



DEPARTMENT OF PUBLIC HEALTH

STUDENT SUCCESS HANDBOOK

2021-2022

Introduction

This handbook was developed to help guide you through the Public Health and Health Studies curricula at William Paterson University. Use it in conjunction with the William Paterson University Undergraduate Academic Catalog as you pursue the Bachelor of Science degree in Health Studies or Public Health Promotion.

The handbook contains a great deal of information about our undergraduate programs, including curricular requirements, internship requirements, academic standards, and general expectations about student conduct and performance while enrolled in the major.

It also includes major departmental and university academic policies. Please read the handbook carefully and thoroughly.

You are responsible for knowing its contents as you work toward fulfilling the baccalaureate degree requirements of your program of study.

If you do not understand something in the handbook, ask your advisor or any public health faculty member for an explanation. They will be happy to help.



Public Health
Prevent. Promote. Protect.



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PUBLIC HEALTH
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2394 FAX 973.720.2215 • WWW.WPUNJ.EDU

Dear Student,

Welcome to the 2021-2022 academic year!

We are pleased that you have decided to pursue your education in our department. This handbook was developed to assist you in navigating your way through your studies in the Department of Public Health. It includes important information that serves as an “orientation” to our department and to your major area of study.

Our department offers two undergraduate programs, a BS in Public Health Promotion and a BS in Health Studies.

Our BS in Public Health Promotion is a fully accredited standalone undergraduate program in public health by the Council on Education for Public Health (CEPH). Public health is an exciting and growing field of undergraduate study that was highlighted as a “hot field” to watch by the *Washington Post* and listed as one of the five fastest growing undergraduate majors by the *Chronicle of Higher Education*.

Our BS in Health Studies is designed for individuals who already work in a health, healthcare, and allied health field who are looking for a bachelor’s degree to complement their current career. While the BS in Health Studies does not prepare a student for a specific career pathway, it is a solid degree for adult learners looking to enhance their current career with health-related content and skills.

Our faculty are distinguished educators, researchers, authors, and public health leaders who take pride in their relationships with our students. Since our major courses are generally small, you will get to know the faculty and they will get to know you. We take a personal interest in your academic success, so as you move through this academic year, please let us know how we can assist you in achieving your academic goals.

Again, welcome to the Department of Public Health at WPU.

ABOUT THE DEPARTMENT OF PUBLIC HEALTH

Structure of the University and the College of Science and Health

William Paterson is a university with its academic departments grouped into five colleges, each administered by a dean and an associate dean.

The Department of Public Health is in the College of Science and Health, along with the departments of Biology, Chemistry, Communication Disorders, Computer Science, Environmental Science, Kinesiology, Mathematics, Nursing, and Physics.

Although organized under one roof administratively, the ten departments of the College of Science and Health are physically located in three buildings.

University Hall (*below*) is the home of Communication Disorders, Nursing, and Public Health. The Kinesiology Department is nearby in Wightman Gym. Biology, Chemistry, Computer Science, Environmental Science, Mathematics, and Physics are in the Science Building.



The University President is Dr. Richard Helldobler. The Provost and Vice President of Academic Affairs is Dr. Joshua Powers. The Associate Provost for Academic Affairs is Dr. Sandra Hill. Danielle Liataud-Watkins, JD, is the Associate Provost for Academic Development and Dr. Jonathan Lincoln, is the Associate Provost for Curriculum and International Affairs.

The Dean of the College of Science and Health is Dr. Venkat Sharma and the Interim Associate Dean is Dr. Melkamu Zeleke. Their offices are located in the Science Building.

The Department of Public Health

Originally founded in 1973 as the Department of Health Science, today the Department of Public Health is a vibrant, high-quality academic division that embraces the mission of William Paterson University.

Department Mission: To strive for lifelong learning, excellence, diversity and community. The Department is committed to preparing students to understand and critically analyze public health issues, to appreciate the importance of health disparities, and to understand the local, national and global dimensions of public health issues. The Department is committed to fostering intellectual curiosity and creativity in problem solving to effectively address public health challenges in communities and populations. The Department aims to provide a foundation of core health knowledge enhanced by interdisciplinary study to promote health at all levels for all people.

The major objectives of the department are:

1. To provide undergraduate training in public health.
2. To provide undergraduate professional preparation in public health education.
3. To provide educational preparation for careers in a variety of health services related industries and agencies.
4. To support research and scholarship by the faculty and students of the department.
5. To support student well-being through participation in the University Core Curriculum program.
6. To provide professional preparation for certification in health for physical education majors.
7. To provide service courses for other disciplines.

Program Accreditation



The Bachelor of Science in Public Health is a fully accredited standalone undergraduate public health program, one of only a handful in existence. Program accreditation is through the Council on Education for Public Health (CEPH), an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs outside schools of public health. This specialized accreditation attests to the quality of an educational program that prepares for entry into a recognized profession.

Department of Public Health Faculty & Staff

The Department of Public Health is presently comprised of eight full-time faculty, an internship site coordinator, thirty-nine adjunct faculty, and an administrative assistant.

The faculty and staff are:

Full Professors

Dr. Corey Basch
Dr. Michele Grodner
Dr. William Kernan
Dr. Marianne Sullivan

Associate Professors

Dr. Alex Kecojevic
Dr. Naa-Solo Tettey

Assistant Professors

Dr. Zoe Meleo-Erwin
Dr. Yen-Tyng Chen

Internship Site Coordinator

Christie Jaime

Administrative Assistant

Geri Suppa

Adjunct Faculty:

Rebecca Abenante
Anita Gardner
Liz Amaya-Fernandez
Dr. Jocelyn Apicello
Alyssa Berdnik
Beverly Brevard
Dr. Julia Bryan
Dr. Pashko Camaj
Dr. Alejandria Canelo

Sandra Carnegie-Anderson
Wendy Cedar
Miralda Charles
Dr. Jill Chasse
Sheila Clancy
Carlee Denholtz
Judith Francis
Dr. Charlene Gungil
Jodi Inglis
Dana Jacko
Rose Jean-Baptiste
Ruth Jean-Marie
Ryan McKee
Marilyn McSpiritt-Guzio
Barbara Menzel
Dr. Aldean Morris
Dr. Jonathan Moss
Sandy Naraynan
Jill Riera
Jamie Sclafane
Dr. Tekeyah Sears
Stephanie Talmadge
Hilary Tabish
Blythe Ulrich

Full-Time Faculty Profiles

Corey H. Basch, EdD, MPH, CHES, Professor and Department Chairperson

Dr. Basch (she/her) holds master's degrees in nutrition education, communication and education, and cognition and learning as well as a doctorate focusing on health and humanities all from Columbia University's Teachers College. In addition, she holds a master's degree in public health from the University of Massachusetts- Amherst. Dr. Basch completed postdoctoral training in the Department of Epidemiology at Columbia University's Mailman School of Public Health with a specialization in cancer-related population science. Dr. Basch teaches Health Research Methods I and II, Concepts and Issues of Aging, Health Communication Methods, Popular Literature in Public Health, Health Informatics, Healthy U, and the Internship course in Public Health Education.

Yen-Tyng Chen, PhD, MS, Assistant Professor

Dr. Chen (she/her) holds a PhD degree in Behavioral Sciences and Health Education from Emory University, and a master's degree in Epidemiology from the National Taiwan University. Dr. Chen is a behavioral scientist and her research interests include HIV risk and prevention, substance use, network epidemiology, and place-based multilevel research. She was a past ORISE research fellow with the Division of HIV/AIDS Prevention at the Centers for Disease Control and Prevention. She completed her postdoctoral training at the Chicago Center for HIV Elimination at the University of Chicago and the Spatial Epidemiology Lab at Columbia University. Dr. Chen teaches Health Research Methods I, Epidemiology, and Healthy U.

Michele Grodner, EdD, CHES, Professor

Dr. Grodner holds master's degrees in community nutrition, and nutrition education as well as a doctorate in family and community education all from Teachers College, Columbia University. She is a certified health education specialist whose interests and expertise are cultural, societal and psychological factors affecting food choices. Dr. Grodner is the lead author with Dr. Sylvia Escott-Stump of *Nutritional foundations and clinical applications: A nursing approach* now in its 6th edition. Dr. Grodner teaches Nutrition, Lifespan Nutrition, Food and Social Issues, Stress Management, and Health Care in the U.S.

Alex Kecojevic, DrPH, MPH, Associate Professor

Dr. Kecojevic received a DrPH from the Drexel University School of Public Health, an MPH from the Johns Hopkins School of Public Health, and an undergraduate degree in Biology from the University of Western Ontario in Canada. He is a public health researcher who combines quantitative and qualitative research methods to study substance use, LGBT health, high-risk youth, and HIV/AIDS. Dr. Kecojevic teaches Health Research Methods I and II, Drugs and Health, Introduction to Public Health, LGBTQ Health, Internship in Public Health, Human Sexuality, and Healthy U.

William Kernan, EdD, MPA, MCHES, Professor

Dr. Kernan holds master's degrees in public health administration and health education as well as a doctorate in health education from Columbia University's Teachers College. Dr. Kernan is a master certified health education specialist with expertise in substance abuse prevention, community food systems, cultural competence, and graduate student health. As a former Peace Corps volunteer and United Nations staff member, he also has a special interest in global health, culture, and food systems. Dr. Kernan teaches Program Planning, Health Communication Methods, Global Health Issues, Food and Community, Stress Management, Cultural Dimensions of Health, and the Internship course in Public Health Education.

Zoe Meleo-Erwin, PhD, MA, Assistant Professor

Dr. Meleo-Erwin holds master's degrees in social ecology from Goddard College, sociology from Temple University, and disability studies from the City University of New York School of Professional Studies as well as a doctorate in sociology from the Graduate Center of the City University of New York. Her research interests include health disparities, structural determinants of health, weight-based stigma, food-based health movements, and decision making around vaccination. She teaches Public Health Practice, Cultural Dimensions of Health, Disparities in Health, Disability & Public Health, and Stress Management.

Marianne Sullivan, DrPH, MPH, Professor

Dr. Sullivan holds a doctorate in public health from Columbia University and a master's in public health from the University of California – Berkeley. Her area of interest is epidemiology and environmental health. She is a past Department of Environmental Protection STAR Fellow. Dr. Sullivan is the director of the Global Public Health Honors track at the University. Dr. Sullivan teaches Environmental Health, Epidemiology, Introduction to Public Health, and Tobacco as a Public Health Issue.

Naa-Solo Tettey, EdD, MPH, MCHES, CPH, Associate Professor

Dr. Tettey holds master's degrees in psychology and education, health care administration, and public health, as well as a doctorate in health and behavior studies with a concentration in health education from Columbia University. Dr. Tettey is a master certified health education specialist, certified in public health, and an ACSM certified wellness coach. Her interests and expertise are in health disparities, complementary and alternative health, faith-based health education, and the use of social media and the internet as health promotion tools. Dr. Tettey teaches Principles of Behavior Change, Disparities in Health, Health Administration, Counseling Skills for Health Professionals, and the Internship course in Public Health Education.

Staff Profiles

Christie Jaime, MA, CHES, Internship Site Coordinator

Professor Jaime earned her master's degree in health education from Montclair State University and her bachelor's degree in health education from William Paterson University. As a health educator she has many years of experience in a variety of public health settings, as well as higher education teaching experience. Professor Jaime coordinates internship site placements and oversees interns in the field.

Geraldine Suppa, Administrative Assistant

Ms. Suppa supports the administrative functioning of the department in addition to assisting both faculty and students. She is available Monday – Friday from 8 am to 4 pm unless otherwise posted. Ms. Suppa also manages the chairperson's calendar and makes all appointments for the chairperson.

Academic Advising

The Department of Public Health has a well-established, student-centered academic advising system that takes a holistic approach. Faculty advisors provide advice and guidance on career planning, networking, and other matters of importance to students, in addition to academic issues.

Upon acceptance into the major, each student meets with the chairperson of the department to discuss the major program and to develop the initial academic plan. Copies of all advisement materials are given to the student for use at subsequent meetings with the faculty advisor.

Each student is assigned a faculty advisor who will work with students on an individual basis at least once a semester, more often if needed and/or requested by the student. Advisors provide students with assistance in planning course work to ensure that graduation requirements are met.

The chairperson oversees all departmental advising and works closely with individual faculty advisors to ensure that our students are working toward a timely completion of their degree.

The faculty in the Department of Public Health recognize the importance of compatibility of the faculty member and the student in an advisor/advisee relationship. Students are encouraged to request a change of advisor if they so choose. This request is made by contacting the chairperson.

It is the student's responsibility to contact his/her advisor at least once each semester prior to registration for the following semester.

Alternate PIN numbers required for registration will not be issued via email or over the phone. Each student must meet with his/her advisor or the chairperson for course advisement and to receive the PIN.

Academic Advisors for the 2021-2022 academic year are: Dr. Basch, Dr. Chen, Dr. Michele Grodner, Dr. Alex Kecojevic, Dr. William Kernan, Dr. Zoe Meleo-Erwin, Dr. Marianne Sullivan, and Dr. Naa-Solo Tettey

ACADEMIC DEGREE PROGRAMS IN THE DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health offers two academic programs. Students wishing to declare a major in the department may choose from the BS in Health Studies or the BS in Public Health Promotion. Information about each of these degree programs is presented on the following pages.

Departmental admission requirements

In order to be admitted to the majors within the Department of Public Health, students must have a cumulative Grade Point Average (GPA) of at least a 2.0 and take and pass (with a C- or better; C or better if transferring credit from another institution) the following courses (or equivalent transfer course):

- Anatomy and Physiology Course Requirement
 - BIO 1140: Applied Anatomy & Physiology, or
 - BIO 1120 & 1130: General Anatomy & Physiology 1 & 2, or
 - BIO 1180 & 1190: Basic Anatomy & Physiology 1 & 2, or
 - BIO 1200: Human Biology
- Statistics Course Requirement
 - MATH 1300: Elementary Statistics, or
 - MATH 2300: Statistics I
- Basic Health Course Requirement
 - PBHL 1100: Healthy U, or
 - PBHL 1300: Healthy Living After 30

Upon acceptance into the department, students are required to meet with the department chairperson to review previous course work that may be applicable to their major, and to develop their individualized academic plan.

General degree requirements

In order to qualify for graduation, all students must complete a minimum of 120 credits of coursework in the following areas: major courses, co-requirements, University Core Curriculum, foreign language, and free electives.

Students sometimes accrue more than the required number of credits needed for graduation. This happens as a result of transferring from another institution, changing majors while at William Paterson University, adding a minor, course failure, or because of an error from not seeking or following advisement recommendations in course selection.

Academic Standards for the BS in Health Studies

The academic standards for the BS in Health Studies are the same standards as described in the Undergraduate Student Handbook.

Academic Standards for the BS in Public Health Promotion

Due to certification and accreditation requirements, the academic standards for students enrolled in the BS in Public Health degree program are different than those described in the Undergraduate Student Handbook.

Departmental probation

Students earning less than a C grade in a PBHL major core course, PBHL major track course, PBHL major elective course, or major co-required course will be placed on departmental probation. Students on departmental probation must repeat the course in which a grade less than C is earned until they receive a C or better in that course.

Progression in the major

Students on departmental probation for a grade less than C in a pre-requisite course will not be permitted to progress to the next level course as follows:

- PBHL 3000 Introduction to Public Health will not progress to:
 - PBHL 3400 Environmental Health
 - PBHL 4000 Epidemiology
- PBHL 3010 Principles of Behavior Change will not progress to:
 - PBHL 3610 Health Communication Methods
- PBHL 3020 Health Care in the US will not progress to:
 - PBHL 4500 Health Administration
- PBHL 3040 Health Research Methods I will not progress to:
 - PBHL 3042 Health Research Methods II
- PBHL 3042 Health Research Methods II will not progress to:
 - PBHL 4301 Public Health Practice
 - PBHL 4500 Health Administration
 - PBHL 4610 Program Planning
- PBHL 3610 Health Communication Methods will not progress to:
 - PBHL 4610 Program Planning
- Any course required for the PBHL program, will not progress to:
 - PBHL 4965 Internship in Public Health
 - PBHL 4975 Internship in Health Education

Career Pathways for Undergraduate Students

Many students ask, "What can I do with this major?" or "What sort of career does this major prepare me for?" While a bachelor's degree in any undergraduate major is never a guarantee of future employment, it is important to understand one fundamental difference between these two health-related degree programs:

- The BS in Public Health is designed to allow students to explore the various career pathways in the fields of public, community, and population health,
- The BS in Health Studies, however, does not involve career exploration, nor does it lead to any identifiable job titles, as the Public Health degree does.

Careers & the Public Health Degree	Careers & the Health Studies Degree
✓ Required internship experience	✓ No internship experience
✓ Certification opportunities are	✓ No certification opportunities available
✓ Major coursework includes career exploration and	✓ Major coursework does not include career exploration or
✓ Major coursework allows students to pursue graduate	✓ Major coursework allows students to pursue graduate

Careers in Public Health: "Public health careers offer something for everyone. Epidemiology and biostatistics involve mathematics and modeling. Environmental health includes a wide range of science skills. Health administration incorporates business and management skills. Health education involves skills required to develop community-wide prevention programs. Health policy includes an understanding of law-making processes. Perhaps never has there been a more exciting time to pursue a career in public health. Why? Because....

- Most experts agree that major advances in improvement of health over the next decades will not come from new medical findings or cures, but rather the broader development and application of population-based prevention programs.
- Health services delivery systems are undergoing rapid change. Greater emphasis is being placed on health promotion and disease prevention as a means to reduce the costs of care by improving the health of our populations. These changes have created a broad array of new opportunities for professionals with advanced training in public health.
- As the public has become better informed about the effects of toxic wastes and pollutants on their health, greater emphasis is being placed on assuring the safety of our communities as well as worker health and safety. As a result, there is growing demand for experts in environmental health and industrial hygiene.
- Public health research is focusing more on women's health, and child and substance abuse, and an increased emphasis is being placed on behavioral change to prevent the risk of STDs, HIV/AIDS, tuberculosis, and unplanned pregnancies. Greater emphasis is also being placed on school health and the health of minority and disadvantaged populations." Retrieved on 8/24/2016 from <http://www.whatispublichealth.org/careers/index.html>

PUBLIC HEALTH

BACHELOR OF SCIENCE-PUBLIC HEALTH PROMOTION

Public Health as a field of study encompasses many academic disciplines - therefore careers in public health have something to offer to everyone. The combined efforts of public health professionals make our world a safer place in which individuals live, work and thrive.

Program Overview

Designed to be completed in a minimum of four full-length semesters, students who major in Public Health Promotion take a variety of courses covering the core areas of public health, including behavioral sciences, health care systems, health research methods, environmental health, epidemiology, and public health practice. All Public Health majors complete 53 credits in the major that allows for further exploration of the field.

The programs prepare entry-level health educators who are able to assess, plan, implement, and evaluate a broad range of health promotion and disease prevention programs designed for a community's diverse population. Knowledge of health promotion is achieved through a multi-disciplinary study of physical and natural sciences, education, psychology, and public health.

Practice-based skills are integral components of our carefully designed program. Students become oriented to the profession of health education through the completion of a 9-credit full-time internship during their final semester, at which time they can also take the national certification examination to become a Certified Health Education Specialist (CHES).

Careers in Public Health

With a Bachelor's Degree in Public Health Promotion and qualification for CHES certification, graduates are eligible to pursue a wide variety of positions in the field of health promotion. Examples of positions held by graduates of the program include:

Health educators for governmental departments of health; HIV/AIDS educators and counselors; Substance abuse prevention specialists; Health education coordinators for non-profit agencies such as the American Cancer Society and the American Red Cross; Health educators for family service organizations; Health promotion specialists in corporations, employee wellness centers, and managed care organizations; Health education coordinators for hospitals and nursing homes

Furthermore, graduates of the Health Promotion program are eligible to pursue a variety of career and graduate education opportunities. While there are many sub-fields within the field of public health, potential career pathways include environmental health, substance abuse prevention, health services research, and health management, to name a few. Students who pursue graduate education in public health can pursue careers in fields such as epidemiology or health administration.



The BS in Public Health Promotion at WPU is an internationally recognized high-quality undergraduate public health program fully accredited by the Council on Education for Public Health (CEPH).

Admissions Requirements

- | | | |
|-------------|--|---|
| • BIO1140 | Applied Anatomy & Physiology (or BIO 1120, 1130; or BIO 1180 & 1190; or BIO 1200 | 3 |
| • MATH 1300 | Elementary Statistics (or MATH 2300) | 3 |
| • PBHL 1100 | Healthy U (or PBHL 1200 or PBHL 1300) | 3 |

For more information contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans.

Core Courses

• PBHL 2950	Disparities in Health (UCC 4)	3
• PBHL3000	Introduction to Public Health	3
• PBHL3010	Principles of Behavior Change * (<i>fall only</i>)	3
• PBHL 3020	Health Care in the United States *	3
• PBHL 3040	Health Research Methods I * (<i>fall only</i>) (UCC WI)	3
• PBHL 3042	Health Research Methods II * (<i>spring only</i>) (UCC TI)	3
• PBHL 3110	Global Health Issues (UCC 6)	3
• PBHL 3400	Environmental Health *	3
• PBHL3610	Health Communication Methods * (<i>sp. only</i>) (UCC TI)	3
• PBHL4000	Epidemiology * (UCC WI)	3
• PBHL 4500	Health Administration * (<i>fall only</i>)	3
• PBHL4610	Program Planning * (<i>fall only</i>)	3
• PBHL 4965	Introduction to Internship * (<i>fall only</i>)	1
• PBHL 4975	Internship in PBHL Promotion * (<i>spring only</i>)	9

Major Electives 3 credits (choose one)

• PBHL 2100	Women's Health
• PBHL 2150	Drugs and Health
• PBHL 2200	Stress Management
• PBHL 2210	Nutrition
• PBHL 2700	Concepts and Issues of Aging
• PBHL 2900	Human Sexuality
• PBHL 2920	LGBTQ Health (UCC 4)
• PBHL 3120	Ethics in Public Health
• PBHL 3130	Violence as a PBHL Issue (UCC 5)
• PBHL 3140	Reproductive Rights (UCC 5)
• PBHL 3150	Food and Community (UCC 5)
• PBHL 3170	Popular Lit. in PBHL (UCC WI)
• PBHL 3180	Tobacco as a PBHL Issue (UCC 5)
• PBHL 3190	Disability & Public Health (UCC TI)
• PBHL 3210	Lifespan Nutrition
• PBHL 3220	Food and Social Issues
• PBHL 3750	Human Disease *
• PBHL 4300	Counseling Skills for Health Prof. *
• PBHL 4950	Cultural Dim. of Health * (UCC WI)

Science Co-Requirement 4 credits (choose one)

• BIO 1300	Field Biology	4
• BIO 1700	Basic Microbiology	4
• CHEM 1310	College Chemistry	4
• ENV 1100	Environmental Sustainability	4
• PHYS 1100	Introduction to Physics	4

¹ Courses marked with an asterisk (*) are open to declared Public Health majors only

FALL - Semester 1 (Junior Year)

- PBHL 2950 Disparities in Health
- PBHL 3000 Introduction to Public Health
- PBHL 3010 Principles of Behavior Change
- PBHL 3020 Health Care in the US
- PBHL 3040 Health Research Methods I

SPRING - Semester 2 (Junior Year)

- PBHL 3042 Health Research Methods II (*pre-req: PBHL 3040*)
- PBHL 3110 Global Health Issues
- PBHL 3400 Environmental Health (*pre-req: PBHL 3000*)
- PBHL 3610 Health Communication Methods (*pre-req: PBHL 3010*)
- Science co-req

FALL - Semester 3 (Senior Year)

- PBHL 4000 Epidemiology (*pre-req: PBHL 3000*)
- PBHL 4610 Program Planning (*pre-req: PBHL 3610*)
- PBHL 4500 Health Administration (*pre-req: PBHL 3020*)
- PBHL 4965 Introduction to Internship
- Major Elective

SPRING - Semester 4 (Senior Year)

- PBHL 4975 Internship in Public Health

- In general, the remaining courses in the major may be taken during any fall or spring semester, however...
- All required PBHL core courses must be taken and passed with a C or better before a student may complete the internship requirement.

BS - HEALTH STUDIES

WILLIAM PATERSON UNIVERSITY

Program Overview

Health Studies is a 36-credit Bachelor of Science (BS) degree program that focuses on the study of human health, wellness, illness and disease. The Health Studies program is a general program for those who want to learn more about health and wellness, but who do not wish to pursue preparation in a specific health profession such as public health, health education, or nursing.

The BS in Health Studies is a general program that prepares students with the health knowledge and skills necessary to understand and navigate the US healthcare system, to be an informed consumer of health information, and to critically assess personal health behavior, health status, and associated health risks. *The BS in Health Studies is not a career-preparatory degree.*

Students in the Health Studies program will explore concepts of human health and disease, nutrition, sexuality, aging, and substance abuse; Examine individual health behaviors, their relation to the development of disease, and their role in the protection of health; Develop health research literacy skills; Explore the organization, financing, management, and dynamics of the US healthcare system; Explore the role of culture in health behavior and decision-making.

Courses:

Core Courses 30 credits

• PBHL 2150	Drugs and Health	3
• PBHL 2210	Nutrition	3
• PBHL 2700	Concepts and Issues of Aging	3
• PBHL 2900	Human Sexuality	3
• PBHL 3020	Health Care in the United States	3
• PBHL 3190	Disability & Public Health (TI)	3
• PBHL 3750	Human Disease	3
• PBHL 4200	Health Informatics (TI/WI)	3
• PBHL 4300	Counseling Skills for Health Professionals	3
• PBHL 4950	Cultural Dimensions of Health (WI)	3

University Core Curriculum (UCC) Courses

WI = Writing Intensive

TI = Technology Intensive

UCC 4 = Diversity & Social Justice

UCC 5 = Community & Civic Engagement

UCC 6 = Global Awareness

Major Electives 6 credits

• PBHL 2100	Women's Health	3
• PBHL 2200	Stress Management	3
• PBHL 2920	LGBTQ Health (UCC 4)	3
• PBHL 2950	Disparities in Health (UCC 4)	3
• PBHL 3110	Global Health Issues (UCC 6)	3
• PBHL 3120	Ethics in Public Health	3
• PBHL 3130	Violence as a PBHL Issue (UCC 5)	3
• PBHL 3140	Reproductive Rights (UCC 5)	3
• PBHL 3150	Food and Community (UCC 5)	3
• PBHL 3170	Popular Lit. in PBHL (WI)	3
• PBHL 3180	Tobacco as a PBHL Issue (UCC 5)	3
• PBHL 3210	Lifespan Nutrition	3
• PBHL 3220	Food and Social Issues	3
• PBHL 4900	Practicum in Health Studies	3

Program Objectives:

- Students in the Health Studies program will:
- Explore concepts of human health and disease, nutrition, sexuality, aging, and substance use.
- Examine individual health behaviors, their relation to the development of disease, and their role in the protection of health.
- Develop health research literacy skills.
- Explore the organization, financing, management, and dynamics of the US healthcare system.
- Explore the role of culture in health behavior and decision-making.

Is Health Studies Right for You?

The Health Studies program is a general health-related degree. As such, the Health Studies degree does not prepare a student for a specific career pathway or workplace setting. The program is specifically aimed at students who:

- Have completed AAS in an Allied Health discipline (dental hygiene, radiation technology, respiratory therapy, etc...) and wish to earn a bachelor's degree to complement their current career.
- Are seeking advancement at their current place of employment in the health/healthcare industry.
- Want a foundation in the study of human health before pursuing additional graduate training in clinical health science professions (best when combined with a major or minor in biology, chemistry, or other program under advisement).
- Want to enroll in a health-related degree-completion program that will lead to timely graduation from the university.

Health Studies majors will learn to:

- Critically review health information technology for healthcare, education and research.
- Locate valid sources of health and disease information.
- Analyze the factors that contribute to the major causes of morbidity and mortality in the United States.
- Describe the organization and administration of health care in the United States.
- Investigate and critically assess physical, social, emotional, and intellectual factors influencing health behaviors.
- Critically discuss the relationship between culture and health.

PUBLIC HEALTH - MINOR

WILLIAM PATERSON UNIVERSITY

Program Overview

Public health as a field of study is highly varied and encompasses many academic disciplines – therefore careers in public health have something to offer to everyone. The Association of Schools and Programs of Public Health states that “public health improves the shared conditions and behaviors that affect the health of each and every one of us.” The combined efforts of public health professionals make our world a safer place in which individuals live, work, and thrive.

The minor in Public Health introduces students to the core content and functions of the field of Public Health. Students may select from a variety of elective courses to build a program that enhances the student’s major area of study and matches the student’s personal interests in the health field. As Public Health is multidisciplinary by nature, the minor in Public Health is well-suited for students from a wide variety of majors.

Admissions Requirements

To be admitted to the minor in Public Health, students must take and pass with the grade of C or better

- PBHL 3000 Introduction to Public Health 3

Courses 18 credits

Core Courses

- PBHL 3000 Intro to Public Health 3
- PBHL 4000 Epidemiology 3

Additional Core Courses 6 credits

select two of the following courses

- PBHL 2950 Disparities in Health (UCC 4) 3
- PBHL 3020 Health Care in the US 3
- PBHL 3110 Global Health Issues (UCC 6) 3
- PBHL 3400 Environmental Health 3

Elective Courses 6 credits

select two of the following courses

- PBHL 2700 Concepts & Issues of Aging 3
- PBHL 2950 Disparities in Health (UCC 4) 3
- PBHL 3020 Health Care in the US 3
- PBHL 3110 Global Health Issues (UCC 6) 3
- PBHL 3120 Ethics in Public Health 3
- PBHL 3130 Violence as a PH Issue (UCC 5) 3
- PBHL 3140 Reproductive Rights (UCC 5) 3
- PBHL 3150 Food and Community (UCC 5) 3
- PBHL 3170 Popular Lit in Public Health (WI) 3
- PBHL 3180 Tobacco as a PH Issue (UCC 5) 3
- PBHL 3190 Disability & Public Health (TI) 3
- PBHL 3220 Food and Social Issues 3
- PBHL 3400 Environmental Health 3
- PBHL 4950 Cultural Dimensions of Health (WI) 3

University Core Curriculum (UCC) Courses

WI = Writing Intensive

TI = Technology Intensive

UCC 4 = Diversity & Social Justice

UCC 5 = Community & Civic Engagement

UCC 6 = Global Awareness

For more information contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans.



Program Overview

Health studies is a broad term used to describe the study of health issues and behaviors with a particular emphasis on health at the level of the individual.

As our collective understanding of human health is continually evolving, the minor in Health Studies provides students with broad exposure to current and evidence-based content through a variety of personal health courses. Students who minor in Health Studies will explore content in several foundational areas of personal health and well-being, and may select elective courses based on personal interests and needs. The minor in Health Studies is well suited for students interested in exploring their own health, as well as those students who are interested in careers in the field of health and human services.

WHY MINOR IN HEALTH STUDIES?

The minor in Health Studies is a good choice for students who:

- Want broad exposure to personal health information for self-improvement and general knowledge.
- Want to explore individual wellness issues as they relate to their major area of study.
- Want to develop the skills to become a more engaged and informed consumer of health related information.

Courses 18 credits

Core Course 3 credits

- PBHL 1100 Healthy U 3

University Core Curriculum (UCC) Courses

- WI = Writing Intensive
- TI = Technology Intensive
- UCC 4 = Diversity & Social Justice
- UCC 5 = Community & Civic Engagement
- UCC 6 = Global Awareness

Elective Courses 15 credits

select five of the following courses

- PBHL 2100 Women's Health 3
- PBHL 2150 Drugs and Health 3
- PBHL 2210 Nutrition 3
- PBHL 2200 Stress Management 3
- PBHL 2700 Concepts and Issues of Aging 3
- PBHL 2900 Human Sexuality 3
- PBHL 3140 Reproductive Rights (UCC 5) 3
- PBHL 3210 Lifespan Nutrition 3
- PBHL 3220 Food & Social Issues 3
- PBHL 3750 Human Disease 3

For more information contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans.

Academic Policies & Related Information

Certified Health Education Specialist (CHES) examination requirement

Certification in health education is attained through an examination administered by the National Commission for Health Education Credentialing, Inc. (NCHEC). The CHES examination is a competency-based tool consisting of 150 multiple-choice questions used to measure possession, application and interpretation of knowledge in the Areas of Responsibility for health educators delineated by *A Competency-Based Framework for Health Educators*.

Eligibility Requirements for the CHES Exam include:

- A bachelor's, master's or doctoral degree from an accredited institution of higher education; AND one of the following:
- An official transcript (including course titles) that clearly shows a major in health education, e.g., Health Education, Community Health Education, Public Health Education, School Health Education, etc. Degree/major must explicitly be in a discipline of "Health Education." OR
- An official transcript that reflects at least 25 semester hours or 37 quarter hours of course work (with a grade "c" or better) with specific preparation addressing the Seven Areas of Responsibility and Competency for Health Education Specialists.

Senior public health promotion majors at WPUNJ within 90 days of graduation are eligible to sit for the examination based on NCHEC's 90-Day Eligibility Option, which states:

"The 90-day option is offered to students scheduled to graduate within 90 days of an exam date. To qualify for this option, a student must be enrolled in an accredited institution of higher education, and must submit an official transcript showing a minimum of 25 semester hours relating to the Area of Responsibility along with written verification from his/her faculty advisor assuring the student will complete all degree requirements within 90 days of the exam date" (Retrieved on 8/24/2016 from: <http://www.nchech.org/ches-exam-eligibility>).

For more information about the CHES exam and the National Commission for Health Education Credentialing, Inc. please visit their website at www.nchech.org.



Program Overview

Health studies is a broad term used to describe the study of health issues and behaviors with a particular emphasis on health at the level of the individual.

As our collective understanding of human health is continually evolving, the minor in Health Studies provides students with broad exposure to current and evidence-based content through a variety of personal health courses. Students who minor in Health Studies will explore content in several foundational areas of personal health and well-being, and may select elective courses based on personal interests and needs. The minor in Health Studies is well suited for students interested in exploring their own health, as well as those students who are interested in careers in the field of health and human services.

WHY MINOR IN HEALTH STUDIES?

The minor in Health Studies is a good choice for students who:

- Want broad exposure to personal health information for self-improvement and general knowledge.
- Want to explore individual wellness issues as they relate to their major area of study.
- Want to develop the skills to become a more engaged and informed consumer of health related information.

Courses 18 credits

Core Course 3 credits

- PBHL 1100 Healthy U 3

University Core Curriculum (UCC) Courses

WI = Writing Intensive
 TI = Technology Intensive
 UCC 4 = Diversity & Social Justice
 UCC 5 = Community & Civic Engagement
 UCC 6 = Global Awareness

Elective Courses 15 credits

select five of the following courses

- PBHL 2100 Women's Health 3
- PBHL 2150 Drugs and Health 3
- PBHL 2210 Nutrition 3
- PBHL 2200 Stress Management 3
- PBHL 2700 Concepts and Issues of Aging 3
- PBHL 2900 Human Sexuality 3
- PBHL 3140 Reproductive Rights (UCC 5) 3
- PBHL 3210 Lifespan Nutrition 3
- PBHL 3220 Food & Social Issues 3
- PBHL 3750 Human Disease 3

For more information contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans.

Email communication

Email communication between faculty and students will only be through WPU email addresses, as per University policy.

Grading

The following departmental grading scale is utilized for calculating grades in all PBHL courses.

DEPARTMENT OF PUBLIC HEALTH GRADING SCALE

A	93-100	B+	87-89	B-	80-82	C	73-76	D+	67-69	F	<60
A-	90-92	B	83-86	C+	77-79	C-	70-72	D	60-66		

Recording of lectures and class sessions

Student use of any electronic recording device to make electronic recordings of lectures, class discussions or other oral classroom communication is not permitted without written permission from the relevant course instructor(s).

Students with disabilities who are unable to take or read notes and who are requesting recording may make such requests to the Accessibility Resources Center (ARC), not to instructors, by following the procedures provided to students by the ARC. Permission to make recordings will not be withheld if such recordings are reasonably necessary to accommodate a student's disability as defined by law.

For more information on this University policy, see <https://www.wpunj.edu/policies/index.html>

Reference style

The Department of Public Health has universally adopted the use of the sixth edition of the Publication Manual of the American Psychological Association, commonly referred to as APA style, as the set of citation and attribution guidelines for use in all PBHL courses. An introduction to APA style is provided to all students as part of the core writing intensive course, PBHL 3040 Health Research Methods I. APA style is to be used in all courses where papers or reports are required.

The definitive online resource for APA citation style is found at the Purdue Online Writing Lab (OWL) at <https://owl.purdue.edu/>.

Textbooks

When deciding how to access/purchase textbooks, students must be aware that several textbooks used in the public health program are used in multiple courses.

Therefore, in some cases, it may be more cost effective to purchase a textbook rather than rent it for two or more semesters.

1. The textbook used in PBHL 3040 Health Research Methods I is also the same textbook used in PBHL 3042 Health Research Methods II.
2. The textbooks used in the following courses will be used for more than one semester AND/OR will be necessary for studying for the CHES Exam:
 - a. PBHL 3010 Principles of Behavior Change
 - b. PBHL 3610 Health Communication Methods
 - c. PBHL 4610 Program Planning
3. All public health education majors must purchase the most recent edition of the Certified Health Education Specialist (CHES) exam study guide, *The Health Education Specialist: A Companion Guide for Professional Excellence*. This must be purchased while enrolled in PBHL 3010. This study guide will be used in all health education coursework. It can be found online at <https://www.nchec.org/>

Use of electronic devices in the classroom

Unless otherwise instructed, all personal electronic communication devices (cell phones, notebooks, laptops, iPads, etc.) are to be turned off during class.

Internship Requirement - BS in Public Health Program

The internship program for students majoring in Public Health is a supervised experience designed to provide the opportunity for students to apply their academic preparation in a professional work setting. There is no internship requirement for students enrolled in the BS in Health Studies degree program.

The internship experience is a requirement for all Bachelor of Science (B.S.) Public Health degree candidates in the Department of Public Health. The internship is the culmination of the major course of study and is completed after all other major courses and major co-required courses are taken and passed with the minimum required grade in each course.

In order for a student to register for the *Internship* course and begin the internship, all of the following criteria must have been met:

- Students must successfully complete the *Introduction to Internship* course and file all required paperwork by the deadlines announced in class.
- Students must complete all major courses and major co-requirements with a grade of C or better.

The Internship Site Coordinator assists all students in the identification of an appropriate internship site during the Introduction to Internship course that students take the semester before their internship.

The objectives of the internship course are to:

1. Review the process of conducting a community-based needs assessment
2. Explore methodologies for engaging communities in the identification of priority health problems
3. Examine community risk and protective factors

The objectives of the internship are to:

1. Expose students to the role and responsibilities of an entry level public health practitioner/educator in a public health agency
2. Examine the ways in which theoretical concepts are applied to the realities of the field of public health
3. Explore strategies for communicating with, and working with, public health professionals
4. Provide the opportunity to improve public speaking and audience management skills
5. Provide the opportunity for self-reflection regarding career goals and lifelong learning

More detailed information about the Department of Public Health's Internship program is in the Internship Manual posted on the department's website.

Questions about internships should be directed to the department chairperson or the Internship Site Coordinator.

*There are several important issues related to the internship requirement that students need to consider before beginning the BS in Public Health degree program. Students should carefully read the **Memorandum of Understanding between the WPUNJ Department of Public Health and the Student** found in Appendix A of this handbook.*

Each Public Health major will be asked to review and sign this Memorandum of Understanding (MOU) during one of their initial advising sessions with the department chairperson or their academic advisor.

Any student who refuses to sign this MOU will receive a notation in their departmental record indicating their refusal to sign. Refusal to sign this MOU does not indicate that the student is exempt from the requirements as stated in the MOU.

Standards of Academic Conduct

Academic dishonesty, including plagiarism and all forms of cheating, is taken very seriously at the University and within our Department. The University's Standards of Academic Conduct state:

As an academic institution committed to the discovery and dissemination of truth, William Paterson University expects all members of the University community to conduct themselves honestly and with professional demeanor in all academic activities.

William Paterson University has established standards of academic conduct because of its belief that academic honesty is a matter of individual and University responsibility and that, when standards of honesty are violated, each member of the community is harmed.

All members of the University community are expected to adhere to the Academic Integrity Policy.

Violations of Academic Integrity Violations of the Academic Integrity Policy include, but may not be limited to, the following examples:

Plagiarism is the copying from a book, article, notebook, video, or other source material, whether published or unpublished, without proper credit through the use of quotation marks, footnotes, and other customary means of identifying sources, or passing off as one's own the ideas, words, writings, programs, and experiments of another, whether such actions are intentional or unintentional. Plagiarism also includes submitting, without the consent of the professor, an assignment already tendered for academic credit in another course.

Cheating during examinations includes any attempt to: (1) look at another student's examination with the intention of using another's answers for personal benefit; (2) communicate, in any manner, information concerning the content of the examination during the testing period or after the examination to someone who has not yet taken the examination; (3) use any materials, such as notebooks, notes, textbooks, or other sources, not specifically designated by the professor of the course for student use during the examination period; or (4) engage in any other activity for the purpose of seeking aid not authorized by the professor.

Collusion is working together with another person or persons in preparing separate course assignments in ways not authorized by the instructor. Academic work produced through a cooperative (collaborative) effort of two or more students is permissible only upon the explicit consent of the professor. The collaboration must also be acknowledged in stating the authorship of the report.

Lying is knowingly furnishing false information, distorting or omitting data, failing to provide all necessary, required information to the University advisor, registrar, admissions counselor, or professor, for any academically related purpose.

Other concerns that relate to the Academic Integrity Policy include such issues as breach of personal security, stolen tests, falsified records, and vandalism of library or other materials. No list could possibly include all the possible violations of academic integrity. These examples should, however, give a clearer idea of the intent and extent of application of this policy.

(William Paterson University Undergraduate Handbook)

Examples of academic integrity violations

While not meant to be an exhaustive or complete list, these are some examples of academic integrity violations:

1. Cutting and pasting from websites without citing the sources and/or utilizing parentheses to indicate the use of someone else's words.
2. Copying verbatim or paraphrasing without citing the source.
3. Completing an assignment in a group that was not assigned as a group project and then handing in the results for individual credit.
4. Submitting graded work from one class in another class for credit, without the permission of the professor.
5. Copying homework from a fellow student.
6. Turning in any work that was completed by another person.

Student Recognition - Awards and Honor Societies

Awards for Outstanding Academic Achievement

This award is bestowed upon the graduating seniors with the highest overall GPA in each major. These awards include:

- Outstanding Academic Achievement Award in Public Health Promotion
- Rose Lynn Daniels Award for Outstanding Service to the Department

Eta Sigma Gamma Honor Society

Eta Sigma Gamma, Gamma Omega Chapter is the national honor society in Public Health Education. Its purpose is to further the professional commitment of health education practitioners through teaching, research and service. Induction into Eta Sigma Gamma is by invitation only. Criteria for induction includes: enrolment in the BS in Public Health, Health Education track, completion of at least 12 credits of Public Health Education major core courses sustaining a 3.3 major GPA in Public Health Education.

Delta Omega Public Health Honor Society

Delta Omega is the national honor society in Public Health. Membership in Delta Omega reflects the dedication of an individual to increasing the quality of the field, as well as to the protection and advancement of the health of all people. Induction into Delta Omega is by invitation only. Criteria for inclusion includes: enrollment in the BS in Public Health, General track and a 3.3 major GPA.

Rose Lynn Daniels Award

This award is presented to a graduating student for outstanding service to the Department.

Student Support Services

Academic Success Center

At the Academic Success Center, located in the Library 111B, students receive one-on-one tutoring assistance for numerous lower-level and upper-level courses, as well as for basic skills math and reading courses. Workshops designed to help students develop effective study skills and strategies are frequently offered. From the Center's lab, students may access network computer facilities. Study groups, and exam review sessions are also available.

Accessibility Resource Center

The Accessibility Resource Center (Speert Hall 134) assists students with documented disabilities by providing reasonable accommodations and services that ensures equal access to all programs, activities, and related benefits of the University's educational and professional programs.

- William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).
- Please contact the Accessibility Resource Center to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.
- Students are encouraged to register with the Accessibility Resource Center (ARC) as soon as they enroll, since accommodations cannot be provided retroactively.
- Students are encouraged to notify their faculty members of any accommodation granted by the ARC by providing each faculty member a copy of the official accommodation letter during the first or second week of the semester.

Counseling, Health and Wellness Center

The Counseling, Health and Wellness Center (Overlook South, 1st floor) provides a full range of clinical services for all William Paterson University Students, including preventative and counseling services.

Science Enrichment Center

Located in Science Hall East 3023, the Science Enrichment Center provides tutorial assistance, references, a Virtual Science Resource Center, laboratory equipment, multimedia, study and other science skill training, workshops, cooperative learning, technological assistance and mentors. This program provides the opportunity for all students, regardless of previous academic background, to excel in science and enables science professors to maintain high academic standards in their courses.

Starfish - Early Alert Program

The Starfish Early Alert Program was developed to enable the Academic Support Center to reach out to students who are struggling academically, financially, and/or possibly emotionally. A student is placed on Early Alert by the professor before the end of the 10th week of the semester.

Women's Center

The Women's Center of William Paterson University was founded in 1993 to bring visibility to issues affecting women on campus, coordinate and facilitate access to resources relevant to women's issues, promote the integration of women's issues into campus culture and discourse, and advocate for the removal of barriers that inhibit the full participation of women in the University community. The Women's Center has a Campus Victims Counselor available to address issues of sexual assault and battery.

Writing Center

The Writing Center provides one-on-one tutoring for any WPU student working on any kind of writing in any stage of development. They work with students on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, and grammar, and we help them learn how to edit and proofread their own writing. Their aim is not just to produce a better piece of writing; it's to produce a better writer. Students can make an appointment at online or stop by Preakness Hall 124 or VR 3048.

For more information...

Additional detailed information about the Department of Public Health, including general public health resources and career information is located on the department's website. You may always contact the chairperson, your advisor, or other faculty within the department with your questions or concerns.

APPENDIX A: BS IN PUBLIC HEALTH MEMORANDUM OF UNDERSTANDING (MOU)



DEPARTMENT OF PUBLIC HEALTH
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2394 FAX 973.720.2215 • WWW.WPUNJ.EDU

BS in PUBLIC HEALTH PROMOTION Memorandum of Understanding Between the Department of Public Health and

Student Name: _____

1. As a Public Health major, I understand that I must meet these minimum academic standards for the Public Health major:

- ✓ I must earn a minimum grade of C in all PBHL major courses, PBHL major elective courses, and major co-requirement courses before I may register for the internship course, PBHL 4975.
- ✓ I must use the latest version of the American Psychological Association (APA) formatting and style guide in all PBHL courses when references are indicated or necessary.
- ✓ I must abide by the University Academic Integrity policy as published in the Undergraduate Student Catalog. I understand that failure to do so will result in a permanent notation in my departmental academic record, as well as any course-related consequences levied by the course instructor.

2. As a Public Health major, I understand that I must complete an internship and:

- ✓ I understand that public health internships occur during spring semesters only.
- ✓ I, as a Public Health major, must complete a 9-credit, 360-hour, unpaid internship, which is roughly equivalent to 25 hours per week.
- ✓ I must complete all required paperwork by the stated deadlines in order to register for an internship.
- ✓ I must prioritize the internship over other coursework, outside employment, or other obligations during the internship semester. I understand that it may be difficult or impossible to sustain full-time or part-time employment during the internship.
- ✓ I understand that internship hours generally occur during normal working hours (8:00 am to 5:00 pm, Monday - Friday) and that internship sites do not offer evening or weekend options
- ✓ If not remote, I am responsible for transportation, tolls, parking, and all related fees to and from the internship. I understand that the internship may be located up to a 1.5 hour, one-way commute from my place of residence.
- ✓ I understand that the internship is a non-repeatable course, and that if I receive a grade of less than C, I will be dismissed from the PBHL major.
- ✓ I understand that if not remote, my internship site may require the following from me, and that I am responsible for any related fees, and that failure to provide documentation that is satisfactory to the University and the internship site may prevent me from completing an internship. These include:
 - Immunizations/immunization records
 - A physical exam/health clearance
 - A negative drug screening result
 - A satisfactory criminal background check

APPENDIX B: BS IN HEALTH STUDIES MEMORANDUM OF UNDERSTANDING (MOU)



**WILLIAM
PATERSON
UNIVERSITY**

DEPARTMENT OF PUBLIC HEALTH
300 POMPTON ROAD • WAYNE, NEW JERSEY 07470-2103
973.720.2394 FAX 973.720.2215 • WWW.WPUNJ.EDU

BS in HEALTH STUDIES **Memorandum of Understanding** **Between the Department of Public Health** **and**

Student Name: _____

About the Bachelor of Science (BS) in Health Studies

The BS in Health Studies is an adult-degree completion program specifically designed for individuals who are already working in a health or health-care related field and who wish to complete a health-related bachelor's degree to enhance their current career. The Health Studies program prepares students with the health knowledge and skills necessary to understand and navigate the US healthcare system, to be an informed consumer of health information, and to critically assess personal health behavior, health status, and associated health risks.

The BS in Health Studies is not a career-preparatory degree. As such, the BS in Health Studies does not offer an internship option.

The BS in Health Studies was designed for the following groups of adult learners, specifically those who:

- A. Have completed an AA/AS/AAS in an allied health discipline and wish to earn a bachelor's degree to complement their current career.
- B. Work in a non-clinical role in the healthcare industry and wish to earn a bachelor's degree to complement their current career.
- C. Want a foundation in the study of human health while completing necessary pre-requisite coursework in other disciplines in order to pursue graduate/professional training in a clinical or allied health science profession.

The BS in Health Studies may also be of interest to students who are interested in personal health and wellness and want to pursue a health-related, non-career preparatory degree program for timely graduation from the University.

Memorandum of Understanding

By signing this memorandum of understanding, I attest that I have read and understand the purpose of the Health Studies degree and I understand that the Health Studies degree, on its own, will not prepare me for a specific career. I understand that most careers in health and healthcare industries required both a college degree and some additional certification or licensure (such as Registered Nurse, Certified Health Education Specialist, Respiratory Therapist, Dental Hygienist, etc...). I understand that the BS in Health Studies does not provide any of these additional certifications or licensures.

- I have completed an AA/AS/AAS in an allied health discipline and wish to earn a bachelor's degree to complement my current career as a _____.
- I work in a non-clinical role in the health/healthcare industry and wish to earn a bachelor's degree to complement my current career as a _____.
- I want a foundation in the study of human health while I complete the necessary pre-requisite coursework in other disciplines in order to pursue graduate/professional training in _____.
- I am interested in personal health and wellness and want to pursue a health-related, non-career preparatory degree program for timely graduation from the University. I understand that this degree does not, on its own, lead to a career.

Signature: _____ **Date:** _____

Witness Initials: _____

APPENDIX C: ACADEMIC PLAN FOR HEALTH STUDIES MAJORS

Health Studies majors may use this four-year worksheet to plan their coursework.

Name: _____ Student ID: 855- _____ Date: _____

Bachelor of Science: HEALTH STUDIES

Department of Public Health ❖ College of Science and Health

University Core Curriculum (UCC) Requirements

<p>AREA 1: Personal Wellbeing (3)</p>	<p>PBHL 1100 HealthyU _____</p>	<p>INTENSIVE COURSES: <i>These courses may be double-counted within the UCC, the major, or as free electives.</i></p> <p>Writing Intensive (4 courses)</p> <p>ENG 1100 College Writing _____</p> <p>ENG 1500 Exp. in Lit. _____</p> <p>PBHL 4200 Health Inform. _____</p> <p>PBHL 4950 Culture _____</p> <p>Technology Intensive (2 courses)</p> <p>PBHL 3190 Disability in PH _____</p> <p>PBHL 4200 Health Inform. _____</p>
<p>AREA 2: Expression (9)</p> <p>a. Arts & Communication</p>	<p>ART/COMM/MUS _____</p>	
<p>b. Writing</p>	<p>ENG 1100 College Writing _____</p>	
<p>c. Literature</p>	<p>ENG 1500 Exp. In Literature _____</p>	
<p>AREA 3: Ways of Knowing (19)</p> <p>a. Philosophical Perspectives (3)</p>	<p>PHIL _____</p>	
<p>b. Historical Perspectives (3)</p>	<p>HIST _____</p>	
<p>c. Social/Behavioral Sciences (6) <i>(in 2 different disciplines)</i></p>	<p>PSY 1100 General Psychology _____</p>	
<p>d. Scientific Perspectives (4)</p>	<p>BIO 1140 Applied A&P _____</p>	
<p>e. Quantitative Thinking (3)</p>	<p>MATH 1300 Elem. Statistics _____</p>	
<p><i>Must complete 18 UCC credits before taking Area 4</i></p> <p>AREA 4: Diversity & Justice (3) _____</p> <p><i>Must complete Area 4 before taking Areas 5 & 6</i></p> <p>AREA 5: Community & Civic Engagement (3) _____</p> <p>AREA 6: Global Awareness (3) _____</p>		<p>UNIVERSITY REQUIREMENTS:</p> <p>Foreign Language Requirement <i>6 credits of the same language</i></p> <p>Foreign Language (2 courses)</p> <p>_____</p> <p>_____</p>

<p style="text-align: center;">Transfer Student Checklist</p> <p><input type="checkbox"/> Student has earned Associates degree (AA/AS) from a NJ community college.</p> <p>Departmental Admissions Requirements</p> <p><input type="checkbox"/> BIO 1140 Applied A&P (or equivalent) _____</p> <p><input type="checkbox"/> MATH 1300 Elementary Statistics (or equivalent) _____</p> <p><input type="checkbox"/> PBHL 1100 HealthyU (or equivalent) _____</p> <p>Departmental UCC Requirement</p> <p><input type="checkbox"/> PSY 1100 General Psychology _____</p> <p>University Requirements</p> <p><input type="checkbox"/> Writing Intensive (1 course) PBHL 3040 Health Research Methods I _____</p> <p><input type="checkbox"/> Foreign Language (6 credits of the same language) _____</p>	<p>Minor:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
---	--

Why have you selected the Health Studies major? Select the best response and initial here _____.

- I have completed an AA/AS/AAS in an allied health discipline and wish to earn a bachelor's degree to complement my current career of _____.
- I work in the healthcare industry in a non-clinical role and wish to earn a bachelor's degree to complement my current career of _____.
- I want a foundation in the study of human health before pursuing additional graduate/professional training in clinical or allied health science professions, specifically in _____.
- I am interested in personal health and wellness and want to pursue a health-related, non-career preparatory degree program for timely graduation from the University.

HLST MAJOR CORE COURSES (30 credits)		Cr	Gr
___ PBHL 2150	Drugs & Health	3	_____
___ PBHL 2210	Nutrition	3	_____
___ PBHL 2700	Concepts and Issues of Aging	3	_____
___ PBHL 2900	Human Sexuality	3	_____
___ PBHL 3020	Health Care in the US	3	_____
___ PBHL 3190	Disability & Public Health (TI)	3	_____
___ PBHL 3750	Human Disease	3	_____
___ PBHL 4200	Health Informatics (TI/WI)	3	_____
___ PBHL 4300	Counseling Skills for Health Prof.	3	_____
___ PBHL 4950	Cultural Dimen. of Health (WI)	3	_____

HLST MAJOR ELECTIVES (6 credits)		Cr	Gr
___ PBHL 2100	Women's Health	3	_____
___ PBHL 2200	Stress Management	3	_____
___ PBHL 2920	LGBTQ Health (A4)	3	_____
___ PBHL 2950	Disparities in Health (A4)	3	_____
___ PBHL 3110	Global Health Issues (A6)	3	_____
___ PBHL 3120	Ethics in Public Health	3	_____
___ PBHL 3130	Violence as a PBHL Issue (A5)	3	_____
___ PBHL 3140	Reproductive Rights (A5)	3	_____
___ PBHL 3150	Food & Community (A5)	3	_____
___ PBHL 3170	Popular Lit. in PBHL (WI)	3	_____
___ PBHL 3180	Tobacco as a PBHL Issue (A5)	3	_____
___ PBHL 3210	Lifespan Nutrition	3	_____
___ PBHL 3220	Food & Social Issues	3	_____
___ PBHL 4900	Practicum in Health Studies	3	_____

Fall 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 2px;">Semester Credits</div>	Spring 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 2px;">Semester Credits</div>
Summer 20 ____	Winter 20 ____
Fall 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 2px;">Semester Credits</div>	Spring 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 2px;">Semester Credits</div>
Summer 20 ____	Winter 20 ____
Fall 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 2px;">Semester Credits</div>	Spring 20 ____ <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <div style="text-align: right; border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; padding: 2px;">Semester Credits</div>
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation.	

APPENDIX D: ACADEMIC PLAN FOR PUBLIC HEALTH PROMOTION MAJORS

Public Health Promotion majors may use this four-year worksheet to plan their coursework.

Name: _____ Student ID: 855- _____ Date: _____

Bachelor of Science: PUBLIC HEALTH PROMOTION

Department of Public Health ❖ College of Science and Health

University Core Curriculum (UCC) Requirements

AREA 1: Personal Wellbeing (3)	<u>PBHL 1100 HealthyU</u>	_____
AREA 2: Expression (9)		
a. Arts & Communication	<u>COMM 2630 Public Speaking</u>	_____
b. Writing	<u>ENG 1100 College Writing</u>	_____
c. Literature	<u>ENG 1500 Exp. In Literature</u>	_____
AREA 3: Ways of Knowing (19)		
a. Philosophical Perspectives (3)	<u>PHIL</u>	_____
b. Historical Perspectives (3)	<u>HIST</u>	_____
c. Social/Behavioral Sciences (6) <i>(in 2 different disciplines)</i>	<u>PSY 1100 General Psychology</u>	_____
d. Scientific Perspectives (4)	<u>BIO 1140 Applied A&P</u>	_____
e. Quantitative Thinking (3)	<u>MATH 1300 Elem. Statistics</u>	_____

INTENSIVE COURSES:	
<i>These courses may be double-counted within the UCC, the major, or as free electives.</i>	
Writing Intensive (4 courses)	
<u>ENG 1100 College Writing</u>	_____
<u>ENG 1500 Exp. in Lit.</u>	_____
<u>PBHL 3040 Research I</u>	_____
<u>PBHL 4000 Epidemiology</u>	_____
Technology Intensive (2 courses)	
<u>PBHL 3042 Research 2</u>	_____
<u>PBHL 3610 Health Comm.</u>	_____

Must complete 18 UCC credits before taking Area 4

AREA 4: Diversity & Justice (3)	<u>PBHL 2950 Disparities in Health</u>	_____
<i>Must complete Area 4 before taking Areas 5 & 6</i>		
AREA 5: Community & Civic Engagement (3)	_____	_____
AREA 6: Global Awareness (3)	<u>PBHL 3110 Global Health Issues</u>	_____

UNIVERSITY REQUIREMENTS:	
Foreign Language Requirement	
<i>6 credits of the same language</i>	
Foreign Language (2 courses)	
_____	_____
_____	_____

Fall 20 ____	Spring 20 ____
_____	_____
_____	_____
_____	_____
_____	_____
Semester Credits	Semester Credits
Summer 20 ____	Winter 20 ____
Fall 20 ____	Spring 20 ____
PBHL 2950: Disparities in Health 3	♦ PBHL 3042: Health Research Methods II (PRE 3040) 3
PBHL 3000: Introduction to Public Health 3	PBHL 3110: Global Health Issues 3
♦ PBHL 3010: Principles of Behavior Change 3	PBHL 3400: Environmental Health (PRE 3000) 3
PBHL 3020: Health Care in the US 3	♦ PBHL 3610: Health Comm. Methods (PRE 3010) 3
♦ PBHL 3040: Health Research Methods I 3	PBHL Major Elective 3
_____	_____
Semester Credits	Semester Credits
Summer 20 ____	Winter 20 ____
Fall 20 ____	Spring 20 ____
PBHL 4000: Epidemiology (PRE 3000) 3	♦ PBHL 4970: Internship in Public Health-Ed 9
♦ PBHL 4500: Health Admin. (PRE 3020, 3042) 3	_____
♦ PBHL 4610: Program Planning (PRE 3042,3610) 3	_____
♦ PBHL 4960: Intro to Internship (PRE 3042,3610) 1	_____
_____	_____
Semester Credits	Semester Credits
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation. Courses marked with ♦ must be taken during the indicated semester or graduation will be delayed by one year.	

Appendix E: Facts about Health Education Specialists

What is a Health Education Specialist?

Health education specialists work to promote healthy lifestyles and prevent and manage disease by empowering individuals to make informed decisions about their health and positively influencing the policies and conditions that affect people's health where they live, learn, work, and play.

Where Do Health Education Specialists Work?

According to the U.S. Department of Labor's Bureau of Health Statistics 2008 Census, there are more than 66,200 health educators (SOC Code 21-1091) working in the following settings:

- Hospitals, Clinics and Health Plans: To promote healthy lifestyles, help patients and families recover from illness and manage their condition, and provide training.
- Municipal/County/State Public Health Departments: To promote and protect the health of all populations living in their geographic area and achieve public health goals.
- Nonprofit/Voluntary Organizations: To provide education and services related to a particular disease or priority population.
- Business/Industry: To improve the health of employees. Chronic diseases and unhealthy behaviors affect the ability to work and increase employers' workers' compensation and health care costs, work-related injuries, absenteeism, as well as decreased productivity.
- Colleges & Universities: To assist students adopt healthful behaviors thereby improving academic performance. To provide specialized curricula for future health educators and to conduct research on effective programs, policies and interventions.

What Services Do Health Education Specialists Provide?

At the individual and population-based levels, health education specialists:

- Assess needs, assets and capacities for health education -Plan evidence-based effective health education programs
- Implement health education policies, projects and programs -Conduct evaluation and research related to health education
- Administer and manage health education -Serve as a health education resource person
- Communicate and advocate for health and health education

What is a Certified Health Education Specialist (CHES)?

The CHES designation signifies that an individual has met eligibility requirements for, and has successfully passed a competency-based examination demonstrating skill and knowledge of the Seven Areas of Responsibility of Health Educators, upon which the credential is based. Certification is provided by the National Commission for Health Education Credentialing.

Why Are Health Education Specialists Vital to the Nation?

- Health education improves the health status of individuals, communities, states, and the nation; enhances the quality of life for all people; and reduces costly premature deaths and disability.
- By focusing on prevention, health education reduces the costs (both financial and human) spent on medical treatment. Chronic conditions, such as diabetes, heart disease, and cancer, consume more than 75 percent of

the \$2.2 trillion spent on health care in the United States each year - the equivalent of about 2.5 economic “bailout” packages. Spending as little as \$10 per person on proven preventive interventions could save the country over \$16 billion in just five years.⁴

- Health education specialists offer knowledge, skills and training that compliment those of health providers, policy makers, educational experts, human resource personnel and many other professionals whose work impacts human health.
- Addressing a single risk factor (e.g., smoking) influences outcomes across multiple diseases, from preterm birth to lung disease and cancer. Addressing obesity in today's children alters the prevalence of many diseases (e.g. heart disease, cancer, diabetes, arthritis) that may be encountered decades later.

Sources:

1. Centers for Disease Control, National Center for Chronic Disease Prevention and Health Promotion. Student Health and Academic Achievement. Accessed on February 27, 2010 at http://www.cdc.gov/HealthyYouth/health_and_academics/index.htm
2. National Association of Chronic Disease Directors (2009). School Resources, Worksite Resources and Community Resources. Accessed on February 17, 2009 at <http://www.achievethecommunities.org/nacddresources.cfm>.
3. Partnership to Fight Chronic Disease (2009). January 27, 2009 press release. Access on February 13, 2009 at <http://www.fightchronicdisease.org/media/statements/pfcd/Stimuluspackage.cfm>.
4. Trust for America’s Health (2008). Prevention for a Healthier America: Investments in Disease Prevention Yield Significant Savings, Stronger Communities. June, TFAH.
5. California Department of Personnel Administration (2009). Worksite Resources. Accessed on February 19, 2009 at <http://www.dpa.ca.gov/benefits/health/wellness/guide/guidetoc.htm>.

Appendix F: Code of Ethics for the Health Education Profession

PREAMBLE

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public

A Health Educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.

Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.

Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.

Section 6: Health Educators protect the privacy and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitably to all people.

Article II: Responsibility to the Profession

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements.

Article III: Responsibility to Employers

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

Article IV: Responsibility in the Delivery of Health Education

Health Educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to meet the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.

Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation

Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with

those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners to secure professional employment.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.

Appendix G: Core Areas of Public Health

The field of public health is highly varied and encompasses many academic disciplines. However, public health is mainly composed of the following core areas:

1. Behavioral Science/Health Education
2. Health Services Administration/Management/Policy
3. Environmental Health
4. Biostatistics / Public Health Research
5. Epidemiology

Additional specialization areas exist within the field of public health, including:

- Maternal and Child Health
- Nutrition
- International/Global Health
- Public Health Practice

The BS in Public Health at William Paterson University is based on the core areas of public health as outlined above. All Public Health majors are exposed to these core areas in their major core courses. Furthermore, many major elective courses allow students to explore additional specialized areas of public health.

➤ **BEHAVIORAL SCIENCE / HEALTH EDUCATION**

Stopping the spread of sexually transmitted diseases, such as herpes and HIV/AIDS; helping youth recognize the dangers of binge drinking; and promoting seatbelt use. Behavioral Science/Health Education focuses on ways that encourage people to make healthy choices. This includes the development of community-wide education programs that range from promoting healthy lifestyles in order to prevent disease and injury, to researching complex health issues.

Specialists encourage people to make healthy choices and develop educational programs that promote healthy lifestyles and prevent disease and injury. They also promote more efficient uses of health services, adopt self-care practices, and participate actively in the design and implementation of health programs. Some examples of concentrations include mental health, aging, health promotion and disease prevention, public health practice, health education and behavior change, disability and health, and social research.

➤ HEALTH SERVICES ADMINISTRATION/MANAGEMENT/POLICY

Managing the database at a school clinic; developing budgets for a health department; creating policies for health insurance companies; and directing hospital services all depend on health administrators. The field of health services administration combines politics, business, and science in managing the human and fiscal resources needed to deliver effective public health services. Specialization can be in planning, organization, policy formulation and analysis, finance, economics, or marketing.

Analyzing the impact of seat belt laws on traffic deaths; monitoring legislative activity on a bill that limits malpractice settlements; advocating for funding for a teen anti-smoking campaign. Professionals in public health policy work to improve the public's health through legislative action at the local, state, and federal levels.

➤ ENVIRONMENTAL HEALTH

The air we breathe; the water we drink; the complex interactions between human genetics and our surroundings. How do the built and natural environments influence our health and how can we reduce risk factors? These environmental risk factors can cause diseases such as asthma, cancer, and food poisoning. Specialists from chemistry, toxicology, engineering, and other disciplines combine their expertise to answer these important questions. Environmental health studies the impact of our surroundings on our health.

Because environmental health is so broad in scope, it is often broken down in academic and professional settings in areas of contact and medians. These areas are:

- air quality
- food protection
- radiation protection
- solid waste management
- hazardous waste management
- water quality
- noise control
- environmental control of recreational areas
- housing quality
- vector control

➤ **BIOSTATISTICS / PUBLIC HEALTH RESEARCH**

Estimating the number of deaths from gun violence or looking at trends in drunk driving injuries by using math and science is the study of biostatistics. Using biostatistics, one can identify health trends that lead to life-saving measures through the application of statistical procedures, techniques, and methodology. Forecasting scenarios, identifying health trends within the community, explaining biological phenomena, as well as determining the causes of disease and injury, biostatistics are an integral part of public health. Biostatistics are often utilized in tandem with epidemiology.

➤ **EPIDEMIOLOGY**

When food poisoning or an influenza outbreak attacks a community, the "disease detectives" or epidemiologists are asked to investigate the cause of disease and control its spread. Epidemiologists do fieldwork to determine what causes disease or injury, what the risks are, who is at risk, and how to prevent further incidences. They spot and understand the demographic and social trends that influence disease and injury and evaluate new treatments. The initial discovery and containment of an outbreak, such as West Nile virus, often comes from epidemiologists. Some of the most important health-related discoveries in history are associated with epidemiology including the landmark 1964 Surgeon General's report on smoking tobacco stating its harmful effects. Biostatistics are often used in tandem with epidemiology.

➤ **MATERNAL AND CHILD HEALTH**

Providing information and access to birth control; promoting the health of a pregnant woman and an unborn child; and dispensing vaccinations to children are part of maternal and child health. Professionals in maternal and child health improve the public health delivery systems specifically for women, children, and their families through advocacy, education, and research.

➤ **PUBLIC HEALTH NUTRITION**

Promoting healthy eating and regular exercise; researching the effect of diet on the elderly; teaching the dangers of overeating and over-dieting are the responsibility of public health nutritionists. In short supply in both public and private sectors, this field examines how food and nutrients affect the wellness and lifestyle of population. Nutrition encompasses the combination of education and science to promote health and disease prevention.

➤ **INTERNATIONAL / GLOBAL HEALTH**

Addressing health concerns from a global perspective and encompassing all areas of public health (e.g., biostatistics, epidemiology, nutrition, maternal and child health, etc.). International health professionals address health concerns among different cultures in countries worldwide.

Globalization has linked our health more closely to one another than ever before. The rapid movement of people and food across borders means that a disease can travel from a remote village to an urban hub at breakneck speed. Global public health meets the rising health challenges that transcend national boundaries. This international field encompasses virtually all specializations in public health.

➤ **PUBLIC HEALTH PRACTICE**

Public health is an interdisciplinary field and professionals in many disciplines such as nursing, medicine, veterinary medicine, dentistry, and pharmacy routinely deal with public health issues. A degree in public health practice enables clinicians to apply public health principles to improve their practice.

Source: <http://www.whatispublichealth.org/about/index.html>

Appendix H: Requirements for the Registered Environmental Health Specialist Course

**Registered Environmental Health Specialist
Cook College, Rutgers University
Office of Professional and Continuing Education**

<http://www.cpe.rutgers.edu/eph/environment-and-public-health.html>

What does a Registered Environmental Health Specialist do?

Registered Environmental Health Specialists work as health inspectors, environmental compliance managers & environmental consultants in the public and private sectors. They work around the state, country & world:

- Developing bioterrorism preparedness plans
- Scouting for early signs of disease outbreaks and food poisoning
- Detection and monitoring of the West Nile virus
- Computerized mapping of rabies and Lyme disease outbreaks
- Troubleshooting environmental problems associated with famine in Africa
- Investigating environmental carcinogens for The World Health Organization
- Investigating "Cancer Clusters" in New Jersey
- Organizing and leading regional watershed planning efforts

Becoming a Registered Environmental Health Specialist

- ✓ The Environment & Public Health (EPH) Program at Rutgers Cook College is a 7-week course followed by a 5-week field training internship that provides expertise, experience leading to the Registered Environmental Health Specialist (REHS) credential.
- ✓ Graduates of the EPH program are eligible to take the New Jersey licensing exam to become a Registered Environmental Health Specialist (REHS).

The Environment and Public Health Program

The EPH course includes nine separate modules covering a wide range of topics in environmental health and management including:

1. Emerging Issues in Public Health - updates from the cutting edge of public health in topics ranging from bioterrorism to West Nile virus to risk communication
2. Public Health Sanitation - food safety and inspection techniques, new topics on food security, and a wide variety of other public health topics
3. Epidemiology , Communicable Diseases and Outbreak Investigations - this is a core skill in the war on bioterrorism
4. Public Health Microbiology - microbes and the symptoms, transmission and prevention of diseases they cause
5. Water and Wastewater - stream pollution investigation and water treatment systems
Environmental and Public Health Law - case preparation and court trial simulation
6. Public Health Administration - management and structure of health departments
7. Soils, Septics and the Environment - soil logs and septic system design
8. Environmental Pollution - hazardous materials and pollution control strategies for air and water

Please note: This licensing opportunity is not offered at William Paterson University, however WPUNJ does offer all of the pre-requisite coursework for program eligibility.

Rutgers REHS Career Preparation Summer Course

Requirements for Acceptance, to be completed at WPUNJ

(32 credit science requirement)

Major Pre-Requisites		
BIO 1140	Applied Anatomy and Physiology	4 credits
MATH 1300	Elementary Statistics	3 credits
Major Core Courses		
PBHL 3000	Introduction to Public Health	3 credits
PBHL 3042	Health Research Methods II	3 credits
PBHL 3400	Environmental Health	3 credits
PBHL 4000	Epidemiology	3 credits
Major Electives		
PBHL 2210	Nutrition	3 credits
PBHL 3750	Human Disease	3 credits
Additional Science Courses (take two of these four courses)		
BIO 1300	Field Biology	4 credits
BIO 1700	Microbiology	4 credits
CHEM 1310	College Chemistry	4 credits
ENV 1100	Environmental Sustainability	4 credits
TOTAL		33 Credits

- ✓ A grade of C or better must be earned in each course.
- ✓ These requirements are subject to change at the discretion of the Rutgers University Office of Continuing and Professional Education.
- ✓ In order to sit for the REHS Licensing Exam you must have your Bachelor's Degree and successfully complete the EPH program, or complete equivalent courses at the college level.

Appendix I: Professional Associations in Public Health

The following are some organizations that offer professional development, networking, and a professional home for students and professionals in the field of public health. Undergraduate students are strongly encouraged to join the state chapters of these professional associations (NJPHA and NJSOPHE) in order to jumpstart their careers:

- AAHPERD – American Alliance for Health Physical Education, Recreation, and Dance
- ACHA – American College Health Association
- APHA – American Public Health Association
- NCHEC – National Commission for Health Education Credentialing, Inc.
- NJPHA – New Jersey Public Health Association
- NJSOPHE – New Jersey Society for Public Health Education
- SOPHE – Society for Public Health Education

Appendix J: Tips for Academic Success

Prepare for Success!

- ✓ You are here because you have the ability to successfully complete your major of choice
- ✓ Learning takes time and effort
- ✓ Recommendation: for each credit hour in class, spend at least 2 hours studying (6 hours per 3 credit course per week)
 - 4 courses=24 hours of studying per week

Study Tips

- ✓ Don't wait for exam time to study - schedule time into each day for studying
- ✓ Make note cards for new terminology and concepts
- ✓ Take good notes on the text and in class
- ✓ Re-write your notes multiple times
- ✓ Form study groups and try to explain terminology or concepts to one another
- ✓ Develop your writing and communication skills

Writing is Key!

- ✓ Use the Writing Center
- ✓ View writing as a skill that can be improved with practice
- ✓ Use campus resources
 - Academic Success Center
 - Science Enrichment Center
 - Library
 - Your professor

Become an ENGAGED Student

- ✓ Introduce yourself and communicate with your professor
- ✓ Participate in all department and class activities
- ✓ Get involved (e.g. public health club, campus activities, and/or in your community)
- ✓ Develop your knowledge of public health through reading for class and outside of class (e.g. New York Times Science Times, public health list serves, books and articles)

*Source: National Survey of Student Engagement. (2013). A Fresh Look at Student Engagement—Annual Results 2013. Bloomington, IN: Indiana University Center for Postsecondary Rese

Appendix K: Faculty and Staff Contact Information

Faculty	Phone	Email	Office
Dr. Corey Basch (chair)	973-720-2603	baschc@wpunj.edu	UNIVH 373
Dr. Yen-Tyng Chen	973-720-2000	cheny15@wpunj.edu	UNIVH 369
Dr. Michele Grodner	973-720-2525	grodnerm@wpunj.edu	UNIVH 367
Dr. Alex Kecojevic	973-720-3496	kecojevica@wpunj.edu	UNIVH 372
Dr. William Kernan	973-720-3479	kernanw@wpunj.edu	UNIVH 366
Dr. Zoe Meleo-Erwin	973-720-2528	erwinz@wpunj.edu	UNIVH 370
Dr. Marianne Sullivan	973-720-3481	sullivanm@wpunj.edu	UNIVH 368
Dr. Naa-Solo Tettey	973-720-2604	tetteyn@wpunj.edu	UNIVH 371

Staff	Phone	Email	Office
Prof. Christie Jaime	973-720-2607	jaimec2@wpunj.edu	UNIVH 374
Ms. Geraldine Suppa	973-720-2394	suppage@wpunj.edu	UNIVH 359



Public Health
Prevent. Promote. Protect.