Instructor Information
Instructor: Mary Ellen Young, PhD
Office location: HPNP 4178
Phone Number: 352-273-6496
Email Address: meyoung@phhp.ufl.edu
Office Hours: Wednesdays, 3:00-4:00 or by appointment
Teaching Assistants:
Evelyn King-Marshall (champane@phhp.ufl.edu)
Josh Gilbert (Joshuaagilbert@ufl.edu)

Course Overview
Overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a required series with HCS 3502 to cover all of the major disabling conditions.)

Course Objectives
Upon completion of this course the student will be able to:
1. Understand 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, mental retardation, autism, muscular dystrophy, schizophrenia and other psychotic disorders, mood disorders, substance abuse disorders, and dementia.
2. Describe the impact of medical (e.g. body function and structures) and contextual (e.g. social supports, environmental factors 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.
4. Understand the role of post-acute, rehabilitation, 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 devices, other assistive technology, job and task modification and restructuring, personal attendant services, and service animals.
Course Materials
Required Text:

Other References and Resources:
Web links to important and credible sources for additional information on the weekly topics are available via eLearning. 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.

Course Requirements/Evaluation/Grading

Instructional methods:
1. Lecture using Powerpoint presentations. PowerPoint lecture notes will be posted on eLearning in Sakai (www.lss.at.ufl.edu) just prior to class meetings.
2. Required participation in online discussion groups using eLearning.

Student evaluation:
1. Three exams, each consisting of multiple choice and essay questions (20% each).
2. Cumulative final exam, consisting of 50 multiple choice questions (25%).
3. Required 5 online discussion postings, maximum 3 points each (15%).
4. Random quizzes and/or in-class assignments for extra credit points will be included in lectures at the discretion of the instructor.

Online discussion:
On five (5) designated weeks, the instructor will post discussion questions on eLearning on Thursdays at noon. Students will have until the following Thursday at noon to complete three substantive postings in answer to the questions or in response to postings by other students.
Discussions will be graded as follows:
- 3 substantive postings=3 points
- 2 substantive postings=2 point
- 1 substantive postings=1 point

Graded assignments and percentages:
- Three exams (20% each) 60%
- Five online discussions 15%
- Final exam 25%
- Total 100%
Grading Scale:

<table>
<thead>
<tr>
<th>Point Percentage</th>
<th>93%-100%</th>
<th>90%-92%</th>
<th>87%-89%</th>
<th>83%-86%</th>
<th>80%-82%</th>
<th>77%-79%</th>
<th>70%-76%</th>
<th>67%-69%</th>
<th>63%-66%</th>
<th>60%-62%</th>
<th>Below 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grade Equivalent</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
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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

**Topical Outline**

(This is tentative and may be modified as needed during the semester):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Jan. 9</td>
<td>Course introduction WHO/ICF Model Review</td>
<td>Syllabus review</td>
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<tr>
<td>Jan. 10</td>
<td>Discussion group assignments</td>
<td>Meet with your group and decide on group name</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Spinal Cord Injury</td>
<td>Reading: Falvo, pp. 91-106</td>
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<tr>
<td>Jan. 17</td>
<td>Assistive Technology &amp; Disability Management of SCI</td>
<td>Reading: Falvo, pp. 575-588. First online discussion questions posted at noon Jan. 17</td>
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<tr>
<td>Jan. 24</td>
<td>Traumatic Brain Injury</td>
<td>First online discussion questions due noon Jan. 24</td>
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<tr>
<td>Jan. 30</td>
<td>Burn Injuries</td>
<td>Reading: Falvo, pp. 532-543.</td>
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<tr>
<td>Jan. 31</td>
<td>Disability Management of Burn Injuries</td>
<td>Second online discussion questions posted at noon Jan. 31.</td>
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<tr>
<td>Feb. 6</td>
<td>Amputations</td>
<td>Reading: Falvo, pp. 493-</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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<tr>
<td>Feb. 7</td>
<td>Disability Management of Amputations Exam 1 Review</td>
<td>Second online discussion questions due noon Feb. 7.</td>
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<tr>
<td>Feb. 13</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>Feb. 14</td>
<td>Introduction to Pediatric Disabilities</td>
<td>HAPPY VALENTINE’S DAY</td>
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<tr>
<td>Feb. 20</td>
<td>Disability Management of Pediatric Disabilities</td>
<td>Guest speaker</td>
</tr>
<tr>
<td>Feb. 21</td>
<td>Cerebral Palsy &amp; Muscular Dystrophy Exam 2 Review</td>
<td>Readings: Falvo, pp. 46-51 and 122. Third online discussion questions posted at noon Feb. 21</td>
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<tr>
<td>Feb. 27</td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>Feb. 28</td>
<td>Spinal Muscular Atrophy</td>
<td>Third online discussion questions due by noon Feb. 28.</td>
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<tr>
<td>March 6 &amp; 7</td>
<td>NO CLASS</td>
<td>Spring break! Be safe!</td>
</tr>
<tr>
<td>March 21</td>
<td>Disability Management of Hearing Loss and Deafness</td>
<td>Fourth online discussion questions posted at noon Mar. 21.</td>
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<tr>
<td>March 27</td>
<td>Vision Loss and Blindness</td>
<td>Readings: Falvo, pp. 141-161.</td>
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<tr>
<td>March 28</td>
<td>Disability Management of Vision Loss and Blindness</td>
<td>Fourth online discussion questions due noon Mar. 29.</td>
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<tr>
<td>April 3</td>
<td>Introduction to Psychiatric Disorders: Mood Disorders, Schizophrenia and Other Psychotic Disorders</td>
<td>Readings: Falvo, pp. 221-224, 227-260.</td>
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<tr>
<td>April 4</td>
<td>Substance Abuse Disorders</td>
<td>Readings: Falvo, pp. 261-292.</td>
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<tr>
<td>April 10</td>
<td>Dementia</td>
<td>Readings: Falvo, pp. 224-227.</td>
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<tr>
<td>April 11</td>
<td>Disability Management of</td>
<td>Fifth online discussion</td>
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</table>
Dementia and End-of-Life Issues | questions posted at noon April 11.
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April 17 | Sexuality and Disability

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April 18 | Exam 3 and Final Exam Review | Fifth online discussion questions due noon April 18.

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April 24 | Exam 3

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May 1 | Final Exam | 1:00-3:00 pm HPNP Auditorium

### Statement of University’s Honesty Policy (cheating and use of copyrighted materials)

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or these web sites for more details:

- [http://gradschool.ufl.edu/students/introduction.html](http://gradschool.ufl.edu/students/introduction.html)

Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

### Attendance and Make-up Work

I expect you to attend and be prepared to participate in all class sessions. Extra credit opportunities are considered to be attendance incentives. No opportunities for make-up of extra credit will be given. Personal issues (personal or family illness, death in the family, etc.) with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

### Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://www.dso.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

**Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: http://www.counseling.ufl.edu/.

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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc

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.

**Class Demeanor Expected by the Professor**

One objective of the Bachelor of Health Science program is to facilitate the development of professional behavior of students who will most likely go on to graduate programs or who will work in the health care field. Therefore, the following pre-professional behavioral objectives are as important to me 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 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 of reason for missing class or assignments
3. Communication—appropriate communication with instructors, teaching assistants, staff, guest speakers and other students, receiving and giving constructive feedback
4. Respect for others—appreciating different points of view, being courteous to instructors, teaching assistants, 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 at http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php.)