Cuzick, J., English, D., & Stern, R. (Eds.). (1992). *Geographical and environmental epidemiology*. Oxford: Oxford University Press.
- Eysenck, H. (1991). *Smoking, personality, and stress*. New York: Springer-Verlag.
- Faden, R., & Kass, N. (Eds.). (1996). *HIV, AIDS, and childbearing: Public policy, private lives*. New York: Oxford University Press.
- Falvo, D. (1991). *Medical and psychosocial aspects of chronic illness and disability*. Gaithersburg, Maryland: Aspen Publishers.
- Frankenhaeuser, M., Lundberg, U., & Chesney, M. (Eds.). (1991). *Women, work, and health*. New York: Plenum Press.
- Fu, F.H., & Stone, D.A. (Eds.). (2001). *Sports injuries* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Gardenswartz, L., & Rowe, A. (1993). *Managing diversity*. Homewood, IL: Business One Irwin.
- Garrick, J., & Webb, D. (1990). *Sports injuries: Diagnosis and management*. Philadelphia: W.B. Saunders Company.
- Gillen, G., & Burkhardt, A. (1998). *Stroke rehabilitation: A function-based approach*. St. Louis: C.V. Mosby Company.
- Gillenwater, J., & Howards, S. (Eds.). (1988). *The year book of urology*. Chicago: Year Book Medical Publishers.
- Grob, G. (1991). *From asylum to community*. Princeton: Princeton University Press.
- Haseltine, F.B., Cole, S.S., & Gray, D.B. (1993). *Reproductive issues for persons with physical disabilities*. Baltimore: Paul H. Brookes.
- Joy, J.E., & Johnston, R.B. (Eds.). (2001). *Multiple sclerosis: Current status and strategies for the future*. Washington, DC: National Academy Press.
- Kane, P. (1991). *Women's health*. New York: St. Martin's Press.

- Kaplan, P., & Tanner, E. (1989). *Musculoskeletal pain and disability*. Norwalk, Connecticut: Appleton & Lange.
- Kelsey, J. (1982). *Epidemiology of musculoskeletal disorders*. New York: Oxford University Press.
- Kessler, M., Goldston, S., & Joffe, J. (Eds.). (1992). *The present and future of prevention*. Newbury Park, California: SAGE Publications.
- Kingsbury, D. (Ed.). (1991). *The paramyxoviruses*. New York: Plenum Press.
- Kongstuedt, P. (1993). *The managed health care handbook* (2nd ed.). Gaithersburg, Maryland: Aspen Publishers.
- Livingston, M. (1999). *Common whiplash injury*. Springfield: Charles C. Thomas.
- Martin, M. (Ed.). (1997). *Speech audiometry* (2nd ed.). San Diego: Singular Publishing.
- McBride, D. (1991). *From TB to AIDS: Epidemics among urban Blacks since 1900*. Albany: State University of New York Press.
- Moeller, D. (1997). *Environmental health* (Rev. ed.). Cambridge, Massachusetts: Harvard University Press.
- O'Neal, J. (1996). *The bloodborne pathogens standard: A pragmatic approach*. New York: Van Nostrand Reinhold.
- Pope, A., & Tarlov, A. (Eds.). (1991). *Disability in America*. Washington, D.C.: National Academy Press.
- Rapaport, S. (1971). *Introduction to hematology*. New York: Harper and Row, Publishers.
- Reizenstein, P. (1983). *Hematologic stress syndrome*. New York: Praeger.
- Robinson, J.E. (2000). Access to employment for people with disabilities: Findings of a consumer-led project. *Disability and Rehabilitation*, 22(5), 246-253.
- Romeis, J., & Coe, R. (Eds.). (1991). *Quality and cost containment in care of the elderly*. New York: Springer Publishing.

- Schumacher, H., & Gall, E. (1988). *Rheumatoid arthritis*. New York: Gower Medical Publishing.
- Sigler, B., & Schuring, L. (1993). *Ear, nose, and throat disorders*. St. Louis: C.V. Mosby Company.
- Sinaki, M. (Ed.). (1987). *Basic clinical rehabilitation medicine*. Toronto: B.C. Decker, Inc.
- Smith, S. (1995). *Sick and tired of being sick and tired: Black women's health activism in America, 1890-1950*. Philadelphia: University of Pennsylvania Press.
- Smith, W. (1988). *Diabetes, liver, and digestive disease*. New York: Facts on File Publications.
- Smith, W. (1988). *Rheumatic and skin disease*. New York: Facts on File Publications.
- Stoll, B. (Ed.). (1988). *Cost versus benefit in cancer care*. Baltimore: Johns Hopkins University Press.
- Stotland, N.L. (1998). *Abortion: Facts and feelings*. Washington, DC: American Psychiatric Press.
- Williams, R. W. (1995). *Basic healthcare terminology*. St. Louis: Mosby Lifeline.
- Wise, L., & Johnson, H. (Eds.). (1994). *Breast cancer: Controversies in management*. Armonk, NY: Futura Publishing Company.
- Wood, D. (Ed.). (1992). *Delivering health care to homeless persons*. New York: Springer Publishing.
- Yluisake, M., Gobble, E. (Eds.). (1987). *Community re-entry for head injured adults*. Boston: College-Hill Publication.

**PLEASE DO NOT HESITATE TO COME BY MY OFFICE
(CC A208) REGARDING QUESTIONS OR CONCERNS
ABOUT COURSE ACTIVITIES.**

ASPECTS OF DISABILITY - PHYSICAL DISABILITIES

Rehab -713 Fall 2001

Credits 3.0

Prerequisite: Graduate Student Standing

Lecture: Friday 12:30 - 3:30 PM

Millennium Hall 205

Instructor: Michelle Hamilton hamiltonmi@uwstout.edu

Office: VR 227

Office Hours: M 10-11 & 1:30-3:30; T 1:30-2:30; W 10-11; Thurs 10-11

Phone: x1895

Fri - 9 -11; or by appointment

REQUIRED TEXTS

Eisenberg, M.E., Glueckauf, R.L., Zaretsky, H.H. (1999). *Medical Aspects of Disability* 2nd Edition. Springer Publishing Company, New York, NY. Available for rent at IRC.

Disability Handbook (2000 edition). D. Andrew (ed). Department of Rehabilitation Education Research, University of Arkansas. Fayetteville, AR. Available for purchase only at Bookstore

COURSE DESCRIPTION

Introduction to the medical, functional, psycho-social and vocational implications of major physical disabilities. Materials will cover the existence, onset, severity, progression and expected duration of common physical disabilities.

CONTENT

- Physical disabilities: such as SCI, MS, CP, Diabetes, Chronic Pain, Cardiovascular and Rheumatic Diseases, Pulmonary Diseases, Orthopaedic Disabilities, Epilepsy, and Neuromuscular Diseases
- Medical and pharmaceutical terminology
- Psycho-social-vocational impact of disabilities including issues in adjustment, family, employment and training considerations

COMPETENCIES/COURSE OBJECTIVES

Students who successfully complete this course will:

- Define common medical terminology related to physical disabilities
- Translate medical related information to other professionals and lay persons
- Describe primary medical and functional characteristics of major physical disabilities
- Describe vocational and functional implications associated with specific disabilities
- Describe the psycho-social implications of physical disability
- Determine an individual's eligibility for rehabilitation services
- Identify assistive technology to optimize potential of individuals with physical disabilities
- Identify ADA compliant methods of "reasonable accommodations" that can be made for persons with physical disabilities
- Determine need for additional medical information for vocational rehabilitation purposes
- Integrating medical information to develop an individualized plan for employment (IPE)
- Identify current medical, psychological, technological and other sources of information/resources that may enhance an individual's vocational opportunities.

COURSE EVALUATIONS & EXAMINATIONS

25% - Individual Student Paper – Physical Disability NOT covered in class. **50 points**

25% - Exam # 1 (approximately 6th week of class) covers all reading assignments, handouts, videos and lectures in Unit One. **50 points**

25% - Exam # 2 (approximately 10th week of class) covers all reading assignments, handouts, videos and lectures in Unit Two. **50 points**

25% - Exam # 3 Final Exam –covers all reading assignments, handouts, videos and lectures in Unit Three. **50 points**

Attendance: Strongly recommended and encouraged but it is not mandatory.

Missed assignments/examinations: Automatic ten point deduction per day that assignments are late or for missed examinations. Exceptions will include illnesses or similar emergencies with a dated written note describing your circumstances. Upon my receipt of your note, you can reschedule the assignment/exam. You must complete all course requirements to pass the class.

Grading Policy: Final grade will be based on total points accumulated from 3 exams and 1 paper each worth 50 points and weighted at 25% each. Total possible 200 points.

Individual Student Paper on one type of physical disability that is NOT discussed in class lecture. Identify current information on the typical onset, characteristics/prognosis, functional limitations, psycho-social and vocational implications of the disability. DO NOT discuss the disease process, medical treatment/research – your paper should supplement NOT duplicate the material covered in the textbook or lectures. Please verify topic with instructor prior to proceeding with research and paper completion. **50 points**

Papers must :

- Be respectful of the reader (spelling, punctuation, grammar, organization)
- Include introduction, clear statement of purpose, organized and current relevant information that reflects your research - not your opinion. Implications for vocational rehabilitation
- **APA (minimum 4th edition) format** 7-9 pages in length (not including references); develop a 1 page summarized *fact sheet* on the disability – I will photocopy and disseminate fact sheets to class
- Typed or word processed - double-spaced in 12 point font, numbered pages
- A minimum of five (5) reference citations – only one (1) can be from the world wide web
- Papers are **DUE - Friday, November 09, 2001 by 3:30 PM - VR 227**

UNITS

Unit One

Psychological Reactions to Physical Disability
Body Systems – Bones, Muscles, Joints, Urinary; CNS/PNS
Spinal Cord Injury
Neuromuscular Diseases
Multiple Sclerosis

Exam # 1 - Multiple choice, short answer, and essay/case study questions*

Unit Two

Cardio Vascular Disease
Stroke & TBI
Amputation
Back Disorders
Chronic Pain
Pulmonary Disorders

Exam # 2 - Multiple choice, short answer, and essay/case study questions*

Unit Three

Cerebral Palsy
Spinal Bifida
Muscular Dystrophy
Epilepsy
Rheumatic Diseases
Diabetes

FINAL Exam # 3 – Friday, December 21, 2001 12:00 – 1:50 PM

Multiple choice, short answer, and essay/case study questions*

*Exams are **not** cumulative

Physical Disability - Criteria for Evaluation of Papers

Criteria	Below Average 6 <	Average 7-8	High Average 9	Above Average 10
Introduction and clear statement of purpose, organization of material, defines terms				
Satisfies requirements of assignment - focus on vocational and psycho-social implications of disability				
Comprehension/knowledge of material - displayed understanding of information; integrated information within assignment				
Meets framework of assignment - length (7-9 pages), style (typed, double spaced, 12 point font, numbered pages), spelling, punctuation, grammar, organization of content				
APA Formatting; References (minimum 5) no more than 1 WWW reference				

Points: _____/50

Course Grade Equivalents

93% +	A	80-82%	B-
90-92%	A-	76-79%	C+
87-89%	B+	70-75%	C
83-86	B	60-69 % < 60%	D F

Possible Topics for Consideration

AIDS
Cystic Fibrosis
Carpal Tunnel Syndrome
Cancer
Blindness/Visual Impairment
Speech Impediment

CFS
Lupus
Hip/Knee Replacement
Deafness/Hard of Hearing
Burns
Visible Disfigurement

Polio/Post Polio
Fibromyalgia
Renal Failure/Disease
Ostomy
Hemophilia
Repetitive Stress Injuries

Aspects of Disability: Physical Disabilities

Rehab 713

Tentative Schedule - Fall 2001

Date	Topic	Chapter Readings in Text Books	
		Handbook	Medical Aspects
September	07	Introduction & Overview	
		Psychosocial Reactions to Disability	lecture and handouts
		Muscles/Bones/Joints/Urinary	
	14	CNS/PNS; start Spinal Cord Injury	lecture 24
	21	Spinal Cord; start Neuromuscular	23; lecture 24; 15
	28	Neuromuscular; start Multiple Sclerosis	23; 24, lecture 15
October	05	Exam I – UNIT I ; start Cardio Vascular	9, lecture 8
	12	exam review; complete Cardiovascular	9, lecture 8
	19	Stroke and TBI	35; 36, lecture 25
	26	complete TBI; start amputation	36;4, lecture
November	02	Amputation; start Back Disorders	4; 21, lecture
	09	Back & Chronic Pain & Pulmonary	21;26,30 21
		PAPER/PROJECT DUE BY 3:30PM VR 227	
	16	Exam II – UNIT II; Start Cerebral Palsy	11, lecture 18 (?)
	23	<i>NO CLASS THANKSGIVING</i>	
	30	Exam review; complete Cerebral Palsy	11, lecture 18 (?)
December	07	Spinal Bifida & Muscular Dystrophy	34; lecture
	14	Epilepsy & Rheumatic Diseases	32; lecture 11
	21	FINAL EXAM - UNIT III-12:00 1:50 PM	

Rehabilitation Counselor Training Program
Rehabilitation Institute, Southern Illinois University
Carbondale, IL 42901-2609

Rehb 513 Medical and Psychosocial Aspects of Disability
Fall 2002

INSTRUCTOR: Thomas D. Upton, Ph.D., CRC
Assistant Professor
322A Rehn Hall
(618) 453-8287
fax: (618) 453-8271
email: tupton@siu.edu

OFFICE HOURS: Mondays 8:00-9:00 a.m.; noon-1:00 p.m.
Fridays 8:00-11:00 a.m.; 2:00-4:00 p.m.
Or by appointment (email to set up appointment)

TA:

OFFICE HOURS:

REQUIRED TEXT:

Falvo, D. (1999). *Medical and psychosocial aspects of chronic illness and disability* (2nd Ed.). Baltimore, MD: Aspen Publishers.

Additional readings will be required and announced in class.

COURSE DESCRIPTION:

This course provides information regarding medical and psychosocial aspects of chronic illness and disability with emphasis on the physical, psychological and social impact of these conditions. More specifically, functional limitations associated of these conditions associated with employment, family and social life, and activities of daily living will be discussed. Also, this course reviews adaptive measures which may enable persons with various disabilities enhance their functioning and overall quality of life.

COURSE OBJECTIVES:

As a result of this course you should:

1. Have a general understanding of common medical terms as well as be able to use common medical reference books such as the PDR (Physician's Desk Reference), medical dictionaries, Merck Manual, and DSM IV.

2. Be able to assess functional limitations of common disabilities and the potential impact of these limitations on the individual's ability to function in their home, social, and work environments.
3. Describe potential social, environmental, and interpersonal barriers to persons with disability in the rehabilitation process.
4. Be able to describe factors which impact on adjustment to disability including pre-morbid function, family and social factors, and stage of development at which the disability occurred.
5. Be familiar with various types of health professionals with whom persons with disability may have contact with during the rehabilitation process.
6. Describe and identify appropriate assistive or adaptive devices, environmental modifications, or specific services that may be utilized for common disability conditions to assist the individual to achieve their maximal functional capacity.

CLASS REQUIREMENTS:	7 quizzes (10 points)	=	70 points
	4 articles (10 points)	=	40 points
	Midterm	=	100 points
	Final	=	100 points
	Paper	=	50 points
	Project presentation	=	20 points
			<hr/>
	Total possible	=	380 points

GRADING: Criterion based grading is used.

90-100 %	(342-380) A
80-89 %	(303-341) B
70-79 %	(264-302) C
60-69 %	(225-263) D
59% or below	(225 or below) F

EDUCATIONAL ACCOMMODATIONS: Students who have a disability and may need educational accommodation must identify themselves to the instructor immediately! Please see me after class or in my office to discuss this.

EVALUATION CRITERIA:

1. This class covers a very large amount of information. Therefore, it is important that you read assigned work before coming to class and also take a quiz at the end of each unit. These quizzes will occur at the end of most classes and your top 7 quiz grades

will count toward your grade. IF YOU MISS A CLASS AND MISS THE QUIZ, MAKEUPS WILL NOT BE GIVEN. ALSO, STUDENTS SHOULD TAKE ALL QUIZZES TO HELP PREPARE THEM FOR MIDTERM AND FINAL EXAMINATIONS.

2. The midterm will cover all class materials (readings, lectures, discussion, handouts, guest speakers, etc.) received up to that point. The Final Examination focuses on all class materials. In a sense it is comprehensive. Student's should have mastery of this topic when they finish this class.
3. Science is continually evolving which impacts professional rehabilitation counseling practice. Therefore, each student is required to bring one article from a professional journal (rehabilitation, medicine, social work, nursing, etc.) **four times at specific due dates throughout the semester**. Articles should be related to either the medical OR psychosocial aspects of the general category of disability assigned. You should be prepared to discuss your articles in class. THEREFORE, TAKE CARE TO CHOOSE ARTICLES WHICH YOU ARE ABLE TO UNDERSTAND AND EXPLAIN. The articles should NOT be read, but summarized in your own words. The following should be included in the oral class presentation.
 - a. Title of article, name of Journal and date of publication
 - b. Purpose of study or of the article
 - c. If the article is a study, give a brief description of what was done. If it is conceptual, describe its key points.
 - d. Discuss conclusions reached in the articles
 - e. Describe how the article will be helpful to you in Rehabilitation Counseling or if not in Rehabilitation Counseling, how it helped you in your field.

Article should have been published in the last five years. You will not receive credit for articles from popular magazines (e.g., Time, Life, People, Cosmopolitan, Ladies Home Journal) or newspapers, etc. Full reference should be provided for each article (i.e. author's complete name, title or article, complete title of journal, date, and page numbers of the article). Reference and summary must be typed on 8 ½ x 11 inch plain piece of white paper to be turned in with your article. The reference must be in 5th Edition APA Format. You should consider making two copies of each article, one to be handed in and one for you own future reference and for possible class presentation at the next session. Articles for the specific topic must be handed in a the due date specified on the syllabus. **NO LATE ARTICLES WILL BE ACCEPTED UNDER ANY CIRCUMSTANCES.**

The following criteria are used to assign points for the articles.

- a. From an appropriate Journal, appropriate to medical or psychosocial aspects of assigned topics, not published before 1997 and full article (not just abstract or summary; 5 points).

- b. Full and complete reference (2 points)
 - c. Concise summary of article in own words (not the abstract recopied; 3 points).
4. Lectures are supplementary to readings. Not all materials covered in the book may be repeated in class. Likewise, not all material presented in class may be included in the book. Consequently, you are responsible for material presented which may not be necessarily included in the readings, as well as information in the book which may not be covered in class. You are responsible for both. You are responsible for having a general understanding of all terms in the readings and will be responsible for those terms on quizzes midterm, and final examinations.
 5. If it is necessary to miss class, you are responsible for checking with the instructor about any announcements, changes, or assignments which may have been made for subsequent classes and for arranged to obtain notes from another student.
 6. No incomplete grades will be given.
 7. There are 9 quizzes and 4 articles listed on the syllabus which are due. All 4 of the articles and 7 of the quizzes will count toward the total points; therefore, you will have the option of missing a quiz or two without penalty. You may also choose to take all quizzes, dropping the points from the lowest one(s). Consequently, **NO MAKE-UP QUIZZES WILL BE GIVEN.** Extra credit will not be given for additional articles.
 8. More details on the required paper is below.

Research Paper: Students will be expected to write a 12-page research paper, written APA style (5th ed.). The research paper should pertain to a medical condition mentioned in the text. **Topics must be approved by the professor on a first come first served system.** The format of the paper should include:

1. Title
2. Abstract (200 words or less)
3. Body of paper with the following headings: (Detailed information)
 - a. Importance of this condition
 - etiology
 - percentage of individuals in the U.S. with this condition
 - impact of society on the cause of the condition
 - b. Description of medical condition
 - in detail, describe the physiological changes that take place in the body
 - c. Medical management of condition
 - techniques used to diagnose the condition
 - conservative treatments (PT, OT, SP, RT, etc.)

- medications
- surgical procedures (detailed description)
- 4. Physical, psychological and social challenges related to condition
- 5. Conclusion/counseling strategies for medical challenges
- 6. References (15 minimum)

Final Project Based on the assigned topic, students are expected to gain insights on persons that have the disability they researched for their paper. This can be done a number of ways. One can attend a support group meeting, 'shadow' a person with a disability, interview a person with the specific disability, or 'shadow' a professional working with persons with that disability. **If you are unsure of the acceptability of your plans, discuss it with the instructional team before you complete this assignment. PLEASE NOTE THIS IS A CORE REQUIREMENT OF THE CLASS AND YOU MUST COMPLETE IT IN ORDER TO RECEIVE CREDIT FOR COMPLETING THIS COURSE.**

The goal in completing this project is to gain insight on the daily activities (work, school, family responsibilities, etc.) persons with specific disabilities may experience and the significance of a support system/group in assisting persons with disabilities with psychosocial, vocational and psychological issues.

Written report of the final project is to be turned in with detailed descriptions that includes comprehensive information (such as the name of the facility and support group, time and date when the assignment was completed, description of the person being shadowed, description of the environment and any adjustments made to enhance functional capabilities) about your project.

9. DISCUSSION IS ENCOURAGED! We can all learn from each other's experiences, questions or information.

TENTATIVE CLASS SCHEDULE AND ASSIGNMENTS

Topic are likely to shift as the semester progresses and students are responsible for **all changes** announced in class.

- | | |
|-------------|--|
| August 19 | Introduction and a framework describing social aspects of disability
<u>Assigned Reading:</u> Chapter 1 |
| August 26 | Nervous system |
| September 2 | Labor Day No Class
<u>Assigned Reading:</u> Chapter 3 |

September 9 Nervous system (continued); Developmental disabilities

September 16 Substance abuse disorders and mental disorders

Assigned Reading: Chapters 6 and 7

Assigned Article One Due

(Handouts)

Quiz: Nervous system and developmental disabilities

September 23 Hearing Disorders and Deafness

Assigned Reading: Chapter 4

Quiz: Substance abuse and Mental disorders

September 30 Visual Disorders and Blindness

Assigned Reading: Chapter 5

Assigned Article Two Due

Quiz: Hearing Disorders/deafness

October 7 Quiz: Visual disorders and blindness;
Midterm Examination

October 14 Spring Break

October 21 **Paper Due;**

Assistive Technology ;Panel Discussion: Persons with varying disabilities,; Handouts;

Immune system, cancer, and disorders of the blood

Assigned Readings: Chapters 8 and 16

October 28 Dermatological and gastrointestinal disorders

Assigned Reading: Chapters 14-15

Article Three Due

Quiz: Immune system, cancer, and disorders of the blood

November 4 Cardiovascular and respiratory disorders

Assigned Reading: Chapters 11-12

Quiz: Dermatological and intestinal disorders

November 11 Endocrine and renal disorders

Assigned Reading: Chapters 9 and 13

Quiz: Cardiovascular and respiratory disorders

November 18 Musculoskeletal system

Assigned Reading: Chapter 10

Final project; Review for final
Assigned Article Four Due
Quiz: Endocrine and renal disorders

November 25 Thanksgiving holiday no class

December 2 Evaluations; Quiz: Musculoskeletal system; Final examination during class

Please ask for clarity if anything is unclear.

COURSE SYLLABUS
SPRING SEMESTER, 2002

**MEDICAL AND PSYCHOSOCIAL
ASPECTS OF DISABILITIES II**

Nettie B. Fisher, Ph.D., Professor
Langston University
Oklahoma City Campus
Office # 154
4205 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105

Phone # (405) 962-1635
Fax # (405) 962-1672
E-mail nbfisher@lunet.edu

Langston University
School of Education and Behavioral Science
Graduate Program
RC 5653 Medical and Psychosocial Aspects of Disabilities II
3 Credit Hours
Room 110

FACULTY

Professor: Nettie B. Fisher, Ph.D.
Office: Graduate Program Rm. 154
Phone: (405) 962-1635
Office Hours: Available upon request
Class Hours: Monday 5:30 p.m.-8:10 p.m.

The Graduate Program in Rehabilitation Counseling adheres to standard C.2.5 that has been set forth by the Council on Rehabilitation Education (CORE). This standard is applicable to this course. The standard indicated that a Course in Medical and Psychosocial Aspects of Disabilities include functional capacities of individuals with disabilities, appropriate interventions, and psychosocial adjustment of the individual and family regarding personal, social and cultural adjustment of life. The standard will be achieved.

I. CATALOG DESCRIPTION:

This course will focus on how psychosocial factors encountered by persons with disabilities affect adjustment to a disability and on professional practice with person with disabilities. Topics include concepts of medical and psychosocial aspects of disability that relate to societal attitudes, family dynamics, sexuality, and mental health issues. This course will address medical and psychosocial issues related to learning and sensory impairments, bodily disfigurement, and selected catastrophic disease.

II. RATIONALE:

This course is designed to prepare rehabilitation counselors and other human service professionals to become interpreters of medical information concerning major disabilities, and to provide an understanding of the psychosocial factors encountered by persons with disabilities.

III. COURSE OBJECTIVES:

Upon successful completion of this course the student will be able to:

1. Develop an understanding of the medical characteristics, potential physical complications and psychosocial aspects of the major disabilities.
2. Develop an understanding of the disabling effects of disease or injury on body structure, functions, behaviors, personality and family function.
3. Develop practical knowledge of the language and systems of medical and allied health fields for the purpose of consulting with professionals in those fields.

4. Demonstrate an understanding of the concepts discussed in the course by application to practical situations involving hypothetical client problems.
5. Develop knowledge of community resources available to assist consumers with disabilities, and their families.
6. Increase their skill level in intervention strategies with people with disabilities, their families and other significant persons in their social system.

IV. INSTRUCTION METHODOLOGY:

Classes will include lectures by the professor, professionals, and presentations by students addressing etiology, diagnosis, prognosis, adjustment, treatment, and support resources. Applied case studies and discussion will also be utilized in this course.

V. METHOD OF EVALUATION:

Final course grade will be determined on the following basis:

<u>TOTAL POINTS</u>		<u>GRADING SCALE</u>
Midterm Examination	33%	90-100% = A
Research Paper	20%	80-89% = B
Student Presentations	14%	70-79% = C
Final Examination	33%	60-69% = D
Total	100%	59 or below = F

****Note:** Pop quizzes may be given at the beginning of any given class at the professors discretion-These points will be added to the above point scheme. No extra or make up work will be given.

A. REQUIRED TEXT

Read text as indicated in course syllabus. Readings must be done prior to each class meeting. As stated earlier, pop quizzes may be given during any class period.

Falvo, D.R., (1999). Medical & Psychosocial Aspects of Chronic Illness and Disability. Gaithersburg, Maryland, Aspen Publishers, Inc.

Additional Required Reading

1. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. Washington, DC: American Psychiatric Association.
2. American psychological Association. Publication Manual of the American Psychological Association. Washington, DC: American Psychological Association.

3. Lygart, C.E., (Ed.). Merck Manual of Diagnosis and Therapy. West Point, PA: Merck and Co.
4. Marinelli, R., and Dell Orto, A., (1991). The Psychological and Social Impact of Physical Disability. New York: Springer.
5. Brodwin, M., Tellez, F., and Brodwin, S., (1995). Medical, Psychosocial and Vocational Aspects of Disability. Athens, Georgia: Elliott & Fitzpatrick, Inc.

B. EXAMINATIONS

Both the midterm and the final examinations will be classroom multiple-choice and short essay tests.

Test items will be developed from assigned textbook readings, class lectures, and informational materials provide by the instructor and presenters.

Students are expected to arrive for examinations on time. Only students with excused absences will be allowed to make up examinations, which will only be given at the discretion of the instructor.

The midterm exam will be given on March 5,2002

The final exam will be given on May 7, 2002

C. RESEARCH PAPER

A research paper is required. The paper should be 8 (minimum) to 10 (maximum) typed pages (double spaces, American Psychological Association Style) and contain at least 5 references. The textbook cannot be used as a reference. The format of the paper should consist of an abstract, a distinct introduction, body and conclusion/summary. The topic researched must be related to a specific disability type and approved by the instructor. Research topic submitted must be significantly different for each semester if the student is taking both sections I an II of this course. Work must be done INDEPENDENTLY.

Each paper should include: an accounting of the incidence factors relating to the disability, a description of the medical characteristics of the disability chosen, and a discussion of the psychosocial implications and issues associated with the disability.

The paper will be graded using the following criteria:

- a. 5 points—8-10 typed pages (double space) or text (excluding title page, abstract, and reference list)
- b. 5 points—APA style (refer to APA style book for specific format criteria)
- c. 5 points—Use of at least (5) references, excluding course text book
- d. 20 points—Clarity of information, correct English (use clear, concise language, correct grammar and spelling, etc), with an organized format (introduction, body, and summary/conclusion)

- e. 10 points—Incidence of disability and factors relating to incidence (including geographic, ethnic, gender and socio-economic elements)
- f. 25 points—Medical characteristics (including: terminology, etiology, classification, symptoms, diagnostic process, treatment, complications and prognosis)
- g. 20 points—Psychosocial implications (including: individual and family responses, adaptive mechanisms, societal concerns, financial and other pertinent considerations)
- h. 10 points—Analysis of vocational implications/interventions

100 TOTAL POINTS

D. STUDENT PRESENTATIONS

Students will be required to present disability specific literature reviews that address etiology, treatment, prognosis and vocational implications.

17 TOTAL POINTS

E. SCHEDULE

CLASS # DATE TOPIC READ CHAPTER(S)

1. 1-15 Introduction, orientation and review of Syllabus
2. 1-22 Review chapters 1-2-& 17
3. 1-29 Chapter 6 Mental Disorders
4. 2-5 Cancer-chapter 16
5. 2-12 Disorders of the Blood and Immune System (Chapter 8)
6. 2-19 Endocrine Disorders (Chapter 9)
7. 2-26 Musculoskeletal and Connective Tissue Disorders (Chapter 10)
8. 3-5 Mid-term Examination (Questions taken from the above chapters of your text).
9. 3-18-22 **Spring Break. Enjoy! Enjoy! Enjoy! For next week classes resume!**
10. 3-26 Skin Disorders, Burns, and Facial Disfigurement (Chapter 14)
11. 4-2 Gastrointestinal Disorders (Chapter 15)

- 12. 4-9 Cancers (Chapter 16)
- 13. 4-16 Mental Retardation (Chapter 12-Medical Psychosocial and vocational Aspects of Disability)
- 14. 4-23 Individual (Specialized Topics Student Presentations) (12 @ 10 minutes)
- 15. 4-30 Individual (Specialized Topics Student Presentations) (12 @ 10 minutes)
 RESEARCH PAPERS DUE!
- 16. 5-7 Final Examination

ATTENDANCE POLICY

Daily attendance requires students to complete assignments. Students who are absent from class more than 3 times are subject to lose 10 percentage points on their overall grade.

COURSE SYLLABUS
FALL SEMESTER 2002

**MEDICAL AND PSYCHOLOGICAL
ASPECTS OF DISABILITY I**

RC5613

**Dennis C. Stice, Adjunct Faculty
MA, CRC, RN, CCM
Langston University
Oklahoma City Campus
4205 N. Lincoln Blvd.
Oklahoma City, Oklahoma 73105**

**Phone # (405) 691-9202
Fax # (405) 691-4710
E-mail amerihab1@juno.com**

Langston University
School of Education and Behavioral Science
Graduate Program
RC 5613 Medical and Psychological Aspects of Disability I
3 Credit Hours
Room 122

FACULTY

Instructor: Dennis C. Stice, MA, CRC, RN, CCM, Ph.D. candidate

Office: Graduate Program

Phone: (405) 962-1635

Office Hours: 4:30 p.m. – 5:30 p.m.

Class Hours: Wednesday 5:30 p.m. – 8:10 p.m.

The Graduate Program in Rehabilitation Counseling adheres to standard C.2.5. that has been set forth by the Council of Rehabilitation Education (CORE). This standard is applicable to this course. The standard indicated that a Course in Medical and Psychosocial Aspects of Disabilities include functional capacities of individuals with disabilities, appropriate interventions, and psychosocial adjustment of the individual and family regarding personal, social and cultural adjustments of life. The standard will be achieved.

I. CATALOG DESCRIPTION:

This course will focus on how psychosocial factors encountered by persons with disabilities affect adjustment to a disability and on professional practice with persons with disabilities. Topics include concepts of medical and psychosocial aspects of disability that related to societal attitudes, family dynamics, sexuality, and mental health issues. This course will address medical and psychosocial issues related to learning and sensory impairments, bodily disfigurement, and selected catastrophic disease.

II. RATIONALE:

This course is designed to prepare rehabilitation counselors and other human service professionals to become interpreters of medical information concerning major disabilities, and to provide an understanding of the psychosocial encountered by persons with disabilities.

III. COURSE OBJECTIVES:

Upon successful completion of this course the student will be able to:

1. Develop an understanding of the medical characteristics, potential physical complications and psychosocial aspects of the major disabilities.
2. Develop an understanding of the disabling effects of disease or injury on body structure, functions, behaviors, personality and family function.
3. Develop practical knowledge of the language and systems of medical and allied health fields for the purpose of consulting with professionals in those fields.

4. Demonstrate and understanding of the concepts discussed in the course by application to practical situations involving hypothetical client problems.
5. Develop knowledge of community resources available to assist consumers with disabilities and their families.
6. Increase their skill level in intervention strategies with people with disabilities, their families and other significant persons in their social system.

IV. **INSTRUCTION METHODOLOGY:**

Classes will include lectures by the instructor, professionals and presentations by students addressing disability etiology, diagnosis, prognosis, adjustment, treatment and supportive resources. Applied case studies and discussion will also be utilized in this course.

V. **METHOD OF EVALUATION:**

Final course grade will be determined on the following basis:

<u>Total Points</u>		<u>Grading Scale</u>
Midterm Examination	33%	90-100% = A
Research Paper	20%	80-89% = B
Student Presentations	14%	70-79% = C
Final Examination	33%	60-69% = D
Total	100%	59 or below = F

*NOTE: Pop quizzes may be given at the beginning or end of any given class as the instructors discretion. These points will be added to the above point scheme. No extra or make-up work will be given.

A. **REQUIRED TEXT – Brodwin, M., Tellez, F., and Brodwin, D., (2002). Medical, Psychosocial and Vocational Aspects of Disability. Athens, GA: Elliott and Fitzpatrick, Inc. (ISBN #0-945019-81-S)**

Read text as indicated in course syllabus. Readings must be done prior to each class meeting. As stated earlier, pop quizzes may be given during any class period.

Text recommended for your bookshelf:

1. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders-IV. Washington, DC: American Psychiatric Association. Publication Manual of the American Psychological Association. Washington, DC: American Psychological Assn.
2. Lygart, C. E. (Ed.). Merck Manual of Diagnosis and Therapy. West Point, PA: Merck and Co.
3. Marinelli, R. and Dell Orto, A., (1991). The Psychological and Social Impact of Physical Disability. New York: Springer.

Note: All current text books for the class can be obtained through "MBS-Direct" at 1-800-325-3252, or through their web site at <http://direct.mbsbooks.com/langston.htm>.

B. EXAMINATIONS

Both the midterm and the final examinations will be in class multiple choice tests. Test items will be developed from assigned textbook readings, class lectures, and informational materials provided by the instructor and presenters.

Students are expected to arrive for examinations on time. Only students with excused absences will be allowed to make up an examination, which will only be given at the discretion of the instructor.

The midterm exam will be given on **October 9, 2002**

The final exam will be given on **December 11, 2002**

C. RESEARCH PAPER

A research paper is required. The paper should be a minimum of eight pages to a maximum of ten pages typed, double spaced, according to APA style and contain at least five references. The class textbook cannot be used as a reference. The format of the paper should consist of an abstract, a distinct introduction, body and conclusion/summary. The topic researched must be related to a specific significant disability that affects the client's vocational and economical aspects. The topic must be pre-approved by the instructor. In order to receive approval for your research topic, a brief one or two paragraph proposal of why you selected this topic and where you will derive your information to conduct your research must be submitted to the instructor by midterm examination. Research topics submitted **must** be significantly different for each semester if the student is taking both Sections I and II of this course. Work must be done INDEPENDENTLY.

Each research paper should include an accounting of the incident factors relating to the disability, a description of the medical characteristics of the disability chosen, and a discussion of the psychosocial implications and issues related with the disability.

The research paper will be graded on the quality of the following criteria:

1. 5 points: 8 – 10 typed pages double spaced of text (excluding title page, abstract and reference list)
2. 5 points: APA style (refer to APA text for specific format criteria)
3. 5 points: Use of at least five references, excluding course textbook
4. 20 points: Clarity of information/writing (use clear, concise language, grammar, spelling, etc.) with organized format (introduction, body, and summary/conclusion)
5. 10 points: Incidence of disability and factors relating to incident (including geographic, ethnic, gender and socio-economic elements)
6. 25 points: Medical characteristics (including terminology, etiology, classification, symptoms, diagnostic process, treatment, complications and prognosis)

7. 15 points: Psychosocial implications (including individual and family responses, adaptive mechanisms, societal concerns, financial and other pertinent considerations)
8. 15 points: Analysis of vocational implications/interventions
(totaling 100 points)

D. STUDENT PRESENTATIONS

Students will be required to present their research paper that addresses disability etiology, treatment, prognosis and vocational implications. The presentation can include visual aids, DME, handouts, etc. The student's presentation will last for approximately 30 minutes.

E. SCHEDULE

1. 8/21 Orientation and Overview of Syllabus
2. 8/28 Chapter 1, Rehabilitation: A Case Study Approach
Chapter 2, Medical Terminology
Chapter 3, Drug Abuse
Chapter 8, Coping with Physical Disability
3. 9/4 Chapter 14, Cancer; Chapter 4, Alcoholism
4. 9/11 Chapter 15, Hemophilia
5. 9/18 Chapter 16, Sickle Cell Disease
6. 9/25 Chapter 17, Diabetes Mellitus
Topic submitted for approval for research paper (1-2 paragraphs)
7. 10/2 Chapter 18, Respiratory Dysfunction
8. 10/9 Midterm
9. 10/16 Chapter 20, Back and Neck Pain
10. 10/23 Chapter 22, Spinal Cord Injuries (Paraplegia and Quadriplegia)
11. 10/30 Chapter 25, Neurological Conditions
12. 11/6 Chapters 28, Multiple Sclerosis
13. 11/13 Chapter 31, Cerebral Palsy
14. 11/20 Student Presentations
15. 11/27 Student Presentations; Chapter 19, Cardiovascular Disease
16. 12/4 PAPER DUE
17. 12/11 FINAL EXAM

F. ATTENDANCE POLICY

Daily attendance requires students to complete assignments. Student who are absent from class more than three times are subject to lose ten percentage points on their overall grade.

RPSE 560

Psychosocial Aspects of Disability and Chronic Illness

Fall 2002

Instructor: David A. Rosenthal, PhD, CRC

Office: Rm. 424 432 N. Murray St.

email: drosenthal@education.wisc.edu

Class meeting: Humanities Bldg. Rm. 2231, Monday 3:30-5:30 PM

Office Hours: To be announced/ Appointments encouraged

Teaching Assistant: Chih-Chin Chou, M.S.

Office: Rm. 418 432 N. Murray St.

email: chihchinchou@students.wisc.edu

Office Hours: Mondays 1:00-3:00 PM

Goals and Objectives

The primary learning objectives of "psychosocial aspects of chronic illness and disability" include the following:

1. To examine societal attitudes toward people with disabilities, with special emphasis on how attitudinal and environmental barriers restrict community integration and participation in society generally;
2. To explore how societal attitudes affect the lives of people with disabilities and to delineate strategies through which these attitudes can be modified/become more positive;
3. To examine and understand the contributions of theories of personality to the study of psychosocial reactions to loss and disability;
4. To describe the role of developmental concepts (e.g., body image, self-concept) in adjusting to disability;
5. To review models of psychosocial adaptation to physical disability with special emphasis on the process (e.g., experiences, reactions, behaviors, phases) of adaptation;
6. To gain knowledge of the commonalities (transpersonal) and individualities (personal) of the experiences and reactions that follow the onset of disability;
7. To increase understanding of the process of familial psychosocial adaptation to the onset of disability of one of its members;
8. To become familiar with the application of counseling/therapeutic intervention strategies to working with people who are physically disabled (i.e., strategies for coping with adjusting to disability);
9. To recognize the role of human intimacy and sexuality in the adaptations process to disability;
10. To become familiar with the rights and needs of users of rehabilitation services, with a special emphasis on client advocacy and the independent living movement.

Required Text:

Smart, J. (2001). **Disability, society, and the individual**. Gaithersburg, MD: Aspen.

Required Reader: Available at Bob's copy Shop in University Square

COURSE REQUIREMENTS

Exams

There are two exams scheduled for this course. The final exam will not be comprehensive. Exams will be based on both assigned readings and class lectures.

Reaction Papers

Each student is to read one book - either fiction or non-fiction - that relates to the experience of illness or disability. Write a 3 to 4 page typed paper relating the book to course content. With a focus upon:

- 1) how the author treated the topic of disability or illness;
- 2) how the book specifically related to course readings and/or lecture material;
- 3) your personal reaction to the book.

Reaction papers are due 11/11

Student groups/presentations

Students will work with a self-designated group (**individual activities are optional if group-work is not desired**). Each group will be expected to present a topic related to the course content. This topic will be of the group's choosing. Presentations should be geared to approximately 25 minutes in length.

Term paper

An 8 to 10 page **term paper is due by 12/2**. Papers must conform to APA style (4th or 5th edition). These term papers should address issues in the psychology or sociology of disability. Examples of acceptable topics include:

- * Psychosocial aspects of AIDS or substance abuse
- * Gender and/or racial differences in disability
- * Sexuality and disability
- * Disability policy in the U.S. as reflected in legislation and social attitudes.

Some possible questions to consider when conducting the literature review for your paper are:

- a. Does the research address the total problem? What are the "gaps" in knowledge? Why? What is not being researched?
- b. Is your sample of articles representative of the literature in general? Or is your sample biased? Does your sample represent the entire literature? If not, how and why did you choose these articles for inclusion?
- c. What professional group is doing the research? Where are they writing?
- d. When did they start investigating this issue and why?
- e. Is there a consensus? Too much consensus? Is the literature redundant?
- f. Any opposing views? By whom?
- g. Is the research of practical value? Theoretical value?
- h. Is research descriptive? Empirical? Anecdotal?
- i. What are your conclusions?

Some hints. Choose your topic carefully so that you are neither overwhelmed with literature, nor faced with a paucity. Start your library research early as articles may have to be ordered from interlibrary.

Attendance:

Attendance is very important. One excused absence will be accepted, beginning with the second absence, five points per absence will be deducted from the final point total.

Students who need course materials in alternative formats are asked to contact the instructor immediately. Reasonable efforts will be made to accommodate your needs.

SUBSTITUTE ASSIGNMENT

Should there be a project of compelling interest to you that you wish to do instead of the assigned papers, please contact either of us and we shall discuss it.

If you have any suggestions of speakers, please contact either of us. We are especially interested in the families of persons with disabilities -- parents, siblings, and/or children who would be willing to speak candidly about their experience.

COURSE EVALUATION

Term paper	25%
Group presentations	10%
Reaction paper	10%
Exam I	30%
Exam II	25%

Policy on Missing Exams and Paper Deadlines:

In general, missing exams and paper deadlines will not be excused. Papers not received on the due date may lose a letter grade for each day they are late.

Grading Criteria

<u>A</u>	= 93-100%
<u>A-</u>	= 90-92%
<u>B+</u>	= 87-89%
<u>B</u>	= 83-86%
<u>B-</u>	= 80-82%
<u>C+</u>	= 77-79%
<u>C</u>	= 73-76%
<u>C-</u>	= 70-72%
<u>D+</u>	= 67-69%
<u>D</u>	= 63-66%
<u>D-</u>	= 60-62%
<u>F</u>	= Below 60%

Schedule of Topics and Assignments

9/9 Introduction and orientation

Overview of course objectives, activities, and requirements.

The World Health Organization (WHO) model of disablement

Sociology of Disability

Psychological Issues-language/labeling

- Reading: Ch. 1, 2
- Reader - Introductory thoughts -Hockenberry & Patterson
- Reader - Language - Blaska, Skaalen
- Reader - Sociological perspectives - Amado, Gove

9/16 Attitudes and attitude change

Attitude development and prejudice Chapters 3, 4, 5, 6

Disability as portrayed in media

- Reader – Disability in Media – Kriegel, Elliot & Byrd,
- Reader - Telethons - Johnson, Williams

9/23 Adjustment and coping

Counseling interventions/service delivery Psychosocial aspects of disability Basic and advance concepts

- Factors influencing individual reactions to disability
- Developmental concepts
- Stage models
- Reading: Chapters 7, 8, 9
- Reader – Livneh & Antonak
- Vash - Disablement
- Wortmen & Silver – Myths of coping with loss
- 6 principles, Livneh's model, ATPD scale example

9/30 Sexuality and disability

- Reader – Sexual abuse and exploitation –Tharinger, Sobsey
- MR and mutual consent - Kaiser
- PLISSIT model

10/7 Spirituality

- Reader: McCarthy, Boswell, Trieschmann, Clark, Lane, Levy,

10/14 Family

- Reader – Exceptionality and family, Forever different - Gill

10/21 Psychosocial aspects of grief and loss

- Reader – Dealing with grief and loss

10/28 **Mid-term exam**

2 Student presentations (after mid-term)

11/4 Conclude student presentations

begin Guest presentations

11/11 Guest presentations

Reaction papers are due

11/18 Guest presentations

11/26 Guest presentations

12/2 Guest presentations

Term papers are due

12/9 Guest presentation and course wrap up

Take home final exams will be handed out - Due 12/16

Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison
194-550 Medical Aspects of Disability Syllabus

Spring 2002

Professor: Ruth Torkelson Lynch, Ph.D.
Professor
Office: 432 North Murray Street, Room 128
Telephone: (608) 263-5860 (*Secretary, Donna Littel, Rm. 128*)
Fax: (608) 262-8108
E-Mail: rlynch@education.wisc.edu
Office Hours: 9:30 - 11:00 a.m., Tuesdays or by appointment

Teaching Assistant: Gloria Lee, M.Phil.
Telephone: 608/262-7498
Office Location: 432 N. Murray St., Rm. 420
E-Mail: glorialee@students.wisc.edu
Office Hours: 12 (noon) – 2 p.m., Mondays or by appointment

Class Time: 12:00-2:45 p.m., Tuesdays
K6/124 Clinical Science Center (CSC)

Web CT logon to course homepage: <https://uwmad.courses.wisc.edu/webct/public/home.pl>

I. LEARNING OBJECTIVES

A. Knowledge Learning Objectives

THE STUDENT WILL LEARN:

- a basic vocabulary of common medical terminology, medical treatments and procedures
- to understand medical information related to chronic illness, injury, and other disabling conditions
- to relate medical information to the resultant functional implications for persons with disabilities
- to relate medical information to rehabilitation counseling and rehabilitation planning
- to understand the roles of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork
- to be able to read, interpret, and utilize medical reports and utilize the information for rehabilitation planning
- to identify the potential benefits of medical treatments, services, and approaches to reduce or accommodate for the functional limitations imposed by disabling health conditions
- to identify the vocational, social, and independent living implications of various medical disabilities

B. Skill Learning Objectives

UPON COMPLETION OF THIS COURSE, THE STUDENT WILL BE ABLE TO:

- translate medical information into rehabilitation goals and recommendations
- assist clients in understanding the functional implications of their medical condition
- to assist clients in assessing the potential benefits of medical treatments, recommendations, services, and accommodations
- to communicate with and function effectively as a member of an interdisciplinary health care team
- use medical reference/resource books, continuing education, journals and professional consultation for keeping up to date on medical information

II. REQUIRED READING

Students are responsible for reading all assignments (in the required text, the coursepack reader, and handouts) before class. The text is available for purchase through University Bookstore. The coursepack reader is available for purchase through ASM Student Print (located in the Memorial Union next to the Rathskeller). Both the text and the coursepack reader are also available for a 3-hour checkout at the Instructional Materials Center (IMC) Reserve Desk. (The IMC is at the corner of Mills and Dayton streets in the Teacher Education Building). Computer-based access to the computer and additional readings (all required readings outside the Eisenberg text) will be available via the CIMC webpage under E-Reserves for the RPSE 550 course. CIMC E-Reserves = http://cimc.education.wisc.edu/e_reserves/

A. Textbook

Eisenberg, M.G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed). New York: Springer.

B. Coursepack Readings

Barkley, R. A. (1998). A theory of ADHD: Inhibition, executive functions, self control, and time. In R. A. Barkley (Ed.), Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment (2nd ed., pp. 225-260). New York, NY: The Guilford Press.

Benshoff, J. J. & Janikowski, T. P. (2000). Conceptualizing substance abuse and dependence: A rehabilitation perspective. In The rehabilitation model of substance abuse counseling (pp. 54-74). Belmont, CA: Wadsworth/Thomson Learning.

Benshoff, J. J. & Janikowski, T. P. (2000). Substance abuse as a coexisting disability. In The rehabilitation model of substance abuse counseling (pp. 296-328). Belmont, CA: Wadsworth/Thomson Learning.

Brannon, L. & Feist, J. (1997). Understanding pain. In Health psychology: An introduction to behavior and health (3rd ed., pp. 102-129). Pacific Grove, CA: Brooks/Cole Publishing.

B. Coursepack Readings (continued)

Clayton, P. J. (1998). Depression subtyping: Treatment implications. Journal of Clinical Psychiatry, 59(suppl 16), 5-12.

Cochran, P. S. (2000). Technology for individuals with speech and language disorders. In J. D. Lindsey (Ed.), Technology & exceptional individuals (3rd ed., pp. 303-326). Austin, TX: Pro-Ed.

Dreifuss, F. E. (1998). Classification of epileptic seizures. In J. Engel Jr. & T. A. Pedley (Eds), Epilepsy: A comprehensive textbook, (Vol. 1, pp. 517-524). Philadelphia, PA: Lippincott-Raven.

Felton, J. S. (1995). Medical terminology. In M. G. Brodwin, F. Tellez, S. K. Brodwin (Eds.), Medical, psychosocial and vocational aspects of disability (pp. 21-33). Athens, GA: Elliott & Fitzpatrick.

Fischler, G. I. & Booth, N. (1999). Mood disorders. In Vocational impact of psychiatric disorders: A guide for rehabilitation professionals (pp. 9-31). Gaithersburg, MD: Aspen Publishers.

Fischler, G. I. & Booth, N. (1999). Schizophrenia and other psychotic disorders. In Vocational impact of psychiatric disorders: A guide for rehabilitation professionals (pp. 223-236). Gaithersburg, MD: Aspen Publishers.

Hitner, H. & Nagle, B. (1994). Biological factors affecting the action of drugs. In Basic pharmacology for health occupations (3rd ed., pp. 11-21). New York: Glencoe.

Hitner, H. & Nagle, B. (1994). Introduction to pharmacology. In Basic pharmacology for health occupations (3rd ed., pp. 1-7). New York: Glencoe.

Katz, J. & White, T. P. (1997). Introduction to the handicap of hearing impairment: Auditory impairment versus hearing handicap. In R. H. Hull (Ed.), Aural rehabilitation: Serving children and adults (3rd ed., pp. 19-34). San Diego, CA: Singular Publishing Group, Inc.

Langone, J. (2000). Technology for individuals with severe and physical disabilities. In J. D. Lindsey (Ed.), Technology & exceptional individuals (3rd ed., pp. 327-351). Austin, TX: Pro-Ed.

Livneh, J. & Male, R. (1993). Functional limitations: A review of their characteristics and vocational impact. Journal of Rehabilitation, 59(4), 44-50.

Lynch, R. T. (1999). Medical aspects of disability from injuries and chronic illness. In F. Chan & M. J. Leahy (Eds.) Healthcare and disability case management (pp. 169-182). Lake Zurich, IL: Vocational Consultants Press.

B. Coursepack Readings (continued)

Lynch, R. T., Leonard, J. & Powers, J. M. (1997). Vocational rehabilitation for injured workers. Physical Medicine and Rehabilitation Clinics of North America, 8(2), 297-310.

Martin, F. N. (1994). The human ear and simple tests of hearing. In Introduction to audiology (pp. 3-15). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Orsini, J. A. & Dombovy, M. L. (1998). Multiple sclerosis and Parkinson's Disease rehabilitation. In R. B. Lazar (Ed.), Principles of neurologic rehabilitation (pp. 173-197). New York, NY: McGraw-Hill.

Rosenthal, B. P. & Williams, D. R. (2000). Devices primarily for people with low vision. In B. Silverstone, M. A. Lang, B. P. Rosenthal, & E. E. Faye (Eds.), The lighthouse handbooks of vision impairment and vision rehabilitation (Vol. 2, pp. 951-981). New York, NY: Oxford University Press.

Rutan, R. L. (1998). Physiologic response to cutaneous burn injury. In G. J. Carrougher (Ed.), Burn care and therapy (pp. 1-29). St. Louis, MO: Mosby.

Walsh, J. (2000). Persons with major depression. In Clinical case management with persons having mental illness: A relationship-based perspective (pp. 130-143). Belmont, CA: Brooks/Cole.

Walsh, J. (2000). Persons with schizophrenia. In Clinical case management with persons having mental illness: A relationship-based perspective (pp. 89-111). Belmont, CA: Brooks/Cole.

Ward, R. S (1998). Physical rehabilitation. In G. J. Carrougher (Ed.), Burn care and therapy (pp. 293-327). St. Louis, MO: Mosby.

Werner, R. A. & Armstrong, T. J. (1997). Carpal tunnel syndrome: Ergonomic risk factors and intracarpal canal pressure. Physical Medicine and Rehabilitation Clinics of North America, 8(3), 555-569.

C. Website Readings

<http://udsmr.org/asp/faero.asp>

<http://www.cdc.gov/od/ohs/Ergonomics/Ergohome.htm>

<http://nrhchdr.org/HIVAIDSBrief.pdf>

III. RECOMMENDED REFERENCES AND RESOURCES

The Merck Manual

Taber's or Dorlands Medical Dictionaries

Anatomy books, CDs, or webpages (e.g., www.innerbody.com/html/body.html)

IV. COURSE STRUCTURE AND EXPECTATIONS

The format for class sessions will include lecture, discussion, demonstrations, and other learning exercises. Students will be expected to:

- a) complete the assigned reading(s) prior to each class session,
- b) attend the entire class session each week,
- c) complete all assigned activities on time. Papers can be submitted earlier than the deadline date of 4/16/02. If you would like suggestions to improve your paper, you must turn your draft in at least two weeks prior to the final due date (i.e., 4/2/02) and request feedback for improvement. Any paper turned in within two weeks of the final due date or on the final due date will be considered the final version and graded "as is".

Students are urged to seek writing assistance to improve writing skills: Call the Writing Center (263-1992), use the UW-Madison On-Line Writing Center (www.wisc.edu/writing/), or consult with the professor or TA for the course.

"I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me."

V. REQUIRED ACTIVITIES

A. Examinations and on-line Quizzes

- Three (3) unit exams given on the dates specified in the course outline (2/26/2002; 4/9/2002; 5/7/2002); 45 points possible on each exam; exam content will cover material from assigned readings, class lectures and discussions since the previous exam [including related medical terminology from the readings.] Review questions will be provided to guide you in preparing for exams.
- 50 points of on-line quiz questions related to assigned readings. In order to obtain credit, the quiz for the week will need to be completed prior to class (i.e., before Tuesdays at noon). The quiz questions will only be available for four (4) hours once you look at them so don't open the quiz until you are ready to take it.

B. Disability Paper

Each student will prepare a paper on a specific disability/medical condition. The purpose of this learning activity is to increase the student's knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. You are strongly urged to select a topic that is new to you in order to expand your knowledge base.

The paper must include the following information on the selected topic:

- description of the topic (prevalence, incidence rates, causes, symptoms, etc.) (12 points)
- potential functional limitations (10 points)
- accommodations, treatments, strategies, assistive devices available to reduce the limitations (12 points)
- references, use of APA style, and professional quality (e.g., neatness, grammar, spelling, writing quality) (6 points)

The topic paper must be typed, double-spaced (approximately 10-12 pages excluding references), and in APA 5th ed. style. You are expected to search journals, chapters, and book titles for your preparation and read at least 10 additional references, not counting your assigned readings. Each paper is expected to be logically organized, grammatically correct, proofread, and neat.

Grading will be based on comprehensiveness (i.e., coverage of all required elements) and writing quality. Each student is required to submit their topic title with a draft outline of key references and a plan for the paper no later than 2/19/2002. This will give students the opportunity to get suggestions and feedback prior to submitting the final paper that is due by 4/16/2002.

C. Resource Guide

Develop a resource guide for an intervention or assistive technology application that can reduce the functional limitations associated with a medical diagnosis. Your resource guide can be presented in a folder, binder, or on a website (e.g., submitted to the WebCT course homepage). You are encouraged to include photos, sketches, and other materials that would be useful to a reader of your resource guide (e.g., photos of different styles of wheelchairs or prostheses). The intervention or assistive technology topic that you select should be from the list below (unless pre-approved by Prof. Lynch). Note that these topics are for improvement and maintenance of health and wellness (rather than surgical or pharmacological interventions).

1. wheelchairs (e.g., models, types, features)
2. driving adaptations (e.g., hand controls, lifts)
3. communication aids and systems

C. **Resource Guide** (continued)

4. orthoses
5. prostheses
6. service animals (e.g., guide dogs)
7. oxygen therapy
8. mechanical ventilators
9. ergonomics (e.g., specify a context such as office, assembly line, health care)
10. respiratory therapy and breathing training (e.g., asthma, cystic fibrosis)
11. smoking cessation models
12. pressure garments and therapy (e.g., burns)
13. low vision aids
14. hearing aids
15. TENS (transcutaneous electrical nerve stimulation)
16. relaxation training
17. acupuncture
18. massage
19. diet/nutrition (e.g., diet modifications for cardiovascular disease or diabetes)
20. biofeedback
21. catheterization options and bladder/bowel management
22. yoga
23. telehealth

Select a topic that is different and unrelated to your disability topic paper (e.g., if your disability topic paper is on spinal cord injury, then do not select wheelchairs, driving adaptations, or catheterization for your health resource guide). Also, select a topic that is new and unfamiliar but interesting to you. Grading of the resource guide will be based on comprehensiveness and professional quality. Sources of all materials should be identified on the picture or item and in a bibliography. The resource guide is due 4/2/02.

VI. **GUIDELINES FOR ASSIGNED PAPERS**

- A. Assignments are due on the dates specified. The topic paper (draft and final version) may be turned in earlier than the due date. If you have any difficulties meeting the deadlines, please discuss the situation with the instructor.
- B. All assignments must be typed. The paper will be evaluated on content, organization, comprehensiveness, originality, neatness, clarity of expression, understanding and interpretation of the material and conciseness.

VII. STUDENT EVALUATION

On-line quizzes	3-4 points each	50 points
3 examinations	45 points each	135 points
Disability paper	40 points	40 points
Resource guide	25 points	<u>25 points</u>
Total Points		250 points

Extra Credit: Limited extra credit options will be available through extra on-line and classroom exam items.

Final grades will be calculated as follows:

- A = 92-100% of possible points (230-250 points)
- AB = 85-91% of possible points (213-229 points)
- B = 78-84% of possible points (195-212 points)
- BC = 73-77% of possible points (183-194 points)
- C = 67-72% of possible points (168-182 points)
- D = 61-66% of possible points (152-167 points)
- F = 60% or less of possible points (151 points or less)

VIII. COURSE OUTLINE

1/22/02

Topic: Review of syllabus and course requirements

Lecturer: Gloria Lee, M. Phil.

1/29/02

12:00-1:15pm

Topic: Medical information and rehabilitation counseling
Body systems
Medical terminology: An overview

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Textbook reading(s)*: Chapter 1
Chapter 2
Chapter 33

Coursepack reading(s): 1) Felton
2) Lynch (1999) Chapter 5 from Health Care and
Disability Case Management

1:30-2:45pm

Topic: A functional approach to medical information
Medicine: Traditional and integrative medicine options

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Textbook reading(s)*: Chapter 28

Coursepack reading(s): 1) Livneh & Male

Website reading(s): <http://udsmr.org/asp/faero.asp> Module 1
(use arrow keys to read the 70 slides in Module 1)

2/5/02

12:00-1:15pm

Topic: Chronic pain
Rheumatic diseases

Lecturer: Gloria Lee, Ph.D. student in Rehabilitation Psychology

Required

Readings: *Textbook reading(s)*: Chapter 9
Chapter 16
Chapter 23

Coursepack reading(s): 1) Brannon & Feist

1:30-2:45pm

Topic: Occupational injuries
Ergonomics
Carpal tunnel syndrome

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Coursepack reading(s)*: 1) Lynch, Leonard & Powers (1997)
2) Werner and Armstrong

Website reading: <http://www.cdc.gov/od/ohs/Ergonomics/Ergohome.htm>
(What is Ergonomics? Computer workstation
ergonomics, Industrial Ergonomics, Ergonomics Primer)

2/12/02

12:00-1:15pm

Topic: Vision impairment

Lecturer: Ronald Klein, M.D., Professor, Ophthalmology, UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 27

1:30-2:45pm

Topic: Low vision and vision rehabilitation

Lecturer: Marshall Flax, M.S., Wisconsin Council of the Blind, Madison, WI

Required

Readings: *Coursepack reading(s)*: 1) Rosenthal & Williams

2/19/02

12:00-1:15pm

Topic: Substance abuse

Lecturer: Richard Brown, M.D., Associate Professor, Family Medicine,
UW-Medical School

Required

Readings: *Textbook reading(s)*: Chapter 26

Coursepack reading(s): 1) Benshoff & Janikowski: Conceptualizing
substance abuse...

2) Benshoff & Janikowski: Substance abuse as a
coexisting disability...

1:30-2:45pm

Topic: HIV-AIDS

Lecturer: Jim Vergeront, M.D., Wisconsin Bureau of Community Health
and Prevention

Required

Readings: *Textbook reading(s)*: Chapter 3

Website reading(s): <http://www.nrhchr.org/HIVAIDSBrief.pdf>

DRAFT OUTLINE OF TOPIC PAPER DUE

2/26/02

12:00-1:15pm

EXAMINATION #1 (45 points)

1:30-2:45pm

Topic: Introduction to pharmacology

Lecturer: Ruth Torkelson Lynch, Ph.D.
Gloria Lee, Ph.D. student in Rehabilitation Psychology

Required

Readings: *Coursepack reading(s)*: 1) Hitner & Nagle – Intro to pharmacology...
2) Hitner & Nagle - Biological factors affecting
the action of drugs...

3/5/02

12:00-1:15pm

Topic: Attention Deficit Hyperactivity Disorder

Lecturer: Austin Woodard, Ph.D., Associate Professor, Dept. of Neurology,
UW Medical School

Required

Readings: *Coursepack Reading(s)*: 1) Barkley

1:30-2:45pm

Topic: Epilepsy

Lecturer: Jana Jones, Ph.D, Postdoctoral Fellow, Department of Neurology

Required

Readings: *Textbook reading(s)*: Chapter 11

Coursepack reading(s): 1) Dreifuss

3/12/02

12:00-1:15pm

Topic: Multiple Sclerosis

Lecturer: John Fleming, M.D., Professor, Dept. of Neurology,
UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 15

Coursepack reading(s): 1) Orsini & Dombovy

1:30-2:45pm

Topic: Amputations and Assistive Technology (Orthotics and Prosthetics)

Lecturer: Ruth Torkelson Lynch, Ph.D.

Required

Readings: *Textbook reading(s)*: Chapter 19
Chapter 32

3/19/02

12:00-1:15pm

Topic: Diabetes

Lecturer: Mary Bruskewitz, Senior Clinical Nurse Specialist,
UW Hospital and Clinics

Required

Readings: *Textbook reading(s)*: Chapter 10

1:30-2:45pm

Topic: Cardiac impairments

Lecturer: Jean Einerson, Program Director, UW Hospital Cardiac Rehabilitation
Outpatient Program

Required

Readings: *Textbook reading(s)*: Chapter 8

SPRING RECESS (3//23/02 – 3/31/02)

4/2/02

12:00-1:15pm

Topic: Spinal cord injury

Lecturer: Keith Sperling, M.D., Professor, Rehabilitation Medicine,
UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 24

1:30-2:45pm

Topic: Burn rehabilitation

Lecturer: Karen Schaub, Occupational Therapist, Medical Surgical Unit,
UW Hospital and Clinics

Required

Readings: *Textbook reading(s)*: Chapter 6

Coursepack reading(s): 1) Rutan
2)Ward

RESOURCE GUIDE DUE

4/9/02

12:00-1:15pm

EXAMINATION #2 (45 points)

1:30-2:45pm

Topic: Mood disorders

Lecturer: Gloria Lee, Ph.D. student in Rehabilitation Psychology

Required

Readings: *Coursepack reading(s)*: 1) Clayton
2) Fischler & Booth: Mood disorders
3) Walsh: Persons with major depression

4/16/02

12:00-1:15pm

Topic: Chronic mental illness & schizophrenia

Lecturer: Robert Factor, M.D., Ph.D., Professor, Psychiatry, UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 20
Coursepack reading(s): 1) Fischler & Booth: Schizophrenia & other
psychotic disorders.
2) Walsh: Persons with schizophrenia

1:30-2:45pm

Topic: Respiratory diseases

Lecturer: Guillermo doPico, M.D., Professor, Pulmonary & Sleep Medicine,
UW Medical School

Required

Readings: *Textbook reading(s)*: Chapter 21

DISABILITY PAPER DUE

4/23/02

12:00-1:15pm

Topic: Mental retardation and other developmental disabilities
Lecturer: Charles Degeneffe, MSSW, Waisman Mental Retardation & Human Development Ctr., & Dept of Rehab Psychology and Special Education
Required
Readings: *Textbook reading(s)*: Chapter 14
Chapter 18

1:30-2:45pm

Topic: Brain injury, strokes and aneurysms
Lecturer: Ruth Torkelson Lynch, Ph.D.
Required
Readings: *Textbook reading(s)*: Chapter 5
Chapter 25

4/30/02

12:00-1:15pm

Topic: Hearing impairment
Lecturer: Judith Hirsch, Audiologist, Clinical Instructor in Communicative Disorders
Required
Readings: *Textbook reading(s)*: Chapter 12 (pp. 262-272)
Coursepack reading(s): 1) Katz & White
2) Martin

1:30-2:45pm

Topic: Communication impairment and adaptive technology for augmentative communication
Lecturer: Julie Gamradt, M.S., S.L.P., TRACE Research and Development Center Staff, UW-Madison Waisman Center
Required
Readings: *Textbook reading(s)*: Chapter 12 (245-262)
Chapter 32
Coursepack reading(s): 1) Cochran
2) Langone

5/7/02

12:00-1:15pm

EXAMINATION # 3- (45points)

Revised 1/22/02