

# PHC 6937: Global Health Disparities and Disabilities (Graduate)

Summer A, 2014

Online Course

<http://lss.at.ufl.edu>

## INSTRUCTOR INFORMATION

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## TEACHING ASSISTANTS:

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## COURSE OVERVIEW

This is a three credit online course. It will be taught via the University of Florida's Sakai Course Management System at: <http://lss.at.ufl.edu>. To access this course you will use your Gatorlink ID and password. If you need technical assistance, call UF Help Desk at 1-352-392-HELP. This course provides students, interested in addressing health disparities among people living with disabilities, with the knowledge and skills to address health determinants that maintain their current health status globally. Special focus will be devoted to low and middle income countries.

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## COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Describe the disability and rehabilitation concepts.
2. Identify health determinants that maintain health disparities among people with disabilities in a global arena. Special attention will be provided to people living in low and middle income countries.
3. Recognize the roles of multilateral, bilateral, governmental and non-governmental organizations, and public health practitioners in eliminating health disparities among people living with disabilities.

4. Describe scientifically sound and cultural competent public health initiatives to address health disparities among people living with disabilities globally.
5. Design programs of research, evaluation, and implementation to reduce disability disparities.

Content areas will include:

- Disability and rehabilitation concepts. Causes of disabilities: chronic and infectious diseases, war/violence-related disabilities, environment-related disabilities, and disabilities due to genetic malformations. Can they be prevented?
  - Socio-economic disparities and inequities that lead and maintain the current health status of people living with disabilities.
  - Civil and human rights in relation to health disparities among people living with disabilities. The relationship between health disparities and the health systems' structure and the role of the regulatory system, and discrimination.
  - Global health status and trends on disabilities among disadvantaged groups in Africa, Asia and Latin America. Case studies to compare health disparities in disabilities among the high income, middle income and low income countries.
  - The role of decision-makers, international partners, medical and public health practitioners in identifying, maintaining or reducing health disparities among people living with disabilities.
  - Current global public health programs and interventions to reduce and eliminate health disparities among people living with disabilities around the world.
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## **COURSE MATERIALS**

### **Required Texts:**

1-World Health Report on Disabilities, 2011

By the World Health Organization (WHO)

ISBN-13 9789241564182

ISBN-10 9241564180

<http://apps.who.int/bookorders/anglais/detart1.jsp?sesslan=1&codlan=1&codcol=15&codcch=809>

### **Recommended Text:**

1-Global Health Disparities closing the gap through good governance (2010)

By Enku Kebede-Francis

Publisher: Jones & Bartlett Learning; 1 edition (September 15, 2010)

ISBN-10: 0763778931

ISBN-13: 978-0763778934

### **Additional Resources:**

- The United Nations Washington Group on Disability Statistics.
- The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP).
- The World Health Organization (WHO).
- The European Statistical System (ESS).
- The United Nations Economic Commission for Europe (UNECE).

### **Required Equipment:**

Computer with a webcam, speakers and microphone

High speed internet connections: Explorer, FireFox browsers are preferred.

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## **COURSE REQUIREMENTS, EVALUATION, GRADING**

This course will be taught during sixteen weeks. Starting on Monday 12:05 AM (Eastern Time), ending on Sunday at 11:55 PM (Eastern Time). The last week will be devoted to the final exam.

### **Discussion Forums (5 % each: 20% total)**

This is an important course activity using VoiceThread that allows students to actively participate by responding the instructor/TA questions. We expect you to engage in discussions, according to the readings, by monitoring and answering to your peers' point of views.

### **Quizzes (5% each: 20% total)**

There will be four open book/notes quizzes during the semester to assess your understanding of the lectures and other training material presented. The quizzes will consist of 10 multiple-choice questions and must be completed by the Sunday according to the schedule (see below). Each quiz is worth 5% (total 20% of the course's final grade).

### **PowerPoint Presentation (25%)**

Students will be assigned a course topic relevant to their interests on the first day of class. Each student group will prepare a presentation to be delivered to the class during week five (06/10 and 06/11). Each group will develop a power point presentation using videos and other interactive materials. Each student group will develop 2 questions to be given to the audience at the end of the power point presentation. The audience is expected to engage in deep discussion on the topic presented and evaluate their peers during two discussion forums to be implemented the same week. Honest and mature remarks are required and expected on the peer evaluations. At the end of all of the presentations, the instructor will compare the performance and results of all presentations in order to complete each student evaluation.

Suggested topics for discussion (each student group will choose one):

Students are encouraged to propose other topics related with health disparities among people living with disabilities in Asia, Africa and Latin America.

Student presentation grades will be based on:

- Preparation of project and presentation (20/30)
- Effectiveness in facilitating class discussion by developing two questions (5/30)
- Peer evaluation of presentation (5/30)

### **Final Exam (10%)**

A final exam will be conducted during week number six. It will cover all of the course's content. This is an open book exam.

**Student Final Paper for Graduate Students (25%):** This paper will be an individual document, double spaced and 15 pages, including references, maps and graphics, on the topic of your interest. The paper will be an expansion of the presentation given to the students with additional research on the topic incorporating the peers' suggestions and critiques. A rubric for this final paper will be provided.

**GRADING:**

Final Exam:	10%
Student Presentation:	25%
Student Paper:	25%
Quizzes (5 % each):	20%
Discussion Forums:	20%
<b>Total:</b>	<b>100%</b>

The grading system for this course will be the standard scale below:

93%- 100%	90%- 92%	87%- 89%	83%- 86%	80%- 82%	77%- 79%	73%- 76%	70%- 72%	67%- 69%	63%- 66%	60%- 62%	<60%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

**Topical Outline**

Week	Date	Topic	Class Readings	Assignments
1	5/12	1 - <b>Overview of the course</b> ; student topics assigned; Health disparities definition.	Course syllabus posted in Sakai World Health Organization. 10 Facts on Health Inequities and Their Causes – <a href="http://www.who.int/features/factfiles/health_inequities/en/">http://www.who.int/features/factfiles/health_inequities/en/</a>	Introduce yourself by posting a short paragraph in Voice Thread including: your name, academic background and your interest in health disparities and disabilities.
	5/13	2 - <b>Global Health Disparities and Human Rights:</b> Social, political and economic causes that maintain health disparities and inequities. Health determinants. Racism, socio economic indicators (gini index), health indicators. The United Nations Convention on the Rights of Persons with Disabilities	The World Health Organization (WHO) Report on Disability (2011), Chapter 1 Global Health Disparities, Chapter 1	

	5/14	<b>3 - Disabilities concept and definition:</b> Disability prevalence (%) and of years of health lost due to disability (YLD). Causes of Disabilities: Genital conditions. Domains: Cognition; mobility self-care; getting along : life activities and participation		<b>1<sup>st</sup> Discussion Forum:</b> The initial answer to the discussion question should be posted by Wednesday, May 14, at 8 PM, EST. You will post your responses to your peer by Sunday, May 18 at 8 PM (EST).  <b>Quiz 1:</b> Covering week 1 (5/12-5/14) Open Friday morning to Sunday, May 18 <sup>th</sup> by 11:55 PM..
2	5/19	<b>4 - Rehabilitation definition, process; needs and unmet needs. The International Classification of Functioning, disability and Health:</b> Impaired of body functions; impaired of body structures; activity limitations and participation restriction. Environmental Factors.	World Health Organization, International Classification of Functioning, Disability and Health/ Application Areas (2013): <a href="http://www.who.int/classifications/icf/appareas/en/index.html">http://www.who.int/classifications/icf/appareas/en/index.html</a>	
	5/20	<b>5 - Disabilities caused by infectious diseases I:</b> Oncocerciasis, trachoma, syphilis		
	5/21	<b>6 - Disabilities caused by Infectious diseases II:</b> Cisticercosis and leishmaniasis.		<b>2<sup>nd</sup> Discussion Forum:</b> The initial answer to the discussion question should be posted by Wednesday, May 21 at 8 PM (EST). You will post your responses to your peer by Sunday, May 25 <sup>th</sup> at 8 PM (EST).  <b>Quiz 2:</b> Covering week 1 (5/19-5/21) Open Friday morning to Sunday, May 25 <sup>th</sup> , by 11:55 PM
3	5/26	<b>7 - Disabilities caused by Chronic health conditions:</b> Diabetes, cardiovascular disease, cancer and chronic respiratory diseases		
	5/27	<b>8 - Disabilities caused by Violence:</b> War, Intimate partner violence (IPV), child marriage, and crime		
	5/28	<b>9 - Health Disparities and rehabilitation programs in high income countries:</b> Norway, United States and Sweden.		<b>3<sup>rd</sup> Discussion Forum:</b> The initial answer to the discussion question should be posted by Wednesday, May 28 <sup>th</sup> at 8 PM (EST). You will post your responses to your peers until Sunday, June 1 <sup>st</sup> at 8 PM (EST).  <b>Quiz 3: Covering week 3 (5/26-5/28)</b> Open Friday morning to Sunday, June 1 <sup>st</sup> , by 11:55 PM

4	6/2	<b>10 - Health Disparities and rehabilitation programs in Latin America Case studies:</b> Costa Rica, Cuba, Guatemala, and Mexico.		
	6/3	<b>11 - Health disparities rehabilitation programs in Asia and Middle East:</b> Viet Nam, India, Afghanistan and Bangladesh		
	6/4	<b>12 - Health disparities and rehabilitation programs in Sub-Saharan Africa:</b> Infectious diseases, war/violence and natural disasters. Case studies: Selected Sub-Saharan African countries.		<b>4<sup>th</sup> Discussion Forum:</b> The initial answer to the discussion question should be posted by Wednesday, June 4 <sup>th</sup> at 8 PM (EST). You will post your responses to your peers by Sunday, June 8 <sup>th</sup> at 8 PM (EST).  <b>Quiz 4: Covering week 4 (6/2-6/4).</b> Open Friday morning to Sunday, June 8 <sup>th</sup> , by 11:55 PM
5	6/9	<b>13 - Access to Rehabilitation and Current Programs:</b> Human resources and rehabilitation; capacity building at community level for rehabilitation and technology; Global public health programs and recommended actions to remove barriers that maintain the current health disparities among people living with disabilities.		
	6/10	<b>14 - Student Presentations and Discussions</b> Groups: 1, 2, 3, 4 and 5	Read and make notes on your peer student's presentations to later post answers to the questions they presented.  You will comment and grade only the other student's presentations.	
	6/11	<b>15 - Student Presentations and Discussions</b> Groups: 6, 7, 8, 9 and 10	Read and make notes on your peer student's presentations to later post answers to the questions they presented.  You will comment and grade only the other student's presentations.	<b>Paper due</b>

6	6/16	<b>16 - Open Book Final Exam</b> This exam will be available starting Monday, June 16 at 8 AM (EST), ending on Sunday, June 22 at 8 PM. This exam has 20 multiple choice questions. You will have 40 minutes to answer.		This final exam will cover all semester's content.
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### Online Faculty Course Evaluation Process

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/>

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### 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.

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### CLASS ATTENDANCE

Class attendance and participation are important components of the course grade. Attendance is asynchronous (not live), allowing you to log-in at any time during the week. You are expected to participate, actively, in all discussion forums, quizzes, exams and group presentations. You are responsible for all information presented in class. All students are expected to participate and evaluate colleagues in classes.

### **Policy Related to Make up Exams or Other Work**

Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with College policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.

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### **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.

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### **COUNSELING AND STUDENT HEALTH**

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.shcc.ufl.edu](http://www.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.

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