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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: EDUCATION Today's Date: 11/19/2012
- b. * Department/Division: Early Childhood, Spec Ed, Rehab Counsel
- c.
 - * Contact Person Name: Malachy Bishop Email: mbishop@uky.edu Phone: 257-4291
 - * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Natl/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: RC 715
- c. * Full Title: Advanced Seminar in Psychosocial Aspects of Chronic Illness and Disability
- d. Transcript Title (if full title is more than 40 characters): Adv SEM Psychosocial Aspects CID
- e. To be Cross-Listed with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture	Laboratory ¹	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	3 Seminar	Studio
Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:

This course is a doctoral seminar designed to provide advanced knowledge and understanding of psychosocial aspects of chronic illness and disability (CID), including theoretical, practice, and research approaches to the processes of adaptation to CID, coping, self-management and health decision making, historical and sociological perspectives on disability and cultural and global perspectives, responses, and attitudes about disability, developmental and lifespan issues, and evidence-based practice and interventions in professional rehabilitation counseling practice, policy, and education. Students will engage in advanced analysis and synthesis of relevant theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, policy, and practice.
- k. Prerequisites, if any:

Prerequisite: Admission to the Ph.D. program in Special Education and Rehabilitation Counseling or permission of instructor
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

- a. * Course will be offered (check all that apply): Fall Spring Summer Winter
- b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 5-10

7. Anticipated Student Demand.

- a. * Will this course serve students primarily within the degree program? Yes No
- b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

if YES, explain: _____

8. * Check the category most applicable to this course:

- Traditional -- Offered in Corresponding Departments at Universities Elsewhere
- Relatively New -- Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

- b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments *by* the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery

⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

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Syllabus Spring 2013
Rehabilitation Counseling 715
Advanced Seminar in Psychosocial Aspects of Chronic Illness and Disability

Instructor: Malachy Bishop, Ph.D., CRC
Rehabilitation Counseling
208B Taylor Education Building
Office phone: 257-3834
Email: mbishop@uky.edu
Day, Time, and Place (to be determined)

Credit Hours: Three (3)

Required Texts:

Martz, E., & Livneh, H. (2007). *Coping with chronic illness and disability: Theoretical, empirical, and clinical aspects*. New York: Springer.

Chan, F., Cardoso, E. D, & Chronister, J. (2009). *Understanding psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation*. NY: Springer.

Smart, J. (2009). *Disability, society, and the individual* (2nd ed.). Austin, TX : Pro Ed.

Additional readings relevant to weekly topics will be assigned and made available.

Goals and Objectives of the Course:

This course is a doctoral seminar designed to provide advanced knowledge and understanding of psychosocial aspects of chronic illness and disability (CID), including theoretical, practice, and research approaches to the processes of adaptation to CID, coping, self-management and health decision making, historical and sociological perspectives on disability and cultural and global perspectives, responses, and attitudes about disability, developmental and lifespan issues, and evidence-based practice and interventions in professional rehabilitation counseling practice, policy, and education. Students will engage in advanced analysis and synthesis of relevant theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, policy, and practice.

Prerequisite: Admission to the Ph.D. program in Special Education and Rehabilitation Counseling, or permission of instructor.

Upon completion of this course, students will:

1. be able to articulate and demonstrate an advanced knowledge and understanding of theories of adaptation, adjustment and coping and their application in rehabilitation counseling practice, education, research, and policy.

2. be able to articulate and demonstrate an advanced knowledge and understanding, and skill in applying techniques and strategies associated with self-management, decision making, and promotion of health for persons with CID across diverse populations and settings.
3. be able to demonstrate an advanced level of skill and practice in the educational delivery of the course content in rehabilitation counseling education settings.
4. be able to articulate and demonstrate an advanced knowledge and understanding of historical and sociological perspectives on disability from diverse cultural and global perspectives, of developmental and lifespan psychosocial aspects of CID, and of relevant evidence-based practice and interventions in professional rehabilitation counseling practice, policy, and education.
5. have examined the ethical and professional issues related to the application of the course content in professional rehabilitation counseling practice.

Course Format:

This is a doctoral-level seminar course. Material will be presented in both lecture and discussion formats; Students are expected to come to class prepared and will be required on occasion to lead class discussion.

Course Assignments and Evaluation:

Each student will be responsible for the following:

1. Two classroom presentations on assigned topics. It is anticipated that students will work in teams of two each on the topics assigned. Presentations will include a synopsis of assigned course and additional readings and pertinent information the students are able to identify in the rehabilitation counseling and related literature.
2. Each student will be required to complete a term paper, presenting an advanced study of an element of the course content, selected in consultation with the instructor, including relevant research and describing the application of the content in a specific rehabilitation counseling setting or with a specific population. The term papers must be prepared according to the American Psychological Association style manual (6th edition) format. Electronically submitted papers will be accepted. Late papers will be subject to lowering the overall grade. *Specifically, for each day late the grade on the paper will be reduced by 5 points.* Further information and the evaluation rubric used for grading will be provided in class.
3. Active participation in class discussion of weekly topics
4. Completion of a comprehensive final exam to be administered in class during finals week

Grading Criteria:

Final grades in the course will be computed on the following basis:

- | | |
|----------------------------|-------|
| 1) Classroom presentations | (20%) |
| 2) Classroom participation | (10%) |
| 3) Term Paper | (40%) |
| 4) Final Exam | (30%) |

Total: 100%

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

90-100	= A
80-89	= B
70-79	= C
Below 70	= E (Failure)

COURSE CALENDAR

WEEK 1	Course introduction and overview Readings:
WEEK 2	Historical and sociological perspectives on disability Readings: Marini, I., Glover-Graf, N. M., & Millington, M. J. (2012). <i>Psychosocial aspects of disability: Insider perspectives and counseling strategies</i> . Part 1.
WEEKS 3-4	Attitudes about disability and chronic illness: formation, change, and legislative and policy impacts Readings: Smart text: Part 2 Chan text: Ch. 12 Other as assigned
WEEK 5-8	Theories of adaptation, adjustment and coping and their application in rehabilitation counseling practice Readings: Smart text: Part 3 Chan text: Ch. 1-7 Martz text: Parts 1 & 2
WEEK 9	Quality of life, Positive Psychology, Positive impact Readings: Chan text: Ch. 8-9, 17 Other as assigned
WEEK 10	Research methods and approaches in psychosocial adaptation to CID Readings: Chan text: Ch. 1 Other as assigned
WEEK 11	Self-Management and CID Readings: Chan text: Ch. 10 Other as assigned

WEEK 12 Health literacy, health promotion, and decision making in Rehabilitation Counseling

Readings: As assigned

WEEK 13 Sexuality and CID

Readings: Chan text: Ch. 15
Other as assigned

WEEK 14 Cultural and global perspectives and approaches

Readings: Chan text: Ch. 16
Other as assigned

WEEK 15 Ethical and professional considerations

Readings: As assigned

WEEK 16 COMPREHENSIVE FINAL EXAM

Other Course-Related Information:

1. ATTENDANCE IS MANDATORY.

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. If this is not possible, and the student's absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings: All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Complete all required readings before attending class in order to fully participate and understand the concepts/topics currently under study.

3. All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of

plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

4. No audible pagers or cellular telephones are allowed. Taking telephone calls, texting, and other electronic communication during class time is disruptive and disrespectful and will not be allowed.

5. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Recommended Course-Related Readings

The following textbooks and readings are recommended reading:

- Altman, B. M. (2001). Disability definitions, models, classification schemes and applications (pp. 97-122). In G. L. Albrecht, K.D. Seelman, & M. Bury (Eds.), *Handbook of Disability Studies*. Thousand Oaks, CA.: Sage Publications.
- Amundson, R. (2010). Quality of life, disability, and hedonic psychology. *Journal for the Theory of Social Behaviour* 40(4), 374-392.
- Anderson, K.L., & Burckhardt, C.S. (1999). Conceptualization and measurement of quality of life as an outcome variable for health care intervention and research. *Journal of Advanced Nursing Research*, 29, 298-306.
- Antonak, R.F., & Livneh, H. (1995). Psychosocial adaptation to disability and its investigation among persons with multiple sclerosis. *Social Science and Medicine*, 40(8), 1099-1108.
- Arokiasamy, C. V. (1993). A theory for rehabilitation? *Rehabilitation Education*, 7, 77-98.
- Asch, A. (1998). Distracted by disability. *Cambridge Quarterly of Healthcare Ethics*, 7, 77-87.
- Bishop, M. (2005). Quality of life and psychosocial adaptation to chronic illness and acquired disability: A conceptual and theoretical synthesis. *Journal of Rehabilitation*, 71(2), 5-13.
- Bishop, M. (2008). Counseling persons with disabilities. In D. Capuzzi & D. Gross (Eds.) *Introduction to the counseling profession* (5th edition, pp. 53-558). Boston: Allyn & Bacon.
- Campbell, A., Converse, P.E., & Rogers, W.L. (1976). *The quality of American life: Perceptions, evaluations, and satisfaction*. New York: Russell Sage.
- Carr, H. A. (1925). *Psychology: A study of mental activity*. New York: Longmans, Green.
- Centers for Disease Control and Prevention (2009). *Chronic Diseases: At a glance*. National Center for Chronic Disease Prevention and Health Promotion, Atlanta, GA. Available at: <http://www.cdc.gov/nccdphp>

- Dell Orto, A.E. (1991). Coping with the enormity of illness and disability. In R.P. Marinelli & A.E. Dell Orto (Eds.), *The psychological and social impact of disability* (3rd ed., pp. 333-335). New York: Springer Publishing Co.
- Dell Orto, A.E., & Power, P.W. (Eds.), *The psychological & social impact of illness and disability* (5th edition). New York: Springer Publishing Co.
- Dembo, T., Leviton, G.L., & Wright, B.A. (1956). Adjustment to misfortune: A problem of social-psychological rehabilitation. *Artificial Limbs*, 3(2), 4-62.
- Diener, E., Lucas, R.E., & Oishi, S. (2002). Subjective well-being: The science of happiness and life satisfaction. In C.R. Snyder & S.J. Lopez (Eds.), *The handbook of positive psychology* (pp. 63-73). Oxford: Oxford University Press.
- Dunn, D. S., & Brody, C. (2008). Defining the good life following acquired physical disability. *Rehabilitation Psychology*, 53, 413-425
- Fabian, E.S. (1991). Using quality of life indicators in rehabilitation program evaluation. *Rehabilitation Counseling Bulletin*, 34, 344-356.
- Farquhar, M. (1995). Definitions of quality of life: A taxonomy. *Journal of Advanced Nursing*, 22, 502-508.
- Feinstein, A.R. (1987). Clinimetric perspectives. *Journal of Chronic Diseases*, 40, 635-640.
- Folkman, S. & Moskowitz, J. T. (2000). Positive affect and the other side of coping. *American Psychologist*, 55, 647-654
- Frisch, M.B., Clark, M.P., Rouse, S.V., Rudd, M.D., Paweleck, J.K., Greenstone, A., & Kopplin, D.A. (2005). Predictive and treatment validity of life satisfaction and the Quality of Life Inventory. *Assessment*, 12, 66-78.
- Groomes, D. A. G., & Linkowski, D. C. (2007). Examining the structure of the revised Acceptance Disability Scale. *Journal of Rehabilitation*, 73(3), 3-9.
- Groomes, D.A.G., & Olsheski, J.A. (2002). Continued exploration of the psychosocial adaptation to disability research frontier: Possible new directions. *Rehabilitation Education*, 16(2), 213-226.
- Hoffman, C., Rice, D.P., & Sung, H-Y (1996). Persons with chronic conditions: Their prevalence and costs. *JAMA*, 276(18):1473-9, 1996
- Koch, L.C., Shultz, J.C., Conyers, L. M., & Hennessy, M. (2005). Rehabilitation research in the 21st century: Concerns and recommendations from members of the National Council on Rehabilitation Education. *Rehabilitation Education*, 19(1), 5-14.
- Lazarus, R.S. (1961). *Adjustment and personality*. New York: McGraw-Hill Book Company, Inc.
- Leahy, M., Chan, F., & Saunders, J. (2003). Job functions and knowledge requirements of certified rehabilitation counselors in the 21st century. *Rehabilitation Counseling Bulletin*, 46, 66-81.
- Leahy, M., Chan, F., Shaw, L., & Lui, J. (1997). Preparation of rehabilitation counselors for case management practice in health care settings. *Journal of Rehabilitation*, 63, 53-59.
- Linkowski, D.C. (1971). A scale to measure acceptance to disability. *Rehabilitation Counseling Bulletin*, 14 (4), 236-244.
- Livneh, H. (1980). The process of adjustment to disability: Feelings, behaviors, and counseling strategies. *Psychosocial Rehabilitation Journal*, 4(2), 26-35.
- Livneh, H. (2001). Psychosocial adaptation to chronic illness and disability: A conceptual framework. *Rehabilitation Counseling Bulletin*, 44(3), 151-160.
- Livneh, H. & Antonak, R.F. (1997). *Psychosocial adaptation to chronic illness and disability*. Gaithersburg, MD: Aspen.
- Livneh, H., & Antonak, R. F. (2005). Psychosocial adaptation to chronic illness and disability: A primer for counselors. *Journal of Counseling and Development*, 83, 12-20.

- Livneh, H., & Bishop, M. (2011). Psychosocial impact of chronic illness and disability. In R.M. Parker, E.M. Szymanski, & J.B. Patterson (Eds.) *Rehabilitation Counseling: Basics and Beyond* (5th edition). Austin, TX: Pro-Ed.
- Livneh, H., & Parker, R.M. (2005). Psychological adaptation to disability: Perspectives from chaos and complexity theory. *Rehabilitation Counseling Bulletin*, 49, 17-28.
- Livneh, H., & Thomas, K. R. (1997). Psychosocial aspects of disability. *Rehabilitation Education*, 11, 173-183.
- Livneh, H., & Wilson, L.M. (2003). Coping strategies as predictors and mediators of disability-related variables and psychosocial adaptation: An exploratory investigation. *Rehabilitation Counseling Bulletin*, 46(4), 194-208.
- Livneh, H., Antonak, R.F., & Gerhardt, J. (2000). Multidimensional investigation of the structure of coping among people with amputations. *Psychosomatics*, 41, 235-244.
- Marinelli, R. P. & Dell Orto, A. E. (Ed.). (1991). *The Psychological & Social Impact of Disability* (3rd ed.). New York: Springer.
- Marinelli, R. P. & Dell Orto, A. E. (Ed.). (1999). *The psychological & social impact of disability* (4th ed.). New York: Springer.
- Marinelli, R. P., & Dell Orto, A. E. (1984). *The psychological and social impact of physical disability* (2nd ed.). New York: Springer Publishing Company.
- Marini, I., Glover-Graf, N. M., & Millington, M. J. (2012). *Psychosocial aspects of disability: Insider perspectives and counseling strategies*. New York, NY: Springer.
- Martz, E. (2004a). A philosophical perspective to confront disability stigmatization and promote adaptation to disability. *Journal of Loss and Trauma*, 9, 139-158.
- Martz, E. (2004b). Do reactions of adaptation to disability influence the fluctuation of future time orientation among individuals with spinal cord injuries? *Rehabilitation Counseling Bulletin*, 47, 86-95.
- Matsumoto, D., Hirayama, S., & LeRoux, J. A. (2005). Psychological skills related to intercultural adjustment. In Wong, P. T. P., & Wong, L. C. J. (eds.), *Handbook of multicultural perspectives on stress and coping*. New York: Kluwer Academic/Plenum Publishing.
- Menzel, P., Dolan, P. Richardson, J., & Olsen, J.A. (2002) The role of adaptation to disability and disease in health state valuation: A preliminary normative analysis. *Social Science & Medicine*, 55, 2149-2158
- Mermis, B. (2005). Developing a taxonomy for rehabilitation outcome measurement. *Rehabilitation Psychology*, 50, 15-23.
- Meyerson, L. (1957) Special disabilities. In P. R. Farnsworth (Ed.), *Annual Review of Psychology*, 8, Palo Alto: Annual Reviews, Inc., 437-457.
- Moos, R. H., & Holahan, C. J. (2007). Adaptive tasks and methods of coping with illness and disability. In E. Martz & H. Livneh (Eds.), *Coping with chronic illness and disability: Theoretical, empirical, and clinical aspects* (pp. 107-126). New York: Springer.
- Moos, R. H., & Holahan, C. J. (2003). Dispositional and contextual perspectives on coping: Toward an integrative framework. *Journal of Clinical Psychology*, 59, 1387-1403.
- Pakenham, Kenneth I. (2010). Benefit-finding and sense-making in chronic illness. In Susan Folkman and Peter E. Nathan (Ed.), *Oxford Handbook on Stress, Coping, and Health* (pp. 242-268) New York, NY, U.S.A.: Oxford University Press.
- Parker, R. M., Schaller, J., & Hansmann, S. (2003). Catastrophe, chaos, and complexity models and psychosocial adjustment to disability. *Rehabilitation Counseling Bulletin*, 46, 234-241.

- Roessler, R. T. (2004). The Illness Intrusiveness model: Rehabilitation implications. *Journal of Applied Rehabilitation Counseling*, 35, 22-27.
- Scofield, M., Pape, D., McCracken, N., & Maki, D. (1980). An ecological model for promoting acceptance of disability. *Journal of Applied Rehabilitation Counseling*, 11 (4), 183-187.
- Shontz, F. C. (1975). *The psychological aspects of physical illness and disability*. New York: Macmillan.
- Smart, J. (2009). *Disability, society, and the individual* (2nd ed.). Austin, TX : Pro Ed.
- Smedema, S. M., Bakken-Gillen, S. K., & Dalton, J. (2009). Psychosocial adaptation to chronic illness and disability: Models and measurement. In F. Chan, E. Da Silva Cardoso, & J. A. Chronister (Eds.), *Understanding Psychosocial adjustment to chronic illness and disability: A handbook for evidence-based practitioners in rehabilitation* (pp. 51-73). New York: Springer Publishing Company.
- Stanton, A.L., Collins, C.A., & Sworowski, L.A. (2001). Adjustment to chronic illness: theory and research. In A. Baum, T.A. Revenson, & J.E. Singer (Eds.), *Handbook of health psychology* (pp. 387-403). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tate, D. G., & Pledger, D. C. (2003). An integrative conceptual framework of disability: New directions for research. *American Psychologist*, 58, 289-295.
- Taylor, S. E. (1983). Adjustment to threatening events: A theory of cognitive adaptation. *American Psychologist*, 38, 1161-1173.
- Tedeschi, R. G., & Calhoun, L.G. (1995). *Trauma and Transformation: Growing in the Aftermath of Suffering*. Thousand Oaks, CA: Sage
- Thorne, B.M., & Henley, T.B. (1997). *Connections in the history and systems of psychology*. Boston: Houghton Mifflin Co.
- Trieschmann, R. B. (1988). *Spinal cord injuries: Psychological, social, and vocational rehabilitation* (2nd ed.). New York: Demos.
- Vash, C. L., & Crewe, N. M. (2004). *Psychology of disability* (2nd ed.). New York; Springer.
- Vash, C.L. (1981). *The psychology of disability*, New York: Springer.
- Wright, B. A. (1983). *Physical disability: A psychosocial approach*. New York: Harper & Row.
- Wright, S.J., & Kirby, A. (1999). Deconstructing conceptualizations of "adjustment" to chronic illness: A proposed integrative framework. *Journal of Health Psychology* 4(2), 259-272.

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Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
RC 715	Display Form	Course	New	EDUCATION	7/31/2012

Details of Course/Program ID(RC 715)

WORKITEM ID	Workflow Status	Date	Time
000010565604	Department Received	2012-07-31	18:36 PM
000010565610	Department Approved	2012-07-31	22:49 PM
000010565686	Received by College	2012-07-31	22:49 PM
000010563568	Approved by College	2012-09-19	13:54 PM
000010300013	Received by GC	2012-09-19	13:54 PM
000010566015	Returned for Revision by GC	2012-09-20	14:21 PM
000010576979	Received by College	2012-09-20	14:21 PM
000010576381	Revised and Approved by College	2012-10-13	22:23 PM
000011049972	Received by GC	2012-10-13	22:23 PM
000011262684	Department Received	2012-11-09	12:49 PM
000011262699	Department Approved	2012-11-09	19:27 PM
000011272657	Received by College	2012-11-09	19:27 PM
000011272659	Approved by College	2012-11-15	10:04 AM
000011318662	Received by GC	2012-11-15	10:04 AM
000011049974	Approved by GC	2012-11-15	15:13 PM
000011325171	Received by Senate Council	2012-11-15	15:13 PM
000011318664	Approved by GC	2012-11-15	15:15 PM
000011325193	Received by Senate Council	2012-11-15	15:15 PM

RC 770	Display Form	Course	New	EDUCATION	7/25/2012
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