

HSC 4930: GLOBAL HEALTH DISPARITIES AND DISABILITIES

Summer A, 2021 Online Course

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COURSE OVERVIEW

This course provides students, interested in addressing health disparities among people living with disabilities, with the knowledge and understanding of health determinants that maintain their current health status globally. Special focus will be devoted to low and middle income countries.

COURSE OBJECTIVES

1. Summarize disability and rehabilitation concepts as they relate to chronic and infectious diseases, war/violence-related disabilities, environment-related disabilities, and disabilities due to genetic malformations
2. Discuss health determinants that maintain health disparities among people with disabilities living in low and middle income countries.
3. Articulate the roles of multilateral, bilateral, governmental and non-governmental organizations, and public health practitioners in eliminating health disparities among people living with disabilities.
4. Articulate the relationship between health disparities and the health systems' structure and the role of the regulatory system, and discrimination.
5. Assess financial contributions of countries and internationally recognized humanitarian organization relief efforts.

COURSE MATERIALS

Required Equipment:

Computer with high speed internet access and use of either Internet Explorer or Firefox. This course is delivered entirely online using the University of Florida's Canvas Course Management System (<https://lss.at.ufl.edu/>). To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas, not Sakai). If you need technical assistance, please call the UF Help Desk at 1-352-392-HELP.

COURSE REQUIREMENTS

Syllabus Quiz (5 points; 5% of total grade) To access course material, students must first complete a syllabus quiz. Students will have two chances to earn full credit. If a student fails to earn full credit following the second attempt, he or she will contact Dr. Moorhouse.

Quizzes (10 points each; 50% of total grade) There will be five open note quizzes assessing your understanding of the weekly lectures. The quizzes will consist of 20 multiple-choice questions and you will have 25 minutes to complete each quiz. All quizzes will be administered using Honorlock and students must work alone. In addition, students may only use printed out PowerPoints slides and/or handwritten notes; slides or notes on electronic devices of any kind are not permitted during quizzes.

Reaction Papers (10 points each; 20% of total grade) Each student will watch two, 15-20 minute videos throughout the semester pertaining to global health disparities and disabilities. Each student will write a minimum 800 word reaction paper to the question or questions posed regarding the video (please note that your name, title, or any words that are not a part of your narrative do not count toward the 800 word count). Once completed, you upload your assignment to the link provided on the Canvas course site. Submissions of less than 800 words will lose 2 points for every 10 words below the 800 word threshold. Late submissions (even by a minute) will automatically be docked 3 points.

Group Discussion Questionnaire (3 points; 3% of total grade) Prior to the group discussion post, students will complete a brief questionnaire to assess their opinions about various topics related to the discussion post. Students will receive full credit upon completing the assignment as there are no right or wrong answers, however failure to complete the assignment by the due date will result in a zero.

Group Discussion (12 points; 12% of total grade) Students will participate in a 3-part online discussion post. Students will be assigned into groups of 6 or 7 and work together to address a public health crisis following a natural disaster. Each of the three parts will be due at different points throughout the semester, with each part worth different points (3, 3, and 6 points respectfully). Additional instructions for each part will be provided in Canvas. Late submissions to any part of the discussion will not be accepted, but you can participate in future posts.

Final Exam (10 points; 10% of total grade)

A 20 question, open note cumulative multiple choice final exam will be held during the last week of class. You will have 60 minutes to complete the exam and must work alone. The final will be administered using Honorlock and students must work alone. In addition, students may only use printed out PowerPoints slides and/or handwritten notes; slides or notes on electronic devices of any kind are not permitted during the exam.

GRADING

Syllabus Quiz	5 Points	A	93-100.0 Points
Quiz 1	10 Points	A-	90-92.9 Points
Quiz 2	10 Points	B+	87-89.9 Points
Quiz 3	10 Points	B	83-86.9 Points
Quiz 4	10 Points	B-	80-82.9 Points
Quiz 5	10 Points	C+	77-79.9 Points
Reaction Paper 1	10 Points	C	70-76.9 Points
Reaction Paper 2	10 Points	D+	67-69.9 Points
Questionnaire	3 Points	D	63-66.9 Points
Group Discussion	12 Points	D-	60-62.9 Points
Final Exam	10 Points	E	< 60 Points

CALENDAR

WEEK 1

Video Lectures:

- Medical and Social Models / ICF Model
- IHME Background
- Global Burden of Disease Study 2017
- Terminology and WHO Disability Facts

Assignments:

- Syllabus Quiz **Due May 12 by 11:59pm, EST**
- Quiz 1 **Due May 14 by 11:59pm, EST**
- Questionnaire **Due May 14 by 11:59pm, EST**

WEEK 2

Video Lectures:

- Convention on the Rights of Persons with Disabilities (CRPD)
- Disabilities Caused by Chronic Health Conditions
- Disabilities Caused by Infectious Diseases I

Assignments:

- Quiz 2 **Due May 21 by 11:59pm, EST**
- Discussion Post Part 1 **Due May 21 by 11:59pm, EST**

WEEK 3

Video Lectures:

- Disabilities Caused by Infectious Diseases II
- Disabilities Caused by Violence
- Health Disparities and Disabilities in Industrialized Countries

Assignments:

- Quiz 3 **Due May 28 before 11:59pm, EST**
- Reaction Paper 1 **Due May 28 before 11:59pm, EST**

WEEK 4

Video Lectures:

- Health Disparities and Rehabilitation Programs in Latin America
- Health Disparities and Rehabilitation Programs in Asia and Middle East

Assignments:

- Quiz 4 **Due June 4 before 11:59pm, EST**
- Discussion Post Part 2 **Due June 4 by 11:59pm, EST**

WEEK 5

Video Lectures:

- Health Disparities and Rehabilitation Programs in Sub-Saharan Africa
- Access to Rehabilitation and Current Programs

Assignments:

- Quiz 5 **Due June 11 by 11:59pm, EST**
- Reaction Paper 2 **Due June 11 by 11:59pm EST**

WEEK 6

Assignments:

- Final Exam **Due June 18 by 11:59pm, EST**
- Discussion Post Part 3 **Due June 18 by 11:59EST**

ACADEMIC INTEGRITY

Students are expected to act in accordance with the University of Florida policy on academic integrity. 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, and 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, the Graduate Student Handbook and these web sites for more details:

- <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
- <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>
- <http://www.dso.ufl.edu/studenthandbook/studentrights.php>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. All quizzes, reaction papers, assignments, and tests are to be completed on your own.

CLASS ATTENDANCE

Attendance will not be taken for this course as it is online.

POLICY RELATED TO MAKE UP EXAMS OR OTHER WORK

Consistent with College policy, students are allowed to make up work with either instructor permission, or if the missed/late work is the result of illness or other unanticipated circumstances warranting a medical excuse. In cases of a medical excuse, verifiable documentation from a health care provider is required before the student can submit/complete the work. Further, extensions requested for medical reasons must be negotiated at the time of illness. Students without instructor permission or a verified medical excuse will not be allowed to make up a quiz or an exam.

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.

POSITIONALITY STATEMENT

As a white, heterosexual, cisgender, able-bodied male, I recognize that my privilege insulates me from experiencing social and systemic discrimination, racism, oppression, rejection, or micro aggressions that many people have and continue to experience in their daily lives. This privilege is an inescapable part of my “identity” – something that has allowed me to never have to prove myself because of my sex, or be uneasy walking into a room where no one looks like me, or deny my authentic self for fear that family and friends will reject me. Moreover, my privilege has allowed me to navigate life largely unaffected by discriminatory practices, prejudicial policies, and implicit/explicit bias.

My lens, my values, my motivations have all been heavily influenced by my upbringing and my own lived experiences related to self-worth and inferiority. It is these experiences that drive me to champion diversity, equity, and inclusion inside and outside the classroom. I believe that we are all an intersection of vertical and horizontal identities that should be celebrated and affirmed, rather than hidden or oppressed. To that end, I strive to make safe and affirming spaces for all students regardless of race, ethnicity, sexual orientation, gender identity, or disability status; and hope to grow by becoming more educated and better understanding of the impact of social injustices.

COUNSELING AND STUDENT HEALTH

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues. 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: www.counseling.ufl.edu. Online and in-person assistance is available.
- U Matter, We Care website: 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 (352) 392-0627 or check out the web site at: www.shcc.ufl.edu/.
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center at: www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx, or call at (352) 264-6789.

DO NOT WAIT until you reach a crisis to talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone.