

University of Florida
College of Public Health & Health Professions Syllabus
PHC 3678: Global Health Disparities and Disabilities (3 credit hours)
Semester: Fall 2025
Delivery Format: Online Course
Course Website: E-Learning *via Canvas*

Instructor Name: Heather Stark, MD, MPH

Office: HPNP 4158

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Office Hours: Monday 10am-11am via zoom ([zoom link](#)), other times by appointment

Preferred Course Communications: E-mail. Please list the course number PHC 3678 in the subject line.

TA name: Neha Madamanchi

TA Email Address: nmadamanchi@ufl.edu

Prerequisites: None

PURPOSE AND OUTCOME

Course Overview

This course provides students interested in addressing health disparities among people living with disabilities, with the knowledge and understanding of health determinants that maintain the current health status globally. Special focus will be devoted to low and middle-income countries.

Relation to Program Outcomes

This course serves as a college approved elective for students admitted to the Bachelor of Health Science or Bachelor of Public, or with instructor approval.

Course Objectives

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

- Summarize the global burden of disease and disability related to communicable and non-communicable diseases, environmental exposures, and violence.
- Explain terms associated with global health disparities and disabilities
- Summarize the medical and social models of disability
- Recognize the global rehabilitation needs in the 21st century and how these may differ among countries and populations.
- Discuss health determinants that maintain health disparities among people with disabilities living in low and middle-income countries.
- Describe the roles of governmental, and non-governmental organizations and public health practitioners in eliminating health disparities.
- Increase cultural self-awareness
- Identify the global impact of one's own and others' specific local actions on the natural and human world.
- Recognize new perspectives about own cultural rules and biases
- Defines global challenges in basic ways

Instructional Methods

The course is asynchronous and housed in UF e-Learning in Canvas. Students will watch online lectures and read assigned articles/reports. The instructor will provide regular feedback by way on assignments and discussion posts. In addition, the instructor will post current events and other meaningful stories related to the course and discuss their relevance to the learned material.

DESCRIPTION OF COURSE CONTENT: Topical Outline/Course Schedule

Dates	Week	Topics	Assignments (All assignments are due by 11:59 pm on Mondays or the date listed)
8/18	1	<ul style="list-style-type: none"> Course overview Global Self Awareness: Who am I? 	<ul style="list-style-type: none"> Syllabus Quiz Peer Introduction
8/25	2	<ul style="list-style-type: none"> Global Health and Disability terminology Health Inequities Social Determinants of Health Sustainable Development Goals 	<ul style="list-style-type: none"> Responses to peer introductions Sustainable Development Goal Lab
9/1	3	<ul style="list-style-type: none"> Global Healthcare Systems and Access to Care 	<ul style="list-style-type: none"> Global Healthcare System Assignment Part 1
9/8	4	<ul style="list-style-type: none"> IHME Background DALYS Global Burden of Disease Study 	<ul style="list-style-type: none"> Global Healthcare System Assignment Part 2
9/15	5	<ul style="list-style-type: none"> WHO Disability Facts Medical and Social Models / ICF Model 	<ul style="list-style-type: none"> Disability Discussion
9/22	6	<ul style="list-style-type: none"> Convention on Rights of People with Disabilities Global Rehabilitation Needs in the 21st Century 	<ul style="list-style-type: none"> Test 1 Disability Discussion response
9/29	7	<ul style="list-style-type: none"> Health Inequities and their Causes Global Burden of Communicable Diseases Global Burden of Communicable Diseases - HIV 	<ul style="list-style-type: none"> Global Burden of Disease Lab
10/6	8	<ul style="list-style-type: none"> Global Burden of Communicable Diseases – TB, Malaria, Diarrheal Disease 	<ul style="list-style-type: none"> Current Issues in Global Health Part 1 Book Club Discussion
10/13	9	<ul style="list-style-type: none"> Global Burden of Communicable Diseases – Neglected Tropical Disease, Emerging diseases 	<ul style="list-style-type: none"> Current Issues in Global Health Part 2 Book Club Discussion
10/20	10	<ul style="list-style-type: none"> Global Burden of Chronic Health Conditions 	<ul style="list-style-type: none"> Test 2 Book Club Discussion
10/27	11	<ul style="list-style-type: none"> Climate Change, Health Disparities and Disabilities 	<ul style="list-style-type: none"> Book Club Discussion
11/3	12	<ul style="list-style-type: none"> Global Burden of Illness and Disability Caused by Violence 	<ul style="list-style-type: none"> Book Club Discussion Climate Change Assignment
11/10	13	<ul style="list-style-type: none"> Health Disparities and Disabilities in <ul style="list-style-type: none"> High Income Countries Sub-Saharan Africa Health Disparities- Paul Farmer 	<ul style="list-style-type: none"> Book Club Reflection
11/17	14	<ul style="list-style-type: none"> Health Disparities and Disabilities in <ul style="list-style-type: none"> Asia and Middle East Latin America and The Caribbean 	<ul style="list-style-type: none"> Test 3
11/24	15	Thanksgiving Break	
12/1	16		<ul style="list-style-type: none"> Global Health Infographic

Course Materials and Technology

Required Equipment:

Computer with high speed internet access and use of either Internet Explorer or Firefox. This course is delivered entirely online using the University of Florida's Canvas Course Management System (<https://lss.at.ufl.edu/>). To access this course, you will use your Gatorlink ID and password to login to the course (via Canvas, not Sakai). If you need technical assistance, please call the UF Help Desk at 1-352-392-HELP.

Books:

There is no required textbook for this course. Readings will be given through the eLearning course site.

The required book for book club is Mountains Beyond Mountains: By Tracy Kidder

ISBN 10: 0812973011 ISBN 13: 9780812973013

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

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

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

ACADEMIC REQUIREMENTS AND GRADING

ASSIGNMENTS

Course Components: (Note: Detailed instructions will be provided on eLearning as the due dates get closer.) Students' progress towards achieving the course learning objectives will be assessed through four major types of assignments. Late assignments will be docked 10% per day, up to 3 days (72 hours) then will not be accepted for grading.

SYLLABUS QUIZ

To access course material, you must first complete a syllabus quiz. You will have two chances to earn full credit. If a student fails to earn full credit following the second attempt, please contact the TA

PEER GROUP INTRODUCTION

Prior to the group discussion post, you will introduce yourself to other members in your group via a short (2 min or less) video. Students will receive full credit upon completing the assignment and responding to all of their peers in their group.

DISABILITY DISCUSSION You will participate in a 2-part online discussion post with your assigned group to discuss health disparities and disabilities. Each part will be due at different points throughout the semester. Additional instructions for each part will be provided in Canvas. Late submissions to any part of the discussion will not be accepted for grading, but you can participate in future posts.

LABS

Purpose and relationship to course goals: The labs are an opportunity for students to engage in in-depth participation to practice, explore, and gain mastery of the material through the use of interdisciplinary tools and techniques.

Throughout the semester, you will complete labs for several modules to reinforce and build on the materials presented in the lectures. These labs are applied experiential approaches to learning. The purpose of the labs is to engage in in-depth participation to practice, explore, and gain mastery of the material through the use of disciplinary tools and techniques.

TESTS

Purpose and relationship to course goals: The tests are an opportunity for students to demonstrate course content and knowledge, apply their knowledge to new situations, and reflect on the key themes through a variety of question styles and types.

There will be three, non-cumulative assembly exams assessing your understanding of the course material. Each test will be open-note and consist of 30 multiple-choice questions. You are to work independently on each test, without any electronic devices other than your computer or iPad. You will have 45 minutes to complete each test, and all tests will be completed using Canvas and administered using Honorlock.

ASSIGNMENTS:

Purpose and relationship to course goals: The assignments are designed to help students collect information, analyze situations, apply their knowledge, and practice communication related to concepts in global public health.

HEALTHCARE SYSTEMS ASSIGNMENT

This is a 2 Part assignment. The objective of this assignment is to foster an understanding of the diversity of health systems worldwide and to encourage critical thinking about the strengths and limitations of different models. In Part 1, Students will choose a specific country and analyze its health system, funding mechanisms, and evaluate its strengths and limitations. In Part 2 of the assignment, students will compare their country's healthcare systems to countries presented by their group members. You may **NOT** choose the US or Canada for this assignment.

CURRENT EVENTS IN GLOBAL HEALTH ASSIGNMENT

This is a 2 Part group assignment. The objective of this assignment is to foster an understanding of current events related to global health and disability and to encourage critical thinking about solutions to these issues. In Part 1, your group will choose a current global health issue and describe it to your peers as well as identify a solution to this issue. In Part 2 of the assignment, you will reflect on other group's posts and develop a solution for these global health issues.

CLIMATE CHANGE ASSIGNMENT

The overall objective is to gain insight on the topic of Climate Change, Health Disparities, and Disability. You will create a 3-minute video-sharing on a discussion post on a Climate Change issue and Health Disparity/ Disability Video specific to the country you choose. You will also share five key insights that stood out from a set of articles and lectures.

GLOBAL HEALTH DISPARITIES AND DISABILITIES INFOGRAPHIC ASSIGNMENT

Purpose and relationship to course goals: This assignment is designed to help students synthesize course material, apply their knowledge, and practice visual communication related to concepts in global public health.

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

GLOBAL HEALTH BOOK CLUB:

Purpose and relationship to course goals: The purpose of the book club is to enrich students' understanding of global health issues and foster critical thinking by exploring relevant literature, aligning with and enhancing course objectives.

Book Group Discussion You will be assigned to groups and work together to discuss the book ***Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World***, by Tracy Kidder, using an online discussion board and synchronous group discussions. Additional instructions will be provided in Canvas. Late submissions to any part of the discussion will not be accepted for grading, but you can participate in future posts.

Book Club Reflection

The individual reflection paper should be at least 600 words and reflect on your impressions of the book. How did it challenge you to think critically about global health? Give specific examples of what was impactful to you in the book.

Requirement	Points	Due Date: Assignments are due on Mondays at 11:59 pm unless specified
Syllabus Quiz	To access the course	Aug 25th
Discussions / Labs	15 % of total grade	
• Peer Introduction	10 points	Aug 25th / Sep 1st
• Sustainable Development Lab	25 points	Sept 1st
• Global Burden of Disease Lab	25 points	Oct 6th
• Disability Discussion	25 points	Sept 22nd / Sept 29th
Tests	20% of total grade	
• Test 1	30 points	Sept 29th
• Test 2	30 points	Oct 27th
• Test 3	30 points	Nov 16 th (Sunday)
Assignments	50% of total grade	
• Health Care Systems	100 points	Sept 8th / Sept 15th
• Current Issues in Global Health	100 points	Oct 13th / Oct 20th
• Climate Change Assignment	100 points	Nov 10th
• Global Health Infographic	100 points	Dec 1st
Book Club	15% of total grade	
• Book Group Discussions	100 points	Varies
• Book Club Reflection	50 points	Nov 17th
TOTAL	100 %	

Grading

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

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

The Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

More information on UF grading policy may be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Test Policy

Each test will be open-note and consist of multiple-choice and open ended questions. Students are to work independently on each quiz, without any electronic devices other than your computer. Students will have 45 minutes to complete each test, and all quizzes will be completed online using Canvas and administered using Honorlock.

Policy Related to Make up Quizzes or Other Work

Consistent with University policy, students are allowed to make up work with either instructor permission, or if the missed/late work is the result of illness, or serious family emergencies. Students requesting make-ups or extensions for reaction papers, quizzes, or discussion posts must contact the instructor/TA through email on the Canvas homepage and provide the necessary documentation (e.g., verifiable documentation from a health care provider) to support/justify the make-up/extension. Unexcused late work will be penalized 10% of the total assignment grade per day up to 3 days, then the student will receive a 0 for the assignment.

It is the student's responsibility to ensure that the proper assignment has been submitted to canvas on time. Submitting an incorrect assignment will be considered non-submission. Canvas allows students to resubmit the correct assignment before the deadline.

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

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>

Policy Related to AI Use in this Course

All submitted work must be original and that AI tools are not permitted for generating content. Critical thinking skills are part of the learning outcomes of this course, all assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. It is not acceptable to use generative AI for reflective writing, as by its very nature, the process of reflective writing demands that you actively engage in the writing process. Delegating this to a natural language processing algorithm may produce convincing outputs, but does not demonstrate development in your professional practice. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

ACADEMIC POLICIES & RESOURCES

University academic policies and resources can be found at: : <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

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

Communication Guidelines

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

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

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

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

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."