

0089

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/15/03
Department/Division offering course EDSRC - Rehabilitation Counseling
2. Changes proposed:
 - (a) Present prefix & number RC 516 Proposed prefix & number same
 - (b) Present Title Medical Aspects of Disability II
New Title same
 - (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

 - (d) Present credits: 3 Proposed credits: same
 - (e) Current lecture: laboratory ratio no change Proposed: _____
 - (f) Effective Date of Change: (Semester & Year) Spring 2004
3. To be Cross-listed as: NA Prefix and Number _____ Signature: Department Chair _____
4. Proposed change in Bulletin description:
 - (a) Present description (including prerequisite(s)):
No change (see attached pages from the bulletin)
 - (b) New description:
No change
 - (c) Prerequisite(s) for course as changed: _____
5. What has prompted this proposal?
Development of a Web based program
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
None
7. What other departments could be affected by the proposed change?
None
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*
10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

**UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR**

12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Ralph M. Crystal

Phone Extension: 7-3834

Signatures of Approval:

Ronald Roth Slater

Department Chair

1/13/04

Date

Robert Shapiro

Dean of the College

1/14/04

Date

Date of Notice to the Faculty

**Undergraduate Council

Jasmine Blackwell

**Graduate Council

Date

3-19-04

Date

**Academic Council for the Medical Center

Date

**Senate Council

Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

PrintForm

ClearForm

Medical and Psychosocial Aspects of Disabilities II

RC 516 / SW 516
Class Schedule
Spring Semester, 2002
Mondays, 4:30 p.m. –7:00 p.m.
Dickey Hall, Room 33

Dr. Feist-Price
(859)257-4270
Taylor Education Bldg., Rm. 136C
Smfeis@pop.uky.edu
Appointments available upon request

Dr. Jackie Rogers
(859)276-2508(Off) / (859)278-7065(hm)
JBROGERSCRC@worldnet.att.net
Appointments available upon request

The Graduate Program in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (COER). Standard C.2.5 is applicable to this course. The standard indicates that a course in Medical and Psychosocial Aspects of Disabilities include functional capacities of individuals with disabilities, appropriate interventions, and psychosocial adjustment of the individual and family regarding personal, social and cultural adjustment of life. The standard will be achieved.

I. COURSE DESCRIPTION:

3 CREDIT HOURS

This course is designed to prepare rehabilitation counselors and social workers to become interpreters of medical information concerning major disabilities, and to provide an understanding of the psychosocial factors encountered by persons with disabilities. Focus will be on how these factors affect adjustment to a disability, and on professional practice with persons who have disabilities. Topics include concepts of medical and psychosocial aspects of disability which relate to societal attitudes, family dynamics, sexuality, and mental health issues. This course will address medical and psychosocial issues related to learning and sensory impairments, bodily disfigurement, and selected catastrophic diseases.

Prerequisite: College courses in psychology and biology or consent of instructor.

II. COURSE FORMAT:

Classes will include presentations by medical, allied health, and community resource specialists covering etiology, diagnosis, prognosis, adjustment, treatment and support resources. It is imperative that students review the basic body systems (anatomy and physiology) and read the appropriate chapters in the text before class, so that during our discussions we can make the best use of the medical consultants. Questions are strongly encouraged.

III. OBJECTIVES:

1. To develop an understanding of the medical characteristics, potential physical complications and psychosocial aspects of the major disabilities.
2. To develop an understanding of the disabling effects of disease or injury on body structure, functions, behaviors, personality, and family function.
3. To develop practical knowledge of the language and systems of medical and allied health fields for the purpose of consulting with professionals in those fields.
4. To develop practical knowledge about the skills of professionals in the medical fields and other allied health areas for the purpose of referring clients to those professionals.

III. OBJECTIVES (cont.):

5. To demonstrate an understanding of the concepts discussed in the course by application to practical situations involving hypothetical client problems.
6. To develop knowledge of community resources available to assist clients with disabilities and their families.

IV. STUDENT EVALUATION:

Final course grade will be determined on the following basis:

		Grading Scale:
Midterm Examination	33%	90 - 100% = A
Class Presentation	33%	80 - 89% = B
Final Examination	33%	70 - 79% = C
TOTAL	100%	60 - 69% = D
		59 or below = E

Policies related to excused absence, cheating / plagiarism, withdrawal, incomplete, midterm and final exams can be found in your copy of Student Rights and Responsibilities. As students and faculty at the University of Kentucky, we are all responsible for adhering to these policies.

V. LEARNING EXPERIENCES:

A. Required Text:

Read text as indicated in course syllabus. Readings must be done prior to each class meeting.

Brodwin, M. Tellez, F. and Brodwin, S. (Eds.), (2002). Medical, Psychosocial and Vocational Aspects of Disability (2nd ed.). Athens, GA: Elliott and Fitzpatrick, Inc.

Texts recommended for your bookshelf:

1. American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. Washington, DC.: American Psychiatric Association.
2. American Psychological Association. (1994). Publication Manual of the American Psychological Association (4th ed.). Washington, DC: American Psychological Association.
3. Lygart, C.E., (Ed.). Merck Manual of Diagnosis and Therapy. West Point, PA: Merck & Co.
4. Marinelli, R., and Dell Orto, A., (1991). The Psychological and Social Impact of Physical Disability. New York: Springer.

B. Examinations:

Both the midterm and the final examinations will be in-class multiple-choice tests with no less 25 and no more than 50 questions. Tests will be based on study guide questions provided by the professors, as well as by student presenters. Test items will be developed from assigned textbook readings, class lectures, and informational materials provided by the presenters and guest lecturers. Each presentation group is required to provide the professor and their classmates with copies of **five multiple-choice** questions that have been constructed on the material presented in their lecture. The questions should not be trivial nor should they be "tricky." Questions should be direct and have five possible answers, (a) through (e). Put an asterisk beside the answer you consider correct. You will be graded on the thoroughness of your questions and the evident

thought that has gone into their construction. These questions will constitute 10% of your presentation grade. A sample of these questions will appear on the midterm and final exams.

Students are expected to arrive for examinations on time. Only students with excused absences will be allowed to make-up examinations, which will only be given at the discretion of the instructor(s).

The midterm exam will be given on March 10, 2003 and will cover sessions 1- 6.

The final exam will be given on April 28, 2003 and will cover sessions 9 - 12.

C. Class Presentation:

For the first three classes of the semester, Dr. Rogers and I will be responsible for class lectures. You may present individually, or depending on the size of the class, you may present in groups of 2 or 3 students. Select a topic to be presented during sessions 5-6 and 9-12 that is of particular interest to you from the list of potential topics. Your presentation is to consist of a PowerPoint presentation on the topic selected. You will be expected to go beyond the readings in the book by bringing in at least two outside sources with the *most useful* current research/scholarship related to the topic. There are various disability related videotapes at the Health Sciences AudioVisual Library that can be used in your presentations. You may also have a guest lecturer to co-present up to 1 hour of your class presentation time. You may structure your class as you wish, i.e., transparencies, videos, experiential components, discussion questions, formal lecture, etc., but you will be responsible for the entire class on that evening. As mentioned in the previous section, you will develop five test questions that may be used on the class examinations. The questions are worth 10% of your presentation score. Each person in the group is *required* to present an equal portion of the class time. This presentation will constitute 1/3rd of your class grade.

The class presentations will be graded on the quality of the following criteria:

- a. 5 points – Introduction/Overview of the topic
- b. 15 points—Presentation Style—Use of PowerPoint, Inclusion of additional resources (i.e., video tapes, discussion questions, demonstrations and a guest lecturer)
- c. 10 points – Involvement of all group members
- d. 10 points – Five well developed test questions and copies for professor and classmates
- e. 10 points - Incidence of the disability and factors relating to incidence (including: geographic, ethnic, gender, and socio-economic elements)
- f. 15 points - Medical characteristics (including: terminology, etiology, classification, symptoms, diagnostic process, treatment, complications, and prognosis)
- g. 15 points - Psycho-social implications (including: individual and family responses, adaptive mechanisms, societal concerns, financial and other pertinent considerations)
- h. 15 points - Analysis of vocational implications/interventions OR social work implications/interventions (be specific)
- i. 5 points – Summary/Conclusion

100 TOTAL POINTS

Topic List

Chronic Pain Management	Chapter 11
Rheumatic Disease	Chapter 21
Cardiovascular Disease	Chapter 19
Diabetes Mellitus	Chapter 17
Spinal Cord Injury	Chapter 22
Sickle Cell & Hemophilia	Chapters 15 & 16
Cerebral Palsy	Chapter 31
Neurological Conditions	Chapters 25
Multiple Sclerosis	Chapter 28.

Medical and Psychosocial Aspects of Disabilities II

SPRING SEMESTER, 2002

<u>CLASS #</u>	<u>DATE</u>	<u>TOPIC</u>	<u>READ CHAPTER(S)</u>
1.	1/27	Orientation and Overview	Syllabus
		Evaluating Upper Extremity Function and Impairment	Chapter 23
2.	2/03	Respiratory Dysfunction	Chapter 18
3.	2/10	Orthotics, Prosthetics & Amputations	Chapter 24
4.	2/17	Back & Neck Pain In Industrial Injuries	Chapter 20 (Richard Breeding)
5.	2/24		
6.	3/03		
7.	3/10	<u>*Midterm Examination*</u>	
8.	03/17	SPRING BREAK	
9.	03/24		
10.	03/31		
11.	04/07		
11.	04/14		
12.	04/21		
14.	04/28	<u>*Final Examination*</u>	

Mail Message 7 of 650

Close Previous Next Forward Reply to Sender Reply All Move Delete Read Later Accept Decline View Source Print

From: Sonja Feist Price
To: crystal@UKY.EDU
CC:
Date: 01/07/04 12:31 pm
Subject: Re: 500 level classes
Attachments:

Ralph:

I will use a 10-point grading scale for undergraduate students and a 7-point grading scale for graduate students.

For undergraduate students, the grading scale is as follows:

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59 or below = E

The grading scale for graduates is as follows:

93 - 100% = A
86 - 92% = B
79 - 85% = C
72 and below = E

Let me know if further clarification is needed.

Thanks!

Sonja

At 11:34 AM 1/7/2004 -0500, you wrote:

>Dear Colleagues,

>

>Based on a new university regulation we need to revise the grading requirements for RC 510, 515, 516, and 520. These are classes that >graduate and undergraduate students can take and we need to differentiate >grading for graduate and undergraduate students.

>

>We are now required to indicate in the course outline how grading will >differ for graduate and undergraduate students. Graduate students should >have additional assignments to receive the same grade.

>

>I will review RC 510, Sonja if you could give me information regarding 515 >and 516, and Malachy if you could handle 520 I would appreciate it.