



UNIVERSITY of MARYLAND  
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

## Course Syllabus RECN 625: Medical Aspects of Disabilities

### General Information

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Program : Master of Science Rehabilitation Counseling  
 Course Codification : RECN 625  
 Course Title : Medical Aspects of Disabilities  
 Credit Hours : 3 (45 contact hours)  
 Class Time :  
 Class Location :  
 Instructor :  
 Email :  
 Phone :  
 Office Location :  
 Office Hours :  
 Program Assistant :  
 Email :  
 Phone :

### Course Description

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This course involves an exploration of medical information and disabilities from a systems perspective. The course incorporates fundamental medical terminology, medical practitioners, and health care systems. Students will explore the health care and related systems considering their vocational implications, service provision, and resources for intervention, treatment, or therapy for individuals with disabilities. Case studies of systemically related disabilities and how they are managed through the medical model will be explored through the symptomatology, diagnosis, prognosis, and treatment phases of the disabilities. Consumer transition from the medical to the service model will be discussed. The psychosocial and cultural impact of disabilities essential to the rehabilitation process will be infused into the curriculum.

### Add/Drop

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Process	Last day
Add/drop period ends	November 4, 2022
Withdrawal period ends	December 9, 2022

See Academic Calendar Fall [2022](#) for further important dates and deadlines.



### University Support Services

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The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

### Course Objectives and Key Performance Indicators

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KPI9: Graduates will be able to demonstrate knowledge, skills, and attitudes to address issues concerning the scope of practice of rehabilitation counseling in a variety of professional contexts.

KPI-10: Demonstrate competence in essential interviewing, counseling, case conceptualization skills, and case management within the scope of practice in rehabilitation counseling.

KPI-11: Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals and achievements in personal, social, psychological, and vocational areas.

Course Objectives	CACREP Standard	Assessment
1. Identify the counselor's role and responsibilities as member of interdisciplinary community outreach and emergency management response teams.	2F-1c	Examination
1. Recognize classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities.	5H-1f	Quiz Examination
2. Explain professional rehabilitation counseling scope of practice, roles, and settings.	5H-2a	Case Study
3. Recognize medical and psychosocial aspects of disability, including attention to coexisting conditions.	5H-2b	Quiz
4. Recall 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).	5H-2d	Examination
5. Use consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities.	5H-3l	Case study



## Resources

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<b>Required textbook</b>	Moroz, A., Flanagan, S. R., & Zaretsky, H. (Eds.). (2017). <i>Medical aspects of disability for the rehabilitation professional</i> (5th ed.). Springer.
<b>Complimentary texts</b>	Andrew, J. & Andrew, M. J. (Eds.). (2017). <i>Disability handbook</i> . Aspen.  Bordwin, M. G., Siu, F. W., Howard, H., Brodwin, E. R., & Du, A. T. (2020). <i>Medical, psychosocial and vocational aspects of disability</i> (5th ed.). Elliot & Fitzpatrick.
<b>Recommended References and Resources</b>	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> . (7th ed.). The Author.  The Merck Manual <a href="https://www.merckmanuals.com/professional">https://www.merckmanuals.com/professional</a>  Medical Dictionaries Online <a href="http://www.nlm.nih.gov/medlineplus/mplusdictionary.html">http://www.nlm.nih.gov/medlineplus/mplusdictionary.html</a>

## Evaluation strategies

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### 1. Examinations (300 points) – 100 points each

Three (3) examinations given on the dates specified in the course outline; 100 points possible on each exam; exam content will cover material from assigned readings and class lectures since the previous exam [including related medical terminology from the readings.]

### 2. Quizzes (100 points) 5 @ 20 points each

There will be 5 based on the topics that are covered in the week preceding or the current week.

### 3. Case Study (100points) 2@ 50 points each

Students will analyze any two cases studies provided by the instructor. The purpose of analyzing the case study is to have students apply the concepts and knowledge they have learned when they study the issues facing a person with a disability or medical condition. Students will recommend the most viable options and plans to assist the individual to assuage the impacts of the disability on her/his life using the existing case information. Case studies must include an explanation about the medical condition, functional implications, vocational implications, and explanation of treatment professionals who could assist and how, and an explanation of assistive devices and other treatments/resources available to the individual. The typed 4-5 pages paper must be written in accordance with the current APA style manual (7th ed.). You will have a cover



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page and a reference page that is not counted toward the 4-5 pages requirement. Points will be deducted if the paper is not in APA style. Cite your sources appropriately, including your textbook. Academic dishonesty will not be tolerated

**NOTE:** Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

**Grading scale: The academic achievement of a student for this course is rated as follows:**

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the
F	0-299	below 60	expectations

**Late submissions:** Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

### **Policies and Norms**

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- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as



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directed by the instructor and outlined in the syllabus

- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance ( <https://wwwcp.umes.edu/oie/> ), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 ( <https://wwwcp.umes.edu/oie/about-the-office/> ). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in- class or online).



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- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit [www.umes.edu/OIE](http://www.umes.edu/OIE) or call us at 410-651-6135 or through email at [titleIX@umes.edu](mailto:titleIX@umes.edu).

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class**



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**will be at least 70% of the work).** In cases in which this grade is given, the student may not re-register for the course until the “I” is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the “I” defaults to the Default Grade on the Incomplete Grade Contract.  
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).
- J. Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

### **Technical Disclaimer**

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This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should



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also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>



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**COURSE CALENDAR**

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 1 8/29-9/4	<ul style="list-style-type: none"> <li>∄ Introduction to Course and Syllabus</li> <li>∄ Introduction: History of Rehabilitation</li> </ul>	Chapter 1	<b>Discussion - Introduce Yourself</b>	
Week 2 9/5-9/11	<ul style="list-style-type: none"> <li>∄ Disabling conditions seen in AIDS and HIV Infection</li> <li>∄ Rheumatic diseases</li> </ul>	Chapters 2 and 23		
Week 3 9/12-9/18	<ul style="list-style-type: none"> <li>● Traumatic brain injury</li> <li>● Spinal cord injury</li> </ul>	Chapters 4 and 24	<b>Quiz #1</b>	
Week 4 9/19-9/25	<ul style="list-style-type: none"> <li>● Rehabilitation in burns</li> </ul>	Chapter 5		
Week 5 9/26-10/2	<ul style="list-style-type: none"> <li>● The role of rehabilitation in cancer patients</li> </ul>	Chapter 6	<b>Quiz #2</b>	
Week 6 10/3-10/9	<ul style="list-style-type: none"> <li>● Cardiovascular disorders</li> <li>● Stroke</li> </ul>	Chapters 7 and 25	<b>Exam #1</b>	
Week 7 10/10-10/16	<ul style="list-style-type: none"> <li>● Chronic pain syndrome</li> <li>● Musculoskeletal disorders</li> </ul>	Chapters 8 and 14	<b>Quiz #3</b>	
Week 8 10/17-10/23	<ul style="list-style-type: none"> <li>● Diabetes mellitus</li> <li>● Chronic kidney disease</li> </ul> <p><b>SPRING BREAK</b></p>	Chapters 9 and 22	<b>Case Study #1</b>	
Week 9 10/24-10/30	<ul style="list-style-type: none"> <li>● Epilepsy</li> </ul>	Chapter 10	<b>Exam #2</b>	



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DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 10 10/31-11/6	<ul style="list-style-type: none"> <li>Hematological disorders</li> <li>Vascular disorders</li> </ul>	Chapters 11 and 17	<b>Quiz #4</b>	
Week 11 11/7-11/13	<ul style="list-style-type: none"> <li>Neuromuscular disorders</li> <li>Limb deficiency</li> </ul>	Chapters 13 and 18	<b>Case study #2</b>	
Week 12 11/14-11/20	<ul style="list-style-type: none"> <li>Pediatric disorders</li> <li>Geriatric rehabilitation</li> </ul>	Chapters 15 and 16		
Week 13 11/21-11/27	<ul style="list-style-type: none"> <li>Organ transplantation and rehabilitation and interdisciplinary interventions</li> <li>Integrative medicine</li> </ul>	Chapters 19 and 27 <b>Thanksgiving Break</b>		
Week 14 11/28-12/4	<ul style="list-style-type: none"> <li>Pulmonary disorders</li> <li>Visual impairments</li> </ul>	Chapters 21 and 26	<b>Quiz #5</b>	
Week 15 12/12-12/18	<ul style="list-style-type: none"> <li>Final exam</li> </ul>		<b>Final Exam (Exam #3)</b>	

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.

**Topics for Independent Study**

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 2	€	€		



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DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 6	•	•		
Week 8	•	•		
Week 9	•	•		

**Case Analysis Grading Rubric (100 Points)**

CRITERIA	Outstanding	Above Average	Satisfactory	Insufficient
<b>Analysis 35 pts</b> <ul style="list-style-type: none"> <li>the analysis examines, summarizes, and integrates issue(s) to reveal insight</li> <li>evidence is well organized with smooth transitions</li> </ul>	Throughout the <b>whole</b> work <b>29-35 pts</b>	Throughout <b>most</b> of the work <b>22-28 pts</b>	Throughout <b>much</b> of the work <b>15-21 pts</b>	Throughout <b>little to none</b> of the work <b>0-7 pts</b>



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<b>Support 35 pts</b> <ul style="list-style-type: none"><li>claims are supported with detailed and persuasive examples</li><li>the analysis incorporates required and additional resources, when necessary</li></ul>	Throughout the <b>whole</b> work <b>29-35 pts</b>	Throughout <b>most</b> of the work <b>22-28 pts</b>	Throughout a <b>much</b> of the work <b>15-21 pts</b>	Throughout <b>little to none</b> of the work <b>0-7 pts</b>
<b>Conclusions 20 pts</b> <ul style="list-style-type: none"><li>logically extrapolate inquiry findings</li><li>demonstrate relevant and wide-ranging research that supports analytical reasoning in response to case study questions</li></ul>	Throughout the <b>whole</b> work, conclusions <b>17-20 pts</b>	Throughout <b>most</b> of the work, conclusions <b>13-16 pts</b>	Throughout a <b>much</b> of the work, conclusions <b>9-12 pts</b>	Throughout <b>little to none</b> of the work, conclusions <b>0-3 pts</b>



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CRITERIA	Outstanding	Above Average	Satisfactory	Insufficient
<b>Grammar, Mechanics, and Style 10 pts</b> <ul style="list-style-type: none"><li>demonstrates good writing skill, following correct APA style</li><li>is free of major errors in grammar, spelling, syntax, and citation (where applicable)</li><li>is clear and concise</li><li>demonstrates strong word choice and sentence variety</li></ul>	Throughout the <b>whole</b> work, text <b>9-10 pts</b>	Throughout <b>most</b> of the work, text <b>7-8 pts</b>	Throughout a <b>much</b> of the work, text <b>5-6 pts</b>	Throughout <b>little to none</b> of the work, text <b>0-2 pts</b>