

HSC 4558 Survey of Diseases and Disabilities 2 (3 credit hours)

Spring: 2020

Delivery Format: Online and On-Campus

eLearning: <http://elearning.ufl.edu>

Instructor Name: Carolyn Hanson

Room Number: HPNP 2163

Phone Number: (352) 273-6022

Email Address: carolynhanson@phhp.ufl.edu

Office Hours: Mondays: 1:30-3:30; Thursdays: 9:00-11:00

Teaching Assistants: Furtuna Tewolde, furtuna.tewolde@phhp.ufl.edu

Preferred Course Communications: Email through Canvas

Prerequisites: Health science, public health, or communication sciences and disorders majors or minors only

Purpose and Outcome

Course Overview

This course provides an overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a required series with HSC 3502 to cover a greater breadth of health challenges).

Course Objectives and/or Goals

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

1. Describe the model from the World Health Organization on the International Classification of Disability, Function and Health (WHO ICF model) and define and apply the concepts of Body Functions and Structures, Activities and Participation, and Contextual Factors to persons with diseases and disabilities.
2. Describe the epidemiology, etiology, symptoms and treatment of the following diseases and disabilities: diabetes mellitus, cardiovascular diseases, stroke, cancer, pulmonary diseases, renal failure and transplant, rheumatic diseases, multiple sclerosis, Parkinson's disease, other adult onset neurological diseases, HIV/AIDS, epilepsy, and Alzheimer's and dementia.
3. Examine the impact of both medical and contextual factors (including social supports, environmental, and intrapersonal factors) on activities and participation of persons with disabilities.
4. Describe the "lived experience" of disease and disability for individuals who have the conditions and their caregivers and family members.

5. Justify the role of post-acute rehabilitation, educational and vocational services in minimizing the activity restrictions and participation limitations experienced by persons with disabilities.
6. 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 classes)
2. E-Learning web links in Canvas Modules (supplement materials and readings)
3. Participation in assignments in face-to-face meetings
4. Two exams (the last exam during finals week)

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Description of Course Content

Topical Outline/Course Schedule

Note: This is tentative and may be modified as needed during the semester. Quizzes remain open for 5 days and are due by the Monday before class at 11:59 pm.

Date	Topic	Assignment	Reading
Week 1 1/7 & 1/8	Course intro; group creation	<ul style="list-style-type: none">• Syllabus/course overview• In-class assignment 1: "Getting to Know You" icebreaker• Prevention assignment• Group work contract assignment	

**University of Florida
College of Public Health & Health Professions Syllabus**

Week 2 1/14 & 1/15	Intro to WHO ICF Model; disability assessment	<ul style="list-style-type: none"> Syllabus quiz due Mon 1/13, 11:59pm (<i>Completion required to unlock course</i>) Quiz 1 due Mon 1/13, 11:59pm In-class assignment 2 	F&H, Ch. 1, p. 1-9 (REVIEW)
Week 3 1/21 & 1/22	Multiple sclerosis; sexuality	<ul style="list-style-type: none"> Quiz 2 due Mon 1/20, 11:59pm In-class assignment 3 	F&H, Ch. 8, p. 111-120
Week 4 1/28 & 1/29	Diabetes	<ul style="list-style-type: none"> Quiz 3 due 1/27, 11:59 pm ONLINE assignment 4 <p>Classes will not meet in person this week; all assignments will be completed online</p>	F&H, Ch. 23, p. 373-388
Week 5 2/4 & 2/5	HIV & AIDS	<ul style="list-style-type: none"> Quiz 4 due Mon 2/3, 11:59pm In-class assignment 5 	F&H, Ch. 20, p. 333-343
Week 6 2/11 & 2/12	Epilepsy & other neurological disorders	<ul style="list-style-type: none"> Quiz 5 due Mon 2/10, 11:59pm In-class assignment 6 Peer evaluation assignment 	F&H, Ch. 6, p. 85-91; Ch. 9, p. 125-127, 129-130
Week 7 2/18 & 2/19	Cancer	<ul style="list-style-type: none"> Quiz 6 due Mon 2/17, 11:59pm In-class assignment 7 	F&H, Ch. 21 & 22, p. 345-371
Week 8 2/25 & 2/26	Exam	<ul style="list-style-type: none"> During class time 	Use study guide, Review
		No Class, Spring Break 3/3 & 3/4	
Week 9 3/10 & 3/11	Stroke	<ul style="list-style-type: none"> Quiz 7 due Mon 3/9, 11:59pm In-class assignment 8 	F&H, Ch. 5, p. 71-84
Week 10 3/17 & 3/18	Cardiovascular disease	<ul style="list-style-type: none"> Quiz 8 due Mon 3/16, 11:59pm In-class assignment 9 	F&H, Ch. 28, p. 447-473
Week 11 3/24 & 3/25	Pulmonary conditions	<ul style="list-style-type: none"> Quiz 9 due Mon 3/23, 11:59pm In-class assignment 10 	F&H, Ch. 29, p. 475-489
Week 12 3/31 & 4/1	Alzheimer's & dementia; caregiving	<ul style="list-style-type: none"> Quiz 10 due Mon 3/30, 11:59pm In-class assignment 11 	F&H, Ch. 9, p. 127-128; New Yorker article (Canvas pages)
Week 13 4/7 & 4/8	Renal disease & kidney transplant	<ul style="list-style-type: none"> Quiz 11 due Mon 4/6, 11:59pm In-class assignment 12 	F&H, Ch. 30, p. 501-520
Week 14 4/14 & 4/15	Rheumatoid arthritis & osteoarthritis; chronic pain	<ul style="list-style-type: none"> Quiz 12 due Mon 4/13, 11:59pm In-class assignment 13 	F&H, Ch. 24, p. 397-405; Ch. 25, p. 419-424
Week 15 4/21 & 4/22	Parkinson's disease	<ul style="list-style-type: none"> Quiz 13 due Mon 4/20, 11:59pm In-class assignment 14 Peer evaluation form Course evaluation 	F&H, Ch. 9, p.121-125
Week 16 TBA		<ul style="list-style-type: none"> Final exam 	

Course Materials and Technology

Required Text: (This text was also required for HSC 3502 Survey of Diseases and Disabilities 1, Fall 2019.)

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

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/>. Canvas has more specifics on PAGES (Technical Help tab) and then search for UF Other Resources (UF Gatorlink VPN instructions).

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>

Other 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 sources to gain a deeper understanding of course material.

Academic Requirements and Grading

Attendance, Participation, and Professional Behavior

As a hybrid course, half of the course is online and half is once a week in-class sessions which are **mandatory**. To inculcate professional behaviors, students are expected to attend class on time, take care of personal needs prior to entering classroom, and engage in on-task behaviors during the entire 75-minute period. If you have extenuating medical or other serious circumstances, please contact your instructor. Attendance will be graded according to: 1) Submission of class group assignments (generally due the day after each class session by 11:59pm); 2) Active engagement in small group activities and discussions, and 3) Participation in overall class discussions.

Your participation is critical for your learning, furthers the learning of your peers, and supports the development of professional behaviors. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider. Your professional behavior and participation will be graded in two ways: 1) Instructor evaluation and 2) peer evaluation. For both grades, the instructor will consider your ability to *consistently demonstrate* professional behaviors, as well as your ability to *improve them throughout the semester*.

1) Instructor evaluation of participation and professional behavior

For each weekly assignment, in addition to earning up to 5 points for the content, you can also earn up to 5 points for participation and professional behavior as scored by the instructor using the rubric below. Any deduction of professional behavior and participation points on a given assignment will be reflected in your weekly assignment grade on Canvas. It is your responsibility to monitor your assignment grades and contact the

instructor if you want specific feedback about how to improve your professional behavior and participation. Because the instructor will rate your participation and professional behavior weekly, this will be incorporated into your total assignments score (35% of your final grade).

Instructor evaluation of participation and professional behavior rubric

5 points	4 points	3 points	2 points	1 point	0 points
Student contributes thoughtful ideas to the group and/or full class discussion.	Student makes occasional contributions to the group and/or full class discussion.	Student makes minimal contributions to the group and/or full class discussion.	Student does not contribute in the group or full class discussion, or is engaged in non-class related activities.	Student does not contribute in the group or full class discussion, or is engaged in non-class related activities.	Student is absent from the group/class.
Student is focused on class related activities and content at least 90% of the time.	Student is focused on class related activities and content at least 75% of the time.	Student is focused on class related activities and content at least 50% of the time.	Student is focused on class related activities and content less than 50% of the time.	Student is focused on class related activities and content 25% of the time or less.	
Student demonstrates respect for others' ideas and differences.	Student demonstrates respect for others' ideas and differences.	Student uses words, images, or non-verbal body language that is disrespectful to others.	Student uses words, images, or non-verbal body language that is disrespectful to others.	Student uses words, images, or non-verbal body language that is disrespectful to others.	
Student uses verbal and non-verbal communication skills effectively to convey ideas and promote a positive learning environment.	Student uses verbal and non-verbal communication skills effectively to convey ideas and promote a positive learning environment.	Student contributes ideas that are off topic, or is not prepared to contribute.	Student contributes ideas that are off topic, or is not prepared to contribute.	Student contributes ideas that are off topic, or is not prepared to contribute.	
Student arrives punctually and is prepared for class.	Student arrives punctually and is prepared for class.	Student arrives after attendance is taken.	Student arrives after attendance is taken and is not prepared for class.	Student arrives after attendance is taken and is not prepared for class.	

2) Peer evaluation of participation and professional behavior

Providing constructive evaluation of others' professional behavior is an important workplace skill, but most of us do not intuitively know how to do it well – we need guidance and practice!

In Week 6, you will complete a peer evaluation assignment to indicate whether and how your group members have been contributing to group work as agreed upon in your group work contract (completed Week 1). You will be graded on completing the peer evaluation assignment, but if your peers indicate that you are not fully participating, it will not (at this point) impact your grade. Rather, the purpose of the peer evaluation assignment is to 1) give everyone the opportunity to practice giving constructive and honest evaluations of all group members' contributions, and 2) to provide feedback for students who need improvement in professional

behavior and an opportunity to improve before the end of the semester. If your group members identify problems with your professional behavior and participation during the Week 6 peer evaluation assignment, the instructor will provide you with feedback (without giving specific names) and help you to come up with a plan for improvement.

In Week 15, you will complete a final peer evaluation form to rate each group member (including yourself) on the participation criteria listed below. Your peer evaluation grade (5% of your final grade) will be guided by your group member ratings (12 points total); however, the instructor maintains the ability to adjust the final assignment grade up or down by 1 point based on other information, including your ability to improve your professional behavior between Weeks 6 and 15.

Peer evaluation of participation and professional behavior criteria

Professional Behaviors: Evaluation Criteria	Rating Scale
Attends class regularly and communicates absences with the group. Arrives on time.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Contributes meaningfully to group discussions.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Stays on task to complete group assignments on time.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Prepares work in a quality manner.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Demonstrates a cooperative and supportive attitude.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree
Contributes significantly to the success of the assignments.	1=Strongly Disagree; 2=Disagree; 3=Agree; 4=Strongly Agree

13 Weekly Quizzes (one dropped, 12 contribute to grade @ 20% of final grade)

Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos on Canvas, and complete any additional videos or reading assignments posted on each week’s Canvas page. Students are expected to then complete an online quiz (available in Canvas Assignments/Quizzes). Quiz material may be taken from the readings, videos, material posted on Canvas weekly pages, or material covered in class. There will be thirteen (13) quizzes. Each will have 5 questions (multiple choice primarily but also some short answer and True/False) selected randomly from a pool of questions on that topic. Each student will take a unique quiz on each topic. Students will have 5 minutes to take the quiz. The lowest score will be dropped and 12 quizzes will be used for the quiz grade. Canvas automatically drops your lowest quiz score; this updates every time you take a quiz, so it will change throughout the semester. Your lowest quiz score *at the end of the semester* is the one that will be dropped for the final grade.

Quiz will be taken independently (no use of notes, book, slides, other students) on LockDown browser. We expect you to adhere to the Honor Code of receiving **NO ASSISTANCE** when taking all quizzes and exams and will treat any violation of this as an academic integrity violation.

Please note: Any requests for quiz 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.

16 Assignments (one dropped, 15 contribute to grade @ 35% of final grade)

Students are expected to attend class and participate actively in interactive group assignments. These assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections and Thursday at 11:59 pm for Wednesday sections). There will be no make-up assignments. However, the lowest assignment score will be dropped and 15 assignments will be used for the final assignment grade. Students who attend class but do not actively engage in group assignments (e.g., do not participate in discussion, spend the group assignment checking email or on social media) may have points deducted from assignment score (see Attendance, Participation, and Professional Behavior section above).

Grading

Requirement	Due date	% of final grade
12 Weekly online quizzes (one dropped)	Quizzes remain open for 5 days and are due by the Monday before class at 11:59 pm	20%
15 Assignments (one dropped)	Assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections, Thursday at 11:59 pm for Wednesday sections)	35%
2 Exams (20% each)	One exam will take place during class Week 8; the other will take place during Week 16 (location and date TBA)	40%
Peer evaluation	Week 15 during class	5%

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>

Exam Policy

Quizzes will be taken outside of class in Canvas with a LockDown browser. Exams will be administered in class in Canvas with a LockDown browser. They will consist of multiple choice and true/false questions. The first exam will take place during class Week 8. The second exam date, time, and location are TBA. Exams may cover any material previously covered during class or in assigned course materials.

Policy Related to Make-Ups and Exams

Students who participate in University approved activities are expected to complete all online work (assignments and quizzes) by established deadlines. Quizzes are open for 5 days and then locked before in-class sessions (the Monday prior to class at 11:59pm) and will not be re-opened. Make-ups for quizzes and in-class assignments will not be typically offered, except in line with university policy for extenuating medical or other circumstances (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>). One quiz grade and one assignment grade will be dropped. Final exam conflicts should be discussed with the instructor as soon as you know about the conflict.

Policy Related to Required 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.** Activities require group effort as the in-class portion is designed for small group discussion/assignment to delve deeper into issues. Many assignments can be completed during the in-class session but sometimes you will need to finish your group work outside of class.

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course 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 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:** As future health professionals, we expect you to act honorably by citing other people's work when not your own and not using technology or other sources when taking quizzes or exams. Quizzes and exams are NOT open book and are NOT to be taken with other students.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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, and 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: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to 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.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access

needs, 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>. On line 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>

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.

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
