ANGELO STATE UNIVERSITY  
College of Health and Human Services  
Doctor of Physical Therapy Program

PT 7235 Disability Studies  
Spring 2016  (2 - 0 - 0)

COURSE DESCRIPTION: This course will introduce the student to the field of disability studies. Disability and chronic illness (CI) are often a major factor influencing an individual and/or family during one’s lifetime. People with a disability or CI may be considered a sub-culture of our society. Physical, cognitive, emotional, social, and cultural factors related to the presence of disability and CI throughout the life span will be explored. Emphasis is placed on those aspects of disability that affect the practice of physical therapy assessment and treatment.

COURSE INSTRUCTOR: Carolyn Mason, PT, PhD  
Professor  
325-942-2794  
carolyn.mason@angelo.edu  
Office: Vincent 270  
Office Hours: Monday through Friday 10:00 to 12:00 PM  
Other times by appointment

COURSE INSTRUCTOR: Regina Hartnett, PT, MPT  
Adjunct  
325-656-4357  
regina.hartnett@angelo.edu

GUEST LECTURERS: Julie Ruthenbeck, ASU Career Development Center  
Adrienne Miller, AuD, WTRC  
Dr. Rick McGraw, Shannon Medical Center  
Susan Reeves, MS, CCC-SLP, Reeves Rehab  
Capt. Nathan Howarth, Goodfellow  
Jon Anderson, PT  
Others to be announced

CLASS SCHEDULE: Tuesdays 1:30 to 3:30 pm

LOCATION: Science Building III, Room 213

CLOCK HOURS: 32 hours lecture

PREREQUISITES: Good standing in the DPT Program
COURSE OBJECTIVES:
At the completion of this course, the student physical therapist will be able to:
1. Demonstrate an understanding of, and appreciation for, the meaning of disability in today’s society.
2. Discuss cultural differences based on age, gender, and ethnicity that may be expressed in the future by patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
3. Recognize that the differences in culture, generations, and gender may be reflected in differences in values, preferences, and expressed needs.
4. Describe and analyze the influence of disability on individuals as they move through the life span. This may include physiological and biomedical effects of disability as well as the psychological and social impact of disability and chronic illness on individuals and their families/caregivers.
5. Discuss a range of personal and societal responses to disability and chronic illness.
6. Demonstrate an understanding of the relationship of the knowledge learned in this class to the provision of physical therapy.
7. Internalize the role of the physical therapist as a patient advocate, resource for the community, and responsible member of an interdisciplinary health care team when working with PWD and their families at various points in the lifespan.

CAPTE CRITERIA ADDRESSED IN THIS COURSE:
7A The physical therapist professional curriculum includes content and learning experiences in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, histology, nutrition, and psychosocial aspects of health and disability.

Professional Ethics, Values and Responsibilities
7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations.
7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
7D8 Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities.

TEACHING METHODS/LEARNING ACTIVITIES:
The course will be taught using lecture, discussion, videotapes, readings, and experiences. Guest speakers will augment the readings.

OPTIONAL TEXT:
Leavitt R. Cultural Competence: A Lifelong Journey to Cultural Proficiency, SLACK, 2010

SUPPLEMENTAL TEXTS:


**COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>20%</th>
<th>90-100%</th>
<th>A</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>Home/Transportation Modifications</td>
<td>20%</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>Religions and cultures</td>
<td>20%</td>
<td>&lt;70%</td>
<td>F</td>
</tr>
<tr>
<td>Generational interview</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culture project</td>
<td>10%</td>
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Professional behaviors
1. Promptness to class
2. No use of computers, iPads, smart phones or other technology when a guest speaker is presenting information
3. No eating during guest presentation.
4. Wearing of professional attire including nametag when guest speaker is present.
5. Evidence of preparation prior to class.
6. Respect for confidentiality of information shared.

Participation
1. Participation during in-class discussions.
2. Participation in a minimum of 8 Blackboard discussion topics.
3. Respectful listening and responses to speakers and classmates.

Home and Transportation Modifications
This activity will expose you to the funding difficulties for home and transportation modification. Further details will be provided on Blackboard.

Religions and Culture
1. Information with criteria will be posted on Blackboard.
2. Students will divide into small groups.
3. Each group will research an assigned religion or culture.
4. Each group will relate their findings to the cases.

Generational Interview
1. Each student will be assigned a decade of life.
2. Each student will identify one person in that decade.
3. Each student will interview the identified person.
4. Written project should be formatted according to Guidelines for Written Assignments in the ASU DPT Student Handbook.
5. More information will be provided in class.

Culture Project
1. Each student will share something unique about himself or herself.
2. More information will be shared in class.

Mastery in the course is an 80% overall.

**ATTENDANCE/TARDINESS**

Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors.
As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse:

- First offense - verbal warning
- Second offense - second verbal warning, initiation of Disciplinary Tracking Form.
- Third offense - 1% off final course grade
- 1% off final course grade for each additional unexcused tardy or absence

Per the student handbook, **2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form.**

If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues.

If the student is unable to attend class, it is the student’s responsibility to either call the PT office at 942-2545 or the office of the professor of the class directly. This notification should be made prior to commencement of said class. Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal.

The PT faculty is not oblivious to doctor’s appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past.

**ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY.** Any unexcused absence from an examination will automatically result in a score of ZERO for that examination. Any student absent from examinations due to illness or injury must have a written justification from their physician. Absence from an examination for any other reason must be excused before the time of the scheduled examination or brought about by a very serious circumstance. For excused absences only, make-up examinations must be taken no later than one week after the student returns to class. Extended absences must be approved by the Program Director of Physical Therapy.

**STATEMENT ON DISABILITIES**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is **the student’s responsibility** to initiate such a request by emailing ADA@angelo.edu, or by contacting:

Mrs. Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
University Center, Suite 112  
325-942-2047 Office  
325-942-2211 FAX  
Dallas.Swafford@angelo.edu

When a student states he or she could meet the program's technical standards with accommodation(s), the
Office of Student Affairs will confirm that the stated condition qualifies as a disability under applicable laws. If the condition qualifies as a disability, the University will determine if it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether or not the accommodation requested is reasonable, taking into account whether or not the accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation. Students are required to read and sign the DPT program’s technical standards (DPT Program Student Handbook Appendix I) form and to update their responses on this form if their health status changes.

A student who requires accommodation to meet the technical standards must obtain verification by the Office of Student Affairs that proper reasonable accommodation is available for the student to meet the standard. The program will not provide accommodation without such written verification.

THE ANGELO STATE UNIVERSITY HONOR CODE:

Our students believe that ASU students should maintain complete honesty and integrity in their academic pursuits.

The Honor Code at ASU is located at www.angelo.edu/forms/pdf/honorcode5.pdf and describes expected academic behavior of both faculty and students, and it consists of an agreement between the student and the academic community to foster academic integrity, to value student educational goals, and to maintain the positive academic reputation of ASU. Angelo State University expects all students and faculty to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom.

ASU students and faculty will not participate or condone

- Plagiarism
- Cheating
- Fabrication of data
- Misrepresentation of information
- Misuse of library materials
- Misuse of technology
- Conspiring with others to commit these acts

ASU students are responsible for understanding the Honor Code as well as the individual academic requirements and stipulations for each course. This includes carefully reading the Angelo State University Student Handbook and reading the syllabus of each course. Students should ask for clarification of any ambiguous aspect of the syllabus.

To facilitate this code of ethical conduct, ASU has an Academic Integrity Committee, a committee composed of both students and faculty, which has the responsibility of reviewing cases of suspected academic dishonesty which may be brought to it. The committee’s membership of students and faculty reinforces ASU’s commitment to academic integrity in and out of the classroom.

RELIGIOUS HOLY DAYS

Faculty will provide accommodations for student absences for observance of a religious holy day(s) (OP 10.19). Students should make every effort to inform a faculty member at the beginning of the semester regarding these absences.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Faculty</th>
<th>Reading*</th>
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</thead>
<tbody>
<tr>
<td>January 19</td>
<td>True Colors™</td>
<td>Julie Ruthenbeck</td>
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<tr>
<td>January 26</td>
<td>Hearing Impairments</td>
<td>Miller</td>
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<tr>
<td>February 2</td>
<td>What is a disability?</td>
<td>Mason</td>
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<td>February 9</td>
<td>Mental/Emotional Elements of Dealing with a Disability</td>
<td>McGraw/Hartnett</td>
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<tr>
<td>February 16</td>
<td>Blackboard Discussion</td>
<td>Independent</td>
<td>Videos on Blackboard under content.</td>
</tr>
<tr>
<td>February 23</td>
<td>What is culture?</td>
<td>Mason</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>Autism Spectrum Disorder</td>
<td>Lyles</td>
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<tr>
<td>March 8</td>
<td>Religions and Cultures</td>
<td>SPTs</td>
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<tr>
<td>March 15</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>March 22</td>
<td>PT practice in the Military and the Military culture</td>
<td>Howarth</td>
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<td>March 29</td>
<td>Language, Communication, and Behavior</td>
<td>Holler</td>
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<tr>
<td>April 5</td>
<td>Life Happens! Amputation</td>
<td>Jones and Lange</td>
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Subject to Change Based on Speaker Availability and Instructor Discretion
A Visual Impairment Workshop may be added to the schedule.
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 12</td>
<td>1:30 – 3:30 pm</td>
<td>Life Happens! Your child sustains a SCI</td>
<td>Nichols</td>
</tr>
<tr>
<td>April 19</td>
<td>1:30 – 3:30 pm</td>
<td>Modifications in the Home and Motor Vehicle</td>
<td>SPTs/Hartnett</td>
</tr>
<tr>
<td>April 26</td>
<td>1:30 – 3:30 pm</td>
<td>Management of dementia</td>
<td>Anderson</td>
</tr>
<tr>
<td>May 3</td>
<td>1:30 – 3:30 pm</td>
<td>Generations Interviews</td>
<td>SPTs</td>
</tr>
<tr>
<td>May 10</td>
<td>1:30 – 3:30 pm</td>
<td>Culture Project</td>
<td>SPTs</td>
</tr>
</tbody>
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* Readings may be assigned.