Course Overview
Overview of medical and psychosocial aspects of chronic diseases including issues of disability management (combined as a series with HCS 3502 to cover a greater breadth of health challenges).

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

1. Describe 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, epilepsy, and cystic fibrosis.

2. Describe the impact of medical (e.g. body function and structures) and contextual (e.g. social supports, environmental 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 for individuals who have the conditions and their caregivers and family members.

4. Describe the role of post-acute rehabilitation, developmental, 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 technology, job/task modification and restructuring, personal attendant services, and service animals.

**Instructional Methods**

1. Reading assignments and online quizzes completed prior to classes.
2. Lecture using PowerPoint presentations. (PPTX lecture notes will be posted on eLearning Canvas Modules [http://elearning.ufl.edu](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.
5. Integrative writing assignment.

**Course Materials and Technology**

**Required Text**


**Alternative text:**

Falvo, D. & Holland, B.E. (2018). *Medical and psychosocial aspects of chronic illness and disability* (6th ed.). Burlington, MA: Jones and Bartlett. This is a new edition so may not be readily available. It is not required but is an acceptable substitute for the 5th edition. I will note updates from the 5th edition in my lectures.

[*Please note that this text was also required for HSC 4558 Survey of Diseases and Disabilities 1, Fall 2017. 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.

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)
**DESCRIPTION OF COURSE CONTENT**

Topic outline (this is tentative and may be modified as needed during the semester)
Quizzes remain open for one week and are due before Wednesday classes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Jan. 10</strong> Course introduction Review: WHO/ICF Model/Person First Language</td>
<td>Syllabus review</td>
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<tr>
<td>Jan. 11</td>
<td>Discussion Group Assignments</td>
<td>Meet with your group face-to-face Online Discussion: Getting to Know You</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Jan. 17</strong> Historical Views of Disability</td>
<td>Film: “A Little History Worth Noting” Reading Falvo, pp. 1-8 [6th ed. 1-9] Quiz 1 Due</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>U.S. Disability Legislation in the 20th Century</td>
<td>Online Discussion 1 posted at noon.</td>
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<tr>
<td>Jan. 25</td>
<td>Assistive Technology &amp; Disability Management of SCI</td>
<td>Online Discussion 1 due at noon.</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Jan. 31</strong> Psychosocial Adjustment to Spinal Cord Injury</td>
<td>Reading: Falvo, 9-30. [6th ed. 11-32] Quiz 3 Due</td>
</tr>
<tr>
<td>Feb. 1</td>
<td>SCI (cont.)</td>
<td>Integrative Writing Assignment Opens in Canvas</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Feb. 7</strong> Traumatic Brain Injury</td>
<td>Readings: Falvo, pp. 31-67. [6th ed. 33-69] Quiz 4 due</td>
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<tr>
<td>Feb. 8</td>
<td>TBI (cont.)</td>
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<tr>
<td><strong>Week 6</strong></td>
<td><strong>Feb. 14</strong> Understanding the lived experience of TBI</td>
<td>Reading: Falvo, pp. 539-549. [6th ed. 543-553] Quiz 5 due</td>
</tr>
<tr>
<td>Feb. 15</td>
<td>Burn Injuries</td>
<td>Online Discussion 2 posted</td>
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</tbody>
</table>
| **Week 7**  
**Feb. 21**  | Amputations | Reading: Falvo, pp. 427-434.  
[6th ed. 431-438]  
**Quiz 6 due** |
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<tr>
<td>Feb. 22</td>
<td>Exam 1 Review</td>
<td>Online Discussion 2 due noon.</td>
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</table>
| **Week 8**  
**Feb. 28**  | Exam 1 |  |
| **March 1**  | Review of Pediatric Human Development |  |
| **Week 9**  
**March 7 & 8**  | No Class | Spring Break! |
| **Week 10**  
**March 14**  | Introduction to Developmental Disabilities and Systems of Service: Pediatric |  |
| March 15 | Introduction to Developmental Disabilities and Systems of Service: Adult | Online Discussion 3 posted at noon. |
| **Week 11**  
**March 21**  | Spina Bifida, Cerebral Palsy | Readings: Falvo, pp. 147-156.  
[6th ed. 145-162]  
Film: “King Gimp”  
**Quiz 7 due** |
[6th ed. 163-177, 489-491]  
**Online Discussion 3 due at noon.** |
| **Week 12**  
**March 28**  | Muscular Dystrophy Epilepsy | “Darius Goes West”  
[6th ed. 130-134]  
**Quiz 8 due** |
| March 29 | Sickle Cell Disease & Hemophilia | Integrative Writing  
Assignment due 11:59 pm, Sunday, April 1. |
| **Week 13**  
**April 4**  | Disability Management of Pediatric Disabilities | Guest speaker: Dr. Jillian Heilman  
Readings: Falvo, pp. 253- |
### ACADEMIC REQUIREMENTS AND GRADING

**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. Ten (10) quizzes 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).

**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. Please note there is a grace period for completing discussions until 11:59 pm the Thursday the discussion is due. 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):**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>April 5</td>
<td>Vision Loss and Blindness</td>
<td>Quiz 9 due</td>
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<tr>
<td>April 12</td>
<td>Hearing Loss and Deafness</td>
<td>Online Discussion 4 due at noon. Fifth online discussion questions posted noon.</td>
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<tr>
<td>Week 15</td>
<td>Disability Management of Hearing Loss and Deafness</td>
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<tr>
<td>April 19</td>
<td>Sexuality and Disability Exam 2 Review</td>
<td>Online Discussion 5 due noon.</td>
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<tr>
<td>Week 16</td>
<td>Exam 2</td>
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<tr>
<td>Wednesday, May 2, 1-3 pm (NOTE TIME CHANGE!!!!)</td>
<td>Final Exam</td>
<td>HPNP Auditorium</td>
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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, epilepsy, 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.
The UF Writing Studio can provide personal feedback on your writing product: http://writing.ufl.edu/writing-studio/hours-and-location/.

**Grading:**
Graded assignments and percentages:

- 2 exams—20% each 40%
- 10 quizzes—1% each 10%
- 5 online discussions—3% each 15%
- Integrative writing assignment 15%
- Optional final exam* 20%
- **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.]*

Point system used (i.e., how do course points translate into letter grades).

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<tbody>
<tr>
<td>Letter Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
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(*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.

<table>
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<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
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<th>WF</th>
<th>I</th>
<th>NG</th>
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<tr>
<td>Grade Points</td>
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<td>3.33</td>
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<td>2.33</td>
<td>2.0</td>
<td>1.67</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

**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 make up requirements.

Please note: Any requests for 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.

**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 4558. Further instructions will be provided as the time to submit approaches.

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**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**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 slides 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.

**Professional 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 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 (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) 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. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

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/.

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

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. The Dean of Students Office will provide documentation to you, which you then give to me by the second week of class 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.