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 Disability Studies in Public Health Online Graduate Certificate Program is a 12-credit graduate level course of studies offered online. The program is administered through the UConn School of Medicine Department of Community Medicine and Health Care, in partnership with the UConn A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD). 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 Disability Studies in Public Health Online Graduate Certificate Program 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 program 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 Disability Studies in Public Health program 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 life-long 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 program 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 Disability Studies in Public Health program are:

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

The program 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 Disability Studies in Public Health program 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 program signifies the centrality of disability within the individual student’s academic or professional field. A professional portfolio is an important outcome of the program. 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. The program 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 Disability Studies in Public Health 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.
The goal of PUBH 5502 Epidemiology of Disability is to extend the concepts and methods of epidemiology to the major categories of acquired and developmental disabilities and their risk factors, incidence and prevalence rates. Research design, definitional aspects of disability, and etiologic factors are emphasized throughout the course. Students in this class will develop competency in identifying and understanding the historical context of disability epidemiology, epidemiological terminology of specific disability conditions and methodological concepts. The student will be expected to be able to describe current epidemiological concepts and controversies in acquired and developmental disabilities. The goal of this course is to provide a foundation in epidemiological methods and to understand the ways in which disability can provide a useful perspective on high quality epidemiological studies that can advance the field of public health.

Course and Instructor Information

Course Title: Epidemiology in Disability
Credits: #3
Format: Online
Prerequisites: Course Prerequisites - none
Professor: TBD

Email:
Telephone: Other: 860-679-1500 (UCEDD)
Office Hours/Availability

Course Materials

Required course materials should be obtained before the first day of class.

The text required for this course is:

Public Health Perspectives on Disability - Epidemiology to Ethics and Beyond
by Donald J. Lollar, Elena M. Andresen, eds. Publisher: Springer, New York

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.

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

Course Description

This course extends the concepts and methods of epidemiology to the major categories of acquired and developmental disabilities and their risk factors, incidence and prevalence rates. Research design, definitional aspects of disability, and etiologic factors are emphasized throughout the course. Students in this class will develop competency in identifying and understanding the historical context of disability epidemiology, epidemiological terminology of specific disability conditions and methodological concepts. The student will be expected to be able to describe current epidemiological concepts and controversies in acquired and developmental disabilities. The goal of this course is to provide a foundation in epidemiological methods and to understand the ways in which disability can provide a useful perspective on high quality epidemiological studies that can advance the field of public health.

Course Objectives

At the end of the course, you will be able to:

- Identify strengths and limitations of study designs and methods used in epidemiologic research on disability.
- Develop a basic understanding of the multi factorial etiology, environmental and biological conditions of the major acquired and developmental disability categories.
- Critically appraise published research studies on disability epidemiology.
- Identify and critically evaluate sources of data for acquired and developmental disabilities.
- Identify evidence based clinical and population based prevention measures for acquired and developmental disabilities.

### Course Outline (and Calendar if Applicable)

<table>
<thead>
<tr>
<th>Week 1: (Jan. 19 – 22, 2016)</th>
<th>Overview of Epidemiology and Disability</th>
</tr>
</thead>
</table>
Discussion #1 Due – 1/25/16 |
| **Week 3: (Feb. 1 – 5, 2016)** | Major Categories of Disability and Implication for Epidemiology  
Discussion #2 Due – 2/1/16  
Submit Epidemiological study for Final Paper – Due Week of 2/1/16 |
| **Week 4: (Feb. 8 – 12, 2016)** | Major categories of Disability and implications for epidemiology, continued  
Discussion #3 Due – 2/8/16  
Case Study One – Due Week of 2/8/16 |
| **Week 5: (Feb. 15 – 19, 2016)** | Disability and Environment Part 1: The Epidemiological Triangle and The Conceptualization of Disability  
Discussion #4 Due – 2/15/16 |
| **Week 6: (Feb. 22 – 26, 2016)** | Disability and Environment Part 2: Social Attitudes and Perceptions and the Implication for Epidemiology of Disability  
Discussion #5 Due – 2/22/16  
Case Study Two – Due Week of 2/22/16 |
| **Week 7: (Feb. 29 - Mar. 4, 2016)** | Historical Perspectives on Epidemiology and the Impact on Persons with Disabilities  
Discussion #6 Due – 2/29/16 |
| **Week 8: (Mar. 7 – 11, 2016)** | Foundations of Epidemiology: Data Collection Challenges and Opportunities  
Discussion #7 Due – 3/7/16 |
| **Week 9: (Mar. 21 – 25, 2016)** | Decision Making in Disability Epidemiology  
Discussion #8 Due – 3/21/16 |
| **Week 10: (Mar. 28 – Apr. 1, 2016)** | Critical Analysis and Interpretation of Disability Epidemiological Studies  
Discussion #9 Due – 3/28/16  
Case Study Three - Due Week of 3/28/16 |
| **Week 11: (Apr. 4 – 8, 2016)** | Designing Effective Epidemiological Studies of Disability Part 1: Retrospective Studies  
Discussion #10 Due – 4/4/16 |
| **Week 12: (Apr. 11 – 15, 2016)** | Designing Effective Epidemiological Studies of Disability Part 2: Prospective Studies  
Discussion #11 Due – 4/11/16 |
| **Week 13: (Apr. 18 – 22, 2016)** | |
Week 14: (Apr. 25 – Apr. 29, 2016)
Final Project Presentations Due
Discussion #13 Due – 5/2/16

Week 15: (May 2 – May 6, 2016)
Course Review
Discussion #14 Due – 5/2/16

Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Discussions (10 pts each x 14)</td>
<td>28%</td>
</tr>
<tr>
<td>Case Studies (100 pts each x 4)</td>
<td>40%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>32%</td>
</tr>
</tbody>
</table>

Discussions: (28% of grade)
Students will post responses in an open online format to questions generated by instructor and will comment on at least one classmate's posting. Participation via discussion boards is an integral part of an online course. Each week contains discussion exercises where you are asked to provide an original substantive response by the due date indicated in HuskyCT's Course Calendar. No more than 2 pages are necessary to adequately respond, however, your responses should be well-written, checked for grammar and spelling errors, and should represent an integration of your prior knowledge and the assigned readings upon which the discussion prompt is based. Your original discussion post will be graded using the rubric available on HuskyCT. It is important that you review this prior to the first assignment and contact me should you have any questions.

You are also to provide one substantive response to a student peer's post each week. Specific dates for each response are included in HuskyCT's Course Calendar. All discussions are due on midnight Monday each week. Responses must be posted by the following Monday. Should you have any questions concerning this schedule, please contact me prior to the scheduled due date or I will assume you have understood when your assignments are due and have no questions. Substantive posts build on another's post by adding supportive research evidence or offer a counterpoint using peer reviewed research. Therefore, it is vital that you post your discussion response on time in order to offer peers an opportunity to review and comment. All postings should be carefully edited.

Case Studies: (40% of grade – 10% each)
Due dates for Case Study Assignments are posted in HuskyCT’s Course Calendar. Case Studies:
You will be required to complete 4 case studies in various weeks in this course. These involve issues that relate to the readings assigned during the week. Specific questions accompany each case study. Please write out the question (in bold) and then your response. Each page should be typed, double-spaced, using 1" margins and 12 point font, proofread for spelling and grammar. Each case study has page limits, please review. Failure to comply with these guidelines and late papers will receive a lower grade. The due dates for the Case Studies will be listed in HuskyCT’s Course Calendar. Each Case Study will be worth 10% of your grade.

Final Paper: (32% of grade)
A Final Project is required, consisting of a 10-15 page paper covering an analysis of a selected epidemiological study of disability; in addition, the student will submit a brief online summary presentation of their paper, to be followed by discussion and feedback from the course instructor and class.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</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>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>

Due Dates and Late Policy

All course due dates are identified in Husky CT’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 28% 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 by phone or email to discuss how I can assist. I would be very happy to arrange a time to talk with you.

Feedback and Grades

I will make every effort to provide feedback and grades with respect to Discussion posts and other Assignments 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.

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 on Academic Integrity:

- 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 http://www.blackboard.com/platforms/learn/resources/accessibility.aspx)

Software Requirements and Technical Help

- Word processing software
- Adobe Acrobat Reader
- Internet access

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center (www.dlc.uconn.edu). Students also have 24x7 access to live chat, phone and support documents through www.ecampus24x7.uconn.edu.

### Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

University students are expected to demonstrate competency in Computer Technology. Explore the [Computer Technology Competencies](#) page for more information.

### Evaluation of the Course

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).

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