



Course Name, Number and Section: MSC 625 – Medical Aspects of Disability

Academic Term: 2023 Fall Semester

Number of Credit Hours Earned: 3 credit hours

Course Day(s) and Time(s): Online/Distance Learning Asynchronous

Course Location: Moodle Classroom

Instructor Name: Dr. Susan Stuntzner PhD, LPC, LCPC, LMHC, LMHP, ACS, CRC, NCC, BC-TMH, CGP

Instructor Contact Information: susan.stuntzner@uprovidence.edu

Instructor Office Location & Office Hours; TBA

I. Course Description

A. Catalog Description

This course examines the etiology, prognosis, treatment and vocational implications of major disabling conditions. Information and content pertaining to cognitive, psychiatric, health, physical, neurological, sensory, developmental, and traumatic disabilities are discussed long with alcohol and substance misuse. Additionally, psychosocial and functional aspects of disability, models that explain disability, medical terminology and an introduction to assistive technology are provided.

B. Instructor's Elaboration

This course will be taught as an asynchronous graduate course on Moodle. This course is designed so that students will have one lecture/module per week. Throughout this course, students are provided readings and lectures to help them learn the content and increase their understanding of the field of rehabilitation and people with disabilities. Each week (module), students review the readings and assignments and complete the weekly forums to demonstrate their personal and professional understanding of the content. Knowledge checks (i.e., quizzes) are *optional* and *extra credit* and are included as a part of this course to support learning content and ideas.

In this course, students engage in independent research, reading, and reflection, and applied projects and papers. Students will have 3 knowledge checks/quizzes to enhance their understanding and learning. Knowledge checks are not cumulative; they are based on 4 - 5 modules/lectures per quiz. Students will also have two case studies and a paper/presentation to complete throughout this course. The final paper and presentation (i.e., power point) is the Medical Aspect Presentation

and Paper. This assignment is the signature assignment for this course as it draws upon the content learned and helps students understand some of the disabilities and conditions people living with a disability and associated barriers and limitations. Therefore, this assignment will be weighted heavier than the others assigned as a part of this course.

This course will consist of reading, learning the content and understanding its relevance to people with disabilities and their specific needs, and applying the information to enhance students' learning. Students are expected to review and use the information and apply it to their work and assignments. This course is intended to help students learn about and understand the various medical aspects of disability and increase their insight and understanding of people with disabilities.

This course is comprised of 14 modules. Students can locate an outline of the topics, readings, and assignments/exams in the outline provided at the end of the syllabus. Due dates and assignment prompts are given in the grading section and in the course outline. They will also be posted as a part of each module and lecture to remind students of what is to be completed as a part of each one.

II. Prerequisites to this Course and/or Requirements this Course Fulfills

MSC625 a course for students that is designed to be taken after MSC 507, Introduction to Rehabilitation and MSC 518, Rehabilitation Services Delivery. It may be taken along with MSC 621 Psychosocial Aspects of Disability or at a separate time. This course builds on the initial foundation learned about the field of rehabilitation counseling, professional aspects of this profession, people with disabilities, and psychosocial aspects of disability. Following this course, students have an opportunity to build on what they learned in MSC507 and MSC518.

III. Required and/or Recommended Texts and Course Materials

Required texts are listed below and can also be found at the following link. <https://uprovidence.textbookx.com/institutional/index.php>

Required Texts for This Course:

Falvo, D. R., & Holland, B. E. (2017). *Medical and psychosocial aspects of disability* (6th ed.). Burlington, MA: Jones & Bartlett Learning

Additional readings and videos may be assigned and posted to Moodle.

Recommended References and Resources:

Merck Manual of Medical Information: available online at www.merck.com/pubs/mmanual

Andrew, J., & Andrew, M. J. (2017). *Disability handbook*. Osage Beach, MO: Aspen Professional Services. Available for purchase from: <https://www.aspenprofessionalservices.com/textbooks#TheDisabilityHandbook>

IV. Course Requirements

A. Assignments

Weekly Module Forums

Each module (#1 through #13) students will be given a topic or question for reflection based on the lecture and/or reading. Often times, students will be asked to think about something of interest that stood out to them about the topic or content, or it may be an application of how they would do something. There will be 12 of these for four points each. An additional reflection/forum opportunity is available during the week of Thanksgiving for extra credit (4 points), but it is not required. This forum can be turned in the following week along with the one associated with Module #13. **These are to be turned in by Saturday of the week they are assigned. Students should use Moodle to complete these each week by noon Mountain Time.**

In addition, students are to respond to one peer's module forum each Saturday by midnight. Responses must include thoughtful information that is relevant and useful. Each weekly peer forum response is worth one point a week. If both parts are completed, students will earn a maximum of 5 points each week for this portion of the class. There will be a column in the grade section where you will see the points change based on a person's reflection.

Students will be graded on the quality, comprehensiveness, and thought put into the process. This is an essential component of class participation along with consideration, reflection and application of work to be completed. Since the class does not meet in person, students are encouraged to take the time to reflect on discussion or application questions and consider how they would do something. This extra effort is to assist students in gaining the most they can from the course.

Case Studies

Throughout the course of the semester, students will be given two case studies. Students are to complete both of these for this course. These will be spread out so that students can decide how to organize their time. A part of this assignment is to encourage students to reflect, consider, and apply the information they are exposed to and learning to client scenarios. Your answers to the questions may be determined based on

the reading, lecture, videos and professional experiences [if a student is working in the field in a human service capacity]. Each of these will be worth a maximum of 40 points for a total of 80 points. These will be posted about one week in advance before they are due so that students have one week to work on them. Students are to turn them in by the due dates posted on the syllabus. **Due dates for the case studies are as follows: 10/15 and 11/12.**

Medical Aspects Paper & Presentation (Signature Assignment)

A key part of counseling and assisting people with disabilities is understanding specific disabilities, changes and alterations associated with the disability, how the condition affects specific parts of people's lives, and strategies or recommendations professionals can employ when working with people living with the chosen disability.

For this assignment, students are to reflect on the content and information learned as well as independently research the (a) disability, (b) changes associated with the disability, limitations/barriers people experience because of the disability, (c) ways the disability affects specific parts of peoples' lives (i.e., physically, cognitively, psychologically, emotionally, socially, personally, and vocationally), and (e) strategies/recommendations professionals can use with this group of individuals. The paper also needs to include an APA title page, abstract/key words, and introductory and conclusion sections. The medical aspects paper needs to be 10 pages double-spaced, 12-point font, utilize 10-12 peer-reviewed research articles/book chapters, and have 1-inch margins. Content pages (excluding the title page, abstract, and reference section) should be 7-8 pages.

For the final project, students may work with one partner on the same topic, to research articles and book chapters, and to co-create the power point which will be shared with their peers. The power point presentation and content should align itself with information described in the APA paper. However, students are to write their own APA paper. The power point portion of this assignment is to be recorded and handed in earlier than the APA paper. **The due date for the recorded power point is November 12th at midnight.** This is because students are to also complete a peer review of two peer presentations and time is needed for students to review and complete this portion of the class.

Additional information and guidelines will be provided prior to working on this assignment. Please note this is the signature assignment for this course; therefore, it is worth the most points. **The presentation is due November 12th at midnight. The APA and the peer presentation forms are due the last day of class, December 5th at midnight and are to be turned in through Moodle. This assignment is worth 125**

points (i.e., 60 points – APA paper, 40 points – presentation, 25 points – peer review summary/form).

Course Knowledge Checks/Quizzes

Students will have 3 knowledge checks/quizzes. Each quiz/exam [#1, #2, and #3] will be administered through Moodle and will be worth 10 points each. Questions may cover information provided in the text, power point, or other assigned readings/projects. They may include content that can be inferred from the information students are learning. Each quiz covers 4 to 5 modules/lessons and will have a 1-hour limit in which they can be completed. Knowledge checks/quizzes must be completed in one sitting from the time they are started and are not cumulative. **The quizzes open on the following dates: 9/26, 10/31, and 11/28. Knowledge checks if attempted are to be completed by the following Sunday they open by midnight. Students may complete one or all of them. Total points possible for the knowledge checks/quizzes is 30 points.**

B. Research Papers (Rubric for the Research Paper and Presentation)

Criteria	Emerging Below 70%	Progressing 70%-80%	Proficient 80% - 90%	Exemplary 90% - 100%
<p>APA FORMAT IN PAPER & QUALITY REFERENCES</p> <p>(This portion of the assignment is worth a maximum of 15 points – 25% of the written paper,)</p> <p><u>CACREP Standards:</u></p> <p>F.3.e. 5.1.d., 5.2.g., 5.2.h. 5.1.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b. H.3.1.</p>	<p>Paper is missing majority of the APA components provided under Exemplary.</p> <p>(See below – Several of these pieces are missing and/or incorrectly formatted)</p> <p>-No or partial title page</p> <p>-No bolded or centered headings</p> <p>-1 inch margins</p> <p>-Page numbers are missing</p> <p>-Paper is not correctly double-spaced; it may be double-spaced in some parts, but not in others.</p>	<p>Paper contains some elements of the APA components provided under Exemplary but includes numerous omissions and errors.</p> <p>-Title page</p> <p>-Bolded but not centered headings some of the time. May be missing required headings.</p> <p>-1 inch margins</p> <p>-Page numbers are missing</p> <p>-Double spaced text</p> <p>-Reference page</p> <p>-Used 3-5 academic peer-reviewed articles/professional books but also Internet links to provide and partially support inform.</p>	<p>Paper contains a majority of the components listed under Exemplary but does not meet all of the requirements. (See below):</p> <p>- Title page</p> <p>- Bolded headings but not centered or Has majority of the headings</p> <p>-1 inch margins</p> <p>-Page numbers</p> <p>-Double spaced text</p> <p>-Reference page</p> <p>-Use of 6-7 academic peer-reviewed articles/professional books but also internet links to provide and support information.</p> <p>-Reference citations inconsistently</p>	<p>Correctly APA formatted paper:</p> <p>- Title Page</p> <p>- Bolded and centered headings for sections (the same as requested by the instructor)</p> <p>- 1 inch margins</p> <p>- Page numbers</p> <p>- Double spaced text</p> <p>- Reference page</p> <p>- Use of at least 8-10 academic peer-reviewed articles/professional books to provide and support accurate content and ideas throughout the paper.</p>

	<p>-Reference page</p> <p>-Used no academic peer-reviewed articles/professional books but some Internet links to provide information.</p> <p>-Reference citations missing in the paper.</p>	<p>-Reference citations not well-integrated throughout the paper. Too much reliance on 1 or 2 references.</p>	<p>integrated throughout the paper.</p>	<p>-Reference citations integrated throughout the paper.</p>
<p>QUALITY WRITTEN PROFESSIONAL PAPER - (i.e., grammar, punctuation, complete sentences, flow, organization, ideas make sense)</p> <p>{This portion of the paper is worth a maximum of 20 points – 30% of the paper}</p> <p>CACREP Standards:</p> <p>F.3.e. 5.1.d., 5.2.g., 5.2.h. 5.1.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b. H.3.1.</p>	<p>Paper has a few of the ideas and concepts required, but does not have them integrated into the paper.</p> <p>The paper lacks references and citations throughout the assignment.</p> <p>Some of the information is provided but the paper lacks organization and clarity,</p> <p>Multiple grammatical and punctuation errors exist. Ideas are not connected and the paper does not flow.</p>	<p>Paper includes some of the ideas and concepts required as a part of the assignment but are not well integrated throughout the paper. Paper is inconsistent in its use to references and citations.</p> <p>Some of the information is provided, but the paper is not well-organized, clear, or precise.</p> <p>Several grammatical and punctuation errors exist. Paper does not flow well from section to section.</p>	<p>Paper is logical and the majority of the ideas and concepts are integrated throughout the paper. Majority of the content is supported by references and citations.</p> <p>Information was provided that addressed most of the issues but the explanation is not precise and clear.</p> <p>Some grammatical and punctuation errors are present.</p>	<p>Paper is extremely well-written and thorough. Ideas and concepts are integrated throughout the paper and are supported by references/citations.</p> <p>Information flowed and was organized. The reader was able to create a picture of what was being explained.</p> <p>Very few (minor) grammatical and punctuation errors. Paper used complete sentences and well-organized paragraphs.</p>
<p>CONTENT OF PAPER - (i.e., Main ideas covered, thoroughness and mastery to topic)</p> <p>CACREP Standards:</p> <p>F.3.e. 5.1.d., 5.2.g. 5.2.h. 5.1.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b. H.3.1.</p>	<p>Paper lacks organization and is not clear. Some of requested headings or sections may be included; however, the paper lacks clarity, thoroughness, and mastery of the topic.</p> <p>Multiple discrepancies and omissions exist.</p> <p>The reader has a hard time following some of the ideas</p>	<p>Paper is somewhat organized but is not clear and uses some of the requested headings (i.e. 75% of headings).</p> <p>About 2/3 of the content and ideas are explained throughout the paper. Several discrepancies may exist and sections of the paper are either not clear or have been left out.</p> <p>The reader is able to</p>	<p>Paper is mostly organized and uses the majority of requested headings (i.e. 85% of headings).</p> <p>Content and ideas are mostly clear and explained throughout the paper. A few minor discrepancies may exist.</p> <p>The reader is able to follow all of the ideas presented.</p> <p>Explanation of the</p>	<p>Paper is well organized and uses all of the requested headings.</p> <p>Content and ideas are clear and well explained throughout the paper.</p> <p>The reader is able to clearly follow all of the ideas presented. Explanation of the topic and sections is very thorough.</p>

	presented. Explanation of the topic and sections need further expansion and more details.	follow some of the ideas presented. Explanation of the topic and sections need expansion and more details.	topic and sections adequate.	
<p>POWER POINT PRESENTATION ON TOPIC/PAPER</p> <p>(This part of the assignment is worth a maximum of 40 points – 40% of the total assignment.)</p> <p><u>CACREP Standards:</u></p> <p>F.3.e. 5.1.d., 5.2.g., 5.2.h. 5.1.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b. H.3.1.</p>	<p>Presentation has less than 6 slides.</p> <p>Presentation may include subject but not a clear title on the first slide, and some of the requested content is present.</p> <p>Presentation illustrates about ½ of the requested information.</p> <p>Content lacks organization and contains numerous mistakes.</p> <p>Presentation does not resemble the content of the paper and the information provided is not “user friendly to their peers.</p>	<p>Presentation has 6-8 slides.</p> <p>Presentation includes a title slide and some of the requested content is provided.</p> <p>Presentation illustrates about 2/3 of the requested information.</p> <p>Content is somewhat organized but has several mistakes.</p> <p>Presentation resembles some of the content explained in the paper, but it does not clearly illustrate a connection between the two. Some of the information may appear to be “user friendly”</p>	<p>Presentation included 8 to 10 slides.</p> <p>Presentation includes a title slide and majority of the requested content is provided.</p> <p>Content is organized and easy to follow but has a few mistakes.</p> <p>Presentation parallels majority of the content explained in the paper but has a few mistakes. The content provided might be less “user friendly” to their peers.</p>	<p>Presentation consists of the requested number of slides (10-12).</p> <p>Presentation includes a title slide and content that is clearly organized.</p> <p>Presentation includes well-identified sections and appropriate content/information.</p> <p>Presentation parallels the content explained in the paper and is explained in a way that is “user friendly” to their peers.</p>

C. Course Requirements

1. Students are asked to log into Moodle each week to acquire information from the power point, readings, and assignments. **Course assignments will be posted on Moodle by 8 AM on Tuesdays (MST).** While there is technically no class date that we meet, this will be the day and time, I will have information posted by for this week’s class.
2. Students are to review course assignments and materials as outlined in syllabus or Moodle and are to complete assignments on time. In the event something unanticipated occurs causing an assignment to be late, acceptance of them may be granted up to one week later. Really late assignments need to be individually discussed with the professor and, if accepted, will result in the assignment grade being lowered by one grade.
3. Students are to promptly notify instructor of any unanticipated issues so situations can be addressed and problem-solved. Please speak with the

professor as soon as possible as this helps me be able to assist students much easier than if I am notified at the last minute.

4. Students are to purchase or access the required textbooks.
5. Written assignments are to be completed in students' best writing (i.e., grammar, content, format as outlined in class). Please check for grammar, punctuation, content, and legibility prior to handing in assignments. For some, it may be helpful to have peers read their work prior to handing it in. Peer feedback can be very helpful in the writing process. Students may also find the writing lab of help if additional outside assistance is necessary.
6. Three quizzes will be offered in this course. They are extra credit; however, students are responsible for being prepared to take them. The quizzes are over the assigned readings, lectures, and materials presented as a part of the modules and are administered online. Students will have a designated amount of time to complete the exams. All of the quizzes are open book. Quizzes are not cumulative in content. Instead, they will include content covered every 4 to 5 modules/lessons and then move onto the next few modules.

D. Student Responsibilities and Tips for Success

- The "rule of thumb" for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 3-hour course, you should allocate at least 9 hours per module/lesson for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned chapters **prior** to completing associated assignments and answering each module's reflection card. Points are based on thoroughness and well-written responses and need to demonstrate that the student has read the material and reviewed the power point prior to answering the module's reflection card.
- Online learning requires student investment and a willingness to log in regularly into Moodle. This course is designed so that class content is posted one a week. It is recommended that students log into the course at least every other day. Assignments have specific due dates so it is important that students allot enough time in their schedule each week to complete assignments. Students also need to be mindful of assignment and exam due dates.
- If you have questions or do not understand an assignment, please let me know. I encourage you to ask for clarification so you know how to complete the assignment in question.
- Please be mindful of online netiquette and be kind in your interactions with others (including online).

- Keep in mind that everyone is at a different place with online learning. Be patient with yourself and others. Although this course is online and asynchronous, I encourage you to get to know some of your colleagues and peers as that will help you feel connected and will be a wonderful source of support. The final project/paper associated with this course is one where students' have some choice in the topic and disability group. Some students may find it helpful to talk with their peers to brainstorm ideas and/or receive feedback prior to turning them in. Brainstorming and talking through assignments to help cultivate ideas and generate resources This is also a great way to develop or further peer-relationships with other students in this program.
- If you are not doing as well as you would like: please make an appointment to consult with Dr. Lindinger-Sternart about how you can excel in this course.

V. Grading

Students should be registered for MSC 625, Medical Aspects of Disability. Students will be assigned a letter grade A to F based on the completion of assignments (on time) and the quality of work. Grading is comprised of the total amount of points received in this course. If students are not performing satisfactory work or having missing assignments, they may not receive a passing grade. Graduate courses consider a "B to be the minimum passing grade. Students overall grade will be determined and calculated according to the following areas and criteria:

1. Weekly Forums & Responses (60 points – 4 points per forum for a total of 12 weeks and 1 point per weekly response to a peer's forum). There is one extra credit weekly reflection card the week of Thanksgiving for an additional five points. – **Due on Saturdays at noon via Moodle for the assignments/questions included as a part of each lecture.**
2. Case Studies (40 points each; Total points = 80 points) – **Due dates are: 10/15 and 11/12 by midnight.**
3. Medical Aspects Paper & Presentation/Peer Presentation Review (125 points – 40 points for the presentation, 60 points for the paper, 25 points for the peer review of presentations). **Presentation is due November 12th at midnight. AP Paper & Peer Presentation Review are both due on the last day of class, December 5, 2023, by midnight.**
4. Knowledge Checks/Quizzes = 30 points; Quiz #1= 10 points; Quiz #2 = 10 points; Quiz #3 = 10 points) - **The dates for these are 9/26, 10/31, and 11/28. Students are to complete these on Moodle and have until midnight on Sunday of the week they are assigned to complete them. Students who complete one or more will be assigned the additional extra credit points they earn to their final grade.**

TOTAL POINTS POSSIBLE FOR THIS COURSE = 265 points

A = 238 points (90%)

B = 212 points (80%)

C = 185 points (70%)

D = 159 points (60%)

F = Less than 155 points (59%)

VI. Course Learning Outcomes

Program/Student Learning Outcomes

1. To assist students in becoming familiar and comfortable with the knowledge necessary for preparation in entry-level rehabilitation counseling
 - a. Students will demonstrate knowledge of the medical aspects of disability **[This outcome will be assessed through grades on weekly reflection exercises, Case Studies #1 - #2 and on Quizzes #1 - #3.]**
 - b. Students will demonstrate in-depth knowledge of one disability, changes associated with the disability, disability-related limitations and barriers, the effect of disability in people's lives, and strategies professionals can use when working with this group of people. **[This outcome is assessed through grades on the Medical Aspects Paper & Presentation.]**

Course Objectives/Knowledge and Skill Outcomes

Throughout this course, students will learn and develop the following outcomes:

1. Students will increase their understanding of common medical terminology and terms associated with disabilities and conditions covered throughout this course.
2. Students will understand medical information related to chronic illness, injury, and other disabling conditions.
3. Students will understand the disease concept of alcoholism and addiction and how these can coexist with other disabilities.
4. Students will apply medical information to functional limitations experienced by individuals with disabilities.
5. Students will identify how disability affects the vocational, social, personal, and independence of people with disabilities.
6. Students will increase their knowledge about the ways assistive technology can reduce or eliminate barriers and functional limitations of people with disabilities.
7. Students will relate medical information to the role of rehabilitation counseling, rehabilitation planning, and coordination of interdisciplinary services.

Student Competencies/CACREP Standards

Included in this section is a listing of CACREP standards addressed in this course for Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and Rehabilitation Counseling. Following the CACREP standards is an outline of the CACREP standards and the associated assignments and activities used to fulfill them. Additional information regarding CACREP standards and topics/lectures/assignments is provided at the end of the syllabus under Course Schedule.

CACREP Standards:

Section Two. Professional Counseling Identity: F.3. Human Growth & Development

F.3.e. biological, neurological, and physiological factors that affect human development, functioning, and Behavior

Section Five. Contextual Dimensions (Clinical Mental Health Counseling)

- 5.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorder
- 5.2.d. 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)*
- 5.2.g. impact of biological and neurological mechanisms on mental health
- 5.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

Section Five. Clinical Rehabilitation Counseling

- 5.1.e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- 5.1.f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- 5.2.d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services network
- 5.2.i. impact of biological and neurological mechanisms on disability
- 5.2.m effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- 5.2.q. assistive technology to reduce or eliminate barriers and functional limitations

Section Five. H. 1. Foundations (Rehabilitation Counseling)

H.1.f. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities

Section Five. H.2. Contextual Dimensions (Rehabilitation Counseling)

H.2.b. medical and psychosocial aspects of disability, including attention to coexisting conditions

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 *International Classification of Functioning, Disability and Health (ICF)*, *International Classification of Diseases (ICD)*, and *Diagnostic and Statistical Manual of Mental Disorders (DSM)*

Section Five. H.3. Practice (Rehabilitation Counseling)

H.3.i. consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional imitations or restrictions of individuals with disabilities

CACREP Standards and Corresponding Assignments

CACREP Standards	Teaching Methods/Assignments	Evaluation
<p><u>CACREP Standards:</u></p> <p>F.3.e. 5.1.d., 5.2.d., 5.2.g.,5.2h. 5.1.e., 5.1.f., 5.2.d., 5.2.i., 5.2.m., 5.2.q. H.1.f., H.2.b., H.2.d., H.3.1.</p>	<ul style="list-style-type: none"> • Lecture/Readings • Individual Reflection • Applied Content Reflection /Videos • Course Exams 	<ul style="list-style-type: none"> • Course Quizzes • Weekly Question/ Reflection Exercise <p><u>Quiz #1:</u> F.3.e., 5.2.d., 5.2.g., 5.2.h., 5.1.f., 5.2.d., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b., H.2.d., H.3.1.</p> <p><u>Quiz #2:</u> F.3.e., 5.1.d., 5.2.g., 5.2.h., 5.1.e., 5.1.f.,5.2.d., 5.2.i., 5.1.m., H.1.f., H.2.b., H.2.d. , H.3.1.</p> <p><u>Quiz #3:</u> F.3.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b., H.2.d., H.3.1.</p>

<p><u>CACREP Standards:</u></p> <p>F.3.e. 5.1.e., 5.1.f., 5.2.d., 5.2.i., 5.2.m., H.1.f., H.2.b., H.2.d., H.3.i.</p>	<ul style="list-style-type: none"> • Lecture/Readings • Videos • Reflection & Professional Application of Content • Case Study Application 	<ul style="list-style-type: none"> • Case Study #1 • Case Study #2
<p><u>CACREP Standards:</u></p> <p>F.3.e. 5.1.d., 5.2.g., 5.2.h. 5.1.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b. H.3.1.</p>	<ul style="list-style-type: none"> • Review and Reflection Over Content Learned in Course • Research • Collaboration/Teamwork with Peers • Professional Presentation and Paper • Peer Review of Final Presentations 	<ul style="list-style-type: none"> • Medical Aspects Paper & Presentation • Peer Presentation Review

VII. Tentative Class Schedule and Outline

WEEKS AND CATEGORIES	DATES, TOPICS, AND ASSIGNMENTS	CACREP STANDARDS ADDRESSED
MODULE #1	8/29/2023	
TOPIC	Class Overview Syllabus APA Format/Citations Functioning, Health, & Disability Models of Disability ICF Model Psychosocial and Functional Aspects of Disability Assistive Technology <ul style="list-style-type: none"> • Forum #1 – Due Saturday by noon** • Forum Response #1 – Due by Saturday at midnight** 	F.3.e. 5.2.d. 5.1.f., 5.2.m., 5.2.q. H.1.f. H.2.b., H.2.d.
READINGS	Falvo & Holland (2017) – Ch. 1, 2, and 33	
MODULE #2	9/05/2023	
TOPIC	Structure & Function of the Nervous System Traumatic Brain Injury Stroke	F.3.e. 5.2.g., 5.2.h.

	<p>Epilepsy & Other Conditions of the Nervous System</p> <ul style="list-style-type: none"> • Forum #2 – Due Saturday by noon** • Forum Response #2 – Due by Saturday at midnight** 	<p>5.1.f., 5.2.i., 5.2.m. H.1.f. H.2.b., H.2.d.</p>
READINGS	Falvo & Holland (2017) – Ch. 3, 4, 5, and 6	
MODULE #3	9/12/2023	
TOPIC	<p>Spinal Cord Injury Multiple Sclerosis</p> <ul style="list-style-type: none"> • Forum #3 – Due Saturday by noon** • Forum Response #3 – Due by Saturday at midnight** 	<p>F.3.e. 5.2.g., 5.2.h. 5.1.f., 5.2.i., 5.2.m H.1.f., H.2.b.</p>
READINGS	Falvo & Holland (2017) – Ch. 7 & 8	
MODULE #4	9/19/2023	
TOPIC	<p>Neurodegenerative /Neuromuscular Conditions Parkinson’s/Huntington’s Disease Alzheimer’s Disease Post-Polio Syndrome</p> <ul style="list-style-type: none"> • Forum #4 – Due Saturday by noon** • Forum Response #4 – Due by Saturday at midnight** 	<p>F.3.e. 5.2.g. 5.1.f., 5.2.d., 5.2.m. H.1.f. H.2.b. H.3.1.</p>
READINGS	Falvo & Holland (2017) – Ch. 9 & 10	
MODULE #5	9/26/2023	
TOPIC	<p>Developmental Conditions: Cerebral Palsy & Spina Bifida Intellectual & Developmental Disabilities</p> <ul style="list-style-type: none"> • Quiz #1 – Due on Moodle, Sunday (10/01) by midnight.** • Forum #5 - Due Saturday by noon** • Forum Response #5 – Due by Saturday at midnight** 	<p>F.3.e. 5.2.d., 5.2.h. 5.1.f., 5.2.i., 5.2.m H.1.f., H.2.b.</p> <p>Quiz #2: F.3.e. 5.2.d., 5.2.g., 5.2.h. 5.1.f., 5.2.d., 5.2.i., 5.2.m, 5.2.q., H.1.f., H.2.b., H.2.d. H.3.1.</p>
READINGS	Falvo & Holland (2017) – Ch. 11 & 12	

MODULE #6	10/03/2023	
<p style="text-align: center;">TOPIC</p>	<ul style="list-style-type: none"> • Alcoholism & Substance Abuse • Conditions Related to Substance Use <ul style="list-style-type: none"> • Overview of Psychiatric Conditions: Functional and Vocational • Psychiatric Disabilities • Forum #6 - Due Saturday by noon** • Forum Response #6 – Due by Saturday at midnight** 	<p style="text-align: center;">F.3.e. 5.1.d., 5.2.d., 5.2.g., 5.2.h. 5.1.e., 5.1.f., 5.2.i., 5.2.m., H.1.f., H.2.b.</p>
<p style="text-align: center;">READINGS</p>	<p>Falvo & Holland (2017) – Ch. 14, 13, & 15</p>	
MODULE #7	10/10/2023	
<p style="text-align: center;">TOPIC</p>	<p style="text-align: center;">Cancer: Method of Identification & Management Types of Cancer</p> <ul style="list-style-type: none"> • <u>Assignment:</u> Case Study #1 – Due on Moodle, Sunday (10/15), by midnight** • Forum #7 – Due Saturday by noon** • Forum Response #7 – Due by Saturday at midnight** 	<p style="text-align: center;">5.1.f. H.1.f., H.2.b.</p> <p style="text-align: center;"><u>Case Study #1:</u> F.3.e. 5.1.e., 5.1.f., 5.2.d., 5.2.i., 5.2.m., H.1.f., H.2.b.</p>
<p style="text-align: center;">READINGS</p>	<p>Falvo & Holland (2017) – Ch. 21 & 22</p>	
MODULE #8	10/17/2023	
<p style="text-align: center;">TOPIC</p>	<ul style="list-style-type: none"> • Body Structure & Musculoskeletal Conditions <ul style="list-style-type: none"> • Rheumatoid Arthritis, Lupus <ul style="list-style-type: none"> • Amputation • Chronic Pain • Forum #8 – Due Saturday by noon ** • Forum Response #8 – Due by Saturday at midnight** 	<p style="text-align: center;">5.1.f., 5.2.m., H.1.f, H.2.b.</p>

READINGS	Falvo & Holland (2017) – Ch. 24, 25, 26, and 27	
MODULE #9	10/31/2023	
TOPIC	<ul style="list-style-type: none"> • Cardiovascular Conditions • COPD, Asthma, & the Pulmonary System • Quiz #2 – Due on Moodle by Sunday (11/05) at midnight** • Forum #9 – Due Saturday by noon** • Forum Response #9 – Due by Saturday at midnight** 	<p>F.3.e. 5.1.f. H.1.f., H.2.d.</p> <p>Quiz #2: F.3.e.,5.1.d.,5.2.g., 5.2.h., 5.1.e., 5.1.f.,5.2.d., 5.2.i., 5.1.m., H.1.f., H.2.b., H.2.d., H.3.1.</p>
READINGS	Falvo & Holland (2017) – Ch. 28 & 29	
MODULE #10	11/07/2023	
TOPIC	<ul style="list-style-type: none"> • Chronic Kidney Disease & the Urinary System • Gastrointestinal System • Diabetes & the Endocrine System • Case Study #2 – Due on Moodle by Sunday (11/12) at midnight** • Forum #10 – Due Saturday by noon** • Forum Response #10 – Due by Saturday at midnight** 	<p>F.3.e. 5.1.f., 5.2.i. H.1.f., H.2.b.</p> <p>Case Study #2: F.3.e. 5.1.f., 5.1.m. H.1.f., H.2.b., H.2.d.</p>
READINGS	Falvo & Holland (2017) – Ch. 30, 31, & 23	
MODULE #11	11/14/2023	
TOPIC	<ul style="list-style-type: none"> • Sickle Cell, Hemophilia, & Conditions of the Blood • The Immune System 	<p>F.3.e. 5.1.f., 5.2.m. H.1.f., H.2.d.</p>

	<ul style="list-style-type: none"> • HIV • Recorded APA Medical Aspects Powerpoint – Due Sunday (11/12) at midnight.** • Forum #11 – Due Saturday by noon** • Forum Response #11 – Due by Saturday at midnight 	
READINGS	Falvo & Holland (2017) – Ch. 18, 19, & 20	
MODULE #12	11/21/2023	
TOPIC	<p>Vision, Eye Conditions, & Blindness Hearing Loss & Deafness</p> <ul style="list-style-type: none"> • Forum #12 – Due Saturday by noon** • Forum Response #12– Due by Saturday at midnight 	<p>5.1.f. H.1.f., H.2.b.</p>
READINGS	Falvo & Holland (2017) – Ch. 16 & 17	
MODULE #13	11/28/2023	
TOPIC	<ul style="list-style-type: none"> • Burn Injuries & Conditions of the Skin Aging & Disability • <u>Quiz #3</u> – Due on Moodle by Sunday (12/03) at midnight** • Forum #13 – Due Saturday by noon** • Forum Response #13 – Due by Saturday at midnight** 	<p>5.1.f., 5.2.q. H.1.f., H.2.b. H.3.1.</p> <p><u>Quiz #3:</u> F.3.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b., H.2.d., H.3.1.</p>
READINGS	Falvo & Holland (2017) – Ch.32 & 34	
MODULE #14	12/05/2023	
TOPIC	<ul style="list-style-type: none"> • Medical Aspects APA Paper & Peer Presentation Review Form– Due today at midnight* 	<p><u>Medical Aspects APA Paper & Presentation:</u> F.3.e. 5.1.d., 5.2.g., 5.2.h., 5.1.e., 5.1.f., 5.2.i., 5.2.m., 5.2.q., H.1.f., H.2.b. H.3.1.</p>

VIII. University Policies and Information

Please review the university policies and information at the following link.

<https://www.uprovidence.edu/academics/>

This Link includes access to the following important University Information: Academic Catalog (University Policies and Information) Academic Calendar, Library Services, Registrar's Office, Student Academic Support Services and more.