Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

Overview of the Program

The University of Connecticut (UConn) A.J. Pappanikou 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 Disability Studies in Public Health Online Graduate Certificate.

The Disability Studies in Public Health Online Graduate Certificate is a 12-credit graduate level course of studies offered online. Disability is a significant public health concern that has become a national health and social justice priority. Persons living with disabilities can rightfully be viewed as an underserved minority population. The purpose of the online graduate certificate is to address these disparities and injustices by building students’ knowledge and competencies in multiple aspects of health, society, and the environment as related to disability, so that students will be better able, in their existing and future professional lives, to make a positive impact on the health and well-being of this at-risk population.

The Disability Studies in Public Health Online Graduate Certificate reflects UConn’s values and commitment to providing the best education possible to enable students and health and human services professionals to enhance the quality of life for people with disabilities and their families. We value self-determination and advocacy for people with disabilities, and we are committed to community inclusion, independence, and the recognition of each person’s ability to contribute to society.

The goals of the certificate are: Students will learn to apply fundamental principles of disability practices, public health, and social sciences to define health and social problems, establish associations and causes, recommend evidence-based interventions, and implement effective responses to disability issues and concerns; develop lifelong state-of-the-art learning skills that incorporate cultural diversity and competence; be prepared to disseminate research and data that informs and promotes the independence, productivity, accommodation, integration and inclusion of individuals with developmental disabilities and their families; gain knowledge and skills that prepare them to serve in a broad range of professional, social, and community roles, including advocacy, systems change, and research that support persons living with disabilities.

The certificate 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 certificate are:

- Foundations of Public Health and Disability
- Epidemiology of Disability
- Disability Law, Policy, Ethics, and Advocacy
- Public Health Interventions in Disability

The certificate is designed to be a freestanding course of studies whose primary targeted audience is individuals in the professional and paraprofessional workforce in: medicine, nursing, social work, law, education, psychology, political science, and other fields related to public health and disability who are in a position to help ensure health and social equity for all persons with disabilities and their families.

As such, the certificate is inclusive of a mix of students from a broad spectrum of academic disciplines, programs and cultures that reflect the diversity of the community. Successful achievement of the Disability Studies in Public Health Online Graduate Certificate signifies the centrality of disability within the individual student’s academic or professional field. A professional portfolio is an important outcome of the PHCIDS. Students will be able to build a scholarly professional portfolio in disability studies by the conclusion of the program. The final portfolio will be comprised of a collection of scholarly products generated through and dependent on the individual requirements and expectations integrated into each course.
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. The courses are open to students matriculated in the program. A limited number of others interested in enrolling in the courses may do so with permission of the instructor.

This course is an introductory survey of the ways in which disability, both developmental and acquired, are affected by and interact with public health policy and practice. The major goal is to provide a foundational understanding of a comprehensive set of disability issues as related to the core elements of public health. Topics covered include: history of disability, definitional and diagnostic issues of disability, epidemiology, disability law, ethics, interventions, research, underlying social attitudes toward disability and their impact on public health policy and practices, and more. The course is intended for students matriculated in the certificate program. Other students may take the course with instructor permission.

The course will be offered online and student participation is required.

**Course and Instructor Information**

**Course Title:** Foundations of Public Health and Disability  
**Credits:** 3  
**Format:** Online  
**Prerequisites:** Course Prerequisites - none  
**Primary Instructor:** Tara M. Lutz, M.P.H., CHES  
**Email:** tara.lutz@uconn.edu

**Course Materials**

Required course materials should be obtained as soon as possible following the first day of class.

Texts are available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

**Required Materials:**
Disability and Public Health  
Charles Drum, Gloria Krahn and Hank Bersani, Eds.  
Publication date: July 2009  
Publisher: APHA Press

Critical Thinking: Concepts & Tools  
Richard Paul and Linda Elder  
Publisher: Foundation for Critical Thinking  
ISBN: 978 -0-944583 -10-4  

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources

**Course Description**

The course is an introductory survey of the ways in which disability, both developmental and acquired, is affected by, and interacts with, public health policy and practice. The major goal of this course is to provide a foundational understanding of a comprehensive set of issues of both acquired and developmental disability as related to the core elements of public health.

Topics include: history of disability, definitional and diagnostic issues of disability, epidemiology, disability law, ethics, research, individual and public health interventions, financing, research and the future of disability. This course will examine underlying social attitudes both toward disability as a construct, and toward people with disabilities and the impact that those attitudes have on public health policy and practices.
The course is intended for students matriculated in the online graduate certificate program. Other students may take the course with instructor permission.

### Course Objectives

By the end of the semester, students should be able to:

1. Gain a foundational understanding of a comprehensive set of issues of both acquired and developmental disability as they relate to the core elements of public health
2. Describe how an understanding of disability is integral to disciplines and competencies in public health
3. Explain the basic differences between disability and disease processes and the relationship between the two
4. Describe mechanism of the disablement process to explain direct and indirect effects of the creation of disability
5. Describe the role of societal and community factors in both the onset of and solution to health outcomes related to disability
6. Describe current controversies in disability and be able to apply the Public Health Code of Ethics, human rights, and moral theories in policies for disability services
7. Explain how disability has an expanding role in healthcare and public health policy and practice
8. Identify the ethical, social and legal issues implied by epidemiology of disability

### Course Outline (and Calendar if Applicable)

**August 29 – September 2, 2016**
- Week 1: Critical Thinking Skills

**September 5 – September 9, 2016**
- Week 2: Overview of Public Health and Disability
  - Week 2 Discussion Due 9/6/16
  - Short Paper #1 Due 9/9/16

**September 12 – September 16, 2016**
- Week 3: Specific Disability Categories

**September 19 – September 23, 2016**
- Week 4: Epidemiology of Disability
  - Week 4 Discussion Due 9/20/16
  - Short Paper #2 Due 9/23/16

**September 26 – September 30, 2016**
- Week 5: Research in Disability
  - Week 5 Discussion Due 9/27/16

**October 3 – October 7, 2016**
- Week 6: Living with Disability
  - Week 6 Discussion Due 10/4/16

**October 10 – October 14, 2016**
- Week 7: Financing of Disability Services
  - Week 7 Discussion Due 10/11/16
October 17 – October 21, 2016
Week 8: Intervention Considerations
   Week 8 Discussion Due 10/18/16
   Mid-term Exam Due 10/21/16

October 24 – October 28, 2016
Week 9: Legal and Regulatory Concerns
   Short Paper #3 Due 10/28/16

October 31 – November 4, 2016 and
November 7 – November 11, 2016
Weeks 10 and 11: Bioethics and Disability
   W10-11 Discussion Due 11/8/16

November 14 – November 18, 2016
Week 12: Future Trends in Disability
   W12 Discussion Due 11/15/16
   Final Paper Due by 11/18/16

November 21 – November 25, 2016
Week 13: Thanksgiving Recess – No Class

November 28 – December 2, 2016
Week 14: Final Paper Presentations
   Week 12-13 Final Paper Post Due 11/29/16
   Week 14 Discussion Due 11/29/16
   Short Paper #4 Due 12/2/16

December 5 – December 9, 2016
Week 15: Course Review and Final Project Wrap Up

Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Discussions (2 pts each)</td>
<td>20%</td>
</tr>
<tr>
<td>Short Papers (4 @ 5 pts each)</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

Working plan for the course
One of the great advantages of the online environment is that it allows for self-paced learning within the framework of the course outline and requirements. This allows each student the ability to work on the materials when it is most convenient for them. You can organize yourself the way it is most convenient for you. Be aware, however, that I will not accept any of the assignments such as short papers, discussion postings or exams at any time other than the designated week in which it is due. While each week is slightly different in terms of content and expectations there are some consistent and common expectations within the course module. This is what you are expected to do in each week:
**Participate in the discussion board.** There is an online discussion board for each week. The discussion board is your equivalent to the face-to-face classroom and becomes the place where you meet with other students and your instructor as a course community. This is the most important learning activity in each week, and provides the best opportunity for growth in your understanding of this complex topic. You are expected to include materials from the discussions in your assignments. You will be graded based on both the quantity and quality of your participation in the discussion boards. You are expected to write thoughtful and meaningful analyses *in your own words* using the critical thinking skills discussed in Week 1. Each discussion post should be between 1 and 2 pages in length and cite the readings from the course.

*Every student must submit at least two solid entries per discussion board:*

1. an initial entry focusing on your own ideas and analysis of the assigned topic that will be posted in each week's *Objectives and Activities* pages; **Due on each Tuesday by 11:59 PM.**

2. and a second entry in which you should engage with other students' ideas, but not copy what others have said. **Due on each Thursday by 11:59 PM.**

Each week contains discussions where you are asked to provide an original substantive and researched response by each Tuesday night, as indicated in HuskyCT's *Course Calendar*. You are to also provide at least one substantive response to a student peer's post by each Thursday night, as indicated in HuskyCT's *Course Calendar*. Substantive posts build on another's post by adding supportive research evidence or offer a counterpoint using peer reviewed research. All postings should be carefully edited. Failing to post one of the minimum two entries (or posting one very poor entry just to comply with the requirement) will automatically reduce your grade for the discussion by 30%, and therefore your highest possible grade would be 70 points (C-). Any additional entries are welcome, but not mandatory.

**Discussion Board Netiquette**

1. Be respectful of other people even if you strongly disagree with them. I am going to be asking some tough questions and also asking people to take the “unpopular” and "politically incorrect" positions during this course. Please honor other people’s courage.

2. Disability often invokes religious beliefs as explanations or as justifications for certain responses. Please honor other people’s faith convictions while being respectfully curious about how that helps them to understand the issues better.

**Short Papers** – You will write 4 papers that will focus on readings and videos found in each week’s topic. More complete guidelines and instructions can be found in the *Assignments* tool.

**Mid-Term Exam** - You will be writing 3-5 pages answering three questions and submitting this as a Word document through the *Assignments* tool in HuskyCT.

**Final Project** – A Final Project is required, consisting of a 10-15 page paper covering a controversial topic area selected from a list of topics provided by the instructor. In addition, you will submit a brief online summary presentation of your paper, to be followed by discussion and feedback from the course instructor and other students. More complete instructions can be found in the *Assignments* tool.

**Grading Scale:**

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

**Note**: Students must earn a letter grade of "B" or above in all courses to successfully graduate with the UConn Disability Studies in Public Health Online Graduate Certificate.

**Due Dates and Late Policy**

All course due dates are identified in HuslyCT’s Course Calendar. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

**Late Policy** - In this course, the primary mechanisms of participation are the discussion posts which each student is responsible for on a weekly basis. This constitutes a significant portion of your grade in this course. Should you be late posting your original response, this may impact others’ ability to comment on your post within the required timeframe. Therefore, late submissions are strongly discouraged. In the event you are unable to complete a posting or assignment on time, due to an emergency, please contact me as soon as possible. Please note students will be penalized for any late submissions that do not constitute an emergency or are not authorized by me prior to the due date. I encourage anyone who is encountering a problem meeting the course requirements and due dates to please contact me to discuss how I can assist.

**Feedback and Grades**

I will make every effort to provide feedback and grades within 2 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.

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**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.

**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

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. 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.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard's website)

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.

<table>
<thead>
<tr>
<th>Software Requirements and Technical Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Word processing software</td>
</tr>
<tr>
<td>● Adobe Acrobat Reader</td>
</tr>
<tr>
<td>● Internet access</td>
</tr>
</tbody>
</table>

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, students have access to the in person/live person support options available during regular business hours through HuskyTech. Students also have 24x7 Course Support including access to live chat, phone, and support documents.

<table>
<thead>
<tr>
<th>Minimum Technical Skills</th>
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<tbody>
<tr>
<td>To be successful in this course, you will need the following technical skills:</td>
</tr>
<tr>
<td>● Use electronic mail with attachments.</td>
</tr>
<tr>
<td>● Save files in commonly used word processing program formats.</td>
</tr>
<tr>
<td>● Copy and paste text, graphics or hyperlinks.</td>
</tr>
<tr>
<td>● Work within two or more browser windows simultaneously.</td>
</tr>
<tr>
<td>● Open and access PDF files.</td>
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</tbody>
</table>

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information.

<table>
<thead>
<tr>
<th>Evaluation of the Course</th>
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</thead>
<tbody>
<tr>
<td>Students will be provided an opportunity to evaluate instruction in this course using the University’s standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).</td>
</tr>
</tbody>
</table>

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.