Disability in a Global Context: Shanghai

Summer 2017

Occupational Therapy Course Number: OT-GE 2174
Physical Therapy Course Number: PT-GE 2300
Instructors: Wen Ling (wen.ling@nyu.edu) and Sally Poole (sp3@nyu.edu)

COURSE DESCRIPTION
This course explores the implications of disability in global contexts with varying levels of industrialization. It examines how local public and private sectors, including schools, hospitals, markets, or transportation systems, affect the lives of people with disabilities in Shanghai, China. The students will explore and identify factors, including cultural factors and health beliefs, which may influence a community’s view of disability. Students will gain knowledge of different professions through interactions with faculty, students, and community visits to develop inter-professional team building skills. This course utilizes the reflective teaching model and experiential learning to enrich students’ understandings of the impact of context, including enablers and barriers to participation in daily life especially for people with disabilities. Students will learn about education, traditional Chinese health beliefs and practices, current health care, access and public transportation, and social welfare for individuals with disabilities in China.

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

1. Identify components of the American with Disabilities Act
2. Identify laws and policies for persons with disabilities in China
3. Describe the education and special education systems in Shanghai, China
4. Describe traditional Chinese health beliefs and practices and current health care systems in China
5. Recognize the importance of inter-professional approaches to individuals with disabilities
6. Apply principles of collaborative learning in inter-professional team learning activities
7. Examine access to public transportation system and public space in Shanghai, China
8. Describe the social welfare system in China
9. Present a case on an individual with disabilities living in Shanghai, China and identify the role of different professions in services provided to this individual.

10. Compare services provided for individuals with disabilities in China with those in the United States.

TEACHING AND LEARNING EXPERIENCES
This course will be taught in traditional lecture format as well as a variety of field outings to visit cultural and civic sites germane to the course content. All students are expected to fully engage in class discussions following field trips or other class activities. Working in teams, students will prepare a power point presentation during the final class.

COURSE SCHEDULE AND OUTLINE
(**Note: classes on 4/3 & 4/10 will be held in room 634 Pless Building Annex)
(Subject to change)

4/3/17** 5:30-7:30 PM
NYU-NYC: Welcome & Orientation to Global Travel & Course
Steinhardt Global Affairs, Wen Ling & Sally Poole
Overview of Children with Disabilities (Kristie P. Koenig)

4/10/17** 5:30-7:30 PM
NYU-NYC: Introduction to Course (Wen Ling & Sally Poole)
Students identify three personal learning goals for this course experience.
Overview of political, health care, and education systems in China
History of China American Relations (Lixing Frank Tang, PhD)
5/29/2017
Students arrive in Shanghai
6:30 PM Welcome Dinner – Xiao-Nan-Guo at Tong Mao Hotel

5/30/2017 AM
9-10 Group assignments, cases, class activities, preparation for field visits (Wen Ling)
10:15-11 Inter-professional education (Sally Poole)
11-12 Health Insurance Portability and Accountability Act (Sally Poole)

PM Explore Shanghai for activities related the Dragon Boat holiday (group bus to the Yu Garden)

5/31/2017
9-9:30 Discussion of activities attended at Dragon Boat Holiday
9:30-10:15 Laws and regulations for individuals with disabilities in the United States (Americans with Disability Act) (Wen Ling)
10:30-12 Regulations and laws for individuals with disabilities in China: general provisions, rehabilitation, education, employment, culture life, welfare, environment, and legal liability (Professor Lianjun Chen, Special Education, East China Normal University)

Lunch on foot and observe individuals with disabilities in the community (on your own)
3-4 PM Discussion

6/1/2017 AM
5:30-7:30 Participate in early morning exercise groups in public spaces (focus on aging)
9-9:30 Class discussion
9:45-12 Traditional Chinese health beliefs and current health care systems (Ms. Linguo Li, Director of Operations, ACCESS Heath China)

PM Visit a hospital with both western and traditional Chinese medicine (YueYang Hospital)

6/2/2017
9-10 AM Health care and rehabilitation services provided for individuals with disabilities in China (Wen Ling)

6-3-2017
10AM - Noon Lunch box and travel to Sunshine Rehabilitation Center

12:00-12:30 Arriving at Sunshine Rehabilitation Center
12:30-2 PM Meet with Students from Rehabilitation Therapies Program at Tongji University
2-4 PM Visit Sunshine Rehabilitation Center

6/3/2017 Day trip to Zhujiajiao (group travel by bus)

6/4/201 on your own

6/5/2017
9-10 AM Questions and Answers Session (Professor Frank Tang)
10-11:30 Education for individuals with disability in China (Mr. Jianjun Chen, headmaster of a special education school in Qingpu District)
12:45 Travel by bus to the Shanghai Children’s Home

6/6/2017
AM Autism in China (Professor Lianjun Chen, Special Education, East China Normal University)
Education and other services provided for children and adults with autism (Ms. Sue Luh and Nicole, Ed Ability, an NGO)

PM Qingcongquan – a school for children with autism

6/7/2017
9-10 AM Discussion (children with disabilities)
10:15 - Noon Family norms and support systems for individuals with disabilities (Professor Li Chen, FuDan University and NYU Shanghai)

PM Visit typical homes in Shanghai for accessibility (a traditional home-Shikumen and a modern apartment)

6/8/2017
AM Review of ADA and Accessibility (Wen Ling)
Accessibility and environmental challenges for individuals with disabilities in China (Mr. Daniel Wang, director of rehabilitation service, Sino-United Health Clinic)
PM Visit – Explore Shanghai by public transportation and visit a cultural site (on your own)

6/9/2017
9-9:30 AM Discussion (accessibility of public transportation and public space)
9:45 - Noon Social welfare and employment for individuals with disability in China (Professor ChenXi Huang, East China Normal University)

PM Visit – the Le-Ai/Sunshine Base (sheltered workshop and supportive employment)

6/10/2017
10-12 Team presentations of case studies
      Conclusions
      Farewell Lunch – Quanjude

6/11/2017 Students departing Shanghai
REQUIRED READING ASSIGNMENTS

3. Students are required to read at least one of the following books prior to traveling to Shanghai.

ATTENDANCE POLICY
Attendance is required at all lectures and class related activities. Regular and prompt attendance is expected. In the event of extenuating circumstances, students must notify the instructors and provides acceptable documentation.

PROFESSIONAL BEHAVIORS
As a student in a professional program, you are expected to exhibit the characteristics of a professional. You will:
   • Accept responsibility for all actions;
   • Be punctual and dependable;
   • Complete scheduled assignments in a timely manner;
   • Demonstrate initiative; and
   • Wear appropriate attire, especially during field trips to properly represent yourself, your profession, and New York University.

STUDENT ACCOMMODATION:
Any student attending NYU who needs an accommodation due to a chronic, psychological, or visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212-998-4980, 719 Broadway, 2nd Floor, www.nyu.edu/csd. They will work with you to determine
what accommodations are necessary and appropriate. All information and documentation is confidential. If your disability requires accommodation in Shanghai or during travels, please discuss your needs early so arrangements can be made.

**COURSE GRADE**
Class participation (10%)
Team Presentation on June 10, 2017 (40%, 35% faculty evaluation and 5% peer evaluation)
Final Written Report (50%) due by 5 PM July 7, 2017 submitted by e-mail wen.ling@nyu.edu and sp3@nyu.edu

**COURSE ASSIGNMENTS**

<table>
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<tr>
<th>Team Presentation Instructions &amp; Grading Rubric</th>
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<tr>
<td>Students will be assigned to inter-professional teams at the beginning of the course. Each team will prepare an outline of presentation on a given case by June 1 and should receive faculty approval. Team presentations are scheduled on June 10. Each team will prepare a presentation of no more than 40 minutes. The presentation should involve all members of the team and should represent different professional perspectives of team members.</td>
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**Team Presentation Process and Format:**
After discussing the given case with faculty input, each group will prepare a presentation accordingly. The presentation should involve all members and last no more than 40 minutes. The presentation should include:

- A written outline with references *(limit to no more than two Internet sources)*
- Appropriate audio-visual aids (no more than 40 slides for a 40-minute presentation)
- Following HIPPA guidelines for pictures with patients

**Responsibilities of Team Leaders Are to:**

- Lead the group to develop the Group Rules during the first group meeting
- Start the group discussion on time
- Lead the group in developing an issues list
- Assign tasks to each member
- Schedule additional group meetings if needed
- Submit a complete outline or the whole presentation to a faculty member for review and comments at least one week prior to the presentation
- Schedule meetings with faculty members when needed

6-3-2017
♦ Coordinate tasks (photocopying, securing audio-visual equipment etc) required for the group presentation prior to the day of presentation
♦ Inform the faculty about needs for audio-visual and other equipment in the morning of the day of presentation
♦ Make sure each member checks their portion of the presentation to ensure it logically fits with all other related sections

Responsibilities of Each Member Are to:

♦ Actively participate in the development of the Group Rules
♦ Adhere to the Group Rules
♦ Actively participate in group discussion to develop an issues list
♦ Communicate effectively with group members
♦ Choose tasks for a given case and rotate tasks among members
♦ Research textbooks, articles, and other resources to address each task
♦ Evaluate resources (including materials from the Internet) based on scholarly standards and cite references properly
♦ Organize the information to prepare a presentation
♦ Prepare audio-visual aids and handouts for presentation
♦ Participate in rehearsals for a presentation
♦ Evaluate the performance of each group member (peer evaluation)
♦ Make sure the member’s portion of the presentation logically fits with all other related sections
Team Presentations
Faculty Evaluation Form

Student Name: ____________________  Case Number: _______________

Faculty Name: ____________________  Total Score: __________________

1. Organizes own material in a logical manner with appropriate breadth and depth. Cover major issues in the assigned area.
   0 1 2 3 4
   Never Rarely Occasionally Often Consistently

2. Critically evaluate and cite sufficient references from refereed sources. Use textbooks and Internet sources appropriately.
   0 1 2 3 4
   Never Rarely Occasionally Often Consistently

3. Material presented was pertinent to the student's individual issues and the assigned case.
   0 1 2 3 4
   Never Rarely Occasionally Often Consistently

4. Oral presentation (including demonstration) is organized and completed within the allocated period of time.
   0 1 2 3 4
   Never Rarely Occasionally Often Consistently

5. Slides are effective.
   0 1 2 3 4
   Never Rarely Occasionally Often Consistently

6. Responds in a constructive and respectful manner to questions and feedback.
   0 1 2 3 4
   Never Rarely Occasionally Often Consistently

Comments:
# Team Presentations

## Peer Evaluation Form

<table>
<thead>
<tr>
<th>Student Name: ________________________</th>
<th>Total Score: _____________</th>
</tr>
</thead>
</table>

1. **Take risks to express his/her own thoughts.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

2. **Provides and support and encouragement to other group members.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

3. **Appropriately challenges opinions and information and provides feedback to others in a constructive and respectful manner.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

4. **Contributes actively to discussion and remains focused.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

5. **Meets obligations of preparation for the group.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

6. **Responds in a positive and constructive manner to feedback from others.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

7. **Arrives on time and meets group obligations.**
   - 0 Never
   - 1 Rarely
   - 2 Occasionally
   - 3 Often
   - 4 Consistently

Comments:
General Instruction:

This final paper is an opportunity to reflect on the experiential opportunity provided by this course in Shanghai. In preparation for becoming a reflective professional we are asking you to reflect on the experience and suggest how you might apply some of the components to your future professional roles.

Content:

Include the following components in the final written paper:

- Reflect on personal goals.
- Identify three challenges and your strategies to deal with them.
- Briefly discuss 2-3 observations in China related to individuals with disabilities that stand out to you.
- Examine and compare your own beliefs and the situations you observed being sure to identify your own beliefs related to health and disability based on your cultural and family background.
- Compare and contrast the impact of culture and health beliefs on services provided for individuals with disabilities (in the United States versus in Shanghai, China).
- How did the recommended reading enhance (or not enhance) this experience?
- How will this experience impact your future professional role?

Style of Paper

The report must be typewritten, double spaced, with one inch margin on all sides of page. The cover of the report protects the report. Do not use any binder or plastic cover. The text should not exceed six pages, and should be correct grammatically, without jargons or undefined abbreviations. Late papers will not be accepted. Bibliographic citations must be accurate, complete, and consistent with either AMA or APA style guides.

Grading Rubric of Final Written Report:

<table>
<thead>
<tr>
<th>Criteria (% of assignment grade)</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Needs Work (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Reflection (40%)</td>
<td>Demonstrates ability to be open, non-defensive, and self-evaluative; Ask hard questions about self; Demonstrates mastery of content</td>
<td>Demonstrates caution as relates to be self-evaluative; Demonstrates some defensiveness; demonstrate some mastery of content</td>
<td>Demonstrates minimal self-knowledge; Disclosure is superficial, factual without true reflection.</td>
</tr>
<tr>
<td>Connection to Shanghai experience (30%)</td>
<td>Thoughtful, in-depth analysis of experiences; Clearly identifies what has been learned and how experience will impact future professional role.</td>
<td>Goes into some detail about experience; Generally identifies what has been learned and gives general implications for future professional role.</td>
<td>Identifies general ideas about experience; Gives limited ideas as to how experience might impact future professional role.</td>
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<tr>
<td>Connection to assigned reading (20%)</td>
<td>Clear connection made on impact of selected reading.</td>
<td>General connection made on impact of selected reading.</td>
<td>Limited connection made.</td>
</tr>
<tr>
<td>APA or AMA Style Guides (10%)</td>
<td>APA or AMA followed exactly in style, title page, body of paper and references; No spelling or grammar errors.</td>
<td>APA or AMA followed exactly in style, title page, body of paper and references; Few spelling or grammar errors.</td>
<td>Style (APA, AMA) errors including spelling and grammar.</td>
</tr>
</tbody>
</table>

**Outline for the Closure Session**
Each student will have 5 minutes to discuss:
- Expectations prior to the trip
- Important experiences
- Challenges faced
- Recommendations/suggestions for future students and the course instructors

**Case Assignments**

Autistic Spectrum Disorder
- Chan, Cacciola, Feld, Tinaglia,

Distal Radius Fracture
- Vallejo, Polanco, Ludwig, Maltseva, Sarraf

Stroke
- Hoover, Williams, Madoff, O'Connor