University of Connecticut
Center for Excellence in Developmental Disabilities Education, Research, and Service (UCEDD)
School of Medicine Department of Community Medicine and Health Care

Certificate of Interdisciplinary Disability Studies in Public Health
An Online Graduate Certificate of Study

PUBH 5501: Foundations of Public Health and Disability

Instructor

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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. Upon completion of this course students will have a foundational understanding of a comprehensive set of issues of both acquired and developmental disability as related to the core elements of public health as framed by the 10 Essential Public Health Services.

Course goal:

To provide an in-depth review of public health issues critical to people with disabilities within the context of the 10 Essential Public Health Services (ES) in relation to Disability Studies.

Students are referred to the Overview for a detailed description of the Certificate of Interdisciplinary Disability Studies in Public Health, how this course interfaces with the other courses required for certificate, and the application process.

Course Objectives:

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

1. Describe how the four determinants of health determine health.
2. Describe how the 10 Essential Services relate to each other and shape public health efforts at the systems level.
3. Summarize at least 3 major movements in history related to disability and their implications for public health.
4. State the development of public health’s perspective on disability from a disease to be prevented to a population with:
   a. Unique need
   b. Need for equitable access to be healthy.
5. Describe how the 10 Essential Services apply disability.
6. Define disability according to different models and taxonomies.
7. Provide an explanation as to why it is important for people with disabilities to define themselves and their health needs.
8. Explain how self-determination has potential health outcomes for people with disabilities.
9. Define intersectionality, diversity, and neurodiversity as they relate to disability and public health.
10. Define cultural competence as it relates to health initiatives affecting people with disabilities and overall populations.
11. Explain how the social determinants of health impact health of people with disabilities.
12. Differentiate between the terms health disparity and health inequity.
13. Briefly describe the different service systems that serve people with disabilities throughout their lives.
14. Explain how newborn screening programs are life course-related public health initiatives.
15. Explain how it is ethical to include people with disabilities in research studies.
16. Summarize reasons why screening and surveillance programs are instrumental to accessing healthcare and other services for people with disabilities across socioeconomic and other factors that impact health.
17. Provide the rationale for using the International Classification of Functioning, Disability, and Health (ICF) as it applies to international public health surveillance.
18. Identify issues critical to the health of people with disabilities.
19. Synthesize key components of disability and health for dissemination to the public.

Course Readings

Textbook: The textbook used for this course is available in full via HuskyCT. There is a link for the book listed under Course Contents.


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

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 Course Orientation Discussion Board by midnight on the Wednesday 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 your 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.*

*For week 1: initial posts are due by Thursday, 5/10 and responses by Sunday, 5/13 before midnight.*

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 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. 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.

Note: The required products due in Week 13 (Thanksgiving Recess) are as following:
Week 13 Discussion board: initial post Tuesday, 11/20, responses Sunday, 11/25
Module 4 Interim Assignment: Sunday, 11/25
Module 4 Reflection: Sunday, 11/25

7/31/2018
Grading scale for individual course components and for overall course GPA:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight of average for final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average of discussion grades (0-100 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>Average of reflection grades (0-100 points each)</td>
<td>30%</td>
</tr>
<tr>
<td>Average of interim assignment grades (0-100 points each)</td>
<td>20%</td>
</tr>
<tr>
<td>Final assignment (0-100 points)</td>
<td>30%</td>
</tr>
</tbody>
</table>

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).

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

7/31/2018
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

7/31/2018
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. 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.

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>Week</th>
<th>Topic &amp; Objectives</th>
<th>Required Products</th>
<th>Media/Readings</th>
</tr>
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<tbody>
<tr>
<td>Module 0</td>
<td>Course orientation</td>
<td>- Course Introduction Discussion</td>
<td>N/A</td>
</tr>
<tr>
<td>Week 1</td>
<td>Major determinants of health</td>
<td>-Week 1 Discussion</td>
<td>• WHO: <a href="https://www.cdc.gov/nphpsp/essentialservices.html">Determinants of health</a></td>
</tr>
<tr>
<td>8/27</td>
<td>1.1 Describe how the four determinants of health</td>
<td>- Week 1 Discussion</td>
<td>• Healthy People 2020: <a href="https://www.cdc.gov/nphpsp/essentialservices.html">Determinants of health</a></td>
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<td>health determine health</td>
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<tr>
<td>Module 1</td>
<td>Public health</td>
<td>-Week 2 Discussion</td>
<td>• The public health system and 10 Essential Services <a href="https://www.cdc.gov/nphpsp/essentialservices.html">https://www.cdc.gov/nphpsp/essentialservices.html</a></td>
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<tr>
<td>Week 2</td>
<td>1.2 Describe how the 10 Essential Services relate to</td>
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<td>• view the Public Health 101 PowerPoint</td>
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<td>each other and shape public health efforts at the</td>
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<td>• view 10 Essential Public Health Services: An Overview PowerPoint</td>
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<td>systems level.</td>
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<td>• VIDEO: This is public health campaign <a href="https://www.youtube.com/watch?v=oQkGx6qRGIY">https://www.youtube.com/watch?v=oQkGx6qRGIY</a></td>
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<td>• VIDEO: APHA: Healthiest nation in one generation: <a href="https://www.youtube.com/watch?v=DuBqgj7Zd3A">https://www.youtube.com/watch?v=DuBqgj7Zd3A</a></td>
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<td>• Future of Public Health, Ch. 3 <a href="https://www.cdc.gov/nphpsp/essentialservices.html">a history of the public health system</a></td>
</tr>
<tr>
<td>Module 1</td>
<td>Disability</td>
<td>-Week 3 Discussion</td>
<td>• National Consortium on Leadership and Disability for Youth (NCLD/Y) <a href="https://www.cdc.gov/nphpsp/essentialservices.html">interactive timeline</a></td>
</tr>
<tr>
<td>Week 3</td>
<td>1.3 Summarize at least 3 major movements in history</td>
<td></td>
<td>• Minnesota Department of Administration Council on Developmental Disabilities (MNDDC): <a href="https://www.cdc.gov/nphpsp/essentialservices.html">Parallels in time: a history of developmental disabilities</a></td>
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<td>9/10</td>
<td>related to disability and their</td>
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<td>• <a href="https://www.cdc.gov/nphpsp/essentialservices.html">The Arc Public Policy Timeline</a></td>
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<td>• Textbook (Drum) Ch. 2. A brief history</td>
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<tr>
<td>Module 1</td>
<td>Disability &amp; public health</td>
<td>-Week 4 Discussion</td>
<td>- World Health Organization: <a href="https://www.who.int/en/">Disability, including prevention, management and rehabilitation</a></td>
</tr>
<tr>
<td>Week 4</td>
<td>9/17</td>
<td>-Module 1 Interim Assignment</td>
<td>- VIDEO: Where in health is disability? <a href="https://www.youtube.com/watch?v=ZFveIRhEZs8">Public health practices to include people with disabilities</a></td>
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<td>1.4 State the development of public health's perspective on disability from a disease to be prevented to a population with: a. unique need b. need for equitable access to be healthy.</td>
<td>-Module 1 Reflection</td>
<td>- Healthy People 2020: <a href="https://www.nia.nih.gov/healthy-people">About Healthy People</a></td>
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<td>- Healthy People 2020: Topics &amp; Objectives: <a href="https://www.healthypeople.gov/2020">Disability &amp; Health</a></td>
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<td>- Textbook (Drum) Ch 1. Intro to disability and public health</td>
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<td>- Surgeon General Call to Action, 2005</td>
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<td>- McDonald, K. E., &amp; Raymaker, D. (2013). <a href="https://www.who.int/en/">Paradigm shifts in disability and health: toward more ethical public health research</a></td>
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Intellectual/Developmental Disabilities

- UCEDD Resource Center: [DD Act](https://www.who.int/en/)  
  *see Purpose and History  
  **full text [DD Act](https://www.who.int/en/)  
- NIH RePORT: [Intellectual and Developmental Disabilities](https://www.who.int/en/)  
- CDC: [Developmental Disabilities](https://www.who.int/en/)  
  *see Basics, Specific Conditions, Articles  
- World Health Organization: [Disability, including prevention, management and rehabilitation](https://www.who.int/en/)  
- VIDEO: Where in health is disability? [Public health practices to include people with disabilities](https://www.youtube.com/watch?v=ZFveIRhEZs8)  
- Healthy People 2020: [About Healthy People](https://www.nia.nih.gov/healthy-people)  
- Healthy People 2020: Topics & Objectives: [Disability & Health](https://www.healthypeople.gov/2020)  
- Textbook (Drum) Ch 1. Intro to disability and public health  
- Surgeon General Call to Action, 2005  
- McDonald, K. E., & Raymaker, D. (2013). [Paradigm shifts in disability and health: toward more ethical public health research](https://www.who.int/en/)  
- World Health Organization: [Disability, including prevention, management and rehabilitation](https://www.who.int/en/)  
- VIDEO: Where in health is disability? [Public health practices to include people with disabilities](https://www.youtube.com/watch?v=ZFveIRhEZs8)  
- Healthy People 2020: [About Healthy People](https://www.nia.nih.gov/healthy-people)  
- Healthy People 2020: Topics & Objectives: [Disability & Health](https://www.healthypeople.gov/2020)  
- Textbook (Drum) Ch 1. Intro to disability and public health  
- Surgeon General Call to Action, 2005  
- McDonald, K. E., & Raymaker, D. (2013). [Paradigm shifts in disability and health: toward more ethical public health research](https://www.who.int/en/)
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</table>
| Module 2 Week 5 9/24 | 1.5 Describe how the 10 Essential Services apply to disability | - | • CDC: Developmental Disabilities  
  - Check out different side bar items including “specific conditions”  
• Stanford: Disability: Definitions, Models, Experience  
• Textbook (Drum) Ch 3. Models and approaches to disability  
| Module 2 Week 6 10/1 | Models of disability  
2.1 Define disability according to different models | -Week 5 Discussion | • VIDEO: TED talk: love no matter what  
• CDC: Real stories from people living with disability  
• VIDEO: 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  
• AUCD: National Gateway to Self-Determination: September 2012: Issue 3: Self-determination and health  
| Module 2 Week 7 10/8 | Disability as diversity | -Week 7 Discussion | • AUCD: Portrayal of PWD  
• The Mighty: Should you use person-first or identity-first language?  
• The Mighty: I have autism but I have autistic friends |
<table>
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<tr>
<th>Week</th>
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<th>Required Products</th>
<th>Media/Readings</th>
</tr>
</thead>
</table>
***this is a long, but very important document; scan it***  
- Haller, B. (2016). *Journalists should learn to carefully traverse a variety of disability terminology*. *National Center on Disability and Journalism*.  
- Note resources at bottom of page  
| Module 2 | Cultural perspectives  
2.5 Define cultural competence as it relates to health initiatives affecting | -Week 8 Discussion  
-Module 2 Interim Assignment | - Textbook (Drum) Ch. 5 Culture and disabilities  
<table>
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<tr>
<th>Week</th>
<th>Topic &amp; Objectives</th>
<th>Required Products</th>
<th>Media/Readings</th>
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</table>
| Module 3 Week 9 10/22 | Social determinants of health, health disparities, and the life course | -Week 9 Discussion  
-Week 9 Final Assignment Proposal |  
-VIDEO: Social Determinants of Health: Claire Pomeroy at TEDxUCDavis [http://www.youtube.com/watch?v=qykD-2AXKIU](http://www.youtube.com/watch?v=qykD-2AXKIU)  
-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  
-Healthy People 2020: Leading Health Indicators: Progress Update  
-Healthy People 2030: Development of Objectives for 2030  
*see framework  
-CDC: Social Determinants of Health: [Know what Affects Health](http://www.cdc.gov/healthdisparities) (Sources for Data, Tools, and CDC Programs on right)  
-CDC: [Defining and measuring disparities, inequities, and inequalities in the Healthy People Initiative](http://www.cdc.gov/healthdisparities)  
-CDC: Disability and Health: [Key Findings: Persons with Disabilities as an Unrecognized Health Disparity Population](http://www.cdc.gov/healthdisparities)  
*See main findings (graphic); implications/recommendations  
-CDC: [Health disparities](http://www.cdc.gov/healthdisparities)  
-Textbook (Drum) Ch. 8 Health of people with disabilities: determinants and disparities  
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</table>
| Module 5 | Beyond the US                                                                      | -Week 14 Discussion                                                                | • WHO: [International Classification of Functioning, Disability, and Health (ICF)](https://www.who.int/classifications/icf)  

Week 14 5.1 Provide the rationale for using the WHO ICF classification system as it applies to international public health surveillance.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic &amp; Objectives</th>
<th>Required Products</th>
<th>Media/Readings</th>
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</thead>
</table>
| Module 5 Week 15 12/3 | Current & future issues in disability and public health  
  5.2 Identify issues critical to the health of people with disabilities. | -Week 15 Discussion  
  -Module 5 Interim Assignment  
  -Module 5 reflection | • Healthy People 2020: *disability & health*  
  • Autistic Self Advocacy Network: *What is an ally?*  
  • Textbook (Drum) Ch. 11 Public health as a change agent for disability  
  • *A Comprehensive Guide to Intellectual and Developmental Disabilities* (Wehmeyer) Ch. 50 Future trends and advances in IDD (attached) |
| Module 5 Week 16 12/10 | Wrap-Up  
  5.3 Synthesize key components of disability and public health for dissemination to the public. | -Final assignment  
  -Course evaluation | N/A |

**Note:** The alignment of this course with the CEPH Foundational Competencies and the competencies required by the UConn MPH program appear in the next pages.
<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction</td>
<td>Major determinants of health</td>
<td>1.1 Describe how the four determinants of health determine health</td>
<td>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)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
</tr>
<tr>
<td>Public health</td>
<td>1.2 Describe how the 10 Essential Services relate to each other and shape public health efforts at the systems level</td>
<td>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)</td>
<td>Illustrate public health’s role in informing scientific, ethical, economic, social &amp; political discussions about health (MPH I 1)</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>1.3 Summarize at least 3 major movements in history related to disability and their implications for public health.</td>
<td>Apply systems thinking tools to a public health issue (CEPH 22) Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care (MPH 11)</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>Disability &amp; public health</td>
<td>1.4 State the development of public health’s perspective on disability from a disease to be prevented to a population with: a. unique needs b. need for equitable access to be healthy. 1.5 Describe how the 10 Essential Services apply to disability.</td>
<td>Apply systems thinking tools to a public health issue (CEPH 22) Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care (MPH 11)</td>
<td>Respect and protect the rights and differences of persons and the communities in which they live (MPH I 5) 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>Models of disability</td>
<td>2.1 Define disability according to different models and taxonomies.</td>
<td>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)</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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|                     | Living with disability      | 2.2 Provide an explanation as to why it is important for people with disabilities to define themselves and their health needs. 2.3 Explain how self-determination has potential health outcomes for people with disabilities. | Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (CEPH 8)  
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) | Acknowledge one's role and those of other professions in addressing the needs of communities served (MPH I 3) |
|                     | Disability as diversity     | 2.4 Define intersectionality, diversity, and neurodiversity as they relate to disability and public health | Describe the importance of cultural competence in communicating public health content (CEPH 20)  
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) | Respect and protect the rights and differences of persons and the communities in which they live (MPH I 5) |
<p>|                     | Cultural perspectives       | 2.5 Define cultural competence as it relates to health initiatives affecting people with | Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (CEPH 8) | Use written and oral formats to deliver efficient and effective messages that assess risk, promote health, and manage disease in communities (MPH I 2) |</p>
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<td>disabilities and overall populations.</td>
<td>Examine root causes of injustice, inefficiency and ineffectiveness of U.S. health care (MPH 11)</td>
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| 3. Disparity issues in the study of disability | Social determinants of health, health disparities, & the life course | 3.1 Explain how the social determinants of health impact the health of people with disabilities  
3.2 Differentiate between the terms health disparity and health inequity | 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)  
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) | Respect and protect the rights and differences of persons and the communities in which they live (MPH 1 5) |
|        | Service systems: health, education, social services | 3.3 Briefly describe the different service systems that serve people with disabilities throughout their lives. | Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings (CEPH 5)  
Identify the main components of the organization, financing, and delivery of health care and public health services in the U.S. and in other countries (MPH 9) | Acknowledge one’s role and those of other professions in addressing the needs of communities served (MPH 1 3) |
<p>| 4. Foundations of measurement issues for | Screening &amp; surveillance | 4.1 Explain how newborn screening programs are | Assess population needs, assets and capacities that affect communities’ health (CEPH 7) | Illustrate public health’s role in informing scientific, ethical, economic, |</p>
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<td>studying disability in public health</td>
<td>life course-related public health initiatives</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>social &amp; political discussions about health (MPH I 1)</td>
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<td>Bioethics &amp; research</td>
<td>4.2 Explain how it is ethical to include people with disabilities in research studies 4.3 Summarize reasons why screening and surveillance programs are instrumental to accessing healthcare and other services for people with disabilities across socioeconomic and other factors that impact health</td>
<td>Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (CEPH 8) Design and implement public health interventions according to sound ethical and legal standards (MPH 12) Design a population-based policy, program, project, or intervention (CEPH 9) Utilize appropriate information technologies to collect, analyze, and disseminate data (MPH 5)</td>
<td>Respect and protect the rights and differences of persons and the communities in which they live (MPH I 5) Acknowledge one’s role and those of other professions in addressing the needs of communities served (MPH I 3)</td>
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<td>5. Current &amp; future issues in disability and public health</td>
<td>Beyond the US 5.1 Provide the rationale for using the WHO ICF classification system as it applies to international public health surveillance</td>
<td>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</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>communities, with particular attention given to health inequities (MPH 1)</td>
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<td>Future issues</td>
<td>5.2 Identify issues critical to 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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<td>5.3 Synthesize key components of disability and health for dissemination to the public</td>
<td>Communicate audience-appropriate public health content, both in writing and through oral presentation (CEPH 19)</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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