

PADM 590
Disability, Public Health and Public Policy
Summer, 2013

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■ **Introduction and Course Objectives**

This graduate seminar is designed to introduce key concepts in disability-related public policies in the United States and New Mexico, explore critical topics in disability and public policy, and increase your understanding of the interactions between disability, public policy and public health.

By the end of the seminar, you will be able to:

- Identify and discuss various approaches (medical, functional, and social) to disability;
- Describe significant aspects of the history of disability-related public policy;
- Outline key measurement issues regarding the assessment of disability;
- Describe various governmental disability programs and policies;
- Understand a history of disability from the perspective of a person with a disability;
- Recognize differing cultural views of disability;
- Explain the social demographics of disability; and
- Identify and discuss health promotion strategies designed to increase the health and inclusion of people with disabilities.

■ **Resources**

Resources of several types will be used.

- The text for the course is Charles Drum, Gloria Krahn and Hank Bersani, Jr., editors. **Disability and Public Health**. American Public Health Association, Washington, 2009.

- Additional resources including articles, research reports and copies of legislation will be made available electronically. These are noted as “SMP” (Supplemental Materials Packet”) in the class schedule below.
- Guest lecturers from both the academic and policy worlds will participate in selected seminar sessions.
- Several sessions will include “Disability Policy Issue Briefings” on selected major topics within the larger field of disability. These semi-structured sessions feature guest presentations by state agency directors and/or staff of disability organizations. At each session, the guest presenter will make a brief presentation about the topic or issue, followed by a question and answer session. These sessions are off-the-record.
- For some classes, class notes in Power Point will be sent to you as e-mail attachments before class. You may print them out, or bring them to class on a laptop. You are not expected to read the Power Point class notes before class; they are distributed as a convenience only. However, please have them handy either electronically or in hard-copy at each class session.

■ Expectations

There are six broad expectations for participants in this seminar.

- “Being There”:** This is an intensive summer seminar. It’s especially important that you attend all sessions. Life emergencies occur, but if these should prevent you from attending a session, please contact me before class so we can discuss how the material will be made up.
- Read:** Class sessions will supplement, not duplicate, the text readings. Therefore, it is essential you read all materials distributed before class and come to class prepared to discuss the assigned readings for the day.
- Wired:** One important assumption made for this class is that you (a) have ready access to high-speed internet connections; (b) have the ability to download and print files from internet sites; (c) check e-mail regularly; and (d) have the skill and interest to surf the web. If these assumptions are not true for you, please let me know as soon as possible so we can devise a work-around.
- Timeliness:** All assignments not handed in by the due date shown on the syllabus will result in an automatic grade of "0" unless you have made prior arrangements with me.
- Take Initiative:** This is a graduate seminar, not a lecture course. It runs the risk of being boring unless you engage in dialogue, ask questions about things discussed in class that don't make sense and rebut assertions that seem wrong. Secondly, many of the assignments will require you to utilize the Web or engage in other information-seeking tasks. You are expected to take the initiative and be proactive in these tasks.

Evaluation

Each participant will complete four assignments and be given a discretionary grade as outlined below. Detailed instructions for each assignment are distributed at the beginning of the semester.

Assignment One: Research Topic Proposal

You will prepare a one-page proposal for a research paper you will complete in Assignment Four using criteria described in the detailed assignment.

Assignment Two: Preliminary Annotated Bibliography

You will submit a preliminary list of sources regarding your topic with annotations for each. We'll discuss what an "annotation" is and how you annotate a source in class. Citations should be in APA format.

Assignment Three: The Oral Presentation

You will make a ten minute oral presentation to other seminar participants, which will be "blind reviewed" by them.

Assignment Four: The Research Paper

You will prepare a research paper using criteria described in the assignment.

<i>Assignment</i>	<i>Weight</i>
One: Proposal	15%
Two: Preliminary Bibliography	10%
Three: Oral Presentation	20%
Four: Research Paper	35%
Discretionary Grade: (includes participation, demonstration that you have read the text and other materials, and timeliness of assignments)	20%
Total:	100%

All assignments are to be sent to me as e-mail attachments in Word (not Adobe!). This allows me to evaluate them making comments on the assignment itself and sending you back the graded assignment with my comments embedded within the document.

■ Class Schedule

Class #	Date	Topic(s)	Readings	Assignment
1	Mon 6/3	<ul style="list-style-type: none"> Welcome and Introductions Review of Syllabus and Assignments 	<p><i>Disability Issues In The 2012 Legislature: Post-Session Report.</i> Disability Rights New Mexico (SMP)</p>	<p>Assignments distributed</p>
2	Wed 6/5	<ul style="list-style-type: none"> Defining Public Policy, Public Health and Disability I In-Class Case Study: Defining “Paralysis” 	<p>Text, ch. 1 <i>An Introduction to Disability and Public Health</i></p> <p>Text, ch. 4: <i>Models and Approaches to Disability</i></p>	
3	Mon 6/10	<ul style="list-style-type: none"> Identifying and Locating Disability Information <p><i>Jeannie Favret, Information Center for New Mexicans With Disabilities, Center for Development and Disability</i></p> <p>http://cdd.unm.edu/infonet/</p> <ul style="list-style-type: none"> Search strategies for class research papers 		
4	Wed 6/12	<ul style="list-style-type: none"> A Review of Major Disability Policies in the United States Disability Policy Issue Briefing: Disability History <p><i>Jim Parker, Executive Director, New Mexico Governor’s Commission on Disability</i></p>	<p>Text, ch. 6: <i>Governmental Policies and Programs for People with Disabilities</i></p> <p><i>Programmatic Definitions of Disability.</i> U.S. Department of Health and Human Services (SMP)</p> <p><i>Healthy People 2020 Disability and Health Objectives</i> Centers for Disease Control and Prevention, 2011 (SMP)</p>	

Class #	Date	Topic(s)	Readings	Assignment
5	Mon 6/17	<ul style="list-style-type: none"> Health Care, the Affordable Care Act and People With Disabilities: A Work in Progress <p><i>Dr. Elaine Brightwater, Division of Disability and Health Policy, Center for Development and Disability</i></p>	TBA	<i>Assignment One, Proposal, Due</i>
6	Wed 6/19	<ul style="list-style-type: none"> Defining and Measuring Disability II: Disability, Like Beauty, Is In The Eye Of The Beholder: 	<p>Suzanne McDermott and Margaret Turk, <i>The Myth and Reality of Disability Prevalence: Measuring Disability for Research and Service</i>. Disability and Health Journal 4 (2011) 1-5 (SMP)</p> <p><i>How Disability Data Is Collected</i> Atlanta: Centers for Disease Control and Prevention (SMP)</p> <p><i>Population-Based Survey Items on Disability</i> Atlanta: Centers for Disease Control and Prevention (SMP)</p>	
7	Mon 6/25	<ul style="list-style-type: none"> Improving the Quality Of Life of Persons With Disabilities: Contemporary “Health Promotion” Campaigns in the United States In-Class Study: Quality of Life for People With Disabilities 	<p><i>Measuring Health-Related Quality of Life</i>. Atlanta, Centers for Disease Control and Prevention, 2009 (SMP)</p> <p>Text, ch. 9: <i>Health Promotion For People With Disabilities</i></p>	

Class #	Date	Topic(s)	Readings	Assignment
8	Wed 6/26	<ul style="list-style-type: none"> The Changing Face of Disability and the Rise of Disability Culture <p>Disability Policy Issue Briefing: The Human Face of Disability</p> <p><i>Panel of Family Members of New Mexicans with Disabilities</i></p> <p><i>Moderator: Tanya Baker-McCue, Director, Family and Community Partnerships Division, Center for Development and Disability</i></p>	<p>Text, ch. 4: <i>A Personal Perspective on Historical Views of Disability</i></p> <p><i>The Meanings and History of Disability in Society</i> in Mackelprang and Salsgiver: Disability: A Diversity Model Approach in Human Service Practice. Lyceum Books, 2009, Second Edition (SMP)</p> <p>Barnes and Mercer: <i>Disability Culture: Assimilation or Inclusion?</i> in Gary Albrecht, Katherine Seelman and Michael Bury, editors. Handbook of Disability Studies. Sage Publications, 2001(SMP)</p>	<p><i>Assignment Two, Preliminary Annotated Bibliography, due</i></p>
9	Mon 7/1	<ul style="list-style-type: none"> Disability Policy Issue Briefing: Medically Fragile Children <p><i>Christy Barden, RN, BSN, Director, Case Management Initiatives Division, Center for Development and Disability</i></p> <p>http://cdd.unm.edu/MFCMP/</p>	TBA	
--	Wed 7/3	No Class; July 4 th Holiday (You're welcome).		

Class #	Date	Topic(s)	Readings	Assignment
10	Mon 7/8	<ul style="list-style-type: none"> Disability Policy Issue Briefing: Social Determinants of Disability and Health and Health Disparities For People In New Mexico: <i>Heidi Fredine, MPH Lead Researcher, Division of Disability and Health Policy, Center for Development and Disability</i> Disability Policy Issue Briefing: Issues in Guardianship for People With Disabilities <i>Priti Mehta, Director, Multicultural Outreach Programs, Christopher and Dana Reeve Foundation; MPA candidate</i> 	Text, ch. 8, <i>Health of People with Disabilities: Determinants and Disparities</i>	
11	Wed 7/10	<ul style="list-style-type: none"> Disability Policy Issue Briefing: Emergency Preparedness http://cdd.unm.edu/dhpd/emerg.asp Disability Policy Issue Briefing: Autism Spectrum Disorder <i>Cate McClain, MD, Professor of Pediatrics and Director, Center for Development and Disability</i> http://cdd.unm.edu/autism/ 	Text, ch. 10: <i>Nobody Left Behind: Disaster Preparedness and Public Health Response for People With Disabilities</i> A. Cahill. <i>Emergency Management and Disability: A 2008 Scorecard</i> . Disability and Health Journal. (1), 2008, 125-126. (SMP) Fox, M., White, G.W., Rooney, C. and Cahill, A. The Psychosocial Impact Of Hurricane Katrina On Persons With Disabilities And Independent Living Center Staff Living On The American Gulf Coast . Rehabil Psychol. 2010 Aug; 55(3):231-40. (SMP)	
--	Mon 7/15	No Class		
12	Wed 7/17	Presentations		

Class #	Date	Topic(s)	Readings	Assignment
13	Mon 7/22	Presentations		
14	Wed 7/25	Where To Now? The Future of Disability Policy in the United States <i>Plus ça change, plus c'est la même chose</i>	Text, ch. 11: <i>Public Health as a Change Agent for Disability</i>	<i>Assignment Four, Research Paper, due</i>