



- RHAB 4200: Physical and Psychological Aspects of Disability
- Spring 2026
- Online Course

**Instructor Contact**

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- Office hours: By appointment
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**Welcome to UNT!**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

**Course Description**

Stages of adjustment to disability, impact of age at onset, impact on family. Introduction to consumer-based health perspectives. Overview of etiology, progression and treatment of major disabling conditions related to cognition, emotion and addiction and other disorders related to the nervous system. Includes the interplay of physical, psychosocial, and vocational implications of these disorders.

**Pre-requisites**

Consent of department.

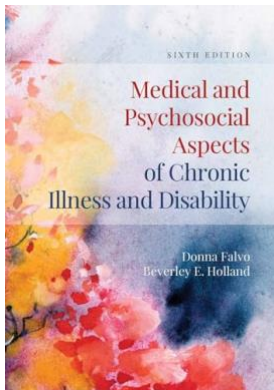
**Course Objectives**

Participation in course activities and completion of course requirements will enable the student to demonstrate the following:

1. Students will demonstrate an understanding of classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities.

2. Students will demonstrate an understanding of individual response to disability, including the role of families, communities, and other social networks.
3. Students will demonstrate an understanding of 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).
4. Students will demonstrate an understanding of impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities.
5. Students will demonstrate an understanding of awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations.
6. Students will demonstrate an understanding of informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities.

### Required Materials



Falvo, D., & Holland, B. E. (2017). Medical and psychosocial aspects of chronic illness and disability. Jones & Bartlett Learning.

*Additional readings will be posted on Canvas.*

### Abbreviated Teaching Philosophy

I believe that the classroom should be a safe space where students can speak their mind while respect diverse opinions. Students should be able to share their knowledge and experiences so that others can benefit from them.

## Course Technology & Skills

### Minimum Technology Requirements

- Reliable internet access
- Speakers
- Microphone
- Plug-ins (TBA)
- Microsoft Office Suite
- Navigating the UNT Library
- Computer Skills & Digital Literacy
- Using the learning management system (Canvas). Canvas Technical Requirements (<https://clear.unt.edu/supported-technologies/canvas/requirements>)
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

### Technical Assistance:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

### UIT Help Desk:

- UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)
- **Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)
- **Phone:** 940-565-2324
- **In Person:** Sage Hall, Room 130
- **Walk-In Availability:** 8am-9pm

### Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
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### Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

## Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

## Course Requirements

### Assessments

This course is made up of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various assignments, activities, discussions, readings, research, etc. which will be made available to you by Monday at 8:00 am and close on the Sunday at 11:59 pm. More information regarding each assignment can be found in the assignment tab of this course on the left-hand side bar.

### **Discussion Forum (13 x 5 points) = 65 points**

Students will be active and engaged participants in the discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student postings, and class activities. Heavy emphasis will be placed on participation related to the week’s topics.

The discussion forums are related to the chapter readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers.

Assessment Method: Discussion Forum Rubric

### **Quiz (13 x 5 points each) = 65 points**

Quizzes will be administered, each assessing the required readings and relevant course materials. Exams must be completed online using the Canvas exam tool. They will be timed, and grades will be released to students after submission.

Assessment Method: Multiple Choice, True/False

### **Condition Comparison Paper (25 points)**

Students will compare **two medical conditions** and analyze how each impacts rehabilitation needs and client-centered outcomes.

#### **In your paper, include:**

- A brief overview of both conditions
- A comparison of causes, symptoms, and functional limitations
- An analysis of rehabilitation approaches for each condition
- A discussion of how each condition impacts daily functioning and quality of life

#### **Guidelines:**

- Highlight both similarities and differences
- Use appropriate medical and rehabilitation terminology
- Support ideas with course concepts or credible sources when appropriate
- Write **2 to 3 pages** in a general writing format

### **Patient Experience Reflection Paper (25 points)**

Students will reflect on the experience of a patient receiving treatment and rehabilitation for a specific condition. The patient and supporting materials will be provided by the instructor.

#### **In your paper, include:**

- Provide a brief overview of the medical condition
- Discuss the physical, emotional, and social challenges associated with the condition
- Identify key insights gained from the patient's experience
- Reflect on strategies healthcare professionals can use to enhance patient-centered care

**Guidelines:**

- Focus on empathy, understanding, and professional insight
- Use respectful, person-first language
- Support your work with credible sources when appropriate
- Write **2 to 3 pages** in a clear, reflective, and organized manner

**Assessment Method:** Rubric

**GRADING**

LETTER GRADE	% OF TOTAL POINTS	TOTAL POINTS
A	90 – 100%	162 - 180
B	80 – 89%	144 - 161
C	70 – 79%	126 - 143
D	60- 69%	108 - 125
F	Below 60%	Below 108

**Course Expectations**

**Instructor Responsibilities and Feedback**

It is the responsibility of the instructor to provide materials that foster learning for the students enrolled in the course. The instructor will further provide any needed instructions for any course materials and assignments. Additionally, the instructor will send out weekly announcements, grade assignments, and respond to student emails. The instructor will strive to respond to students’ emails in a timely manner within a 24-hour period, unless the instructor is sick or traveling. If necessary, the instructor will adjust assignments or grades when warranted by instructor error or technical issue.

When assignments have been graded, an announcement will be sent out and the gradebook will be updated to reflect these changes. It is the student’s responsibility to check the grade book on at least a weekly basis. If a student notices that an assignment has been graded that the student submitted, and the gradebook has not changed, please contact the instructor and/or teaching assistant to resolve this issue. Students are encouraged to make contact as soon as possible. If more than one week has elapsed after the gradebook has been updated, the issue may not be resolved. All issues regarding the gradebook are at the discretion of the instructor to approve and make any needed changes.

**As a student in this course, you are responsible for**

1. The student will access and follow all course instructions found in the weekly/unit content area of the Canvas course.
2. The student will read and/or listen to all online lectures provided in the weekly modules. A link is provided each week to the lecture as well as to a PowerPoint presentation which compliments the lecture.
3. The student will complete the assigned midterm and final 'online' exams by accessing the 'assessment' tool in the Canvas course. A link to the exam is listed in the corresponding weekly module.
4. The student will respond to posted online course discussion questions using the Canvas discussion tool.
5. The student will complete and submit assignments electronically using the Canvas assignment drop box tool/tab.
6. The student will complete an on-going semester project in accordance with the instructions given in this syllabus and the online course.
7. Late Assignments will not be accepted late unless arrangements have been made with the professor and there are circumstances that warrant it.

**Policies****Disability Accommodations**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation.

Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

**SCHOLARLY EXPECTATIONS**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically

requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

All work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates UNT's standards of academic integrity.

Academic Integrity: <https://deanofstudents.unt.edu/academic-integrity>

### ADA Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

### Important Notice for F-1 Students taking Distance Education Courses

#### Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through

distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

**Course Schedule**

*Note: All weekly activities and assignments will open Monday at 8:00 am CST and close on Sundays by 11:59 PM CST.*

Dates	Reading/Topic	Assignment
W1: 1/12/26 – 1/18/26	Chapter 1: Conceptualizing Functioning, Disability, and Health	Discussion; Quiz

W2: 1/19/26 – 1/25/26	Chapter 2: Psychosocial and Functional Aspects of Health Conditions	Discussion; Quiz
W3: 1/26/26 – 2/1/26	Chapter 4: Traumatic Brain Injury	Discussion; Quiz
W4: 2/2/26 – 2/8/26	Chapter 8: Multiple Sclerosis	Discussion; Quiz
W5: 2/9/26 – 2/15/26	Chapter 12: Neurodevelopmental Disorders	Discussion; Quiz
W6: 2/16/26 – 2/22/26	Chapter 13: Diagnosis and Treatment of Psychiatric Conditions: Functional and Vocational Implications	Discussion; Quiz
W7: 2/23/26 – 3/1/26	Chapter 15: Substance-Related and Addictive Disorders	Discussion; Quiz
W8: 3/2/26 – 3/8/26	Chapter 16: Conditions of the Eye and Blindness	<b>Condition Comparison Paper</b>
	<b>Spring Break</b>	
W9: 3/16/26 – 3/22/26	Chapter 17: Hearing Loss and Deafness	Discussion; Quiz
W10: 3/23/26 – 3/29/26	Chapter 19: Introduction to the Immune System	Discussion; Quiz
W11: 3/30/26 – 4/5/26	Chapter 21: Introduction to Cancers: General Methods of Identification and Management	Discussion; Quiz

W12: 4/6/26 – 4/12/26	Chapter 26: Amputation	Discussion; Quiz
W13: 4/13/26 – 4/19/26	Chapter 27: Chronic Pain	Discussion; Quiz
W14: 4/20/26 – 4/26/26	Chapter 28: Cardiovascular Conditions	Discussion; Quiz
W15: 4/27/26 – 5/3/26	Chapter 29: Chronic Obstructive Pulmonary Disease, Asthma, and Other Related Conditions	<b>Patient Experience Reflection Paper</b>
W16: 5/4/26 – 5/7/26	Course Evaluation	