**Better Health by Health Education and Sustained Employment**

September 28, 2017

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>>JASMINA: Good afternoon, everyone, welcome to our first Better Health by Health Education and Sustained Employment. These Webinars are hosted and funded by the rehabilitation research and training and health and granted by the Ohio Disabilities Counsel. We are excited to introduce the first of five Webinar series, today we're going to be talking about better health and sustained employment. The critical relationship between employment status and health as well as establish health education which can enrich a project experience and increase the likelihood of long‑term health and join with us the representatives of the ‑‑ implemented at their site. This session will encourage Project Search on‑sites teams to understand the correlation between employment and health and wellness, as well as best practices for implementing the health related curriculum.

Today we have four presenters. First presenter is Alexandra Needler. Alexandra serves as a Project Search business liaison while assisting United Health Care members in seeking and obtaining employment. Before joining United Health Care, Alexandra was a special education teacher for nine years in Puente.

We have Jillian Hamblin, Jillian is the Chief Operating Officer for the United Health Care community and plan of Texas, in her current role, Julian oversees health plan operational excellence, reporting, project management, appeals and grievances, state complaints and hearings and members' advocacy.

We also have Jessica T. Jessica is a Project Search teacher at United Health Care and has been adult transition teacher at Ft. Bend and has been teaching in Ft. Bend for three years.

We also have Patty Moore. Patty coordinates a partnership between the Upper Valley Career Center, the Upper Valley Medical Center, Coastal Pavilion, Miami and Shelby County Boards of the Developmental Disabilities Capabilities, Inc and opportunities for Highlands for Disabilities currently in its eighth year locally. It's a high school program designed to provide training and education in a business setting with a goal of competitive and community employment.

Thank you everyone for attending and we will get started. Alexandra, I'm passing the presentation to you.

>>ALEXANDRA: Thank you. We're looking forward to sharing some information with you today.

Briefly we just want to cover the connection between health and employment. I think as employed persons ourselves we understand how our health impacts our ability to be present at work and how it affects our ability to participate in job education and see our jobs to the end result. The so health in general is determined as part of one of the social determinants of health and it's that access to job training, job opportunities, and to health literacy that impact the ‑‑ an individual’s health, so those social and economic opportunities play a vital role in a person's health or a lifetime. There is a correlation between health and employment status. Employment status helps socially and financially, improves health overall. Studies show that healthy people are more likely to work and health plays an impact on an individual's desire to work and the likelihood they're going to keep a job once they have a job. An interesting study too, that individuals who increase exercise, especially the study was on individuals with physical disabilities, those individuals that increased exercise and increased overall health by decreasing secondary health conditions actually increase the likelihood of being employed by 8.4 percent, which is pretty phenomenal. That's why we want to look at the connection between health and employment and do on our end with Project Search, increase awareness with the benefit of health awareness but also to help our interns to have an increased outcome in obtaining and retaining employment. So I'm going to pass it over to Jillian. Just one second though.

>>JILLIAN: Hi everyone. From a global perspective, I want to share that United Care Health Plan is responsible for those individuals that are in our state that are enrolled in Medicaid‑ships and dual special‑needs program. That would include the individuals in long‑term care. That would include the individuals in Medicaid waivers. We also have individuals in the Medicare demonstration program, and so through the work that we do to support over 300,000 techs, we realize we have a unique opportunity to help outcomes through this care, and part of that is including the desire to work. And we realize that there is a twofold respect to employment and health care. There is the need to keep people healthy so they can maintain employment and there is the understanding that part of a person's satisfaction and health care outcome is fulfilling their desires, and one of those of desires can include housing, it can include they love to cook, it can include I love to work out. And specific to this conversation, it's that I want to work. I want to have a job. I want to go into this vocation. This is what I want to do with my life. And so we're starting to see if the health care area, this transition from you need to go to the doctor, you need to have your preventive care to keep out of the hospital, you need to see a psychiatrist to control depression or other behavioral health issues, so you can stay out of the hospital. What's actually happening with those people. What's actually happening with the people who are going to the hospital potentially for social interaction? What is causing the depression and could help someone at a global level and realize that the impact of health care goes further than having your annual exam and having your vaccinations and making sure you're abiding by your diabetes regiment. For example, we're seeing this conversation happen over the spectrum of responsibility from state levels to how employment directly impacts health outcome and how our responsibility as health care providers and so when we talk about how United Health Care is supporting that, some of it comes from federal government changing basic roles and providing funding. Some of this is from partnership with our state to make sure our states understand the importance of some. But it's a responsibility of how we feel demonstrating through employment how we can show these positive health care outcomes, which then would lead to funding. And so employment is a conversation that we have with all of the social determinants of health care, realizing that when someone is unsatisfied with their life, there are impacts. Just as there are impacts to employment and housing when your health deteriorates. We are here to create that synergy between how do we keep people out of the hospital, happy and healthy at home, in a location that was restrictive, and how do we keep people healthy enough to maintain work and maintain their personal relationships and maintain their happiness. It's this inner‑web of processes and dependences, if you will. And so we have started seeing employment, even before programs such as Employment First were coming around and being added to our waivers, as specifically in Texas, we have Employment First as a benefit of our surplus waiver, and now HCBS waiver members. We started having those conversations with members already. As far as what's really going on in your life, and what really do you want to do, and how do we get you where you need to go? And so these conversations around employment and housing and food and banking and kids and school and all of that became part of our assessment process, and we actually view it as being one giant whole‑person centered model of how we support people in making healthy choices and making life‑long choices that support their happiness and their connection to who they are in their community. And so when we look across this, we are looking to change multiple areas of that continuum. We realize, for us, this is something we have a lot control over in our state as far as assessment in connecting with our agencies to find employment and training. It's critical that we have programs like Project Search where we're helping young adults moving from high school to employment and adulthood and college and supporting them in a whole perspective of not just employment skills but healthy living and social skills. And how do we learn, just the work we have all done in employment, it's that same mindset of just teaching, in general, it takes a village to raise up a village and that's philosophy we have that's critical for our mission and the delivery we have to help people have healthier lives. As we move to the next slide, there is a number of things just from a perspective of what it means to United Health Care and the merger of ‑‑ or the synergy of employment and healthy outcomes. We have, across many states, committed to employment as a number of social determinants of health care. We are investing our time, our money, our minds, our innovation, support. And we have a couple of things, for example, Person‑Centered Service Coordination; in other states this is called Case Management, sometimes called Service Coordination. These are nurses, RNs, LVNs social workers, are sometimes community health workers who are supporting our members across the gamut services, health care services like doctor's appointment and long‑term services and durable medical equipment, but also their community resources and how to keep them happy and healthy in the environment they're in. So employment becomes critical. We do have the administration of our Employment First benefits that is part of our HCVS waiver in Texas. In the middle of changing as well as our collaboration with Project Search, we are looking for ways to find support for young adults moving into the community and finding their greatest passion as well as creating job opportunities and looking internally at United Health Care. How do we make it easier for individuals with intellectual disabilities come to work with one of the largest health care organizations in the country and help support them long‑term with employment goals, health care goals, social goals. And that's something we take very seriously and are continuing to evaluate and look to expand our commitment to Project Search and help all members and employees have a healthy life. I think that's it for an overview perspective. I'll hand it back to you.

>>SANDY: Great. Thank you Jillian.

We wanted to talk about our collaboration with Project Search. Of course we have our site in Texas at the Texas community and state health plan but we also have some ‑‑ various kind of I'm sorry I'm losing my train of thought here. We have a variety of ways we're trying to collaborate with Project Search, we have our site in Texas and are working on a second site in Arizona we are interested in having other Project Search sites around the country to include us in their business advisory councils. We would love to participate. We are 100 percent invested in assisting individuals with developmental disabilities and intellectual disabilities to find employment so this would be a good way to collaborate with other sites. We are also ‑‑ excuse me. One second. We are also doing our part to help Project Search in terms around the country, with developing those skills that they need to be successful in the workplace by providing a e‑mail mentorship program for them. Kim Nelson is the person that you would need to contact for to participate in that program. We want to make sure that information gets out to you, but the e‑mail mentorship program is a great opportunity for interns to receive an e‑mail from someone outside of their daily routine to development ways of using e‑mail not only from a business perspective but also to learn what's appropriate and inappropriate to communicate via e‑mail. Personal and business skills. We're also looking at collaborating with Project Search to help find host businesses, that's something that we're exceptionally interested in. We're looking at being a host business for a ‑‑ I'm sorry not a host business, but a rotation site for other sites around the country to be that third rotation site, we would really like to be an externship for sites across the country. And of course we have a site in Texas working on Arizona, we have big goals for expansion around the country they would love to share but it's really something that we're working hard towards. And of course finally we have provided United Health Care has provided of the health and wellness curriculum HealthMatters to over 400 sites around the country and we did that at the 2015, 2016 Project Search conference. It's a exceptional curriculum developed for the IDD population and we have been using it. Last year was the first year we used it on our site. And part of the reason we did it is because we wanted to see how other sites were using it. It made a difference in how our interns approach their daily work at United Health Care and how it impacted their life overall. We want to see it used as much as possible because it's such a powerful tool.

As a stakeholder in Project Search, we feel like there is a certain amount of responsibilities we all share. And we just wanted to take a moment to look at those. As stakeholders in Project Search we believe we had a responsibility to increase through all project interns because we know that connection between health and sustained employment, health impacts all facets of someone's life. Not just employment, but really the quality of life, so as a stakeholder we're looking at the whole‑person in our interns we want to make sure we're considering independent living and how they're addressing money management and time management. Like I said, looking at the whole person. By providing health education we're looking to close the gap between determinants of health that impact our individuals with disability that we serve. We want to make sure that we're giving our interns all the knowledge that they need to have that quality of life that they're seeking. We're looking to aid in the implementation of health education. Last year UHG, as we said, donated 400 copies of the HealthMatters curriculum to Project Search sites. Also through health education, such as HealthMatters curriculum the project interns have a greater chance of achieving employment. When people feel better, they show up to work. When they feel, better they do a better job at work. When they're working, they are able to afford better health care. It's both sides of the equation, and finally UHC is supporting the Ohio search sites in a bid for a five‑year grant to study the impact of HealthMatters. The curriculum and the program specifically in Ohio, and we're looking to be able to show the overall impact of how health literacy impacts the individuals overall ability to obtain and sustain employment in a long‑term way.

This is how we ‑‑ looking at HealthMatters, we wanted to know all we could about it so we could implement the program as much as possible so we took, all of our onsite team read the book from beginning to end because we wanted to really be able to implement it to its fullest. So HealthMatters is the exercise and nutrition health education curriculum for people with developmental disabilities by Beth Marks, Jasmina Sisirak and Tamar Heller. It's a program developed at the University of Illinois in Chicago. It's a 12‑week program and includes not just health education but exercise and nutrition as well. It is full of lessons that were requested specifically by individuals with IDD and the topics vary, it's broad range, from self-advocacy to rights and responsibilities using technology, various aspects of what all goes into determining ones health. The goals of the program include improved fitness and increased knowledge about someone living a healthier lifestyle and teaching those around you, those with disabilities to help those individuals have a healthier life and to achieve a healthy living. Of course the outcome of the material is that the individuals who receive this instruction will have a greater life satisfaction and of course increased knowledge and confidence. We definitely saw, with our interns, we implemented the curriculum in lots of areas and the impact from the beginning of the implementation to the end of the implementation was pretty dramatic. We had interns who started to express a concern for their health, which prior to the implementation of the curriculum, they didn't necessarily show that they cared. So it was a great revelation for all of us. A suggestion for incorporating the health matters curriculum, we align the HealthMatters curriculum with the project sequence and scope within the curriculum. So for the first suggestion we have for unit one which is the team building section, the course, lesson 24, is an overview of determining someone's wants versus needs, and that helps to demonstrate the ability to communicate personally. It's not all ‑‑ you know, individuals with developmental disabilities and intellectual disabilities don't necessarily understand the difference between a want versus a need. And you really do need to be able to understand that to express and communicate your own needs versus wants. The next section is about negotiation and compromise. That helps in the Project Search and demonstrating the appropriate way to solve a conflict with team. That is definitely a component of team building you have to be able to compromise with your peers and be able to negotiate your needs versus wants and be able to express that without conflict and the project course of study, project safety. Lesson 25 is a good lesson on how to know good pain versus bad pain. And we, you know, understanding workplace safety is pretty critical to having a successful program and for interns to be able to go on and once employed out in the community they need to be able to understand how to talk about how they're feeling, what's good, what's bad and to be able to feel safe in a work environment. The course of study Unit Three, Technology. Like I said, there is various ways of teaching technology, and in Lesson six, there is a fabulous lesson about good nutrition, and the lesson includes going to www.choosemyplate.gove to learn about how to structure a meal and what's good, what's good to eat and what's bad to eat. And that's a pretty valuable lesson. We have had interns that, if they could, would probably live out of the vending machines. So we had to do a lot of instruction on how the interplay of what you eat, is how you feel and how you perform. So we used the myplate.gov site and this lesson to not only teach that lesson about eating right for good health but also how teaches technology and how to use technology in the workplace.

Moving forward, we have in the course of study Four, the Self Advocacy lesson, understanding one’s own disability is pretty crucial to interacting with others and interacting with the world and knowing how to accommodate, ask for accommodations, how to advocate for yourself. And Lesson nine in HealthMatters curriculum, is What Do I Think of Me, and it covers identity, health and culture and there is a video you can access. It was pretty powerful for us. Most of our interns came into our program with really in the understanding what disability meant in general, and sadly the report that they didn't necessarily understand what disability they had themselves. So this lesson helped them to understand that even though they had a disbelief, that that didn't really define them fully. The explaining rights and responsibilities is a very powerful lesson also. The self-advocacy rights and responsibilities lesson, lesson A we use that lesson pretty thoroughly last year since it was an election year and we actually helped our interns to register to vote. It was a choice, obviously a choice for them to make, and we went through the entire lesson about what is a right versus and a responsibility and most of our interns chose afternoon the lesson to go ahead and lesson and they registered and expressed their right to vote it was a pretty powerful experience not just for the first time voters but for us onlookers to see the pride they felt by engaging the community in a way they had never done before. The course of study unit seven is of course health and wellness which is pretty much what the whole book is about. So that's an easy way to align the curriculum. The next lesson on general information about What is Health. I would just like to say as a former special educator is that not everyone gets the same access to curriculum. It's not universal, there are good teachers, bad teachers and so what many of our graduates from high schools around the country are learning about health is limited in many cases. Maybe nonexistent in others. So this is an outstanding lesson to introduce someone to health and how it impacts their overall life. Lesson eight is Making Healthy Choices and Self Advocacy. Because, you know, just deciding what you want and how you want it is a pretty big way that we express ourselves and being able to choose for yourself and not only just to choose but making a healthy choice. We also have the importance of a balanced nutritious diet. Balanced choices. We had interns that would have preferred to eat french fries every meal or honey buns; those are very popular. So we did a lot of work to help our interns. And we had interns that gained a bunch of weight over the first fall semester so these lessons between making healthy choices, what is health, the impact between what you're eating and what you see on the scale and how your clothes fit. These were really valuable lessons for our interns. And I'm going to pass the ball over to Jessica who is going to review a little bit about how we implemented the curriculum and we have some fun pictures for you.

>>JESSICA: Okay. Here we have some pictures of our interns on the day we took them to vote, as Sandy mentioned, it was a great day for everyone involved. The lesson in itself, talking about rights and responsibilities and then seeing it through all the way to them voting was a great experience and not only for us but their parents were very proud as well. The next picture we have our step challenge. When we addressed the lesson of exercise, we split our interns into two groups, and then the staff, the teacher, and the job coach as well, participated. In the challenge, all of the interns were given a pedometer to wear over the course of the month, and each day their steps were tracked, and there was a goal. The first team to meet the goal won. They had a lot of fun. There were team captains appointed. It was a lot of fun. The interns were able to motivate each other and themselves and then at the end, the winners got yogurt parfaits, so that was a fun activity. The next was an outing that we went on to the local YMCA. We were able to take a tour of the fitness center are along with participate in some of the classes that were offered and see the outdoor activities as well. And with that, the YMCA actually gave us, an intern a free pass to the YMCA so they could go on their own time for free. Here is a picture of us at the park. We went to the community park and did activities there just to show them that exercising and getting acting can be fun and doing it in different ways, not only like I had just mentioned the YMCA, but also going to the park.

So now I'm going to pass it over to Ms. Patty.

>>PATTY: I feel like I'm a part of Texas now. I would like to say how excited we are to implement the HealthMatters curriculum, and the first thing we decided to do was join the senior exercise Level 2 class weekly, and this entailed us coming off rotation and that last teaching hour, going up to the technical center and joining the Level 2 lab, we empowered them to also have the curriculum and put that in their hands, and they began going through that curriculum and setting it up and teaching each of those areas mentioned earlier in this presentation to the interns. So it was exciting to see that peer to peer interaction, and a lot of times we found that, obviously you would see a different dynamic when they would hear it from their pierce and very exciting to see that follow up, and we are in a hospital so even on their rotations as they encounter the health and wellness Tom topics they would be affirmed in what they were learning. One of the activities we did was to walk from the career center down the road to a local store thrift shop to go in and find some exercise clothes that would be appropriate to use and again being able to do this with our exercise buddies made it that more fun and realistic with fashion that they would want to walk out in so that was a nice opportunity to do that.

Here you will see that we're actually on the property stretching after a walk that we had taken ‑‑ again, trying to meet people where they're at. We had people from, walking in weight of 418 pounds, all the way to that person that was very, very thin and underweight. So it's exciting to meet people exactly where they're at. Part of our weekly gathering was keeping personal journals and logging weight and see if we could see a difference throughout the year.

This is inside the actual exercise science lab. And so not only did we do group activities but they also broke down and were able to look at personal goals that each intern had, and then the exercise science students were able to really they tailor and individualize programs for specific needs. You take someone on rotation and they say how can I do this better. For some strengthening or moving a cart or bending they might say I need to be stronger, upper body, I want to be able to use the stairs instead of the elevator, I want to take the pounds off. So being able to network with each other and structure with others to meet their goals and have the senior buddies create a program that would be a great way for them to create a plan and carry out their goals. Another opportunity that we had was to be able to go to a local fitness and do a program called cardio drumming. I don't know if anyone has done that or not, but I recommend it. Especially for people with disabilities. As soon as I took a class I just knew they had to have the interns being ex‑exposed to this. The teacher stands at the front and puts music on and starts making movements and all you do is follow along with what the teacher does it's almost like a Simon says deal. This really captured the heart of a business person. So the person that owns this exercise area, turned out that she too walked with health issues herself, she lost 123 pounds. And at age 50, her husband bought her this gym. She happened to be the bus driver of one of the gals you see pictured here. And she was a special needs aid in the school system for over ten years, so it was exciting for her to see not only her own journey but recognize the growth and desire and ability for someone that she served so many years ago, to become healthier. She posted a few pictures of this moment together and within under an hour we had a local business that paid for our classes for the rest of the year. So we were very pleased to have that support and very excited to see others get on board and increase the class size as well. Here you can see the interns and also the senior class buddies explaining some of their projects. So as they were assigned different topics in regards are to heart health, diabetes, what have you, very exciting then that they too had to take what they were learning and be able to explain that and tell our interns educating and going both ways which is very exciting to see. Another opportunity that we have been able to be a part of for the last five years is the wilderness mobile coming into our city this is an operation from Minnesota, these are ten passenger canoes that you see in front of you and right in front of that you will see a number of interns wilderness staff, the exercise science students, and then also little white square there, if you can see, is the HealthMatters curriculum being utilized off site so we're excited to be able to say that we were able to take this are into a local park to be able to have an entire day focused on team building, health and wellness being able to destress in your neighborhood for free. Where could you go it take a walk after work. What could you do on a weekend maybe at minimal cost and maybe you can't rent a ten passenger canoe but could you do a pontoon or canoe. So it was very exciting to see not only everyone coming together with the same idea of health and wellness we were also able to incorporate parents and other organizations to bring a healthy snack throughout the day just to empower and nuclear of the entire health topic that particular day. And with that, I will hand that back to ‑‑

>>SANDY: Okay. Thank you Patty. We loved hearing about everything that you did in your program. We were kind of jealous to be honest.
[ laughter ]
okay. So just some ideas for what we're doing this year with our cohort, I guess everybody in the country knows that we experienced some severe flooding in Houston and Texas in general was hit pretty hard by hurricane Harvey so I am hopeful that we will be able to do a lot of this because we are actually going, we are actually being hosted by the university of Houston at Sugarland because our office building is closed so we're going to do our best to get all of this in but it is going to be a little bit more of a challenge than it was at United Health Care because of course we have access to nurses and all kinds of wonderful stuff at the office. So some of our ideas for 2017 and 2018 include having a nurse do our instructions and the following lessons, what is heart rate, what are is blood pressure, what is cholesterol, what is heart disease and diabetes. We feel like we could do these lessons if we really wanted to, as we have that expertise available to us we want to rely on, it and we will be able to get a nurse over to the university to you soon, to do that lesson, but I had a thought for all those host sites out there who don't have access to the nurses are like we do and aren't at a hospital, all schools have nurses so you could easily invite your school nurse in to do these lessons whether or not they could do all of them is a question but they could certainly do some of them. Diabetes would be a great one to do because we all know how devastating diabetes is to so many people. And of course I personally could use the blood pressure lesson myself. Okay so we also want to have ‑‑ we have a dietician on staff at United Health Care who does our employee participation program, I'm not sure if I'm saying that right. But of course we're going to have to get her over here too. But we're going to have her do some lessons for us including what nutrients we need, the healthy food choices, it's going to be much more impactful coming from her because she is a dietician. Questions on how much should I eat, portion sizes and the nutrition in my food, healthy food choices. We are teachers, we are able to provide lessons for our students and the curriculum is set out where anyone can demonstrate and provide the lesson. We have the expertise so we want to rely on that where we can. We're also going to be doing an ongoing tracking of water intake. Water intake is a pretty important factor in overall health and it's not necessarily something all of our interns take into consideration. I know I don't, because I drink too much Diet Coke. I don't want my interns watching my bad behavior and not drinking their water. Doing tracking to see how that impacts their sleep, how it impacts their focus, and to seeing how it makes them feel better. We're going to be doing an ongoing step challenge with of the interns and the onsite staff will probably have to wait until the spring semester because we are not in our office building at this time. But we found when we did it last year that some of our coworkers, the onsite business coworkers were jealous that we were doing this fun activity and they wanted to be part of it, so we're definitely going it let them be a part of it this year. And it was really good exercise for the interns because they are competitive; they wanted to win. And we could all tell an impact on how it made us feel and how our clothes fit also. And we're going to try to the best of our ability to incorporate our curriculum with the preparation and training of our host business, the United Health Care and our Special Olympics Unified Sports Team. It's a unit we're starting this year between project interns and United Health Care Texas community state employees. We're going to having a bowling team, and we're starting in a week or so to start that team for the first time. So we are really, really excited to see how that works out for us. Most of our interns are going to participate, and we hope that we're going to be able to include our interns from our past cohorts as well. Because we want to, can I grow the family and always have connection with our interns, and especially in the area of health. Because we want to make sure that they're living healthy lives, staying employed, that they have the quality of life that they want and deserve. So ‑‑ I'm sorry.

Okay. I think ‑‑ let me see. One ‑‑ okay. We did want to open it up for question and answers and then I was asked to also give a brief overview of Project Search for the people that aren't familiar with it. Project Search is an international school to work training programs for individuals with disabilities, specifically individuals with intellectual disabilities and Autism and developmental disabilities. It is open to high school students who have completed academic requirements, those first four years of core curriculum that have to be achieved in order to graduate from high school. In the fifth year it's available to students graduating by IEP to learn vocational skills, employability skills, the transferrable and marketable skills that students with disabilities need to maintain employment in the community. It's a comprehensive program. It covers self-advocacy, time management, money management, obviously, job skills, onsite, communicating with others, social skills, we touch independent living; it's really the whole‑person. So the interns are provided an opportunity, at a host business, in our case it's United Health Care. The original Project Search was in 1996, I believe, and at the Cincinnati Children's Hospital, and since the beginning of the program it has now grown to over 500 sites around the world. It's a phenomenal program. It's worth going to projectsearch.com and learning more about. Let's see what else should I say about it, Jessica? Jessica says it's great.
[ laughter ]
We are in our fourth year as a Project Search site at United Health Care, and the impact, not only to the interns is phenomenal, but also to the people that work at United Health Care. It really is a life changer for everyone because it opens your eyes to what people can do, and not just kind of the idea of what we think individuals with intellectual and developmental disabilities, what they're capable of, it has shown us every day that it's really about the ability and not the disability. They show us every day how wrong we are about our ideas about limitations. So I think that's all. Are there any questions? We can take some questions if there are any?

>>JASMINA: Thanks Sandy, this is Jasmina. If you have any questions please put them in a question and answer box. That's the way we're going to get them, and I'm going to read them out loud. It's just easier because we have many attendees so we will wait for the questions to come through via question and answer box.

>>SANDY: Okay.

>>JASMINA: Yes. Thank you. Or chat box.

We have a question. Any recommendation on how to get pedometers for interns.

>>SANDY: We actually did that we actually made that purchase ourselves. You might be able to ask one of your local retail outlets academy, Wal‑Mart, they might be willing to donate those items or allow them to be sold at a discount. You could find them, they're really not very expensive. We found some that were about, I want to say $8 apiece. Now they weren't the best quality, they're all didn't make it. So in order compensate for those that broke, we ended up using the apps on our phones which is another way to do it. If they have a watch, or they can always use their smart phone to track their steps.

>>JASMINA: Thanks.

And from Patty she said, at the hospital setting, it was an incentive for the employees and the hospital gave them to us. So all good.

Another question. There is a couple coming. If we were not at conference that year how can we get access to the curriculum?

>>SANDY: I don't think it's accessible through the Project Search either Schoology or the online research tools that are available at projectsearch.com but it is something that you can purchase. You can look for it online, and it is available for purchase.

>>JASMINA: Sandy, I can answer that. Yes, you can purchase ‑‑ I will put the link on the Web site. I think the question was, if United Health Care was providing free curriculum.

>>SANDY: Oh I apologize.

>>JASMINA: Okay. I don't know if it's still available through United Health Care for free. Does anyone know how to answer that from the presenters are. The other presenters are on mute so you will have to unmute yourselves if you have the answer to that. But I will post of the link to Amazon. Patty says contact your state's search representatives to get a copy.

Any other questions?

All right. I have also posted the Amazon link where you can purchase it. We have about four more minutes. We're going to stick around to see if there are any questions coming through. Other than that, the Webinar was recorded and also captioned we're going to make it available and send the e‑mail through when it's ready if you would like to share it with other colleagues. Thank you all for attending the Webinar today. The next Webinar is coming up in a couple of weeks on October 12th, and the topic is Promoting Health and Leadership in Project Search program. We will send out another e‑mail alerting you or reminding you to attend that one. Thank you. We are going to stick around, the presenters are going to stick around but feel free to sign off if there are no questions. Have a great rest of the day.

>>JASMINA: I think there are no other questions. We will sign off. Thank you all.

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