

# Certificate of Interdisciplinary Disability Studies in Public Health

## An Online Graduate Certificate of Study

### Program description:

The University of Connecticut (UConn) [Center for Excellence in Developmental Disabilities Education, Research and Service \(UCEDD\)](#), in partnership with the [UConn School of Medicine Department of Community Medicine and Health Care](#), is offering an online graduate-level certificate leading to the **Certificate of Interdisciplinary Disability Studies in Public Health**. In the official graduate school list of certificates, this program is identified as *Disability Studies in Public Health*.

The **Certificate of Interdisciplinary Disability Studies in Public Health (Disability Certificate)** is a **12-credit** graduate level course of studies offered entirely online. Disability Studies uses the 10 Essential Public Health Services as a framework to study the health and well-being of people with disabilities and their families, as well as the communities in which they live, learn, work, and play, and the populations of which they are a part.

The overall goal of the certificate program is to assure a competent public and personal health care workforce (Essential Service 8). The program will accomplish this by equipping students with the knowledge and skill competencies necessary to assure that the needs of people with disabilities are given equal weight in professional public health activities to both meet their individual needs and to assure that they have equal access to the same public health resources, services, research, and considerations given other members of the populations in which they are otherwise included.

The 10 Essential Services serve as the framework for all National Public Health Performance Standards:

The 10 Essential Public Health Services



Figure 2: The 10 Essential Public Health Services

SOURCE: <https://www.cdc.gov/nphpsp/essentialservices.html>

Toward this end, the UConn Disability Certificate has 10 goals distributed across the 4 courses leading to the certificate. The 10 goals of the Disability Certificate program are listed below. Following each goal is the corresponding course number (i.e., PUBH 550\*) and the Essential Service (ES) number.

1. To provide an in-depth review of public health issues critical to people with disabilities today within the context of the 10 Essential Public Health Services in Relation to Disability Studies. (PUBH 5501) (ES10)
2. To provide an in-depth analysis of epidemiological methods for monitoring the health status of people with disabilities to identify and solve community health problems. (PUBH 5502) (ES1)
3. To provide an in-depth analysis of epidemiological methods for diagnosing and investigating health problems and health hazards faced by people with disabilities both in the community at large and because of their specific disabilities. (PUBH 5502) (ES2)
4. To enable students to evaluate the effectiveness, accessibility, and quality of personal and population-based health services for people with disabilities. (PUBH 5502) (ES9)
5. To empower students to conduct research leading to new insights and innovative solutions to health problems affecting people with disabilities. (PUBH 5502) (ES10)
6. To provide an in-depth review of Disability Law, Policy, Ethics, and Advocacy issues critical to people with disabilities today that equips students with the essential tools for enforcing laws and regulations that protect health and ensure safety for people with disabilities. (PUBH 5503) (ES6)
7. To equip students with the tools necessary for developing new policies and plans that support individual and community health efforts inclusive of people with disabilities. (PUBH 5503) (ES5)
8. To inform students of existing evidence-based and promising practices in how to inform, educate, and empower others about health issues affecting people with disabilities. (PUBH 5504) (ES3)
9. To empower students to mobilize community partnerships and action to identify and solve health problems affecting people with disabilities. (PUBH 5504) (ES4)
10. To have the tools needed to link people with disabilities to needed personal health services and assure the provision of health care when otherwise unavailable. (PUBH 5504) (ES7)

Each goal has specific objectives that will be addressed in each course and will include requirement media and readings from a variety of disciplines. Students who earn the certificate, then will be competent to address disability-related issues through the lens of the discipline of public health.

### **Core Mission and Values of Disability Studies**

The Certificate of Interdisciplinary Disability Studies in Public Health reflects and incorporates three missions. Under UConn, the Disability Certificate:

“... is dedicated to excellence demonstrated through national and international recognition. Through freedom of academic inquiry and expression, we create and disseminate knowledge by means of scholarly and creative achievements, graduate and professional education, and outreach.

With our focus on teaching and learning, the University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, service, and outreach, we embrace diversity and cultivate leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. As our state’s flagship public University, and as a land and sea grant institution, we promote the health and well-being of citizens by enhancing the social, economic, cultural, and natural environments of the state and beyond.”

SOURCE: <http://academicvision.uconn.edu/introduction/mission-statement/>

As a certificate in partnership with the UConn School of Medicine Department of Community Medicine and Health Care, Disability Studies reflects the mission of that department, i.e.,

“... to provide education, research, and service to the University and the State of Connecticut and the global public health community. The department offers educational opportunities for individuals pursuing careers in the patient-care professions, public health and the biomedical sciences. The department’s teaching activities and research programs have four interrelated goals:

- Provide educational opportunities for Connecticut residents pursuing careers in public health, medicine, and dental medicine.
- Advance knowledge through epidemiological, clinical, ethical, legal, behavioral, and social research.
- Develop and evaluate innovative health-care services and prevention programs; and
- Assist health care and public health professionals improve their effectiveness through consultation and continuing education programs.”

SOURCE: <https://health.uconn.edu/community-medicine/about-us/>

The UCEDD’s mission is guided by the values set forth in the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (the DD Act). The core mission of the DD Act is to assure that:

“...individuals with developmental disabilities and their families participate in the design of, and have access to, needed community services, individualized and natural supports, and other forms of assistance that promote self-determination, independence, productivity, and integration and inclusion in all facets of community life, through culturally competent programs...”

SOURCE: <https://www.aucd.org/template/page.cfm?id=516>

Together, these missions and values guide the core approach to the Disability Certificate.

### **Certificate structure.**

The Certificate of Interdisciplinary Disability Studies in Public Health is designed to be a freestanding certificate whose targeted audience, in addition to public health students, consists of individuals in the professional and paraprofessional workforce in medicine, dentistry, nursing, social work, law, education, psychology, political science, physical therapy, occupational therapy, speech/language/hearing sciences, and other fields related to public health and disability who are in a position to help ensure health and social equity for all people with disabilities and their families.

The 12-credit certificate itself is an interdisciplinary set of courses that examines the multiple aspects of public health, health care, society, culture, politics, economics, history, legislation, education and social attitudes that impact people living with disabilities.

The four 3-credit courses that comprise the 12-credit Disability Certificate are:

- **PUBH 5501 Foundations of Public Health and Disability.** This course is a pre-requisite for enrollment in subsequent courses. Note: *With the permission of the instructor, this course may be taken as a stand-alone course by students **not** interested in pursuing the Certificate of Interdisciplinary Disability Studies in Public Health.*
- **PUBH 5502 Epidemiology of Disability.** (The course may be taken immediately following PUBH 5501 or after PUBH 5503).
- **PUBH 5503 Disability Law, Policy, Ethics, and Advocacy.** (This course may be taken immediately following PUBH 5501 or after PUBH 5502).
- **PUBH 5504 Public Health Interventions in Disability.** This course is the final course in the sequence and may only be taken after the other three are successfully completed.

Students must earn a letter grade of “B” or above in pre-requisite course to proceed to the next course(s) in the sequence. Students also must earn a letter grade of “B” or above in ALL courses to successfully graduate the Disability Certificate and receive the Certificate of Interdisciplinary Disability Studies in Public Health.

Certificate teaching faculty reflect the cultural diversity of the community and a range of learning experiences, backgrounds and specialties, as well, and include individuals with disabilities and their family members in the course sequence (e.g., for assignments and in media).

## **Certificate application information**

For more information about the Certificate of Interdisciplinary Disability Studies in Public Health, visit the certificate website. Individuals wishing to earn the Disability Certificate must have completed a Baccalaureate degree or higher from a regionally accredited college or university and will need to complete a [formal application process](#).

Contact: Tara Lutz at [lutz@uchc.edu](mailto:lutz@uchc.edu) or 860-679-8509 for more information about the application and enrollment process.

## **About the courses.**

All courses for the Disability Certificate are structured in the same manner as follows:

1. Course goals mirror the specific Disability Certificate goals as specified above.
2. Each course goal is broken into topically compatible modules. Successful completion of each module will empower the learner to answer essential questions associated with that module.
3. Each module is broken down into weekly learning objectives related back to course goals.
4. Each week, the learning objective is accompanied by required materials for students to access (i.e., listen to, watch or read). Formats of the required materials will include readings and, often, some form of media (e.g., a podcast or video).

Students in each course are expected to access ALL of the required materials for that course. Listening to, watching, and/or reading ALL required materials will enable the successful student to demonstrate a working knowledge of what they have learned by successfully meeting the remainder of the requirements for that week's objective. In other words, students must access the materials in advance of completing other weekly course requirements. Retention of information learned also is necessary for in completion of reflections and all other assignments.

It is important for students participating in this on-line program to distinguish it from an independent (and typically self-paced) program of studies. Each course follows the UConn Main Campus schedule for semester and/or summer session courses – i.e., the starting weeks and last day for completion of all coursework (typically the last day of finals) are identical.

Students are expected to adhere to deadlines established for each course to avoid falling behind in their studies and, because some of the course requirements involve on-line interactions with fellow enrollees of each course, to assure that other students are able to meet their obligations.

## **Assessment procedures (required products)**

Meeting all course requirements is how course instructors will assess students' mastery of weekly objectives, course goals, and ultimately the goals of the Certificate of Interdisciplinary Disability Studies in Public Health.

Assessment for each course consists of weekly discussions posts and responses, reflections, and assignments. Each product is graded on a scale from 0-100 based on a scoring rubric available to students. Students are advised to consult the rubric for each type of assignment to gauge the quality of their work prior to its submissions. The components and weights assigned for the overall grades for each course is as follows. Each component is described in detail after the grading scale.

Component	Weight of average for final grade
Average of discussion grades (0-100 points each)	30%
Average of reflection grades (0-100 points each)	30%
Average of interim assignment grades (0-100 points each)	20%
Final assignment (0-100 points)	20%

**Grading Scale for individual Course Components and for the Overall Course GPA:**

Grade	Letter Grade	GPA
97-100	A+	4.3
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

As stated before, students must earn a letter grade of “B” or above in all courses successfully in order to be conferred with the Certificate of Interdisciplinary Disability Studies in Public Health.

**Late Policy.** Any student who anticipates difficulty in meeting any course deadlines is expected to contact the course instructor as soon as possible to determine how best to proceed.

In the event that a student is unable to complete a discussion board posting or assignment on time due to an emergency, it is the student’s responsibility to contact the course instructor by email AND phone message soon as possible to make alternative arrangements. In this case, no penalty will apply.

Any late submissions that are not the result of an emergency **and** are not authorized by the instructor will not be graded and a “0” will be received for that submission. This “0” will be averaged in to the grade for that component and will affect the course grade and potential eligibility for earning the Disability Certificate.

NOTE: It is strongly recommended that students complete all written assignments in a separate word document and maintain these documents for your personal access outside of

the HuskyCT environment. This will allow you to cut and paste your content directly onto the HuskyCT discussion board for others to read and discuss. Your word documents should be attached as required for both reflections and all other assignments, including the final one. Saving a back-up copy also will assure that technical problems with HuskyCT are not the reason for any violations of the Disability Studies late policy.

## **Required products**

Each student is responsible for completing each specific course product required by the due date. It is through timely submission of each product that each student will be evaluated:

1. **Course orientation.** At the beginning of each course, students will introduce themselves to their classmates and instructor by volunteering information about themselves and providing information regarding their background and experiences with people with disabilities. This information is required within the context of why the student is taking the course and/or applying to the Disability Certificate.

***Responses are to be posted on the Discussion Board by midnight on the Tuesday of the first week of classes but will not be graded.***

Nonetheless, this activity must be completed prior to initiating the other course requirements for evaluation.

2. **Weekly discussion board.** Each week, students are required to use the discussion board to expand on the content covered in each week's required materials. These discussions replace the face-to-face interactions and dialog that would occur in a classroom. They also provide an opportunity for students to demonstrate that they are keeping up with the course. A rubric for participation in the weekly discussion for each course is provided as a guide for students to judge the quality of their contributions.

There are the two components to each weekly discussion board:

- a. Each student must submit an initial post (between 500 and 1000 words) to respond to a prompt and/or question(s) posed by the course instructor. Prompts/questions will relate to the week's learning objectives and allow each student to demonstrate what s/he has learned. Students are only required in discussion posts to cite their sources from the week's required materials by author and year of publication (when available). Students may (but are not required) to incorporate references from other courses, independent research on websites or related professional literature, and their professional or even personal experiences to support the initial post. If outside resources are used, students must use APA format for each reference. Citing other sources does not replace the need to provide evidence that students have accessed the required materials.

***Initial posts are due before midnight of the Tuesday the week in which the learning objective appears on the course schedule. See the current course schedule for actual due dates.***

- b. Each student also is required to thoughtfully respond to posts of, minimally, two of their classmates. Ideally, responses should be posted in sufficient time for a true interchange between students to occur.

***These response are due before midnight of the Thursday FOLLOWING the initial posts. See the current course schedule for actual due dates.***

Again, it is essential that students meet these deadlines each week to enable their classmates time to read and respond to their initial posts. **Please note that ALL initial posts must be made before students will be allowed to respond to classmates' posts. Additionally,** discussion requirements can ONLY be met using HuskyCT's Discussion Board. Use of any other forum will result in a "0" for that week's discussion grade.

3. **Module reflections.** As described, each week's learning objectives are clustered into Modules driven by the same essential questions you are expected to be able to answer upon completion of each module. Reflections are required upon timely completion of each module. Each end-of-module reflection provides an opportunity for students to synthesize information from the previous module and apply that information to their Disability Studies. Each reflection should include the following components

- A brief summary of the content of the module
- New insights you have had as a result of completing the module
- Any particularly strong emotional reactions you had to the content and why
- Any questions you have that you were not able to ask (I will try to answer these when I review your reflection)
- Your thoughts about how you would answer the essential questions of the module in terms of your own life (personal and professional)
- Ideas you have to resolve any issues raised in discussions that were left unresolved

Reflections should be from 1000-2500 words in length. The quality of each submission will be assessed in terms of students' demonstration of subject knowledge as demonstrated in the brief summary, the quality of the reflection (as gauged by how well each of the above components is incorporated into the synthesis), the organization and development of thoughts and ideas about the module content, and the effort made to demonstrate personal and professional growth as a result of completing the module.

***Reflections are due by midnight on the Friday of completion of the module. See the current course schedule for actual due dates.***

4. **Interim assignments.** Each assignment may correspond to one or more course modules. These expand on topics within the modules and may require students to access resources outside of the required materials for the course. **Students are strongly advised to read the instructions for completing each interim assignment carefully before initiating work on the assignment. This is because the approach taken to complete a particular assignment and how evidence of assignment completion is provided may differ.**

***Interim assignments are due on the date assignment within each course. See the current course schedule for actual due dates.***

5. **Final assignment.** For each course, a final assignment is required. The directions for the final assignment for each course may differ slightly but, overall, this is a culminating activity by which students demonstrate knowledge and skill competencies required for successful completion of the course through application to an area of personal interest. Students are required to submit a 100-300 word proposal for each final assignment to the course instructor midway through the course. The proposal must include:

- A tentative title for the assignment.
- Why the proposed area of interest was chosen.
- A summary of the proposed approach to the assignment.
- A statement of relevance to the overall course.

Instructor approval by email is required.

***The proposal for the final assignment is due around the of the week of midterms (or by the middle of the third week of any summer session).***

***Final assignments are due before midnight of the last day of finals for the semester or summer session in which the course is conducted.***

### **Additional requirements**

### **Student Responsibilities and Resources**

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

### **Feedback and Grades**

I will make every effort to provide feedback and grades within 3 days of posting. To keep track of your performance in the course, refer to My Grades in HuskyCT. Also, should you have any questions regarding any of the course materials or requirements, please feel free to email me at any time and I will make every effort to get back to you that same day and arrange to call you if necessary

### **Student Code**

You are responsible for acting in accordance with the [University of Connecticut's Student Code Review](#) and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [University of Connecticut Libraries' Student Instruction](#) (includes research, citing and writing resources)

## Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

## Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

## Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through the [Student Administration System](#).
- Non-degree students should refer to [Non-Degree Add/Drop Information](#) located on the registrar's website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

## Academic Calendar

The University's [Academic Calendar](#) contains important semester dates.

## Academic Support Resources

[Technology and Academic Help](#) provides a guide to technical and academic assistance.

## Students with Disabilities

UConn Storrs students needing special accommodations should work with the University's [Center for Students with Disabilities](#) (CSD). You may contact CSD by calling (860) 486-2020 or by emailing [csd@uconn.edu](mailto:csd@uconn.edu). If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

UConn Health students needing special accommodations should work with the UConn Health's [Office of Institutional Equity](#). You may contact OIE at 860-679-3563 or [equity@uconn.edu](mailto:equity@uconn.edu) .

### **Policy against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information.

### **Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Institutional Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.