



**USU-REH 6110 Syllabus
Medical Aspects of Disability (3 Credits)
Fall Semester of 2020**

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Course Prefix & Name: REH 6110, Medical Aspects of Disability
Semester/Year: Fall 2020
Course Location: CANVAS Login
Course Meeting (Days & Time): Asynchronous Online Only Course
Credit 3 Credit Hours

COURSE DESCRIPTION

This course covers the most common physical, sensory, and mental disabilities encountered by the rehabilitation professional. Symptoms of conditions, causes of disabilities, functional implications, psychosocial, and vocational aspects of various disabilities will be discussed. This course may also cover some of the attitudinal barriers experienced by persons with disabilities and disability-related conditions. The knowledge provided will help students understand the medical information necessary to facilitate service delivery to persons with disabilities. This course will also provide an introduction to assistive technology available and service delivery information for rehabilitation professionals.

COURSE FEE

The University's Course Fee Committee recently approved the addition of a \$15/credit online course fee. Effective Spring 2020, the fee will be applied to all online courses to sustain current digital technologies and support services required for delivering online learning.

READINGS

Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (posted in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings before the class period for which they are assigned and prepare to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.



Required Textbook: Traditional or Auto Access

1. Falvo, D. R., Holland, B.E. (2018). Medical and Psychosocial Aspects of Chronic Illness and Disability, 6th edition, Jones & Bartlett Learning. ISBN: 9781284105407
2. Auto Access: This course requires all-inclusive digital materials provided to you at a lower price than traditional printed materials. These materials are paid for through an "Auto Access Digital Materials" charge placed on your student account when you registered for the course. To access the materials, visit the Canvas course site. For more details, including dates, deadlines, visit <https://portal.verba.io/usu/login>. This page will also include information on how to opt-out of the digital materials if you choose to.
3. There may also be readings assigned that will be available on Canvas.

Student Learning Outcome	Assessment Methods	CACREP Standards
Students will be proficient in Explaining the medical and psychosocial implications of chronic illness and disability.	Weekly Readings Discussion Posts Quiz's Final Paper	Foundations: f. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
Students will articulate a wide variety of disabling conditions in terms of characteristics, terminology, prognosis, etiology, diagnostic procedures, treatment, typical medications, functional limitations, and medical rehabilitation and vocational implications.	Weekly Readings Discussion Posts Quiz's Final Paper	Contextual Dimensions: b. medical and psychosocial aspects of disability, including attention to coexisting conditions 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)
Students will Identify the attitudinal and environmental barriers that prohibit persons with disabilities in fully participating in society maintenance and relapse prevention programs.	Weekly Readings Discussion Posts Quiz's Final Paper	Human Growth and Development: e. biological, neurological, and physiological factors that affect human development, functioning, and behavior h. a general framework for understanding differing abilities and strategies for differentiated interventions
Students will be proficient in communicating with health care professionals and reading/understanding medical reports	Weekly Readings Discussion Posts Quiz's Final Paper	Practice: 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
Conceptualizing the role of assistive technology as a means for community inclusion.	Weekly Readings Discussion Posts Quiz's Final Paper	
Utilizing the biopsychosocial model as a possible approach to the provision and practice of rehabilitation counseling.	Weekly Readings Discussion Posts Quiz's Final Paper	

General Course Policies



Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions professionally. Students should minimize distraction by turning off other electronic devices (e.g., televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required to use the raise hand feature on adobe connect to ask questions and dialogue with the instructor. Students are also required to participate in class group activities. During these discussions, students must use their microphones. Please remember to mute the adobe connect microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, follow course and class guidelines as outlined in syllabi and as enunciated by their instructor, and complete all academic exercises with integrity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, ability, etc.
2. Assignments are due on the dates noted in the course syllabus. This will typically be Sundays by 11:59 pm MST unless otherwise noted. **LATE WORK WILL NOT BE ACCEPTED.** If there are extenuating circumstances, contact your instructor.
3. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity.

Professional Performance Standards

The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, or emotional issues on the counseling process, and the potentially harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:
Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment. If necessary, they limit, suspend, or terminate their professional responsibilities until such time, and it is determined that they may safely resume their work. Rehabilitation*



counselors assist colleagues or supervisors in recognizing their professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)

In addition to meeting the USU Rehabilitation Counseling Program's academic standards, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must be knowledgeable of and at all times, adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crccertification.com/>.

The Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- Openness to an idea, learning, change, giving and receiving feedback, others, and self-development
- Respect to self and others, including honoring diversity, self-care, and wellness

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also essential that you do not make assumptions regarding the content, policy, or other class elements. Please feel free to contact me directly to address any questions or concerns you may have.



Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before submitting any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at <https://writing.usu.edu>.

Attendance: Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences is appreciated as soon as possible. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation if further elaboration on content is needed.

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited to add to the overall learning environment, whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies (<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and fostering respect and dignity for all USU community members. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The University responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services, and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll-free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format



materials (Braille, large print, or digital) are available with advance notice. Their website can be found at <https://www.usu.edu/drc/>.

Emotional and Mental Well-being

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all life facets, including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD, at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/> (Links to an external site.)Links to an external site.) address sexual harassment in the workplace and academic setting.

The University responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations, please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.



[National Suicide Prevention Lifeline](#) at 1-800-273-TALK (8255).
[Sexual Assault and Anti-Violence Information office \(SAAVI\)](#): 435-797-7273
 Domestic Violence Services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.
- [Utah State University Rehabilitation Counseling Master’s Program](#)
- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

Special Education and Rehabilitation Department Policies for Grading Guidelines

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should genuinely reflect differences in student performance, not just meeting minimum criteria.
3. All graduate students must maintain a 3.0-grade point average to remain active students in the graduate program (a USU Graduate School policy).

<u>Course Assignments & Grading</u>		
Assignment	Points	Total Max Points
Introduction Post	15	15
Weekly Reading Quiz	5	5x12 = 60
Discussion Board Posts	5	5x10 = 50
Final Paper Topic Approval	5	5
Final Paper	85	85
	Total Course Points	215

Grading Scale

- | | |
|--------------------|----------------------------|
| A: 200-215 | C+: 165-171 |
| A-: 193-199 | C: 157-164 |
| B+: 187-192 | C-: 150-156 |
| B: 178-186 | D: 129-149 |
| B-: 172-177 | F: Under 128 Points |

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors, and cooperating teachers) will be referred to program committees for disciplinary action.



Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of the University's specific standards concerning academic honesty, the following information is quoted from the code of Policies and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.
- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in selling term papers or other academic materials
(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the university; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).



Introduction Post: (20 points)

You will write a post introducing yourself to the class. Please post this assignment to the discussion board. I'm interested in learning about you, your career goals, your strengths as a helping professional, and areas in which you would like to grow. I look forward to working together!

- **Introduction Post is due on Canvas 9/06/2020 11:59 pm MST**

Weekly Reading/Lecture/Recordings Quizzes: (5 x 12 = 60)

Each week, you will need to take a reading quiz on Canvas about the current week's readings, lectures, or recordings. The quiz will be available the entire week, Monday morning to Sunday evening. However, once opened, the quiz must be completed in one sitting. It is time-limited, usually to an hour. Missed quizzes will not be re-opened. Each quiz is worth 5 points. The first quiz will be a practice quiz, and you will receive 5 total points regardless of the score.

- **Each quiz is due on Canvas each Sunday (see below for specific dates) by 11:59 pm MST**

Discussion Board Posts: (5x10=50)

Perhaps the biggest difference between an undergraduate and graduate program is the quality of class discussion. With asynchronous courses, there is no built-in opportunity for meaningful discussion (e.g. no live class time). For this reason, students are asked to discuss the class recordings/reading materials with fellow students via the Canvas class discussion board.

During discussion post weeks, each student will be responsible for making 2 posts (one initial post and a second post responding to other student posts). The instructor will post questions to consider each week's discussion posts are due. The *initial* post must be submitted onto the Canvas discussion board by Wednesday, 11:59 PM, of the assigned week. The *response* post must be submitted to the discussion board by Sunday, 11:59 PM of the assigned week.

Depending on quality, initial posts will be awarded 0 to 5 points per week (5x5 for 25 possible points). The rubric below identifies particular components of each initial post (see "Meets Standard" portion of the rubric).

Response post: Students are asked to read the other posts from class members and to respond, respectfully and courteously, to one of these posts. Response posts (discussions) will be awarded 0 to 5 points per week (5x5 for 25 possible points). Again, refer to the rubric to see the components of a successful response post.



- **Each quiz is due on Canvas each Sunday (see below for specific dates) by 11:59 pm MST.**

Please refer to the rubric below for grading information.

	<i>Needs Work</i>	<i>Meets Standard</i>
<i>Initial Post</i>	<p>A post in this category has one or more of the following characteristics:</p> <ol style="list-style-type: none"> 1. Does not cover all required areas (posted in Canvas) 2. Does not include accommodations or use of assistive technology 3. Confuses the difference between impairments, activity limitations, and participation restrictions 4. It contains incomplete sentences or uses poor grammar. 	<p>A post in this category:</p> <ol style="list-style-type: none"> 1. Covers the required areas (posted in Canvas) 2. Answers the rehab counseling question 3. Includes a discussion of possible accommodations 4. Gives specific examples of assistive technology 5. Articulates a clear understanding of the term 'impairment,' 'activity limitation,' and 'participation restriction.' 6. Uses proper grammar and is well written.
<i>Response Post</i>	<p>A response in this category</p> <ol style="list-style-type: none"> 1. Indicates little more than simple agreement or disagreement (e.g., the post does not include valid reasons) 2. Is poorly written 3. Adds little to the discussion (e.g., articulates little more than a vague appreciation for the other posts) 	<p>A response in this category:</p> <ol style="list-style-type: none"> 1. Includes reasons that draw upon class materials and experience in the field 2. Is well written (e.g., uses complete sentences and proper grammar) 3. Is respectful of other student posts

Final Paper Topic Approval: (5 points)



Students are to turn in your Final Paper Topic for Approval. I would like you to consider what your final paper's topic will be with plenty of time in advance.

- **Final Paper Topic is due via email by 11/22/20 11:59 pm MST.**

Final paper: (85 points)

Students are to write an **8 to 10-page double-spaced paper (not including title page or references)** addressing specific disability types relevant to the course topic. The paper must include a minimum of six (6) referenced journal articles or books written within the last six (6) years. (*i.e., No Psychology Today, websites, lecture powerpoints, or otherwise*). Do not include online, web-based resources. Please use general headings for APA paper.

The paper should adhere to proper headings, margins, citations, and references. Students are to use correct grammar, spelling, and sentence structure. If you have questions about the proper format, please speak with the instructor ahead of time.

Please include the following while writing the term paper:

- **Impairment/Disability**
- **Description**
- **Incidence/Prevalence**
- **Medical Aspects**
 - a. Etiology/Causes
 - b. Symptoms and Classification System
 - c. Diagnosis/Assessment
 - d. Functional/Physical Implication (*i.e., how the disability affects a person*)
 - e. Treatment Modalities
- **Psychosocial Aspects**
 - a. Personal, affective, cognitive, and behavioral implications
 - b. Interpersonal (family & peers) implications
 - c. Social
- **Vocational Aspects**
 - a. Work performance implications
 - b. Work setting implications (environment, co-workers, supervisor)
- **Rehabilitation Goals and Guidelines**
 - a. Counseling, psychosocial, prevocational (education, training) vocational etc.



• **References**

Paper will be graded according to the following criteria:

- APA Style/Format Grammar/Writing Style /Flow of Paper (55 points)
- Content of Paper/Thoroughness (30 points)

The paper should be double spaced and in APA Format and is due on Canvas 12/18/20 by 11:59 pm MST.

Course Schedule		
Week/Date & Topic	Chapter & Topic	Assignments Due Date/Time
Week#1 8/31/2020	Topics: Models of Health and Disability; Psychosocial and Functional Aspects of Health Conditions 1. Read chapters 1 & 2 2. Additional readings/lectures and recordings in Canvas	<ul style="list-style-type: none"> • Introduction Post • Weekly Reading/Materials Practice Quiz #1 This week's assignments due: 9/06/2020 11:59 pm MST
Week #2 9/07/2020	Topics: Medical Terminology; Assistive Technology Assignments: 1. Read chapter 33 2. Look through the following: Appendix A – Pages 577-580 3. Additional readings/lectures and recordings in Canvas	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #1 • Quiz #2 This week's assignments due: 09/13/20 11:59 pm MST



<p>Week #3 9/14/2020</p>	<p>Topics: Introduction to the Structure and Function of the Nervous System; Conditions of the Nervous System (e.g., Epilepsy, Meningitis, Encephalitis, Sleep Apnea, and Narcolepsy)</p> <ol style="list-style-type: none"> 1. Read chapters 3 & 6 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #2 • Quiz #3 <p>This week's assignments due: 09/20/20 11:59 pm MST</p>
<p>Week #4 9/21/2020</p>	<p>Topics: Multiple Sclerosis; Post-Polio Syndrome and other NS Conditions</p> <ol style="list-style-type: none"> 1. Read chapters 8 & 10 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #3 • Quiz #4 <p>This week's assignments due: 09/27/20 11:59 pm MST</p>
<p>Week #5 9/28/2020</p>	<p>Topics: Cerebrovascular Accidents and Brain Injuries (Stroke, TBI)</p> <ol style="list-style-type: none"> 1. Read chapters 4 & 5 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #4 • Quiz #5 <p>This week's assignments due: 10/04/20 11:59 pm MST</p>



<p>Week #6 10/5//2020</p>	<p>Topics: Spinal Cord Injury; Neurodegenerative, Neuromuscular Conditions</p> <ol style="list-style-type: none"> 1. Read chapters 7 & 9 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #5 • Quiz #6 <p>This week's assignments due: 10/11/20 11:59 pm MST</p>
<p>Week #7 10/12/2020</p>	<p>Topics: Chronic Pain; Amputation</p> <ol style="list-style-type: none"> 1. Read chapters 26 & 27 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #6 • Quiz #7 <p>This week's assignments due: 10/18/20 11:59 pm MST</p>
<p>Week #8 10/19/2020</p>	<p>Break</p>	<p>No Assignments</p>
<p>Week #9 10/26/2020</p>	<p>Topics: Sensory Conditions (Hearing Loss, Deafness, Low Vision and Blindness)</p> <ol style="list-style-type: none"> 1. Read chapters 16 & 17 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Discussion Post/Response #7 • Quiz #8 <p>This week's assignments due: 11/01/20 11:59 pm MST</p>



Week #10 11/02/2020	Topics: Developmental Conditions and Disabilities 1. Read chapters 11 & 12 2. Additional readings/lectures and recordings in Canvas	<ul style="list-style-type: none">• Weekly Reading/Materials• Discussion Post/Response #8• Quiz #9 <p>This week's assignments due: 11/08/20 11:59 pm MST</p>
Week #11 11/09/2020	Topics: Cardiovascular and Pulmonary System Conditions 1. Read chapters 28 & 29 2. Additional readings/lectures and recordings in Canvas	<ul style="list-style-type: none">• Weekly Reading/Materials• Discussion Post/Response #9• Quiz #10 <p>This week's assignments due: 11/15/20 11:59 pm MST</p>
Week #12 11/16/2020	Topics: Musculoskeletal System: Structure, Function, and Common Conditions; Rheumatic Conditions 1. Read chapters 24 & 25 2. Additional readings/lectures and recordings in Canvas	<ul style="list-style-type: none">• Weekly Reading/Materials• Discussion Post/Response #10• Quiz #11• Final Paper Topic <p>This week's assignments due:</p>



		11/22/20 11:59 pm MST
Week #13 11/23/2020	THANKSGIVING HOLIDAY 11/25-11/27	No Assignments
Week #14 11/30/2020	Topics: Diabetes and Other Conditions of the Endocrine System; Aging with Disability <ol style="list-style-type: none"> 1. Read chapters 23 & 24 2. Additional readings/lectures and recordings in Canvas 	<ul style="list-style-type: none"> • Weekly Reading/Materials • Quiz #12 <p>This week's assignments due: 12/06/20 11:59 pm MST</p>
Week #15 12/07/2020	Topics: Introduction to the Immune System; HIV <ol style="list-style-type: none"> 1. Read chapters 19 & 20 2. Additional readings/lectures and recordings in Canvas 	<p>NO TEST WEEK</p> <ul style="list-style-type: none"> • Weekly Reading/Materials <p>This week's assignments due: 12/13/20 11:59 pm MST</p>
Week # 16 12/14/2020	<p>Finals Week</p> Assignments: FINAL EXAM	This week's assignments due: FRIDAY 12/18/20 11:59 pm MST

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the final grade assignments. If changes are necessary, students will be given reasonable advance notice and rationale for changes. The amended syllabi will be discussed in class and uploaded into CANVAS in the event changes are made.