

EDC 240A: MEDICAL ASPECTS OF DISABILITY

In Workflow

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Approval Path

1. Wed, 26 Aug 2020 19:46:45 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 26 Aug 2020 21:31:38 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 10 Sep 2020 22:04:30 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
4. Tue, 15 Sep 2020 01:37:54 GMT
Karen O'Hara (kdohara): Approved for ED Dean
5. Wed, 14 Oct 2020 16:48:06 GMT
Janett Torset (torsetj): Approved for Academic Services
6. Tue, 20 Oct 2020 21:56:18 GMT
Julie Fogarty (fogarty): Rollback to Initiator
7. Thu, 22 Oct 2020 23:04:12 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
8. Fri, 23 Oct 2020 16:20:23 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
9. Fri, 23 Oct 2020 19:25:37 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
10. Fri, 23 Oct 2020 23:36:35 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Thu, 22 Oct 2020 03:10:05 GMT

Viewing: EDC 240A : Medical Aspects of Disability

Last edit: Fri, 23 Oct 2020 23:36:31 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
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Catalog Title:

Medical Aspects of Disability

Class Schedule Title:

Med Aspects Disabilities

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDC - Education - Counselor Education

Catalog Number: (course number)

240A

Course ID: (For administrative use only.)

119486

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating student learning outcomes and course description to meet CACREP 2016 standards and updating for each proposed program concentration. Name change to clarify content of this course and distinction between it and 240B.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course focuses on the medical aspects of various congenital, hereditary, and trauma-induced disabilities. The etiology, pathology, treatment, symptoms, prognosis, and limitations caused by various disabling medical conditions are covered. Implications of medical disabilities are explored inclusive of its relationship to vocational adjustment. Areas of exploration include motivation, self-concept, and personal and societal attitudes toward disability. This course will include a survey of psychosocial aspects of disability as it pertains to medical aspects of disability.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

1. Students will apply skills for evaluating and interpreting psychological, social, medical, and vocational factors of disability.
2. Students will analyze the types of disabilities most frequently encountered by rehabilitation professionals working in agencies, facilities, hospitals, and other organizations.
3. Students will analyze resources discussed that can be utilized by rehabilitation professionals to assist persons with disabilities in coping with functional limitations, adjustment to disability, and vocational implications of disability.
4. Students will analyze rehabilitation philosophy and processes to enable the student to view the course content from a holistic standpoint.
5. Students will analyze the principles of societal inclusion, participation, universal design with respect to individual differences
6. Students will be able to analyze the classification, terminology, etiology, and prognosis and effects of disabilities and apply through case studies.
7. Students will be able to apply medical and psychosocial aspects of disability and synthesize into application within a co-occurring model of treatment.
8. Students will be able to analyze individual responses to disability and apply this knowledge within a case management model to include the role of families, communities, and other social networks of support.
9. Students will analyze the of impact of disability on human sexuality and apply to case management models and treatment interventions.
10. Students will analyze strategies to enhance coping and adjustment to disability.

Attach a list of the required/recommended course readings and activities:

EDC 240A Syllabus.doc

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

- Quizzes (ELO 2-10)
- Case Studies (ELO 1,3,6-10)
- CP Assignment (ELO 6-10)
- NMD/ UCD Assignment (ELO 6-10)
- Intellectual Disability Assignment (ELO 6-10)
- Learning Disability Assignment (ELO 6-10)
- Chronic Pain Assignment (ELO 6-10)
- Psychiatric Disability Assignment (ELO 6-10)
- SA Assignment (ELO 6, 8-10)
- Cerebrovascular Accident Assignment (ELO 6,8-10)
- Neurological Conditions Assignment (ELO 6,8-10)
- NMD/ UCD Assignment (ELO 6,8-10)
- Final Research Paper (ELO 2-5)
- Case File (ELO 1,4,7,9-10)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MS in Counseling (Rehabilitation Counseling)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism
Research (optional)

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Julie Fogarty (fogarty) (Tue, 20 Oct 2020 21:56:18 GMT): Rollback: See email from 10/20/20 regarding ELOs and assessment strategies.

Key: 1274