**THE OHIO STATE UNIVERSITY**

**SCHOOL OF HEALTH AND REHABILITATION SCIENCES**

## HTHRHSC 6295

## Global Health and Disability Seminar

## Autumn Semester

## COURSE CREDITS: 2 credit hours

## PREREQUISITES: Graduate student status

**CLASS SCHEDULE:** Synchronous learning online on Tuesday’s 4:00-5:15pm

**FACULTY:** Cara N Whalen Smith, PT, DPT, MPH, CHES

**CONTACT INFORMATION**: Phone: 614-366-0539

E-mail: [cara.whalen-smith@osumc.edu](mailto:cara.whalen-smith@osumc.edu)

**OFFICE HOURS**: 150 Pressey Hall, Available by appointment.

**COURSE DESCRIPTION:**

This course will engage students in an in-depth exploration of contemporary issues regarding global health and disability. Students will define disability, understand the different models of disability, study the historical context of disability issues worldwide, and discover how disability issues align with current global health agendas to achieve equity in health for all people. Students will explore current challenges in access to care for people with disabilities locally and abroad and discuss evidence-based interdisciplinary models and interventions to improve access to healthcare and rehabilitation for people with disabilities around the corner and around the world.

**COURSE FORMAT:**

This online course will consist of one online synchronous meeting per week, online readings, videos and/or activities each week. Please note: online does not mean self-study in this course. Students are expected to contribute to class discussions during synchronous online meetings and online discussion boards each week.

**REQUIRED TEXTS:**

* *Readings posted to Carmen each week*
* *More Than Ramps: A Guide to Improving Health Care Quality and Access for People with Disabilities (Iezzoni & O’Day). ISBN: 0-19-517276-0*

**COURSE OBJECTIVES:**

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

1. Define disability and how it can be measured.
2. Define the prevalence of disability globally and describe future trends.
3. Discuss the relevance of disability to the global development agenda.
4. Compare and contrast the Charity, Medical, Social, Human Rights and International Classification of Functioning, Disability and Health (ICF) models of disability and recognize their application to health care for people with disabilities.
5. Discuss the diversity and range of disability in terms of disability types (e.g. mobility, sensory, intellectual, and behavioral).
6. Explore and mitigate one’s own implicit biases, and avoid making assumptions about a person’s abilities.
7. Understand the historical context of disability rights and policy in the United States.
8. Describe the links between disability, health, and well-being.
9. Discuss challenges to health and well-being amongst people with disabilities.
10. Reflect on how different types of disabilities affect people’s lives in different ways.
11. Describe barriers to access in care for people with disabilities.
12. Explain current health disparities and health outcomes for people with disabilities.
13. Describe how social determinants of health directly impact people with disabilities (e.g., discrimination, employment, education, transportation, housing, poverty, access to healthcare).
14. Describe the benefits of universal design in a health care system.
15. Discuss and evaluate interdisciplinary models to address access to healthcare and rehabilitation for people with disabilities locally and abroad.
16. Describe impact of teams and the unique and the discipline-specific responsibilities of team members in addressing health needs of patients with disabilities, in partnership with the patient as a central member of the team.
17. List systems of community-based services and supports that may be useful for patients with disabilities outside of the clinical care system.
18. Identify solutions to improve health and well-being amongst people with disabilities.

**Synchronous Online Weekly Meetings:**

This class will utilize CarmenZoom, a web conferencing tool for all synchronous weekly meetings. Login information for this course is found on Carmen. For an optimal class experience please make sure you:

* Participate in a location with reliable Internet connection (avoid free and public Wi-Fi spots if possible)
* Choose a location with minimal distractions in terms of excessive background noise
* Use a USB headset microphone for audio participation
* Find information on how to access CarmenZoom from your desktop or tablet: <https://resourcecenter.odee.osu.edu/carmenzoom/getting-started-carmenzoom>
* For help with CarmenZoom: <https://resourcecenter.odee.osu.edu/carmenzoom/get-help-carmenzoom>

During weekly meetings, students are expected to have the ability to answer questions if called upon. While the chat function within Carmen Connect will be utilized, students should have access to a microphone.

**Grading Policy:**

* The University’s standard grading scheme will be used for this course.
* Grades will be available for students to view on the course’s CARMEN website.

***Grading Scale:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A = | 93 – 100 |  | B- = | 80 – 82 |
| A- = | 90 – 92 |  | C+ = | 77 – 79 |
| B+ = | 87 – 89 |  | C = | 73 – 76 |
| B = | 83 – 86 |  | C- = | 70 – 72 |

**EVALUATION OF STUDENT PERFORMANCE:**

|  |  |
| --- | --- |
| Graded Item Type | Total Points |
| Disability Implicit Association Test Reflection | 5 |
| Disability in the Media Presentation | 5 |
| Weekly Discussion Board Posts | 25 |
| Weekly Class Participation | 25 |
| Final Paper | 30 |
| Final Presentation | 10 |
| TOTAL COURSE POINTS | **100** |

**Graded Item Descriptions:**

**Disability Implicit Association Test (IAT) Reflection:** Complete and write a one-paragraph (5-7 sentences) reflection on the Harvard Disability IAT test and be ready to discuss this experience at the first course meeting. Reflections should contain your reaction to the results of the IAT test and your thoughts on taking the test. See Carmen for a grading rubric for this assignment. **(5 points)**

Find the IAT here:

<https://implicit.harvard.edu/implicit/> (select “Project Implicit Social Attitudes” then select “I wish to proceed” after reading the preliminary information, and finally select the “Disability IAT”).

**Disability in the Media Presentation:** Students will find a recent (within the last 2 years) example of disability in the media. Examples can include written news articles, clips of televised news segments, advertisements, movie clips, television show clips, social media posts, etc. Students will be expected to prepare a 5 minute PowerPoint presentation which outlines the media example found and a discussion of how disability is depicted in this example. See Carmen for a grading rubric for this assignment. **(5 points)**

**Weekly Discussion Board Posts:** Students will complete at least 2 weekly discussion board posts related to course objectives from the weekly readings and/or videos. Students must post a response to the week’s discussion board prompt AND reply to at least one other students post by noon on the day of the course meeting. All discussion posts must be in the style of no more than one paragraph (5-7 sentences). Discussion posts should contain a critical argument and at least one citation (APA style) to support the critical argument. See course schedule for all discussion post due dates. **(25 points)**

**Weekly Class Participation:** Required reading assignments and activities are designated for each week prior to online synchronous sessions. Students are expected to have read all materials, completed all activities, and be prepared for discussion. Each student is expected to speak at least once each class session. Since class participation is a critical component of this course (active course participation is equivalent to 25% of the overall course grade), attendance is expected at all sessions. Unexcused absences will result in an automatic 2% decrease in the overall course grade. Students with excused absences due to illness, injury, or death in the family may work with the course instructor to arrange a make-up assignment to prevent loss of points. **(25 points)**

**Final Paper:** Students will complete a final research paper (maximum 10 pages) on a disability topic of their choosing in a country outside of the U.S. and compare and contrast that topic to what occurs in the U.S. Final paper topics must be approved by the course instructor.See Carmen for full paper instructions and grading rubric. **(30 points)**

**Final Presentation:** Students will present a 20 minute presentation on the topic they selected for their final paper and be prepared to lead a 10 minute class discussion after their presentation. See Carmen for full presentation instructions and a grading rubric. Students will be randomly assigned to a presentation date. **(10 points)**

**Course Policies**

* All School and Program course policies apply to this course.
* Course technology: For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.
* Self-Service and Chat support: http://ocio.osu.edu/selfservice • Phone: 614-688-HELP (4357)
* Email: 8help@osu.edu • TDD: 614-688-8743
* Academic Misconduct – "Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me." (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentconduct.osu.edu/].
* School and Program Handbooks: Handbooks are available on the SHRS website: hrs.osu.edu. These handbooks provide all required policies and procedures required for students accepted into academic programs in SHRS.
* Disabilities - The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let faculty know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue
* Counseling and Consultation Services:
* As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org
* Diversity- "The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited."
* Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.
* Grievances and Solving Problems- Please see SHRS Student Handbook Policy # 5 – Student Appeal Process. In general, a student should meet with the instructor of record for the course first and then, as outlined in Policy #5, a student should then take any problem or grievance to the Division Director.
* Conduct in the Classroom and Academic Learning Environment- Students will adhere to the code of student conduct for The Ohio State University at all times. Students in the School of HRS have additional professional requirements for behavior due to the nature of their professional training and the environments in which learning may occur. Please see SHRS Student Handbook Policy # 6
* Trigger Warning Language-(if applicable)-"Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111
* Student Safety Escort Service-University Escort Service - A safe ride is a service provided to university students who would like safe transportation across campus. Any university student, faculty, or staff member may request a safe ride. Hours: 7pm-3am. Phone: 292-3322."
* Due Dates / Make-up Assignments –Late assignments will only be accepted with a verified excuse. Assignments are due at the beginning of class on the due date. Planned absences on exam days must be made up either ahead of or after the exam day.
* This syllabus, the course elements, policies, and schedule are subject to change in the event of extenuating circumstances.
* Copyright-The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
* Late assignments: for standard assignments that are submitted late, 10% will be deducted if turned in within 24 hours of the due date and up to 50% credit if turned in within 7 days. However, some assignments may not be eligible for any credit depending on the assignment type (such as those reviewed in class) and instructor discretion.

**Course Schedule**

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| Week | Online Meeting Date | Topic(s) | Assignments Due |
| 1 | August 25 | **Course overview and expectations; introduction to disability**  Course Objectives: 1, 2, 3 | Carmen readings/videos  Discussion Posts by **NOON**  Disability IAT Reflection by **NOON** |
| 2 | September 1 | **Overview of historical context of disability; models and types of disability; exploring implicit bias**  Course Objectives: 4, 5, 6, 7 | Carmen readings/videos  Discussion Posts by **NOON**  Disability in the Media Presentation |
| 3 | September 8 | **Disability and health**  Course Objectives: 8, 9, 10 | Carmen readings/videos  Discussion Posts by **NOON** |
| 4 | September 15 | **Health disparities and access to care**  Course Objectives: 11, 12, 13 | Carmen readings/videos  Discussion Posts by **NOON**  Read: *More Than Ramps: A Guide to Improving Health Care Quality and Access for People with Disabilities* |
| 5 | September 22 | **Universal design; interdisciplinary care**  Course objectives: 14, 15, 16 | Carmen readings/videos  Discussion Posts by **NOON** |
| 6 | September 29 | **Resources, programs, and strategies to improve health and well-being**  Course Objectives: 17, 18 | Carmen readings/videos  Discussion Posts by **NOON**  Topic for Final Paper and Presentation due to course instructor by email |
| 7 | October 6 | **Ohio Disability and Health Program**  Guest Speaker: David Ellsworth, MPH, CHES | Carmen readings/videos  Discussion Posts by **NOON** |
| 8 | October 13 | **Disability and Population Health**  Guest Speaker: Dawn Magnusson PT, PhD | Carmen readings/videos  Discussion Posts by **NOON** |
| 9 | October 20 | **Community-Based Inclusive Development and Community-Based Rehabilitation**  Guest Speaker: Jessica Burger PT, DPT | Carmen readings/videos  Discussion Posts by **NOON** |
| 10 | October 27 | **Other models of inclusive development and workforce development**  Guest Speaker: Kathy Clark, PT, DPT | Carmen readings/videos  Discussion Posts by **NOON** |
| 11 | November 3 | **Global Health and Disability Practice Ethics** | Carmen readings/videos  Discussion Posts by **NOON** |
| 12 | November 10 | **Student Presentations** | Final Paper Due  Final Presentation Slides Due |
| 13 | November 17 | **Student Presentations** | No assignments due |
| 14 | November 24 | **Student Presentations** | No assignments due |
| 15 | December 1 | **Student Presentations** | No assignments due |
| 15 | December 8 | **Lessons Learned and Course Wrap Up** | No assignments due |