

CSUN

**HEALTH
SCIENCES**

College of Health and Human Development
Department of Health Sciences
Master of Public Health (MPH)
Student Handbook
2018-2019*

***This Handbook and all program policies within apply only to those entering the MPH program in Fall 2018.**

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INTRODUCTION AND PURPOSE OF THE MPH STUDENT HANDBOOK

Welcome to California State University, Northridge, Master of Public Health (MPH) program.

The objective of this handbook is to provide guidance to CSUN MPH students on how to navigate through the MPH academic program. Students will have access to the handbook at all times, as it is electronically available on the MPH program website. It is recommended that each student read this handbook prior to the start of the semester. Students should refer to the handbook often. While students are held to the academic and program requirements of the academic catalog under which they were admitted, operational processes and policies do change. Much effort goes into communicating changes to students but it is the student's responsibility to be aware of these policies and to adhere to them. Additionally, faculty should refer to this handbook when advising students. In this way, the handbook works to promote shared expectations by students and faculty.

If you have questions or concerns about specific issues, do not hesitate to contact the Department of Health Sciences or your MPH Graduate Coordinator. Although the College of Health and Human Services, the Department of Health Sciences, and the faculty and staff are here to support student progression through the MPH program, keep in mind that **completion of all degree requirements and paperwork is ultimately the responsibility of the student seeking the degree.**

For general information about graduate studies at CSUN, please refer to the Graduate Student Information Booklet via the Graduate Studies, Research, and International Programs.

Again, we welcome you and look forward to working with you during your time at CSUN and the MPH program!

MPH PROGRAM OVERVIEW

About Us

Accredited since 1972, the MPH Program is one of many accredited programs at California State University, Northridge. Located in the Department of Health Sciences, the MPH Program combines the study of the biological, physical, psychological, economic, and social forces affecting the human condition, with the professional education necessary to change it. The blend of these components in an atmosphere emphasizing both theoretical and experimental knowledge serves as a dynamic crucible for student, faculty, and community collaboration.

Central to the MPH program are trained, experienced, and culturally diverse field training coordinators, alumni, and graduates. Together, they continually provide the environment in which program faculty can emphasize public health values, ethics, and concepts to its students.

Accreditation

CSU Northridge is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council on Higher Education and Accreditation and the U.S. Department of Education. Information about CSUN's accreditation can be found at, <http://www.csun.edu/~instrsch/wasc/index.html>.

The MPH program in the Department of Health Sciences is accredited by the Council on Education for Public Health. The last accreditation was in 2011.

Mission

The mission of the MPH Program at CSUN is to prepare professional community health educators and epidemiologists to enhance the general health and wellbeing of diverse human populations and communities.

The MPH Program at CSUN believes that through public health practice and scholarship, the graduate student will develop multidisciplinary skills to identify and assess the needs of the communities; plan, implement and evaluate programs to address these needs; apply quantitative skills of biostatistics and epidemiology; and achieve good health and quality of life in the multicultural communities they serve.

To fulfill this mission, the MPH program designs courses and activities to help students develop the designated student learning objectives and academic competencies. As a program we also seek to foster a rigorous and contemporary learning environment with the following characteristics: a diverse core set of courses, health disparities, social justice, and multiple perspectives of health issues.

Values

To achieve its mission, the MPH Program adheres to the following values:

- Respect: of individuals, groups, cultures, and communities.
- Collaboration: within the classroom through group projects, with the communities we serve, and in the professional work environment with multidiscipline health professionals.
- Communication: written and oral communication skills, the necessity of listening to others, and communication technologies.
- Professionalism and Ethics: in learning, community interactions, and fieldwork experience.

MPH Curriculum and Core Requirements

The forty-two (42) unit instructional program prepares graduate students to assume professional health education roles with responsibilities for:

- Assessment and educational diagnosis
- Program planning
- Program implementation
- Administration
- Community organization
- Communication and media
- Research and evaluation
- Curriculum development
- Multi-cultural issues in health education

The curriculum is designed to prepare public health professionals to successfully complete the Masters Certified Health Education Specialist (MCHES) and Certified Public Health (CPH) exams, and to serve in a variety of professional leadership opportunities.

The following courses comprise the compulsory courses for the MPH program:

- HSCI 531^a Health Education Program Planning and Evaluation, 3 units
 - In-depth study of the conceptual/theoretical and practice-based methodologies of community health education program planning and evaluation. Offered in the fall semester.
- HSCI 533 Advanced Concepts in Health Behavior, 3 units
 - Critical analysis of theoretical issues and current methodologies related to influencing health behavior. Special emphasis will be given to the selection and application of principles to the field setting. Offered in the spring semester.
- HSCI 535^a Curriculum Development in Health Education, 3 units
 - Critical analysis of curriculum theory and its application in the development of education programs in the health sciences. Offered both fall & spring semester.
- HSCI 538 Seminar: Community Health Action, 3 units
 - Comprehensive analysis of methods and techniques appropriate to community health action.
- HSCI 541 Administration, Supervision & Consultation, 3 units
 - In-depth exploration of the organization, administration and legal aspects of health education programs, and the principles of supervision and consultation as applied to health education. Offered both fall & spring semester.
- EOH 554 Seminar: Environmental & Occupational Health, 3 units
 - Critical analysis of the literature related to environmental and occupational health problems. Offered both fall & spring semester.
- HSCI 587 Seminar: Epidemiology, 3 units
 - Critical analysis of literature related to the newer concepts of epidemiology as applied to preventative medicine, health care management and public health. Offered both fall & spring semester.

- HSCI 592 Advanced Biostatistics: 3 units
 - Principles, theory, and practice of statistical analysis in health as they apply to health planning, epidemiological research, and experimental research. Three hours lecture in a computer lab. Offered both fall & spring semester.
- HSCI 592A^b Advanced Biostatistics II, 3 units
 - Advanced techniques in statistical analysis used in epidemiologic research, including complex sampling strategies, secondary data analysis and topics in applied regression utilizing various data software packages (SAS and SPSS).
- HSCI 693A Supervised Field Training (Internship), 2 units
 - Supervised training in selected agencies or organizations. Offered both fall & spring semester. (Credit/No Credit Only)
- HSCI 694 Research Design in the Health Sciences, 4 units
 - Critical consideration of research methodology as applied to the health sciences. Offered both fall & spring semester.
- HSCI 695^b Public Health Program Evaluation, 3 units
 - Critical exploration of concepts, principles, and practices for the evaluation of public health programs. Offered once per year.
- HSCI 696^b Advanced Epidemiologic Research Methods, 3 units
 - Critical analysis of epidemiologic study design, data analysis, and causal inference in epidemiologic research. Offered once per year.

^a Required only for completion of the degree in MPH Community Health Education.

^b Required only for completion of the degree in MPH Applied Epidemiology.

Depending on the degree concentration, nine (9) or six (6) elective units are required. The following is a list of approved electives. However, any graduate level course related to public health may also be considered an elective. The selection of electives should be discussed and must be approved by the MPH Graduate Coordinator. Note that the following list may not be comprehensive and changes yearly. Students are encouraged to explore electives via the course catalog to learn more.

- HHD 501 Interdisciplinary Perspectives on Aging, 3 units
- HHD 504 Current Issues in Aging, 3 units
- HSCI 510 Systems for Health Delivery in the U.S., 3 units
- HSCI 511 Health Services Administration Theory and Practice, 3 units
- HSCI 513 Leadership in Health Administration Practice, 3 units
- HSCI 515 Seminar: Healthcare Information Management, 3 units
- HSCI 517 Health Economics and National Health Policy, 3 units
- HSCI 518 Managed Care, 3 units
- HSCI 521 Health Care Ethics, 3 units
- HSCI 523 Seminar: Health Care Organization, 3 units
- HSCI 526 Global Women's Health, 3 units
- HSCI 534 Lactation Education for the Health Care Professional, 3 units
- HSCI 536 Cultural Issues in Health Care, 3 units
- HSCI 537 Communications in Health Education, 3 units
- HSCI 540 Grantsmanship for Health and Human Development, 3 units
- HSCI 588^c Epidemiology of Infectious Diseases, 3 units

- HSCI 589^c Epidemiology of Chronic Diseases, 3 units
- HSCI 591^c Quantitative Epidemiology, 3 units
- HSCI 595 A/B/C Experimental Topics Course, 3 units
- HSCI 699 A/B/C (1-6 units)
- Other courses as approved by the graduate advisor

^c Required only for MPH in Applied Epidemiology: students must take either 588 or 589; all students must take 591.

Culminating Experience: **Either** HSCI 697 or HSCI 698B

- HSCI 697 Directed Comprehensive Studies 3 units (Credit/No Credit Only)
- HSCI 698C Thesis/Graduate Project 3 units
 - See additional information in this Handbook regarding proper procedure for completing a Thesis. (Credit/No Credit Only)

SAMPLE COURSE PLANS

The following sample course plans are intended to be a guide for students. Each student, in direct consultation with the Graduate Coordinator, will create a course plan that addresses the individual scheduling needs of the student.

Community Health Education, Plan #1: Full-time schedule, assuming a 2 year plan; 9-12 units per semester

Year 1	
<i>Fall Semester 1:</i>	<i>Spring Semester 1:</i>
HSCI 533- Health Behavior ¹ (3 units) EOH 554- Environmental Health Problems (3 units) Elective Course (3 units)	HSCI 531- Program Planning and Evaluation ² (3 units) HSCI 538- Community Health Action ² (3 units) HSCI 587- Epidemiology (3 units) Elective Course (3 units)
Year 2	
<i>Fall Semester 2:</i>	<i>Spring Semester 2:</i>
HSCI 535- Curriculum Development ¹ (3 units) HSCI 693A/C- Supervised Field Training (2/1 units) HSCI 694- Research Design (3 units) Elective Course (3 units)	HSCI 541- Administration (3 units) HSCI 592-Biostatistics (3 units) HSCI 698- Thesis/Graduate Project* (3 units)

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Community Health Education, Plan #2: Part-time, assuming a 3 year plan; 6 units per semester

Year 1	
<i>Fall Semester 1:</i> HSCI 533- Health Behavior ¹ (3 units) EOH 554- Environmental Health Problems (3 units)	<i>Spring Semester 1:</i> HSCI 531 ² - Program Planning and Evaluation (3 units) HSCI 587- Epidemiology (3 units)
Year 2	
<i>Fall Semester 2:</i> HSCI 535- Curriculum Development ¹ (3 units) Elective Course (3 units)	<i>Spring Semester 2:</i> HSCI 538- Community Health Action ² (3 units) Elective Course (3 units)
Year 3	
<i>Fall Semester 3:</i> HSCI 693A/C- Supervised Field Training (2/1 units) HSCI 694- Research Design (3 units) Elective Course (3 units)	<i>Spring Semester 3:</i> HSCI 541- Administration (3 units) HSCI 592-Biostatistics (3 units) HSCI 698- Thesis/Graduate Project* (3 units)
* Please see the MPH Handbook on specific timeline for Thesis completion.	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Community Health Education Course Substitutions:

- If a student has taken an undergraduate Epi course (HSCI 488 or equivalent) within the past two years and received a grade of “A-” or above, he/she may substitute HSCI 587 with either HSCI 588 or HSCI 589.
 - This substitution does not count as a required program elective.
- If a student has taken an undergraduate Program Planning and Evaluation course (HSCI 441/445 or equivalent) prior to the start of the program, they are **NOT** able to substitute another course for HSCI 531. HSCI 531 is required of all students in the Community Health Education concentration. No courses may be used to substitute for HSCI 531.
- Other courses may be substituted on a case-by-case basis.

Applied Epidemiology, Plan #1: Full-time schedule, assuming a 2 year plan; 9-12 units per semester

Year 1	
<p><i>Fall Semester 1:</i></p> <p>HSCI 592- Advanced Biostatistics (3 units) HSCI 587- Epidemiology (3 units) HSCI 533- Health Behavior¹ (3 units)</p>	<p><i>Spring Semester 1:</i></p> <p>HSCI 592A- Advanced Biostatistics² II (3 units) HSCI 694- Research Design (3 units) HSCI 695- Program Evaluation² (3 units) Elective (choose one: HSCI 588 or 589) (3 units)</p>
Year 2	
<p><i>Fall Semester 2:</i></p> <p>HSCI 541- Administration, Supervision and Consultation (3 units) HSCI 696- Advanced Epidemiologic Research¹ Methods (3 units) HSCI 693A/C- Supervised Field Training (2/1 units) Elective (choose one public health elective) (3 units)</p>	<p><i>Spring Semester 2:</i></p> <p>EOH 554- Environmental Health Problems (3 units) HSCI 591- Quantitative Demography² (3 units) HSCI 698- Thesis/Graduate Project* (3 units)</p>
<p>* Please see the MPH Handbook on specific timeline for Thesis completion.</p>	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Applied Epidemiology, Plan #2: Part-time, assuming a 3 year plan; 6-9 units per semester

Year 1	
<p><i>Fall Semester 1:</i></p> <p>HSCI 592- Advanced Biostatistics (3 units) HSCI 533- Health Behavior¹ (3 units)</p>	<p><i>Spring Semester 1:</i></p> <p>HSCI 587- Epidemiology (3 units) HSCI 592A- Advanced Biostatistics² II (3 units)</p>
Year 2	
<p><i>Fall Semester 2:</i></p> <p>HSCI 694- Research Design (3 units) HSCI 695- Program Evaluation¹ (3 units) Elective (choose one: HSCI 588 or 589) (3 units)</p>	<p><i>Spring Semester 2:</i></p> <p>EOH 554- Environmental Health Problems (3 units) HSCI 696- Advanced Epidemiologic Research² Methods (3 units)</p>
Year 3	
<p><i>Fall Semester 2:</i></p> <p>HSCI 693A/C- Supervised Field Training (2/1 units) HSCI 541- Administration, Supervision and Consultation (3 units) Elective (choose one public health elective) (3 units)</p>	<p><i>Spring Semester 2:</i></p> <p>HSCI 591- Quantitative Demography² (3 units) HSCI 697/698- Thesis/Graduate Project* (3 units)</p>
<p>* Please see the MPH Handbook on specific timeline for Thesis completion.</p>	

¹ These courses are only offered during the Fall semester

² These courses are only offered during the Spring semester

Applied Epidemiology Course substitutions:

- If a student has taken an undergraduate Epi course (HSCI 488 or equivalent) within the past two years and received a grade of “A-” or above, he/she may substitute HSCI 587 with either HSCI 588 or HSCI 589.
 - This substitution must be completed **prior** to enrolling in HSCI 696: Advanced Epidemiology.
 - This substitution is in **addition** to choosing one Epi-related elective; meaning the student will take **both** HSCI 588 **and** HSCI 589.
- Other courses may be substituted on a case-by-case basis.

DEPARTMENT POLICIES

Academic Advising

Each Fall semester there will be a “hold” on registration for the Spring semester. As such, each student must submit a “Permission Number Request Form” to her/his Graduate Coordinator via the Learning Management System (i.e. Moodle in Fall 2017 and Canvas beginning Spring 2018) for permission to register and to have your hold removed. If a student wishes to meet with the Graduate Coordinator in person, please bring a recent copy of your DPR.

While academic advising is mandatory during the fall semester only, it is in each student’s best interest to develop a familiarity with the Graduate Coordinator by attending office hours for support and guidance as needed and occasionally during the semester.

Grade and GPA Requirements

MPH students must maintain a minimum 3.0 (“B”) GPA in the program and in the cumulative grade point average. No grade below a “B-” (B minus) can be counted towards the degree requirements. Any MPH course where a grade below a “B-” was obtained must be repeated after an approved course repeat form has been filed. If the student does not receive a “B-” or better on the second attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript.

If a student receives a grade below a “B-” in any course, they cannot enroll in the subsequent courses the following semester. For example, if a student receives a “C” in HSCI 592, they will not be allowed to enroll in HSCI 592A or any subsequent courses where HSCI 592 is listed as either a pre-requisite or preparatory.

In order to concentrate on the repeated course and maximize success, students who are enrolled in a repeat course cannot take more than 6 units of MPH core courses that semester. That is, the student will only be allowed to take the repeat course plus one additional core (non-elective) course.

Academic Grievances and Grade Appeals

The University provides procedures for the orderly processing of grievances by students against members of the faculty, and for the appeal of assigned grades. Established by the Faculty Senate, these procedures are contained in the Academic Grievance and Grade Appeals Board Bylaws. The Board is empowered to act upon grievances and appeals which are properly filed.

Academic grievances may be filed when a student feels aggrieved in (non-grade) matters concerning an academic decision, action or judgment by a faculty member. A grade appeal may be filed when a student believes a grade is based on error, violation of University rule or policy, refusal by the instructor to report a grade, discrimination or other improper conduct towards the student. Grade appeals based wholly or in part on a subjective or qualitative judgment of an instructor will not be considered by the Board.

Students should attempt to resolve matters informally with the faculty member prior to filing an academic grievance or grade appeal. Students should also seek the review of the appropriate Department Chair and school dean or designee. If the matter cannot be resolved in this manner, the student may file a formal grievance or grade appeal. The grievance or appeal must be presented in writing before the end of the semester following the semester in which the matter occurred or the grade was assigned.

Information and forms for filing an academic grievance or grade appeal may be obtained from the Office of the Vice President for Student Affairs or by calling (818) 677-2391.

Email Accounts

CSUN requires that all students open email accounts through the university. University and College messages are sent to students via this account. It is imperative, therefore, that all students monitor their university email accounts. Failure to read their university email account is not an acceptable excuse for not knowing important information.

Writing Policies

All students in the MPH program are expected to follow APA format on all papers, unless otherwise instructed in a course syllabus. The rules of APA Style are detailed in the Publication Manual of the American Psychological Association. There are numerous websites to assist you in your writing as well as the Learning Resource Center in Bayramian Hall 408. Please see the link to the Learning Resource Center below.

<http://www.csun.edu/lrc/>

Graduate Status (Classified/Conditional)

Classified graduate students are those who have met all criteria for classification in their respective programs. A student who does not meet these criteria is considered **Conditional**. The criteria for classification may be more stringent in some departments, but are never less than the minimum criteria listed below:

- Maintain a 3.0 grade point average or higher in all work taken after completion of a Bachelor's degree.
- Possess a bachelor's degree from an accredited institution.
- Score at or above the 50th percentile on one of the three subject areas of the Graduate Record Examination (GRE). This is waived if the student's undergraduate cumulative grade point average is 3.0 or higher.
- Students must pass the Writing Proficiency Examination (WPE). Students having met the WPE at another CSU campus may submit for approval, in writing, official notification of a passing score from their previous university to CSUN's WPE Office in Bayramian Hall, 408. A student may also qualify to waive out of the WPE if they scored above 50% on the Analytic section of the GRE.

If you are uncertain of your classification status, please review your degree progress report, or contact the MPH Graduate Coordinator for more information.

A graduate student with **Conditional** status has been accepted into a degree program but has not yet met all classification criteria as listed above. The University mandates all specified requirements for classification must be satisfactorily met prior to the completion of 12 units of graduate course work (or within the first year for full-time graduate students). Students may not enroll in program courses beyond the 12th unit if they still maintain a **Conditional** status. Further, the MPH program stipulates that each student must meet and work with the MPH Graduate Coordinator to finalize and submit paperwork for classification. You must request classification with the 'Request for Classification' form available from the Graduate Coordinator.

Change of Concentration

Students who would like to change their MPH concentration (from Community Health Education to Applied Epidemiology or vice versa) must submit a "Change of Concentration Application" found on the Moodle/Canvas website. This application is required, and does not guarantee permission to change. Change of Concentration applications are due late September and early March each year (see Canvas for exact dates). Applications submitted after the due dates will be reviewed the following semester. To be eligible to change, a student must have completed at least 6 graduate units of MPH core coursework, but no more than 21 units at the time the application is submitted; and have an overall graduate GPA of 3.0 or above. All applications will be reviewed and weighed with numerous factors (i.e., number of students enrolled, course offerings, etc.). If approved for change, the student will be notified via email and asked to submit a "Change of Objective for Graduate Students" form to the CSUN Office of Admissions & Records.

MASTER OF PUBLIC HEALTH PROGRAM FIELD TRAINING INTERNSHIP (HEALTH SCIENCES 693A)

The Field Training (Internship) experience should be scheduled the semester before the student culminates her/his MPH studies. It should provide the student with an opportunity to apply theories, principles and skills learned in the course of the academic program, and it should provide the Preceptor and the MPH Internship Coordinator with an opportunity to assess the professional strengths and weaknesses of the student. The student should complete the field training experience with a sense of accomplishment and professional competence.

Students generally enroll in the Internship course for two semesters. Note that students who receive an **incomplete** in internship must be enrolled as student at CSUN in order to complete the degree requirements. This means that if a student has passed his/her comprehensive exam, but has not completed internship hours, registration fees and/or tuition will be required for completion of internship. Therefore, it is advised students complete the internship the same semester they plan to take the comprehensive exam or complete the thesis, and graduate. All students must submit the "Site Secure Form" to the Internship Coordinator prior to registering for 693A (see Moodle/Canvas for access to the Site Secure Form).

For more information regarding the MPH field training internship, please see the Internship Handbook and Internship FAQs located on the MPH website: <http://www.csun.edu/health-human-development/health-sciences/mph-internship>. Note that additional information regarding Internship can be found on the MPH Advising Moodle/Canvas site.

CULMINATING EXPERIENCE

Students are required to complete one of the following as their final culminating experience in the program: a comprehensive examination, or a thesis/graduate project.

Comprehensive Examination (HSCI 697)

Students opting to take the Comprehensive Examination enroll in HSCI 697. The course serves as an aid for students to study independently (or in groups) the MPH core materials that will be covered on the Examination. The exam is a two part exam taken at the end of HSCI 697. One part the exam consists of approximately 125 multiple choice questions based on public health core topics. The multiple choice section is closed notes, closed book, and must be completed individually in a computer lab. You will be given 3 hours to complete the multiple choice section of the exam. The second part of the exam consists of a take-home case scenario, grant proposal, or similar body of work. You are asked to apply what you've learned in the program to this take-home exam. All students taking the comprehensive exam must do so individually, without outside help from peers, partners, or any other persons. The date and time for the exam will be determined each semester.

Students who provide proof of passing the CPH exam within the past 5 years may waive out of the multiple choice section of the comprehensive exam. Note that if students sit for the CPH exam, but have not yet received *confirmation* of passing CPH, they must still sit for the multiple choice section of the exam. **All students admitted Fall 2017 and beyond must complete the take-home section of the comprehensive exam (CHES is no longer accepted to waive out of the case-study).**

Thesis/Graduate Project (HSCI 698C)

Graduate students in the MPH program can elect to complete a master's thesis in lieu of the comprehensive exam. On average it takes between 2 to 3 years to complete the total thesis process (from selecting the committee to submitting the thesis). Very few students are able to complete their thesis in 1 year. Therefore, students should start the process as soon as possible (Spring prior to their anticipated graduation date) in order to avoid delay and added costs in completing the degree requirements.

Note that once a student is officially identified by the University as enrolled in "Thesis units" (HSCI 698) he/she is NO longer able take the comprehensive exam. The student MUST either complete the thesis, or drop out of the program. Please be absolutely certain that you will complete the Masters Thesis!

Prior to reading the Public Health MPH Thesis Policies below, please read the most recent CSUN graduate studies Thesis Guidelines: <http://www.csun.edu/research-graduate-studies/thesisdissertation-and-graduate-project-deadlines>

The following policies pertain to the master's thesis in public health. All criteria must be met for the thesis option. See the sample thesis timeline at the bottom of this section for guidelines on setting dates.

1. The student must select a full-time faculty committee thesis Chair and 2 approved committee members ({insert date here})
 - a. The committee will consist of 3 members:
 - i. Thesis Chair from HSCI department

- ii. Two other faculty
 - 1. One must be from HSCI department
 - 2. Other can be any expert in your field of interest who has at least a master's degree (i.e., faculty from other universities, departments, etc.)
 - b. HSCI faculty may sit on a maximum of 3 theses committees at any one time.
 - c. If a thesis committee cannot be formed, the student must forgo the thesis option and take the competency exam.
 - d. Once you have formed your thesis committee you will need to register and complete the Planning Form on the Electronic Thesis Dissertation system (ETD). Curriculum vitae must be uploaded on the ETD system for all off campus committee members.
2. The student must submit to their committee a preliminary proposal (White paper) of no more than 1 page (single spaced), that includes an abstract of what they propose to do for their thesis, as well as their research questions and methodology. Please ensure that your committee Chair has reviewed this prelim proposal (_____date).
 3. After review of the preliminary proposal, the thesis committee will make a decision (_____date):
 - a. Accept: the student will proceed to write the full proposal of the master's thesis
 - b. Reject: the student will NOT proceed to write the full proposal, but will take the comprehensive exam instead.
 4. If the preliminary proposal is approved, the student will work on their full thesis proposal during Fall semester (or summer if enrolled) under the advisement of the committee Chair. The proposal consists of 9-12 pages (see Thesis Proposal Outline), and must be submitted to the thesis Chair (_____date).
 5. During the editing of the proposal, the student must submit an application to the Institutional Review Board (IRB) for approval of protection of human subjects; this occurs after the abstract has been approved and the Chair has provided an "OK" to proceed to completing the IRB application. Note that typical IRB review takes 2-3 months for approval (_____date).
 6. After receiving comments and edits from the Chair, the final draft of the proposal must be sent to the committee 2 weeks prior to a pre-set date as determined by the Committee Chair (must be prior to finals) for approval (_____date).
 7. After submission of the approved Thesis proposal, students must enroll in HSCI 698. University policy requires that students enrolled in HSCI 698 complete the thesis in no more than 2 years from the semester they first enrolled in HSCI 698.
 8. All data collection or acquiring of secondary data should be completed by _____ date. Analysis of data and the writing of the thesis should begin as soon as possible, given IRB approval (if applicable).

9. The completed thesis must be submitted to your Thesis Committee in plenty of time for them to read and suggest revisions prior to their final approval. A date as determined by the Committee will be set to allow ample time to read the completed thesis (_____ date).
10. Once approved, the Thesis must be submitted through the Electronic Thesis Dissertation system (ETD) on or before the published deadline. For the exact Thesis deadlines, please visit <http://www.csun.edu/research-graduate-studies/thesisdissertation-and-graduate-project-deadlines>

Sample Thesis Completion Timeline

Below is a sample timeline to complete the MPH program in 3 years (with a thesis that takes 1.5 years).

- Academic Year (AY) 1 in MPH program
 - Fall: MPH coursework
 - Spring: MPH coursework
 - Summer: MPH internship
- AY 2
 - Fall: MPH coursework
 - Spring: MPH coursework
 - Form thesis committee
 - Submit preliminary proposal (White paper)
 - Thesis committee decision on preliminary proposal
- AY 3
 - Fall:
 - Work on formal proposal & submit to committee
 - Being to prepare IRB application
 - Begin acquiring data (secondary data or primary collection)
 - Winter break: Begin data management and analysis
 - Spring:
 - Completion of writing and submission of thesis to the committee for approval
 - Theses must be submitted to the ETD system no later than the date specified on the CSUN graduate studies website

DEPARTMENT INFORMATION

About the Department of Health Sciences

The Department of Health Sciences at California State University, Northridge provides a nationally renowned, comprehensive education. Whether the student's focus is on public or private health, graduates enter the professional world with confidence and expertise.

The study of Health Sciences is multidisciplinary. Our students learn the ways that various factors affect the health of individuals and entire populations. Our professional programs are founded on the liberal arts as well as the physical and behavioral sciences. Studies in Health Sciences prepare students for more specific program disciplines as their coursework progresses.

Contact Information

The Department of Health Sciences office is located in Jacaranda Hall (JD), room 2500. The mailing address is:

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18111 Nordhoff Street
Northridge, CA 91330-8285

Phone: 818-677-3101
Fax: 818-677-2045
Email: hsci@csun.edu

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Patty Kwan, PhD, MPH, CHES
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Undergraduate Program co-Director:
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Undergraduate Program co-Director:
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MPH STUDENT ASSOCIATION (MPHSA)

The MPH Student Association is a CSUN Associated Students sanctioned organization. To qualify for membership an applicant must be a CSUN MPH student. The Association provides an invaluable service to students and faculty alike. Some of the services provided by the Association include:

- Administering yearly surveys assessing the degree to which student needs are being met
- Helping to organize new student orientations and banquets honoring graduate students
- Providing communication links via e-mail, the Web-based bulletin board, and telephone to fellow students
- Publishing a periodic student newsletter
- Identifying ways of helping fellow students bring health education resources to the campus
- Increasing the student's sense of being an important constituency in the accreditation self-study and site visit process

For membership and activity information, please contact the MPHSA: <http://www.csun.edu/health-human-development/health-sciences/student-associations>

UNIVERSITY POLICIES

Graduate Studies

Students in the MPH program are encouraged to read the university graduate student information booklet for information on policies related to the graduate programs, the upper division writing proficiency examination, steps to completing your degree and so forth. The Graduate Student Handbook can be found at the following link: <http://www.csun.edu/research-graduate-studies/current-students>

Academic Dishonesty

The maintenance of academic integrity and quality education is the responsibility of each student within this university and the California State University system. Cheating or plagiarism in connection with an academic program at a campus is listed in Section 41301, Title V, California Code of Regulations, as an offense for which a student may be expelled, suspended, or given a less severe disciplinary sanction. Academic dishonesty is an especially serious offense and diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - Faculty members are encouraged to state in advance their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance.
 - Students completing any examination should assume that external assistance (e.g., books, notes, calculators, pagers, cell phones/cameras, PDAs, other electronic devices, conversation with others) is prohibited unless specifically authorized by the instructor.
 - Students must not allow others to conduct research or prepare any work for them without advance authorization from the instructor. This comment includes, but is not limited to, the services of commercial term paper companies.
 - Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization. This is known as self-plagiarism.

- Fabrication
Intentional falsification or invention of any information or citation in an academic exercise.
 - “Invented” information may not be used in any laboratory experiment or other academic exercise without notice to and authorization from the instructor. For example, it would be improper to analyze one sample in an experiment and covertly “invent” data based on that single experiment for several more required analyses.
 - One should acknowledge reliance upon the actual source from which cited information was obtained. For example, a writer should not reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.
 - Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

- Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. For example, one who knowingly allowed another to copy from his or her paper during an examination would be in violation of this section.

- Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.
 - Direct Quotation: Every direct quotation must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be promptly cited in a footnote. Proper footnote style for any academic department is outlined by the MLA Style Sheet or K. L. Turabian’s A Manual for Writers of Term Papers, Theses and Dissertations. These and similar publications are available in the Matador Bookstore and at the reference desk of the Oviatt Library.

- Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Locke’s comment . . .” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
- Borrowed Facts or Information: Information obtained in one’s reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.

Students with Disabilities

As stated in the CSUN catalogue, “The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. If you need extra assistance with aspects of this course, please contact the Center on Disabilities (818) 677- 2578 or Disability Resources and Educational Services at (818) 677- 2684 at 110 Bayramian Hall, or email dres@csun.edu. Website: www.csun.edu/dres. This information will be treated as confidential.

Standards of Student Conduct

Campus Community Values: The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

Grounds for Student Discipline: Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

- Dishonesty, including:
 - Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - Furnishing false information to a University official, faculty member, or campus office.
 - Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- Unauthorized entry into, presence in, use of, or misuse of University property.
- Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

- Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.
- Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- Theft of property or services from the University community, or misappropriation of University resources.
- Unauthorized destruction, or damage to University property or other property in the University community.
- Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- Misuse of computer facilities or resources, including:
 - Unauthorized entry into a file, for any purpose.
 - Unauthorized transfer of a file.
 - Use of another's identification or password.
 - Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - Use of computing facilities and resources to interfere with normal University operations.
 - Use of computing facilities and resources in violation of copyright laws.
 - Violation of a campus computer use policy.
- Violation of any published University policy, rule, regulation or presidential order.
- Failure to comply with directions, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- Violation of the Student Conduct Procedures, including:
 - Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - Disruption or interference with the orderly progress of a student discipline proceeding.
 - Initiation of a student discipline proceeding in bad faith.
 - Attempting to discourage another from participating in the student discipline matter.
 - Attempting to influence the impartiality of any participant in a student discipline matter.

- Verbal or physical harassment or intimidation of any participant in a student discipline matter.
- Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Procedures for Enforcing This Code: The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

Application of This Code: Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Classroom Misconduct: Instructors are responsible for setting both the academic and behavioral standards for their courses. Students are expected to comply with established class standards as well as the Student Conduct Code. Students who display disruptive, threatening or abusive behavior in class are subject to student discipline. Faculty may eject a student from a single class session when necessary to end seriously disruptive or threatening behavior. Such actions will be reported to the appropriate campus officials.

Reporting Misconduct: Behavior believed to be in violation of the Student Conduct Code should be reported, in writing, to the Student Conduct Coordinator. For assistance, call (818) 677-2391.

EXPECTATIONS OF STUDENTS

Memorandum of Understanding

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students share complementary responsibilities in the maintenance of academic standards and the development of high quality graduate programs. As a student in the MPH program at CSUN, you have entered a relationship with the faculty and staff that is intended to be constructive, supportive, professional, and positive. This relationship requires a mutual respect. Further, it is imperative for you, the student, to understand the expectations that your instructors have for you and for your conduct in the classroom, during advisement, during your field training, and in every aspect of your interaction with the faculty and staff. Equally, the faculty is committed to your success and in being a mentor for you as you journey toward the completion of your degree.

To maintain our high academic standards, students are compelled to adhere to the following:

- A high level of professionalism is expected at all times.
Your time in the MPH program is designed to prepare you for a career as a public health professional. Therefore, you should approach your courses, and field training with a high level of professionalism and civility. Your actions, communication, appearance, interactions between faculty, staff, students, and

preceptors, should reflect your commitment to the program and demonstrate the best practices of professional conduct and ethics.

- Consistent attendance and meaningful participation is crucial for your success in your coursework. A high volume of work is expected during each class session, missing class meetings will limit your scope of knowledge on the subject matter, and will prevent your active involvement in class discussions and collaborations.
- In the event of a conflict, it is expected that students will address the issue with discretion and in a timely manner. Should the conflict be with an instructor, students should attend office hours, call to make an appointment, or send an email to that individual professor to address the matter. If a conflict arises with a fellow student, an effort should be made to solve the problem prior to involving the faculty.
- Students are required to formally meet with the Graduate Coordinator at least once per the fall semester for academic advising. Academic advising sessions are required to confirm that students are progressing toward graduation and satisfactorily completing fieldwork. It is also an opportunity for faculty to seek feedback about your experience in the program.
- Students will observe the university's policy on academic integrity. Per the policy set by the university, students are to exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in working cooperatively in student teams.
- Students will take primary responsibility to inform themselves about the specific requirements and policies of the MPH program.
- Students are expected to check campus email regularly for communication from instructors and information and updates regarding the MPH program.

To support students in their academic pursuit, the faculty commit to the following:

- Impartial evaluation of student performance regardless of the student's religion, race, gender, sexual orientation, nationality, or other criteria that are not germane to academic evaluation.
- Respect the academic freedom for students to express opinions that may differ from those of faculty.
- Provide opportunities within the graduate program for students to seek assistance for their grievances without threat of retaliation.
- Create a classroom environment that encourages students to participate and learn in a safe, supportive, and professional setting.
- Prevent personal or professional conflicts with colleagues from interfering with duties as instructor, graduate advisor, and committee member.
- Confidentiality in communication with students; discussing academic issues with faculty and staff on an as needed basis and refraining from discussions about student performance, academic standing, and behavior with other students.
- Provide regular office hours and the ability to make an appointment should an alternate time be needed.

(Some content adapted from the University of Washington-Guidelines for Good Practice in Graduate Education)

Professionalism

As previously mentioned, students in the MPH program are expected to conduct themselves with a high level of professionalism when communicating and interacting with the following people:

- The faculty and staff of the Health Sciences Department
- Fellow students

- Members of the community
- Preceptor, staff and clients of the field training agency
- Any other persons that a student may encounter when representing the MPH program

The following are intended to be a sample of behaviors that are expected:

- Cell phone usage: As a professional courtesy, please silence your cell phones, ipods, etc. when entering class, starting your day with at an internship, and when participating in program meetings and advising sessions. Further, please refrain from texting during class.
- Submission of work: All papers, research, homework, projects, etc. are expected on the due date and all work should be typed.
- Cancellation of appointments: Should a student find themselves unable to keep an appointment to meet with a professor, it is expected that he/she will contact the advisor/professor in a timely manner, ideally prior to missing the appointment.
- Arriving late or cancelling an appointment or work day with an internship: A “no show” is never acceptable. Should a student find themselves unable to arrive promptly for an internship it is imperative that he/she contact his/her preceptor to give advanced notice. If a student needs to cancel a regularly scheduled date at an internship, it is expected that the student will request the day off in advance and make arrangements with the preceptor to make up work.
- Attendance: Regular and punctual attendance in class and at the internship is critical. Further, it is essential that students arrive prepared for class or internship, having completed the assigned reading, homework, projects, etc.

Appropriate communication with faculty: Faculty are to be addressed properly as “Professor” or “Dr.” Unless your professor gives you specific instructions to call him/her by his/her first name, all faculty should be addressed in a more formal and professional manner. Additionally, please use good judgment when communicating with professors; communication should only be between parties directly involved with the issue and emails should be drafted using appropriate language, grammar, etc. (please see “Email guidelines” in the index of this document.)

CAMPUS RESOURCES

University Counseling Services (UCS)

Your quality of life as a student is influenced by your psychological and emotional health, taking care of your personal needs may help you do better academically. University Counseling Services are available for all students. Students may seek help at UCS because they want to:

- Have someone to talk to and confide in
- Deal with stress about academics
- Discuss relationship problems
- Resolve family or relationship conflicts
- Achieve personal growth
- Cope with upset feelings
- Deal with worries, anxieties
- Cope with Crisis events: Divorce, Rape, Assault

- Cope with difficult life experiences: break ups, changes, losses.
- Deal with sad, low, or suicidal feelings
- Clear up confusion/ find direction
- Restore motivation
- Improve academic performance
- Manage their emotions (anger, mood swings)
- Feel less overwhelmed
- Feel Better!

Services at UCS are free to regularly enrolled students and are confidential and convenient. For more information, visit UCS located in Bayramian Hall, room 520 or call 818-677-2366.

Klotz Student Health Center

The College Health Specialists at the Klotz Student Health Center are dedicated to providing the highest quality healthcare in an inclusive, comfortable and compassionate environment to the diverse Cal State Northridge community. Our staff consists of primary care physicians and nurse practitioners, specialists, nurses, and medical assistants. Services are designed to help students stay healthy and provide support for achieving academic goals. Services include:

- Accupuncture
- Chiropractics
- Internal medicine
- Massage therapy
- Men's health
- Nutrition counseling
- Optometry
- Orthopedics
- Pharmacy
- Physical therapy
- Podiatry
- Sports medicine
- Wellness coach/Substance abuse counseling

Services are provided at little or no cost to currently enrolled students. For more information or for appointments, call 818-677-3666.

Additionally, the Living Well Lounge is a place for students to gather health information from peer educators, watch a movie, visit with a Peer Nutrition Counselor, attend a presentation, or get help with a research project. The Living Well Lounge is located at the University Student Union. For more information, call 818-677-2622.

Healthy Eating on Campus

CSUN Nutritionist, Ellen Bauersfeld, developed the following guide to healthy eating on campus. Click on the link below to access a user friendly copy of this document:

<http://www.csun.edu/marilyn-magaram-center/nutrition-experts/eating-healthy>

Learning Resource Center (LRC)

The mission of the Learning Resource Center (LRC) is to enable students to improve their academic performance through a variety of learning programs including workshops, one on one and group tutoring, supplemental instruction classes, and interactive subject area computer programs and videos. CSUN students who use LRC learning programs will develop and strengthen their:

- critical thinking skills
- study strategies
- writing skills
- performance in subject matter courses

For more information or to make an appointment, visit the LRC at Bayramian Hall, room 408 or call, 818-677-2033 or via email at lrc@csun.edu.

Oviatt Library

The California State University, Northridge's Oviatt Library provides educational, cultural and information services and resources to the students and faculty. Its primary mission is to support and supplement classroom and independent learning; facilitate student and faculty research; and provide students with lifelong skills in identifying, locating, evaluating and synchronizing information.

All library materials are housed in the Delmar T. Oviatt Library, a 234,712 square foot state-of-the-art facility. Of note are the Collaboratory with its 175 multipurpose computer workstations, 3 computer-equipped library instruction labs with a total of 100 computers, and 150 computer workstations, in various library locations, devoted to library information resources. There are over 1,600 seats for in house study. During Fall and Spring semesters, the building is open 85 hours a week. The Library maintains and provides access to electronic information 24 hours a day.

The Oviatt Library has a physical collection containing 1.4 million volumes, of which over 1.1 million are books, and over 250,000 bound periodical volumes. The Library subscribes to 53,000 online journals, over 2,300 print journals, over 200 online databases and nearly 275,000 ebooks. The microform collection contains 3.17 million pieces. There are over 14,200 sound recordings, 12,700 film and video recordings and nearly 60,000 pictures and other graphic materials. The archives and manuscript collection exceeds 4,200 linear feet of materials, with nearly 38,500 items housed in Special Collections.

The Health Sciences Specialist is Ahmed Alwan. Mr. Alwan can be contact via email at ahmed.alwan@csun.edu or via phone at 818-677-6966 or via the web at <http://library.csun.edu/aalwan/>

Associated Students (AS)

The Associated Students is the primary advocate for students at California State University, Northridge and provides excellent, meaningful programs and services designed to create and enhance a spirited, learning-focused campus environment. All registered students are members of the Associated Students of California State University, Northridge. This incorporated campus entity is governed by elected student leaders including a President, Vice President and a 26-member Senate. The senate sets policy, governs financial matters, provides student service programs, provides input on University policies and recommends students to serve on University

advisory boards. All students are assessed a semester based fee which generates revenue to support over 200 clubs and organizations, leadership programs, Intercollegiate Athletics and Financial Aid. Associated Students provides a Ticket Office, Recreation Sports, the Children's Center, the Campus Recycling Program, student health insurance, and a wide variety of cultural programs, concerts, films, and speakers.

For more information, please visit Associated Students at University Student Union (USU) 100, or call 818-677-2477 or visit the website at <http://www.csunas.org/>

Disability Resources and Educational Services (DRES)

Disability Resources and Educational Services provides a variety of support services to empower students, foster independence, promote achievement of realistic career and educational goals and assist students to discover, develop and demonstrate their full potential and abilities. The department provides academic support under federal and state regulations to ensure full access to programs and activities at Cal State Northridge. These services include:

- Disability management advisement and referrals to on-campus and off-campus resources
- Note taker services
- Alternative testing accommodations
- Alternative media services such as providing electronic text, Braille and large print materials not available through other sources
- Transition services and academic coaching
- On-campus access assistance
- Assistive technology training services
- Job placement services through a CA Department of Rehabilitation Workability grant

For more information, please visit DRES in Bayramian Hall 110, call 818-677-2684 or visit the website, <http://www.csun.edu/dres/index.php>

Student Recreation Center (SRC) and Other Resources for Physical Activity

The Student Recreation Center opened its doors to CSUN students, faculty, staff and alumni on January 26, 2012. Activities and features of the SRC include:

- Intramurals such as basketball, volleyball, flag football, ultimate Frisbee, soccer, and more
- Outdoor Adventures will provide off-campus trips and rentals of outdoor equipment
- Free and specialty (a small fee may apply) Group Exercise classes, including: Zumba®, cardio kickboxing, yoga, Pilates, Spinning® and TRX® and more
- Rock Climbing & Bouldering
- Fitwall® Training
- Equipment Checkout, including: basketballs, volleyballs, badminton equipment, and more
- Personal Wellness Training (for a small fee)
- Lap & Recreational Swimming
- Aquatics Programming, including aqua aerobics and more
- Fitness Assessments (for a small fee)

- Open Recreation for pick-up games of basketball, volleyball, badminton and more
- Peer Nutrition Counseling
- Drop-in Baby Sitting Services (for a small fee)
- Gymnasium Courts
- Multi-Activity Court for indoor soccer, floor hockey, basketball, volleyball, etc.
- Weight and Fitness Space, including free weights, machines and cardio equipment
- Group exercise studios for aerobics, martial arts, Spinning®, yoga, dance, Pilates, and more
- Indoor Jogging Track
- Locker Rooms
- Office Space for Sport Clubs
- Field complex for flag football, ultimate Frisbee, soccer, softball, and more (currently under design)

The membership fee for current CSUN students is paid through tuition. For more information on registration, schedule of classes, hours of operation, etc. please call 818-677-5434 or visit www.src.csun.edu

APPENDIX

EMAIL GUIDELINES

Students are expected to implement the following email best practices in their communication with faculty, staff, preceptors and community members:

- Write from your academic account, if possible.
- Always use a greeting. Spell your professor's name correctly. Generally speaking you should use "Dear Professor Last-name".
- Briefly and politely state the reason why you are emailing. Offer only as much information as is relevant to the situation and likely to interest the professor.
- If you are emailing with a problem, suggest a solution. (See Tip below.) Be considerate of how your solution might create additional work for the professor.

- Use standard spelling, grammar, and punctuation. "You" is a 3-letter word, and "I" is capitalized. Most professors won't be offended if you write "who" when you mean "whom," nor will they expect emails to be as well-proofread as papers should be, but most will be annoyed by (or incapable of deciphering) the abbreviations and shortcuts you may use with friends.
- Sign it with your name. Use first and last name, and if you think there is any chance that your professor may not be able to place you, include your course information below your name.
- Read it over. If you do not have spell-check on your email, you might copy the message and paste it into a word processing program and run spell-check there. Consider not only the mechanics, but what you have said. Strive for a polite tone, concise language, and clear purpose. Ask if your reader would be offended by such an email if it were directed at him or her.
- Make any changes necessary then send the email.
- Allow adequate time for a reply. See tips below about how to address a professor's failure to reply. If you are only sending a piece of information ("I have the flu and will not be in class on Tuesday, but Sue will turn in my paper for me.") the professor may not consider a reply necessary. In this case, you are done.
- Once a reply has been received, acknowledge it. A simple, "Thank you," may be enough. If necessary, write a more extensive email using these same guidelines to achieve a professional effect. If the case is not being adequately resolved by email, ask for an appointment to meet in person.

Other Email Tips

- Try to contact a peer first, if the purpose of your email is to find out what you missed when absent.
- Recognize that requests that may take only a few seconds to write and send may take much longer to fulfill. If you want a grade calculated, or a full breakdown of what you missed during an absence, or anything else that may be labor intensive, offer to come to office hours if the professor prefers.
- Leave enough time for a response. Some professors do not work on campus every day, so you may need to wait a few days.
- Being polite doesn't mean being a pushover. If you have a need, make it known. While you cannot make a demand, you should make a suggestion. For example, if you have surgery scheduled on the day of the final, you should do more than state your conflict. You should offer to take the exam early, request an incomplete, offer to submit a final project in place of the exam, or whatever other idea you think would solve the problem to everyone's satisfaction. Be sure to remain open to other suggestions, as the professor may have ideas of his or her own.
- Follow up. If more than a few days have passed and you have not gotten a response, it is appropriate to politely ask if the professor received your email and had time to consider what you wrote. It may be more effective to follow up by phone or by office visit.
- If you have a complaint or have strong negative feelings that you are trying to resolve, email is probably not your best avenue. You need to dialogue with the professor, and email is only one-way (at a time). You may email to tell your professor that you feel a need to talk about the issue, and ask to set up an office visit or phone conversation, but it is best not to write anything that you might regret later.
- Do not email all of your professors as a group unless the situation is dire.
- Do not ask "if" you missed anything on a day you were absent. Of course you did!
- Writing "I do not mean to be rude" does not negate rudeness elsewhere in the email.
- Be sure you have checked all the materials you've already been provided to see if you can answer your own question.

HELPFUL PUBLIC HEALTH WEBSITES

World Health Organization- www.who.int

WHO is the directing and coordinating authority for health within the United Nations system. It is responsible for providing leadership on global health matters, shaping the health research agenda, setting norms and standards, articulating evidence-based policy options, providing technical support to countries and monitoring and assessing health trends.

Centers for Disease Control and Prevention- www.cdc.gov

For over 60 years, CDC has been dedicated to protecting health and promoting quality of life through the prevention and control of disease, injury, and disability. The CDC is committed to programs that reduce the health and economic consequences of the leading causes of death and disability, thereby ensuring a long, productive, healthy life for all people.

American Public Health Association- www.apha.org

The American Public Health Association is the oldest and most diverse organization of public health professionals in the world and has been working to improve public health since 1872. The Association aims to protect all Americans, their families and their communities from preventable, serious health threats and strives to assure community-based health promotion and disease prevention activities and preventive health services are universally accessible in the United States. APHA represents a broad array of health professionals and others who care about their own health and the health of their communities.

Los Angeles County Department of Public Health- www.publichealth.lacounty.gov

Los Angeles County Department of Public Health protects health, prevents disease, and promotes health and well being for all persons in Los Angeles County. The focus is on the Los Angeles County population as a whole, and we conduct our activities through a network of public health professionals throughout the community.

California Department of Public Health- www.cdph.ca.gov

The California Department of Public Health is dedicated to optimizing the health and well-being of the people in California.

National Institutes of Health- www.nih.gov

The National Institutes of Health (NIH), a part of the U.S. Department of Health and Human Services, is the nation's medical research agency—making important medical discoveries that improve health and save lives.

U.S. Department of Health and Human Services- www.hhs.gov

The Department of Health and Human Services (HHS) is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

Council on Education for Public Health- www.ceph.org

The Council on Education for Public Health (CEPH) is an independent agency recognized by the US Department of Education to accredit schools of public health and public health programs offered in settings other than schools of public health. These schools and programs prepare students for entry into careers in public health. The primary professional degree is the Master of Public Health (MPH) but other masters and doctoral degrees are offered as well.

National Commission for Health Education Credentialing, Inc.- www.nchec.org

The mission of NCHEC is to enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists. To meet this mission, NCHEC certifies health education specialists, promotes professional development, and strengthens professional preparation and practice.

Society for Public Health Education (SOPHE)- www.sophe.org

SOPHE is a 501 (c)(3) professional organization founded in 1950 to provide global leadership to the profession of health education and health promotion and to promote the health of all people by: stimulating research on the theory and practice of health education; supporting high quality performance standards for the practice of health education and health promotion; advocating policy and legislation affecting health education and health promotion; and developing and promoting standards for professional preparation of health education professionals. SOPHE is the only independent professional organization devoted exclusively to health education and health promotion across all settings.

MPH PROGRAM FREQUENTLY ASKED QUESTIONS

Please visit the MPH website for FAQs: <http://www.csun.edu/health-human-development/health-sciences/mpH-additional-information>

WRITING PROFICIENCY EXAM (WPE)

The Trustees of the California State University have directed that "all students entering the CSU System . . . be required to demonstrate their proficiency with regard to writing skills as a requirement for graduation." The Trustees further specified that writing proficiency must be demonstrated after a student earns 56 semester units and that a lower division course, such as freshman composition, may not be used to fulfill the requirement. Within these constraints, each CSU campus determined the means to meet the requirement.

After careful consideration, the CSUN faculty decided that on this campus students would meet the requirement by writing an acceptable test essay. The faculty rejected two other methods for meeting the requirement: passing a short-answer test of editing skills (rejected because taking such a test differs markedly from composing and writing acceptable prose) and passing a writing course (rejected because instructors inevitably reward other aspects of a student's knowledge and behavior besides writing ability). The faculty agreed that writing a test essay would be the most direct, impartial, and reliable demonstration of a student's writing skills.

While the exam process used at CSUN more than meets the recommendations of the CSU Graduate Writing Assessment Requirement Review (GWAR), the committee recommends that "each campus should review GWAR writing prompts to ensure that they will elicit the skills expected of graduating students rather than the proficiencies of entering students." The task must enable students "to demonstrate the advanced writing skills

of analysis, synthesis, and summarization." The GVAR committee believes the writing tasks in the GVAR assessment should address these competencies.

Students are expected to read a short text (up to one page) about a current topic of interest. They will be asked to briefly identify the main points of the text, and then argue the extent to which they agree or disagree. They will be asked to support their position with reasons and examples from their own reading, observations, and experience.

The University Catalog describes the CSUN Upper Division Writing Proficiency Requirement and the procedures by which it operates:

The University has implemented the Trustee Policy for a Writing Skills Graduation Requirement for all upper division students who will graduate Spring 1982 or thereafter in the following manner:

Students who have completed 56 units and have met the lower division writing requirement shall be required to take an essay examination.

- Undergraduate students are encouraged to take the Writing Proficiency Examination (WPE) as early as possible after (a) above has been met, but must take the WPE no later than the semester in which 75 units are completed. Students who have not taken the WPE by the completion of 75 units may delay their graduation.
- Students who fail shall be permitted to repeat the examination. Students are strongly urged to make an appointment with a writing consultant at the Learning Resource Center by calling (818) 677-2033. This service is offered at no cost to students. Consultations may be available during the summer (from June to August) on a limited basis.
- The examination shall consist of an essay on an assigned topic evaluated by the faculty.
- The criteria of evaluation shall include (1) a demonstration of analytic skills, (2) use of relevant evidence to support an argument, (3) effective organization, (4) use of standard English grammar, diction and mechanics.
- Administrations of the examination will be announced in the Schedule of Classes as well as in other official University publications.
- The examination will be scheduled at least five times within an academic year.
- Registration cards are available at University Cash Services and at the Testing Office.
- Certification of graduation writing competence shall be transferable from one CSU campus to another, but students must pass the WPE at the campus at which they are enrolled.

HOW TO BECOME A CERTIFIED MASTERS HEALTH EDUCATION SPECIALIST (CHES/MCHES)

National certification benefits practitioners and the public in that it:

- Establishes a national standard of practice for all health education specialists
- Attests to the individual health education specialists' knowledge and skills
- Assists employers in identifying qualified health education practitioners
- Develops a sense of pride and accomplishment among certified health education specialists

- Promotes continued professional development for health education specialists

The Certified Health Education Specialist, or CHES, examination is a competency-based tool used to measure application and knowledge of trained Health Educators. The exam assesses the basic competencies necessary for health educators, and consists of 165 multiple-choice questions.

Eligibility to take the CHES/MCHES examination is based exclusively on academic qualifications. An individual is eligible to take the examination if he/she has:

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 Educators*

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.

The Master Certified Health Education Specialist (MCHES) exam is based on the scientific approach to measure the existing health education advanced-level Sub-competencies related to the Seven Areas of Responsibilities.

Master Certified Health Education Specialist, MCHES, is an individual that has met academic eligibility in health education and is practicing at the advanced-level in the field, passed a written examination administered by the National Commission for Health Education Credentialing, Inc., and has an ongoing commitment to continuing education.

The MCHES exam eligibility includes both academic and experience requirements.

- For CHES: A minimum of the past five (5) continuous years in active status as a Certified Health Education Specialist.
- For Non-CHES or CHES with fewer than five years active status AND five years experience: A Master's degree or higher in Health Education, Public Health Education, School Health Education, Community Health Education, etc., OR
- a Master's degree or higher with an academic transcript reflecting at least 25 semester hours (37 quarter hours) of course work in which the Seven Areas of Responsibility of Health Educators were addressed.
- Five (5) years of documented experience as a health education specialist

To verify applicants must submit:

- Two verification forms from a current or past manager/supervisor, and/or a leader in a health education professional organization.
- A current curriculum vitae/ resume.

In the verification form it must be indicated, and in the curriculum vitae/resume it must clearly be shown, that the applicant has been engaged in the Areas of Responsibility for at least the past five years (experience may be prior to completion of graduate degree).

Benefits of being MCHES:

- It differentiates you from entry-level health education specialists.
- Becoming an MCHES provides validation that you are skilled in advanced-level Responsibilities and Competencies for a health education specialist
- The MCHES credentialing process provides advanced-level continuing education opportunities, in order for health education specialist to stay abreast of the latest research and practice in the field.

For more information, please visit The National Commission for Health Education Credentialing at: <http://www.nchec.org>.

CERTIFIED PUBLIC HEALTH PROFESSIONAL (CPH)

The National Board of Public Health Examiners (NBPHE) was established in September 2005 as an independent organization, the purpose of which is to ensure that students and graduates from schools and programs of public health accredited by the Council on Education for Public Health (CEPH) have mastered the knowledge and skills relevant to contemporary public health. This purpose will be accomplished by developing, preparing, administering and evaluating a voluntary certification exam. Becoming a Certified Public Health (CPH) Professional has multiple benefits:

- Sets a standard of knowledge and skills in public health
- Encourages life-long learning
- Adds credibility to the public health profession
- Increasing public health awareness
- Fosters environment of a professional community

The exam is rooted in the five basic core competencies of public health to reflect the nature of the field and the way one area of knowledge blends into another. The certification exam is administered to graduates of CEPH-accredited schools and programs of public health. For more information, please visit <http://www.nbphe.org/>.

CSUN MPH students and alumni receive a \$70 discount off the regular exam fee (done in the form of a reimbursed check after the exam has been taken), and free access to the ASPPH CPH Study Guide (see Moodle/Canvas Advising Site for username and password to access the Study Guide).

In order to be eligible to sit for the National Board of Public Health Examiners Certified in Public Health exam, all candidates must have or be earning a graduate level degree (Masters or Doctoral) from a CEPH-accredited

school or program of public health. NBPHE will automatically verify every candidate's eligibility with their alma mater or academic institution.

MPH PROGRAM GOALS AND OBJECTIVES

Goal 1: To ensure that MPH students master public health and health education knowledge and skills.

- Objective 1.1: MPH faculty will review course offerings and document which competencies are addressed in each course
- Objective 1.2: At least 80% of MPH students will self-report mastery of technology skills required in the public health and health education field.
- Objective 1.3: All MPH core courses will incorporate oral communication.
- Objective 1.4: All MPH core courses will incorporate written communication.

• *Goal 2: Ensure that MPH students are prepared to practice public health education with an understanding of the values and ethics that define the profession.*

- Objective 2.1: MPH core courses will incorporate health education values and ethics.
- Objective 2.2: All MPH students will write a human subjects consent form in their research class.

• *Goal 3: Ensure all MPH students are prepared to assume leadership roles in a wide variety of public health and health education settings.*

- Objective 3.1: All MPH students will complete an internship at a pre-approved field training site, to better understand public health leadership and the role of the health educator.
- Objective 3.2: All MPH students will complete a field training course to share, discuss and process their field training experiences.
- Objective 3.3: All MPH students will be members of the MPH Student Association, at least 50% actively.

• *Goal 4: The MPH Program will train students to work with diverse populations, particularly in California*

- Objective 4.1: All MPH students will address multicultural influences and considerations that may impact on the delivery of culturally competent public health and health education interventions in their program planning project (HSCI 531) and curriculum (HSCI 535) courses.
- Objective 4.2: At least 80% of MPH students will agree that the program prepared them to work with diverse populations.
- Objective 4.3: At least 80% of MPH alumni will agree that the program prepared them to work with diverse populations.
- Objective 4.4: At least 80% of MPH students will report being prepared to work in diverse groups.

• *Goal 5: MPH students will actively be involved in program evaluation activities and decision-making.*

- Objective 5.1: A minimum of one MPH student will be involved in the MPH Advisory Council.
- Objective 5.2: All MPH students will have an opportunity to participate in MPH Program surveys to be conducted every two years.
- Objective 5.3: All MPH students will have the opportunity to review and comment on the accreditation self-study document at each accreditation cycle of the program.
- Objective 5.4: All MPH students will have the opportunity to meet with CEPH site visit teams to provide input during this evaluation process.

- *Goal 6: Promote opportunities for MPH students to engage in funded or unfunded research.*
 - Objective 6.1: At least 80% full-time health education faculty will be engaged in an active research agenda whether research is funded or not.
 - Objective 6.2: All MPH students will report having some research experience in research projects.
 - Objective 6.3: At least 80% of MPH students will obtain a “B” or better in HSCI 592: Advanced Biostatistics for the Health Sciences and in HSCI 694: Research Design in Health Sciences. [Students are required to collect, analyze and present original data in both an oral and written presentation in HSCI 592. Students are required to develop and present a research proposal in both oral and written formats in HSCI 694.]
 - Objective 6.4: At least 2 MPH students per year will apply to the Minority Training Program in Cancer Control Research (MTPCCR) or CAMINO.

- *Goal 7: The MPH Faculty and students will promote active involvement in serving the CSUN campus, Department of Health Sciences, MPH Program, and communities.*
 - Objective 7.1: All full-time public health faculty will be involved in at least one community service activity per academic year.
 - Objective 7.2: All MPH students will report participating in a community service project through, coursework, MPHSA or other organization.

- *Goal 8: To conduct continuing education programs for health education professionals either alone or in collaboration with other agencies, organizations or universities.*
 - Objective 8.1: The MPH program and its constituencies will plan, implement, and evaluate at least one continuing education program per year for CHES credit for health care and public health education professionals in the CSUN service area.

- *Goal 9: Assure the MPH Program’s effectiveness in meeting its stated mission, goals, and objectives.*
 - Objective 9.1: Conduct a survey of MPH Program alumni and field training supervisors every two years.
 - Objective 9.2: Conduct Total Quality Education (TQE) surveys with 80% of students who have reached the 20 unit mark in their programs and at the time of their graduation.
 - Objective 9.3: Conduct a yearly Program modification meeting with Public Health faculty.
 - Objective 9.4: Convene and sustain an MPH Advisory Committee made up of Program constituencies who can review, revise, and recommend changes needed in all aspects of the MPH Program.

Objective 9.5: Conduct a periodic self-study of the Program consistent with CEPH’s re-accreditation cycle to share this self-study document with all constituencies of the MPH Program.

SEVEN RESPONSIBILITIES, COMPETENCIES, AND SUB-COMPETENCIES FOR HEALTH EDUCATORS

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist.

1. Area of Responsibility I: Assess Needs, Assets and Capacity for Health Education

Competency 1.1. Plan Assessment Process

- 1.1.1 Identify existing and needed resources to conduct assessments
- 1.1.2 Identify stakeholders to participate in the assessment process
- 1.1.3 Apply theories and models to develop assessment strategies
- 1.1.4 Develop plans for data collection, analysis, and interpretation
- 1.1.5 Engage stakeholders to participate in the assessment process
- 1.1.6 Integrate research designs, methods, and instruments into assessment plan

Competency 1.2: Access Existing Information and Data Related to Health

- 1.2.1. Identify sources of data related to health
- 1.2.2. Critique sources of health information using theory and evidence from the literature
- 1.2.3. Select valid sources of information about health
- 1.2.4. Identify gaps in data using theories and assessment models
- 1.2.5. Establish collaborative relationships and agreements that facilitate access to data
- 1.2.6. Conduct searches of existing databases for specific health-related data

Competency 1.3: Collect Quantitative and/or Qualitative Data Related to Health

- 1.3.1. Collect primary and/or secondary data
- 1.3.2. Integrate primary data with secondary data
- 1.3.3. Identify data collection instruments and methods
- 1.3.4. Develop data collection instruments and methods
- 1.3.5. Train personnel and stakeholders regarding data collection
- 1.3.6 Use data collection instruments and methods
- 1.3.7 Employ ethical standards when collecting data

Competency 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health

- 1.4.1. Identify factors that influence health behaviors
- 1.4.2. Analyze factors that influence health behaviors
- 1.4.3. Identify factors that enhance or compromise health
- 1.4.4. Analyze factors that enhance or compromise health

Competency 1.5: Examine Factors That Influence the Learning Process

- 1.5.1. Identify factors that foster or hinder the learning process
- 1.5.2. Analyze factors that foster or hinder the learning process
- 1.5.3. Identify factors that foster or hinder attitudes and belief
- 1.5.4. Analyze factors that foster or hinder attitudes and beliefs
- 1.5.5 Identify factors that foster or hinder skill building
- 1.5.6 Analyze factors that foster or hinder skill building

Competency 1.6: Examine Factors That Enhance or Compromise the Process of Health Education

- 1.6.1. Determine the extent of available health education programs, interventions, and policies
- 1.6.2. Assess the quality of available health education programs, interventions, and policies
- 1.6.3. Identify existing and potential partners for the provision of health education
- 1.6.4. Assess social, environmental, and political conditions that may impact health education

1.6.5. Analyze the capacity for developing needed health education

1.6.6. Assess the need for resources to foster health education

Competency 1.7: Infer Needs for Health Education Based on Assessment Findings

1.7.1. Analyze assessment findings

1.7.2. Synthesize assessment findings

1.7.3. Prioritize health education needs

1.7.4. Identify emerging health education needs

1.7.5. Report assessment findings

2. Area of Responsibility II: Plan Health Education

Competency 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process

2.1.1. Incorporate principles of community organization

2.1.2. Identify priority populations and other stakeholders

2.1.3. Communicate need for health education to priority populations and other stakeholders

2.1.4. Develop collaborative efforts among priority populations and other stakeholders

2.1.5. Elicit input from priority populations and other stakeholders

2.1.6. Obtain commitments from priority populations and other stakeholders

Competency 2.2: Develop Goals and Objectives

2.2.1 Use assessment results to inform the planning process

2.2.2 Identify desired outcomes utilizing the needs assessment results

2.2.3 Select planning model(s) for health education

2.2.4 Develop goal statements

2.2.5 Formulate specific, measurable, attainable, realistic, and time-sensitive objectives

2.2.6 Assess resources needed to achieve objectives

Competency 2.3: Select or Design Strategies and Interventions

2.3.1 Assess efficacy of various strategies to ensure consistency with objectives

2.3.2 Design theory-based strategies and interventions to achieve stated objectives

2.3.3 Select a variety of strategies and interventions to achieve stated objectives

2.3.4 Comply with legal and ethical principles in designing strategies and interventions

2.3.5 Apply principles of cultural competence in selecting and designing strategies and interventions

2.3.6 Pilot test strategies and interventions

Competency 2.4: Develop a Scope and Sequence for the Delivery of Health Education

2.4.1 Determine the range of health education needed to achieve goals and objectives

2.4.2 Select resources required to implement health education

2.4.3 Use logic models to guide the planning process

2.4.4 Organize health education into a logical sequence

2.4.5 Develop a timeline for the delivery of health education

2.4.6 Analyze the opportunity for integrating health education into other programs

2.4.7 Develop a process for integrating health education into other programs

Competency 2.5: Address Factors That Affect Implementation

- 2.5.1 Identify factors that foster or hinder implementation
- 2.5.2 Analyze factors that foster or hinder implementation
- 2.5.3 Use findings of pilot to refine implementation plans as needed
- 2.5.4 Develop a conducive learning environment

3. Area of Responsibility III: Implement Health Education

Competency 3.1: Implement a Plan of Action

- 3.1.1 Assess readiness for implementation
- 3.1.2 Collect baseline data
- 3.1.3 Use strategies to ensure cultural competence in implementing health education plans
- 3.1.4 Use a variety of strategies to deliver a plan of action
- 3.1.5 Promote plan of action
- 3.1.6 Apply theories and models of implementation
- 3.1.7 Launch plan of action

Competency 3.2: Monitor Implementation of Health Education

- 3.2.1 Monitor progress in accordance with timeline
- 3.2.2 Assess progress in achieving objectives
- 3.2.3 Modify plan of action as needed
- 3.2.4 Monitor use of resources
- 3.2.5 Monitor compliance with legal and ethical principles

Competency 3.3: Train Individuals Involved in Implementation of Health Education

- 3.3.1 Select training participants needed for implementation
- 3.3.2 Identify training needs
- 3.3.3 Develop training objectives
- 3.3.4 Create training using best practices
- 3.3.5 Demonstrate a wide range of training strategies
- 3.3.6 Deliver training
- 3.3.7 Evaluate training
- 3.3.8 Use evaluation findings to plan future training

4. Area of Responsibility IV: Conduct Evaluation and Research Related to Health Education

Competency 4.1: Develop Evaluation/Research Plan

- 4.1.1 Create purpose statement
- 4.1.2 Develop evaluation/research questions
- 4.1.3 Assess feasibility of conducting evaluation/research
- 4.1.4 Critique evaluation and research methods and findings found in the related literature
- 4.1.5 Synthesize information found in the literature
- 4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation
- 4.1.7 Assess the merits and limitations of qualitative and quantitative data collection for research
- 4.1.8 Identify existing data collection instruments
- 4.1.9 Critique existing data collection instruments for evaluation
- 4.1.10 Critique existing data collection instruments for research

- 4.1.11 Create a logic model to guide the evaluation process
- 4.1.12 Develop data analysis plan for evaluation
- 4.1.13 Develop data analysis plan for research
- 4.1.14 Apply ethical standards in developing the evaluation/research plan

Competency 4.2: Design Instruments to Collect

- 4.2.1 Identify useable questions from existing instruments
- 4.2.2 Write new items to be used in data collection for evaluation
- 4.2.3 Write new items to be used in data collection for research
- 4.2.4 Establish validity of data collection instruments
- 4.2.5 Establish reliability of data collection instruments

Competency 4.3: Collect and Analyze Evaluation/Research Data

- 4.3.1 Collect data based on the evaluation/research plan
- 4.3.2 Monitor data collection and management
- 4.3.3 Analyze data using descriptive statistics
- 4.3.4 Analyze data using inferential and/or other advanced statistical methods
- 4.3.5 Analyze data using qualitative methods
- 4.3.6 Apply ethical standards in collecting and analyzing data

Competency 4.4: Interpret Results of the Evaluation/Research

- 4.4.1 Compare results to evaluation/research questions
- 4.4.2 Compare results to other findings
- 4.4.3 Propose possible explanations of findings
- 4.4.4 Identify possible limitations of findings
- 4.4.5 Develop recommendations based on results

Competency 4.5: Apply Findings From Evaluation/Research

- 4.5.1 Communicate findings to stakeholders
- 4.5.2 Evaluate feasibility of implementing recommendations from evaluation
- 4.5.3 Apply evaluation findings in policy analysis and program development
- 4.5.4 Disseminate research findings through professional conference presentations

5. Area of Responsibility V: Administer and Manager Health Education

Competency 5.1: Manage Fiscal Resources

- 5.1.1 Identify fiscal and other resources
- 5.1.2 Prepare requests/proposals to obtain fiscal resources
- 5.1.3 Develop budgets to support health education efforts
- 5.1.4 Manage program budgets
- 5.1.5 Prepare budget reports
- 5.1.6 Demonstrate ethical behavior in managing fiscal resources

Competency 5.2: Obtain Acceptance and Support for Programs

- 5.2.1 Use communication strategies to obtain program support
- 5.2.2 Facilitate cooperation among stakeholders responsible for health education

- 5.2.3 Prepare reports to obtain and/or maintain program support
- 5.2.4 Synthesize data for purposes of reporting
- 5.2.5 Provide support for individuals who deliver professional development opportunities
- 5.2.6 Explain how program goals align with organizational structure, mission, and goals

Competency 5.3: Demonstrate Leadership

- 5.3.1 Conduct strategic planning
- 5.3.2 Analyze an organization's culture in relationship to health education goals
- 5.3.3 Promote collaboration among stakeholders
- 5.3.4 Develop strategies to reinforce or change organizational culture to achieve health education goals
- 5.3.5 Comply with existing laws and regulations
- 5.3.6 Adhere to ethical standards of the profession
- 5.3.7 Facilitate efforts to achieve organizational mission
- 5.3.8 Analyze the need for a systems approach to change
- 5.3.9 Facilitate needed changes to organizational cultures

Competency 5.4: Manage Human Resources

- 5.4.1 Develop volunteer opportunities
- 5.4.2 Demonstrate leadership skills in managing human resources
- 5.4.3 Apply human resource policies consistent with relevant laws and regulations
- 5.4.4 Evaluate qualifications of staff and volunteers needed for programs
- 5.4.5 Recruit volunteers and staff
- 5.4.6 Employ conflict resolution strategies
- 5.4.7 Apply appropriate methods for team development
- 5.4.8 Model professional practices and ethical behavior
- 5.4.9 Develop strategies to enhance staff and volunteers' career development
- 5.4.10 Implement strategies to enhance staff and volunteers' career development
- 5.4.11 Evaluate performance of staff and volunteers

Competency 5.5: Facilitate Partnerships in Support of Health Education

- 5.5.1 Identify potential partner(s)
- 5.5.2 Assess capacity of potential partner(s) to meet program goals
- 5.5.3 Facilitate partner relationship(s)
- 5.5.4 Elicit feedback from partner(s)
- 5.5.5 Evaluate feasibility of continuing partnership

6. Area of Responsibility VI: Serve as a Health Education Resource Person

Competency 6.1: Obtain and Disseminate Health-Related Information

- 6.1.1 Assess information needs
- 6.1.2 Identify valid information resources
- 6.1.3 Critique resource materials for accuracy, relevance, and timeliness
- 6.1.4 Convey health-related information to priority populations
- 6.1.5 Convey health-related information to key stakeholders

Competency 6.2: Provide Training

- 6.2.1. Analyze requests for training
- 6.2.2 Prioritize requests for training
- 6.2.3 Identify priority populations
- 6.2.4 Assess needs for training
- 6.2.5 Identify existing resources that meet training needs
- 6.2.6 Use learning theory to develop or adapt training programs
- 6.2.7 Develop training plan
- 6.2.8 Implement training sessions and programs
- 6.2.9 Use a variety of resources and strategies
- 6.2.10 Evaluate impact of training programs

Competency 6.3: Serve as a Health Education Consultant

- 6.3.1 Assess needs for assistance
- 6.3.2 Prioritize requests for assistance
- 6.3.3 Define parameters of effective consultative relationships
- 6.3.4 Establish consultative relationships
- 6.3.5 Provide expert assistance
- 6.3.6 Facilitate collaborative efforts to achieve program goals
- 6.3.7 Evaluate the effectiveness of the expert assistance provided
- 6.3.8 Apply ethical principles in consultative relationships

7. Area of Responsibility VII: Communicate and Advocate for Health and Health Education

Competency 7.1: Assess and Prioritize Health Information and Advocacy Needs

- 7.1.1 Identify current and emerging issues that may influence health and health education
- 7.1.2 Access accurate resources related to identified issues
- 7.1.3 Analyze the impact of existing and proposed policies on health
- 7.1.4 Analyze factors that influence decision-makers

Competency 7.2: Identify and Develop a Variety of Communication Strategies, Methods, and Techniques

- 7.2.1 Create messages using communication theories and models
- 7.2.2 Tailor messages to priority populations
- 7.2.3 Incorporate images to enhance messages
- 7.2.4 Select effective methods or channels for communicating to priority populations
- 7.2.5 Pilot test messages and delivery methods with priority populations
- 7.2.6 Revise messages based on pilot feedback.

Competency 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques

- 7.3.1 Use techniques that empower individuals and communities to improve their health
- 7.3.2 Employ technology to communicate to priority populations
- 7.3.3 Evaluate the delivery of communication strategies, methods, and techniques

Competency 7.4: Engage in Health Education Advocacy

- 7.4.1 Engage stakeholders in advocacy
- 7.4.2 Develop an advocacy plan in compliance with local, state, and/or federal policies and procedures
- 7.4.3 Comply with organizational policies related to participating in advocacy

- 7.4.4 Communicate the impact of health and health education on organizational and socio-ecological factors
- 7.4.5 Use data to support advocacy messages
- 7.4.6 Implement advocacy plans
- 7.4.7 Incorporate media and technology in advocacy
- 7.4.8 Participate in advocacy initiatives
- 7.4.9 Lead advocacy initiatives
- 7.4.10 Evaluate advocacy efforts

Competency 7.5: Influence Policy to Promote Health

- 7.5.1 Use evaluation and research findings in policy analysis
- 7.5.2 Identify the significance and implications of health policy for individuals, groups, and communities
- 7.5.3 Advocate for health-related policies, regulations, laws, or rules
- 7.5.4 Use evidence-based research to develop policies to promote health
- 7.5.5 Employ policy and media advocacy techniques to influence decision-makers

Competency 7.6: Promote the Health Education Profession

- 7.6.1 Develop a personal plan for professional growth and service
- 7.6.2 Describe state-of-the-art health education practice
- 7.6.3 Explain the major responsibilities of the health education specialist in the practice of health education
- 7.6.4 Explain the role of health education associations in advancing the profession
- 7.6.5 Explain the benefits of participating in professional organizations
- 7.6.6 Facilitate professional growth of self and others
- 7.6.7 Explain the history of the health education profession and its current and future implications for professional practice
- 7.6.8 Explain the role of credentialing in the promotion of the health education profession
- 7.6.9 Engage in professional development activities
- 7.6.10 Serve as a mentor to others
- 7.6.11 Develop materials that contribute to the professional literature
- 7.6.12 Engage in service to advance the health education profession

CODE OF ETHICS FOR THE HEALTH EDUCATION PROFESSION

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 practice. 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 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 secure professional employment.

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

The Green Circuit:

- Start at the Southwest corner of the Oviatt Library
- Head West on Matador Walk
- North on Etiwanda (West University Dr).
- East on Plummer (North University Dr).
- South on Lindley (East University Dr).
- West on Matador Walk
- End at the Southwest corner of the Oviatt Library

The Yellow Circuit:

- Start at the Oviatt Library steps.
- Head West on Matador Walk.
- South on Etiwanda (West University Dr).
- East on Orange Grove Walk.
- North on Lindley (East University Dr).
- West on Matador Walk

- End at the Oviatt Library steps,

The Blue Circuit:

- Start by heading East between Sierra Center and Sierra Hall.
- South at Sierra Quad.
- East at Sierra Walk.
- South on Lindley (East University Dr).
- East on Orange Grove Walk, through the orange groves and around the pond.
- West, through the orange groves again, and continue West on Orange Grove Walk.
- South on Lindley (East University Dr).
- West on Nordhoff St.
- North on Etiwanda (West University Dr).
- End at Sierra Center.

The Magenta Circuit:

- Start at the Southeast corner of Jacaranda Hall (on Jacaranda Walk).
- Head South on Lindley (East University Dr).
- East on Orange Grove Walk, through the orange groves & past the pond.
- North on Bertrand St (between the Klotz Student Health Center & G3 Parking)
- East on Prairie St.
- North between the University Student Union and G4 Parking.
- West on Jacaranda Walk.
- End at Southeast corner of Jacaranda Hall.

Resource from: D. Rozanski, Ph.D., Coordinator, EAP

Map on next page →

