



University Center for Excellence in Developmental Disabilities

Dissemination Approach

DATE: AUG 16, 2022 PRESENTED BY: Larissa Yoshino, Data and Dissemination Lead

Celebrating 50 Years



Promoting health and quality of life for Oregonians with disabilities and their families across the lifespan.

www

A double celebration in March



The UCEDD celebrated its 50th anniversary in a March tradition, Developmental Disabilities Awareness Month was highlighted in a recently sponsored event, this year for Pediatric Grand Rounds. A slice of the UCEDD's work in commemoration across was the focus of the event, alongside some history of the Institute's longest running program and founding center making its mark on campus with the construction of the Child Development and Rehabilitation Center 50 years ago.

The Grand Rounds presentation was led by Jon Stuebel, an employee for 25 years and powerful self-advocate, sharing his personal journey. Clinical and community collaborations were highlighted by faculty, and the Grand Rounds concluded with the debut of a video celebrating the UCEDD's 50th anniversary.

Hay actividades en español disponibles en la grabación en YouTube. [View ASL version of our anniversary video.](#)

Upcoming Emergency Preparedness webinar



Join us for an informative webinar with emergency preparedness expert Debra Harris and Oregon Self-Advocacy Coalition members Adriana Birchbaker, Michael Moran and Rose Ryan. Learn about how to prepare for heat waves, wildfires and power outages.

Register in advance for this webinar. After registering, you will receive a confirmation email with information about joining the webinar. This webinar will also be live-streamed on the OHSU UCEDD Community Partners Channel Facebook page! [Get more details about this webinar here.](#)

New OHSU Medical School course

A new course, Disability Awareness and Clinical Skills Development for Medical Students is being offered this spring through the OHSU School of Medicine. UCEDD Faculty, Rhonda Feppehewer and Will Horner Johnson along with third year medical student, Emily Hillmer, developed the six week elective. Their goals for this course include: 1) increasing medical students' understanding of social and medical conceptual models of disability, 2) to recognize the unique barriers faced by people with disabilities in the healthcare setting, 3) to research and examine personal bias, and 4) to develop behavioral physical exam and interviewing skills specific to this population. The course centers the voice and lived experience of people with disabilities as instructors.

Mental Health and Developmental Disabilities webinar



In February, two UCEDD healthcare providers presented in a webinar for the MHDD National Training Center. Matthew DeLorenzo and Kim Scheldt shared about their work in our Lifespan Transition Clinic. The webinar featured:

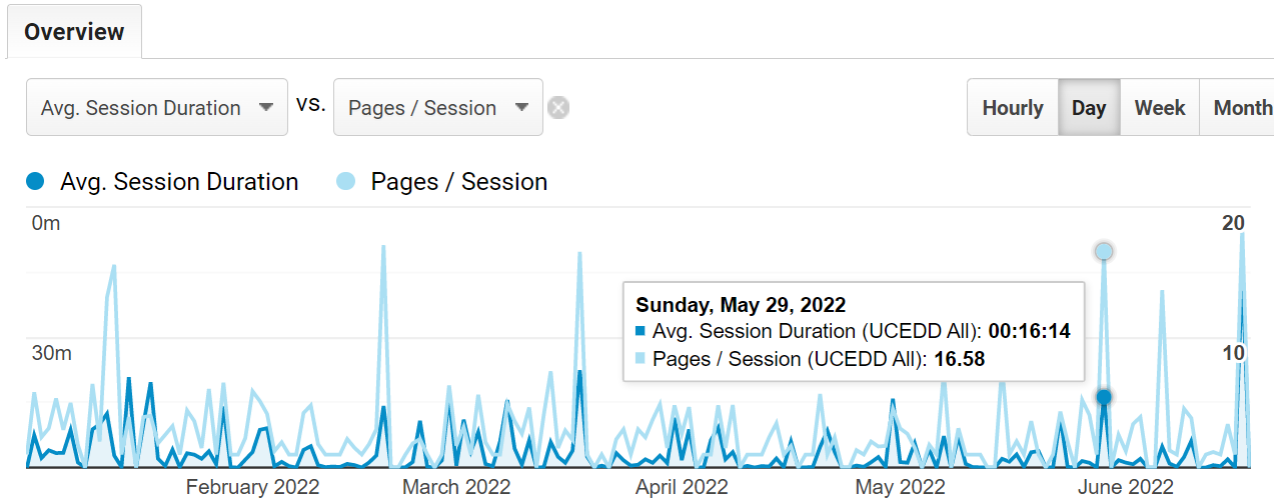
Building capacity

- Engaging with OHSU Communications teams
- Expanding our presence on platforms and channels
- Learning from you all and the AUCC Network



Measuring and improving reach

- What, when and how to measure



Ver vídeos

Ver lista de vídeos en YouTube

Parte 1: Qué es la Te



Este vídeo explica qué son las vis

Honing our strengths

- Actively engaging our CAC
- Focusing on health literacy and accessibility
- Partnerships



Translated Research Article in Plain Language

by the University Center for Excellence in Developmental Disabilities

Key Words:

Sexual abuse: Sexual contact with someone that does not give their consent or does not have the ability to understand the choice.

? **What is the name of the article?**
Sexual Health Experiences Among High School Students with Disabilities

? **Who are the authors of the study?**
Willi Horner-Johnson, Ph.D.,¹ Angela Senders, N.D., M.C.R.,¹ César Higgins Tejera, M.P.H., M.S.,¹ and Marjorie G. McGee, Ph.D.²

? **What was the goal of this study?**
The reason for this study was to learn about the sexual experiences of teens with and without disabilities.

What did we find?

Teens with disabilities were 25% more likely to have had sex than those with no disability.

Compared to teens without disabilities, the teens with disabilities that had sex were more likely to have had sex under the age of 15.

Teens with disabilities were more likely to have used drugs and alcohol, not used a condom, had 2 or more lifetime sex partners and 2 or more sex partners in the last 3 months.

After looking at sexual abuse most of these results were less strong or no longer true.

What did we learn?

Teens with disabilities are sexually active. Lowering the risk of sexual abuse is important. We also need to support healthy sexual choices with more education for this group.

Why is this important?

Teens with disabilities are often left out of sex education in schools. More information about the experience of teens with disabilities can lead to better programs to lower the risk of abuse and support sexual health.

Authors are from:
1. Oregon Health & Science University; 2. Oregon Health Authority; Office of Equity and Inclusion

Horner-Johnson, W., Senders, A., Tejera, C.H., & McGee, M.G. Sexual health experiences among high school students with disabilities. *Journal of Adolescent Health*. 2021. April 24. <https://doi.org/10.1016/j.jadohealth.2021.03.001>

Learn more at www.ohsu.edu/ucedd

1. Being a Self-Advocate

- Being a self-advocate involves speaking up for yourself to people to make sure your rights are recognized and respected.
- Being a self-advocate means knowing your rights so you can have information to make decisions and get the things you need.
- Being a self-advocate helps you improve your life.
- Being a self-advocate means you stand up for and protect your civil and human rights.
- Being a self-advocate helps you achieve your goals so you can live independently.
- Being a self-advocate is important for everyone, but especially for people with disabilities who have had to fight for their rights throughout history.
- Being a self-advocate means having the ability to choose your support person.





Thank You