

College of Public Health and Health Professions  
HSC 4558—Survey of Diseases and Disabilities 2  
Spring 2016

Time: Wednesdays, Periods 7 - 8 (1:55-3:50), Thursdays Period 7 (1:55-2:45)

Classroom Location: HPNP Auditorium

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

This course will be using [Canvas](#) for course management.

### **Instructor Information**

Instructor: Mary Ellen Young, PhD

Office location: HPNP 2120

Phone Number: 352-273-6496

Email Address: [meyoung@php.ufl.edu](mailto:meyoung@php.ufl.edu)

Office Hours: Wednesdays after class (3:50-4:30) or by appointment

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

Kellie Krueger ([kellieakrueger@ufl.edu](mailto:kellieakrueger@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 the major disabling conditions.)

### **Course Objectives**

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

1. Identify 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. 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. Describe 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:

Falvo, D. (2014). *Medical and psychosocial aspects of chronic illness and disability* (5th ed.). Sudbury, MA: Jones and Bartlett. [Note: this text is also used for HSC 3502, Survey of Diseases and Disabilities I. An electronic version is available from the bookstore.]

### 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**

### **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 (<http://elearning.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.

### **Student Evaluation:**

1. Two exams, each consisting of 25 multiple choice questions.
2. Optional cumulative final exam, consisting of 50 multiple choice questions.
3. Five (5) online discussions.
4. An integrative written assignment reflecting your understanding the medical and psychosocial aspects of a particular disabling condition covered this semester.
5. Eleven (11) online weekly quizzes covering textbook readings for that week.

### **Weekly Quizzes (10% 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 **prior to attending Wednesday's class lecture on each topic**. Each quiz will be 5 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). Each quiz will be graded as Pass/Fail. 0 – 2 correct answers will result in 0 points for the quiz. 3-5 correct answers will result in 1 point for the quiz. There will be 11 quizzes throughout the semester, but the lowest quiz grade will be dropped in final calculations.

### **Online discussion (15% of final grade):**

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

**Integrative Writing Assignment (15% of final grade):**

You will complete an integrative written assignment reflecting your understanding of adult or pediatric onset of one of the conditions covered this semester. 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 one of the following conditions—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) such as cerebral palsy, intellectual disabilities, autism, muscular dystrophy, sickle cell disease, hemophilia, or cystic fibrosis.

Please organize your paper around the following topics:

1. Summarize the story of the individual’s experience, including critical incidents in acute care, rehabilitation and community integration (including school and work).
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 positive and/or negative coping strategies employed by the individual as well as the impact (positive or negative) of social support on the individual’s recovery. If appropriate, describe phases of adjustment experienced by the individual using the phases described by Livneh and Antonak (1997).
4. Evaluate the individual’s overall response to disability as generally positive or negative and defend your answer with concrete examples from the story.

Grading rubric: For each of the four topics above, you will be given 16-20 points for exemplary completion, 11-15 points for satisfactory completion, 5-10 points for partial completion and 0-4 points for unsatisfactory completion. (TA’s will have the leeway to grade anywhere on the 20-point scale for each question as they deem appropriate.)

Papers should be APA style, 3-5 pages (not including title page and references), typed double-spaced with one inch margins and 12-point type, using headings based on the four topics above (for ease of grading) (10 points). In addition to the 3-5 pages, students should have an APA style title page (5 points) and references (5 points). Total possible points=100 or 100%. Papers will be submitted through Turnitin in Canvas and must represent your original work. Late papers will receive a 10% grade penalty.

An APA sample paper is available as a resource from the Purdue Online Writing Lab at the following link: [https://owl.english.purdue.edu/media/pdf/20090212013008\\_560.pdf](https://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf).

The UF Writing Studio can provide personal feedback on your writing product: <http://writing.ufl.edu/writing-studio/hours-and-location/>.

### BHS Professional Development Course Requirements (BHS Students Only):

BHS students will submit your Integrative Writing Assignment to fulfill your Professional Development Course requirement for HSC 4558. You may edit your paper after you receive your grade from your TA before submission to Professional Development. It is your responsibility to meet the deadline for the Professional Development Course.

### Graded assignments and percentages of final course grade:

Two exams (20% each)	40% [Exams weighted 60% if final exam not taken]
Five online discussions	15%
Integrative written assignment	15%
Weekly quizzes (pass/fail)	10%
<u>Optional final exam</u>	<u>20%</u>
Total	100%

### Grading Scale (no rounding up):

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

### Topical Outline

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

Date	Topic	Assignment
<b>Week 1</b> Jan. 6	Course introduction Review: WHO/ICF Model/Person First Language	Syllabus review
Jan. 7	Discussion Group Assignments	Meet with your group face- to-face <b>Online Discussion: Getting</b>

		<b>to Know You</b>
<b>Week 2</b> Jan. 13	Historical Views of Disability	Film: "A Little History Worth Noting" Reading Falvo, pp. 1-8. <b>Quiz 1 Due</b>
Jan. 14	U.S. Disability Legislation in the 20 <sup>th</sup> Century	<b>First online discussion questions posted at noon.</b>
<b>Week 3</b> Jan. 20	Spinal Cord Injury	Reading: Falvo, pp. 93-108 and 557-567. <b>Quiz 2 Due</b>
Jan. 21	Assistive Technology & Disability Management of SCI	<b>First online discussion due at noon.</b>

<b>Week 4</b> Jan. 27	Psychosocial Adjustment to Spinal Cord Injury	Reading: Falvo, 9-30. <b>Quiz 3 Due</b>
Jan. 28	SCI (cont.)	
<b>Week 5</b> Feb. 3	Traumatic Brain Injury	Readings: Falvo, pp. 31-67. <b>Quiz 4 due</b>
Feb. 4	TBI (cont.)	
<b>Week 6</b> Feb. 10	Understanding the lived experience of TBI	Guest Speakers: Mike Spillane and Amber Bradley <b>Quiz 5 due</b>
Feb. 11	Burn Injuries	Reading: Falvo, pp. 539-549. <b>Second online discussion questions posted at noon.</b>
<b>Week 7</b> Feb. 17	Amputations	Reading: Falvo, pp. 427-434. <b>Quiz 6 due</b>
Feb. 18	Exam 1 Review	<b>Second online discussion due noon.</b>
<b>Week 8</b> Feb. 24	<b>Exam 1</b>	
Feb. 25	Review of Pediatric Human Development	
<b>Week 9</b> March 2 & 3	<b>NO CLASS</b>	<b>Spring break! Be safe!</b>
<b>Week 10</b> March 9	Disability Management of Pediatric Disabilities	Guest speaker: Jillian Heilman, PhD
March 10	Introduction to Developmental Disabilities	<b>Third online discussion questions posted at noon,</b>

	and Systems of Service: Pediatric and Adult	<b>March 10.</b>
<b>Week 11</b> March 16	Spina Bifida, Cerebral Palsy	Readings: Falvo, pp. 147-156. Film: "King Gimp" <b>Quiz 7 due</b>
March 17	Autism, Intellectual Disabilities, Cystic Fibrosis	Readings: Falvo, pp. 161-182, 485-488. <b>Third online discussion due at noon, March 17.</b>
<b>Week 12</b> March 23	Muscular Dystrophy	"Darius Goes West" Readings: Falvo, pp. 131-132, 301-321. <b>Quiz 8 due</b>
March 24	Sickle Cell Disease & Hemophilia	<b>Integrative written assignment due noon March 24.</b>
<b>Week 13</b> March 30	Vision Loss and Blindness	Readings: Falvo, pp. 253-270. <b>Quiz 9 due</b>
March 31	Disability Management of Vision Loss and Blindness	<b>Fourth online discussion questions posted at noon, March 31.</b>
<b>Week 14</b> April 6	Hearing Loss and Deafness	Readings: Falvo, pp. 271-299. <b>Quiz 10 due</b>
April 7	Disability Management of Hearing Loss and Deafness	<b>Fourth online discussion due at noon.</b> <b>Fifth online discussion questions posted noon.</b>
<b>Week 15</b> April 13	<b>PUBLIC HEALTH RESEARCH DAY</b>	<b>Please attend speaker and poster sessions.</b>  <b>Quiz 11 due</b>
April 14	Sexuality and Disability <b>Exam 2 Review</b>	<b>Fifth online discussion questions due noon.</b>
<b>Week 16</b> April 20	<b>Exam 2</b>	
<b>TBD</b>	<b>Final Exam</b>	<b>HPNP Auditorium</b>

## **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://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

<http://www.dso.ufl.edu/studenthandbook/studentrights.php>

<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) 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**

UMatterWeCare <http://www.umatter.ufl.edu/>

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](http://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>.)

Course evaluations:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>