PUBH 5504: Public Health Interventions in Disability

Instructors
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Course description:
This course is the final course in the Certificate of Interdisciplinary Disability Studies in Public Health (Disability Certificate). It aligns with the 10 Essential Public Health Services. It critically examines public health systems and programs across the lifespan available to people with disabilities that impact health. It extends on foundational principles that are evidence-based and driven by epidemiologic studies of disability within the context of existing laws and policies.

The course is intended for students matriculated in the Certificate of Interdisciplinary Disability Studies in Public Health (Disability Certificate).

Prerequisites: PUBH 5501, 5502, & 5503

Course goals:
To inform students of existing evidence-based and promising practices in how to:

1. Inform, educate, and empower people about health issues (PUBH 5504) (ES3)
2. Mobilize community partnerships and action to identify and solve problems (PUBH 5504) (ES4)
3. Link people with disabilities to needed personal health services and assure the provision of health care when otherwise unavailable (PUBH 5504) (ES7)
4. Assure competent public and personal health care workforce (PUBH 5504) (ES8)

Course Objectives:
By the end of this course, students will be able to:

1. Explain how the social determinants of health impact the health of people with disabilities.
2. Explain how the life course perspective is incorporated in the 10 Essential Public Health Services.
3. Define person-centered planning as it relates to the health of people with disabilities.
4. Explain how person-centered planning should be incorporated for aging people with disabilities.
5. Discuss the role of families/caregivers in the health of people with disabilities.
6. Compare the perspectives of a person who identifies as having a disability and person who does not identify as having a disability on the topic of what determines health.
7. Define medical home and family-centered care.
8. Describe the process of transitioning from pediatric to adult care for people with disabilities.
9. Explain how including people with disabilities in emergency preparedness is an example of public health activity.
10. Discuss a specific resource from a national partner or national program dedicated to the health promotion of people with disabilities.
11. State issues unique to health promotion for people with disabilities.
12. Compare and contrast approaches to health promotion for people with disabilities and health promotion in the general population.
13. State what self-determination is and why it is relevant to health promotion for people with disabilities.
14. Describe evidence-based interventions for supporting how people with disabilities acquire the skills they need to meet their own health needs.
15. Explain how evidence-based approaches to health prevention and intervention specifically for people with disabilities improves both access and equity for this sub-population.
16. Summarize the principles of universal design as these apply to health promotion for people with disabilities.
17. Describe the range of assistive technologies that enhance access to health promotion activities by people with disabilities.
18. List health care and related providers who play a role in health promotion and care for people with disabilities.
19. Describe programs and opportunities for health care providers to maximize positive health outcomes for people with disabilities.
20. Develop a plan for maximizing access and equity in health promotion and health care for people with disabilities.
21. Provide a rationale for interdisciplinary disability studies as it relates to improving the health of people with disabilities.
22. Describe how the 10 Essential Services relate to each other and shape public health efforts at the systems level for people with disabilities.
23. Summarize how key terms from this certificate program (social determinants, of heath, self-determination, health promotion, evidence-based practices, etc.) relate to public health and disability.
The alignment of this course with the CEPH Foundational Competencies and the competencies required by the UConn MPH program appear in the next pages.

These competencies are followed by requirements for this course and the course schedule. Please be sure to read to the end of this document to be prepared to proceed.
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<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Learning objective</th>
<th>CEPH foundational competency &amp; UConn MPH competency</th>
<th>Interprofessional UConn MPH competency</th>
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</thead>
<tbody>
<tr>
<td>1. Addressing health issues affecting people with disabilities</td>
<td>Social determinants of health</td>
<td>1.1 explain how the social determinants of health impact the health of people with disabilities</td>
<td>Assess population needs, assets, and capacities that affect communities’ health (CEPH 7)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
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<tr>
<td>The life course perspective &amp; person-centered planning across the life course</td>
<td>1.2. Explain how the life course perspective is incorporated in the 10 Essential Public Health Services.</td>
<td>1.2. Explain how the life course perspective is incorporated in the 10 Essential Public Health Services.</td>
<td>Apply systems thinking tools to a public health issue (CEPH 22)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
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<td>1.3 Define person-centered planning as it relates to the health of people with disabilities.</td>
<td>1.3 Define person-centered planning as it relates to the health of people with disabilities.</td>
<td>Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)</td>
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<td>1.4 Explain how person-centered planning should be incorporated for aging people with disabilities.</td>
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<td>Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)</td>
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<td>Families/caregivers/supports</td>
<td>1.5 Discuss the role of families/caregivers in the health of people with disabilities.</td>
<td>Assess population needs, assets, and capacities that affect communities’ health (CEPH 7)</td>
<td>Respect and protect the rights and differences of persons and the communities in which they live (MPH I 5)</td>
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<td>1.6 Compare the perspectives of a person who identifies as having a disability and person who does not identify as having a disability on the topic of what determines health.</td>
<td>Examine root causes of injustice, inefficiency and ineffectiveness of U.S. healthcare (MPH 11)</td>
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<td>Select communication strategies for different audiences and sectors (CEPH 18)</td>
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<td>Examine root causes of injustice, inefficiency and ineffectiveness of U.S. healthcare (MPH 11)</td>
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<td></td>
<td>MCHB, medical home, and family-centered care</td>
<td>2.1 Define medical home and family-centered care.</td>
<td>Apply systems thinking tools to a public health issue (CEPH 22) Use vital statistics and other key data sources to characterize the health status, social conditions, and health risk factors evident in communities, with particular attention to health inequities (MPH 1)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
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<td>2. Public health systems available to people with disabilities</td>
<td>Transition for pediatric to adult care</td>
<td>2.2 Describe the process of transitioning from pediatric to adult care</td>
<td>Apply systems thinking tools to a public health issue (CEPH 22)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
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<td>Use vital statistics and other key data sources to characterize the health status, social conditions, and health risk factors evident in communities, with particular attention to health inequities (MPH 1)</td>
<td>economic, social &amp; political discussions about health (MPH I 1)</td>
</tr>
<tr>
<td>Emergency preparedness</td>
<td>2.3 Explain how including people with disabilities in emergency preparedness planning is an example of public health activity.</td>
<td>Assess population needs, assets, and capacities that affect communities’ health (CEPH 7)</td>
<td>Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
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<td>National partnerships and programs</td>
<td>2.4 Discuss a specific resource from a national partner or national program dedicated to the health promotion of people with disabilities.</td>
<td>Assess population needs, assets, and capacities that affect communities’ health (CEPH 7)</td>
<td>Promote evidence-based public health practices that</td>
<td>Use written and oral formats to deliver efficient and effective messages that assess risk, promote health, and manage disease in communities (MPH I 2)</td>
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<td><strong>3. Health Promotion Across the Lifespan for People with Disabilities</strong></td>
<td>3.1 State issues unique to health promotion for people with disabilities.</td>
<td>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (CEPH 6)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
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<td>3.2 Compare and contrast approaches to health promotion for people with disabilities and health promotion in the general population.</td>
<td>Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)</td>
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<td><strong>Empowering People with Disabilities to self-determine solutions to challenges that affect their own health</strong></td>
<td>3.3 State what self-determination is and why it is relevant to health promotion for people with disabilities.</td>
<td>Assess population needs, assets and capacities that affect communities’ health (CEPH 7)</td>
<td>Respect and protect the rights and differences of persons and the communities in which they live. (MPH I 5)</td>
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<td>status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)</td>
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</table>
|        | Evidence-based interventions | 3.4 Describe evidence-based interventions for supporting how people with disabilities acquire the skills they need to meet their own health needs.  
3.5 Explain how evidence-based approaches to health prevention and intervention specifically for people with disabilities improves both access and equity for this sub-population. | Apply systems thinking tools to a public health issue (CEPH 22)  
Promote evidence-based public health practices that affect the health of communities (MPH 6) | Acknowledge one’s role and those of other professions in addressing the needs of communities served. (MPH I 3) |
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|        | Universal Design and Assistive Technology | 3.6 Summarize the principles of universal design as these apply to health promotion for people with disabilities.  
3.7 Describe the range of assistive technologies that enhance access to health promotion activities by people with disabilities. | Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings (CEPH 5)  
Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)  
Assess population needs, assets and capacities that affect communities' health (CEPH 7)  
Identify genetic, behavioral and circumstantial factors affecting individual and group susceptibility to adverse environmental hazards (MPH 7) | Respect and protect the rights and differences of persons and the communities in which they live. (MPH I 5) |
<p>| 4. Strategies for health care providers to use health | Merging points of view and collaboration in health care | 4.1 List health care and related providers who play a role in health promotion and care for | Apply negotiation and mediation skills to address organizational or | Acknowledge one’s role and those of other professions in addressing the needs of communities served (MPH I 3) |</p>
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<tr>
<td>promotion and care for people with disabilities</td>
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<td>people with disabilities.</td>
<td>community challenges (CEPH 17)</td>
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<td>4.2 Describe programs and opportunities for health care providers to maximize positive health outcomes for people with disabilities.</td>
<td>Promote evidence-based public health practices that affect the health of communities (MPH 5)</td>
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<td>4.3 Develop a plan for maximizing access and equity in health promotion and health care for people with disabilities.</td>
<td>Perform effectively on interprofessional teams (CEPH 21)</td>
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<td>Design and implement public health interventions according to sound ethical and legal standards (MPH 12)</td>
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<td>5. Disability studies in public health: wrap-up</td>
<td>Interdisciplinary disability studies</td>
<td>5.1 Provide a rationale for interdisciplinary disability studies as it relates to improving the health of people with disabilities.</td>
<td>Perform effectively on interprofessional teams (CEPH 21)</td>
<td>Establish and lead teams to develop and advocate for effective policy and program change (MPH I 4)</td>
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<td>Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1)</td>
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| 10 Essential Services, Surgeon General Call to Action | 5.2 Describe how the 10 Essential Services relate to each other and shape public health efforts at the systems level for people with disabilities. | Assess population needs, assets, and capacities that affect communities’ health (CEPH 7)  
Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities (MPH 1) | Illustrate public health’s role in informing scientific, ethical, economic, social & political discussions about health (MPH I 1) |
|                                            | 5.3 Summarize how key terms from this certificate program (social determinants of health, self-determination, health promotion, evidence-based practices, etc.) relate to public health and disability. | Apply systems thinking tools to a public health issue (CEPH 22)  
Use vital statistics and other key data sources to characterize the health status, social conditions and health risk factors evident in communities, with particular attention given to health inequities. (MPH 1) | Use written and oral formats to deliver efficient and effective messages that assess risk, promote health and manage disease in communities (MPH I 2) |
Required products

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

1. **Course orientation.** At the beginning of this course, you will introduce yourself to your classmates and instructor by volunteering information about yourself and providing information regarding your background and experiences with people with disabilities. This information is required within the context of you are 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, you 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 you to demonstrate that you are keeping up with the course. A rubric for participation in the weekly discussion for each course is provided as a guide for you to judge the quality of your contributions.

   There are two components to each weekly discussion board:

   a. You 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 you to demonstrate what you have learned. You are only required in discussion posts to cite your sources from the week’s required materials by author and year of publication (when available). You may (but are not required) to incorporate references from other courses, independent research on websites or related professional literature, and you professional or even personal experiences to support the initial post. If outside resources are used, you must use APA format for each reference. Citing other sources does not replace the need to provide evidence that you have accessed (e.g., read, listened to, watched) 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. You also are required to thoughtfully respond to posts of, minimally, two of your classmates. Ideally, responses should be posted in sufficient time for a true interchange between you and your classmates to occur.

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

   Again, it is essential that you meet these deadlines each week to enable your classmates time to read and respond to your initial posts. **Please note that ALL initial**
posts must be made before you will be allowed to respond to your 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 you to synthesize information from the previous module and apply that information to material from this and other courses within the Disability Certificate. 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 your 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 your synthesis), the organization and development of your thoughts and ideas about the module content, and the effort you make to demonstrate personal and professional growth as a result of completing the module.

*Reflections are due by midnight on the Friday of the 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 you to access resources outside of the required materials for the course. **You 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.**

Specific assignments will be posted, along with their due dates, on HuskyCT.

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

5. **Final assignment.** For this course, you are required to complete a final assignment. The directions for the final assignment is a culminating activity by which you will demonstrate knowledge and skill competencies required for successful completion of this course by applying what you have learned to an area of personal interest. You are required to submit a 100-300 word proposal for your 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.

Specific directions for the final assignment will be posted, along with its due date, on HuskyCT.

The proposal for the final assignment is due by the last day 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.

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<thead>
<tr>
<th>Component</th>
<th>Weight of average for final grade</th>
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<tbody>
<tr>
<td>Average of discussion grades (0-100 points each)</td>
<td>20%</td>
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<tr>
<td>Average of reflection grades (0-100 points each)</td>
<td>30%</td>
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<tr>
<td>Average of interim assignment grades (0-100 points each)</td>
<td>20%</td>
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<tr>
<td>Final assignment (0-100 points)</td>
<td>30%</td>
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Grading scale for individual course components and for overall course GPA:

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<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<tr>
<td>97-100</td>
<td>A+</td>
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<tr>
<td>93-96</td>
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<tr>
<td>90-92</td>
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<td>87-89</td>
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<td>83-86</td>
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<td>77-79</td>
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<td>73-76</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<td>67-69</td>
<td>D+</td>
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<td>60-62</td>
<td>D-</td>
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<tr>
<td>&lt;60</td>
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Students must earn a letter grade of “B” or above in all courses successfully in order to receive the Certificate of Interdisciplinary Disability Studies in Public Health (Disability Certificate).
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<th>Module/Topic</th>
<th>Required products</th>
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<td>-Course introduction discussion</td>
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<td>Module 1 Week 1,2 1/16; 1/22</td>
<td>Social determinants of health</td>
<td>-Week 2 discussion</td>
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<td>Module 1 Week 3 1/29</td>
<td>The life course perspective &amp; person-centered planning across the life course</td>
<td>-Week 3 discussion</td>
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<td>Module 1 Week 4 2/5</td>
<td>Families/caregivers/supports</td>
<td>-Week 4 discussion</td>
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<td>Module 2 Week 5 2/12</td>
<td>MCHB, medical home, and family-centered care</td>
<td>-Week 5 discussion</td>
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<td>Module 2 Week 6 2/19</td>
<td>Transition from pediatric to adult care</td>
<td>-Week 6 discussion</td>
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<td>Module 2 Week 7 2/26</td>
<td>Emergency preparedness</td>
<td>-Week 7 discussion</td>
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<td>Module 2</td>
<td>National partnerships and programs</td>
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<td>Week 8</td>
<td>2.4 Discuss a specific resource from a national partner or national program dedicated to the health promotion of people with disabilities.</td>
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<th>Module 3</th>
<th>Issues in promoting health across the life course for people with disabilities</th>
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<tr>
<td>Week 9</td>
<td>3.1 State issues unique to health promotion for people with disabilities.</td>
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<td>3.2 Compare and contrast approaches to health promotion for people with disabilities and health promotion in the general population.</td>
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<tr>
<th>Module 3</th>
<th>Empowering People with Disabilities to self-determine solutions to challenges that affect their own health</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>3.3 State what self-determination is and why it is relevant to health promotion for people with disabilities.</td>
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<tr>
<th>Module 3</th>
<th>Evidence-based interventions</th>
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<tbody>
<tr>
<td>Week 11</td>
<td>3.4 Describe evidence-based interventions for supporting how people with disabilities acquire the skills they need to meet their own health needs.</td>
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<td>3.5 Explain how evidence-based approaches to health prevention and intervention specifically for people with disabilities improves both access and equity for this sub-population.</td>
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<th>Module 3</th>
<th>Universal Design and Assistive Technology</th>
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<td>Week 12</td>
<td>3.6 Summarize the principles of universal design as these apply to health promotion for people with disabilities.</td>
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- Week 8 discussion
- Module 2 interim assignment
- Module 2 reflection
- Week 9 discussion
- Final assignment proposal
- Week 10 discussion
- Week 11 discussion
- Week 12 discussion
- Module 3 interim assignment
- Module 4 reflection
<table>
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<tr>
<th>Week</th>
<th>Module 4</th>
<th>Module 5</th>
<th>Week 16</th>
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<tr>
<td>3/7</td>
<td>Describe the range of assistive technologies that enhance access to health promotion activities by people with disabilities.</td>
<td>Merging points of view and collaboration in health care</td>
<td>Wrap-Up</td>
</tr>
<tr>
<td>Week 3 4/9</td>
<td>4.1 List health care and related providers who play a role in health promotion and care for people with disabilities.</td>
<td>4.2 Describe programs and opportunities for health care providers to maximize positive health outcomes for people with disabilities.</td>
<td>5.3 Summarize how key terms from this certificate program (social determinants of health, self-determination, health promotion, evidence-based practices, etc.) relate to public health and disability.</td>
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<td>4.3 Develop a plan for maximizing access and equity in health promotion and health care for people with disabilities.</td>
<td>5.2 Describe how the 10 Essential Services relate to each other and shape public health efforts at the systems level for people with disabilities.</td>
<td>-Week 13 discussion -Module 4 interim assignment -Module 4 reflection -Week 14 discussion -Week 15 discussion -Module 5 interim assignment -Module 5/course reflection -Final assignment -Course evaluation</td>
</tr>
</tbody>
</table>
Course Readings

Textbook:


Note: readings are subject to change. The most current readings for each week are posted in HuskyCT.

Week 1: Introduction to course

**Required review:**

- NACCHO e-module: Health and Disability 101. The Health and Disability e-learning course can be accessed through NACCHO University, NACCHO’s learning management platform. In order to view the course, you will need to create a MyNACCHO account by clicking the “sign in” button on the top right. Follow the prompts to create a new account and you will be re-directed back to the NACCHO University homepage. When signed-in, you can access your account by clicking on your name on the top right. [http://www.naccho.org/resources/naccho-university](http://www.naccho.org/resources/naccho-university)

- NOTE: This week is a good week to review other materials assigned from previous courses in the PUBH 550* series as an orientation, including those assigned for review later in this course.

Week 2: Social determinants of health

**Required reading:**


**Required review:**

- Drum Ch. 8 Health of people with disabilities: determinants and disparities
- Healthy People 2020: Social Determinants of Health
- Healthy People 2020: An Opportunity to Address Societal Determinants of Health in the United States: Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2020
- Disability and Health: Key Findings: Persons with Disabilities as an Unrecognized Health Disparity Population See main findings (graphic); implications/recommendations
Week 3: The life course perspective & person-centered planning across the life course

Required media:
- NYS: Office for People with Developmental Disabilities: Person Centered Planning. Explore each topic on the website to glean information new to you to include in your discussion.
- VIDEO: NYS: Office for People with Developmental Disabilities: Larry’s Story, Person Centered Planning https://www.youtube.com/watch?v=PhiYISglx40
- VIDEO: Ohio Department of Developmental Disabilities: 5 Key Parts to Person-Centered Planning, An Easy Read Guide https://www.youtube.com/watch?v=BSLRow7kkYs

Required reading:
- UMKC Institute for Human Development, UCEDD: LifeCourse Principles

Week 4: Families/caregivers/supports throughout the life course

Required media:
- LEND: Family as a discipline (Explore resources at bottom of page)
- Read the cover page for CDC: Disability and Health: Family caregivers and explore at least 3 of the links.

Required reading:
- Textbook (AAIDD) Ch. 5 Long-term supports and services for people with IDD: research, practice, and policy
- Textbook (AAIDD) Ch. 7 Transitions in aging: health, retirement, and later life: a review of the research, practice, and policy
- Textbook (AAIDD) Ch. 8 Supporting families across the life course
Weeks 5: MCHB, medical home, and family-centered care

**Required media:**
- Maternal and Child Health Bureau (MCHB) [https://mchb.hrsa.gov/](https://mchb.hrsa.gov/) Enter “disability” in the search box and explore at least 5 of the resources identified.
- VIDEO: Cleveland Clinic: Medical home: [https://www.youtube.com/watch?v=_31k2gotfB8](https://www.youtube.com/watch?v=_31k2gotfB8)

**Required reading:**

Week 6: Transition from pediatric to adult care

**Required media:**
- Explore the “Got Transition” [website](https://www.gotttransition.org) specifically for information related to health promotion and access.

**Required reading:**
Week 7: Emergency preparedness

**Required media:**
- Review the PowerPoint slides for the UConn UCEDD’s Emergency Preparedness Curriculum. Explore the “Prep is Personal Products” including completing the checklist for yourself or someone you know with a disability.
- Explore the website CDC: Emergency Preparedness: Including PWD (see monitoring, tools and resources, and assessment at right; resources at bottom)

**Required reading:**
- TEXTBOOK: Drum Ch. 10
- NACCHO: Including People with Disabilities in Emergency Preparedness Efforts Fact Sheet

Week 8: National partnerships and programs

**Required media:**
- Explore each of these websites looking for commonalities and unique information about health-related topics:
  - CDC Disability and Health website: National programs
  - CDC: Health and Disability State Programs
  - National Center on Health, Physical Activity, and Disability (NCHPAD)
  - National Council for Independent Living
  - Special Olympics
    - Special Olympics CT
    - SOCT Health
    - SOCT Health: Healthy Athletes: Resources: Health and Wellness Education (Bottom of page ; follow-up care: all self-advocacy links)

**Required reading:**
- Textbook (AAIDD) Ch. 4 Employment for People with IDD.
Required review:
• Review from 5501: Textbook (AAIDD) Ch. 3: Education of Students with Intellectual and Developmental disabilities.

Week 9: Issues in promoting health across the life course for people with disabilities

Required reading:
• Textbook (AAIDD) Ch. 6 People with IDD: Health and Wellness for all
• Drum Ch. 9 Health Promotion for People with Disabilities
• NACCHO: Health & Disability Content http://www.naccho.org/programs/community-health/disability
• NACCHO: Five Steps to Inclusive Health Promotion Fact Sheet
• Eisenberg, Y., Vanderbom, K. A., & Vasudevan, V. (2017). Does the built environment moderate the relationship between having a disability and lower levels of physical activity? A systematic review, Preventive Medicine, 95, S75-S84.

Week 10: Empowering People with Disabilities to self-determine solutions to challenges that affect their own health

Required media:
• VIDEO: Self-determination https://www.youtube.com/watch?v=5r-kVhemaAQ
• VIDEO: Weight loss strategies and self-determination https://www.youtube.com/watch?v=i9NXPwHMIPg

Required reading:
• Textbook (AAIDD) Ch. 1 Self-determination and self-advocacy

**Required review (both readings and media):**

- National Gateway to Self-Determination: Watch videos on Section 1: Expectations and Section 2: Defining self-determination; both videos what self-determination means to self-advocates

**Week 11: Evidence-based interventions**

**Required media:**

- Explore the website Health Matters. What are unique approaches in this project?

**Required reading:**

Week 12: Universal Design and Assistive Technology

**Required review:**
- VIDEO: Autistic Girl Learns To Communicate Using Computers [https://www.youtube.com/watch?v=xsfNnG5Bnw](https://www.youtube.com/watch?v=xsfNnG5Bnw)

**Required reading:**
- American Psychological Association. *Universal design: Moving beyond accessibility accommodations to a more inclusive environment for everyone.*

**Required media:**
Week 13: Merging points of view and collaboration in health care

Required media:
Explore the website CDC: Chronic Disease prevention and Health promotion

Required reading:
- CDC Disability and health: healthy living
  - Disability and physical activity
  - Disability and obesity
  - Disability and smoking
  - Disability and breast cancer screening
  - Related conditions
- Centers for Medicaid and Medicare. Where Innovation is Happening

NOTE: This is a response to an article that you may access and read on your own. However, these authors raise valid points for consideration by health professionals:

Week 14: Interdisciplinary disability studies

Required media:
- Explore the website and links for Leadership Education in Neurodevelopmental and related Disabilities (LEND)
- Go through the competencies and supplemental information on Including PWD in public health workforce competencies https://disabilityinpublichealth.org/
Required reading:

Week 15: 10 Essential Services, Surgeon General Call to Action

Required review (readings and media):
- Drum Ch. 11 Public health as a change agent for disability
- Surgeon General Call to Action, 2005
- The public health system and 10 Essential Services
- CDC: Where in public health is disability? https://www.youtube.com/watch?v=ZFveIRhEZs8
- MMWR related article