



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 513
Course Title	Medical and Psychosocial Aspects of Rehabilitation
Call Number/Section	
Class Times	
Class Location	
Textbook	Required Textbook and Materials: Falvo, Donna (2017). <i>Medical and Psychosocial Aspects of Chronic Illness and Disability (6th ed.)</i> . Burlington, MA: Jones and Barlett Supplemental Text: ACA Code of Ethics- https://www.counseling.org/resources/ethics CRC Code of Professional Practice https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Course Description and Other Information:

The course is designed to provide students with an overview of the major physical, emotional/mental, cognitive, and sensory and developmental disabilities with emphasis on medical, functional, environmental and psychological aspects of disability. Additionally, there will be focus on the body systems and function; common physiological processes, health conditions and their clinical manifestations, and diagnoses. The course will also cover the functional and vocational implications of chronic illnesses and disabilities, as well as rehabilitative considerations. The course will also acquaint students with medical terminology and various evaluation techniques used in the assessment of chronic illness and disabilities.

Student Learning Outcomes (SLO) for COUN 513 Medical Aspects

- SLO 1 Students will explore and learn applications of counseling theories and the application to individuals with disabilities
- SLO 2 Students will learn counseling approaches and techniques through interview strategies and interventions.
- SLO 3 Students will learn application and utilization of counseling theory and materials to assist the individual with a disability in goal attainment.
- SLO 4 Students will learn and explore innovative measures/techniques in counseling to facilitate change in multicultural society.
- SLO 5 Students will practice and conduct counseling interventions to the needs of individuals with a disability.
- SLO 6 Students will identify transferable skills by analyzing consumer in the counseling process.
- SLO 7 Students will identify and Integrate multicultural evidenced based practices in counseling.
- SLO 8 Students will demonstrate and practice ethical counseling skills to further develop personal values and issues that facilitate growth.

CACREP (2016) Standards Covered in COUN 513

<u>Standard</u>	<u>Evaluation</u>
5.D.1.d Biopsychosocial Case Conceptualization and Treatment Planning	Case Studies Exam Presentation
5.H.1.D. Principles of independent living, self-determination, and informed choice	Case Studies Exam Presentation
5.H.1.E Principles of societal inclusion, participation, access, and universal design, with respect for individual differences	Case Studies Exam Presentation
5.H.1.F Classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities	Case Studies Exam Presentation
5.H.2.B: medical and psychosocial aspects of disability, including attention to coexisting conditions	Case Studies Exam Presentation
5.H.2.C: individual response to disability, including the role of families, communities, and other social networks	Case Studies Exam Presentation
5.H.2.D: information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the <i>International Classification of Functioning, Disability and Health (ICF)</i> ,	Case Studies Exam Presentation

<i>International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)</i>	
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Program objectives met in COUN 513 Medical Aspects

1. To present theoretical and practical experiences which prepare graduates to function effectively as counselors
2. To encourage the spirit of inquiry and the production and utilization of research among both faculty and students
3. To produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients with disability
4. To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession
5. To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards
6. To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others
7. To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

CLASS FORMAT /INSTRUCTIONAL METHOD

Classes will include lectures, demonstrations, multimedia presentations, video and experiential activities. Students are expected to participate in demonstrations and practice sessions involving various counseling approaches, strategies, and techniques. For communication, please use the university approved email account or blackboard (no personal email accounts).

COURSE REQUIREMENTS

A. CASE STUDIES (25 points each)

Four (4) case study write-ups will be required in which you reflect competency in: (1) describing the disability, (2) completing a vocational profile of the client, (3) listing the functional limitations associated with the disability, (4) rehabilitation potential of the client, and (5) development of a rehabilitation intervention plan for the client with the disability. The case study format and an example will be reviewed in class.

B. Weekly Quizzes (10 Points Each)

Quizzes will be assigned weekly for 10 weeks. The quizzes will cover information listed in the weekly module and will consist of multiple choice/ short answer or case study presentation. **(100 total points)**

C. In Class presentation (100 points)

In an attempt to assist students in developing understanding of various disabilities, students will conduct one 30-minute minimum presentation highlighting main issues and supports with the identified disability. Students will be required to have evidence of including technology in the counseling process or as an accommodation for the client’s disability. For the presentation a rubric will be provided on expectations. Be as creative when presenting your information. Further details will be explained during class.

D. MID-TERM EXAMINATION (50 POINTS)

THE MIDTERM EXAM WILL COVER CONTENT DISCUSSED IN CLASS, BLACKBOARD, LECTURES, AND PRESENTATIONS.

E. Final Examination (100 points)

A comprehensive examination comprised of multiple choice and/or case study information will be given as assigned by the university academic calendar. The questions for the test will be drawn from textbook chapters, lectures, class discussions and Supplementary information provided. This portion of the final exam is worth **100 points**.

Late assignments will incur a penalty of a 10-point deduction. No Exceptions.

GRADE DETERMINATION

Course Requirements	Points
Case Study (4 @ 25 pts. Each)	100
Weekly Quizzes (10 @ 10 pts. each)	100
Midterm Exam	50
In-class Presentation	100
Final Exam	100
Grading Scale	Total 450 Points
A 90-100%	450-400 = A
B 80-89%	399-349 = B
C 70-79%	348-298 = C
D 60-69%	297-247= D

F Below 60%	Below 247 = F
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Course Policies

Assignments

All assignments are due on the date specified. Late work will be accepted with approved advanced notice with a 10-point deduction.

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDIATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are

considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint

must be filed within 300 calendar days of the incident. The Complaint Form can be found at:
<http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

COURSE CALENDAR

WEEK/DATE	COURSE TOPIC/LECTURE	READINGS	ASSIGNMENTS, RUBRICS, TESTS	ASSESSMENT/CACREP STANDARD
Week 1	Syllabus Introduction Course Overview Managed Care	Chapter Eighteen		In class discussion CACREP 5.H.1.d,e
Week 2	Psychosocial and Functional Aspects of Chronic Illness and Disability Assistive Technology	Chapter One and Chapter Seventeen	Read- Falvo and Holland Chapter 1&17 In class activity	In class activity CACREP 5.H.1.b,c,g, 2.d,m
Week 3	Conditions of the Nervous system	Chapter Two and Three	Read – Falvo and Holland Chapter 2 and 3 In class Activity Chapter 2 and 3 quiz	In class discussion and activity CACREP 5.H.1.f, 2.d
Week 4	Conditions of the Eye and Blindness	Chapter Four	Read – Falvo and Holland Chapter 4 In class Activity Chapter 4 quiz	In class student presentation Case study CACREP 5.H.1.f, 2.d

Week 5	Hearing Loss and Deafness	Chapter Five	Read-Falvo and Holland Chapter 5 In- class Activity Chapter 5 quiz	In class student presentation CACREP 5.H.1.f, 2.d
Week 6	Psychiatric Disabilities	Chapter Six	Read – Falvo and Holland Chapters 6 In- class activity Chapter 6 Quiz	
Week 7	Conditions related to Substance Abuse and Co-Occurring Disabilities	Chapter Seven	Read – Falvo and Holland Chapter 7 In- class activity Chapter 7 Quiz	In class student presentation Case study CACREP 5.H.1.f, 2.d 5.D.2.j
Week 8	Mid-term Examination	Midterm Exam		
Week 9	Conditions of the Blood and Immune System Skin Conditions and Burns	Chapter Eight and Chapter Fifteen	Read – Falvo and Holland Chapter 8 & 15 In- class activity	In class student presentation CACREP 5.H.1.f, 2.d
Week 10	Endocrine Conditions	Chapter Nine	Read – Falvo and Holland Chapter 9 In- class activity Chapter 9 Quiz	

Week 11	Conditions of the Gastrointestinal System	Conditions of the Gastrointestinal System	Read – Falvo and Holland Chapter 10 In –class activity	In class student presentation Case study CACREP 5.H.1.f, 2.d
Week 12		Presentation Preparation		
Week 13	Cardiovascular Conditions	Cardiovascular Conditions	Read – Falvo and Holland Chapter 11 In -class activity Chapter 11 Quiz	In class student presentation CACREP 5.H.1.f, 2.d
Week 14	Conditions of the Respiratory System	Conditions of the Respiratory System	Read – Falvo and Holland Chapter 12 In -class activity Chapter 12 Quiz	In class student presentation CACREP 5.H.1.f, 2.d
Week 15	Substance Abuse Conditions Urinary Tract and Renal Conditions	Substance Abuse Urinary Tract and Renal Conditions	Read – Falvo and Holland Chapter 13 In -class activity Chapter 13 Quiz	In class student presentation Case study CACREP 5.H.1.f, 2.d
Week 16	Cancers	Conditions Related to Cancers	Read – Falvo and Holland Chapter 16 In -class activity Chapter 16 Quiz	In class student presentation CACREP 5.H.1.f, 2.d

Week 17	Final Exam	Final Exam		
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