

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 3678: Global Health Disparities and Disabilities (3 credit hours)**  
Semester: Fall 2023  
Delivery Format: Online Course  
Course Website: E-Learning *via Canvas*

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Office Hours: Thursdays 10am-11am in person or via zoom, other times by appointment  
Teaching Assistants: Barbara Sousa  
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Office Hours:  
Preferred Course Communications: Email please list the course number PHC 3678 in the subject line

**Prerequisites:** None

## **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**

*Upon successful completion of the course, students will be able to:*

- Summarize the global burden of disease and disability related to communicable and non-communicable diseases, environmental exposures, and violence.
- Explain terms associated with global health disparities and disabilities
- Summarize the medical and social models of disability
- Recognize the global rehabilitation needs in the 21<sup>st</sup> century and how these may differ among countries and populations.
- Discuss health determinants that maintain health disparities among people with disabilities living in low and middle-income countries.
- Describe the roles of multilateral, bilateral, governmental, and non-governmental organizations and public health practitioners in eliminating health disparities.

### **Instructional Methods**

The course is asynchronous and housed in UF e-Learning in Canvas. The weeks, listed on the syllabus will run Wednesday through Tuesday. Each Monday, the following week's material will be released and students will have until the following Tuesday to complete the course material. Students will watch online lectures and read assigned articles/reports. Students will have until the following Tuesday to complete their assignments. The instructor will provide regular feedback by way of reaction paper comments and discussion posts. In addition, the instructor will post current events and other meaningful stories related to the course and discuss their relevance to the learned material.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

| Dates | Week | Topics  | Assignments<br>(All assignments are due by 11:59 pm on Tuesdays or the date listed)  |
|-------|------|---|--|
| 8/23  | 1    | <ul style="list-style-type: none"> <li>Global Health and Disability terminology</li> <li>Global Self Awareness: Who am I?</li> </ul>  | <ul style="list-style-type: none"> <li>Syllabus Quiz due August 28<sup>th</sup></li> <li>Peer Introduction due August 29<sup>th</sup></li> <li>Quiz 1</li> </ul> |
| 8/30  | 2    | <ul style="list-style-type: none"> <li>Global Health Care Systems</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 2</li> <li>Health Care System</li> </ul>   |
| 9/6   | 3    | <ul style="list-style-type: none"> <li>IHME Background</li> <li>DALYS</li> <li>Global Burden of Disease Study</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 3</li> <li>Health Care System Presentation Part 1</li> </ul>   |
| 9/13  | 4    | <ul style="list-style-type: none"> <li>WHO Disability Facts</li> <li>Medical and Social Models / ICF Model</li> </ul>   | <ul style="list-style-type: none"> <li>Quiz 4</li> <li>Health Care System Presentation Part 2</li> </ul>   |
| 9/20  | 5    | <ul style="list-style-type: none"> <li>Convention on Rights of People with Disabilities</li> <li>Global Rehabilitation Needs in the 21<sup>st</sup> Century</li> </ul>                              | <ul style="list-style-type: none"> <li>Quiz 5</li> <li>Group Discussion</li> </ul>   |
| 9/27  | 6    | <ul style="list-style-type: none"> <li>Health Inequities and their Causes</li> <li>Global Burden of Communicable Diseases Overview</li> <li>Global Burden of Communicable Diseases - HIV</li> </ul> | <ul style="list-style-type: none"> <li>Quiz 6</li> <li>Group Discussion response</li> <li>Reaction Paper 1</li> </ul>  |
| 10/4  | 7    | <ul style="list-style-type: none"> <li>Global Burden of Communicable Diseases – TB, Malaria, Diarrheal Disease</li> </ul>   | <ul style="list-style-type: none"> <li>Quiz 7</li> <li>Book Club</li> </ul>  |
| 10/11 | 8    | <ul style="list-style-type: none"> <li>Global Burden of Communicable Diseases – Neglected Tropical Disease</li> </ul>   | <ul style="list-style-type: none"> <li>Quiz 8</li> <li>Book Club Discussion</li> </ul>   |
| 10/18 | 9    | <ul style="list-style-type: none"> <li>Global Burden of Chronic Health Conditions_ Part 1</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 9</li> <li>Reaction Paper 2 Due Oct 24<sup>th</sup></li> </ul>   |
| 10/25 | 10   | <ul style="list-style-type: none"> <li>Global Burden of Chronic Health Conditions_ Part 2</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 10</li> <li>Book Club Discussion</li> </ul>  |
| 11/1  | 11   | <ul style="list-style-type: none"> <li>Global Burden of Illness and Disability Caused by Violence</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 11</li> <li>Book Club Discussion</li> </ul>  |
| 11/8  | 12   | <ul style="list-style-type: none"> <li>Health Disparities and Disabilities in Industrialized Countries</li> </ul>   | <ul style="list-style-type: none"> <li>Quiz 12</li> <li>Book Club Reflection Paper or In- person Discussion</li> </ul>   |
| 11/15 | 13   | <ul style="list-style-type: none"> <li>Health Disparities and Disabilities Programs in Sub-Saharan Africa</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 13</li> </ul>  |
| 11/22 | 14   | <ul style="list-style-type: none"> <li>Health Disparities and Disabilities in Asia and Middle East</li> </ul>   | (Thanksgiving Holiday)   |
| 11/29 | 15   | <ul style="list-style-type: none"> <li>Health Disparities and Disabilities in Latin America and The Caribbean</li> </ul>  | <ul style="list-style-type: none"> <li>Quiz 14</li> <li>Global Health Infographic Due Dec 6th</li> </ul>   |

## Course Materials and Technology

### 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.

### Books:

There is no required textbook for this course. Readings will be given through the eLearning course site. The required book for book club is *Mountains Beyond Mountains: By Tracy Kidder*  
ISBN 10: 0812973011 ISBN 13: 9780812973013

**Lectures & Videos:** Posted within each module on the course website.

**Course Website:** The course website is available at <http://elearning.ufl.edu> . The weekly schedule, all modules, and all course materials (including links for quizzes) are available through this website. Grades will be posted on this website. You will log into the course website using your Gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

**Announcements:** Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

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

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

## Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Course Components: (Note: Detailed instructions will be provided on eLearning as due dates get closer). Students' progress towards achieving the course learning objectives will be assessed through four major types of assignments.

**Syllabus Quiz 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, please contact Dr. Stark.

**Peer group Introduction (2 points)**

Prior to the group discussion post, students will introduce themselves to other members in their group via a short (2 min or less) videos. Students will receive full credit upon completing the assignment and responding to at least two of their peers.

**Quizzes (2.5 points each)**

There will be 14 post module quizzes assessing your understanding of the course material. Each quiz will be open-note and consist of 5 multiple-choice questions. Students are to work **independently** on each quiz, without any electronic devices other than their computer or iPad. Students will have 5 minutes to complete each quiz. All quizzes will be completed using Canvas and administered using Lockdown Browser. Your two lowest quizzes will be dropped. If you do not take a quiz, that quiz will not be dropped and you will receive a zero for that quiz.

**Reaction Papers (10 points each)**

Each student will watch two short 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.

**Health Care Systems (16 points)**

This is a 2 Part assignment. The objective of this assignment is to foster an understanding of the diversity of health systems worldwide and to encourage critical thinking about the strengths and limitations of different models. In Part 1, Students will choose a specific country and analyze its health system, funding mechanisms, and evaluate its strengths and limitations. In Part 2 of the assignment, students will compare their country's healthcare systems to countries presented by their group members.

**Group Discussion (6 points)** Students will participate in a 2-part online discussion post. Each part will be due at different points throughout the semester. Additional instructions for each part will be provided in Canvas. Late submissions to any part of the discussion will not be accepted and given a 0, but you can participate in future posts.

**Book Group Discussion (8 points)** Students will participate in an online discussion through posts over a two-week period. Students will be assigned into groups and work together to discuss the book *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*, by Tracy Kidder. 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.

**Book Club Reflection (8 Points)**

This assessment can be completed as an individual reflection of the book or participation in a one-hour in-person book club discussion.

- Option 1: The individual reflection paper should be at least 600 words and reflect on your impressions of the book. How did it challenge you to think critically about global health? Give specific examples of what was impactful to you in the book.
- Option 2: Attend a 1-hour in-person book club discussion and participate in the discussion. (times to be determined, multiple times will be available)

**Global Health Disparities and Disabilities Infographic (10 points)**

Students will create an original infographic depicting various health disparities and/or disability trends for any low- or middle-income country in the world. An infographic is a visual representation of data, knowledge, or information, (DKI) presented in a clear, concise manner that is easily interpretable by the audience. Additional instructions will be provided in Canvas. Late submissions will not be accepted.

| Requirement                      | Points               | Due Date                       |
|----------------------------------|----------------------|--------------------------------|
| Syllabus Quiz                    | To access the course | Aug 28th                       |
| Peer Introduction                | 2 points             | Aug 29th                       |
| Module Quizzes (2.5 points each) | 30 points            | Varies                         |
| Health Care Systems              | 16 points            | Sept 12 <sup>th</sup> / 19th   |
| Reflection Paper 1               | 10 points            | Sep 26th                       |
| Reflection Paper 2               | 10 points            | Oct 24th                       |
| Group Discussion                 | 6 points             | Sept 26 <sup>th</sup> /Oct 3rd |
| Book Group Discussions           | 8 points             | Varies                         |
| Book Club Reflection             | 8 points             | Nov 14th                       |
| Infographic                      | 10 points            | Dec 6th                        |
| <b>TOTAL</b>                     | 100 points           |                                |

### Grading

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

|                      |           |            |            |            |            |            |            |            |            |            |     |
|----------------------|-----------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----|
| <b>Points Earned</b> | 93 to 100 | 90 to 92.9 | 87 to 89.9 | 83 to 86.9 | 80 to 82.9 | 77 to 79.9 | 70 to 76.9 | 67 to 69.9 | 63 to 66.9 | 60 to 62.9 | <60 |
| <b>Letter Grade</b>  | A         | A-         | B+         | B          | B-         | C+         | C          | D+         | D          | D-         | E   |

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

| Letter Grade | Grade Points |
|--------------|--------------|
| A            | 4.0          |
| A-           | 3.67         |
| B+           | 3.33         |
| B            | 3.0          |
| B-           | 2.67         |
| C+           | 2.33         |
| C            | 2.0          |
| C-           | 1.67         |
| D+           | 1.33         |
| D            | 1.0          |
| D-           | 0.67         |
| E            | 0.0          |
| WF           | 0.0          |
| I            | 0.0          |
| NG           | 0.0          |
| S-U          | 0.0          |

More information on UF grading policy may be found at:

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

### Quiz Policy

Each quiz will be open-note and consist of 30 multiple-choice questions. Students are to work independently on each quiz, without any electronic devices other than your computer. Students will have 60 minutes to complete each quiz, and all quizzes will be completed online using Canvas and administered using Lockdown Browser.

### Policy Related to Make up Quizzes or Other Work

Consistent with University policy, students are allowed to make up work with either instructor permission, or if the missed/late work is the result of illness, or serious family emergencies. Students requesting make-ups or extensions for reaction papers, quizzes, or discussion posts must contact the instructor through the "Request" feature on the Canvas homepage and provide the necessary documentation (e.g., verifiable documentation from a health care provider)

to support/justify the make-up/extension.

Because this course is offered online asynchronously, it is assumed that students should be able to complete course requirements around anticipated obligations such as professional conferences, religious holidays, and participation in official university activities. However, students may contact the instructor through the "Request" feature in the event of a conflict. Under these circumstances, students are expected to include documentation that supports their request.

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>

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

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

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

### **Expectations Regarding Course Behavior**

You must take the syllabus to access the course materials. Please see the “Welcome-Start Here” section in the canvas home page. Students are expected to check the announcements regularly for important information and course updates. Please note that announcements and emails sent through canvas will go to your UFL email. No correspondences will be sent to outside emails. Students should reference the calendar in the course regularly to keep up with weekly assignments

### **Communication Guidelines**

Please post questions related to the course materials directly on the course board entitled “seek clarification” so that all students may benefit from the answer provided.

For other matters, please email the instructor or the TA directly, see emails above.

*Please refer to this link to the Netiquette Guidelines for expectations and appropriate guidelines on Netiquette:*

**<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>**

### **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.

### **Recording Within the Course:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, quizzes, quizzes), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **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/>.

## **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 quiz anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U 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>
- **University Police Department:** [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).



- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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](http://www.multicultural.ufl.edu)