

University of Florida
College of Public Health & Health Professions Syllabus
HSC4930: Special Topics – Global Health Disparities and Disabilities (3 credit hours)
 Semester: Fall
 Delivery Format: Online, Asynchronous
 Course Website: Canvas

Instructor Name: Elizabeth Wood, DHS, MPH
 Room Number: HPNP, room 4150
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 Email Address: liz07@phhp.ufl.edu
 Office Hours: By Zoom appointment
 Preferred Course Communications (e.g. email, office phone): Email or Canvas site

Prerequisites

Students must be a Bachelor of Health Science or Bachelor of Public Health major with junior status or higher.

PURPOSE AND OUTCOME

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.

Relation to Program Outcomes

This course serves as a college approved elective for students admitted to the Bachelor of Health Science or Bachelor of Public, or with instructor approval.

Course Objectives and/or Goals

1. Summarize disability and rehabilitation concepts so that their connection to chronic and infectious diseases, war/violence-related disabilities, environment-related disabilities, and disabilities due to genetic malformations are addressed.
2. Characterize 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 structure of health systems so that the impacts of the regulatory system upon discrimination are addressed.
5. Assess the financial contributions of countries and internationally recognized humanitarian organization relief efforts so that their effectiveness is addressed.

Instructional Methods

The course is asynchronous and housed in UF e-Learning in Canvas. Each Sunday, the following week's material will be released and students will have the week to complete the course material. Students will watch online lectures and read assigned articles/reports. The instructor will provide regularly feedback by way of reaction paper comments and discussion posts. In addition, the instructor will post current events and other meaning stories related to course and discuss their relevance to the learned material.

DESCRIPTION OF COURSE CONTENT

Course Materials and Technology

There is no required text for this course. All readings will be given through the eLearning course site.

Honorlock Account

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).

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Syllabus Quiz (2 points; 2% of total grade) This quiz will take place in Canvas and will consist of multiple choice questions that pertain to content on the course syllabus such as due dates, course requirements, course policy, etc. Students will have unlimited attempts to complete the quiz, and must earn a 100% score to unlock course material.

Exams (15 points each; 45% of total grade) There will be three, non-cumulative assembly exams assessing your understanding of the course material. Each exam will be open-note and consist of 30 multiple-choice questions. Students are to work independently on each exam, without any electronic devices other than your computer. Students will have 60 minutes to complete each exam, and all exams will be completed using Canvas and administered using Honorlock.

Exam 1 (09/24/21 Friday @11:59pm) will cover lectures and readings presented in Module 1 (week 1 – 4).

Exam 2 (10/29/21 Friday @11:59pm) will cover lectures and readings presented in Module 2 (weeks 6 – 9).

Exam 3 (12/08/21 Friday @11:59pm) will cover lectures and readings presented in Module 3 (weeks 11 – 14)

Reaction Papers (10 points each; 30% of total grade) Each student will complete a total of three, 800 word reaction papers. For each reaction paper, students will watch a 15-20 minute videos pertaining to different global health disparities and disabilities issues and respond to 3-4 questions/prompts posed by the instructor. Students will type their responses directly into the assignment function on Canvas. Reaction papers will be evaluated on how well the student forms a position, supports said position, responds in a comprehensive, cohesive, and concise manner, and meets the minimum 800 word count (name, title, citations, or any words that are not a part of your narrative do not count toward the 800 words). Submissions of less than 800 words will lose 2 points for every 10 words below the 800 word threshold. Late submissions will be accepted for up to 48 hours after the deadline and student may earn a maximum of half credit. Late submissions due to extenuating circumstances will be reviewed and students with a valid reason for their late submission may earn full credit.

Reaction Paper 1 (09/12/21 Sunday by 11:59pm)

Reaction Paper 2 (10/17/21 Sunday by 11:59pm)

Reaction Paper 3 (11/21/21 Sunday by 11:59pm)

Group Discussion (20 points; 20% of total grade) Throughout the course, students will participate in a 3-part online discussion. Students will be assigned into groups and work together using the Financing Global Health 2019 report to address a public health crisis following a natural disaster. Each of the three parts will be due at different points throughout the semester. Late submissions to any part of the discussion will not be accepted, but you can participate in future posts.

Part 1 (09/19/21 Sunday by 11:59pm)

Part 2 (10/24/21 Sunday by 11:59pm)

Part 3 (12/05/21 Sunday by 11:59pm)

Grading

Syllabus Quiz	Week 1	2 Points	A	93-100.0 Points
Exam 1	Week 5	15 Points	A-	90-92.9 Points
Exam 2	Week 10	15 Points	B+	87-89.9 Points
Exam 3	Week 15	15 Points	B	83-86.9 Points
Reaction Paper 1	Week 3	10 Points	B-	80-82.9 Points
Reaction Paper 2	Week 8	10 Points	C+	77-79.9 Points
Reaction Paper 3	Week 13	10 Points	C	70-76.9 Points
Positionality Mapping	Week 1	3 Points	D+	67-69.9 Points
Group Discussion Part 1	Week 4	5 Points	D	63-66.9 Points
Group Discussion Part 2	Week 9	5 Points	D-	60-62.9 Points
Group Discussion Part 3	Week 14	10 Points	E	< 60 Points

Total **100 Points**

Please note, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information on UF grading policy may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Policy Related to Make up Exams or Other Work

Make-ups may be granted based upon the following circumstances: (a) illness, (b) serious family emergencies, (c) military obligation, (d) religious holidays, (e) participation in official university activities, (f) court-imposed legal obligations, or (g) instructor permission. For circumstances a. and b., students must contact the faculty via email within 48 hours of the missed exam/assignment, and the faculty may request the student provide medical or other forms of documentation to validate the make-up.

For all other circumstances, students must contact the faculty at least 72 hours prior to the anticipated missed day and provide reasonable documentation confirming the obligation/activity. The instructor will provide make-up materials to the student and will have 1 week to complete the make-up.

Missed work due to severe weather or poor internet connectivity will be reviewed on a case by case basis. If you are unable to access consistent internet, please email the instructor ahead of time (if possible); otherwise email the instructor at the earliest time possible.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Students are expected to conduct themselves in a professional manner in all communication with the course instructor and teaching assistants that assist with this course. Moreover, students are expected to arrive to class on-time and be respectful during class (e.g., no excessive talking/background distractions, no cell phone use, or distracting classmates).

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 or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

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>

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.

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.

Course Schedule

Week	Topic(s)	Readings / Assignments
1: 08/23/21 - 08/27/21	Positionality, Reflexivity, and Bias Terminology and WHO Disability Facts	Syllabus Quiz Positionality Mapping Jacobson, D., & Mustafa, N. (2019). Social identity map: A reflexivity tool for practicing explicit positionality in critical qualitative research. <i>International Journal of Qualitative Methods</i> , 18, 1609406919870075.
2: 08/30/21 - 09/03/21	Criticisms of Global Health Solutions to improve Health Disparities	Richardson, E. T. (2019). On the coloniality of global public health. <i>Medicine Anthropology Theory</i> , 6(4).
3: 09/07/21 – 09/10/21	Global Burden of Disease Study IHME Background	Reaction Paper 1 Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., ... & Bhutta, Z. A. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019. <i>The Lancet</i> , 396(10258), 1204-1222.
4: 09/13/21 - 09/17/21	International Health Systems Strengthening, Performance, and Resilience	Group Discussion Part 1 Kruk, M. E., Myers, M., Varpilah, S. T., & Dahn, B. T. (2015). What is a resilient health system? Lessons from Ebola. <i>The Lancet</i> , 385(9980), 1910-1912. Haldane, V., De Foo, C., Abdalla, S. M., Jung, A. S., Tan, M., Wu, S., ... & Legido-Quigley, H. (2021). Health systems resilience in managing the COVID-19 pandemic: lessons from 28 countries. <i>Nature Medicine</i> , 1-17.
5: 09/20/21 - 09/24/21	EXAM 1	
6: 09/27/21 - 10/01/21	Convention on the Rights of PWD Disabilities Caused by Chronic Health Conditions	Feigin, V. (2019) Global, regional, and national burden of neurological disorders, 1990–2016: a systematic analysis for the Global Burden of Disease Study 2016. <i>The Lancet Neurology</i> , 18(5): P459-80. Roth, G. et al. (2020) Global burden of cardiovascular diseases and risk factors, 1990–2019. <i>Journal of the American College of Cardiology</i> , 76(25): 2982-3021
7: 10/04/21 - 10/07/21	Disabilities Caused by Infectious Diseases I	Bhutta, Z. A., Sommerfeld, J., Lassi, Z. S., Salam, R. A., & Das, J. K. (2014). Global burden, distribution, and interventions for infectious diseases of poverty. <i>Infectious diseases of poverty</i> , 3(1), 1-7.
8: 10/11/21 - 10/15/21	Disabilities Caused by Infectious Diseases 2	Reaction Paper 2

Week	Topic(s)	Readings / Assignments
9: 10/18/21 - 10/22/21	Access to Rehabilitation	Group Discussion Part 2 Rehabilitation Global Needs Cieza, A. (2019). Rehabilitation the health strategy of the 21st century, really?. Archives of physical medicine and rehabilitation, 100(11), 2212-2214.
10: 10/25/21 - 10/29/21	EXAM 2	
11: 11/01/21 - 11/05/21	Health Disparities and Rehabilitation Programs in Latin America	Cieza, A. et al. (2020) Global estimates of the need for rehabilitation based on the Global Burden of Disease study 2019: A systematic analysis for the Global Burden of Disease Study 2019. The Lancet, 396 (10267): P2006-17.
12: 11/08/21 - 11/12/21	Health Disparities and Rehabilitation Programs in Asia and Middle East	
13: 11/15/21 - 11/19/21	Health Disparities and Rehabilitation Programs in Sub-Saharan Africa	Reaction Paper 3 Ondondo, E. A. (2020). Indigenous Languages: A Challenge or an Opportunity in the Achievement of Universal Healthcare in Kenya.
Thanksgiving Break		
14: 11/29/21 - 12/03/21	Health Disparities and Disabilities in High-Income Countries	Group Discussion Part 3
15: 12/06/21 - 12/08/21	EXAM 3	