

PHC 6937: GLOBAL HEALTH DISPARITIES AND DISABILITIES

Summer A, 2015 Online Course

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COURSE OVERVIEW

This is a three credit online course that will be taught via 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. 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.

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.

COURSE MATERIALS

Required Texts:

World Health Report on Disabilities, 2011
By the World Health Organization (WHO)
ISBN-13 9789241564182
ISBN-10 9241564180

WORLD REPORT ON DISABILITY



Available on the Course Website

Required Equipment:

Computer with high speed internet access and use either Explorer or Firefox.

COURSE REQUIREMENTS

Quizzes (5 points each; 25% of total grade)

There will be five open book/notes quizzes assessing your understanding of the video lectures and readings. The quizzes will consist of 10 randomly assigned multiple-choice questions. You are required to work alone and you will have 25 minutes to complete the each quiz.

Reaction Papers (5 points each; 25% of total grade)

Each student will watch five, 10-20 minute videos throughout the semester pertaining to global health disparities and disabilities. Each student will write a (minimum) 500 word reaction paper to the question or questions posed regarding the video. Students are to work alone and upload their assignment to the Turnitin link provided on the Canvas course site.

Infographic (20 points; 20% of total grade)

Infographics are visually stimulating images used to clearly represent complex data or information. You are to develop a health disparities and/or disabilities infographic for any country you wish. Within the infographic, you are to include a minimum of 5 statistics and provide references on a separate page. The infographic itself should be created in Word or PowerPoint on 1 page/slide and uploaded to the Canvas link by the due date. Examples of infographics can be found on the Canvas page.

Paper (20 points; 20% of total grade)

Each graduate student will write a 2,000 word (minimum) paper comparing the health disparities between the United States and whichever country you chose for the infographic. You must work alone, cite all references, and provide heading to differentiate parts of the paper but no specific writing style is required. That is, font size and type, margin size, single/double spaced, and including a cover page does not matter. Once completed, you are responsible for uploading your paper to the Turnitin link on Canvas.

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

A 40 question, open book/note cumulative multiple choice final exam will be held during the last week of class. You will have 1 hour to complete the exam and must work alone.

GRADING

Reaction Paper 1	5 Points	A	93-100.0 Points
Reaction Paper 2	5 Points	A-	90-92.9 Points
Reaction Paper 3	5 Points	B+	87-89.9 Points
Reaction Paper 4	5 Points	B	83-86.9 Points
Reaction Paper 5	5 Points	B-	80-82.9 Points
Quiz 1	5 Points	C+	77-79.9 Points
Quiz 2	5 Points	C	73-76.9 Points
Quiz 3	5 Points	C-	70-72.9 Points
Quiz 4	5 Points	D+	67-69.9 Points
Quiz 5	5 Points	D	63-66.9 Points
Infographic	20 Points	D-	60-62.9 Points
Paper	20 Points	E	< 60 Points
Final Exam	10 Points		

CALENDAR

WEEK ONE – MAY 11 THROUGH MAY 15

Readings:

- Read the WHO's 10 Facts on Health Inequities and Their Causes
http://www.who.int/features/factfiles/health_inequities/en/

Lectures:

- Defining Health Disparities
- Global Health Disparities and Human Rights
- Disability Concepts and Definitions

Assignments:

- Quiz 1 **Due Friday May 15 before 5pm, EST**
- Reaction Paper 1 – Ted Talk: Income Inequality **Due Friday May 15 before 5pm, EST**

WEEK TWO – MAY 18 THROUGH MAY 22

Readings:

- Read the WHO's International Classification of Functioning, Disability and Health/ Application Areas (2013):
<http://www.who.int/classifications/icf/appareas/en/index.html>
- Read the World Health Organization (WHO) Report on Disability (2011), Chapter 1: Understanding Disability and Chapter 3: General Health Care

Lectures:

- The International Classification of Functioning, Disability and Health
- Disabilities Caused by Chronic Health Conditions
- Disabilities Caused by Infectious Diseases I

Assignments:

- Quiz 2 **Due Friday May 22 before 5pm, EST**
- Reaction Paper 2 - Last Week Tonight: Tobacco **Due Friday May 22 before 5pm, EST**

WEEK THREE – MAY 25 THROUGH MAY 29

Readings:

- No assigned readings.

Lectures:

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

Assignments:

- Quiz 3 **Due Friday May 29 before 5pm, EST**
- Reaction Paper 3 – Vice: Japan **Due Friday May 29 before 5pm, EST**

WEEK FOUR – JUNE 1 THROUGH JUNE 5

Readings:

- Read the World Health Organization (WHO) Report on Disability (2011), Chapter 4: Rehabilitation and Chapter 5: Assistance and Support

Lectures:

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

Assignments:

- Quiz 4 **Due Friday June 5 before 5pm, EST**
- Reaction Paper 4 – Vice: El Salvador Travel **Due Friday June 5 before 5pm, EST**

WEEK FIVE – JUNE 8 THROUGH JUNE 12

Readings:

- Read the World Health Organization (WHO) Report on Disability (2011), Chapter 6: Enabling Environments

Lectures:

- Access to Rehabilitation and Current Programs

Assignments:

- Quiz 5 **Due Friday June 12 before 5pm, EST**
- Reaction Paper 5 – Vice: Haiti **Due Friday June 12 before 5pm, EST**

WEEK SIX – JUNE 15 THROUGH JUNE 19

Assignments:

- Final Exam **Due Friday June 19 before 5pm, EST**
- Infographic **Due Friday June 19 before 5pm, EST**
- Paper **Due Friday June 19 before 5pm, EST**

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. Additionally, students will be able to work ahead at their own pace as all material will be available on the first day of class. While students may work ahead, all material must be completed before the due date and time unless the student has instructor permission. Any late assignment will be counted as a zero.

POLICY RELATED TO MAKE UP EXAMS OR OTHER WORK

Consistent with College policy, students are allowed to make up work only if missed as a result of illness, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss an quiz/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.

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.

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.

If you are in need of assistance, contact:

- Student Health Care Clinic at 392-0627 or www.shcc.ufl.edu
- 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.