

**Public Health and Health Professions**  
**Course Syllabus**  
**HSC 3502—Fall 2015**  
**Survey of Diseases and Disabilities 1**

**Instructor: Mary Ellen Young, PhD**

Time: Mondays, Periods 7-8 (1:55 pm-3:50 pm)

Tuesdays, Period 7 (1:55-2:45 pm)

Classroom Location: HPNP Auditorium

Office hours: after class Mondays (4:00-4:30) and Tuesdays (3:00-4:30)

Office location: HPNP 2120

Contact information: [meyoung@phhp.ufl.edu](mailto:meyoung@phhp.ufl.edu) or 352-273-6745

Teaching Assistants: Jarrett Brunny ([jnbrunny@phhp.ufl.edu](mailto:jnbrunny@phhp.ufl.edu) )

Christine Ikponmwonba ([cdi2@ufl.edu](mailto:cdi2@ufl.edu) )

Jennifer Wong ([tzujungwong@phhp.ufl.edu](mailto:tzujungwong@phhp.ufl.edu))

eLearning: <http://lss.at.ufl.edu/> (Sakai)

**Course Description:** Overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a required series with HCS 4558 to cover all of the major disabling conditions.)

**Course Objectives:**

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, Parkinson's disease, multiple sclerosis, other adult onset neurological diseases, HIV/AIDS, 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. Describe 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 devices, other assistive technology, job/task modification and restructuring, personal attendant services, and service animals.

**Required Text**

Falvo, D. (2014). *Medical and psychosocial aspects of chronic illness and disability* (5th ed.). Sudbury, MA: Jones and Bartlett.

*[Please note that this text is also required for HSC 4558 Survey of Diseases and Disabilities 2, Spring 2016. An electronic version of the text is also available, but the purchase period is 6 months.]*

**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.

**Blended Learning Instructional Methods:**

1. Reading assignments completed and online quiz completed prior to classes.
2. Lecture using Powerpoint presentations. (PPTX lecture notes will be posted on eLearning Canvas Modules ([lss.at.ufl.edu](http://lss.at.ufl.edu)) prior to class meetings).
3. ELearning web links in Canvas Modules to supplement materials and readings.
4. Participation in online discussion groups using Canvas.

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

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>Reading</b>
<b>Week 1 August 24</b>	<b>Course introduction. Discussion group assignments.</b>	<b>Syllabus review. Meet your discussion group members during class. Online “Getting to know you” discussion opens.</b>	
<b>August 25</b>	<b>Introduction to the WHO ICF Model.</b>		
<b>Week 2 August 31</b>	<b>Film “Without Pity” Introduction to the WHO ICF Model (continued).</b>	<b>Quiz 1 due. First online discussion question posted at noon today.</b>	<b>Falvo, Ch. 1, pp. 1-7</b>
<b>September 1</b>	<b>Disability Assessment and Intervention</b>		

<b>Week 3 September 7</b>	<b>NO CLASS! LABOR DAY</b>		
<b>September 8</b>	<b>Disability Assessment and Intervention (continued).</b>	<b>Quiz 2 due. First online discussion due by noon today!</b>	<b>Falvo, Ch. 2, pp. 9-30</b>
<b>Week 4 September 14</b>	<b>Medical Aspects of Diabetes</b>	<b>Quiz 3 due.</b>	<b>Falvo, Ch. 23, pp. 373-392.</b>
<b>September 15</b>	<b>Disability Management of Diabetes</b>	<b>Second online discussion question posted at noon today!</b>	
<b>Week 5 September 21</b>	<b>Medical Aspects of Cardiovascular Diseases</b>	<b>Quiz 4 due.</b>	<b>Falvo, Ch. 28, pp. 443-469.</b>
<b>September 22</b>	<b>Disability Management of Cardiovascular diseases</b>	<b>Second online discussion due by noon today!</b>	
<b>Week 6 September 28</b>	<b>Medical Aspects of Stroke</b>	<b>Quiz 5 due.</b>	<b>Falvo, Ch. 3, pp. 31-39; Ch. 5, pp. 69-81.</b>
<b>September 29</b>	<b>Disability Management of Stroke</b>	<b>Third online discussion question posted at noon today!</b>	
<b>Week 7 October 5</b>	<b>Medical Aspects of Cancer</b>	<b>Quiz 6 due.</b>	<b>Falvo, Chs. 21 &amp; 22, pp. 343-371.</b>
<b>October 6</b>	<b>Disability Management of Cancer Midterm Exam Review</b>	<b>Third online discussion due by noon today!</b>	
<b>Week 8 October 12</b>	<b>Midterm Exam</b>	<b>In class</b>	
<b>October 13</b>	<b>Midterm Results</b>	<i>I will go over the exam in class and will be available to answer questions about the exam. No other exam review will be offered.</i>	

<b>Week 9 October 19</b>	<b>Medical Aspects of Pulmonary Diseases &amp; Polio</b>	<b>Quiz 7 due.</b>	<b>Falvo, Chs. 10, pp. 135-139, &amp; 29, pp.471-495.</b>
<b>October 20</b>	<b>Disability Management of Pulmonary Diseases &amp; Polio</b>		
<b>Week 10 October 26</b>	<b>Medical Aspects of Renal Failure and Kidney Transplant</b>	<b>Quiz 8 due.</b>	<b>Falvo, Ch. 30, pp. 497-516.</b>
<b>October 27</b>	<b>Disability Management of Renal Failure and Kidney Transplant</b>		
<b>Week 11 November 2</b>	<b>Medical Aspects of Musculoskeletal, Rheumatic Diseases and Chronic Pain Falvo, Chs. 24, 25 &amp; 27, pp. 393-426, 435- 441. Quiz 9 due.</b>		
<b>November 3</b>	<b>Disability Management of Musculoskeletal, Rheumatic Diseases and Chronic Pain</b>	<b>Fourth online discussion question posted at noon today!</b>	
<b>Week 12 November 9</b>	<b>Medical Aspects of Multiple Sclerosis, Parkinson's Disease and Other Neurological Disorders</b>	<b>Quiz 10 due.</b>	<b>Falvo, Ch. 8, pp. 109-120 &amp; Ch. 9, pp. 121- 134.</b>
<b>November 10</b>	<b>Disability Management of Parkinson's Disease and Other Neurological Disorders</b>	<b>Fourth online discussion due by noon today!</b>	
<b>Week 13 November 16</b>	<b>Medical Aspects of Dementia</b>	<b>Quiz 11 due.</b>	<b>Ch. 14, pp. 215-222.</b>
<b>November 17</b>	<b>Disability Management of Dementia</b>	<b>Integrative Writing Assignment Due! Fifth online discussion question posted at noon</b>	

		<b>today!</b>	
<b>Week 14 November 23</b>	<b>Caregiving— No face-to-face class—online assignment only</b>		
<b>November 24</b>	<b>Caregiving— No face-to-face class—online assignment only</b>		
<b>Week 15 November 30</b>	<b>Medical Aspects and Disability Management of Epilepsy</b>	<b>Quiz 12 due.</b>	<b>Falvo, Ch. 6, pp. 83-92.</b>
<b>December 1</b>	<b>Medical Aspects and Disability Management of HIV/AIDS Exam 2 Review</b>	<b>Fifth online discussion due by noon today!</b>	<b>Falvo, Ch. 20, pp. 329-341</b>
<b>Week 16 December 7</b>	<b>Exam 2</b>		
<b>December 8</b>	<b>Final Exam Review</b>	<i>I will go over Exam 2 in class and TAs will be available to answer questions about the exam. No other exam review will be offered.</i>	
<b>Tuesday, December 15, 10 am-12 noon</b>	<b>Optional Final Exam</b>	<b>HPNP Auditorium</b>	

### **Student evaluation:**

1. Two in class exams, each consisting of 25 multiple choice questions. Five “cases” will be presented and each case will have 5 questions
2. Optional cumulative final exam, consisting of 50 multiple choice questions.
3. Required 5 online discussion postings, maximum 3 points each.
4. Required 12 online weekly quizzes covering textbook reading for that week.
5. Integrative writing assignment.
6. Random activities for extra credit points will be included in lectures at the discretion of the instructor.

### **Weekly Quizzes:**

Students are expected to read the weekly textbook chapter(s) and complete an online, openbook quiz (available in Canvas Assignments) on those chapters prior to attending Monday’s class lecture on the topic. Each quiz will be 5 multiple choice or short answer

questions randomized from a pool of questions on that topic (so each student will take a different exam).

### **Online discussion:**

On five (5) designated weeks, the instructor will post discussion questions on eLearning Canvas on Tuesday at noon. Students will have until the following Tuesday at noon to complete **three (3) 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 points
- 1 substantive posting=1 point
- No substantive posting=0 points

### **Integrative Writing Assignment: Understanding Adult Onset Disability**

You will complete an integrative written assignment reflecting understanding of adult onset disability (13% of final grade). In order to complete this assignment, you should read one book (fiction or nonfiction) or watch one film (fiction or documentary) about an individual who has adult onset disability (after age 18) and one of the following conditions—**diabetes mellitus, cardiovascular diseases, stroke, cancer, pulmonary diseases, renal failure and transplant, rheumatic diseases, Parkinson’s disease, multiple sclerosis (or other adult onset neurological diseases), HIV/AIDS, epilepsy or Alzheimer’s/dementia**. [Trauma (spinal cord injury, traumatic brain injury, burns or amputations), blindness (visual impairments), deafness (hearing impairments), or developmental disabilities (acquired before the age of 18) are **not** included in the approved list because they will be covered next semester.]

Please organize your paper around the following topics:

1. Summarize the story of the individual’s experience of illness, including critical incidents in acute care, rehabilitation and community integration.
2. Analyze the person’s story according to the components of the WHO/ICF model, including body function and structures, activities, participation, environmental factors and personal factors.
3. Describe environmental factors and personal factors that contribute to the individual’s quality of life.

Grading rubric: For each of the three topics above, you will be given 30 points for exemplary completion, 20 points for satisfactory completion, 10 points for partial completion and 0 points for unsatisfactory completion. (TA’s will have the leeway to grade anywhere on the 30 point scale for each question as they deem appropriate.)

Papers should be APA style, 3-5 pages, typed double-spaced with one inch margins and 12-point type, using headings based on the three topics above (for ease of grading). In addition to the 3-5 pages, students should have an APA style title page (5 points) and references (5 points). **[Jarrett, please add link to APA style here]**. Papers will be

submitted through Turnitin in Canvas and must represent your original work. Late papers will receive a 10% grade penalty.

### **Grading:**

Graded assignments and percentages:

Two exams—20% each	40%
12 quizzes—1% each	12%
Online discussions—3% each	15%
Integrative writing assignment	13%
<u>Optional final exam*</u>	<u>20%</u>
Total	100%

[\*If students opt out of the final exam, the two exams will be weighted more heavily in the final grade calculations (30% each, instead of 20% each). A preliminary grade without the final will be calculated after Exam 2, so that you may make an informed decision about taking the Final Exam.]

Grading scale and grade point values (there will be **no** rounding up):

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

### **Bachelor of Health Science Students Only**

In order to demonstrate Student Learning Objectives for the BHS program, you will be asked to upload an assignment from this class to your Professionalism class. At the end of the semester, you will upload your integrative writing assignment to complete your Professionalism course requirement for HSC 3502. Further instructions will be provided as the time to submit approaches.

### **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/> .

### **Expectations of the Instructor:**

#### **Class Attendance:**

It is my strong belief that you will not reap the full benefit of this class unless you make class attendance a priority. The textbook and Powerpoints represent only a fraction of the in-class experience, especially the lived experience of disability as shown in films and video clips, presented by guest speakers or described by the instructor. There will be information presented in lecture that is not on the PPTX nor in the book, including breaking medical news or controversial topics. You are responsible for this material as it will form the basis of application of knowledge for the case-based questions on the exams. If you must miss a class, be sure to get good notes from another student and discuss what went on in class. If there is an extra credit opportunity, you will not be given the opportunity to make that up if you are not in class, as it is an attendance incentive for students who make the effort to be in the classroom.

#### **Making Up Missed Quizzes, Discussions, or Exams:**

Students who participate in University approved activities are expected to complete all online work (discussions and quizzes) by established deadlines. In-class exam 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, discussions, papers, or exams are *documented* personal illness or serious family illness or death in the family. 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 a make up requirements.**

#### **Professional Behavior:**

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 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 <http://www.dso.ufl.edu/sccr/>). 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: <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.

## ***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, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to me when requesting accommodations.*

### ***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>

*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.*