

PT 524: Psychological Aspects of Disability – Fall 2021
INSTRUCTOR: Cindy Flom-Meland, PT, MPT, PhD, NCS

Class Time: Thursdays, 10:00 – 11:50 AM

Schedule of Topics:

8/26/21 Overview of the course.

Reading Assignment: Aadlen & Stroebell-Kahn, Coping with Quadriplegia, pp. 137-148.

9/2/21 **Guest Speakers:** David Espinoza & Mike Peterson
Resources and Options: Options Interstate Resources Center for Independent Living

9/7/21 **Student Presentation:** The Impact of Disability on Children
(this is a Tuesday, class will meet from 3-5 pm)

9/16/21 **Presentation:** Caring for the Caregiver(s)

9/23/21 **Guest Speaker:** Maureen Riley – Personal Perspectives **Student**

9/30/21 **Student Presentation:** Vocational Issues & Disability

10/7/21 **Student Presentation:** Abuse of Individuals with Disabilities

10/14/21 **Student Presentation:** Chronic Pain

10/21/21 **Guest Speaker:** Lexi Antonenko – Personal Perspectives

10/28/21 **Student Presentation:** Living with Terminal Illness – Hospice

11/4/21 **Guest Speaker:** Brittany Dvorak – Personal Perspectives

11/11/21 **No Class (Veteran's Day)**

11/18/21 **Student Presentation:** Post-Traumatic Stress Disorder & War Time Effects

11/25/21 **No Class** (Thanksgiving break)

12/2/21 **Student Presentation:** Diversity and Working with Patients from Different Cultures

12/?/21 Final (TBD)

*** UND LGBTQIA Ally Training Program – date TBA (will be outside of regular class time)

Course Title and Number: PT 524: Psychological Aspects of Disability

Description: Readings and discussion course. Study of psychological coping mechanisms, reactions, and motivational factors pertinent to people with disabilities. Review of adjustment problems unique to specific disabilities and/or disease processes, including terminal illness.

Department Offering the Course:
Physical Therapy

Credit Hours: 2 credit hours

Instructor:
Cindy Flom-Meland, PT, MPT, PhD, NCS

Clock Hours and Schedule:
Lecture:
Discussion:
Schedule: Thursdays 10:00 - 11:50 am

Course Prerequisites:
Registered in Professional Physical Therapy curriculum.

Course Objectives:
The goals and objectives of this course are to provide the physical therapy student with an opportunity to build on previously learned material in sociology and psychology (general, developmental, and abnormal); and to acquire an awareness of the psychological and social adjustments common to the rehabilitation process, subjective experiences commonly associated with various disabling conditions, and the influence of disabilities on families and caregivers. Upon completion of this course, students will be able to:

1. demonstrate knowledge of the ethical concerns relative to the patient's, caregiver's, and/or family's psychological perspective regarding disabilities, including individual and cultural differences. (SRE: 7D4, 7D5, 7D8; Bloom's: Cognitive – application, analysis, synthesis)
2. choose methods of promoting interpersonal communication and implement methods of interaction that can be utilized with patients and families in an effort to provide appropriate psychosocial support, compassion, and caring. (SRE: 7B, 7D4, 7D5, 7D7, 7D34, 7D36; Bloom's: Cognitive – evaluation; Affective – valuing)
3. propose and evaluate methods of promoting collaboration with patients, families, and those individuals responsible for the patient and colleagues. (SRE: 7B, 7D4, 7D5, 7D7; Bloom's: Cognitive – synthesis, evaluation)
4. assess environmental “barriers” and resulting influence on the need for psychological adjustments and/or advocacy. (SRE: 7D1, 7D4, 7D5, 7D13, 7D14, 7D38; Bloom's: Cognitive – evaluation; Affective – receiving)
5. be able to describe and compare stages of coping with death or loss and be able to verbalize their personal (students') reaction to the stages and how they might relate to the patient. (SRE: 7B, 7D5, 7D8; Bloom's: Cognitive – comprehension, application, analysis, synthesis, evaluation; Affective – receiving, responding)

6. Differentiate the roles of various healthcare disciplines and agencies providing services to individuals and appropriate referral mechanisms. (SRE: 7D1, 7D4, 7D5, 7D7, 7D28, 7D39; Bloom's: Cognitive – analysis)
7. distinguish patient's psychological problems that may be beyond the scope of physical therapy and require referral to other healthcare or mental healthcare professionals. (SRE: 7B, 7D1, 7D4, 7D5, 7D16, 7D24, 7D39; Bloom's: Cognitive – evaluation)
8. value the importance of patient education, for the individual and caregivers, in the process of adjusting to a disability. (SRE: 7D5, 7D12, 7D24, 7D27h, 7D34; Bloom's: Affective – valuing)
9. demonstrate knowledge of various resources and options for services available to individuals with disabilities from federal, state, and local agencies to provide follow-up care and facilitate discharge planning. (SRE: 7D24, 7D26; Bloom's: Cognitive – comprehension, application)
10. choose appropriate written, oral and nonverbal communication with patients, their families, colleagues, other health providers, and the public. (SRE: 7B, 7D5, 7D7, 7D39; Bloom's: Cognitive – evaluation)
11. identify and define coping mechanisms commonly utilized by patients and family members or caregivers. (SRE: 7B, 7D5, 7D8; Bloom's: Cognitive – analysis, synthesis, evaluation)
12. value the importance of the patient and patient's family as "team members" in the rehabilitation process design and implementation. (SRE: 7D4, 7D5, 7D24; Bloom's: Affective – valuing)
13. report to appropriate authorities suspected cases of abuse of vulnerable populations. (SRE: 7D2; Bloom's: Cognitive – evaluation; Affective – responding)

Outline of Contents and Assigned Instructor:

See attached course syllabus.

Description of Teaching Methods and Learning Experiences:

Presentations – guest speakers come in to present and students work in groups to develop a presentation on a selected topic.

Discussion – with guest speakers and as part of the student presentations small group and large groups discussions are held.

Methods of Student Evaluation / Grading:

The letter grade is given is based on performance on presentation, journal entries, book response paper, and final exam.

Grading Criteria:

Student Presentations: Students will work in groups to research and deliver oral presentations, develop problem case exercises and/or present clinical case studies, and lead small group activities/discussion. Presentations will be graded on the following: a). content, b). professional quality of delivery c). quality of learning experience provided, and d). written (electronic) documentation. Any presentation materials are to be posted by students in blackboard one day prior to presentation date. *Presentation topics will be assigned and each group will be required to meet with the instructor prior to initiating research on the selected topic. See rubric on next page*

50 points

Written Assignments:

Reaction Paper (book from available titles)

Due by 10-28-21

20 points (2-3 pages – not a book report; what did you learn from the reading and how will you use the information in the future)

Journal Entries – 2 will be required over the semester

Due dates: October 13 and December 7

15 points each

These entries are short (2 pages) responses regarding the class session(s)/presentation(s) (during the month) that had the greatest impact on you as a person and a physical therapist. It is not a summary of what was covered in class, but a summary of how it affected you and how it will assist you in your future practice.

Participation Points: The instructor reserves the right to assign or withhold participation points based on student contribution to class discussions, interaction with and attention to speakers, and for behavior or contributions to the course that enhance the learning experience of the class members.

Up to 10 points

Comprehensive Final Examination

Written

(points to be determined)

There will be 2-3 exam questions (multiple choice or true/false) from each presentation given by each group of students. There will also be exam questions (short answer) based off of the guest speakers. As a class we will view the movie *Patch Adams* and there will be 3-4 essay questions based on the movie and the topics and objectives covered throughout the semester.

Presentation Rubric: (50 points)

5 points	meeting & prepared for meeting
5 points	handout quality and posted on-line on time
5 points	all group members participated
15 points	content
12 points	activities
8 points	discussion

Grading Scale:

90-100%	A
80-89%	B
76-79%	C
<76%	Unsatisfactory

Academic Integrity:

In accordance with the rules concerning scholastic dishonesty in the Code of Student Life* at the University of North Dakota, I affirm that I understand these rules and I agree to comply with them.

I will not:

- a) receive any additional information or assistance for any exam other than what was provided during class or approved tutor sessions
- b) copy from another student's test
- c) collaborate with or seek aid from another student who may have previously taken the exam
- d) knowingly use, buy, sell, steal, or solicit in whole or in part the contents of any exam
- e) bribe another person to obtain information about any exam

Department of Physical Therapy Honor Code Pledge:

"Upon my honor as a professional student in the physical therapy program at the University of North Dakota, I pledge that I will not give nor receive unauthorized aid on written examinations, laboratory practical examinations, written assignments, take home assignments or clinical assignments"

Examination disclaimer: "I affirm that I have adhered to the Honor Code in this assignment"

A. Forms of Academic Dishonesty. Academic dishonesty includes, but is not limited to:

1. Copying or distributing examination items
2. During testing, using crib notes or various forms of technology not authorized by faculty
3. Copying another student's written paper or examination, with or without their knowledge
4. Helping someone else cheat on a test
5. Communicating or collaborating during a test by electronic means such as instant messaging, telephone, texting, smart watches, or social media.
6. Discussing test items or answers (written or laboratory) with students who have not yet taken the examination
7. Cutting and pasting text from any source without giving proper citation to that source
8. Plagiarism of any materials
9. Fabricating or falsifying written materials
10. Falsely reporting information or actions in clinical or classroom laboratories
11. Submitting the same paper, or a substantially similar paper, for the requirements of more than one course without the approval of the instructor(s) concerned
12. Submitting term papers or assignments written by another person
13. Consenting to having one's work used by another student as his or her own
14. Collaborating on a project (in person or via electronic means) when the instructor asked for individual work
15. Using a false excuse to obtain an extension on a due date or delay an examination
16. Depriving other students of necessary course materials by stealing books, periodicals, or other materials from libraries, AV centers, etc.

If problems occur, students are required to work through channels of communication to resolve the problem before going to the chair or dean. The channel is student, instructor, chair, associate dean health sciences, and dean. rev 2/06, 5/06, 5/07, 4/08, 5/09, 5/10, 5/11, 8/13, 8/14, 8/15, 8/16, 8/19

Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall,

701.777.4171, UND.EO.TitleIX@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

Disability Access Statement

Contact your course instructor to request disability accommodations, discuss medical information, or plan for an [emergency evacuation](#).

To get confidential guidance and support for disability accommodation requests, students are expected to register with DSS at [Disability Services](#), 280 McCannel Hall, or 701.777.2664.

Reporting Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu or go to [Title IX](#).

Faculty Reporting Obligations Regarding Sexual Violence

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at [Title IX](#).

Ensure Accessibility

To comply with the latest accessibility guidelines, documents posted online, including, but not limited to, Adobe PDF files, Microsoft Word documents, Microsoft PowerPoint presentations, and online flipbooks, must be screen-reader friendly.

For directions on how to make your syllabus and other course materials accessible, go to Blackboard > Services > Atomic Learning > Creating an Accessible Syllabus (for technical assistance with Atomic Learning, contact UND Tech Support at [UND Tech Support](#)).

COVID-19 SPECIAL STATEMENT:

All members of the University community have a role in creating and maintaining a COVID-19 resilient campus. There are several expectations from the School of Medicine and Health Sciences that require compliance, including: Wear face coverings during interactions with others and in the classroom; Wash hands often and use hand sanitizer; Properly clean spaces; and, if you are experiencing any symptoms, Stay home and call your health care provider. Students who fail to comply with any of the COVID related requirements will not be permitted in the classroom and may be subject to disciplinary action. We encourage all members of the University community to model positive behavior both on- and off-campus. Any changes in the SMHS COVID related requirements will be communicated to you through the Friday weekly email "For your health" from the Dean's office and email from the program director or chair.

Students who test positive for COVID-19 are expected to immediately self-isolate/quarantine. If you have tested positive for COVID-19 we strongly recommend that you report the information to the Office of Student Rights and Responsibilities at 701.777.2664 or online at <https://veoci.com/veoci/p/w/ss2x4cq9238u>. Doing so will ensure students have the support they need to continue with their academic goals and to protect others. The policy related to COVID-19 may change throughout the semester due to community spread and updated CDC guidelines. Please check the policy frequently and ask faculty if you have any questions.