



**DISABILITY AND
FAMILY-CENTERED CARE
CURRICULUM
OF LEND PARTICIPATING
GRADUATE SCHOOLS AT THE
UNIVERSITY OF CONNECTICUT**

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PURPOSE

To ascertain the amount of disability and family-centered courses currently offered in some of the Master's and Doctoral level programs participating in the LEND grant at the University of Connecticut.

With the purpose of reporting the findings to the Discipline Coordinators for each program & Outlining a plan of study for students interested in Disability Studies.

Methodology

Viewed the Graduate Catalog for each program represented in LEND. Searched for key words:

- “Disability/Disabilities”
- “Developmental Disability”
- “Handicapped”
- “Special Needs”
- Specific Disabilities
- “Family-Centered”

Viewed the Accreditation Standards for each program and searched for the same key words present in the standards.

Program	School	Department	Degrees Observed
Human Development & Family Studies	College of Liberal Arts and Sciences	Human Development & Family Studies	M.A. Ph.D.
Speech Language Pathology	College of Liberal Arts and Sciences	Communication Sciences	M.A.
Audiology	College of Liberal Arts and Sciences	Communication Sciences	AuD
Special Education	Neag School of Education	Educational Psychology	M.A. Ph.D.
School Psychology	Neag School of Education	Educational Psychology	M.A. Ph.D.
School Counseling	Neag School of Education	Educational Psychology	M.A. Ph.D.
Nursing	Nursing	Nursing	M.S. Ph.D. DNP
Social Work	School of Social Work	Social Work	M.S.W. Ph.D.
Public Health	Medicine	Public Health	M.P.H. D.PH.

Master's Programs Requirements

Program	Credit Requirements	Clinical Requirements	Thesis
HDFS M.A.	POS approximately 30 course credits and 9 thesis credits (credits in the MFT program Approximately 55-60) Pass a final oral examination	None	Design and conduct a master's thesis study (unless in the Plan B, non-thesis M.A. track of the MFT program)
SLP M.A.	75 Credit Hours (Undergrad + Grad)	400 hr Practicum (325hrs at graduate level)	Clinical Project or Thesis
Special Education	30 Credit Hours	3 credit hr Practicum	Thesis or final exam
School Psychology	30 Credit Hours	10-month 1500 hour internship	None
School Counseling	51 Credit Hours	10-month 600 hour internship	None

Master's Programs Requirements

Program	Credit Requirements	Clinical Requirements	Thesis
Nursing M.S.	Plan A: 15 credit hours Plan B: 24 credit hours, Final Exam	None	9 credit thesis None
Social Work M.S.W.	60 credit hours Advanced: 35 credits	Two 560 hour Practicum's One 560 hour Practicum	None None
Public Health M.P.H.	48 credit hours	3 credit hr Practicum	Capstone Project (non-thesis)

Doctorate Programs Requirements

Program	Credit Requirements	Clinical Requirements	Thesis
HDFS PhD	19 credits Core Courses, 15 credits in methodology, 24 credits in specialization	3-6 credit Practicum	15 Graduate Dissertation credits
Audiology AuD	75 credit hours	<i>12 months' full-time equivalent</i>	None
School Counseling PhD	96 credit hours	600 hour internship	None
School Psychology PhD	90 credit hours	1500 hour internship	None

Doctorate Programs Requirements

Program	Credit Requirements	Clinical Requirements	Thesis
Nursing PhD	35 credit core, 6 credit outside area, final exam	2 semesters full-time residence, 3 credit research internship	15 credits
Nursing D.N.P.	36 credits, final exam	2 consecutive semesters, 1000 hours (Masters + DNP)	9 credit project (non-thesis)
Social Work PhD	54 credit hours	None	15 credit dissertation
Public Health D.P.H.	45 credit hours, final exam	None	15 credit dissertation

What is Accreditation?

- “Accreditation” is the review of the quality of educational institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a good quality education.
- There are two basic types of educational accreditation, one identified as “institutional” and one referred to as “specialized” or “programmatic.”
- Institutional accreditation normally applies to an entire institution, indicating that each of an institution’s parts is contributing to the achievement of the institution’s objectives, although not necessarily all at the same level of quality.
- Specialized accreditation normally applies to the evaluation of programs , departments, or schools which usually are parts of a total collegiate or other postsecondary institution
- The Council for Higher Education (CHEA) is the umbrella organization for all accrediting organizations within the United States.

What is NEASC?

- Founded in 1885, the New England Association of Schools & Colleges, Inc. (NEASC) is the nation's oldest regional accrediting association whose mission is the establishment and maintenance of high levels of education, from pre-kindergarten through the higher education doctoral level.
- The NEASC Commission on Institutions of Higher Education (NEASC CIHE) is the regional accrediting agency for over 200 colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont
- All Colleges and All Programs at UCONN are Accredited by NEASC.

The Programs

Human Development & Family Studies

Programs observed:

M.A. in Human Development and Family Studies

Specialty Tracks:

- Couple Relationships
- Gerontology Health and Well-being
- Marriage and Family Therapy
- Parenthood and Parent-Child Relationships
- Prevention & Early Intervention

PhD in Human Development and Family Studies

Specialty Tracks:

- Child and Adolescent Development
- Adult Development and Aging
- Family Systems and Relations
- Marriage and Family Therapy

Marriage & Family Studies component
Accredited by the Commission on
Accreditation for Marriage and
Family Therapy Education
(COAMFTE).

HDFS: Marriage and Family Therapy Standards

M.A.:

Area I: Theoretical Knowledge

Area II: Clinical Knowledge

Area III: Individual Development and Family Relations

Area IV: Professional Identity and Ethics

Area V: Research

Area VI: Additional Learning

PhD:

Areas VII, VIII, IX: Theory, Clinical Practice and Individual Development and Family Relations

Area X: Clinical Supervision

Area XI: Research

Area XII: Additional Courses

Doctoral Dissertation

(Commission on Accreditation of Marriage and Family Therapy Education (2005). MFT Educational Guidelines)

Communication Disorders

Programs observed:

- M.A. in Speech Language Pathology
- Au.D Doctorate in Audiology

- Both Accredited by the American Speech and Hearing Association (ASHA)'s Council on Academic Accreditation (CAA).

M.A. in SLP Standards

- *Articulation, Fluency, Voice and resonance, including respiration and phonation*
- *Receptive and expressive language in speaking, listening, reading, writing, and manual modalities hearing, including the impact on speech and language*
- *Swallowing*
- *cognitive aspects of communication*
- *Social aspects of communication*
- *Communication modalities*
- *Principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders*
- *Standards of ethical conduct*
- *Application of the principles of evidence-based practice*
- *Self-evaluation of effectiveness of practice*
- *Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders*
- *Processes used in research and the integration of research principles into evidence-based clinical practice*
- *Contemporary professional issues*
- *Certification, specialty recognition, licensure, and other relevant professional credentials*
- *Oral and written or other forms of communication*
- *Prevention, evaluation, and intervention of communication disorders and swallowing disorders*
- *Interaction and personal qualities, including counseling, collaboration, ethical practice, and professional behavior*
- *Effective interaction with patients, families, professionals, and other individuals, as appropriate*
- *Delivery of services to culturally and linguistically diverse populations*

(Council on Academic Accreditation (2006). *Standards for Accreditation of Graduate Education Programs in Audiology and Speech Language Pathology*)

SLP Clinical Standards and Disabilities

The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

- *The program must describe how it ensures that each and linguistically diverse backgrounds.*
- *Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.*
- *The program must provide information about the size and diversity of the client/patient base and describe the clinical populations*

(Council on Academic Accreditation (2006). Standards for Accreditation of Graduate Education Programs in Audiology and Speech Language Pathology)

AuD Clinical Standards and Disabilities (same)

The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the program's stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups.

- *The program must describe how it ensures that each student is exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds.*
- *Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and **disabilities**.*
- *The program must provide information about the size and diversity of the client/patient base and describe the clinical populations available in the facilities where students are placed.*

(Council on Academic Accreditation (2006). Standards for Accreditation of Graduate Education Programs in Audiology and Speech Language Pathology)

Educational Psychology

Programs observed:

- M.A. Special Education
- M.A. School Psychology
- M.A. School Counseling

Are all accredited by the NCATE: The National Council of Accreditation of Teacher Education.

School Psychology is Accredited by the National Association of School Psychologists (NASP) & the American Psychological Association (APA).

School Counseling is also Accredited by the Council for Accreditation of Counseling and Related Programs (CACREP).

M.A. Special Education Standards

- Accredited by NCATE: National Council for Accreditation of Teacher Education and CEC: Council for Exceptional Children
- Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.
- Refers to students as children with Exceptional Learning Needs (ELN)- not “Disabilities.”

M.A. School Psychology Standards

- 2.1 Data-Based Decision-Making and Accountability**
- 2.2 Consultation and Collaboration**
- 2.3 Effective Instruction and Development of Cognitive/Academic Skills**
- 2.4 Socialization and Development of Life Skills**
- 2.5 Student Diversity in Development and Learning**
- 2.6 School and Systems Organization, Policy Development, and Climate**
- 2.7 Prevention, Crisis Intervention, and Mental Health**
- 2.8 Home/School/Community Collaboration**
- 2.9 Research and Program Evaluation**
- 2.10 School Psychology Practice and Development**
- 2.11 Information Technology**

(National Association of School Psychologists, 2000. *Standards for Training and Field Placement Programs in School Psychology. Standards for the Credentialing of School Psychologists*)

School Psychology Standards

- 2.1 Data-Based Decision-Making and Accountability:** School psychologists evaluate the components of environments that facilitate or impede learning or behavioral changes for children and identify how environmental factors and children's characteristics interact to affect academic and social/behavioral outcomes. They have knowledge of methods to link assessment results with intervention and use data to design and implement effective direct and indirect intervention services that promote children's competence and prevent difficulties or disabilities.
- 2.3 Effective Instruction and Development of Cognitive/Academic Skills:** School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions.
- 2.4 Socialization and Development of Life Skills:** School psychologists have knowledge of the socialization and life skills of children with different abilities, disabilities, strengths, and needs and knowledge of direct and indirect intervention strategies for use with children with diverse backgrounds and experiences.
- 2.5 Student Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.
- 2.11 Information Technology:** School psychologists have current knowledge about technology resources for children (e.g., instructional software, adaptive technology for individuals with disabilities) and use the resources when designing, implementing, and evaluating instructional programs or interventions for children

(National Association of School Psychologists, 2000. Standards for Training and Field Placement Programs in School Psychology. Standards for the Credentialing of School Psychologists)

M.A. Counseling Standards

To meet State and National Certification as a School Counselor, the core curriculum includes 10 content areas, a progression of supervised experiences in counseling and guidance, and a course of study in special education.

10 Content Areas:

1. Human Growth and Development
2. Social and Cultural Diversity
3. Helping Relationships
4. Group Work
5. Career and Life Style Development
6. Assessment
7. Research and Program Evaluation
8. Professional Identity and Ethics
9. Foundations and Contents of school counseling
10. Collaborating/Consulting

M.A. Counseling: Standards and Disabilities

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. Theories of individual and family development and transitions across the life Span;
 - b. Theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. Effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. Theories and models of individual, cultural, couple, family, and community resilience;
 - e. A general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. Human behavior, including an understanding of developmental crises, *disability*, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

(CACREP, 2008. Standards for Accreditation)

Nursing

Programs Observed:

- M.S. Nursing
- PhD Nursing
- DNP

- Accredited by the American Association of Colleges of Nursing (AACN)

M.S. Nursing: AACN's Standards

I. Research

II. Policy, Organization, and Financing of Health Care

- A. Health Care Policy
- B. Organization of the Health Care Delivery System
- C. Health Care Financing

IV. Professional Role Development

V. Theoretical Foundations of Nursing Practice

VI. Human Diversity and Social Issues

VII. Health Promotion and Disease Prevention

DNP: AACN's Essential Standards

UConn's DNP program is based on the American Association of Colleges of Nursing (AACN)

- Essential I: Scientific Underpinnings for Practice
- Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- Essential V: Health Care Policy for Advocacy in Health Care
- Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health
- Essential VIII: Advanced Nursing Practice

(American Association of Colleges of Nursing (2006). Essentials of doctoral education for advanced nursing practice.)

Social Work

Programs Observed:

- M.S.W.
- PhD

- Masters: Accredited by the Council on Social Work Education (CSWE)
- Doctorate: Accredited by CT Department of Higher Education.

Major Concentrations:

- Casework
- Group Work
- Community organization
- Administration
- Policy Practice

Social Work Standards

- **Identify as a professional social worker and conduct oneself accordingly.**
- **Apply social work ethical principles to guide professional practice.**
- **Apply critical thinking to inform and communicate professional judgments**
- **Engage diversity and difference in practice**
- **Advance human rights and social and economic justice**
- **Engage in research-informed practice and practice-informed research**
- **Apply knowledge of human behavior and the social environment.**
- **Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
- **Respond to contexts that shape practice**
- **Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

SW Domains and Disabilities

- **Engage diversity and difference in practice.**

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, **disability**, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;

- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

- Recognize and communicate their understanding of the importance of difference in shaping life experiences

- View themselves as learners and engage those with whom they work as informants

- (Council on Social Work Education (2008). Educational Policy and Accreditation Standards)

Public Health



Programs Observed:

- M.P.H.
- D.P.H.

- Accredited by the Council on Education for Public Health (CEPH).

M.A. Public Health: Standards

- **Biostatistics-** collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
- **Epidemiology** – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health
- **Environmental health sciences** – environmental factors including biological, physical and chemical factors that affect the health of a community;
- **Health services administration** – planning, organization, administration, management, evaluation and policy analysis of health and public health programs; and
- **Social and behavioral sciences** – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

Disabilities in the Academic Standards

Program	Accrediting Body	“Disabilities” in Curriculum Standards	“Disabilities” in Clinical Standards	“Family-Centered” mentioned in Standards
M.A. Human Development & Family Studies	COAMFTE	No	No	No
PhD Human Development & Family Studies	COAMFTE	No	No	No
M.A. Speech Language Pathology	ASHA	No	Yes	No
AuD Audiology	ASHA	No	Yes	No
M.A Special Education	NCATE	No	No	No

Disabilities in Academic Standards

Program	Accrediting Body	“Disabilities” mentioned in curriculum standards	“Disabilities” mentioned in Clinical Standards	“Family-centered” mentioned in Standards
M.A. Educational Psychology	NCATE,CACREP	Yes	No	No
M.A. School Counseling	NCATE, NASP	Yes	No	No
M.S., PhD, D.N.P. Nursing	AACN	No	No	No
M.S.W., PhD Social Work	CSWE	Yes	No	No
M.P.H., D.P.H. Public Health	CEPH	Yes	No	No



CATALOG ANALYSIS

Program	# of total courses listed in Graduate CATALOG	# Courses specific on Disability in CATALOG	# of courses with Disability key words listed in CATALOG	TOTAL # Courses mentioning Disability	% Courses mentioning Disabilities per program
M.A. HDFS	47	0	0	0	0%
PhD	4	0	0	0	0%
M.A. SLP	16	12	0	12	75%
Au.D	18	0	0	0	0%
M.A. Special Education	33	5	4	9	27%
M.A. School Psychology	14	1	0	1	7%
M.A. School Counseling	16	1	0	1	6%
M.S. Nursing	44	0	0	0	0%
Ph.D.	33	0	0	0	0%
M.S.W.	114	1	2	3	3%
PhD	12	0	0	0	0%
M.P.H.	44	1	1	2	5%
D.P.H.	5	1	0	1	20%

Courses on Disabilities per Program

□ **Speech Language Pathology: 12**

- CDIS 5335 Fluency Disorders
- CDIS 5345 Aphasia
- CDIS 5343 Cognitive-Communicative Disorders
- CDIS 5345 Motor Speech Disorders
- CDIS 5346 Dysphasia
- CDIS 5348 Language Disorders I: birth to 5 yrs
- CDIS 5349 Language Disorders II: School Age Population
- CDIS 5353 Articulation and Phonological Disorders
- CDIS 5357 Organic Disorders of Communication
- CDIS 5359 Voice Disorders
- CDIS 5372 Central Auditory Disorders
- CDIS 5376 Language Impairments and Literacy

□ **Audiology:**

- None

□ **Special Education: 9**

- EPSY 5116 Individual Pupil Assessment
- EPSY 5107 Curriculum Issues in Special Education
- EPSY 5161 Assistive Technology for Access
- EPSY 5187 Clinical Experiences in Integrated Settings
- EPSY 5108 Instructions for students with Special needs in the Mainstream*
- EPSY 5113 Language and Literacy for Students with Cognitive Disabilities
- EPSY 5123 Instructional Strategies and Adaptations for Students with Special Learning needs
- EPSY 5140 Transition Planning for Students with Disabilities
- EPSY 5145 Issues in Postsecondary Disability Services

Courses on Disabilities per Program

□ **School Psychology: 1**

- EPSY 5108 Instructions for students with Special needs in the Mainstream*

□ **School Counseling: 1**

- EPSY 5108 Instructions for students with Special needs in the Mainstream*

□ **Nursing:**

- None

□ **Human Development and Family Studies:**

- None

□ **Social Work: 3**

- DSEL 5320 Direct Practice in Schools for Children with Educational Disabilities and Their Families
- SWEL 5370 Social Work in Health Care: Intro to Knowledge, Policy & Practice
- SWEL 5317 Women, Children & Families: Social Policies & Programs

□ **Public Health: 3**

- PUBH 5472 Disability & Public Health
- PUBH 5406 Law & Public Health
- PUBH 6492 Advanced Topics in Health Promotion, Disease & Disability Prevention

Conclusions-Ranking Order

1. M.A. Speech Language Pathology (75%) Yes
2. M.A. Special Education (27%) No*
3. Doctorate Public Health (20%) Yes
4. M.A. School Psychology (7%) Yes
5. M.A. School Counseling (6%) Yes
6. Masters of Public Health (5%) Yes
7. Masters of Social Work (3%) Yes

**Masters in Special Education does qualify.*

Conclusions—No Disabilities

- Human Development & Family Studies (0)% No
 - Nursing (0%) No
 - Social Work PhD (0%) No
 - Audiology (0%) Yes
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- *With the exception of Audiology, all of the programs that did not have the key word “Disability” in their accreditation Standards, did not have any courses mentioning “Disabilities” in the Graduate Catalog.*

Family-Centered Component

- The words “Family-Centered” were not present in any of the Titles or Descriptions of any of the courses in any of the programs.

Next Steps

- For more in-depth analysis:
 - ▣ A Matrix of courses and key words to be given to all professors in each Department to check off the words they use when teaching their classes.
 - ▣ Interview Professors that teach largest load of classes in each department.
 - ▣ Survey of students in program asking if disabilities were mentioned and what amount of time in courses.
 - ▣ Survey professors with open-ended response questions on their perspective of the importance of teaching on disabilities and the amount they do in their courses.

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