

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
Driven to Discover<sup>SM</sup>

### PubH 6613-001

### Children & Youth with Special Health Care Needs

### Fall 2016

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<b>Credits:</b>	2
<b>Meeting Days:</b>	completely online
<b>Meeting Time:</b>	completely online
<b>Meeting Place:</b>	completely online
<b>Instructor:</b>	Zobeida E. Bonilla, PhD, MPH
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<b>Office Hours:</b>	by appointment

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#### I. Course Description

The purpose of this course is to examine the principles, programs, policies, and practices associated with identifying and meeting the needs of children and youth with special health care needs (CYSHCN) in the United States. CYSHCN include a broad set of conditions, including chronic physical diseases, mental disorders, and developmental disabilities. We will examine the epidemiology of special health care needs using a broad, inclusive definition, historic and current legislation for programs and services for this population, and the current organization and delivery of health, education and social services at the local, state and national levels. There will be an emphasis on the importance of families in the lives of CYSHCN.

#### II. Course Prerequisites

This course is designed for graduate students interested in maternal and child health and the provision of services to children and youth with special health care needs. Other graduate level students in health-related disciplines, education, social work, and the social sciences with similar interests are welcome.

#### III. Course Goals and Objectives

1. Describe and discuss the current definitions of CYSHCN and the how these definitions guide programmatic and policy efforts.

2. Describe and employ concepts and cross-cultural perspectives relevant to the design of programs and policies for CYSHCN.
3. Describe the epidemiology (incidence, prevalence, risk and protective factors) of childhood chronic health conditions (including chronic diseases, disabilities, and mental disorders), and methods for determining incidence and prevalence.
4. Identify and describe major federal and state programs designed to address the needs of CYSHCN.
5. Describe the role of communities in the provision of services to CYSHCN.
6. Identify the principles of family-centered, community-based care for CYSHCN.
7. Explain the role of public health in addressing the needs of CYSHCN.

#### IV. Methods of Instruction and Work Expectations

This course is conducted online with independent completion of readings and assignments. Active class participation is a central component of this course and is achieved through online forum discussions guided by key questions and/or case studies. The course is organized in modules that contain a description of the weekly objectives, assignments, instructions for forum discussions, and expectations for each week. Students are expected to engage actively in class discussion and to complete assigned work by the indicated deadline.

#### V. Course Text and Readings

There is no textbook required for this class. Links to all required and supplemental resources will be available on the course website

#### VI. Course Outline/Weekly Schedule

*Note: Depending on the track of the discussion, the instructor might change or modify the topic and readings for the week or provide additional readings and materials. You will be notified via email and/or O & A Forum of any modifications to the syllabus*

<i>Week</i>	<i>Module Topic</i>	<i>Assignment/Forum discussions</i>
1. 9/6	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Definitions: Who are the CYSHCN?</li> </ul>	Forum 1
2. 9/13	<ul style="list-style-type: none"> <li>• Identifying, counting, and estimating disability in children</li> <li>• Finding and tracking disease conditions and their progression</li> </ul>	Forum 2
3. 9/19	<ul style="list-style-type: none"> <li>• Etiology of childhood chronic conditions</li> </ul>	Forum 3
4. 9/26	<ul style="list-style-type: none"> <li>• Systems of care: essential components</li> </ul>	Assignment no 1, due 9/30
5. 10/3	<ul style="list-style-type: none"> <li>• Policies and principles for serving CYSHCN and their families: national agendas</li> </ul>	Forum 4
6. 10/10	<ul style="list-style-type: none"> <li>• Health insurance and financing</li> </ul>	Forum 5
7. 10/17	<ul style="list-style-type: none"> <li>• Health and medical services</li> </ul>	Assignment no. 2 due 10/21
8. 10/24	<ul style="list-style-type: none"> <li>• Services for CYSHCN in education settings</li> </ul>	Forum 6
9. 10/31	<ul style="list-style-type: none"> <li>• Principles of family-centered, community-based care for children and youth with special healthcare needs, Part I</li> </ul>	Forum 7
10. 11/7	<ul style="list-style-type: none"> <li>• Principles of family-centered, community-based care for children and youth with special healthcare needs, Part II</li> </ul>	Assignment no. 3 due 11/11

<i>Week</i>	<i>Module Topic</i>	<i>Assignment/Forum discussions</i>
11. 11/14	CYSHCN: Special Considerations & Future Directions	<i>No forum discussion or assignment due this week</i>
12. 11/21	Final VoiceThread presentations	Forum 8

Notes: *This course will be taught over a 12-week period*

## Readings

Refer to the Moodle course site for weekly reading schedule.

## VII. Evaluation and Grading

The chart below outlines the work expectations. Further instructions and additional information is provided on the Moodle course site.

<i>Activity</i>	<i>Description</i>	
<b>Forum &amp; Class participation</b> 5 c/u - 40 points	Participation in class discussion on assigned readings; forum discussions are guided by questions and/or case studies	During assigned weeks – 8 forums
<b>Assignments</b> 20 c/u - 60 points	3 application assignments	No. 1 due Fri. 9/30 by 11:55 PM CST No. 2 due Fri. 10/21 by 11:55 PM CST No. 3 due Fri. 11/11 by 11:55 CST
<b>Final project</b> 50 points	Presentation using VoiceThread with forum discussion with the objective of increasing awareness among families and other caregivers of CYSHCN about a policy or program that addresses the special health care needs of their children (e.g. early intervention programs, Medicaid, SSI, federal mandates, medical home).	Posting VoiceThread presentation: 11/20 11:55 PM CST

### Discussion Forums: Instructions

Forum groups for weekly discussion. Forum groups will be created to facilitate weekly discussion. Your work in the forum is visible to everyone in the class. However, you may post to your group only and respond to other members of your group only. To change the group view, use the **Visible Groups** drop-down menu at the top of this page. If you need to see a list of your group members, you may click on the **Participants** link in the **People** block on the left side of the course homepage.

1. For each question or case study in the forum, write your own response and then comment on at least one other student's posting in your group.
2. Modules will open on Monday of each week by noon; the deadline for posting your first response to the weekly readings and forum question is on Thursdays by 11:55 PM CST (except for Thanksgiving week when the initial posting is due on Wednesday); final responses are due the following Sunday by 11:55 pm.
3. I invite you to draw from your background and expertise when responding to the weekly forum. Your diverse backgrounds are a tremendous asset, enrich the learning experience, and bring enormous strength to the weekly dialogue.

4. Refer to the readings and/or share other resources.
5. To receive FULL credit you need to write your own response and comment on at least one other student's posting. Postings to the forum received after the weekly forum deadline will receive partial credit (50% of total points for the week).

### **Application assignments**

See Moodle course site for instructions

- Assignment No. 1: State Profile Using data from the National Survey of Children and Youth with Special Health Care Needs
- Assignment No. 2: Fact Sheet about a Childhood Chronic Health Condition
- Assignment No. 3: Newsletter Article for Advocates About the Importance of the EPSDT Program and the changes in care for CYSHCN resulting from the ACA

### **Final project: Awareness Presentation of using VoiceThread**

Prepare a 5 (+/-) minute VoiceThread presentation with the objective of increasing awareness among families and other caregivers of a policy or program that addresses the special health care needs of their children (e.g. early intervention programs, Medicaid, SSI, federal mandates, medical home). See Moodle course site for additional instructions.

### **Final grades will be assigned as follow:**

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
60-69	D
59 or below	F

### **Late work and “no show” policy:**

Students who are “absent” from the forum during the presentations of the final projects will not have the opportunity to present at another time. Presentations posted after the deadline will receive partial credit. All late postings and submission of assignments after the due date will receive partial credit.

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

- A 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

- A- 3.667
- B+ 3.333
- B 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
- B- 2.667
- C+ 2.333
- C 2.000 - Represents achievement that meets the course requirements in every respect
- C- 1.667
- D+ 1.333
- D 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

**VIII. Other Course Information and Policies**

**Grade Option Change** (if applicable):

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu).

**Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

**Student Conduct Code:**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular

class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

**Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

**Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/Equity Diversity EO AA.pdf>.

**Disability Accommodations:**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@umn.edu) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

**Mental Health and Stress Management:**

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 and may reduce your ability to participate in daily activities. University of Minnesota services are available

to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

**Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Student Academic Success Services (SASS): <http://www.sass.umn.edu>:**

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.