

University of Florida
College of Public Health and Health Professions Syllabus
HSC 3502—Fall, 2018
Survey of Diseases and Disabilities 1
Delivery Format: Blended
UF eLearning: <http://elearning.ufl.edu>

Instructor: Carolyn Hanson, PhD, OTR
Time: Tuesdays: 11:15-12:35
Classroom Location: CG-11
Office hours: Mondays: 1-3:00; Wednesdays: 8:30-10:30
Office location: HPNP 2163
Contact information: 273-6022
(Preferred course communication: email through Canvas)
Teaching Assistant: Nirali Patel

Course Overview

Overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a series with HSC 4558 to cover a greater breadth of health challenges).

Course Objectives

Upon completion of this course the student will be able to:

1. Describe the epidemiology, etiology, symptoms and treatment of the following diseases and disabilities: traumatic brain injury, spinal cord injury, burns, amputations, vision impairments and blindness, hearing impairments and deafness, developmental disorders: cerebral palsy, intellectual disabilities, autism, spina bifida, muscular dystrophy, sickle cell disease, hemophilia, and cystic fibrosis.
2. Discuss the impact of medical (e.g. body function and structures) and contextual (e.g. social supports, environmental and intrapersonal factors) factors on activities and participation of persons with the above conditions using the model from the World Health Organization on the International Classification of Disability, Function and Health (WHO ICF model).
3. Appreciate the “lived experience” of disease and disability for individuals who have the conditions and their caregivers and family members.
4. Justify the role of post-acute rehabilitation, developmental, educational, and vocational services in minimizing the activity restrictions and participation limitations experienced by persons with disabilities.
5. Identify ways to address activity limitations and participation restrictions through environmental accessibility and modifications, assistive technology, job/task modification and restructuring, personal attendant services, and service animals.

Instructional Methods

1. Reading assignments, online lectures and online quizzes completed *prior* to face-to-face classes.
2. ELearning web links in Canvas Modules to supplement materials and readings.
3. Participation in assignments in face-to-face meetings.
4. Comprehensive final exam

Course Materials and Technology

Required Text: to be delivered as online content in Canvas

This course will be participating in the UF All Access program for fall, 2018. Students will have the option to “opt in” to a discounted digital version of the textbook. Students who opt-in will be able to access the digital textbook directly through the *Bookshelf* app (left-hand navigation of the course menu) within the Canvas course. Charge for the materials will be placed directly on your student account.

Falvo, D. & Holland, B.E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed.). Burlington, MA: Jones and Bartlett.

[*Please note that this text is also required for HSC 4558 Survey of Diseases and Disabilities 2, Spring 2019.]

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/929853>
Note: our Course Join Code is **535089**

Top Hat may require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Electronic videos via UF Library

In order to access streaming video, please use the following link for UF VPN Client: <https://net-services.ufl.edu/provided-services/vpn/clients/> . Also, Canvas has more

specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

Other References and Resources

Web links to important and credible sources for additional information on the weekly topics are available via eLearning Canvas. Students are encouraged to broaden their learning beyond lectures and textbook reading by using credible online sources to gain a deeper understanding of course material.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

DESCRIPTION OF COURSE CONTENT

Topic outline (this is tentative and may be modified as needed during the semester)
Quizzes remain open for one week and are due on Monday evenings at 11:59 pm.

Date	Topic	Outside Assignment	In Class Exercise
Week 1 Aug. 28 & 29	Course introduction; WHO/ICF model; Person first language; Disability in the US Census	Reading Falvo: 1-9. Quiz 1 Due	Ice Breaker Draw ICF Case study
Week 2 Sept. 4 & 5	Historical Views of Disability; U.S. Disability Legislation in the 20 th Century; Disability assessment and intervention	Film: "A Little History Worth Noting" Quiz 2 Due	Reaction to history CRPD summaries
Week 3 Sept. 11 & 12	Spinal Cord Injury	Reading: Falvo: 95- 110 Quiz 3 Due	Case study
Week 4 Sept. 18 & 19	Assistive Technology; Psychosocial Adjustment to SCI	Reading: Falvo: 11- 32; 561-571 Film: "Without Pity" Quiz 4 Due	ICF model application
Week 5 Sept. 25 & 26	Traumatic Brain Injury	Reading: Falvo: 33- 69. Quiz 5 due	Prevention materials for various populations
Week 6 Oct. 2 & 3	Burn Injuries; Skin conditions	Reading: Falvo: 543- 559. Quiz 6 due	Compliance strategies; use of self
Week 7 Oct. 9 & 10	Amputations	Reading: Falvo: 431- 438. Quiz 7 due	Panel discussions: prosthetic type; phantom limb
Week 8 Oct. 16 & 17	Review of Pediatric Human Development; Introduction to Developmental Disabilities; Systems of	Quiz 8 due	Website review: requirements & services; analysis of current system

	Service both Pediatric & Adult		
Week 9 Oct. 23 & 24	Spina Bifida; Cerebral Palsy	Reading: Falvo: 145-162. Quiz 9 due	Case study: King Gimp
Week 10 Oct. 30 & 31	Autism; Intellectual Disabilities; ADHD	Reading: Falvo: 163-191. Quiz 10 due	Debate: sheltered workshops; meds; job accommodations
Week 11 Nov. 6 & 7	Muscular Dystrophy; Cystic Fibrosis	Reading: Falvo: Bottom 130-132, 489-491. Quiz 11 due	Portrayal of people with disabilities in fund raising campaigns
Week 12 Nov. 13 & 14	Sickle Cell Disease; Hemophilia	Readings: Falvo: 309-326] Quiz 12 due	Pros & cons of genetic testing
Week 13 Thanksgiving Week: Nov 20 & 21	Vision Loss and Blindness	Readings: Falvo: 263-279. No Quiz	Online only: specific accommodations for vision loss & blindness
Week 14 Nov. 27 & 28	Hearing Loss and Deafness	Readings: Falvo: 281-307 Quiz 13 due (Deafness & Blindness)	Cochlear implant discussion; Deaf Culture
Week 15 Dec. 4 & 5	Final Exam Review		Assessment of attitude towards disability
Final Exam TBD		HPNP Auditorium	

ACADEMIC REQUIREMENTS AND GRADING

13 Weekly Quizzes @ 3% each (39% of final grade):

Students are expected to read the weekly textbook chapter(s) and complete an online, open book quiz (available in Canvas Assignments) on those chapters. Thirteen (13) quizzes will be 10 multiple choice or short answer questions selected randomly from a pool of questions on that topic (each student will take a unique quiz on each topic).

15 Weekly Assignment @ 3% each (45% of final grade):

Interactive assignments prepared during required face-to-face classes.

Grading:

Graded assignments and percentages:

13 weekly online quizzes—3% each	39%
15 weekly in class assignments—3% each	45%
<u>Comprehensive final exam</u>	<u>16%</u>
Total	100%

Point system used (i.e., how do course points translate into letter grades).

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.00	70-76.99	NA*	67-69.99	63.66.99	60-62.99	<60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

(*The Bachelor of Health Science and Bachelor of Public Health programs do not use C- grades.)

You must include the letter grade to grade point conversion table below. Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Making Up Missed Quizzes, Discussions, or Exams:

Students who participate in University approved activities are expected to complete all online work by established deadlines. Face-to-face assignment conflicts (including final exam conflicts) should be discussed with the instructor as soon as you know about the conflict.

The only excuses acceptable for missing due dates on quizzes, assignments, or exams are for serious personal or family illness. If you are going to miss a graded assignment for one of these reasons you must contact the instructor as soon as feasible to discuss your situation, to provide necessary documentation, and to schedule make up requirements.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations of the Instructor

Class Attendance:

Half of this class can be scheduled at your own convenience. Attendance in the face-to-face portion of this class is required. Points will be missed if you are absent as the class activities require group effort. The in-class portion is designed for small group discussion/assignment to delve deeper into issues. Most assignments can be completed during the in-class session.

Guests attending class: Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm>

Professional Behavior:

One objective of the Bachelor of Health Science/Public Health programs is to facilitate the development of professional behavior of students who will most likely go on to graduate programs and/or who will work in the health care field. Therefore, the following pre-professional behavioral objectives are as important as your mastery of the content of the course. These areas become critical when you request letters of recommendation, as I am often asked by graduate programs to comment specifically on your dependability, maturity and judgment as well as your academic achievements.

These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor or TA of reasons for late/missing class or assignments
3. Communication—appropriate communication with instructors, TAs, support staff, guest speakers and other students, receiving and giving constructive feedback
4. Respect for others— appreciating different points of view, being courteous to instructors, TAs, support staff, guest speakers and other students, avoiding distracting behavior during class (including talking, cell phone usage, web surfing, texting, crossword puzzles, games)
5. Honor and integrity—acting in accordance with the University of Florida policy on academic integrity (see University of Florida Code of Student Conduct and

Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”** You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: **“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Course evaluation

Students will be asked to complete a confidential online evaluation of the course at the end of the semester at <https://evaluations.ufl.edu>. Your feedback is valuable to me to assist with revising future course content and procedures. Evaluations are typically open during the last two or three weeks of the semester, but you will be given specific times when they are open via your ufl.edu email. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

SUPPORT SERVICES

Accommodations for Students with Disabilities

I want every student to have the opportunity for a positive learning experience. This includes my commitment to provide reasonable accommodations to students with disabilities.

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- *The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.*
- *You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.*
- *The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>*
- *Crisis intervention is always available 24/7 from:*
- *Alachua County Crisis Center:
(352) 264-6789*

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.