NASX 595 Special Topics: The Intersectionality of Disability, American Indians, and Rurality: Part 1

Course Information:
CRN: 74367
Credits: 3
Term: Fall 2020

Instructors Information:
Salena Beaumont Hill, PhD
Email: salena.hill@umontana.edu
Phone: 406.207.6946
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Office hours: Wednesdays 12:00 to 1:00pm or by appointment.

Helen Russette, MPH
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Phone: 406.262.4860
Zoom link: https://umontana.zoom.us/my/helenrussette

Office hours: Tuesdays 9:00 to 10:00 PM and Wednesdays 1:00 to 2:00 PM or by appointment.

Instructors will be available for office hours each week via Zoom or phone. The Zoom links can be found under the Course Information topic.

Course Description:
This course is designed to teach students about the intersectionality of disability, race and rurality in a public health setting. We will focus on public health topics relevant to American Indians with disability who reside on American Indian reservations. Montana is a rural state that is home to twelve tribal nations and seven Indian reservations located in rural and isolated settings. An intersectionality approach examining rurality, disability, American Indian cultures and American Indian communities will be the primary focus of public health topics. This course is designed to:

1. increase awareness of contextual factors impacting these populations;
2. provide professionals who work with these populations an overview of culturally-relevant and community-adapted tools;
3. incorporate definitions and applications of multiculturalism, social justice and advocacy;
4. increase knowledge of adopting a health equity lens to positively impact the overall health of American Indians with disability.
Course Objectives:
1. Develop an understanding of the unique needs of people with disabilities, especially those living in rural areas and on Montana’s American Indian Reservations.
2. Increase awareness around accessibility issues for people with a disability living in rural areas.
3. Develop an understanding of Montana’s American Indian tribal cultures, locations, and contemporary issues.
4. Develop cultural competence by increasing awareness of personal attitudes, beliefs and biases.
5. Develop an understanding of and appreciation for the differences of others including backgrounds, experiences, attitudes and values and how they impact your work.
6. Describe the National Center on Disability in Public Health’s six focus areas that address health disparities for people with disabilities.
7. Discuss personal and professional challenges of providing impactful services to people with a disability.
8. Discuss agency and structure as frameworks for describing public health issues as it relates race, disability, and morality.

Required Readings:

Additional required readings/films will be assigned each week and can be found in Moodle under the weekly topic.

Optional Readings:


Instructional Method
This course is entirely online via Moodle (moodle.umt.edu). Log on to the Moodle course page for access to all materials.

- **Topics:** Moodle organizes course content by topic. Topics are found at the top of each course page. New topics and their content will be accessible each Friday unless otherwise noted.
- **Course Schedule:** The Course Schedule lists weekly required readings, activities, and projects. The Course Schedule document can be found under the Course Information topic in Moodle.
- **Communications:** Course announcements can be found in the Introductions topic in the Advanced Forum and should be checked each week. The Quickmail
tool can be found in the Course Dashboard and can be used to email the instructors and other students in the course.

What You Will Find in Each Topic:
- **Introduction**: Instructors will provide introductions to the weekly topics.
- **Videos**: Lectures and videos will be used to facilitate learning activities.
- **Readings**: PDF and URL’s of required readings will be provided.
- **Discussion forum or quiz**: Each week will include a discussion forum or quiz to assist with learning course content.
- **Indigenous News**: (Optional) Additional cultural information and news stories will be shared throughout the semester on Moodle.

Weekly Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Task</th>
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<tr>
<td>Monday</td>
<td>Start of week; new materials and learning content available</td>
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<tr>
<td>Tuesday</td>
<td>Open for independent work; discussant poses new topic by 9pm MST</td>
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<tr>
<td>Wednesday</td>
<td>Open for independent work; engage in discussion questions</td>
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<tr>
<td>Thursday</td>
<td>Open for independent work; engage in discussion questions</td>
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<tr>
<td>Friday</td>
<td>Open for independent work; discussion/quiz due by midnight MST</td>
</tr>
<tr>
<td>Saturday</td>
<td>End of week; assignments due by midnight MST unless otherwise noted</td>
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Technical Support

Appropriate technology to complete this course is expected. Technical support for UMOnline and Moodle is available through the UMOnline Support Desk, 8am - 5pm, Monday through Friday at 406.243.4999 or by email at umonline-help@umontana.edu.

Additional Student Support Information can be found at [http://umonline.umt.edu/](http://umonline.umt.edu/) by clicking on the Student Support tab at the top of the page.

Assignments

All assignments can be submitted before the deadline but will need to be submitted no later than the due date and time listed in Moodle.

**Discussion Forum or Quiz** (150 points)

**Due: Friday of each week by midnight MST**

Students will be assigned to participate in a discussion forum or complete a quiz as part of the weekly participation requirement. These activities will allow for an opportunity to share your perspective and experience regarding weekly course topic(s) and create dialogue around these issues.

**Discussion Forum Requirements**

For the weeks you are assigned a discussion forum, the discussion forums will run as follows:
1. Discussants Posing Questions:
   a. Up to three students will be assigned as discussants for each topic and will pose questions for the topic.
   b. Each discussant will post one question (add a new topic) on **Tuesday before 9pm**.
   c. It is your responsibility to answer questions/comments about the question you pose. You should be actively engaging with the respondents throughout the week.
   d. You do not have to address the other discussants’ questions. However, discussants should converse with one another prior to posting their questions to make sure that no questions are duplicated.

2. Respondents: The remainder of the class will be considered respondents.
   a. Must respond to at least 2 of the discussants questions to receive full credit.
   b. Responses should be completed early in the week so that you can engage in the discussion but must be posted by **Friday at midnight MST**.
   c. Thoughtfully prepare a response to the questions. Responses should be in professional paragraph form of approximately 100-200 words and respondent should engage actively with the discussant and other respondents throughout the week to keep the discussion flowing. When agreeing with a comment include further explanation as to why.
   d. A full credit response, when possible, should also include citations from the readings or videos.

**Quizzes**

Quizzes will be used in place of discussions depending on the weekly content.

**Resources and Services Group Project** (100 points)

**Presentation Outline Due:** Saturday, October 17

**Presentation and Resource Guide Due:** Saturday, October 24

1. Groups will be assigned one of the seven Montana Indian Reservations and will be asked to identify disability resources and services on or near the reservation.
2. Group will submit their presentation outline with main bullet points for each slide
3. Each group will prepare a presentation that will include audio. Presentations should be limited to 15 minutes with 10 slides. Slide decks need to include:
   - **Title:** Include title of presentation, names and program of study for each group member (1 slide)
   - **Context:** Name of reservation, tribal affiliations, approximate population, Indian Health Service and/or Tribal Health, list of health facilities and locations, and top three most prevalent disabilities identified by U.S Census data available through the American FactFinder website (see bulleted instructions, below) (1-2 slide)
     - **Website:** [https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml](https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml)
• Select “Advanced Search” and select “Show me all”
• In the Topics dropdown menu, under “People” select “Disability” and select “Disability.” Select “CLOSE X.”
• In the Geographies dropdown menu, under “Sect a geographic type:” select “American Indian Area/Alaska Native Area/Hawaiian Homeland” and select your reservation or nation (e.g., “Northern Cheyenne Indian Reservation…”) and select “ADD TO YOUR SELECTIONS.” Select “CLOSE X.”
• Select “DISABILITY CHARACTERISTICS.” You should see in the same column, that these data will be 2017 ACS 5-years estimates.
• Review your disability data by reservation.
• See the Announcements for a live tutorial!

- Access: List of organizations that serve people with disability (include contact information and summary of services provided) and distance to nearest specialty clinic and ILC (2 - 4 slides)
- Discussion of accessibility issues and environmental barriers (2 slides)

Each group will also be asked to build a resource guide for a person with a disability who is living on the reservation you’ve been assigned. Use one of the six disabilities identified through your U.S Census search described, above. The guide will need to include:

- Specialty services available for your client
- Schedule based on services available
  - IHS/Tribal Health approval or referral required?
  - Driving time and transportation needs
  - Any additional information you see appropriate to include

Identifying Intersectionality through Digital Storytelling (150 points)

Digital storytelling is an example of technology-enhanced learning where you compose short videos that include a narrative for the purposes of knowledge transfer, by which makes this approach grounded in contextual learning rather than abstract learning. As an evidenced-based practice in education, digital storytelling is an empowering tool for minority groups and individuals to identify and construct their authentic narratives and readily share their stories among their peers.


The digital story project will be divided into four phases outlined below. You will be sharing your story about the knowledge you gained in this class and how you will apply the skill(s) you learned
• Your digital story should be 2 to 4 minutes in length
• Your digital story will be uploaded to the course Box file for class members to view

**Phase 1 (25 points): Complete Steps I & II**
Due: Saturday, November 7th by midnight
- Outline of Steps I and II
- Reference page using APA (American Psychological Association) or AMA (American Medical Association)

Read “Share Your Story” p. 4, 6-14, 16-17, 19-20 (Note: Assignment Steps for this project differ somewhat from the resource you will be reading)

**Step I. Develop Your Idea**
a. Identify:
   - One class assignment (e.g. discussion forum, quiz, group project, or Gathering Data) that helped develop your knowledge base and will inform the future work you do with American Indian people
   - At least three course materials that will support the topic/assignment that you will be writing about

**Step II. Plan**
b. Begin thinking about and gathering material you will be using (eg. photos, video recordings, audio files, music, etc.)
c. Organize the materials you will be using (e.g., mind maps, Excel spreadsheet, UM Box etc.)

**Phase 2 (50 points): Complete Step III**
Due: Script draft due on Saturday, November 14th by midnight

Read Share Your Story p. 23, 26-27, 28-30

**Step III. Script**
a. Prepare a script that tells your story about the knowledge you gained in this class and how you will apply the skill(s) you learned
b. Including the following sections:
   - Introduction: Explain who you are (e.g., where you’re from, personal identity, field of study, etc.); Explain your positionality as it relates to Native Americans with disability that reside in a rural or reservation setting.
   - How have the course materials informed or shaped your understanding of issues that impact this population?
   - Reference course materials and assignment.
   - How might you apply culturally-relevant and community-adapted tools if you were to work with this population?
   - How would you advocate for this population?
**Phase 3 (50 points): Complete Steps IV, and V**
Due: Digital Story on Thursday, November 19th by midnight

Read Share Your Story p. 32-39, 41- 43 & 45-47

Step IV. Create Digital Story
a. Gather all images, illustrations, video clips, and sound that you will use for your story
b. Transcribe and organize your content in a way that creates the story line
   · Audio record your script
   · Import video and audio recording/script (Video tutorials will be provided in Moodle under Digital Story Work topic)
   · Import into Movie Maker (PC users) or iMovie (Mac users)
   · Import photos over recording

Step V. Share
   c. Export video in MP4 (Movie Maker) or .mov (iMovie) file
   d. Upload to UM Box (link to folder will be shared with you via email)

**Phase 4 (25 points): Complete Step VI**
Due: Review & Reflect due Wednesday, Nov. 25th by midnight

Step VI. Review & Reflection
a. Watch all digital stories
b. Write a 400 word reflection in Advanced Forum
   · How did it feel to tell your story?
   · How might you use the experience of creating a digital story in your work?
   · What was something from a classmate’s story that you learned from?

**Course points total**

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<tr>
<th>Assignment</th>
<th>Maximum points</th>
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<tr>
<td>Participation: Discussions &amp; Quizzes</td>
<td>150</td>
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<tr>
<td>Group project</td>
<td>100</td>
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<tr>
<td>Digital Storytelling project</td>
<td>150</td>
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<tr>
<td>Phases I, II, III</td>
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<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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**Grading:**
A total of 400 points are available to earn in this course. You can check your current grade at any time during the semester by clicking on the Course Dashboard and Gradebook links.

A = 93-100%       B- 80-82%       D+ = 67-69%
A- = 90-92%       C+ = 77-79%       D = 63-66%
B+ = 87-89%       C = 73-77%        D- = 60-62%
B = 83-86%        C- = 70-72%       F = Below 60%
**Student Expectations**

The contribution and participation of each student is important and valued in this course. Students are encouraged to consider classmates as colleagues and work collaboratively to create a supportive learning environment. Students are expected to complete the readings and view the videos each week. This content will be addressed in the weekly discussion or quiz.

**Student Conduct Code**

The [Student Conduct Code](#) at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students’ rights, responsibilities, and the campus processes for adjudicating alleged violations.

**Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243 or email dss@umontana.edu. I will work with you and Disability Services to provide an appropriate modification.

**Instructor Expectations**

The instructors will strive to provide every possible opportunity for detailed feedback. Instructors will return feedback and suggestions on assignments within a reasonable amount of time.
Fall 2020 Course Schedule
Important: All Readings and Activities will be posted in weekly topic on Moodle. Schedule is subject to change, please see Moodle course page for updates.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Content</th>
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<tr>
<td>One:</td>
<td><strong>Getting Started:</strong> Introduction &amp; 1. Course Information</td>
<td>Readings:&lt;br&gt;• Moodle 101 Tutorial (See Introduction topic)&lt;br&gt;• Course Syllabus &amp; Course Schedule (See topic 1. Course Information)&lt;br&gt;• Mailhot, T. M. (2018). <em>Heart Berries: A Memoir</em>. Counterpoint Press. (Continue to read over the semester)&lt;br&gt;Activities:&lt;br&gt;• Watch: Course Introduction videos (See topic 1. Course Information)&lt;br&gt;• Share: Introduction (Share your introduction and respond to two other classmate’s post in Discussion Forum)&lt;br&gt;• Watch Sunkissed (optional)</td>
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<td>August 19 – 21</td>
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<td>August 24 – 29</td>
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<td>Three:</td>
<td><strong>3. Overview:</strong> History, Policies of People with</td>
<td>Readings:&lt;br&gt;• People First Language the basics</td>
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<td>August 31 – September 5</td>
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<td>Week</td>
<td>Topic</td>
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• Teitelbaum (2004) *Law and the Public's Health* Public Health Reports.  

Activities:  
• Watch: Driven to Dialysis  
• Watch: Kimberlé Crenshaw: What is Intersectionality?  
• Watch: AUCD: Growing Leaders, Driving Change  
• Complete: Quiz  

Project:  
• Orientation to Group Project: watch video |
| Four: September 7 – 12 | 4. Cultural Competency | Readings:  
• Jennie R. Joe, “Chapter 4—The Importance of Cultural Competency: Understanding the Limits of the Outsider’s Knowledge”, *Conducting Health Research with Native American Communities*, read pp. 83-97.  
• AUCD Six Focus Areas of Health Disparity (pdf) and National Center on Disability in Public Health website (review each Focus Area).  

Activities:  
• Complete: Quiz  
• Course Evaluation/Feedback  
• Watch: Tuesdays with Liz: Culture and Diversity with Tawara Goode  
• Register and watch: Eldercare in the time of COVID-19 (URL) |
| Five: September 14 – 19 | 5. Building Relationships | Readings:  
• TBD  

Activities:  

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<th>Week</th>
<th>Topic</th>
<th>Course Content</th>
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<td>Six: September 21 – 26</td>
<td>6. Resources in Rural Settings</td>
<td>Readings:</td>
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<td>• Life in Rural America</td>
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<td>• Life in Rural America: Part II</td>
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<td>• Review websites: Rural Disability Resource Library, RI-Community Supports &amp; Services, MT Disability &amp; Health Program, ASPIRE Montana</td>
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<td>Activities:</td>
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<td></td>
<td></td>
<td>• Watch: Angelina James, Disparities in Accessibility</td>
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<td>• Complete: Discussion forum</td>
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<td>Seven: September 28 – October 3</td>
<td>7. Advocacy</td>
<td>Readings:</td>
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<td>• Family Voices</td>
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<td>• Autistic Self Advocacy Network</td>
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<td>• Identity-First Language</td>
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<td>Activities:</td>
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<td>• Watch: Angelina James, Disparities in Utilization</td>
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<td>• Watch: Envisioning the Future: Allies in Self-Advocacy</td>
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<td>• Watch: Defining Self-Determination</td>
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<td>• Complete: Discussion forum</td>
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<td>Eight: October 5 – 10</td>
<td>8. Children</td>
<td>Readings:</td>
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<td>• InBrief: The Science of Resilience, -Harvard Center for the Developing Child</td>
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<td>Activities:</td>
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<td>• Watch: Nevada Center for Excellence in Disabilities Milestones</td>
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<td>• Complete: Quiz</td>
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<td>Nine: October 12 - 17</td>
<td><strong>9. Tailored &amp; Accessible Approaches to Services</strong></td>
<td><strong>Readings:</strong></td>
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<td>Readings:</td>
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<td>• Richmond, N., Tran, T., &amp; Berry, S., (2012). <em>Can the medical home eliminate racial and ethnic disparities for transition services among youth with special health care needs?</em>. Maternal and Child Health Journal, 16(4), 824-833.</td>
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<td>Activities:</td>
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<td>• Complete: Quiz</td>
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<td>Project:</td>
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<td>Group Project Outline DUE <strong>Saturday, October 17</strong></td>
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<td>Ten: October 19 – 24</td>
<td><strong>10. Trauma Informed Care</strong></td>
<td><strong>Readings:</strong></td>
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<td>Readings:</td>
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<td>• Gregerson Mcewen (2019). <em>A Critical Assessment of the Adverse Childhood Experiences Study at 20 Years</em>. AJPM.</td>
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<td>• SAMHSA. (2016). <em>National Tribal Behavioral Health Agenda</em>. Sections II, III, IV(p35 only), V (elements 1-4).</td>
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| Eleven:          | 11. Special Topics: Disease & Health| - Watch: Marilyn Zimmerman – Historical Trauma in Tribal Communities  
- Complete: Discussion forum  
  
Project:  
- Group Project Presentation DUE **Saturday, October 24**  
  
Readings:  
  
Activities:  
- Watch: Unnatural Causes: Is Inequality Making Us Sick? Episode 4: “**Bad Sugar**”  
- Complete: Quiz |
  
Activities:  
- Watch: Supaman: Under the Big Sky  
- Complete: Discussion forum  
  
Project:  
- Phase 1: Digital Story DUE **Saturday, Nov 7**  
  
Readings:  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Course Content</th>
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</table>
|              | **Surveillance & Research.**   | *American journal of public health, 105*(S2), S198-S206.  
• Beltrán et al (2018) From Ambivalence to Revitalization: Negotiating Cardiovascular Health Behaviors Related to Environmental and Historical Trauma in a Northwest American Indian Community, 103-128. |
| Fourteen:    | 14. Digital Story Work        | Activities:  
• Watch: Instructor video  
• Complete: Discussion forum. |
| November 16–21 |                               | Project:  
• Phase 2: Digital Story DUE **Saturday, November 14** |
| Fifteen:     | 15. Finals Week Digital Story Presentations | Activities:  
• Complete: Final Course Evaluation  
Project:  
• Phase 4: Digital Story due by **Wednesday, Nov. 25th.** |