

**Public Health and Health Professions
Course Syllabus
HSC 4558—Spring 2012
Survey of Disease and Disability II**

Instructor: Mary Ellen Young, PhD

Time: Wednesdays, Periods 6 & 7 (12:50-2:45), Thursdays Period 7 (1:55-2:45)

Classroom Location: HPNP Auditorium

Office hours: Wednesdays, 3:00-4:30 or by appointment

(Students are encouraged to make appointments for office hours as those with appointments will be given priority.)

Office location: HPNP 4178

Contact information: meyoung@php.ufl.edu or 352-273-6745

Teaching Assistants: Chandylen Nightingale (chandy83@php.ufl.edu)

and Jessica Rowland (jessrowland@ufl.edu)

Course Web Site: eLearning in Sakai: <http://lss.at.ufl.edu/>

Course Description: 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 and contextual factors (including social supports, environmental factors and intrapersonal factors) on activities and participation of persons with disabilities.
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.

Recommended References and Resources

There is no required text for this class. The following list contains important reference material for understanding disease and disability as well as source materials for the

lectures. Each lecture will contain web links to important and credible sources for additional information. Students are encouraged to broaden their learning beyond lectures and exams by using both print and online sources to gain a deeper understanding of course material.

Christiansen, C. H. & Matuska, K. M. (2004). *Ways of living: Adaptive strategies for special needs* (3rd ed.). Bethesda, MD: AOTA Press.

Falvo, D. (2009). *Medical and psychosocial aspects of chronic illness and disability* (4th ed.). Sudbury, MA: Jones and Bartlett.

Grabois, M., Garrison, S.J., Hart, K.A., & Lehmkuhl, L. D. (Eds.) (2000). *Physical medicine and rehabilitation: The complete approach*. Malden, MA: Blackwell Science.

Merck Manual of Medical Information: available on-line at
<http://www.merck.com/pubs/mmanual/>

On-line Medical Dictionary: www.nlm.nih.gov/medlineplus/mplusdictionary.html

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR): available for purchase from <http://www.appi.org/>

International Classification of Functioning (ICF). Available online at
<http://www.who.int/classifications/icf/en/index.html>

Instructional methods:

1. Lecture using Powerpoint presentations. PP 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.

Topic outline (this is tentative and may be modified as needed during the semester):

| Date | Topic | Assignment |
|------------------------|---|---|
| Jan. 11 | Course introduction | Syllabus review |
| Jan. 12 | Discussion group assignments | Meet with your group and decide on group name |
| Jan. 18 | Spinal Cord Injury | |
| Jan. 19 | Assistive Technology & Disability Management of SCI | First online discussion questions posted at noon Jan. 19 |
| Jan. 25 | Traumatic Brain Injury | |
| Jan. 26 | Living with TBI | First online discussion questions due noon Jan. 26 |
| Feb. 1 | Burn Injuries | |
| Feb. 2 | Disability Management of Burn Injuries | Second online discussion questions posted at noon Feb. 2. |
| Feb. 8 | Amputations | |
| Feb. 9 | Disability Management of Amputations Exam 1 Review | Second online discussion questions due noon Feb. 9. |
| Feb. 15 | Introduction to Pediatric Disabilities | |
| Feb. 16 | Exam 1 | |
| Feb. 22 | Guest Speaker: Disability Management of Pediatric Disabilities | |
| Feb. 23 | Mental Retardation | Third online discussion questions posted at noon Feb. 23 |
| Feb. 29 | Cerebral Palsy & Muscular Dystrophy | |
| March 1 | Autism Exam 2 Review | Third online discussion questions due by noon March 1. |
| March 7 & 8 | <u>NO CLASS</u> | <u>Spring break! Be safe!</u> |
| March 14 | Guest speaker: Spinal Muscular Atrophy | |
| March 15 | Exam 2 | |
| March 21 | Hearing Loss and Deafness | |
| March 22 | Disability Management of Hearing Loss and Deafness | Fourth online discussion questions posted at noon Mar. 22. |
| March 28 | Vision Loss and Blindness | |

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|-----------------|--|---|
| March 29 | Disability Management of Vision Loss and Blindness | Fourth online discussion questions due noon Mar. 29. |
| April 4 | Introduction to Psychiatric Disorders: Mood Disorders, Schizophrenia and Other Psychotic Disorders | |
| April 5 | Substance Abuse Disorders | Fifth online discussion questions posted at noon April 5. |
| April 11 | Dementia | |
| April 12 | Sexuality and Disability | Fifth online discussion questions due noon April 12. |
| April 18 | PHHP Research Day: Poster Presentations 12:00-1:45 Keynote Speaker:1:55-2:45 in HPNP Auditorium | Extra credit for attendance at both poster sessions and keynote speaker. |
| April 19 | Exam 3 Review | |
| April 25 | Exam 3 | |
| April 26 | Review for Final Exam | |
| May 2 | Final Exam | 1:00-3:00 pm HPNP Auditorium |

Student evaluation:

1. Three exams, each consisting of 25 multiple choice, **short answer or essay** questions (20% each).
2. Cumulative 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 Tuesday at noon. Students will have until the following Tuesday 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

Grading

Graded assignments and percentages:

| | |
|-------------------------|------------|
| Three exams (20% each) | 60% |
| Five online discussions | 15% |
| <u>Final exam</u> | <u>25%</u> |
| Total | 100% |

Grading scale:

| | |
|----|----------------|
| A | 93-100=4.0 |
| A- | 90-92=3.67 |
| B+ | 87-89=3.33 |
| B | 83-86=3.00 |
| B- | 80-82=2.67 |
| C+ | 77-79=2.33 |
| C | 70-76=2.00 |
| D+ | 67-69=1.33 |
| D | 63-66=1.00 |
| D- | 60-62=0.67 |
| E | less than 60=0 |

Course evaluation

Students will complete a confidential, written evaluation of the course at the end of the semester.

Professional Behavior: Expectations of the Instructor

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, staff, guest speakers and other students, receiving and giving constructive feedback
4. Respect for others— appreciating different points of view, being courteous to instructors, 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>.)

ACCOMMODATIONS: I want every student to have the opportunity for a positive learning experience. This includes my willingness to provide accommodations to students with disabilities. Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to me when requesting accommodations.

COUNSELING: Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. Students facing problems are encouraged to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>. Crisis intervention is always available 24/7 from the Alachua County Crisis Center: 352-264-6789.

STUDENT HEALTH: 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