

**HSC 4643 –  
Access and Rehabilitation in  
Serving Vulnerable Populations  
(3 credit hours)**

Semester: Fall 2024

Location: HPNP G112

Day/time: Thursdays- 9:35am - 11:30am

Delivery Format: On-Campus

Course Website or E-Learning: Canvas

**Instructor Name:** John Kramer, PhD  
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**Office Location:** HPNP 4140  
**Office Hours:** M – 11 am-12 pm; Th – 1-2 pm; or by appointment  
**Teaching Assistants:** None  
**Preferred Communication:** Email: [john.kramer@phhp.ufl.edu](mailto:john.kramer@phhp.ufl.edu)  
Zoom: <https://ufl.zoom.us/my/john.kramer.fall2024>

**Prerequisites**

Disease and Disability 1 (HSC3502) and 2 (HSC4558) or approval of instructor

**PURPOSE AND OUTCOME**

**Course Overview**

This course traces the interplay of social movements and federal law designed to improve the participation of people with disabilities in society. The purpose of this course is to impart understanding of legislation about vulnerable citizens. Knowledge gained from this class can be used to critique policies for vulnerable populations.

**Relation to Program Outcomes**

This course addresses the following outcomes in the Bachelor of Health Sciences Program: 1) by focusing on policies related to health care and rehabilitation access, students will be able to describe key elements of the US healthcare system; 2) through its central activity, students will apply knowledge and application of bioethical principles, and 3) through its highly collaborative lesson plan, students will be developing and implementing professional behaviors in health careers.

**Course Objectives and/or Goals**

In order to meet the goals of this course, students will be able to:

1. Describe how a policy covered in this class can impact access on education, employment, or community life
2. Describe the purpose of disability, aging, or healthcare policy that is relevant to your interest or your possible career

3. Compare and contrast two different policies and how they impact vulnerable people and make an argument for which one would be the most appropriate.
4. Interpret one current policy and how it might impact healthcare
5. Create a reasoned response/improvement and provide a rationale to justify a disability-related policy that will a) improve function for people with a disability to participate in communities, and/or b) improve access to rehabilitation services.

### **Instructional Methods**

This class will be delivered in an in-person and online/blended classroom format.

#### *Blended Learning*

*What is blended learning and why is it important?* In a Blended Learning class the instructor uses a mixture of technology and face-to-face instruction to help maximize your learning. I will present knowledge content online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help students strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

*What is expected of you?* It is expected that students will be fully engaged with the course content and come prepared to participate in, and contribute to, the weekly class activities and discussion. The instructor expects that students will devote 6-7 hours per week preparing for and participating in assigned course content. Instructors and students will formally interact approximately 4 hours per week reviewing and applying course content. The expectation is that students will be present and using their webcam.

The course is housed in UF e-Learning in Canvas. This course is blended and taught through a discussion and lecture format with some online "Blended Learning" assignments. Participation in the class is vital to student success. If voluntary participation lags, the instructor will call on students randomly. Additionally, the instructor expects that students will check your e-mail and the course announcements daily as the instructor will use Canvas to communicate with you throughout the semester.

#### **By successfully completing this course you will be able to:**

1. Apply knowledge and skills in social policy and disability to your present or future major area of practice (e.g., medical rehabilitation, early intervention, mental health services).
2. Evaluate current social policy on disability as it impacts your present or future major area of practice.
3. Describe ways that you can take an active role in shaping disability policy in your present or future major area of practice.
4. Discuss the implications of social, political and cultural forces for practice models and methods in your present or future area of practice.

## DESCRIPTION OF COURSE CONTENT

## Topical Outline/Course Schedule (subject to revision)

Week	Date(s)	Topic(s)	Lab Schedule/Readings
1	8/22	<p><b>Introductions to the course</b> ThinkTank Introduction and Subcommittee assignments Breakout groups</p>	<p><b>Agenda:</b></p> <p><i>First half</i> Walkthrough of the course</p> <p><i>Second half (subcommittees)</i></p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Giangreco, M. (1995). "The Stairs Don't Go Anywhere!" A Self Advocate's Reflections on Specialized Services and Their Impact on People with Disabilities/ An Interview with Norman Kunc. from <a href="https://www.dsamn.org/wp-content/uploads/2014/11/Stairs-to-nowhere-Readings-for-Jigsaw.pdf">https://www.dsamn.org/wp-content/uploads/2014/11/Stairs-to-nowhere-Readings-for-Jigsaw.pdf</a></li> <li>2. The Way Things Were (Disability is Natural)</li> <li>3. Shuttleworth, R., and Kasnitz, D. The Cultural Context of Disability. In Encyclopedia of Disability. Gary Albrecht, Editor. Thousand Oaks: Sage (2006).</li> <li>4. Disability History Timeline - <a href="http://www.disabilityhistory.org/timeline_new.html">http://www.disabilityhistory.org/timeline_new.html</a></li> </ol>

2	8/29	<p><b>What is a policy?</b> Orientation to relevant policies in this course and how to engage in research.</p> <p><b>ThinkTank Full Meeting</b></p>	<p><b>Agenda:</b></p> <p><i>First Half</i> Orienting to the policy making process Deciding our goal/end product in this class</p> <p><i>Second Half – ThinkTank Full Meeting</i> Overview (5 min) Subcommittees present updates on findings (30 min) Reconciling items (5 min) Next steps (5 min)</p> <p><i>Readings</i></p> <ol style="list-style-type: none"> <li>1. Schoolhouse Rock: America - I'm Just a Bill Music Video <a href="https://www.youtube.com/watch?v=FFroMQI Kiag">https://www.youtube.com/watch?v=FFroMQI Kiag</a></li> <li>2. Social Policy: Crash Course Government and Politics <a href="https://www.youtube.com/watch?v=mlxLX8Ft o_A">https://www.youtube.com/watch?v=mlxLX8Ft o_A</a></li> <li>3. The Policy Making Process <a href="https://www.youtube.com/watch?v=aLUbviQo ef8">https://www.youtube.com/watch?v=aLUbviQo ef8</a> Longmore, P. (2003). Why I Burned My Book and Other Essays on Disability. Philadelphia, PA.: Temple University Press.</li> </ol>
3	9/5	<p><b>Brief orientation to History of Rehabilitation in the US</b></p> <p><b>ThinkTank Meetings</b></p>	<p><i>First Half –</i> Checking in on process</p> <p><i>Second Half – ThinkTank Subcommittee Meeting</i></p> <p><i>Readings</i></p> <ol style="list-style-type: none"> <li>1. Module 1: History of Vocational Rehabilitation <a href="https://mn.gov/mnddc/parallels2/four/rehab_act/rehab1.html">https://mn.gov/mnddc/parallels2/four/rehab_act/rehab1.html</a></li> <li>2. The History of Vocational Rehabilitation <a href="https://www.youtube.com/watch?v=Z7kCT1S51c">https://www.youtube.com/watch?v=Z7kCT1S51c</a></li> </ol>

4	9/12	<p><b>Rehabilitation: Veterans Administration</b></p> <p><b>ThinkTank Full Meeting</b></p>	<p><i>First Half –</i> Checking in on process</p> <p><i>Second Half – ThinkTank Full Meeting</i> Overview (5 min) Subcommittees present updates on findings (30 min) Reconciling items (5 min) Next steps (5 min)</p> <p><i>Readings</i></p> <ol style="list-style-type: none"> <li>1. United States. (1997). <i>VA history in brief</i>. Washington, DC: Dept. of Veterans Affairs, Office of Public Affairs.</li> <li>2. U.S. Department of Veterans Affairs <a href="https://socialwelfare.library.vcu.edu/federal/u-s-department-of-veteran-affairs/">https://socialwelfare.library.vcu.edu/federal/u-s-department-of-veteran-affairs/</a></li> <li>3. Veterans Benefit History <a href="http://www.pbs.org/now/society/vetbenefits.html">http://www.pbs.org/now/society/vetbenefits.html</a></li> </ol>
5	9/19	<p><b>History: Institutions</b></p> <p><b>ThinkTank Subcommittee Meetings</b> <b>*Preliminary Policy Document due 9/29 @11:59pm</b></p>	<p><i>First Half – Class Lecture</i> <i>Second Half – ThinkTank Subcommittee Meeting</i></p> <p><i>Readings:</i></p> <ol style="list-style-type: none"> <li>1. Wehmeyer, M. (2013). <i>The Story of Intellectual Disability: An Evolution of Meaning, Understanding, and Public Perception</i>: Brookes Publishing.</li> <li>2. Trent, J. (1994). <i>Inventing the Feeble Mind: A History of Mental Retardation in the United States</i>. Berkeley, CA: University of California Press.</li> <li>3. <i>Parallels in Time:</i> <a href="http://www.mnddc.org/parallels/menu.html">http://www.mnddc.org/parallels/menu.html</a></li> </ol>

6	9/26	<p><b><i>Eugenics Policy</i></b></p> <p><b><i>ThinkTank Full Meeting</i></b></p> <p><b><i>*Exam 1 (History) due by 10/2, 11:59pm</i></b></p>	<p>Agenda:</p> <p><i>First Half – Class Lecture</i></p> <p><i>Second Half – ThinkTank Full Meeting</i></p> <p>Overview (5 min)</p> <p>Subcommittees present updates on findings (30 min)</p> <p>Reconciling items (5 min)</p> <p>Next steps (5 min)</p> <p><i>Readings</i></p> <ol style="list-style-type: none"> <li>1. Smith, J. D., &amp; Wehmeyer, M. (2012). Good Blood, Bad Blood: Science, Nature, and the Myth of the Kallikaks. Washington, D.C.: American Association on Intellectual and Developmental Disability.</li> <li>2. Braddock, D., &amp; Parish, S. (2001). An Institutional History of Disability. In G. Albrecht, K. Seelman &amp; M. Bury (Eds.), Handbook of Disability Studies (pp. 1168). Thousand Oaks, CA.: Sage Publications, Inc.</li> <li>3. <i>Buck v. Bell</i> - <a href="http://caselaw.findlaw.com/us-supremecourt/274/200.html">http://caselaw.findlaw.com/us-supremecourt/274/200.html</a></li> </ol>
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7	10/3	<p><b>Access:</b>  <b>Rehabilitation Act, Sections 501, 504, 508 and Americans with Disabilities Act</b></p> <p><b>ThinkTank Subcommittee Meeting</b></p>	<p>Agenda:  <i>First Half – Class Lecture</i>  <i>Second Half – ThinkTank Subcommittee Meeting</i></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• What is the Rehabilitation Act of 1973 - <a href="https://www.youtube.com/watch?v=00KVLYcmBOw">https://www.youtube.com/watch?v=00KVLYcmBOw</a></li> <li>• The Power of 504 (full version, open caption, English and Spanish) <ul style="list-style-type: none"> <li>○ <a href="https://www.youtube.com/watch?v=SyWcCuVta7M">https://www.youtube.com/watch?v=SyWcCuVta7M</a></li> </ul> </li> <li>• <i>The Americans With Disabilities Act –</i> <a href="https://www.gpo.gov/fdsys/pkg/STATUTE-104/pdf/STATUTE-104-Pg327.pdf">https://www.gpo.gov/fdsys/pkg/STATUTE-104/pdf/STATUTE-104-Pg327.pdf</a></li> <li>• Reflecting on the Americans with Disabilities Act - <a href="https://www.accessliving.org/newsroom/blog/ada-29th-anniversary/">https://www.accessliving.org/newsroom/blog/ada-29th-anniversary/</a></li> </ul> <p>Policy</p> <ul style="list-style-type: none"> <li>• <i>Olmstead -</i> <a href="https://www.law.cornell.edu/supct/html/98536.ZS.html">https://www.law.cornell.edu/supct/html/98536.ZS.html</a></li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>• Cerreto, M. C. (2001). <i>Olmstead: The Brown v. Board of Education for Disability Rights-Promises, Limits, and Issues. Loy. J. Pub. Int. L., 3, 47.</i></li> <li>• Gran, J., Lapertosa, M., &amp; Beckwith, R. (2003). <i>Olmstead: reclaiming institutionalized lives for the National Council on Disability. Washington DC</i></li> </ul>
8	10/10	<p><b>Access: IDEA, Developmental Disabilities Act</b></p> <p><b>ThinkTank Full Meeting</b></p>	<p>Agenda:  <i>First Half – Class Lecture</i>  <i>Second Half – ThinkTank Full Meeting</i></p> <p>Overview (5 min)  Subcommittees present updates on findings (30 min)  Reconciling items (5 min)  Next steps (5 min)</p> <p>Readings</p> <ol style="list-style-type: none"> <li>1. History of the DD Act - <a href="https://acl.gov/Programs/AIDD/DD_History/Index.aspx">https://acl.gov/Programs/AIDD/DD_History/Index.aspx</a></li> </ol>

9	10/17	<p><b>Access:</b> <b>Individuals with Disabilities Education Act</b></p> <p><b>ThinkTank Full Meeting</b></p>	<p>Agenda: <i>First Half – Class Lecture</i></p> <p><i>Second Half – ThinkTank Full Meeting</i></p> <p>Readings</p> <ol style="list-style-type: none"> <li>1. Brown v. Board of Education <a href="https://supreme.justia.com/cases/federal/us/347/483/case.html">https://supreme.justia.com/cases/federal/us/347/483/case.html</a></li> <li>2. Individuals with Disabilities Education Act - <a href="http://uscode.house.gov/statutes/pl/101/476.pdf">http://uscode.house.gov/statutes/pl/101/476.pdf</a></li> </ol> <p><i>Desegregation</i></p> <ol style="list-style-type: none"> <li>3. Racism, School Desegregation Laws and the Civil Rights Movement in the United States <a href="https://www.youtube.com/watch?v=U9AC54PgDFA&amp;ab_channel=TheFilmArchives">https://www.youtube.com/watch?v=U9AC54PgDFA&amp;ab_channel=TheFilmArchives</a></li> <li>4. Reardon, S. F., Grewal, E., Kalogrides, D., &amp; Greenberg, E. (2012). "Brown" Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools. Grantee Submission</li> <li>5. Parallels in Time: A Place to Learn: The Development of Free Appropriate Public Education for All Children: <a href="http://mn.gov/mnddc/parallels2/three/001.htm">http://mn.gov/mnddc/parallels2/three/001.htm</a></li> </ol> <p>Timeline of the Individuals with Disabilities Education Act (IDEA): <a href="https://educationonline.ku.edu/community/idea-timeline">https://educationonline.ku.edu/community/idea-timeline</a></p>
10	10/24	<p><b>The Affordable Care Act</b> <i>Subcommittee work time</i> <b>*Exam 2 (Policy) due by 10/30, 11:59pm</b></p>	<p>Agenda: <i>First Half – Class Lecture</i> <i>Overview (5 min)</i> <i>Subcommittees present updates on findings (30 min)</i> <i>Reconciling items (5 min)</i> <i>Next steps (5 min)</i></p>

11	10/31	<p><b><i>Disability movement – Deinstitutionalization</i></b></p> <p><b><i>ThinkTank Subcommittee Meeting</i></b></p>	<p>Agenda:  <i>First Half – Class Lecture</i>  <i>Second Half – ThinkTank Subcommittees</i></p> <p>Readings:  <i>Parent Movement</i></p> <ol style="list-style-type: none"> <li>1. Parent Movement Parallels in Time, the Reawakening:  <a href="https://mn.gov/mnddc/parallels/five/5a/1.html">https://mn.gov/mnddc/parallels/five/5a/1.html</a></li> <li><i>Deinstitutionalization</i></li> <li>2. Rivera, Geraldo. Willowbrook: The last great disgrace. 1972.</li> <li>3. Parallels in Time II: A Place to Call Home:  <a href="http://mn.gov/mnddc/parallels2/one/001.htm">http://mn.gov/mnddc/parallels2/one/001.htm</a></li> <li>4. Mansell, J., &amp; Beadle-Brown, J. (2010). Deinstitutionalization and community living: Position statement of the Comparative Policy and Practice Special Interest Research Group of the International Association for the Scientific Study of Intellectual Disabilities. <i>Journal Of Intellectual Disability Research</i>, 54(2), 104-112. doi:10.1111/j.1365-2788.2009.01239.x</li> </ol>
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12	11/7	<b>Disability movements – Independent Living Movement</b>	<p>Agenda:</p> <p><i>First Half – Class Lecture</i></p> <p><i>Second Half – ThinkTank Full Meeting</i></p> <p>Overview (5 min)</p> <p>Subcommittees present updates on findings (30 min)</p> <p>Reconciling items (5 min)</p> <p>Next steps (5 min)</p> <p>Readings:</p> <ol style="list-style-type: none"> <li>1. <i>Leaders with Developmental Disabilities in the Self-Advocacy Movement</i> <ol style="list-style-type: none"> <li>a. <a href="http://bancroft.berkeley.edu/ROHO/collections/subjectarea/ics_movements/self_advocacy.html">http://bancroft.berkeley.edu/ROHO/collections/subjectarea/ics_movements/self_advocacy.html</a></li> <li>b. The overdue Revolution - <a href="https://www.npr.org/programs/disability/ba_shows.dir/revoluti.dir/revoluti.html">https://www.npr.org/programs/disability/ba_shows.dir/revoluti.dir/revoluti.html</a></li> </ol> </li> <li>2. People with Disabilities Are Entitled to Civil Rights, options, and control           <ol style="list-style-type: none"> <li>a. <a href="https://www.accessliving.org/newsroom/blog/independent-livinghistory/">https://www.accessliving.org/newsroom/blog/independent-livinghistory/</a></li> </ol> </li> <li>3. Parallels in Time: The Independent Living Movement 1970 - <a href="http://mn.gov/mnddc/parallels/six/6a/1.html">http://mn.gov/mnddc/parallels/six/6a/1.html</a></li> <li>4. <i>Independent Living History</i> <ol style="list-style-type: none"> <li>a. <a href="http://www.accessliving.org/index.php?tray=topic&amp;tid=top626&amp;cid=134">http://www.accessliving.org/index.php?tray=topic&amp;tid=top626&amp;cid=134</a></li> </ol> </li> </ol>
13	11/14	<b>Disability movements – Disability Arts and Humanities; reclaiming identity</b> <b>*Exam 3 (Movements) due by 11/20, 11:59pm</b>	<p>Readings TBD</p>
14	11/21	<b>ThinkTank</b>  <i>* = Final Policy Proposal due 12/4 @ 11:59pm</i>  <i>*= Exam 4 (Integrative Case) due 12/6 @11:59pm</i>	<p>LAST CLASS - Final Meeting and Presentations</p>

15	11/28	THANKSGIVING	NO CLASS
15	12/7-12/13	FINALS	

**Course Materials and Technology**

*Textbooks.* There is no required textbook for this course. Readings will consist of book chapters, manuscripts, online sources and policy materials and are subject to revision.

*Technology.* This course will use Canvas.

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

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

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- (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

**Participation (20%).** Participation in this class will be considered contributing to all in class Canvas discussions and providing weekly minutes of your subcommittee meetings. Students will be expected to respond thoughtfully to all aspects of this course. Students who come to class and demonstrate knowledge of the materials and contribute thoughtfully to discussion will be considered examples of effective participation in the class. Please refer to the rubric for specifics of how participation will be assessed. Students will be provided mid-term feedback on their participation to give them a chance to respond, improve if needed. **IMPORTANT: Though this is a group level assignment, I assign grades individually, based in individual contributions to the group. I reserve the right to assign different scores to individuals for the same minutes if there is an uneven/unfair contribution from individual members.**

*In class activities.* The lab time in this class will consist of a “ThinkTank” – where the class will be in charge of different elements of a complex problem around access.

*What is a "ThinkTank"?*

For this class, we use the definition from Websters. A ThinkTank is "an institute, corporation, or group organized to study a particular subject (such as a policy issue or a scientific problem) and provide information, ideas, and advice."

In this class, the central class activity centers on a fictional ThinkTank entitled "The *Access and Rehabilitation for America Institute*" or "TARA" Institute.

*What is my role in TARA?*

You are one of the members of the ThinkTank and you are tasked with sitting on one of the subcommittees of the institute. Each subcommittee will be in charge of researching an aspect of the Institute's overarching policy problem for this term.

*What is the group going to do?*

The mission of TARA is to:

*Advance policies that rehabilitate Americans into mainstream life and to make America a more fully accessible and integrated society.*

TARA provides policy recommendations that focus on increasing Rehabilitation services in the United States and promoting policies that advance full access for all Americans in every facet of American life. This Institute does this through the following:

- *Research and Expertise* - TARA fully researches every facet of an issue including budgetary impact, constituencies involved, ethical standards and quality standards.
- *Writing White Papers that influence constituents and lawmakers*- TARA writes convincing, well-researched position papers that give constituents and lawmakers the need to write an excellent policy that advances the quality of life of all Americans. As a member of TARA, you will contribute in the following ways:
  - Serve on a subcommittee and are tasked with researching the area covered by your subcommittee
  - Contribute to the bi-monthly (twice a month) TARA business meetings. These meetings will serve as an official place for the subcommittees to share their current work and to provide expertise to the other subcommittees.
  - Research the current constituencies involved in your topic

- Contribute to the final policy proposal that will constitute your portion of the final class grade.

*What is the "overarching policy problem" for this term?*

We can select from these priorities (or one that we have not decided yet):

1. *Updating the Americans with Disabilities with Disabilities Act*- The Americans with Disabilities Act has been called a life changing policy for people with disabilities, but critics have also cited an expanding list ways it has been undermined, no longer working. TARA is focused on ways to make the ADA more effective at improving access to American life for Americans with disabilities. To answer this question, you need to find out: 1) what are recent cases involving the ADA and healthcare or rehabilitation?, and 2) what have experts said about the ADA and its shortcomings?
2. *Write a modern rehabilitation policy*- Since the Rehabilitation Act of 1973, there have been many revisions that have clarified and, in some cases, expanded nondiscrimination of people with disabilities. TARA is focused on taking the best parts of the Rehab Act - and similar legislation - and creating/suggesting an innovative approach to providing rehabilitative services and access.
3. *Improving Access in Gainesville* - politics are local! In this project, the ThinkTank is tasked with making a recommendation about how to improve access in the Gainesville Community. What kinds of issues around access can be resolved through improved policy in Gainesville? This can involve improving physical or cognitive aspects to spaces in the Gainesville area.
4. *Protecting Vulnerable People in the COVID19 Pandemic* - In this project, the ThinkTank is tasked with providing a recommended set of guidelines to healthcare practitioners that protect the rights of people with disabilities, the elderly, and/or other marginalized populations. What kinds of areas do we need to protect vulnerable people in regards to COVID19 and its aftermath? What are policy implications of COVID19? Where have been issues around ethics and what are their implications for healthcare policy?

**Exam 1 (10%).** This take-home exam will consist of 3 questions that will be posed to you. Each question will cover a historical element of the course.

**Exam 2 (10%).** This take-home exam will consist of 3 questions that will be posed to you. Each question will cover a policy-related element of this course.

**Exam 3 (10%).** This take-home exam will consist of 3 questions that will be posed to you. Each question will cover a disability movement-related element of the course.

**Written Assignments.** There are two main assignments that the ThinkTank is tasked with in this course. They are *Preliminary Policy Proposal Document* and *Final Proposal*. The preliminary proposal outlines a policy and a major problem that you have identified. The Proposal outlines a solution to the problem you have identified. **NOTE: if you use Artificial Intelligence in your writing for this class, you must cite/add a footnote indicating that you used it and which tool you used.** A summary of these assignments are as follows:

***Preliminary Policy Document (10%).***

*Preliminary Policy Proposal Document.* This proposal will summarize an understanding of the topic related to a policy and assess/critique the consequences of the change, cultural movement or policy.

In this preliminary proposal, identify the main problem themes related to the topic. As you write this section, it helps to think about how your interest fits within a larger topic.

- For example: If you are writing about current problems with the Americans with Disabilities Act (ADA) in a community that is of interest to you, it would be helpful to up front declare generally where the ADA is going. As an example, you could start this section by saying something like "Since the ADA was passed in 1991, its mandate has been refined and, in some cases, rolled back." Then you can list some examples of some ways the ADA has changed, including your specific topic which you are about to tell me more about.

*Guiding questions:*

1. What were the reasons for this change/culture movement/policy?
2. What were the gaps created by this change/culture movement/policy?
  - ADA example: "Since its inception, The Americans with Disabilities Act has been weakened, particularly around areas of public accommodation. Critics have argued that it is too onerous for businesses to change their environments." (reference , in APA format).
3. What was the context in which the change/culture movement/policy developed – what social, political or economic challenge was the change/culture movement/policy trying to explain, or what shortcomings of previous approaches was it trying to remedy?
  - ADA example: "The ADA was designed to increase the ability of people with disabilities to access society. After the ADA was passed, activists used it to improve access to the community instead of institutions." (reference , in APA format),
4. How has the change/culture movement/policy changed?
  - ADA example: "In 2018, the House of Representatives passed a law that would weaken some key provisions of the ADA. The effect of this law, if passed, would be..." then explain what the benefits and drawbacks would be. Describe any major thought leaders/players involved in change/culture movement/policy.

***Final Policy Proposal (30%).***

The final proposal will be a creative, theory-based solution to an issue/problem and a plan for how you would assess if the solution works. **In this final proposal, based on the analysis of the theoretical change in a model of disability, cultural movement or policy developed in the three previous assignments, provide a programmatic or policy approach to addressing the remaining gaps relevant to the topic.** This assignment's goal is to provide a creative, theory-based approach to addressing the problem that you have analyzed in the previous assignment. Ultimately this will prepare you to become practitioners who are actively involved in policies around access for vulnerable populations. While you are not probably not going to be a politician, the contexts in which you provide care in large part are determined by policies that define who can and cannot access health care and related services.

***Exam 4. (15%) (Finals Week).*** This individual exam will be based on the whole course. This take-home exam will consist of 3-5 questions that will be posed to you. Each question will pose a different "case" in which students will need to 1) identify which policy or policies are relevant to the case, 2) which cultural movement is related to the case, and 3) how the group would approach responding to or resolving the case. Students will be graded on how well they demonstrate knowledge gained from the course and how well they integrate the knowledge.

Requirement	Due date	% of final grade
<i>Participation and Minutes</i>	Ongoing	20
<i>Exam 1 (History)</i>	10/2	10
<i>Exam 2 (Policy)</i>	10/30	10
<i>Exam 3 (Movements)</i>	11/20	10
<i>Preliminary Policy Document</i>	9/27	10
<i>Final Policy Proposal</i>	12/6	25
<i>Exam 4 (Integrative Case)</i>	12/8	15
Total		100

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

**Example:**

Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
70-76	C
67-69	D+
63-66	D
60-62	D-
Below 60	E

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/ugrad/current/regulations/info/grades.aspx>

### Exam Policy

#### 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 an excused absence, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested must be negotiated at the time of excused absence.

**Note about unexcused absences.** Unanticipated problems come up sometimes and are understandable. For absences that are not covered under the definition of an excused absence, work due that day will be counted as a zero. However, I will drop the lowest grade from the Semester and *not* include it in your final grade. So, if you miss a live class session due to an unexcused absence, grading for that day will automatically be dropped from your final grade in the class.

**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

#### Student Expectations, Roles, and Opportunities for Input Expectations Regarding Course Behavior

It is expected that students act in an appropriate, respectful manner during these lab time and all online correspondence. The use of cellphones, tablets and laptops for anything unrelated to the class is **STRONGLY**

DISCOURAGED during lab time. The instructor reserves the right to address excessive violation of this policy, including grade reduction. Attention is a precious resource – please devote all of it to our work during our limited lab time.

Additionally, mutual respect is expected when communicating via email or any other channel with either the instructor or TA. Our goal is to learn, espouse, and enact professionalism in all aspects of this class.

### **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.

### **Professionalism and COVID**

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including

options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email [covid@shcc.ufl.edu](mailto:covid@shcc.ufl.edu)) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit [coronavirus.UFHealth.org](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

### **COVID-19 Symptoms**

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

### **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>

### **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)

To create as inclusive a learning environment as possible, I will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships among course material, personal, and social experiences. I strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, (etc.) on the topics taught in class. I seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

### **Personal Characteristics (race, ethnicity, SES, educational background etc)**

I am a white, heterosexual, cisgender, able-bodied mal

### **Stated Values About DEI:**

#### *Situating myself in relation to race and marginalized identities*

- My experience insulates me from directly experiencing the social and systemic racism, discrimination, oppression, rejections and micro aggressions that too many people continue to experience in their daily lives.
- My privilege is a major part of my identity. I've never had to prove myself because of my sex. I've never had to worry about what others think of me because of how I look or how I identify.
- In short, I do not generally have to think much about the discriminatory practices, prejudicial policies, or implicit/explicit biases in everyday life.

### **Situating myself in terms of values**

- My background is in Disability Studies, a radical, social justice-focused discipline that approaches disability as a normal part of human existence. I have learned about intersectionality through my studies in this discipline.
- I believe in diversity, equity, and inclusion in and outside of the classroom.
- I believe we all are different embodied intersections of vertical and horizontal identities that should be celebrated and respected.
- My goal for this class, and all my classes, is to support affirming and safe spaces for all students regardless of race, ethnicity, sexual orientation, gender identity, disability status or nationality.
- I will not be perfect. I hope to be lucky enough to receive constructive feedback on these issues. If I am lucky enough to receive this feedback, I will receive it positively and in good faith.

### **Situating Self in Course Content:**

#### **Situating the topic of racism in relation to policy and vulnerable populations**

- At the risk of stating the obvious, I am not an expert on racism; I do not pretend to be one!
- Our focus on race in this class must be necessarily narrow and constrained to framing racism in relation to policy and health disparities.
- Our focus on policy is further constrained by a focus on *health* policy.
- So we will focus on how policy has historically been used to BIPOC to systematically exclude non-white people; there have never truly ever been “colorblind” or completely equitable health policies. Maybe we can design more equitable policies here!

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