

Cover Sheet: Request 14833

HSC 4XXX Access and Rehabilitation in Serving Vulnerable Populations

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Candice Vogtle cvogtle@ufl.edu
Created	3/26/2020 12:32:54 PM
Updated	3/26/2020 3:47:01 PM
Description of request	New course submission: 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 advance policies for vulnerable populations.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHP - Occupational Therapy 313303000	Christine Myers		3/26/2020
HSC 4XXX Access and Rehabilitation in Serving Vulnerable Populations FINAL.docx					3/26/2020
College	Approved	PHP - College of Public Health and Health Professions	George Hack		3/26/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/26/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14833

Info

Request: HSC 4XXX Access and Rehabilitation in Serving Vulnerable Populations

Description of request: New course submission: 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 advance policies for vulnerable populations.

Submitter: Candice Vogtle cvogtle@ufl.edu

Created: 3/13/2020 11:44:15 AM

Form version: 1

Responses

Recommended Prefix HSC

Course Level 4

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Access and Rehabilitation in Serving Vulnerable Populations

Transcript Title Access and Rehab

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Fall

Effective Year 2020

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description 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

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

Co-requisites N/A

Rationale and Placement in Curriculum 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 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.

Course Textbook(s) and/or Other Assigned Reading Textbooks. There is no required textbook for this course. Readings will consist of book chapters, manuscripts, online sources and policy materials.

Technology. This course will use Canvas and TopHat.

TopHat Cost - \$15 per course/semester

Weekly Schedule of Topics 1 8/24 Guiding Questions

2 8/31 What is a "policy," anyways?

3 9/7 ThinkTank Subcommittee Meetings

4 9/14 Brief orientation to History of Rehabilitation in the US

5 9/21 Rehabilitation: Veterans Administration

6 9/28 ThinkTank Subcommittee Meeting

7 10/5 History: Institutions

8 10/12 Eugenics Policy

9 10/19 ThinkTank SubCommittee Meeting

10 10/26 Disability movement – Deinstitutionalization

11 11/2 Access: Rehabilitation Act, Sections 501, 504, 508

12 11/9 Access: Americans with Disabilities Act

13 11/16 Access: IDEA, Developmental Disabilities Act

14 11/23 ThinkTank SubCommittee Meeting

15 11/30 Disability movements – Independent Living Movement

16 12/7 - 12/9 (classes end) What comes next?

17 12/12-18 FINALS

Grading Scheme Requirement

% of final grade

Participation

20

Midterm Group Exam

15

Preliminary Policy Document 15

Final Policy Proposal

30

Final Exam

20

Total

100

Instructor(s) John Kramer, PhD

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

HSC 4XXX Access and Rehabilitation in Serving Vulnerable Populations

(3 credit hours)

Semester: Fall 2020

Delivery Format: On-Campus

↑ Course Website or E-Learning: Canvas

Instructor Name: John Kramer, PhD

↑ **Room Number:**

↑ **Phone Number:** 352-519-1119

↑ **Email Address:**

john.kramer@p.php.ufl.edu

↑ **Office Location/Hours:**

HPNP 2165

Office Hours: M – 3-4pm; T – 9-10am; Th – 9-10am; or by appointment

Teaching Assistants:

Preferred Communication :

Email: john.kramer@p.php.ufl.edu

Zoom: <https://uflphi.zoom.us/my/john.kramer>

Prerequisites

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

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 a 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. The instructor will present knowledge content online before

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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 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 these two platforms (Canvas and TopHat) 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

Week	Date(s)	Topic(s)	Lab Schedule/Readings
1	8/24	Guiding Questions What do we mean by disability? How did our understanding of the human body change our approaches to disability? <i>Policy ThinkTank Introduction and Subcommittee assignments</i>	Agenda: <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> Readings: Giangreco, M. (1995). "The Stairs Don't Go Anywhere!" A Self Reflections on Specialized Services and Their Impact on People Disabilities/ An Interview with Norman Kunc. from http://www.normemma.com/arstairs.htm The Way Things Were (Disability is Natural) Shuttleworth, R., and Kasnitz, D. The Cultural Context of Disab Encyclopedia of Disability. Gary Albrecht, Editor. Thousand Oal Disability History Timeline - http://www.disabilityhistory.org/timeline_new.html
2	8/31	What is a "policy," anyways?	Agenda: <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> Readings Schoolhouse Rock: America - I'm Just a Bill Music Video https://www.youtube.com/watch?v=FFroMQIKiag Social Policy: Crash Course Government and Politics https://www.youtube.com/watch?v=mlxLX8Fto_A The Policy Making Process https://www.youtube.com/watch?v=aLUbviQoef8 Longmore, P. (2003). Why I Burned My Book and Other Essays Philadelphia, PA.: Temple University Press.
3	9/7	ThinkTank Subcommittee Meetings	Agenda: <i>Overview (5 min)</i> <i>Subcommittees present updates on findings (30 min)</i>

			<p>Reconciling items (5 min)</p> <p>Next steps (5 min)</p>
4	9/14	Brief orientation to History of Rehabilitation in the US	<p>Readings</p> <p>Module 1: History of Vocational Rehabilitation https://mn.gov/mnddc/parallels2/four/rehab_act/rehab1.htm The History of Vocational Rehabilitation https://www.youtube.com/watch?v=Z7-kCT1S51c</p>
5	9/21	Rehabilitation: Veterans Administration Guiding Questions Module	<p>Readings</p> <p>United States. (1997). <i>VA history in brief</i>. Washington, DC: D Veterans Affairs, Office of Public Affairs. U.S. Department of Veterans Affairs https://socialwelfare.library.vcu.edu/federal/u-s-department-affairs/ Veterans Benefit History http://www.pbs.org/now/society/v</p>
6	9/28	ThinkTank Subcommittee Meeting	<p>Agenda:</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>
7	10/5	History: Institutions	<p>Readings:</p> <p>Wehmeyer, M. (2013). <i>The Story of Intellectual Disability: An I Meaning, Understanding, and Public Perception</i>: Brookes Publ Trent, J. (1994). <i>Inventing the Feeble Mind: A History of Ment in the United States</i>. Berkeley, CA: University of California Pres Parallels in Time: http://www.mnddc.org/parallels/menu.htm</p>
8	10/12	Eugenics Policy Guiding Questions	<p>Agenda:</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> <p>Smith, J. D., & Wehmeyer, M. (2012). <i>Good Blood, Bad Blood: Nature, and the Myth of the Kallikaks</i>. Washington, D.C.: Amer Association on Intellectual and Developmental Disability. Braddock, D., & Parish, S. (2001). <i>An Institutional History of Di Albrecht, K. Seelman & M. Bury (Eds.), Handbook of Disability ! 68)</i>. Thousand Oaks, CA.: Sage Publications, Inc. <i>Buck v. Bell</i> - http://caselaw.findlaw.com/us-supreme-court/</p>
9	10/19	ThinkTank SubCommittee Meeting	<p>Agenda:</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>
10	10/26	Disability movement – Deinstitutionalization Guiding Questions Module:	<p>Agenda:</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> <p><i>Parent Movement</i> Parent Movement Parallels in Time, the Reawakening: https://mn.gov/mnddc/parallels/five/5a/1.html <i>Desinstitutionalization</i> Rivera, Geraldo. <i>Willowbrook: The last great disgrace</i>. 1972. Parallels in Time II: A Place to Call Home: http://mn.gov/mnddc/parallels2/one/001.htm Mansell, J., & Beadle-Brown, J. (2010). <i>Deinstitutionalisation a living: Position statement of the Comparative Policy and Practi Interest Research Group of the International Association for th Study of Intellectual Disabilities</i>. <i>Journal Of Intellectual Disabil</i> 54(2), 104-112. doi:10.1111/j.1365-2788.2009.01239.x</p>
11	11/2	Access: Rehabilitation Act, Sections 501, 504, 508 Guiding Questions	<p>Agenda:</p> <p>Overview (5 min)</p> <p>Subcommittees present updates on findings (30 min)</p>

		Module:	<p>Reconciling items (5 min) Next steps (5 min)</p> <p>Readings: What is the Rehabilitation Act of 1973 - https://www.youtube.com/watch?v=00KVLyCmBOW The Power of 504 (full version, open caption, English and Spanish) - https://www.youtube.com/watch?v=SyWcCuVta7M</p>
12	11/9	<p>Access: Americans with Disabilities Act Guiding Questions Module:</p>	<p>Agenda: Overview (5 min) Subcommittees present updates on findings (30 min) Reconciling items (5 min) Next steps (5 min)</p> <p>Readings: The Americans With Disabilities Act – https://www.gpo.gov/fdsys/pkg/STATUTE-104/pdf/STATUTE-104-104.pdf Reflecting on the Americans with Disabilities Act - https://www.accessliving.org/newsroom/blog/ada-29th-anniversary Policy Olmstead - https://www.law.cornell.edu/supct/html/98-536.html History Cerreto, M. C. (2001). Olmstead: The Brown v. Board of Education Disability Rights-Promises, Limits, and Issues. <i>Loy. J. Pub. Int. L.</i> 30(1), 1-14. Gran, J., Lapertosa, M., & Beckwith, R. (2003). Olmstead: reconciling institutionalized lives for the National Council on Disability. <i>W</i></p>
13	11/16	<p>Access: IDEA, Developmental Disabilities Act Guiding Questions Access: Individuals with Disabilities Education Act Guiding Questions Module:</p>	<p>Agenda: Overview (5 min) Subcommittees present updates on findings (30 min) Reconciling items (5 min) Next steps (5 min)</p> <p>Readings: History of the DD Act - https://acl.gov/Programs/AIDD/DD_History/Index.aspx Readings: Brown v. Board of Education - https://supreme.justia.com/cases/federal/us/347/483/case.html Individuals with Disabilities Education Act - http://uscode.house.gov/statutes/pl/101/476.pdf Desegregation Racism, School Desegregation Laws and the Civil Rights Movement in the United States https://www.youtube.com/watch?v=U9ACS4PgDFA&ab_channel=Reardon,%20S.%20F.,%20Grewal,%20E.,%20Kalogrides,%20D.,%20&Greenberg,%20E. (2019). Fades: The End of Court-Ordered School Desegregation and the Resegregation of American Public Schools. Grantee Submission Parallels in Time: A Place to Learn: The Development of Free Public Education for All Children: http://mn.gov/mnddc/parallels2/three/001.htm Timeline of the Individuals with Disabilities Education Act (IDEA) - https://educationonline.ku.edu/community/idea-timeline</p>
14	11/23	ThinkTank Subcommittee Meeting	<p>Final Meeting Agenda: Overview (5 min) Subcommittees present updates on findings (30 min) Reconciling items (5 min) Next steps (5 min)</p>
15	11/30	<p>Disability movements – Independent Living Movement Guiding Questions Module:</p>	<p>Readings: Leaders with Developmental Disabilities in the Self-Advocacy Movement - http://bancroft.berkeley.edu/ROHO/collections/subjectarea/independent-living/ The overdue Revolution - https://www.npr.org/programs/disability/ba_shows.dir/revolution/ People with Disabilities Are Entitled to Civil Rights, options, and more - https://www.accessliving.org/newsroom/blog/independent-living-movement/ Parallels in Time: The Independent Living Movement 1970 - http://mn.gov/mnddc/parallels/six/6a/1.html</p>

			<i>Independent Living History</i> http://www.accessliving.org/index.php?tray=topic&tid=top6
16	12/7 - 12/9 (classes end)	What comes next? <i>Guiding Questions</i>	<i>Readings:</i> Shuttleworth R., & Kasnitz, D. (2005). <i>The Cultural Context of</i> Retrieved from: http://www.academia.edu/1018038/The_Cultural_Context_of_Axis_Dance_Company:_Point_to_Something_-_Disability_Culture https://www.youtube.com/watch?v=t-s9Wlc1C_s http://www.disabilityhistory.org/dwa/edge/curriculum/cult_c
17	12/12-18	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.

Technology. This course will use Canvas and TopHat.

TopHat *Cost - \$15 per course/semester*

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. We will also be using Top Hat to deliver weekly content to you. Weekly content will be made available immediately after class and available until midnight the following week on the day prior to class. All weekly assignments and quizzes are due midnight, the day prior to class. Finally, we will deliver a weekly “Blast Question” as a way to engage you about issues related to the Top Hat Content and responding to these questions will be considered part of your Top Hat participation grade.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you, but if do not receive this email, you can register by simply visiting our course website

TeamMates *No cost*

We will be using the TeamMates (<https://teammatesv4.appspot.com/>) feedback and evaluation system in class. Each week, you will provide formative evaluations of yourself and your peers who are on your team. Each week, at the conclusion of class, you will get an email at your UF issued email account with the web link and instructions for providing feedback. Evaluations will be made available at the conclusion of each week’s lab and will be open until midnight the following week on the day prior to class. Part of your participation grade will be submitting meaningful, thoughtful feedback with your team as well as your instructor.

You can visit the TeamMates Overview (<https://www.youtube.com/embed/mDtfmNmRwBM?autoplay=1&rel=0>) within the TeamMates website which outlines a brief overview to get you up and running on the system.

An email invitation will be sent to you, but if you do not receive this email, you can login using the “Student Login” portal at the top right corner of the homepage <https://teammatesv4.appspot.com/> . NOTE: This tool requires a Google account to set up. It is strongly recommended that you use your UFL address as a Google Account. If you do not, you will not automatically be enrolled in the tool and you will need to contact your instructor.

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

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

Academic Requirements and Grading

Participation (20%). Participation in this class will be considered contributing to all in class and TopHat discussions. Students will be expected to respond thoughtfully to all aspects of this course. Students who come to class and demonstrate

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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.

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 Webster's. 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?

For the Fall of 2020, we are focusing on these priorities:

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?

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.

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.

Midterm Group Exam (15%). *Week 9.* This take home group exam will consist of 3 questions that will be posed to your groups. 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 weeks 1-7 of the course and how well they integrate the knowledge.

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. A summary of these assignments are as follows:

Preliminary Policy Document (15%). *Week 11.*

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

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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%). (Week 16).

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.

Final Exam. (20%) (Finals Week – 12/12). This individual exam will consist of multiple choice and essay questions based on weeks 8-16 of the course. Each essay question will be about how to integrate different aspects of policy into a solution to improve access to health care, participation in society. Multiple choice questions will be included for students to demonstrate knowledge gained about policy and culture since the midterm exam.

Grading

Requirement	Due date	% of final grade
<i>Participation</i>	Ongoing	20
<i>Midterm Group Exam</i>	10/19	15
<i>Preliminary Policy Document</i>	11/2	15
<i>Final Policy Proposal</i>	12/7	30
<i>Final Exam</i>	12/12	20
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

Students are allowed to make up work only if missed as a result of an excused absence or other unanticipated circumstances with instructor permission. You should notify the instructor in advance if you will miss a quiz/exam or project deadline. If you cannot notify the instructor in advance, you should contact the instructor as soon after your absence as you are able. Project extensions requested will be negotiated at the time of the 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

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.

Communication Guidelines

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.

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.

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

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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