The University of Texas Rio Grande Valley  
REHS 6345-90L  
Summer I 2018  
Medical Aspects of Disability (Online)

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**Office Hours:** Mondays and Wednesdays: 11:00am to 12:30pm or by appointment.

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**Course Description**

Graduates in the field of rehabilitation counseling most often work with persons with various types of disabilities. It is essential for students to have a core understanding of the anatomy and physiology of various medical aspects of disabling conditions. This course prepares graduates to better understand the functional assets and limitations of disability as well as enhancing one's knowledge base regarding the workings of the acute care rehabilitation system.

The course will familiarize students with the etiology, functional assets/limitations, prognosis, symptom characteristics, treatment, psychosocial and vocational implications of various disabling conditions. Students will gain an understanding of common medical terminology, complete case studies, and explore various disabilities in relation to the rehabilitation process.

**Time Commitment**

This course consists of a **minimum** of 45 hours of course content delivery and requires both online and offline effort over a 16-week period.

The Medical Aspects of Disability course is a **reading intensive endeavor**. You will need to be highly self-motivated and organized to be successful in this course. This course requires significant online and offline effort over a five week period. The course is asynchronous, meaning that you don’t have to be online at a certain time, except for quizzes and exams. We do not have live chat. Group discussions open on Mondays and close on Saturdays for the first and third week of the course. It is important to keep up with the pace of the class as you will need to move on the next topic and meet due dates each week.
Required Textbook

CACREP: Accreditation Standards:
Section 2.3e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

Section 5.1e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

Section 5.1f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling

Section 5.2d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks

Section 5.2i. impact of biological and neurological mechanisms on disability

Section 5.2m. effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)

The Student Will Learn:
1. A basic vocabulary of common medical terminology, medical treatments and procedures.
2. To understand the functional impact of chronic illnesses, serious injuries, and other disabling conditions.
3. To understand principles of health and wellness that can improve the lives of persons with chronic illnesses and disability.
4. To relate medical information to rehabilitation counseling and rehabilitation planning.
5. To understand the roles of various health care professionals and the process of interdisciplinary health and rehabilitation teamwork.
6. To become familiar with medical treatments, complementary and alternative medicine approaches, assistive technology, health promotion, and prevention efforts to reduce or accommodate for the functional limitations imposed by chronic health conditions.
7. To identify the vocational, social, and independent living implications of various medical disabilities.

Upon Completion Of This Course, The Student Will Be Able To:
1. Translate medical information into rehabilitation goals and recommendations.
2. Assist clients in understanding the functional implications of their medical condition.
3. Assist clients in assessing the potential benefits of medical treatments, health promotion, recommendations, services, and accommodations.
4. Communicate with and function effectively as a member of an interdisciplinary health care team.
5. Use medical reference/resource books, continuing education, journals and professional consultation for keeping up to date on medical and health promotion information.
6. Read, interpret, and utilize medical reports and utilize the information for rehabilitation planning.

**UTRGV Policy Statements**

**STUDENTS WITH DISABILITIES:**
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

**Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**MANDATORY COURSE EVALUATION PERIOD:**
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations: TBA. Students who complete their evaluations will have priority access to their grades.

**SCHOLASTIC INTEGRITY:**
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.
COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. June 28 last day to drop (DR grade) a class or withdraw (grade of W).

Course Requirements
Students are required to participate in online discussions and successfully complete quizzes and examinations to satisfy the performance-based assessment component of the course.

I. Exams: 300 points (100 points each)
There are three exams scheduled for this course. The exams are open for multiple days. The exams consist of multiple-choice and true/false questions.
- Exams: Open Fridays at 8:00am and close Sunday at 10:00pm, unless re-scheduled.
- Missed exam will receive a grade of zero (0) points.
- Exams will be based on assigned readings.

II. Quizzes: 25 points (5 points each)
There are five quizzes scheduled for this course. The quizzes are open for multiple days. The quizzes consist of multiple-choice and true/false questions. The quizzes serve as precursors for the exam. Therefore, students are encouraged to take both attempts to better assess their level of readiness to sit for the exam.
- Quizzes: Open Fridays at 8:00am and close Sunday at 10:00pm, unless re-scheduled.
- Missed quiz will receive a grade of zero (0) points.
- Quizzes will be based on assigned readings.

Exam and Quiz-related Special Policies:
- Students may refer to the textbook and any other course materials during the exam and quiz.
- Students may not collaborate via text messaging, cell phone, IM, in person, or by any other means during the exam and quiz.
- Exams and quizzes may not be missed and students may not arrange to take an exam or quiz in advance.

Exams and Quizzes
Students will be allowed to take make-up exams and quizzes only in extenuating circumstances and then only with prior approval from the instructor. It is left to the instructor’s discretion whether an alternative make-up exam or quiz is given.

III. Discussion Board 20 points (10 points each)
Student will participate in two graded discussion topics related to the subject matter of the week. Discussions will occur on the course discussion board.
- Discussions open on Mondays at 8:00am and close at 10:00pm the following Saturday evening, unless re-scheduled.
• Your replies should make reference to some part of the initial post, and clearly respond to it beyond, “I like what you said”. Simply agreeing, without adding any new thought or information doesn’t count as an A-level reply.
  o Replies should convey that you’ve thought about the post and are now adding to it with new details or ideas or giving an alternative viewpoint or opinion.
  o In other words, replies need to make a substantial contribution to the group as a whole with a new idea or resource, like a new website or new way to think about the readings, or a personal or professional story to stimulate additional comments.
  o See below for Blackboard Learn Discussion Board Guidelines and Grading Rubric for Discussion.

Late Assignment Policy
No late assignments will be accepted without a prior arrangement with the instructor. If prior approval is obtained from the instructor, a 10 point penalty per day will be assessed to the grade of that assignment. If the assignment is not submitted on the agreed upon date, the student will receive a grade of zero (0) points for that assignment.

Extra Credit
Extra credit is not offered or accepted in this course.

Course Evaluation
Total Points: 345
  A = 345 – 321 (93%)
  B = 320 – 286 (83%)
  C = 285 – 252 (73%)
  F = 251 and below

Information and Tracking Disclosure
Information is stored on the University’s system about your use and access of the course website. For example, the system automatically tracks log-in history, when you submitted an assignment, when you submitted an exam, and how much time you spent on an exam. The system also retains electronic assignment submissions and exam results and grades. University Blackboard personnel, faculty members associated with the course and other staff with legitimate reasons may have access to this information.

The course website may also contain hotlinks to third-party (outside) websites for convenience. While the course instructor makes every effort to ensure the safety, security, and accuracy of these websites, neither he nor the University is responsible for the content or practices of linked third-party sites. Students are encouraged to review the terms of use, privacy policy, and other policies of linked websites, as the policies of the linked site may differ from those of the course or the University website.
Blackboard Learn Discussion Board Guidelines
Grading for Discussions
In determining your grade, the following components are considered (see the Grading Rubric for Discussions in the section that follows for a complete breakdown):

Instructor Role
As the instructor, I will serve as a “guide” in terms of the Discussion Board. While I will not respond to every post, I will read what is posted, and reply when necessary. Expect instructor posts in the following situations:

- To assist each of you when it comes to making connections between discussion, lectures, and textbook material.
- To fill in important things that may have been missed.
- To re-direct discussion when it gets “out of hand.”
- To point out key points or to identify important posts.

Length of post (quantity)
- You are required to post one original message for each topic (i.e. “replies” to other students do not count in this regard).
- In addition to your one, original post, you must reply to at least two other classmates for each topic.
- Original posts should be about 1 typed, double-spaced pages before you paste into your response box (not including spaces; roughly 400-450 words).
- Replies to other students should be about ¼ page, roughly 100 words.

Quality of posts
- Each of your posts (original posts & replies) must demonstrate your understanding of the topic.
- Connections between lecture content, textbook content, and discussion should be exhibited.
- Relate new information with material previously covered in the class as well as with personal experience.
- Discuss at a critical level – don’t just recite facts from your reading, discussion, or lecture.
- Critical discussion includes your opinion of items mentioned, but also includes the reasons you hold that opinion, and why it may be inconsistent or consistent with what you’ve learned. Justify your reasoning with facts. How does what you’re presenting affect present and future situations?
- Posts that are replicates of other student’s posts will result in a lower grade.

Discussion Board Etiquette
How you post a message to a topic is just as important as what you post. If your behavior does not follow the course etiquette standards stated below, the grade you receive for a posting may suffer.

- The instructor reserves the right to remove any discussion messages that display inappropriate language or content. Do not use offensive language.
• Rudeness or slamming will not be tolerated.
• Show respect for your fellow students, even if you disagree with something that was stated.
• Clearly state what you believe, even if it means that you’re disagreeing with someone. Never, however, respond in anger – take care to discuss ideas, not the person.

Adapted from Center for Online Learning, Teaching & Technology
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Meets Expectations 8-10 pts.</th>
<th>Minimally Acceptable 5-7 pts.</th>
<th>Needs Improvement 1-4 pts.</th>
<th>Not Met 0 pts</th>
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<tbody>
<tr>
<td><strong>Initiating Threaded Discussion(s)</strong></td>
<td>➢ Integrates breadth of concepts across the readings/sites and stimulates thought. ➢ Incorporates multiple passages or key information from readings, PowerPoints, and/or course material throughout discussion. ➢ Accurate interpretation of information provided through the readings, PowerPoints, and/or course material. ➢ Initial post reflects one page.</td>
<td>➢ Several concepts addressed in a manner that stimulates thought. ➢ Incorporates a couple of passages or key information from readings, PowerPoints, and/or course material throughout discussion. ➢ Slightly accurate interpretation of information provided through the readings, PowerPoints, and/or course material. ➢ Initial post reflects three quarters of a page.</td>
<td>➢ Few concepts presented and little effort to stimulate thought. ➢ Does not incorporate any passages or key information from readings, PowerPoints, and/or course material. ➢ Inaccurate interpretation of information provided through the readings, PowerPoints, and/or course material. ➢ Initial post reflects only one half of a page.</td>
<td>➢ Several inaccuracies or misconceptions; minimal discussion of related concepts. ➢ No discussion submitted.</td>
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<td><strong>Participating in Colleagues’ Threaded Discussion(s)</strong></td>
<td>➢ Submits two responses to other learners.</td>
<td>➢ Submits two responses to other learners.</td>
<td>➢ Submits two responses to other learners.</td>
<td>➢ Does not submit two responses to other learners.</td>
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<td><strong>Quantity</strong></td>
<td>Reply makes multiple references to and integrates information from initiating post; questions posed in initiating post are explicitly addressed</td>
<td>Reply makes some references to and integrates information from initiating post; reply conveys substantial thought</td>
<td>Reply incorporates bits of information from initiating post; some thought appears to be given topic</td>
<td>Reply conveys minimal thought about initiating post or about the topic in general; appears to be done hastily</td>
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<td><strong>Thoughtful Reflection</strong></td>
<td>Makes a substantial contribution and attempts to stimulate additional discussion; provides additional meaningful web site.</td>
<td>Makes a substantial contribution to initial posting; new ideas are supported by valid information.</td>
<td>Provides limited new ideas etc., with no supporting reasons.</td>
<td>No new ideas, information, or perspectives provided (basically reiterates initiating post). Comments are unrelated to the course materials, are duplicates of other’s work, or are plagiarized from other sources.</td>
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<td><strong>Contribution to Discussion</strong></td>
<td>Conveys open-mindedness and respect for the views of colleagues; seeks the views of others</td>
<td>Acknowledges views of others and conveys respect for those views</td>
<td>Simply acknowledges views of others</td>
<td>Conveys antagonistic attitude toward view of colleagues, or ignores view(s).</td>
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<td><strong>Sensitivity</strong></td>
<td>Sentences are well-constructed; excellent grammar and no misspelled words.</td>
<td>Well-constructed sentences and minimal grammar and spelling errors.</td>
<td>A few instances of improper grammar, sentence structure, and/or spelling.</td>
<td>Several instances of improper grammar, sentence structure, and/or spelling.</td>
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Adapted from “If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions.” Susan Edelstein and Jason Edward [http://www.westga.edu/~distance/ojdla/spring51/edelstein51.html]. California State University at Hayward (EDUI 6707).
# Course Outline (tentative)

This schedule is tentative. Additional assignments and schedule changes may be announced.

<table>
<thead>
<tr>
<th>WK</th>
<th>Starts</th>
<th>Topic</th>
<th>Textbook Chapters and Blackboard Learn Readings</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>01</td>
<td>June 4</td>
<td>Introduction: Syllabus Medical Terminology</td>
<td>PPT</td>
<td>Discussion</td>
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<td>Chronic Pain</td>
<td>Chapter 8 / PPT</td>
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<td>Limb deficiency</td>
<td>Chapter 18 / PPT</td>
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<td>Musculoskeletal System</td>
<td>Chapter 14 / PPT</td>
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<td><strong>Quiz 1</strong></td>
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<td>02</td>
<td>June 11</td>
<td>Spinal Cord Injury</td>
<td>Chapter 2 / PPT</td>
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<td>Neuromuscular Disorders</td>
<td>Chapter 13 / PPT</td>
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<td>Cerebral Palsy and Spina Bifida</td>
<td>Chapter 15 / PPT</td>
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<td><strong>Quiz 2</strong></td>
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<td>03</td>
<td>June 18</td>
<td>Stroke</td>
<td>Chapter 25 / PPT</td>
<td>Discussion</td>
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<td>Epilepsy</td>
<td>Chapter 10</td>
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<td>Traumatic Brain Injury</td>
<td>Chapters 4 / PPT</td>
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<td>Specific Learning Disabilities</td>
<td>PPT</td>
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<td>Intellectual Disabilities</td>
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<td>Developmental Disabilities</td>
<td>Chapter 13 / PPT</td>
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<td><strong>Quiz 3</strong></td>
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<td>04</td>
<td>June 25</td>
<td>Pulmonary Disorders</td>
<td>Chapter 21 / PPT</td>
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<td>Hematological Disorders</td>
<td>Chapters 11 / PPT</td>
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<td>Cardiovascular Disorders</td>
<td>Chapter 7 / PPT</td>
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<td>Diabetes</td>
<td>Chapters 9 / PPT</td>
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<td>Kidney Disease</td>
<td>Chapter 22 / PPT</td>
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<td>Rheumatic Diseases</td>
<td>Chapter 24 / PPT</td>
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<td><strong>Quiz 4</strong></td>
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<td>05</td>
<td>July 2</td>
<td>Cancer</td>
<td>Chapters 6 /PPT</td>
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<td>Endocrine System</td>
<td>PPT</td>
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<td>AIDS and HIV Infection</td>
<td>Chapter 2 / PPT</td>
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<td>Vision Impairments</td>
<td>Chapter 27 /PPT</td>
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<td>Speech-Language Pathology and Hearing Impairment</td>
<td>Chapter 29 /PPT</td>
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<td>Quiz 5</td>
<td>July 6-8</td>
<td>Opens Friday, July 6 @ 8:00am. Closes Sunday, July 8 @ 10:00pm. Quiz will be on all materials for Week 4 and 5</td>
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<td>Exam 3</td>
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