



# **Broadening the Training Experience: Cultivating Champions in Public Policy for People with Disabilities**

Tarjan Lecture Series

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## Learning Objectives

- Increase awareness of Tarjan Center's advocacy for policies and issues important to individuals with disabilities
- Learn about engaging trainees in advocacy work as a means to enhance professional development and future careers

**Policy Education and Systems  
Change is a Core Activity of  
University Centers for Excellence in  
Developmental Disabilities**

Public Law 106-402D, Developmental Disabilities  
Assistance and Bill of Rights Act of 2000  
(42 U.S.C. 15001 et seq)

# “Educate”, “Advise” and “Inform” ≠ Lobbying

To assist policy makers to improve services and opportunities for individuals with developmental disabilities and their families

## Policy Makers

- Members of Congress
- Officials of the Executive Branch
- Governor’s
- Members of State Legislators
- Staff of State Agencies

## Policy Activities

- Non Partisan Approach
- Fair and Full Exposition of Pertinent Facts

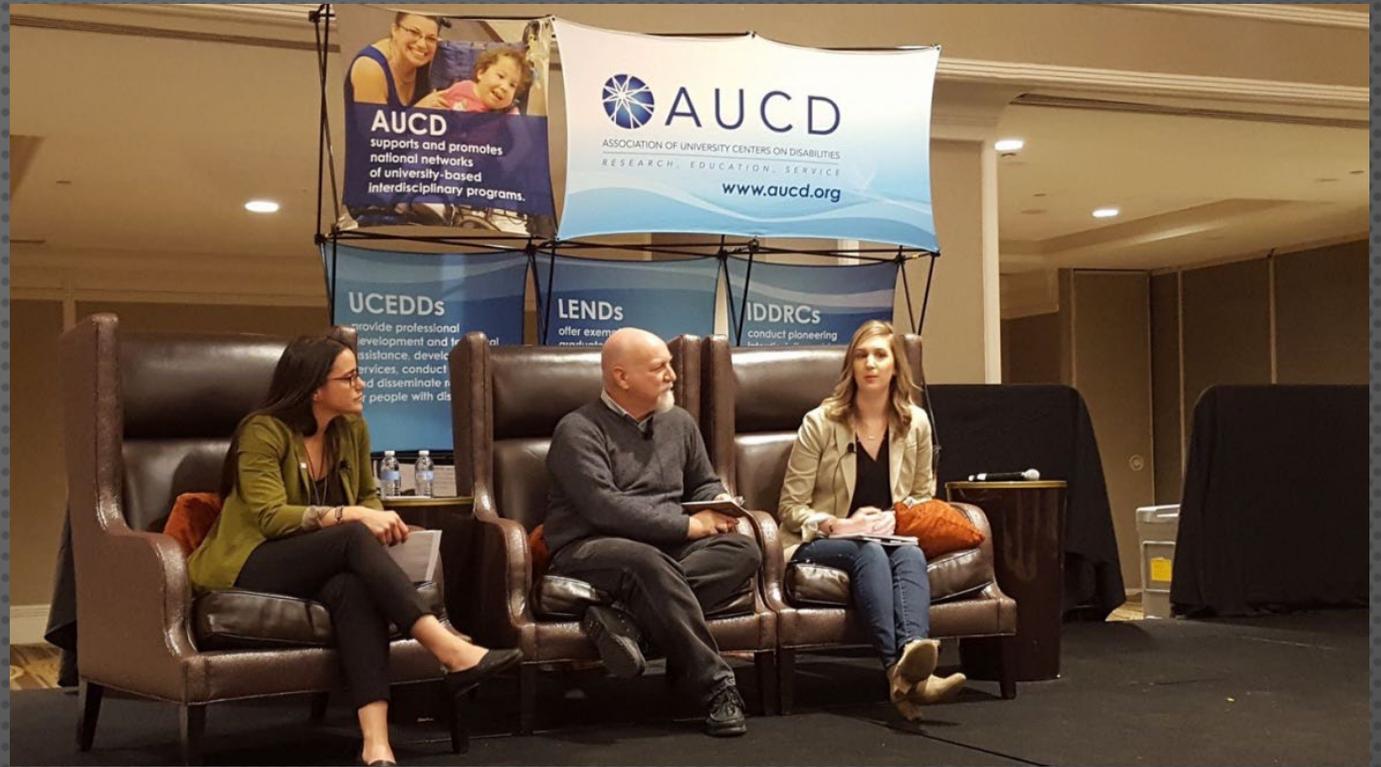
## Tarjan Policy Related Activities

- Testimony
- Policy Briefs
- Meetings with Legislators/Agency Directors
- Community Education and Training

## UCEDD Training

- Diversity Fellowship/  
UCLA CARES Partnership
- Disability Policy Seminar
- Federal Legislative Visits





# Disability Policy Seminar

March 19-21, 2017

# Facts about Kids and Adults on Medicaid

- Developmental Disabilities System (Regional Center)
- School Based Services

8

## Facts About Kids on Medicaid and the Services They Receive in Schools

1



**39%** of all children under the age of 18 have healthcare through Medicaid

2



**46%** of Medicaid beneficiaries are children

3



**19%** of the costs for Medicaid are derived from providing healthcare to children

4



**68.6%** of districts with school-based Medicaid programs use Medicaid reimbursement to pay for kids' critical service personnel

5



**45.2%** of districts use Medicaid dollars to expand health related services for students (immunizations, asthma and diabetes treatment, vision/hearing screenings)

6



**50%** of districts have taken steps to increase Medicaid enrollment of children

7



**70% to 80%** of students receive mental health services in schools, which Medicaid reimburses districts for providing.

8



**1%** The amount of federal Medicaid spending that flows to schools

# Legislative Visits

- Rep. Ted Lieu
- Rep. Nancy Barragan
- Rep. Julia Brownley
- Rep. Tony Cardenas







# Broadening the Training Experience: Physician's Perspective

ARTHA GILLIS, MD, PHD

Child and Adolescent Psychiatry Fellow





Scott Barry Kaufman Ph.D.

Beautiful Minds

# The Need to Believe in the Ability of Disability

Our society has clear expectations regarding students who don't fit the norm.

Like 148

Posted Jan 31, 2012

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*Virtual Mentor*. [September 2014](#), Volume 16, Number 9: 722-725.

IN THE LITERATURE



## Advocacy by Physicians for Patients and for Social Change

Joshua Freeman, MD

Dobson S, Voyer S, Regehr G. Agency and activism: rethinking health advocacy in the medical profession. *Acad Med*. 2012;87(9):1161–1164.

Should physicians be expected to be advocates for their patients? How about for patients as a group? Individual physicians often must decide whether, how, and how much to advocate for their patients. Further afield, they must decide whether and how to get involved in societal issues that affect the health of people in general. In our teaching, should we expect our students and residents to be advocates? If so, how do we teach that? Is it

2017 Conley Contests  
Call for entries

Call for Images of Healing and Learning

Call for Papers

CME Articles

May ethics poll

May podcast

# Summary

- Everyone is on the ability spectrum
- Disability in one domain  $\neq$  disability in every domain
  - Same for ability
- Physicians can advocate effectively on the societal level



“There is no room for indifference.”

Cindy Liu, Parent  
Tarjan Advisory Committee Member

[https://www.youtube.com/watch?v=mr\\_Fff6ZiXI](https://www.youtube.com/watch?v=mr_Fff6ZiXI)

# *IS SHE SMART?* Working with Parent Advocates



# MELINA MELGOZA



- Major: History
- Minor: Ethnic Studies – Chicana and Chicano Studies
- Professional Plans: Will be attending UCLA's Graduate School of Education and Information Studies to obtain her M.Ed, as well as, a Social Science and Ethnic Studies credential

# Influence and Experience Gained Through the Diversity Fellowship

- Exposure to Policy
- Opportunity to work in the community of Watts.
- A better understanding of intersectionality within various communities and across disciplines (people of color, Disability community, education)

# DISABILITY POLICY SEMINAR



Lead with your heart.  
Follow with reasons  
and good arguments.

# EXPOSURE TO POLICY

- Understanding the impacts of policy
- Policy and education
- Accessibility of policy and government to people from *all* communities
- Adequate representation in government

# Involvement in Watts

- Working alongside Partnership for Los Angeles Schools to empower parents and students
- Developing parents to become advocates in their communities



# Intersectionality

- Disability Community
- People of Color
- Sexual Orientation

# VIOLETA CHAVEZ SERRANO



- Major: Sociology
- Minors: Global Health and Disability Studies
- Professional Plans: Will be working as a Behavior Instructor this upcoming year and applying to graduate school for Occupational Therapy in the Fall

# Importance of Policy Influence and Diversity in the Training Experience

- Presence as a team at the policy seminar and at Capital Hill
- Importance of valuing intersectional identities within the disability community
- The influence of policy as developing professionals

# Team presence at Washington D.C

- Diversity
  - Diversity with regards to knowledge, professional pursuits, and cultural influence
- Background
  - Our exposure with regards to the work we have done in our own communities, and previous knowledge we have gained through our individual experience with policy and disability in our distinct communities
- Contribution
  - We each had our own contribution to the conversation that we had with the representatives

# Intersectional Identities within the Community

- Not Stagnate
  - It is important to keep in mind that not one single characteristic makes up a persons identity. It is constantly changing and has high social influence
- Influence
  - Each characteristic affects the persons differently and therefore outcomes, perceptions and support vary

# DIVERSITY IN POLICY MAKING AND INFLUENCE OF THE FELLOWSHIP

- Appropriate Representation
  - It is important to take into consideration who is the appropriate person to represent a group. One must know their background and have an understanding of that community, and know the value of self-advocacy when possible
- Policy making and Professional Influence
  - Policy should be influenced by those who are most affected by it; the professionals who work in those respective fields, and the community that will be affected by it
- Involvement
  - The fellowship has helped to create a better understanding of policy and the importance of community involvement, knowledge and social influence

# Training/Professional Development Resources

- **Association for University Centers on Disability:** [www.aucd.org](http://www.aucd.org)
- **Disability Rights California:** <http://www.disabilityrightsca.org>
- **Disability Policy Seminar:** <http://disabilitypolicyseminar.org>
- **National Alliance on Mental Illness Smarts for Advocacy**  
Hands-on advocacy training  
[www.nami.org](http://www.nami.org)
- **Program Development Associates**  
Disability and diversity resources for professional development  
(Services-including healthcare, Education, Employment)  
[www.disabilitytraining.com](http://www.disabilitytraining.com)



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