

1-2012

## PUBH 595.52: Public Health and Disability

Rosemary B. Hughes

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**PUBH 595**  
**Public Health and Disability**  
**3 credit hours – CRN: 35404**  
**Spring 2012**

Instructor: Rosemary B. Hughes, Ph.D., Instructor, School of Public and Community Health Sciences, College of Health Professions and Biomedical Sciences; Senior Research Scientist, The Rural Institute, The University of Montana

Guest  
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Topic: The Impact of the Disability Rights Movement on Health Policy

Format: Online

Office Hours: By appointment only

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### **COURSE DESCRIPTION**

This course provides an overview of public health issues impacting the lives of people with disabilities and requires that the student become intimately involved with the readings and lectures. The course addresses the following topics as relevant to disability: definitions and epidemiology; health inequities and disparities; federal legislation and healthcare policy; the disability rights movement; approaches for promoting health, reducing disease, and managing secondary conditions; disability and health programs in rural settings; ethical issues; interpersonal violence; genetic technologies and maternal and child health; disaster preparedness; and, planning for the future. Topical analysis and discussion will assist students in proposing policy solutions for reducing and eliminating health disparities for people with disabilities. Throughout the course, students will apply these topics to the health-related needs and issues among specific sub-populations of people with disabilities of their choice (e.g., accessing health care or promoting health or reducing violence among people with intellectual or cognitive disabilities; women, men, or children with disabilities; people who are deaf or hard of hearing; people with mental health disabilities, etc.). Students are expected to participate actively in class discussion and forums, sharing their relevant knowledge and experience and bringing to the group an attitude of inquiry and the willingness to engage in critical thinking. Approximately every other week, students complete a small assignment designed to provide practice in applying the course material. Students also conduct interviews of people with disabilities who live in the community (versus institutionalized living such as nursing homes) to learn about their perspectives on health and disability and document the knowledge gained and their personal reflections related to the interviews.

### **COURSE OBJECTIVES**

At the end of the course, the student will be able to:

- Describe and critique major models of disability in terms of their relevance to the health and well-being of people with disabilities.
- Summarize the state of the science of the major public health issues covered in the course as relevant to the health of the disability community.
- Reflect on a public health focused interview with a person living with disability.
- Identify the prevalence and risks for violence in the context of disability.
- Describe the issues raised for people with disabilities by genetic technologies.
- Identify and critique evidence-based approaches to reducing health disparities and promoting the health and well-being of people with disabilities.
- Outline, describe, and evaluate the public health response to disability.

## **PUBLIC HEALTH COMPETENCIES**

UM public health competencies are currently under revision. Please check the [UM public health program website](#) for more details.

## **COURSE FORMAT**

This course will be delivered online with support from UMOOnline. Readings and assignments designed to develop knowledge and applied skills will form the basis for review and discussion during the weekly class postings on the discussion board. A self-study format will be used to present key points; however, the emphasis will be on discussion and application of the course material in assignments.

### **Audio/Video Mini-Lectures**

The instructor may upload mini-lectures to present course content, explain assignments, and provide other information to clarify course content or course expectations.

### **Preparatory Tutorials**

All students must complete the UMOOnline 101 course during the first week of class. Look for a link to the course under UMOOnline Services on the right hand side of the course shell. This self-paced online tutorial can be completed in about 30 minutes. This tutorial will acquaint you with the general course layout in Moodle and provide an overview of the key features of this system. Please download and use Firefox browser, which is the recommended browser for Moodle.

### **Guest Lectures**

We will have two or more guest lectures in this course. Guest lectures will be available in the class using a streaming server. Watch the guest lecture during the week that we are covering the guest's content. Some of the guests will moderate and/or contribute to selected discussion threads during that same week.

### **Writing Discussion Questions and Moderating the Discussion**

Students will take turns preparing discussion questions and moderating the discussion board. During the assigned week, discussion leaders will prepare two or more questions based on the week's readings. When you are discussion leader, check in on the discussion multiple times per day. Respond, encourage, prompt, provoke, and ask follow up questions to your classmates on the discussion board to make the discussion as productive and thought-provoking as possible. Part of your job is to help keep the conversation focused and the quality of interaction high.

Discussion questions must be posted by noon on Monday. Depending upon the number of students enrolled, the class may be divided into two or more discussion groups.

The following principles should guide students in writing discussion questions. Write open-ended questions that encourage students to talk with each other about what they have read; write questions that encourage further research outside of the assigned readings; and write questions that encourage application of course material, such as applying specific concepts. Avoid writing questions that are too broad and require multiple part responses as they tend to require students to write long essays off-line rather than engage in discussion.

### **Discussion Leader's Self-Reflection**

On the week in which you write questions and serve as the discussion leader, reflect on the discussion and your role as moderator. This is not to be a summary of who-said-what, but it is appropriate to summarize the common threads. Comment on areas such as how you selected the discussion questions, what was gained in the discussion that may have extended students' learning beyond the readings, and what you would do differently next time. This assignment is due on Friday, one week after you complete your role as discussion leader.

### **Weekly Postings to the Discussion Board**

Students should consistently use the assigned readings as reference points for posing and responding to questions as well as discussing and presenting their ideas. As the discussion evolves, all students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.

All students are required to participate in discussions during every week from Monday through Friday. All postings must be complete by noon on Friday of each week (Mountain Time). To avoid a flurry of last minute postings, please begin posting early during this period. Posting twice, at least once before Wednesday and a second time by Friday, is recommended. This format necessitates completion of readings (generally on the weekend) and assignments as well as participation in discussion boards during the week. Class participation constitutes a portion of the grade. Discussion-related activities will be graded according to three dimensions: (1) content of posting, (2) quality of interaction, and (3) frequency and responsiveness of interactions. See the Scoring Guide Matrix at the end of the syllabus for more specifics on how the discussions will be graded.

While the instructor will remain active in reading the discussion board throughout the entire course, when the discussion is going well she will opt to “listen” rather than “talk.”

### **Assignments**

Approximately every other week, students will complete an assignment designed to provide practice in applying the course material. Assignments are due Friday midnight, Mountain Time.

Late assignments will be graded zero unless there are very serious and verifiable extenuating circumstances. Students requesting permission to submit a late assignment must contact Dr. Hughes well before the assignment deadline.

### **Interviews with People with Disabilities**

Students will be required to locate and interview an adult with a disability who lives in the community (not an institution such as a nursing home) to learn about the person's perspectives related to living with a disability. For details, see Assignments #5 and #6 below.

### **COURSE REQUIREMENTS**

1. Evidence of completing reading assignments and class participation: 36%
  - 28 points for participating in discussion (2 points each)
  - 6 points for posting discussion questions (3 points each)
  - 2 points for reflection paper (1 point each)
2. Completing assignments: 64%  
(See below for points assigned to each of the 7 assignments.)

This course will use the traditional letter grade option without the use of pluses or minuses. Final grades will consist of the following: A, B, C, D, and F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Assignments are to be submitted to the instructor using the Assignment feature in Moodle. Late assignments will be graded zero unless there are serious and verifiable extenuating circumstances.

### **MOODLE COURSE PROCEDURES AND EXPECTATIONS**

Moodle will be used in this class and online activities will be required throughout the semester. Since this is the first time this course has been offered, the Moodle procedures may be adjusted if necessary. While class content, expectations, and assessment will not change dramatically, the instructor may make mid-course revisions especially in response to student feedback.

### **Announcements**

Class announcements will be posted by the instructor. Moodle system administrators will sometimes post announcements about the Moodle system.

### **Communication**

Communication will take place using e-mail, discussion boards, the virtual classroom, and Skype.

E-mail should be used for “private” communication with the instructor or other students. *Any questions regarding grades or communication about more personal issues should be handled via email.* Please include PUBH 595 in the subject line for e-mail communication with the Instructor.

Discussion boards are appropriate for questions or discussions that would normally occur in the classroom. Remember that the discussion board is public and your classmates can read what you post there.

Skype, for those of you who are unfamiliar with it, is software that lets you use your computer and internet connection to communicate with others. In this class it may be helpful to use Skype for group meetings or meetings with Dr. Hughes. When you and the person you are calling are both on Skype, the web calls are free. The free software can be downloaded at <http://www.skype.com/download/>

### **Course Materials**

Assignments, reading notes, and a variety of readings will be posted in Moodle.

### **Submitting Assignments Electronically**

All assignments will be submitted electronically through the Assignments option within Moodle.



**Important:**

- Assignments are due at midnight, Mountain Time.
- Save your completed assignment as a Word document with the file name YourLastNameAssignmentNumber (e.g. SmithAssignment1.doc.)
- Do not include any symbols (such as # @ %) in the assignment name. Documents with names that include symbols will not be successfully uploaded in the instructor area and thus cannot be graded.
- Make sure that your name, the date, and the assignment number are also included at the top of your completed assignment.
- Submit your assignment through the Assignments area on Moodle. Assignments submitted by email will not be graded.

If you need assistance with viewing or submitting your assignments, please call the Help Desk at 406-243-4357 or refer to the UOnline student resources at <http://umonline.umt.edu/ContactUs/default.htm>.

**Logging In**

You are expected to log in every Monday, Wednesday, and Friday to read current announcements that have been posted. You may do this at any time of day. The Instructor will generally answer e-mails, respond to discussions etc., during traditional work hours (M-F, 9:00 a.m. - 5 p.m. Mountain time).

**REQUIRED READINGS**

All required readings for this course are uploaded in Moodle. There is no requirement to purchase a textbook for this course.

**STUDENTS WITH DISABILITIES** are welcome! Students with disabilities will receive reasonable accommodations in this online course. To request course modifications, please contact the instructor as soon as possible, preferably within the first week of class. The instructor will work with you and Disability Services in the accommodation process. **All information and documentation of the disability will be confidential.** For more information, visit the Disability Services website at <http://www.umt.edu/dss/> or call 406-243-2243 (Voice/Text).

**ADDITIONAL NOTES**

This syllabus is subject to change by Dr. Hughes. Any changes will be announced in the announcement section of Moodle.

**Plagiarism Warning**

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Plagiarism is the representation of another's work as one's own. It is a particularly intolerable offense in the academic community and is strictly forbidden. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. (See UM Student Conduct Code).

Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources. Failure to acknowledge whatever is not one's own original work is plagiarism.

(Source: <http://www2.umt.edu/catalog/acpolpro.htm>)

**TOPICS AND READING SCHEDULE**

**Week 1**

**Defining and Understanding Disability: Myths, Misconceptions, and Medicalization.**

**Readings:**

Turnball III, H. R., & Stowe, M. (2001). Five models for thinking about disability: Implications for policy responses. *Journal of Disability Policy*, 12, 198-205.

Andresen, E. (2004). Public health education, research, & disability studies: A view from epidemiology. *Disability Studies Quarterly* 24. <http://www.dsq-sds.org/article/view/889/1064>

World Health Organization. (2011). World report on disability, Chapter. 1, Understanding disability, pp. 1-18.  
[http://whqlibdoc.who.int/publications/2011/9789240685215\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf)

World Health Organization. (2011). Use of *The International Classification of Functioning, Disability and Health* (ICF) as a conceptual framework and common language for disability statistics and health information systems. *BMC Public Health*, 11(Suppl 4): S3. Published online 2011 May 31. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3104216/>

## **Week 2**

### **The Role of Public Health in Disability**

#### Readings:

Lollar, D. J., & Crews, J. E. (2003). Redefining the role of public health in disability. *Annual Review of Public Health*, 24, 195-208.

Lollar, D. J. (2002). Public health and disability: Emerging opportunities. *Public Health Reports*, 117, 131-136.

Krahn, G., & Campbell, V. A. (2011). Evolving views of disability and health: The roles of advocacy and public health. *Disability and Health Journal*, 4, 12-18.

Tanenhaus et al. (2000). Research letters: Disability and the curriculum in graduate schools of public health. *American Journal of Public Health*, 90(8), 1315-1316.

## **Week 3**

### **People with Disabilities: A Health Disparities Population**

#### Readings:

DREDF (Disability Rights and Education Defense Fund) (2007). Disability Healthcare Access Brief.  
[http://www.dredf.org/healthcare/Access\\_Brief.pdf](http://www.dredf.org/healthcare/Access_Brief.pdf)

Disability Policy Consortium. (2009). Disparities and disabilities: Another view of a health care issue.  
<http://www.dpcma.org/Publications/tabid/423/Default.aspx> . (Note: At this link, the 38-page document, Disabilities and Disparities is the last entry under DPC Publications.)

Drum, C. E., Krahn, G., Culley, C., & Hammond, L. (2005). Recognizing and responding the health disparities of people with disabilities. *Californian Journal of Health Promotion*, 3(3), 29-42.

National Council on Disability. (2003). *People with disabilities on tribal lands: Education, health care, vocational rehabilitation, and independent living*, pp. 1-12.

## **Week 4**

### **People with Disabilities: A Health Disparities Population**

#### Readings:

Krahn, G. L., Hammond, L., & Turner, A. (2006). A cascade of disparities: Health and health care access for people with intellectual disabilities. *Mental Retardation and Developmental Disabilities Research Reviews*, 12, 70-82.

Wisdom, J. P., McGee, M. G., Horner-Johnson, W., Michael, Y. L., Adams, E., & Berlin, M. (2010). Health disparities between women with and without disabilities: A review of the research. *Social Work in Public Health*, 25, 368-386.

Barnett, S., McKee, M., Smith, S. R., Pearson, T.A. (2011). Deaf sign language users, health inequities, and public health: Opportunity for social justice. *Preventing Chronic Disease: Public Health Research, Practice, and Policy*, 8(2):A45.  
[http://www.cdc.gov/pcd/issues/2011/mar/10\\_0065.htm](http://www.cdc.gov/pcd/issues/2011/mar/10_0065.htm)

Barnett, S. et al. (2011). Community participatory research with deaf sign language users to identify health inequities. *American Journal of Public Health*, 101. [http://www.cdc.gov/pcd/issues/2011/mar/10\\_0065.htm](http://www.cdc.gov/pcd/issues/2011/mar/10_0065.htm)

Nosek, M.A., & Simmons, D. K. (2007) People with disabilities as a health disparities population: The case of sexual and reproductive health disparities. *California Journal of Health Promotion*, 5, Special Issues (Health Disparities and Social Justice), 68-81.

## **Week 5**

### **Disability, Disease Prevention, and Health Promotion**

#### Readings:

Carmona, R. H., Giannini, M., Bergmark, B., & Cabe, J. (2010). The Surgeon General's call to action to improve the health and wellness of persons with disabilities: Historical review, rationale, and implications 5 years after publication. *Disability and Health Journal*, 3, 229-232.

Drum, C. E., Peterson, J. J., Culley, C. Krahn, G., Heller, T., Kimpton, T., McCubbin, J., Rimmer, J., Seekins, T., Suzukik, R. & White, G. W. (2009). Guidelines and criteria for the implementation of community-based health promotion programs for individuals with disabilities. *American Journal of Health Promotion*, 24(2), 93-101.

Hughes, R. B., Robinson-Whelen, S., Taylor, H. B., & Hall J. W. (2006). A stress management intervention for women with disabilities, *Women's Health Issues*, 16(6), 389-399.

Ravesloot, C.H., Seekins, T., Cahill, T., Lindgren, S., Nary, D. E., & White, G. (2007). *Health promotion for people with disabilities: Development and evaluation of the Living Well and Disabilities program*, 22, 522-531.

## **Week 6**

### **Disability and Healthcare Policy**

#### Readings:

Reis, J. P., Breslin, M. L., Iezzoni, L. I., & Kirschener, K. L. (2004). It takes more than ramps to solve the crisis of healthcare for people with disabilities. [http://www.dredf.org/healthcare/RIC\\_whitepaperfinal.pdf](http://www.dredf.org/healthcare/RIC_whitepaperfinal.pdf)

National Association of County and City Health Officials (NACCHO). (2009). Statement of Policy: Disability and Health, pp.1-3.

Asch, A. (1999). Public Health Matters: Prenatal diagnosis and selective abortion: A challenge to practice and policy. *American Journal of Public Health*, 89, pp.1649-1657. <http://ajph.aphapublications.org/cgi/reprint/89/11/1649.pdf>

Rowland, J. L. (2007). Emergency response training for people with disabilities. *Journal of disability policy studies*, 17, 216-222.

## **Week 7**

### **Disability and Maternal and Child Health**

#### Readings:

Kidsdisability. (2008). Kids Disability Awareness PEI. <http://www.youtube.com/watch?v=iIWdJ6nDO1o&feature=related>

Prilleltensky, O. (2003). A ramp to motherhood: The experiences of mothers with physical disabilities. *Sexuality & Disability*, 21(1), 21-47.

Smeltzer, S. C. (2007). Pregnancy in women with disabilities. *Journal of Obstetrical, Gynecological, and Neonatal Nursing*. 36(1), 88-96.

McPherson, M. et al. (2004). Implementing community-based systems of services for children and youth with special health care needs: How well are we doing? *Pediatrics*, 113, 1538-1544.

## **Week 8**

### **Disability and Rural Health**

#### Readings:

Montana Department of Health and Human Services and the University of Montana Rural Institute. Living Well Under the Big Sky: Montana Disability and Health Program brochure. A program funded by the Centers for Disease Control & Prevention.

Iezzoni, L.I., Killeen, M.B., & O'Day, B.L. (2006). Rural residents with disabilities confront substantial barriers to obtaining primary care. *Health Services Research, 41*(4, part 1), 1258-1275.

Goins, R. T., Spencer, S. M., Roubideaux, Y.D., & Manson, S.M. (2005). Differences in functional disability of rural American Indian and White older adults with comorbid diabetes. *Research on Aging, 27*, 643-658.

## **Week 9**

### **Ethics in Disability and Health Research**

White, G. W. (2002). Disability outcomes research: The golden rule as a guide for ethical practice. *Rehabilitation Psychology, 47*, 438-446.

Goering, S. (2008). 'You say you're happy, but...': Contested quality of life judgments in bioethics and disability studies. *Bioethical Inquiry, 5*, 125-135.

Iacono, T. (2006). Ethical challenges and complexities of including people with intellectual disabilities as participants in research. *Journal of Intellectual and Developmental Disability, 31*(3), 173-179.

Mayerson, A. (2007, September). Disability rights law: Roots, present challenges, and future collaboration. *Clearinghouse Review Journal of Poverty Law and Policy, 1*-9.

## **Week 10**

### **Disability, Violence, and Public Health**

#### Readings:

Wisseman, K. B. (2000). You're my pretty bird in a cage: Disability, domestic violence, and survival. *Impact, 3*, 1, 24.

Hughes, R. B., Lund, E. M., Gabrielli, J., Powers, L. E., & Curry, M. A. (2011). Prevalence of violence against community-living adults with disabilities: A literature review. *Rehabilitation Psychology, 56*(4), 302-319.

Hughes, R. B., Curry, M. A., Oswald, M. M, Child, B., Lund, E. M, Sullivan, M., & Powers, L. E. (2011). Responding to interpersonal crime victims with disabilities: The perspective of law enforcement. *Journal of Policy Practice, 10*(3)185-205.

## **Week 11**

### **Spring Break**

## **Week 12**

### **Disability and Genetic Technologies**

#### Video and Readings:

Video: Perspectives on the Relevance of Eugenics Today. Sherrie Brown, J.D., Ed. D, a Research Professor in the College of Education, teaches Special Education and School Law at the Directs the Disability Studies program at the University of Washington. <http://www.youtube.com/watch?NR=1&v=wE0iDVCtSXQ>

Generations Ahead. (2009). A Disability Rights Analysis of Genetic Technologies: A Report of the National Convening of Disability Rights Leaders.

[http://www.generations-ahead.org/files-for-download/articles/GenerationsAhead\\_DisabilityRightsConveningReport.pdf](http://www.generations-ahead.org/files-for-download/articles/GenerationsAhead_DisabilityRightsConveningReport.pdf)

Hotta, Y. (2008). A critique of liberal eugenics: Disability and the problem of exclusion. *Journal of Philosophy and Ethics in Health Care and Medicine*, 3, 86-107.

### **Week 13**

#### **Disability and Disaster Preparedness**

##### Readings:

Cahill, A. (2008). Emergency management and disability: A 2008 scorecard. *Disability and Health Journal*, 1, 125-126.

Rowland, J. L., White, G. W., Fox, M. H., & Rooney, C. (2007). Emergency response training practices for people with disabilities: Analysis of some current practices and recommendations for future training programs. *Journal of Disability Policy Studies*, 17(4), 216-222.

Kailes, J. I., & Enders, A. (2007). Moving beyond "special needs": A function-based framework for emergency management and planning. *Journal of Disability Policy Studies*, 17(4), 230-237.

### **Week 14**

#### **Forward Approaches – Part I**

##### Readings:

Institute of Medicine. (2007). Introduction: The future of disability in a public health context. In M. J. Field & A. M. Jette (Eds). *The Future of Disability*, pp. 27-29. Washington, D.C.: National Academies Press.

U. S. Public Health Service. Closing the gap: A national blueprint for improving the health of individuals with mental retardation. Report of the Surgeon General's Conference on Health Disparities and Mental Retardation.  
<http://www.surgeongeneral.gov/topics/mentalretardation/retardation.pdf>

Rimmer, J. H. (2011). Building a future in disability and health. *Disability and Health Journal*, 4, 6-11.

### **Week 15**

#### **Forward Approaches – Part II**

##### Readings:

World Health Organization. (2011). *World report on disability*, Ch. 9, The way forward: Recommendations, pp. 261-270.  
[http://whqlibdoc.who.int/publications/2011/9789240685215\\_eng.pdf](http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf)

Seekins, T. et al. (2011). The future of disability and rehabilitation in rural communities: An emerging narrative. *Rural Futures Lab Foundation Paper No.3*, 1-22.

### **Week 16**

#### **Finals Week: Finalize, post, and provide feedback on interview project**

**ASSIGNMENTS** Assignments are to be submitted to the instructor using the Assignment feature in Moodle.

**Assignment #1 (5 points)** All students must complete the UMOonline 101 course during the first week of class. Look for a link to the course under UMOonline Services on the right hand side of the course shell. This self-paced online tutorial can be completed in about 30 minutes. This tutorial will acquaint you with the general course layout in Moodle and provide an overview of the key features of this system. Download and use Firefox browser, which is the recommended browser for Moodle. Once you have taken the course and received an 80% or better on the quiz, you will receive your Completion Certificate. Save this file to your hard drive and then upload it below by clicking on the Browse button in Assignment #1, selecting your saved file, and then clicking Upload.

Assignment #1 is due by midnight January 27th.

**Assignment #2 (5 points)** Take the ADA Basic Building Blocks online course at <http://www.adabasics.org/>. This course includes an overview of basic principles and core concepts of the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008 (ADAAA). Students are required to make a post test score of 70% or above to fulfill this assignment. If your post test score is lower than 70%, you will have an opportunity to retake the course. Complete the course, view your test results, and submit these results by saving the web page as a PDF or scanning and saving the document as a file, then uploading the file through the Browse button in Assignment #2.

Assignment #2 is due by midnight February 3rd.

**Assignment #3 (5 points)** Write one reading reflections 2-page essay in response to the readings assigned for any one week during the first 8 weeks of the term (note: the 8<sup>th</sup> week ends on March 16<sup>th</sup>). Although the choice of weekly readings to write about is left to your discretion, you should not write a summary of the week's readings nor a reflection on your stream of consciousness. Write an essay about the week's readings by collecting, critically engaging, and challenging your thoughts. Use the format for an essay: have a point (i.e., a thesis); state your point; offer support, evidence, and justification for your point; and offer conclusions and future issues to consider. Questions you may want to consider include:

- What were the most important revelations or insights for me?
- With what might I disagree? How is my disagreement related to my own life experiences?
- What implications do these readings have for understanding social problems, intervention and/or policy?
- What emotional reactions did I experience, at what points in the reading, and why?
- What questions do I have now about the topic of these readings?
- How does this topic relate to other topics we have explored in class to date?

Assignment #3 is due by midnight March 15th.

**Assignment #4 (12 points)** Drawing upon our readings related to disability and health disparities and health promotion as well as other articles published in peer reviewed journals related to disability and health, propose your own community-based health promotion intervention or health education program with and for a specific group of people with disabilities (e.g., adults [women and/or men] children, people with disabilities living in rural settings, people with intellectual disabilities, people aging with disability [i.e., individuals who have been living with disability for most of their lives but are now approaching their older years]). For example, you could develop an intervention for Deaf women or men who are blind. Choose a specific type of disability such as intellectual disability; other developmental disability such as autism or cerebral palsy; physical disability that involves mobility limitations; sensory disability (such as blindness or deafness); or psychiatric disability. Choose a specific setting for the intervention (if possible, one with which you are familiar such as a clinic or community center). Also, try to keep the scope of your intervention narrow, that is, select one risk factor to change (e.g., exercise, diet, or stress management behaviors). Read the literature and strive to become expert on your population and risk factor. Briefly identify the problem you are addressing and then provide a detailed explanation of what you will do to intervene. Be sure not to provide a general health promotion program but rather design a specific intervention for a specific group of people in a specific setting. Explain the specific changes that you anticipate the intervention will bring about and why you think the changes will occur. Be sure to describe the major components of the intervention. (3 double-spaced pages).

Assignment #4 is due by midnight March 29th

**Assignment #5 (10 points)** Critique your proposed health promotion intervention from Assignment #4 in terms of principles of the Disability Rights Movement such as:

**"Nothing About Us Without Us"** - Were members of the target population involved in the development and other key aspects of the intervention? If so, in what ways? If not, how could you have included them?

**Civil Rights: Equity** - Did your intervention assure that all participants would have the supports they would need to access and participate at the same level? If so, what means did you take to assure equity? If not, what might you have done to assure equity for the participants (e.g., provide the materials in plain language for people who may have lower levels of comprehension level or whose

primary language may be other than English, or provide large print for people with visual impairments. Remember, for example, people with arthritis can also experience brain injuries or have visual impairments.)

De-Medicalization of Disability - Did your program communicate the message that people with disabilities are not "sick," as assumed by the medical model? If so, in what way? If not, what could you do to change the message?

Self-Help - Did your program invite people to learn and grow from discussing their needs and concerns among people with similar experiences? If so, how did you include the self-help model? If not, what might you do to include peer learning?

Barrier-Free - Did your program address architectural, communication, and/or attitudinal barriers to health, health promotion or quality of life? If so, how did you address these barriers? If not, what could you do to assure a barrier-free health promotion program?

Peer Role Models - Did your program emphasize the importance of peer role models? If so, how were peer role models included? If not, how could you include peers in a leadership or other key role in your program?

Submit your critique in outline format. (2 double-spaced pages).

Assignment #5 is due by midnight April 12<sup>th</sup>.

**Assignment #6 (12 points)** Identify and schedule an in-person interview with an adult with a disability living in your local community. The goal of this activity is to give you an opportunity to become more personally involved with the course material. Your interview must not take place until you have received the grade for your interview script and questions. To get ideas of people with whom you could request an interview, you might want to consult with your family, friends, a classmate, or a co-worker; the UM Disability Services for Students; Summit Independent Living Center in Missoula or, if you live in another state, another center for independent living in the U.S. (for listings, visit <http://www.ilru.org>); or another disability service organization in your local area. Although the person being interviewed might bring up personal issues (e.g., type of disability or current health status), your questions should not ask about personal issues per se.

Questions prepared for the interview should address topics related to course material such as living well with a disability; independent living and other disability rights; access to health care services; barriers to receiving public or private health screenings; health maintenance, health promotion, and prevention of secondary health conditions (e.g., pain, injury, and weight problems); work and leisure activities; communication with healthcare service providers; public and private health insurance and other financial issues such as payment for purchase and repair of assistive equipment; barriers related to accessible transportation; societal (including healthcare providers') attitudes toward and inclusion of people with disabilities; access to health and fitness opportunities such as access to trails and other sources for recreation and physical activity; and access to public and private buildings and other disability-related issues highlighted in the course readings and the articles referenced in those readings.

Interviews should be no longer than 45 minutes and take place at a location most convenient for the interviewee (on campus, at the public library, the center for independent living, etc.). Write a 1- 2 page, single-spaced paper that includes the location and schedule for the interview, the script for the beginning of the interview (your name, reason for doing this interview, what type of information you will be asking about) and a list of between 15-20 questions to use in your interview. See below for the timeline regarding this assignment.

Alternative Assignment #6 To fulfill the requirements for this assignment, you may partner with another student and together interview two different people with disabilities. If you choose this option, you must meet with the instructor before scheduling the interviews.

Assignment #6 is due by midnight April 19<sup>th</sup>

**Assignment #7 (15 points)** Conduct the interview and write a summary and reflection paper. Take notes but do not otherwise record your interview. After the interview, write a 2-3 page, double-spaced paper (1) describing the interview and the person interviewed, (2) summarizing what you learned from the interviewee, (3) reflecting on your thoughts and feelings about and/or during the interview, and (4) connecting ideas discussed in the interview to information included in the required readings. Include all four components in your paper. No more than 3 pages double-spaced.

Alternative Assignment #7 If the instructor has approved the paired interview alternative, then each of the students will write a 3-page double-spaced paper on one of the interviews; however, you will verify the information gathered in the interview with one another before submitting your papers to the instructor. Again, the students must meet with the instructor before beginning their papers.

Assignment #7 is due by midnight, May 10<sup>th</sup>

#### **Interview Assignments Timeline**

- |                |  |
|----------------|--|
| <b>Week 13</b> | Finalize the interview protocol and the selection/scheduling of a person with a disability to interview. |
| <b>Week 14</b> | Meet with Dr. Hughes to review your interview protocol and arrangements for your interview.              |



- Week 15** Conduct the interview and draft the summary and reflections paper.  
**Week 16** Upload your paper by the end of finals week.

### Scoring Guide for Discussion Board Postings

Criterion/Evaluation	Level 1	Level 2	Level 31/21/20121/21/2012
Content of Posting/Interaction	Student's responses reflect personal opinions or ideas, or conclusions that are not supported by evidence from the text reading(s).	Student's responses are supported with representative evidence from the text reading(s).	Student's responses are supported with representative evidence from the text reading(s) and other sources.
Quality of Interaction	Student messages explore the topics or issues by identifying and organizing relevant facts, formulating conclusions, and presenting them.	Student exploration of topics/issues goes beyond Level 1 by providing examples related to the topic and interacting in a dialogue that involves supporting or challenging ideas that others have proposed, raising pertinent questions, etc.	Student exploration of topics/issues goes beyond Level 2 by initiating new threads of related discussion in the context of the current discussion dialogue. Student explains how a new or previous concept connects to the current concept or how their daily experiences relate to class content and discussion.
Frequency/ Responsiveness of Interactions	Student messages are posted within a very narrow time frame (within 24 hrs. of the last deadline) and give little or no evidence of multiple readings and opportunities for critical reflection. Student messages indicate reflection on a very limited scope of information.	Student messages are posted within a broader time frame than in Level 1 (up to 48 hrs) and give minimum evidence of multiple readings and opportunities for critical reflection. Student messages reflect consideration of a broader scope of information than in Level 1.	Student messages are posted over the course of the week, indicating evidence of multiple logins, readings and opportunities for critical reflection. In addition, student messages reflect recognition of the multiple perspectives and/or common themes/patterns apparent throughout the entire discussion.

Adapted by Mary Engstrom from: Seigle, D. (2002). Encouraging online bulletin board participation. *Academic Exchange Quarterly* 6(1), 120+. Courtesy of Kari Harris.