

Certificate of Interdisciplinary Disability Studies in Public Health

An Online Graduate Certificate of Study



UConn Certificate of Interdisciplinary Disability Studies in Public Health

Table of Contents

Certificate Description: 3

 Certificate Courses..... 3

 Certificate and Course Goals..... 4

 The 10 Essential Public Health Services 4

 Competencies 6

Including People with Disabilities: Public Health Workforce Competencies 6

Master of Public Health Foundational Competencies 6

Core mission and values..... 7

Certificate Description:

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

This freestanding graduate Certificate embeds public health and disability competencies into four, 3-credit courses. The courses are offered online in an asynchronous format. Each course is 15 weeks in length and follows UConn’s academic semester calendar. The courses are not self-paced; there are weekly student submissions with specific date and time requirements. Students in the Disability Certificate represent over 21 different disciplines from public health and related fields.

Certificate Courses

Course Title
PUBH 5501: Foundations of Public Health and Disability
PUBH 5502: Epidemiology of Disability
PUBH 5503: Disability Law, Policy, Ethics, & Advocacy
PUBH 5504: Public Health Interventions in Disability

PUBH 5501: Foundations of Public Health and Disability

PUBH 5501 is an extensive overview of disability in public health. The course introduces public health and disability frameworks and models and provides an overview of the history of disability in the US and important movements in disability history. Disability identity, culture, and lived experiences frame discussions of ableism and health disparities experienced by people with disabilities. The course emphasizes disability as an integral part of health equity frameworks and needs to be included in addressing issues of equity, diversity, inclusion, and justice.

PUBH 5502: Epidemiology of Disability

PUBH 5502 examines and critiques how ‘disability’ is included, defined, and measured in epidemiology and large-scale research and surveillance systems that monitor health status and health outcomes.

PUBH 5503: Disability Law, Policy, Ethics, & Advocacy

PUBH 5503 focuses on seminal US legislation and court decisions and their impacts on the lives of people with disabilities and their families. Further discussions examine the ethics of policies and policy-making and concludes with how students can advocate with people with disabilities for inclusion, accessibility, and equity.

PUBH 5504: Public Health Interventions in Disability

PUBH 5504 is the final course in the Certificate. It critically examines public health systems and programs across the lifespan that include and address the needs of people with disabilities. 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 Certificate is offered by the UConn UCEDD in partnership with the graduate [Program in Applied Public Health Sciences](#). In the University’s official Graduate School list of Certificates, this program is identified as *Disability Studies in Public Health*.

Certificate and Course Goals

The goal of the Disability Certificate is to use the 10 Essential Public Health Services framework to build and support a diverse and skilled workforce to meet the needs of persons with disabilities. Through disability and public health competencies, Certificate students develop knowledge and skills to be agents of change and advocates with people with disabilities for equity.

The 10 Essential Public Health Services

The 10 Essential Services serve as the framework for all National Public Health Performance Standards (1994):

The 10 Essential Public Health Services



Figure 2: The 10 Essential Public Health Services

<https://www.cdc.gov/publichealthgateway/publichealthservices/originalessentialhealthservices.html>

The 10 Essential Public Health Services (Revised, 2020)



<https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html>

The 10 goals of the Disability Certificate are listed below. The goal number corresponds directly with the EPHS number. The course number(s) are in parentheses which accomplish this goal (i.e., PUBH 550*).

The 10 Essential Public Health Services (Revised, 2020)

1. Assess and monitor population health status, factors that influence health, and community needs and assets (PUBH 5501; PUBH 5502; PUBH 5504)
2. Investigate, diagnose, and address health problems and hazards affecting the population (PUBH 5502)
3. Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it (PUBH 5501; PUBH 5502; PUBH 5503; PUBH 5504)
4. Strengthen, support, and mobilize communities and partnerships to improve health (PUBH 5501; PUBH 5504)
5. Create, champion, and implement policies, plans, and laws that impact health (PUBH 5503)
6. Utilize legal and regulatory actions designed to improve and protect the public's health (PUBH 5503)
7. Assure an effective system that enables equitable access to the individual services and care needed to be healthy (PUBH 5504)
8. Build and support a diverse and skilled public health workforce (overall goal)
9. Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement (PUBH 5502; PUBH 5504)
10. Build and maintain a strong organizational infrastructure for public health (PUBH 5501; PUBH 5504)

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

Competencies

Students demonstrate public health and disability competencies.

Including People with Disabilities: Public Health Workforce Competencies

National disability and public health experts together with disability organizations developed the [Including People with Disabilities: Public Health Workforce Competencies](#) in 2016 to “expand workforce skills and practices to ultimately enable public health professionals to successfully develop programs and activities that include people with disabilities.

1. Discuss disability models across the lifespan.
 - 1.1. Compare and contrast different models of disability.
 - 1.2. Apply model(s) of disability for a particular scope of work or population served.
 - 1.3. Describe the social determinants of health and how they affect health disparities for people with disabilities.
2. Discuss methods used to assess health issues for people with disabilities
 - 2.1. Identify surveillance systems used to capture data that includes people with disabilities.
 - 2.2. Recognize that disability can be used as a demographic variable.
3. Identify how public health programs impact health outcomes for people with disabilities.
 - 3.1. Recognize health issues of people with disabilities and health promotion strategies that can be used to address them.
 - 3.2. Use laws as a tool to support people with disabilities.
 - 3.3. Recognize accessibility standards, universal design, and principles of the build environment that affect the health and quality of life for people with disabilities.
 - 3.4. Explain how public health services, governmental programs, and non-governmental/community-based organizations interact with disability.
 - 3.5. Describe how communities (places where people live, work, and recreate) can adapt to be fully inclusive of disability populations.
4. Implement and evaluate strategies to include people with disabilities in public health programs that promote health, prevent disease, and manage chronic and other health conditions.
 - 4.1. Describe factors that affect health care access for people with disabilities.
 - 4.2. Describe strategies to integrate people with disabilities into health promotion programs.
 - 4.3. Identify emerging issues that impact people with disabilities.
 - 4.4. Define how environment can impact health outcomes for people with disabilities.
 - 4.5. Apply evaluation strategies (needs assessment, process evaluation, and program evaluation) that can be used to demonstrate impact for people with disabilities.

Master of Public Health Foundational Competencies

Each course within the Disability Certificate is designed to meet the requirements set forth by the Council on Education for Public Health ([CEPH](#)). Each course is part of the course catalog for the UConn graduate [Applied Program in Public Health Sciences](#), a CEPH-accredited MPH-granting program. Coursework can meet student requirements to demonstrate MPH Foundational Competencies.

Core mission and values

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

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

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

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

As a certificate in partnership with the UConn School of Medicine Department of Public Health Sciences, this Certificate reflects the mission of that department, i.e.,

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

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

SOURCE: <https://health.uconn.edu/public-health-sciences/about-us/>

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

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

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

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