

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**HSC 3502 Survey of Diseases and Disabilities I (3 credit hours)**  
**Sections: 14100, 29348**  
**Semester: Fall 2024**  
**Delivery Format: Hybrid (Online and On-Campus)**

## Syllabus

---

**Instructor:**

Erta Cenko, PhD, MSPH  
Office: HPNP room 4144  
Phone Number: (352) 273-6214  
Email Address: ertacenko@phhp.ufl.edu  
Office Hours: Mondays 10:30 AM – 12:30 PM or by appointment  
Available in person (HPNP room 4144), via Zoom, or via phone call

**Preferred Course Communications:** e-mail

---

**Prerequisites:** STA 2023 and PSY 2012 and Health Science, Communication Sciences and Disorders, or Public Health majors, or HES\_UMN minor.

---

**Course Overview**

This course provides an overview of medical and psychosocial aspects of the most common chronic diseases including issues of disability management.

**Course Objectives and/or Goals**

Upon completion of this course, the student will be able to:

1. Distinguish among various diseases and disabilities given information related to epidemiology, etiology, symptoms, and treatments.
  - a. Summarize the epidemiology, etiology, and symptoms of forms of disease and disability including traumatic brain injury, spinal cord injury, diabetes, autoimmune disorders, cancer, cardiovascular disease, stroke, pulmonary conditions, vision impairment and blindness, hearing impairment and deafness, Parkinson's Disease, and Dementia and Alzheimer's Disease.
  - b. Define the treatment of these diseases and disabilities and the roles of various healthcare professionals (including the role of disease prevention) in evaluating and treating individuals with diseases/conditions.
2. Apply the World Health Organization's International Classification of Disability, Function and Health (WHO ICF model) to analyze the impact of functional (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors on activities and participation of persons with disabilities.

- a. Explain the purpose of the World Health Organization International Classification of Function, Disability and Health (WHO ICF model and WHO ICD model).
  - b. Identify both functioning (e.g., body function and structures) and contextual (e.g., social supports, environmental and intrapersonal) factors that contribute to participation and health.
  - c. Address activity limitations and participation restrictions by designing functional and contextual focused approaches.
3. Summarize US legislation that protects the rights of adults with disabilities and shapes the services and supports provided to people with disabilities.
- a. Outline key points of US legislation that protects the rights of adults with disabilities
  - b. List the services and supports provided to people with disabilities under US law.
4. Interpret “lived experience” of disease and disability as felt by individuals who have the conditions and their caregivers and family members.
- a. Describe the functional and contextual factors that impact health and “lived experience” as perceived through the lens of perspectives from individuals who have diseases and disabilities, their caregivers, and family members.
  - b. Convert the epidemiology, etiology, symptoms, and treatments of conditions into narrative of the “lived experience” of disease and disability as felt by individuals who have the conditions and their caregivers and family members.

## Course outline

Week	Topic	To do	Book chapters to read
<b>Week 1</b>	<ul style="list-style-type: none"> <li>– Course Introduction</li> <li>– Introduction to WHO ICF Model</li> <li>– Models of Disability</li> <li>– Ice breaker &amp; group creation</li> </ul>	<ol style="list-style-type: none"> <li>1. Watch course intro video/review syllabus</li> <li>2. Syllabus quiz due 8/26@11:59 pm (Under Practice Quizzes in Canvas)</li> <li>3. Watch all videos under tabs of “videos” and “pre-recorded lectures”</li> <li>4. Quiz 1 due 8/26@11:59 pm</li> <li>5. “Getting to Know You” icebreaker: Group creation</li> <li>6. Group work contract</li> <li>7. In-class assignment 1: Submit group work one day after class</li> </ol>	F&H: Ch. 1, pp. 1-9
<b>Week 2</b>	<ul style="list-style-type: none"> <li>– Disability rights &amp; history</li> <li>– Psychosocial aspects of disability</li> </ul>	<ol style="list-style-type: none"> <li>1. Quiz 2 due Tue*. 9/3@11:59 pm</li> <li>2. Group assignment 2</li> </ol>	F&H, Ch. 2, pp. 11-32
<b>Week 3</b>	<ul style="list-style-type: none"> <li>– Traumatic Brain Injury</li> <li>– Spinal Cord Injury</li> </ul>	<ol style="list-style-type: none"> <li>1. Quiz 3 due 9/9@11:59 pm</li> <li>2. Group assignment 3</li> </ol>	F&H, Ch. 3&4, pp. 33-69; Ch. 7, pp. 95-110

<b>Week 4</b>	– Rheumatoid arthritis – Osteoarthritis	1. Quiz 4 due 9/16@11:59 pm 2. Group assignment 4	F&H, Ch. 24, pp. 397-405; Ch. 25, pp. 419-424
<b>Week 5</b>	<b>Sectional Exam 1 (Covers Weeks 1 to 4)</b>		
<b>Week 6</b>	– Diabetes	1. Quiz 5 due 9/30@11:59 pm 2. Group assignment 5	F&H, Ch. 23, pp. 373-388
<b>Week 7</b>	– Cancer	A. Quiz 6 due 10/7@11:59 pm B. Group assignment 6	F&H, Ch. 21 & 22, 345-371
<b>Week 8</b>	– Cardiovascular disease	1. Quiz 7 due 10/14@11:59 pm 2. Group assignment 7	F&H, Ch. 28, pp.447-473
<b>Week 9</b>	– Stroke	1. Quiz 8 due 10/21@11:59 pm 2. Group assignment 8	F&H, Ch. 5, pp. 71-84
<b>Week 10</b>	<b>Sectional Exam 2 (Covers Weeks 5 to 9)</b>		
<b>Week 11</b>	– Dementia – Alzheimer's Disease	1. Quiz 9 due 11/4@11:59 pm 1. Group assignment 9	F&H, Ch. 9, pp. 127-128
<b>Week 12</b>	– Parkinson's Disease	2. Quiz 10 due 11/11@11:59 pm 3. Group assignment 10	F&H, Ch. 9, pp. 121-125
<b>Week 13</b>	– Pulmonary Disease	1. Quiz 11 due 11/18@11:59 pm 2. Group assignment 11	F&H, Ch. 29, pp. 475-487
<b>Week 14</b>	– Vision and Hearing Loss	1. Thanksgiving week! (No assignments due)	F&H, Ch. 16, pp. 263-279; Ch. 17, pp. 281-291, 299-303
<b>Week 15</b>	<b>Sectional Exam 3 (Covers Weeks 10 to 14)</b>		

**Note:** This may be modified as needed during the semester. Quizzes remain open for 5 days and are due on the Monday before class (unless Monday is a Holiday). All assignments and quizzes are due @11:59 PM EST. Please consult Canvas for more details.

### Instructional Methods

- 1) **Lectures:** Students will independently view recorded lectures before class and come prepared for in-class discussions. Class activities are designed to facilitate active learning.
- 2) **Readings:** In addition to the book chapters, supplementary readings and resources will be posted in Canvas. Additional readings may be added during the course if newly published and relevant.

3) **Assignments:** Weekly quizzes to evaluate understanding of content from the week's reading and Canvas lectures. Engaging group assignments to learn through problem-solving. Three sectional exams to assess overall learning.

## **Topical Outline/Course Schedule**

### **Blended Learning**

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you 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?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the large class discussions. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

---

## **Course Materials and Technology Requirements**

### **Required Textbook**

Falvo, D. & Holland, B.E. (2018). Medical and psychosocial aspects of chronic illness and disability (6th ed.). Burlington, MA: Jones and Bartlett.

### **Required Equipment**

Computer with high-speed internet access and use of a supported browser. Please refer to the student computing requirements listed on the Online Student Resources page. This course is delivered entirely online using the University of Florida's e-Learning in Canvas Course Management System. To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas).

### **Technical Support**

For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact course instructor.

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

Phone Number: (352) 392-HELP (4357) Option 2

Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

Webpage with Chat: UF Computing Help Desk

### **LockDown Browser**

This course requires the use of LockDown Browser for all quizzes and both exams. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

### Download Instructions

Download and install LockDown Browser from this link:<https://download.respondus.com/lockdown/download.php?id=364713981>

### Once Installed:

Start LockDown Browser -> Log into Canvas -> Navigate to the LockDown practice quiz listed under "Surveys"

---

## ACADEMIC REQUIREMENTS AND GRADING

Requirement	Due date	% of final grade
11 Foundation Quizzes (one dropped: 10 graded)	Foundation Quizzes: Open for 5 days/ due Monday at 11:59 pm	30%
11 Group Assignments (one dropped: 10 graded)	Assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections, Thursday at 11:59 pm for Wednesday sections)	35%
3 Exams (each worth 10%)	Exams will take place on Week 5, Week 10, Week 15.	30%
15 Week Attendance and Participation (one week dropped, 14 graded)	Attendance and participation will be noted during in-person and online classes.	5%

**Quizzes (30% of Final Grade):** There will be 11 weekly quizzes. One is dropped, 10 contribute to 30% of your final grade. Students are expected to read the weekly textbook chapter(s), watch the weekly lecture videos, and complete any additional videos or reading assignments posted on Canvas.

Quiz material may be taken from the readings, videos, material posted on Canvas weekly pages, or material covered in class. Quizzes are closed-book and will be taken on LockDown browser. We expect you to adhere to the Honor Code of receiving no assistance when taking all quizzes and exams and will treat any violation of this as an academic integrity violation.

Quizzes provide two important learning benefits. One, they provide "in the moment" feedback about your understanding of the week's topic and can help you identify when you may need to spend more time studying materials and attending office hours. Two, they provide you with the opportunity to practice for the types of questions that will be on the class sectional exams.

**Group Assignments (35% of Final Grade):** There will be 11 weekly assignments. One is dropped, 10 contribute to 35% of your final grade. These hands-on group assignments provide the opportunity to integrate and apply information from each week's content, and practice incorporating interdisciplinary perspectives into problem solving.

Students should complete the assignment in class. Your group may choose to complete some preparation work prior to class by having a Google Document available. The assignments are designed to

be completed with acceptable quality during the class period, assuming all group members are prepared, actively contribute, and stay focused. These assignments are due the day after your class meets (Wednesday at 11:59 pm for Tuesday sections and Thursday at 11:59 pm for Wednesday sections).

**Sectional Exams (30% of final grade):** Exams will be administered during weeks 5, 10, and 15. Study guides will be provided to assist with your preparation. These exams are not cumulative and will focus exclusively on the material covered in the specified weeks. Each exam is structured to evaluate your understanding and the critical thinking skills you have developed throughout the course. To support your learning and reduce exam-related stress, each exam will only cover content from the preceding four weeks.

**Attendance and Participation (5% of final grade):** Students are expected to attend class and participate actively and fully in interactive group assignments and other course discussions. Your participation is critical for your learning, furthers the learning of your peers, and supports the development of leadership, collaborative and interpersonal skills. In-person attendance is essential for working in groups and supporting each other as skills are developed over time. Working with students from other health disciplines to complete assignments will help you develop the interpersonal and communication skills needed to be an effective and collaborative healthcare provider.

***For full details about course assessments please consult the UF e-learning site (Canvas).***

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

<b>Points earned</b>	<b>93-100</b>	<b>90-92.99</b>	<b>87-89.99</b>	<b>83-86.99</b>	<b>80-82.99</b>	<b>77-79.00</b>	<b>70-76.99</b>	<b>NA*</b>	<b>67-69.99</b>	<b>63-66.99</b>	<b>60-62.99</b>	<b>&lt;60</b>
<b>Letter Grade</b>	<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>

\*The Bachelor of Health Science and Bachelor of Public Health programs do not use C- grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

<b>Letter Grade</b>	<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>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Grading and Grade Policies posted by the Registrar's Office.

### **Online Synchronous Sessions Policy**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## **Response/Feedback Policy**

A member of the instruction team will respond to communications (emails, phone calls, communications through Canvas) within 24 hours during the work week, and within 48 hours during weekends or university closures. If closures are due to inclement weather or emergency, responses may be slower.

## **Exam Policy**

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

Students will be allowed to make-up quizzes, assignments, and discussion board activities for acceptable reasons as described in the Graduate Catalog. See:

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

If you are unable to submit an assignment on time, it is your responsibility to contact the instructor through Canvas mail as soon as possible to request an alternate arrangement and due date. If an alternate arrangement is not requested or offered, then no credit will be given for the assignment. Any approved make-up assignments should be submitted to the instructor through Canvas mail.

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

### **Policy Related to Required Attendance**

Attendance is mandatory, with one unexcused absence permitted (please notify the instructor within 24 hours of any missed class). In-class group assignments are a crucial component of the course; therefore, it is essential to inform both your group and the instructor promptly if you are unable to attend. Active participation in class discussions is expected, and you must also attend all online synchronous meetings when classes are held virtually. Attendance and participation together account for 5% of your final grade. Each week, you can earn up to 10 points for attendance and participation, totaling 150 points over 15 weeks. One unexcused absence will be excluded from this total, and you will need 140 points to achieve the full 5%.

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 all faculty are bound by the UF policy for excused absences.

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

---

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

### **Expectations Regarding Course Behavior**

#### **Communication Guidelines**

The preferred mode of communication with the course instructors is via UF email. While emailing instructors, please make sure to copy both instructor and teaching assistant on the email. This way we can ensure prompt response to your emails.

## **Participation**

Professional and respectful behavior is expected of all students participating in this course. Please be aware that all assignments and homework are due on the specified date and time.

## **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 Codes information at the Dean of Students Office website or the Academic Expectations information at the Graduate School website for additional details.

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, tests, exams), 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.



## 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>

## 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 test 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)

