

PADM 590
Disability, Public Health and Public Policy
Summer, 2018

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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 will be sent to you as e-mail attachments.
- 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 experts in their respective fields. At each session, the guest presenter will make a presentation about the topic or issue, followed by a question and answer session.
- 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 three assignments. Detailed instructions for each will be distributed before the first class.

Assignment One: Research Topic Proposal

You will prepare a one-page proposal for a research project you will complete in Assignment Three using criteria described in the detailed instructions for the 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 fifteen minute oral presentation to other seminar participants.

<i>Assignment</i>	<i>Weight</i>
One: Proposal	25%
Two: Preliminary Annotated Bibliography	25%
Three: Oral Presentation	30%
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 (assignments one and two) or Power Point (assignment three). 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 6/4	<ul style="list-style-type: none"> Welcome and Introductions Review of Syllabus and Assignments 	<p><i>Disability Issues In The 2018 Legislature: Final Report.</i> <i>Disability Rights New Mexico</i></p>	<p>Assignments distributed</p>
2	Wed 6/6	<ul style="list-style-type: none"> Defining Public Policy, Public Health and Disability Disability History: A Cultural Perspective 	<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 6/11	<ul style="list-style-type: none"> “Nothing About Us Without Us!” <i>Dr. Mary Beresford, Disability Consultant</i> 	<p>Text, ch. 4: <i>A Personal Perspective on Historical Views of Disability and Disability Culture</i></p>	
4	Wed 6/13	<ul style="list-style-type: none"> A Review of Major Disability Policies in the United States 	<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</p> <p><i>Healthy People 2020 Disability and Health Objectives</i> Centers for Disease Control and Prevention, 2011</p>	
5	Mon 6/18	<ul style="list-style-type: none"> Disability Policy Issue Briefing: Medically Fragile Children <i>Christy Barden, RN, BSN, Director, Case Management Initiatives Division, Center for Development and Disability</i> http://cdd.unm.edu/MFCMP/ Defining and Measuring Disability: Disability, Like Beauty, Is In The Eye Of The Beholder: 	<p>Readings TBA - to be distributed electronically</p>	<p>Assignment One, Proposal, Due</p>

Class #	Date	Topic(s)	Readings	Assignment
6	Wed 6/20	<ul style="list-style-type: none"> The Future of Health Care For New Mexicans With Disabilities: Health Care and Health Care Financing 		
7	Mon 6/25	<ul style="list-style-type: none"> Disability Policy Issue Briefing: Autism Spectrum Disorder <i>Pat Osbourne, Associate Director and Director, Autism and Other Developmental Disabilities Division, Center for Development and Disability</i> http://cdd.unm.edu/autism/ Improving the Quality Of Life of Persons With Disabilities: Contemporary “Health Promotion” Campaigns in the United States 	<p><i>Measuring Health-Related Quality of Life.</i> Atlanta, Centers for Disease Control and Prevention, 2009</p> <p>Text, ch. 9: <i>Health Promotion For People With Disabilities</i></p>	
8	Wed 6/27	<ul style="list-style-type: none"> Social Determinants of Disability and Health Disparities For People With Disabilities In New Mexico 	<p>Text, ch. 8, <i>Health of People with Disabilities: Determinants and Disparities</i></p> <p><i>Reichard, A., Stolzle, H., & Fox, M. H. (2011). Health disparities among adults with physical disabilities or cognitive limitations compared to individuals with no disabilities in the United States. Disability and health journal, 4(2), 59-67</i></p>	
--	Mon 7/2 and Wed 7/4	No class Monday and Wednesday; July 4 th holiday		
9	Mon 7/9	<ul style="list-style-type: none"> Infant Mental Health and Adverse Childhood Experiences <i>Marcia Moriarta, Psy.D., IMH-E(4)</i> <i>Licensed Clinical Psychologist</i> <i>Professor, Department of Pediatrics</i> <i>Executive Director, Center for Development and Disability</i> 	<p>Preparing for Your Presentations</p>	<i>Assignment Two, Annotated Preliminary Bibliography, due.</i>

Class #	Date	Topic(s)	Readings	Assignment
10	Wed 7/11	<ul style="list-style-type: none"> Emergency Preparedness 	<p>Text, ch. 10: <i>Nobody Left Behind: Disaster Preparedness and Public Health Response for People With Disabilities</i></p> <p>Fox, M., White, G.W., Rooney, C. and Cahill, A. <i>The Psychosocial Impact Of Hurricane Katrina On Persons With Disabilities And Independent Living Center Staff Living On The American Gulf Coast</i>. Rehabil Psychol. 2010 Aug; 55(3):231-40.</p> <p>Glen White, Ph.D., Michael Fox, Sc.D., Catherine Rooney, MA, Anthony Cahill, Ph.D. <i>Assessing the Impact of Hurricane Katrina on Persons with Disabilities: Executive Summary</i></p>	
11	Mon 7/16	Presentations (6)		Assignment Three due for those presenting
12	Wed 7/18	Presentations (6)		Assignment Three due for those presenting
13	Mon 7/23	Presentations (6)		Assignment Three due for those presenting
14	Wed 7/25	<p>Presentations (3)</p> <p>Wrapping Up : Where To Now? The Future of Disability Policy in the United States</p> <p><i>Plus ça change, plus c'est la même chose</i></p>	<p>Text, ch. 11: <i>Public Health as a Change Agent for Disability</i></p>	Assignment Three due for those presenting

■ **Accommodations**

“In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.”

■ **Title IX**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

■ **Academic Integrity**

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.