TROY ONLINE
Syllabus
PSY 6688 Medical and Psychosocial Aspects of Disability
Term 3, 2017

For course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via email or Blackboard announcement, when changes are made in the requirements and/or grading of the course.

TROY ONLINE Courses at Troy University

All TROY ONLINE courses at Troy University utilize the Blackboard Learning System. In every TROY ONLINE course, students should read all information presented in the Blackboard course site and should periodically check for updates—at least every 48 hours. Remember: This is not a “correspondence course” in which a student may work at his/her own pace. Each week there are assignments, online discussions, online activities and/or exams with due dates. Refer to the schedule at the end of the syllabus for more information.

Instructor Information

Dr. Paola Premuda-Conti, CRC; Troy University Dothan Campus, P.O. Box 8368, Dothan, AL 36304-0368.
Phone: (334) 983-6556 ext. 1311
Email: ppremudaconti@troy.edu

Electronic Office Hours

I am available by email and will respond to student messages within 24 to 48 hours. I will be available by telephone during weekdays. Just email me your preferred phone number and I will contact you between 9 am and 8 pm. Also, you can leave a message on my work telephone and I will call you back as soon as possible. You can also post questions in the “Ask the Instructor” Course Discussion forum on the Discussion Board in Blackboard. I check that forum daily during weekdays. Individual appointments can be arranged for Blackboard Collaborate.

Instructor Education

2010 (current) Certified Rehabilitation Counselor (CRC)
2008- 2010 Advanced post-doctoral fellowship in rehabilitation research, Department of Physical Medicine and Rehabilitation, Virginia Commonwealth University, Richmond, VA

2009 Ph.D. (Rehabilitation), Rehabilitation Institute, Southern Illinois University at Carbondale, Illinois

2003 M.S. (Rehabilitation Counseling), Rehabilitation Institute, Southern Illinois University at Carbondale (SIUC), Illinois

1996 B.S. (Psychology), Universidad de la República, Montevideo, Uruguay

Course Description

A study of the medical and psychological information related to people with disabilities and to their families. Aspects of personal and social adjustment will be emphasized.

Course Objectives

To prepare the student to work with individuals with disabilities and their families. To understand the medical aspects of particular disabilities and adjustment issues related to disability.

The student will gain knowledge and demonstrate the ability to do the following:

- **Public policies, attitudinal barriers, and accessibility**: assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers. (CORE standards C.1.7, C.1.7.a)
- **Advocacy**: educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law. (CORE C.1.8., C.1.8.a)
- **Sociological dynamics related to self-advocacy, environmental influences, and attitude formation**: identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation. Identify strategies to reduce attitudinal barriers affecting people with disabilities. (C.2.1, a-b)
- **Psychological dynamics related to self-identity, growth, and adjustment**: identify strategies for self-awareness and self-development that will promote coping and adjustment to disability. Identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes. Explain adjustment stages and developmental issues that influence adjustment to disability. (CORE C.2.2, a-c)
- **Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues**: provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process. Identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice. Articulate an understanding of the role of
ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society. (CORE C.2.3, a-c)

- **Individual and family response to disability**: assist the development of transition strategies to successfully complete the rehabilitation process. Recognize the influence of family as individuals with disabilities grow and learn. Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges. (CORE C.3.2, a-c)

- **Human sexuality and disability**: identify impact that different disabilities can have on human sexuality. Discuss sexuality issues with individuals with a disability as part of the rehabilitation process. (CORE C.3.4, a-b)

- **Mental health counseling**: recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate. Analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer. Explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor. (CORE C.5.2, a-c)

- **The human body system**: Explain basic medical aspects related to human body system and disabilities. (CORE C.9.1, C.9.1.a)

- **Medical terminology and diagnosis**: demonstrate an understanding of fundamental medical terminology. Demonstrate an understanding of the diagnostic process used by medical and other health professions. (CORE C.9.2, a-b)

- **Physical, psychiatric, cognitive, sensory and developmental disabilities**: utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability. Articulate the functional limitations of disabilities. Apply working knowledge of the impact of disability on the individual, the family, and the environment. Explain the implications of co-occurring disabilities. (CORE C.9.3, a-d)

- **Assistive technology**: the need for assistive technology and the appropriate intervention resources. Support the evaluation of assistive technology needs as they relate to rehabilitation services. (CORE C.9.4, a-b)

- **Environmental implications for disability**: evaluate the influences and implications of the environment on disability. (CORE C.9.5, C.9.5.a)

- **Classification and evaluation of function**: familiarity with the use of functional classification such as the International Classification of Function. Consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability. (CORE C.9.6, a-b)

- **Substance abuse treatment and rehabilitation**: describe different recovery models that apply to substance abuse treatment and rehabilitation. Identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes. (CORE C.10.7, a-b)

- **Psychiatric rehabilitation**: identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes. (CORE C.10.8)
Wellness and illness prevention concepts: promote constructive lifestyle choices that support positive health and prevents illness or disability. (CORE C.10.9.a)

Basic research methods: apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments). (CORE C.8.2.b)

Student Learning Outcomes

Upon completion of PSY 6668, students will have a basic understanding of:

- Public disability policies, attitudinal barriers, accessibility
- Advocacy
- Assistive technology
- Wellness and illness prevention
- The human body system, classification and evaluation of function, medical terminology and diagnosis
- Sociological and psychological dimensions of disability, implications of cultural and individual diversity, as well as environmental implications for people with disabilities
- Individual, family and societal responses to disability
- Major types of treatments and services available for different health conditions, including mental health and substance abuse counseling.

Course Prerequisites

Admission to Graduate School, Consent of instructor

Course Topics

- Defining disability and illness. Assistive technology
- Managed care
- Psychosocial aspects of disability, including sexuality
- Societal implications of disability and effects of disability on the family
- The following disabilities, body systems, and/or diagnoses will be discussed:
  - Nervous system
  - Developmental disabilities
  - Endocrine, blood, and immune systems
  - Hearing impairments/deafness
  - Eye/blindness and visual impairments
  - Skin conditions, burns and disfigurement
  - Cancers
  - Musculoskeletal system
  - Substance abuse
  - Psychiatric disabilities/mental illness
  - Gastrointestinal system
  - Kidney/Urinary Tract conditions
  - Cardiovascular system and diseases
Respiratory system and diseases

Research Component

Literature review skills as well as interviewing skills will be used in class assignments.

Entrance Competencies

The student must possess the capability to perform on a college level. This includes researching information via the library and Internet. Students must be able to write using appropriate grammar, spelling, and proper sentence construction.

Required Textbooks


The official bookstore for Troy University is Barnes and Noble (B&N). Students can now order textbooks within Blackboard, Trojan Web Express or on the B&N website at [http://shoptroytrojans.com/](http://shoptroytrojans.com/). For further instructions on how to order your course materials go to “How to Order Textbooks”.

Students should have their textbook by the first week of class. Not having your textbook is not an acceptable excuse for late work. Students who add this course late should refer to the “Late Registration” section for further guidance.

Supplementary Materials

Students will need to have access to the internet and LiveText for this course in order to complete class assignments. If you have purchased Live Text in a previous term or semester you do not need to purchase it again. You need only purchase Live Text ONCE. Live Text will be good for all of the classes required for the CP degree. Live Text is good for 5 years and cannot be shared. LiveText can be purchased through the Troy bookstore.

NOTE: YOU ARE NOT REQUIRED TO PURCHASE THESE BOOKS, BUT THEY ARE EXCELLENT RESOURCES

Specific Course Requirements

Participation in all learning activities is required. Students are expected to complete all assignments according to the class schedule. Each student is expected to be an active participant and to make meaningful contributions to class discussions on the Discussion Board.

Note: No assignments will be accepted after final’s week. NOT completing LiveText assignments (see assignments marked with * on the evaluation criteria table) will result in an INCOMPLETE or a non-passing grade for this course. COURSE ASSIGNMENTS HAVE DUE DATES, PLEASE REFER TO COURSE SCHEDULE.

1. QUIZZES (Blackboard)

Weekly quizzes will be available on Blackboard, and will be due by Sunday before 11:59 pm (see course schedule at the end of the syllabus). Remember internet connections sometimes fail, so it is in your best interest to complete your weekly quiz well before the due date. Having an issue with your computer or your internet connection are not acceptable excuses; you need to have a backup plan, such as utilizing a local library or a friend’s computer to complete your quizzes in case of an emergency. Please note that the quizzes will include information contained in the assigned chapter/s as well as information discussed on Blackboard.

2. DISCUSSION BOARD QUESTIONS (Blackboard)

You will need to complete discussion board assignments. This means you need to create your own thread for each discussion question (your main post) and post your responses (your response posts) to two different classmates’ postings for the same discussion assignment to have a chance to obtain the maximum amount of points. Discussion questions may include audiovisual materials for you to review and respond. Your main post has to contain references to the materials you consulted to answer the question(s). Acceptable references include your textbook, peer-reviewed journals, research reports or the Job Accommodations Network materials.

Make sure you provide your main post before responding to your classmates’ posts. Your thread / main post and your response posts to your classmates need to demonstrate the knowledge gained and your critical thinking skills. Simply stating that something “is interesting”, “relevant”, or that you agree/or disagree is not a quality contribution to the discussion board. Please note that I will deduct points for issues with writing mechanics such as typos, and grammar errors, so proofread your posts.
Each post except from the “Introductions - getting to know each other” of the first week will be graded. Please keep up with your readings and subsequent Discussion Board posts. Getting behind can hurt you just as missing a weekly face-to-face class can hurt your grade.

3. EXAMS 1, 2, AND 3 (LiveText assignments submitted on Blackboard)

There will be three exams for this course. They will consist of approximately 30-40 questions, including multiple choice items, discussion/short answer questions, and case studies/scenarios. It is expected that students will answer all questions independently. The exams will be made available to you on Blackboard.

Please note that your results for Exams 1, 2, and 3 will be provided on LiveText and Blackboard. **All 3 exams are required to pass this class.**

- Exam 1 will cover:
  - Effects of disability on the family
  - Psychosocial aspects of disability
  - Societal implications of disability
  - Managed care
  - Sexuality
  - Nervous system
  - Developmental disabilities
  - Endocrine, blood, and immune systems

- Exam 2 will cover:
  - Hearing impairments/deafness
  - Blindness/visual impairments
  - Skin conditions, burns
  - Cancers
  - Musculoskeletal system

- Exam 3 will cover:
  - Substance abuse
  - Psychiatric disabilities
  - Gastrointestinal, urinary, and renal conditions
  - Cardiovascular diseases
  - Respiratory diseases

4. COMMUNITY INTERACTION ACTIVITY & REPORT (LIVETEXT ASSIGNMENT AND BLACKBOARD ASSIGNMENT):

Please note that you need to submit the Community Interaction Activity and Report both on LiveText and on Blackboard. The plagiarism software “Turn it in” will be used to check for content similarity. You need to make sure that the similarity index of your assignment (provided on Blackboard when you submit your paper as a percentage) is lower than 10% or your assignment will NOT be accepted by the instructor.
Students will engage in a community interaction activity. They are expected to spend a minimum of 3-5 hours volunteering in the community involving activities or interaction with persons with disabilities. The purpose of the assignment is for students to interact socially with individuals with disabilities. In the past, students have done the following:

1. Attended a church with a large number of members who are deaf/hard of hearing
2. Attended a wheelchair basketball game
3. Visited a center for independent living and interacted with residents
4. Volunteered at an agency that serves individuals diagnosed with mental disorders
5. Spent the afternoon with an individual with a disability running errands
6. Attended an OPEN AA (Alcoholics Anonymous) or ALANON (friends and family members of alcoholics) meeting, with permission of the group members

This is a list of examples only, there are many options for this assignment. **Students may wish to spend time with a population that they are considering working with in their practicum/internship, or in future jobs.** Please contact the instructor by email if you have questions about the appropriateness of your choice.

After completing the interaction activity, students should type a 2-3 page summary of their experience. The report will be done individually. The report should include the following:

1. A description of the activity done
2. Feelings about the activity prior to the event, what happened during the day, whether or not the interaction met your expectations and feelings about the activity following the event
3. Explain how in your opinion the disability experience and culture influences work, school, family, personal relationships, including sexuality, or recreational activities of the person with a disability — please apply the concepts you learned in chapters 1 and 2 in Falvo’s textbook
4. You can also describe support systems as well as assistive technology available to the person with a disability, and how these impact work, school, family, personal relationships, including sexuality, and recreational activities of the person you observed

A copy of the grading rubric follows. The rubric is intended to help you know what is expected. Please be sure to review the rubric so that you don’t leave out any necessary information in your report.
5. **RESEARCH PAPER (LIVETEXT ASSIGNMENT AND BLACKBOARD ASSIGNMENT):**

Please note that you need to submit your research paper both on LiveText and on Blackboard. The plagiarism software “Turn it in” will be used to check for content similarity. You need to make sure that the similarity index of your assignment (provided on Blackboard when you upload your paper as a percentage) is lower than 10% or your assignment will NOT be accepted by the instructor.

Each student is required to write an individual 7-10 pages paper following the American Psychological Association (APA) Publication Manual style about the psychological or sociological impact of a disability of their choice. **However, the topic should be known and approved by the instructor prior to beginning work on the paper to ensure it is adequate for this class.**

The number of pages (7 minimum -10 maximum) **EXCLUDES** references, title page and abstract, which means you need to write between 7 and 10 pages of content addressing the psychological or sociological aspects of disability. It is recommended that students choose a specific disability and include the following aspects in their research papers (these can be used as headings/subheadings if you like):

- A description of the disability
  - Age of onset
  - Prevalence, incidence data
  - General information, signs, symptoms, common types, clinical classifications
• Causes (e.g., genetic, acquired, risk factors, interaction of psychosocial factors, etc.)
• Prognosis

• Psychological implications of the disability for the individual with the disability
  • Adaptation to disability considerations, general psychological functioning
  • For example: self-esteem, anxiety, depression, etc.
  • How these might be dealt with

• Sociological implications of the disability
  • Family and social factors
  • Public attitudes and misconceptions
  • Employer practices, vocational and educational considerations
  • For example: work, transportation, social implications, familial, legal (e.g., reportable condition, driver license restrictions) implications
  • How these might be dealt with

• Vocational rehabilitation considerations:
  • Counselor’s considerations regarding severity of disability, course and stability, functional limitations and abilities related to the specific disability
  • Expected outcome of vocational rehabilitation services. Possible accommodations in the workplace, assistive technology.

• Other information the student finds important to consider

Students will use a **minimum of 7 current sources for the paper**. Sources can include your textbooks, peer-reviewed journal articles, and reports. Wikipedia and articles from popular magazines (e.g., People, Life, Cosmopolitan, etc.) or newspapers (e.g., Dothan Eagle, The New York Times, etc.) **ARE NOT** an appropriate reference and will **NOT** count toward the 7 required sources. Students should include references that are research based, meaning the authors of the paper discuss some empirical evidence (data). Sources have to be published preferably in the last 5 years. These sources should be referenced in APA style at the end of your paper. Copies of the Publication Manual of the American Psychological Association (APA) (6th edition) are available at your Troy University Campus Library. Limited sections of the manual are available at [http://www.apastyle.org/](http://www.apastyle.org/)

Students need to be aware that the psychological and sociological implications will vary depending on the disability chosen. For example, an individual who is deaf will probably have different experiences than an individual who uses a wheelchair due to cerebral palsy. Students should contact the instructor by email regarding questions about the assignment.

**Other important requirements of the research paper**

• The paper should be written for this course and should not have been used for any current or previous course the student was enrolled in at Troy University or any other institution.
• Please read the academic misconduct/plagiarism policy.
• Your paper is expected to be completed using APA style, 6th edition.
- Your paper must be in Times New Roman, 12 point font.
- Your paper will not be graded unless your Similarity Index on is lower than 10%. Your Similarity Index is provided on Blackboard when you submit your paper, it is expressed as a percentage.
- A copy of the grading rubric follows. The rubric is intended to help you know what is expected. Please be sure to review the rubric so that you don’t leave any necessary information out of your paper.

### Research Paper Rubric

<table>
<thead>
<tr>
<th>Topic</th>
<th>1 0-59 % No Understanding</th>
<th>2 60-69% Below Average</th>
<th>3 70-79% Average</th>
<th>4 80-89% Mastery</th>
<th>5 90-100% Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the disability and medical terminology CORE Standards: C.2.1.a, C.3.2, C.9.1.a, C.9.2.a, C.9.2.b, C.9.3.a, C.9.3.b, C.9.3.c, C.9.3.d</td>
<td>No knowledge of the disability and medical terminology</td>
<td>Below average knowledge of the disability and medical terminology</td>
<td>Average knowledge of the disability and medical terminology</td>
<td>Mastery knowledge of the disability and medical terminology</td>
<td>Exceptional knowledge of the disability and medical terminology</td>
</tr>
<tr>
<td>Knowledge of the societal impact of disability CORE Standards: C.9.3.a, C.9.3.b, C.9.3.c, C.9.3.d, C.9.5.a</td>
<td>No knowledge of the societal impact of disability</td>
<td>Below average knowledge of the societal impact of disability</td>
<td>Average knowledge of the societal impact of disability</td>
<td>Mastery knowledge of the societal impact of disability</td>
<td>Exceptional knowledge of the societal impact of disability</td>
</tr>
<tr>
<td>Knowledge of the psychological impact of disability CORE Standards: C.9.3.c C.9.5.a C.8.2.a</td>
<td>No knowledge of the psychological impact of disability</td>
<td>Below average knowledge of the psychological impact of disability</td>
<td>Average knowledge of the psychological impact of disability</td>
<td>Mastery knowledge of the psychological impact of disability</td>
<td>Exceptional knowledge of the psychological impact of disability</td>
</tr>
<tr>
<td>APA quality of writing and use of appropriate grammar</td>
<td>No understanding of APA writing style and appropriate use of grammar</td>
<td>Below average understanding of APA writing style and appropriate use of grammar</td>
<td>Average understanding of APA writing style and appropriate use of grammar</td>
<td>Mastery understanding of APA writing style and appropriate use of grammar</td>
<td>Exceptional understanding of APA writing style and appropriate use of grammar</td>
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</table>

### Attendance Policy

In addition to interaction via Blackboard and email contact, you are required to contact the instructor via email or telephone by the first day of the term for an initial briefing. Although
physical class meetings are not part of this course, participation in all interactive, learning activities is required.

**Submitting Assignments**

- The student is expected to participate in the course via email exchanges (or other mode of communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing quizzes and exams in a timely fashion.
- Students are expected to check their emails daily and Blackboard announcements at least every 48 hours.
- All postings need to be made in the appropriate Discussion Board in Blackboard. Please do not send copies to me via email.
- For all email correspondence, please indicate in the subject line, “Medical and Psychosocial Aspects”. I almost always automatically delete messages with no subject line, or emails from people I do not readily recognize.
- All Live Text, Discussion Board or other attachments need to be readable in Microsoft Word. This can be in the form of either a word document or a rich text format (rtf) file. If you have Macintosh OS system or you use Word Perfect, you can save your papers as Microsoft Word documents. Once I receive your paper, I will open it right away. If I cannot open it, can open it but cannot read it, or if I get any indication that the paper contains a virus, I will immediately email you asking for a resubmit.

Please refer to **Specific Course Requirements** for a detailed descriptions of the course assignments.

**Make-Up Work Policy**

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (e.g., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. (See “Attendance” Policy.)

If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances exist, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation. “Computer problems” is not an acceptable excuse.

Please refer to **Policy on Late Assignments**.

**Policy on Late Assignments:**

You will have work due EACH WEEK. The following outlines failure to make weekly deadlines.
1. **Blackboard Discussion Board Postings.** As a general rule, I do not accept late postings. If you have problems and you need to have a small extension, please email me and arrange this in advance. Please be aware that all late postings will have five points per day late taken off of the grade for that assignment. I have programmed Blackboard to take down each forum on its due date, so you cannot post late and must send late work to me via email. You just must do that via email instead of the Blackboard and take the 5 points off per day penalty.

2. **Live Text Assignments.** Students are responsible for completing their Live Text Assignments and submitting them on LiveText and/or Blackboard by the deadline date indicated on the Course Schedule at the end of this syllabus. If you have problems and you need to have a small extension, please email me and arrange this in advance. If you don’t notify me, and you submit late, your score will be affected. All late submissions will have five points per day taken off the grade for that assignment.

3. **Quizzes and Exams.** If you have problems and you need to have a small extension, please email me and arrange this in advance. If you don’t notify me, and you submit late, your score will be affected. All late submissions will have five points per day taken off the grade of the assignment.

**Method of Evaluation**

The assignments included in determining your grade for this course include the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Evaluation method</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorandum of Understanding (Submitted on LiveText)</td>
<td>Accurate and timely completion</td>
<td>8</td>
</tr>
<tr>
<td>9 quizzes @ 15 points each (Submitted on Blackboard)</td>
<td>Number of correct answers</td>
<td>135</td>
</tr>
<tr>
<td>5 Discussion board questions @ 20 points each (Submitted on Blackboard)</td>
<td>Quality and timely completion</td>
<td>100</td>
</tr>
<tr>
<td>Community Interaction Activity &amp; Report* (Submitted on LiveText and Blackboard)</td>
<td>Quality and timely completion</td>
<td>60</td>
</tr>
<tr>
<td>Exam 1* (Submitted on Blackboard)</td>
<td>Number of correct answers</td>
<td>66</td>
</tr>
<tr>
<td>Exam 2* (Submitted on Blackboard)</td>
<td>Number of correct answers</td>
<td>48</td>
</tr>
<tr>
<td>Research Paper*— to be submitted on LiveText and Blackboard</td>
<td>Quality and timely completion</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3* (Submitted on Blackboard)</td>
<td>Number of correct answers</td>
<td>63</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td></td>
<td>580</td>
</tr>
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</table>

*LiveText assignments are indicated with an asterisk.*
For **LiveText assignments**, please consult rubrics provided further down in this syllabus. Please note that points shown in LiveText for each completed assignment may be DIFFERENT from the points you actually obtained in the course. For example, an assignment may receive a maximum of 15 points on LiveText but be worth a maximum of 100 points for the course’s total points. Please ask your instructor when in doubt.

### Assignment of grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</table>

### Examination Schedule and Instructions

- The quizzes will be multiple-choice, timed and will be available on Blackboard. Exams will be multiple choice, True/False, and short essay questions. The exams will be available on Blackboard and will be timed.
- Quizzes and exams will be available for a specific time period. See the Course Schedule for the dates during which time the exams will be available.

### Late Registration

**Registration During The First Week of the Term**

If you register during the first week of the term, you will already be one week behind. If you fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. If you do not feel you meet this deadline you should not enroll in the class. If you have registered, you should see your registrar, academic adviser, GoArmyEd or Military Education officer to discuss your options. Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Course Schedule.

### Incomplete Grade Policy

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student must complete a request for an incomplete grade.

Note: A grade of Incomplete, “I”, is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for and Work to Remove an Incomplete Grade Form. Requests for an incomplete grade must be made on or before the date of the final
assignment or test of the term. A grade of “I” does not replace an “F” and will not be awarded for excessive absences. An “I” will only be awarded to a student presenting a valid case for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below:

Policy/Rules for granting an Incomplete (I):
- The student must request that an incomplete be issued.
- The student’s progress in the course must be satisfactory at the time of the request (e.g. the student must be passing the course), but is unable to complete the course grading requirements because of documented circumstances beyond his/her control.
If both of the above criteria are not met an incomplete cannot be granted.
- An “I” is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.

TROY Email

All students were required to obtain and use the TROY email address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, emails from instructors and grades, etc.) will be sent ONLY to the troy.edu (@troy.edu) address. **All students are responsible for ensuring that the correct email address is listed in Blackboard by the beginning of Week One.** Email is the only way the instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid email address is provided. **Failure on your part to do so can result in your missing important information that could affect your grade.**

Your troy.edu email address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY email account. You can get to your email account by logging onto the course and clicking “Email”.

Internet Access

This is an online class. Students must have access to a working computer and access to the Internet. Students can use a TROY computer lab (if available), a public library, etc., to insure they have access. “Not having a computer” or “computer crashes” are not acceptable excuses for late work. Have a back-up plan in place in case you have computer problems.
<table>
<thead>
<tr>
<th>DATE</th>
<th>CONTENT</th>
<th>ASSIGNMENTS/Due Date</th>
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| Week 1: (1/09-1/15) | Syllabus Review/Introduction  
Ch. 1. Conceptualizing Functioning, Health And Disability  
Ch. 2. Psychosocial and Functional Aspects of Health Conditions  
Ch. 33. Assistive Technology | Introduction on Blackboard (1/13, 11:59 pm)  
Complete and Submit the Memorandum of Understanding on LiveText (1/15, 11:59 pm)  
Quiz 1 (Ch. 1, 2 & 33) |
| Week 2: (1/16-1/22) | Ch. 3. Introduction to the Structure and Function of the Nervous System  
Ch. 4. Traumatic Brain Injury  
Ch. 5. Stroke  
Ch. 6. Epilepsy and Other Conditions of the Nervous System  
Ch. 7. Traumatic Spinal Cord Injury  
Ch. 8. Multiple Sclerosis  
Ch. 9. Neurodegenerative and Neuromuscular Conditions  
Ch. 10. Post-Polio Syndrome and Other Conditions of the Nervous System | Quiz 2 (Ch. 3-10) (1/22, 11:59 pm)  
Class Discussion 1 (1/22, 11:59 pm) |
| Week 3: (1/23-1/29) | Ch. 11. Developmental Conditions: Cerebral Palsy and Spina Bifida  
Ch. 12. Intellectual and Other Developmental Disabilities  
Ch. 18. Sickle Cell Disease, Hemophilia, and Other Conditions of the Blood  
Ch. 19. Introduction to the Immune System  
Ch. 20. Human Immunodeficiency Virus (HIV) Infection  
Ch. 23. Diabetes and Other Conditions of the Endocrine System | Quiz 3 (Ch. 11, 12, 18-20, 23) (1/29, 11:59 pm)  
Class Discussion 2 (1/29, 11:59 pm)  
Exam 1 (Blackboard) – Chapters 1-12, 18-20, Ch. 23 and 33 (1/29, 11:59 pm) |
| Week 4: (1/30-2/5) | Ch. 16. Conditions Related to the Eye and Blindness  
Ch. 17. Hearing Loss and Deafness | Quiz 4 (Ch. 16 & 17) (2/5, 11:59 pm)  
Class Discussion 3 (2/5, 11:59 pm) |
| Week 5: (2/6-2/12) | Ch. 24. Structure, Function, and Common Conditions of the Musculoskeletal System  
Ch. 25. Rheumatoid Arthritis, Lupus and Other Rheumatic Conditions  
Ch. 26. Amputation | Quiz 5 (Ch. 24-26) (2/12, 11:59 pm)  
Community Interaction Activity and Report – to be submitted on Livetext as well as Blackboard (2/12, 11:59 pm) |
| Week 6: (2/13-2/19) | Ch. 27. Chronic Pain  
Ch. 32. Burn Injury and Other Conditions of the Skin | Quiz 6 (Ch. 21, 22, 27 & 32) (2/19, 11:59 pm) |
| Week 7: (2/20-2/26) | Ch. 13. Overview of Psychiatric Conditions: Definitions, Interventions, and Functional and Vocational Implications  
Ch. 14. Schizophrenia and Other Psychiatric Conditions  
Ch. 15. Conditions Related to Substance Abuse | Quiz 7 (Ch. 13-15) (2/26, 11:59 pm)  
Research Paper – to be submitted on Livetext as well as Blackboard (2/26, 11:59 pm) |
|----------------------|------------------------------------------------------------------------------------------------------------|
| Week 8: (2/27-3/5)  | Ch. 28. Cardiovascular Conditions  
Ch. 29. Chronic Obstructive Pulmonary Disease and Other Conditions of the Pulmonary System | Quiz 8 (Ch. 28 & 29) (3/5, 11:59 pm)  
Class Discussion 5 (3/5, 11:59 pm) |
| Week 9: (3/6-3/12)  | Ch. 30. Chronic Kidney Disease and Other Conditions of the Urinary System  
Ch. 31. Conditions of the Gastrointestinal System | Quiz 9 (Ch. 30 & 31) (3/12, 11:59 pm)  
Exam 3 (Blackboard) – Chapters 13-15, 28-31, (3/12, 11:59 pm) |

*Any changes to this schedule (if any) will be made in the Announcements section on Blackboard.*