I. Course Description
Children and Youth living with Special Health Care Needs (CYSHCN) make up a large and increasing proportion of the US population. The increasing prevalence is due in part to advances in the treatments and community based services and supports. Yet, there is also an increase in the incidence of disabling and chronic conditions such as Autism, allergic conditions and obesity. Programmatic and policy responses to the needs of this population have been dramatic in scope, expense and impact. Yet many children and youth are not realizing their full potential. This course is designed to provide an overview of the population of CYSHCN including the epidemiology, and the policies, programs and services that address their needs.

II. Course Prerequisites
(prereq Graduate-level student in [AHC programs or education or social work or psychology])

III. Course Goals and Objectives
Overall Course Objectives:

This course applies a learner-centered approach. There is no minimum threshold of knowledge or skills that must be demonstrated in order to be successful. Rather, success in this class will be evaluated by the extent to which participants demonstrate improvement in their capacity to act on behalf of children with special health care needs as follows:
• demonstrate your knowledge of the epidemiology and impact of childhood chronic illness and disability, your ability to critically evaluate the current strategies for monitoring these changes
• demonstrate your knowledge of and ability to evaluate the strengths and limitations of the current systems of support that address the health and healthcare needs of CSHCN.
• Increase your knowledge and ability to apply current and future principles and paradigms in the setting in which you work (plan to work, or hope to influence):
  ○ These principles include: family centered, culturally competent, community based, ethically grounded.
  ○ The paradigms of a life course perspective, an ecological systems model, and the International Classification of Functioning.

IV. Methods of Instruction and Work Expectations
This interactive course is taught completely online. There will be recorded lectures, readings, discussions, and student group projects. Each week will focus on a topic relevant to CYSHCN. Grading criteria will be found in each assignment.

V. Course Text and Readings
There is no text to purchase, all readings will be available via eReserves or links on the course Moodle site.

Required and Optional Readings (see Course Outline/Weekly Schedule below)


VI. **Course Outline/Weekly Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Due Dates/Times (Central Time)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Why are we talking about CYSHCN and who are they?</td>
<td>Introductions <em>(due 9/7/14)</em></td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 1 <em>(due 9/4/14 and 9/7/14)</em></td>
<td>Optional 5, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro Assignment <em>(due 9/7/14)</em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Identifying and monitoring individuals and populations of CYSHCN</td>
<td>Assignment 1 assigned</td>
<td>7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 2 <em>(due 9/11/14 and 9/14/14)</em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Etiology of chronic illness and disability</td>
<td>Discussion 3 <em>(due 9/18/14 and 9/21/14)</em></td>
<td>13, 14, 15, 16</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Assignment/Discussion</td>
</tr>
<tr>
<td>------</td>
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<td>-----------------------------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>4</td>
<td>9/22-28/14</td>
<td>Fundamental principles for serving CYSHCN and their families</td>
<td>Assignment 1 (due 9/28/14)</td>
</tr>
<tr>
<td>5</td>
<td>9/29-10/5/14</td>
<td>Public policies and programs that impact CYSHCN I</td>
<td>Assignment 2 assigned Discussion 4 (due 9/25/14 and 10/5/14)</td>
</tr>
<tr>
<td>6</td>
<td>10/6-12/14</td>
<td>Public policies and programs that impact CYSHCN II: Exploring the Olmstead Decision</td>
<td>Discussion 5 (due 10/9/14 and 10/12/14)</td>
</tr>
<tr>
<td>7</td>
<td>10/13-19/14</td>
<td>Financing needed services and the Affordable Care Act of 2010</td>
<td>Assignment 2 (due 10/19/14)</td>
</tr>
<tr>
<td>8</td>
<td>10/20-26/14</td>
<td>Is it all about systems of care?</td>
<td>Discussion 6 (due 10/23/14 and 10/26/14)</td>
</tr>
<tr>
<td>9</td>
<td>10/27-11/2/14</td>
<td>Health and healthcare services: access, cost and quality</td>
<td>Discussion 7 (due 10/30/14 and 11/2/14)</td>
</tr>
<tr>
<td>10</td>
<td>11/3-9/14</td>
<td>CYSHCN in educational settings: needs and services</td>
<td>Assignment 3 assigned Discussion 8 (due 11/6/14 and 11/9/14)</td>
</tr>
<tr>
<td>11</td>
<td>11/10-16/14</td>
<td>Family impacts</td>
<td>Discussion 9 (due 11/13/14 and 11/16/14)</td>
</tr>
<tr>
<td>12</td>
<td>11/17-23/14</td>
<td>Conundrums in policies, programs and services for CYSHCN</td>
<td>Discussion 10 (due 11/20/14 and 11/23/14)</td>
</tr>
<tr>
<td>13</td>
<td>11/24-30/14</td>
<td>Growing up, moving ahead</td>
<td>Assignment 3 (due 11/30/14)</td>
</tr>
<tr>
<td>14</td>
<td>12/1-7/14</td>
<td>Student presentations</td>
<td>None</td>
</tr>
<tr>
<td>15</td>
<td>12/8-14/14</td>
<td>Student presentations</td>
<td>None</td>
</tr>
</tbody>
</table>

**VII. Evaluation and Grading**

In order to receive a passing grade (A, B, C, or S) all work must be completed and turned in no later than the due date assigned.
You are responsible for checking the Course Outline/Weekly Schedule for exact due dates and times. WORK WILL NOT BE ACCEPTED AFTER THE LAST DAY OF THE SEMESTER except in extraordinary situations, and only with a prior written agreement between the instructor and the student! A letter grade will be determined based on total effort as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100 points</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73-76 points</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>60-69 points</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-94 points</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82 points</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72 points</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt;60 points</td>
<td></td>
</tr>
</tbody>
</table>

A letter grade will be determined based on total effort as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>87-89 points</td>
</tr>
<tr>
<td>B+</td>
<td>77-79 points</td>
</tr>
<tr>
<td>C</td>
<td>73-76 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69 points</td>
</tr>
<tr>
<td>A</td>
<td>95-100 points</td>
</tr>
<tr>
<td>B</td>
<td>83-86 points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 points</td>
</tr>
</tbody>
</table>

S: Achievement that is satisfactory will be based on completion of all assignments and receiving a minimum of 70 points.

F (or N): Failure (or no credit) signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2), not completed and there was no agreement between the instructor and the student that the student would be awarded an “incomplete” grade.

Assignments are expected to be turned in on time. Late assignments will be penalized 25% of the possible points for each unexcused day late. Please contact the instructor ahead of time if you know you have a conflict, to make arrangements for late work.

<table>
<thead>
<tr>
<th>Activity</th>
<th>% Contribution to Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro assignment, 10 Discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
</tr>
</tbody>
</table>

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: 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. 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.

**University of Minnesota Uniform Grading and Transcript Policy**
A link to the policy can be found at 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.

**Course Withdrawal**
Students should refer to the Refund and Drop/Add Deadlines for the particular term at 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 sphssc@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.

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:}
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 ds@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 do not 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. 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.*

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, 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.