



Rehab 602: Medical, Psychological, and Educational Aspects of Disability

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets for one hour once a week online through Blackboard

Dates/Times:

COURSE DESCRIPTION:

This course provides information regarding medical and psychosocial aspects of chronic illness and disability. Particular emphasis will be placed on the physical, psychological, social, and educational impact of chronic illness and disabilities. In addition, functional limitations associated with each of these conditions and its impact on employment, family and social life, as well as activities of daily living will also be discussed. Additional emphasis will be placed on effective approaches to treatment, prevention, and rehabilitation often encountered in human service settings. This course will also provide an overview of adaptive measures, which may enable persons with various severe chronic illness and disabilities to enhance their functioning and overall quality of life.

COURSE OBJECTIVES:

The purpose of this course is to introduce students to:

- 1) The medical, psychological, social, cultural, and educational implications of disability for the individual and family.
- 2) Disabling conditions: body systems, characteristics, terminology, prognosis, etiology, diagnostic procedures, treatment, typical medications, functional capacities, and rehabilitation focus (medical and vocational).
- 3) Wellness and illness prevention strategies, intervention resources, and assistive technology.
- 4) Attitudinal and environmental barriers that may impact self-concept and restrict persons with disabilities from full participation in society.
- 5) Theories and models of psychosocial impact of disability.
- 6) Related personological issues (e.g., minority group membership, gender, social development, and individual maturity) that affect persons with disabilities.
- 7) Disability adjustment and "loss" issues and concerns for individuals and families.

- 8) Coping mechanisms used by persons with disabilities in dealing with major life transitions.
- 9) Counseling approaches that consider the emotional reactions to transition and disability.

REQUIRED TEXT:

Falvo, D. R. (2018). *Medical and psychosocial aspects of chronic illness and disability*. (6th Ed.). Burlington, MA: Jones and Bartlett Learning.

RECOMMENDED TEXT:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (7th Ed.). Washington, D.C.

CACREP CURRICULUM STANDARDS:

As the program is fully accredited by CACREP as a Rehabilitation Counseling program and a Clinical Rehabilitation Counseling and Mental Health Counseling program we adhere to the mandated curriculum standards. If you would like to find out more information about the standards please visit the CACREP website at <http://www.cacrep.org/about-cacrep/> . The following curriculum standards are addressed in this course:

Rehabilitation Counseling curriculum standards:

1. Classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities (1.f)
2. Medical and psychosocial aspects of disability, including attention to coexisting conditions (2.b.)
3. Information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the *International Classification of Functioning, Disability and Health (ICF)*, *International Classification of Diseases (ICD)*, and *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (2.d.)
4. Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities (2.e.)
5. Impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability (2.f.)
6. Impact of disability on human sexuality (2.h.)
7. Individual needs for assistive technology and rehabilitation services (2.m.)
8. Evaluation and application of assistive technology with an emphasis on individualized assessment and planning (3.c.)
9. Understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling (3.d)
10. Strategies to enhance coping and adjustment to disability (3.e.)

Clinical Rehabilitation Counseling curriculum standards:

1. Social science theory that addresses psychosocial aspects of disability (1.c.)
2. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (1.e.)
3. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling (1.f)
4. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (2.f.)
5. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (2.g.)
6. Impact of biological and neurological mechanisms on disability (2.i.)
7. Effects of co-occurring disabilities on the client and family (2.j.)
8. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development (2.k.)
9. Effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational) (2.m.)
10. Environmental, attitudinal, and individual barriers for people with disabilities (2.p.)
11. Assistive technology to reduce or eliminate barriers and functional limitations.

COURSE STRUCTURE: Interteaching:

This courses uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

COURSE ASSESSMENT:

1) Class Participation:

2) Chapter Quizzes:

3) Book Review:

You are to read a book about the experience of disability, written by a person with a disability about the disability experience. The book review is worth a total of 50 points.

4) Disability Research Paper:

Students will be expected to author a 2,000-2,500 word disability research paper, written in proper APA-style (7th edition). The research paper MUST pertain to a disability or health condition discussed in class/the textbook.

5) Disability Interview Project:

Students will be expected to complete an interview of a person with a disability to gain insights on individuals living with a specific health condition/disability. For example, an individual living with acquired brain injury, spinal cord injury, or psychiatric disability. All students must have their disability interview projects approved by the instructor prior to each student completing their project.. The disability interview project is worth a total of 50 points.

Each student will individually present an in-class presentation of their disability interview project in class

COURSE REQUIREMENTS:

Class Participation	=	39 points
Chapter Quizzes (10 @ 10 pts. each)	=	100 points
Book Review	=	50 points
Disability Research Paper	=	50 points
Disability Interview Project	=	50 points

Total Possible	=	289 points

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A

IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](#)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.