

Training Public Health Professionals in Cultural Competence with Disability

Rafia T Tisha, MBBS, MSc Clinical Neuroscience, MPH student

Special Thanks to
Dr. Kimberly Phillips & Crissie Ferrara of DPH



NH-ME LEND
PROGRAM

Leadership in Action Placement Goals

- ❖ **Modify** modules for use with online audiences
- ❖ **Research** best practices for creating online recorded training
- ❖ **Incorporate** best practices in the development of an online training module about respectful communication with and about people with disabilities

Why or why not online recorded trainings?

Advantage

- To maximize effectiveness of learning
- Best strategy to convey foundational knowledge

Limitations

- Not appropriate to evaluate or create content
- Least interactive and no option for discussion or feedback

Models & methods of recording lectures

Voice over Slideshows

Common method. Easy to record.

Screencasts

- Lecturer in thumbnails.
- Lecturer can toggle between Word and PowerPoint

Lecture Capture

Actual Classroom Recordings

Standard Recordings

With digital video camera or webcam

Best practices for online, recorded trainings: (Voice over slideshows are simple and handy)

1. **Timing:** Divide your lecture into short, 5 to 10 minutes sequential modules.
2. **Short,** interesting introduction, clear conclusion with takeaways for each modules.
3. **Grab audience's attention** within 30 seconds.
4. **More appealing visuals &** less wordy slides with new visual input in every 10-15 seconds.
5. **Make your voice enthusiastic,** professional, and quick paced.
6. **Prepare separate script,** don't read from the slides.
7. **Make it interactive:** for example, consider posing a question or MCQ, then ask the audience to pause the video & think of the answer before proceeding.

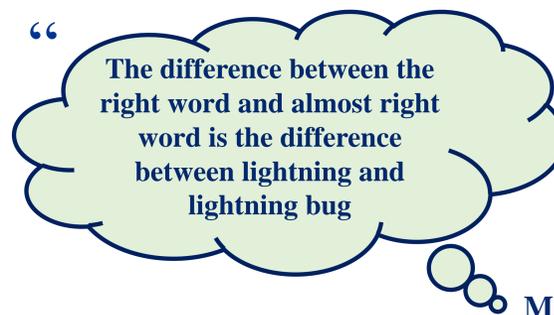


The New Hampshire Disability & Public Health Project (DPH) aims to improve the health and quality of life of people with disabilities in NH by developing and strengthening the capacity of state and regional public health programs to include people with disabilities. One of DPH's activities is training public health professionals to think about and interact with people with disabilities in culturally competent ways. This training, which helps remove barriers and facilitate respect and participation, is an important part of promoting access and inclusion.

What does respectful communication look like?



Language Shapes Perception



Mark Twain

Training Module Learning Objectives

- ❖ **Communicate** respectfully with and about people with disabilities
- ❖ **Evaluate** inclusiveness of examples from recent media

Key strategies to communicate respectfully with and about people with disabilities

- ❖ **Use 'Person first language':**
 - Put the person first, not the disability
 - Person with disabilities ✓ 😊
 - Disabled person × 😞
- ❖ **Emphasize strengths:**
 - Focus on individuals' abilities, not limitations.
 - John can't talk × 😞
 - John uses ACC ✓ 😊
- ❖ **Avoid Assumptions:**
 - **Avoid language that hides assumptions about people or their experiences.** Say that a person *has* Cerebral Palsy, not that s/he *suffers from, or overcomes* Cerebral Palsy.
 - **Avoid saying anything that implies the person with disability is superhuman, courageous or special.**
 - **Disability does not equal illness.** People with disabilities can be healthy.

~~Disability~~

The New Hampshire Disability & Public Health Project (DPH) is supported by cooperative agreement #DD000007 with the U.S. Centers for Disease Control & Prevention (CDC). These contents are the author's responsibility alone and do not necessarily represent the views of CDC.

To learn more about the NH Disability & Public Health Project, visit <http://nhdisabilityhealth.org> or email: dph.iod@unh.edu