

Department of Public Health

Student Success Handbook



Public Health

2016-2017

WILLIAM PATERSON UNIVERSITY

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Introduction

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

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

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

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

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



Public Health
Prevent. Promote. Protect.



WILLIAM
PATERSON
UNIVERSITY

DEPARTMENT OF PUBLIC HEALTH
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Dear Student,

Welcome to the 2016-2017 academic year!

We are pleased that you have decided to pursue your education in our exciting and growing field of undergraduate study that was highlighted as a “hot field” to watch by the *Washington Post* and listed as one of the five fastest growing undergraduate majors by the *Chronicle of Higher Education*.

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

Our department offers two undergraduate programs, a BS in Public Health and a BS in Health Studies. Our faculty are distinguished educators, researchers, authors, and public health leaders who take pride in their relationships with our students. Since our major courses are small, you will get to know the faculty and they will get to know you.

As chairperson of our department, I take a personal interest in your academic success. As you move through this academic year, please let me know how I can assist you in achieving your academic goals.

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

Dr. William D. Kernan, EdD, MPA, MCHES
Associate Professor and Chairperson

ABOUT THE DEPARTMENT OF PUBLIC HEALTH

Structure of the University and the College of Science and Health

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

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

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

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

The University President is Dr. Kathleen Waldron. The Provost and Vice President of Academic Affairs is Dr. Warren Sandmann. The Associate Provost for Academic Affairs is Dr. Steven Hahn. Danielle Liautaud-Watkins, JD, is the Associate Provost for Academic Development and Dr. Jonathan Lincoln, is the Associate Provost for Curriculum and International Affairs.

The Dean of the College of Science and Health is Dr. Kenneth Wolf and the Associate Dean is Dr. Jean Fuller-Stanley. Their offices are located in the Science Building.

Department of Public Health

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

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

The major objectives of the department are:

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

Department of Public Health Faculty & Staff

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

The faculty and staff are:

Full Professors

Dr. Michele Grodner

Dr. Jean Levitan

Associate Professors

Dr. Corey Basch

Dr. William Kernan

Dr. Marianne Sullivan

Assistant Professors

Dr. Alex Kecojevic

**Dr. Zoe Meleo-Erwin*

Dr. Naa-Solo Tettey

Internship Site Coordinator

**Christie Jaime*

Administrative Assistant

Geri Suppa

** New to the department in F16*

Adjunct Faculty:

Rebecca Abenante

**Denise Anderson*

Liz Amaya-Fernandez

Dr. Jocelyn Apicello

Vanessa Arias-Martinez

Dr. Lama Chaddad

Miralda Charles

Judith Francis

Dr. Eli Green

Dr. Charlene Gungil

Pat Hardin

Jodi Inglis

Dana Jacko

Rose Jean-Baptiste

**Dr. Samantha Liu*

Ryan McKee

Marilyn McSpiritt-Guzio

Dr. Jonathan Moss

**Lazara Paz-Gonzales*

Dr. Sam Pirozzi

Jill Riera

Dr. Julio Rodriguez

Laurie Schlussel

Jamie Sclafane

**Tekeyah Sears*

Evelyn Shalom

Arlene Stoller

**Stephanie Talmadge*

**Joel Torres*

Maryann Walsh

Kathy Werheim

Faculty Profiles

Corey Basch, EdD, MPH, CHES, Associate Professor

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

Michele Grodner, EdD, CHES, Professor

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

Alex Kecojevic, DrPH, MPH, Assistant Professor

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

William Kernan, EdD, MPA, MCHES, Associate Professor and Department Chairperson

Dr. Kernan holds master's degrees in public health administration and health education as well as a doctorate in health education from Columbia University. Dr. Kernan is a master certified health education specialist with expertise in substance abuse prevention and graduate student health. As a former Peace Corps volunteer and United Nations staff member, he also has a special interest in global health, culture, and food systems. Dr. Kernan teaches Health Research Methods I and II, Cultural Dimensions of Health, Global Health Issues, Disparities in

Health, Food and Community, Public Health Practice, Methods of Public Health Education, Program Planning, Stress Management, and precepts the Internship courses.

Jean Levitan, PhD, Professor

Dr. Levitan received both her masters and doctoral degrees from New York University in health education with a specialization in human sexuality. Her interests and expertise are in women's health and sexuality education. She is an affiliated faculty member in the Women's and Gender Studies Department. Dr. Levitan teaches Human Sexuality, Women's Health, Reproductive Rights, Health Care in the U.S., and HealthyU.

Zoe Meleo-Erwin, PhD, MA, Assistant Professor

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

Marianne Sullivan, DrPH, MPH, Associate Professor

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

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

Dr. Tettey holds master's degrees in psychology and education, health care administration, and public health, as well as a doctorate in health and behavior studies with a concentration in health education from Columbia University. Dr. Tettey is a master certified health education specialist, certified in public health, and an ACSM certified wellness coach. Her interests and expertise are in health disparities, complementary and alternative health, faith-based health education, and the use of social media and the internet as health promotion tools. Dr. Tettey teaches Healthy U, Health Research Methods I and II, Health Administration, Health Education: Theory and Practice, and Disparities in Health.

Staff Profiles

Sylvia Jackman, MPH, Internship Site Coordinator

Ms. Jackman earned her master's degree in public health from Hunter College. She is a health educator with many years of experience in a variety of public and private health settings, as well as higher education teaching experience. Ms. Jackman coordinates internship site placements and oversees interns in the field.

Geraldine Suppa, Administrative Assistant

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

Academic Advising

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

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

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

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

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

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

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

Academic Advisors for the 2016-2017 academic year are: Dr. Corey Basch, Dr. Michele Grodner, Dr. Jean Levitan, Dr. Marianne Sullivan, and Dr. Naa-Solo Tettey

ACADEMIC DEGREE PROGRAMS IN THE DEPARTMENT OF PUBLIC HEALTH

The Department of Public Health offers several academic programs. Students wishing to declare a major in the department may choose from the BS in Health Studies or the BS in Public Health, which offers two tracks – the general track and the health education track. Information about each of these degree programs is presented on the following pages.

Departmental admission requirements

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

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

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

General degree requirements

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

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

Academic Standards for the BS in Health Studies

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

Academic Standards for the BS in Public Health

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

Departmental probation

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

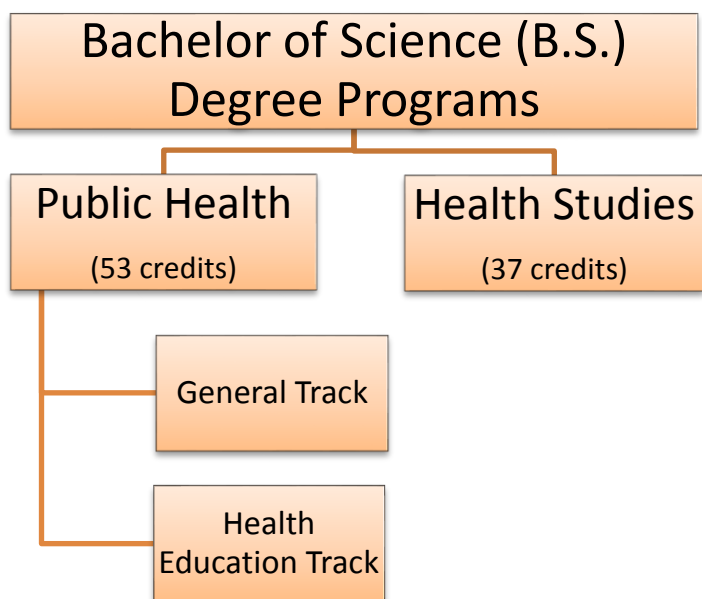
Progression in the major

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

- PBHL 3000 Introduction to Public Health will not progress to:
 - PBHL 3400 Environmental Health
 - PBHL 4000 Epidemiology
- PBHL 3010 Health Education Theory will not progress to:
 - PBHL 3610 Methods of Public Health Education
- PBHL 3020 Health Care in the US will not progress to:
 - PBHL 4500 Health Administration
- PBHL 3040 Health Research Methods I will not progress to:
 - PBHL 3042 Health Research Methods II
- PBHL 3042 Health Research Methods II will not progress to:
 - PBHL 4301 Public Health Practice
 - PBHL 4610 Program Planning
- PBHL 3610 Methods of Health Education will not progress to:
 - PBHL 4610 Program Planning
- Any course required for the PBHL program, will not progress to:
 - PBHL 4962 Internship in Public Health
 - PBHL 4963 Internship in Health Education

Selecting the Best Degree Program for Your Interests at WPUNJ

As stated previously, the Department of Public Health offers two degree programs that lead to a Bachelor of Science degree. Specific details about these programs are found on the *Fact Sheets* which appear later in this handbook. These degree programs include:



While there are many distinctions between these two degree programs, the chart and summary below describe some of the more important differences:

Distinctions between the BS in Public Health and the BS in Health Studies

BS in Public Health	BS in Health Studies
Focused on <i>Populations</i>	Focused on <i>Individuals</i>
Focused on the <i>Study of Health in the Context of Groups & Communities</i>	Focused on the <i>Study of Health in the Context of the Individual Human Body</i>
Focused on <i>Prevention & Health Promotion for Individuals, Groups & Communities</i>	Focused on <i>Health and Wellness for Individuals only</i>
53-credits of major coursework	37-credits of major coursework
Minimum Grade of C in all major courses	Minimum Grade of D in all major courses
Career-preparatory	Not career-preparatory

Career Pathways for Undergraduate Students

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

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

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

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

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

See more about the Core Areas of Public Health in Appendix G.

Bachelor of Science in Applied Health

(Note: The BS in Applied Health program has been discontinued. Effective Spring 2016, no new students are being accepted into this program)

The B.S. in Applied Health program is for students with an interest in health services related careers. This program prepares students for employment in a variety of positions in health care industries and settings such as non-profit health organizations, health insurance companies, pharmaceutical and medical device companies, nursing homes, assisted living communities and other residential settings. For allied health professionals with AAS degrees, this program may enable advancement at their present place of employment.

APPLIED HEALTH CURRICULUM (37 Credits)

Core Courses: 19 credits		CR
PBHL 2950	Disparities in Health (UCC 4)	3
PBHL 3020	Health Care in the United States	3
PBHL 3040	Health Research Methods I (<i>fall only</i>)	3
PBHL 3042	Health Research Methods II (<i>spring only</i>)	3
PBHL 4500	Health Administration (<i>spring only</i>)	3
PBHL 4961	Introduction to Internship (<i>fall & spring only</i>)	1
PBHL 4971	Internship in Applied Health (<i>spring & summer only</i>)	3
Elective Courses: 9 credits		CR
PBHL 2100	Women's Health	3
PBHL 2150	Drugs and Health	3
PBHL 2200	Stress Management	3
PBHL 2210	Nutrition	3
PBHL 2700	Concepts and Issues of Aging	3
PBHL 3110	Global Health Issues (UCC 6)	3
PBHL 3140	Reproductive Rights (UCC 5)	3
PBHL 3150	Food & Community (UCC 5)	3
PBHL 3210	Lifespan Nutrition (<i>fall only</i>)	3
PBHL 3220	Food and Social Issues (<i>spring only</i>)	3
PBHL 3750	Human Disease	3
PBHL 3900	Human Sexuality	3
PBHL 4300	Counseling Skills for Health Professionals	3
PBHL 4950	Cultural Dimensions of Health (UCC WI; <i>spring only</i>)	3
Co-Requirements: 9 credits		CR
MGT 2000	Principles of Management	3
MKT 2100	Principles of Marketing	3
CS 2010	Computer and Information Technology	3

The BS in Applied Health was designed specifically to allow students the opportunity to direct their studies and strengthen their training through the declaration of a minor. All Applied Health majors are strongly advised to declare a minor that complements the major and enhances their desirability in the workforce.

Applied Health majors work closely with their academic advisor to assure that they meet both the requirements for their major and their minor.

Suggested minors for Applied Health majors include:

- Accounting
- Business Administration
- Computer Information Systems
- Computer Science
- Economics
- Interpersonal Communication
- Professional Sales
- Psychology
- Public Relations
- Social Justice
- Sociology
- Sports Management
- Statistics
- Woman's & Gender Studies

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BS in Health Studies

Health Studies is a 37-credit Bachelor of Science (BS) degree program that focuses on the study of human health, wellness, illness, and disease.

The Health Studies program is a general program for those who want to learn more about health and wellness, but who do not wish to pursue preparation in a specific health profession such as public health, health education, or nursing.

Program Overview

The BS in Health Studies is a general program that prepares students with the health knowledge and skills necessary to understand and navigate the US healthcare system, to be an informed consumer of health information, and to critically assess personal health behavior, health status, and associated health risks.

The BS in Health Studies was developed to allow for the declaration of a minor field of study and students who select the Health Studies major are strongly encouraged to complete a minor to complement the major.

Program Objectives

The objectives of BS in Health Studies are to:

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

Do You Want More Information?

Contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans. We are happy to meet with you about your educational goals.

Is Health Studies Right for You?

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

- Have completed an AA/AS or an AAS in an Allied Health discipline and wish to earn a health-related bachelor's degree.
- Are seeking advancement at their current place of employment in the health/health care industry.
- Want a foundation in the study of human health before pursuing additional graduate training in clinical health science professions (best when combined with a major or minor in biology, chemistry, or other program under advisement).
- Are interested in health, but who do not want to pursue professional preparation in public health or related careers.
- Want to enroll in a health-related degree-completion program that will lead to timely graduation from the university.

Health Studies Majors will Learn to:

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

Bachelor of Science in Health Studies

Admissions Requirements: (all of the following courses with a grade of C- or better; C or better if transferred)

BIO 1140	Applied Anatomy & Physiology (or BIO 1120 & 1130; or BIO 1180 & 1190; or transfer equivalent)
MATH 1300	Elementary Statistics (or MATH 2300; or transfer equivalent)
PBHL 1100	Healthy U (or PBHL 1200; or PBHL 1300; or transfer equivalent)

Core Courses: 24 credits		CR	UCC*	Prerequisite Courses and Restrictions
PBHL 2150	Drugs and Health	3	-	none
PBHL 2210	Nutrition	3	-	none
PBHL 2900	Human Sexuality	3	-	none
PBHL 2700	Concepts and Issues of Aging	3	-	none
PBHL 3020	Health Care in the United States	3	-	Must be a Health Studies Major
PBHL 3040	Health Research Methods I	3	WI	MATH 1300; Fall only
PBHL 4300	Counseling Skills for Health Professionals	3	-	none
PBHL 4950	Cultural Dimensions of Health	3	WI	none

Elective Courses: 6 credits (<i>select two of the following</i>)		CR	UCC*	Prerequisite Courses and Restrictions
PBHL 2100	Women's Health	3	-	none
PBHL 2200	Stress Management	3	-	none
PBHL 2950	Disparities in Health	3	A4	none
PBHL 3110	Global Health Issues	3	A6	none
PBHL 3130	Violence as a Public Health Issue	3	-	none
PBHL 3140	Reproductive Rights	3	A5	none
PBHL 3150	Food and Community	3	A5	none
PBHL 3170	Popular Literature in Public Health	3	-	none
PBHL 3180	Tobacco as a Public Health Issue	3	A5	none
PBHL 3210	Lifespan Nutrition	3	-	Fall only
PBHL 3220	Food and Social Issues	3	-	Spring only
PBHL 3750	Human Disease	3	-	none
PBHL 4500	Health Administration	3	-	none
PBHL 4900	Practicum in Health Studies	3	-	none

Co-Requirements: 7 credits		CR	UCC*	*University Core Curriculum (UCC) Courses	
CS 2010	Computer and Information Technology	3	TI		
and one of the following lab science courses:					
BIO 1300	Field Biology	4	-		
BIO 1700	Basic Microbiology	4	-		
CHEM 1310	College Chemistry	4	-		
ENV 1100	Environmental Sustainability	4	-		
PHYS 1100	Introduction to Physics	4	-		

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BS in Public Health – General Track

Public health as a field of study encompasses many academic disciplines – therefore careers in public health have something to offer to everyone.

The Association of Schools of Public Health states that “*public health improves the shared conditions and behaviors that affect the health of each and every one of us.*” The combined efforts of public health professionals make our world a safer place in which individuals live, work, and thrive.

Is the General Track Right for You?

The Bachelor of Science (B.S.) Public Health General track is a great choice for students who:

- Want broad exposure to an exciting and growing field.
- Want to complete a 240-hour internship at a public health agency to gain practical experience in the field of public health and begin making professional connections.
- Want to focus their studies in a specialty area such as environmental health, public health research, global health, sexual health, public health nutrition, or the health aspects of social services.
- Want to pursue graduate education in epidemiology, biostatistics, health administration, environmental health, or a related public health discipline.

The BS in Public Health

The BS in Public Health prepares students with knowledge of public health practice, principles and methods, and the skills necessary to utilize these to improve the health of the public. This is achieved through a foundation in general education, the biological, social and behavioral sciences, research, and the core content areas of public health enhanced by a semester-long internship in a public health setting.

The goal of the General Track of the BS in Public Health is to prepare public health generalists with the skills and knowledge necessary to function effectively from a public health perspective.

Do You Want More Information?

Contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans. We are happy to meet with you about your educational goals.

Program Overview

Designed to be completed in a minimum of four full-length semesters, students who major in Public Health take a variety of courses covering the core areas of public health, including behavioral sciences, health care systems, health research methods, environmental health, epidemiology, and public health practice.

All Public Health majors complete 53 credits in the major, including a specialized “track” that allows for further exploration of the field – either the General track or the Health Education track.

The **Public Health General track** prepares students as public health generalists. In addition to instruction in the core areas of public health, the General track allows students to select from a variety of elective courses to construct an educational program that meets their specific needs and interests.

Working closely with an academic advisor, students may focus their elective course choices in several specialized areas or may select a variety of elective offerings to explore several different areas of public health. Students further explore their interests in the field of public health through the completion of a 6-credit, 240-hour internship during their final semester of study.

Careers in Public Health

With a Bachelor’s Degree in Public Health – General Track, students may pursue a variety of career and graduate education opportunities. While there are many sub-fields within the field of Public Health, potential career pathways include environmental health, substance abuse prevention, health services research, and health management, to name a few. Students who pursue graduate education in public health can pursue careers in fields such as epidemiology or health administration.

To learn about the types of opportunities our graduates have pursued, please visit our website and click on “Alumni Profiles.”

For additional detailed information on careers in Public Health, consult the following publications available on our website: “You Can Make a Difference: Pursue a Career in Public Health” and “Reach for a Career in Public Health.”

Bachelor of Science in Public Health – General Track

Admissions Requirements: (all of the following courses with a grade of C- or better)

BIO 1140	Applied Anatomy & Physiology (or BIO 1120 & 1130; or BIO 1180 & 1190; or transfer equivalent)
MATH 1300	Elementary Statistics (or MATH 2300; or transfer equivalent)
PBHL 1100	Healthy U (or PBHL 1200; or PBHL 1300; or transfer equivalent)

Core Courses: 24 credits		CR	UCC*	Prerequisite Courses and Restrictions
PBHL 2950	Disparities in Health	3	A4	<i>none</i>
PBHL 3000	Introduction to Public Health	3	-	<i>none</i>
PBHL 3020	Health Care in the United States	3	-	Public Health major
PBHL 3040	Health Research Methods I	3	WI	Public Health major; MATH 1300; Fall only
PBHL 3042	Health Research Methods II	3	TI	PBHL 3040; Spring only
PBHL 3400	Environmental Health	3	-	PBHL 3000
PBHL 3750	Human Disease	3	-	Public Health major; BIO 1140; PBHL 1100
PBHL 4000	Epidemiology	3	-	PBHL 3000

General Track Courses: 10 credits		CR	UCC*	Prerequisite Courses and Restrictions
PBHL 4301	Public Health Practice	3	-	PBHL 3042; Fall only
PBHL 4962	Introduction to Internship in PH	1	-	PBHL 3042; Fall only; Senior status
PBHL 4972	Internship in Public Health (<i>spring only</i>)	6	-	C or better in all major and co-req courses

Major Electives: 15 credits (choose five of the following)

PBHL 2100	Women's Health	PBHL 3140	Reproductive Rights (UCC 5)
PBHL 2150	Drugs and Health	PBHL 3150	Food and Community (UCC A5)
PBHL 2200	Stress Management	PBHL 3170	Popular Literature in Public Health (UCC WI)
PBHL 2210	Nutrition	PBHL 3180	Tobacco as a Public Health Issue (UCC 5)
PBHL 2700	Concepts and Issues of Aging	PBHL 3210	Lifespan Nutrition (<i>fall only</i>)
PBHL 2900	Human Sexuality	PBHL 3220	Food and Social Issues (<i>spring only</i>)
PBHL 3110	Global Health Issues (UCC 6)	PBHL 4300	Counseling Skills for Health Professionals
PBHL 3120	Ethics in Public Health	PBHL 4500	Health Administration
PBHL 3130	Violence as a Public Health Issue	PBHL 4950	Cultural Dimensions of Health (UCC WI)

Co-Requirement: 4 credits (choose one)

	CR
BIO 1300	4
BIO 1700	4
CHEM 1310	4
ENV 1100	4
PHYS 1100	4

*University Core Curriculum (UCC) Courses

WI	= Writing Intensive
TI	= Technology Intensive
A4	= Diversity & Justice
A5	= Community & Civic Engagement
A6	= Global Awareness

WILLIAM PATERSON UNIVERSITY

Public Health – Health Education Track

Public health as a field of study encompasses many academic disciplines – therefore careers in public health have something to offer to everyone.

The Association of Schools of Public Health states that “*public health improves the shared conditions and behaviors that affect the health of each and every one of us.*” The combined efforts of public health professionals make our world a safer place in which individuals live, work, and thrive.

Is the Health Education Track Right for You?

The Bachelor of Science (B.S.) Public Health Education track is a great choice for students who:

- Want to be involved in the planning and implementation of programs that improve the health status of individuals and communities.
- Want to complete a 480-hour internship at a public health agency to gain practical experience in the field of health education and begin making professional connections.
- Want to be eligible to work in a variety of settings, including governmental and non-governmental agencies, hospitals/clinics, and corporate wellness, among others.
- Want the opportunity to become a Certified Health Education Specialist (CHES), an internationally recognized credential indicating competency and a commitment to professional development in the field of health education.

The BS in Public Health

The BS in Public Health prepares students with knowledge of public health practice, principles and methods, and the skills necessary to utilize these to improve the health of the public. This is achieved through a foundation in general education, the biological, social and behavioral sciences, research, and the core content areas of public health enhanced by a semester-long internship in a public health setting.

The goal of the Health Education Track of the BS in Public Health is to prepare public health educators with the skills and knowledge necessary to function effectively in a health education setting and to attain the certified health education specialist credential.

Do You Want More Information?

Contact the department at 973-720-2394 to schedule an appointment to discuss your academic plans. We are happy to meet with you about your educational goals.

Program Overview

Designed to be completed in a minimum of four full-length semesters, students who major in Public Health take a variety of courses covering the core areas of public health, including health care systems, health research methods, environmental health, epidemiology, and public health practice.

All Public Health majors complete 53 credits in the major, including a specialized “track” that allows for further exploration of the field – either the General track or the Health Education track.

The **Health Education** track prepares entry-level health educators who are able to assess, plan, implement, and evaluate a broad range of health promotion and disease prevention programs among a community’s diverse population. Knowledge of health education is achieved through a multi-disciplinary study of physical and natural sciences, education, psychology, and public health.

Practice-based skills are integral components of a carefully designed program. Students become oriented to the profession of health education through the completion of a 12-credit full-time internship during their final semester, at which time they also take the national certification examination to become a Certified Health Education Specialist (CHES).

Careers in Public Health Education

With a Bachelor’s degree in Public Health Education and CHES certification, graduates are eligible to pursue a wide variety of positions in the field of health education. Examples of positions held by graduates of the program include:

- Health educators for city, county, and federal departments of health
- HIV/AIDS educators and counselors
- Environmental Health Specialists for health departments and private corporations
- Health educators for family service organizations such as Catholic Charities and Jewish Family Services
- Public education coordinators for non-profit agencies such as the American Cancer Society and the American Red Cross
- Health promotion specialists in corporations and managed care organizations
- Health education coordinators for hospitals and nursing homes

To learn about additional types of opportunities our graduates have pursued, please visit our website and click on “Alumni Profiles.”

Bachelor of Science in Public Health – Health Education Track

Admissions Requirements: (all of the following courses with a grade of C- or better)

BIO 1140	Applied Anatomy & Physiology (or BIO 1120 & 1130; or BIO 1180 & 1190; or transfer equivalent)
MATH 1300	Elementary Statistics (or MATH 2300; or transfer equivalent)
PBHL 1100	Healthy U (or PBHL 1200; or PBHL 1300; or transfer equivalent)

Core Courses: 24 credits

		CR	UCC*	Prerequisite Courses and Restrictions
PBHL 2950	Disparities in Health	3	A4	<i>none</i>
PBHL 3000	Introduction to Public Health	3	-	<i>none</i>
PBHL 3020	Health Care in the United States	3	-	Public Health major
PBHL 3040	Health Research Methods I	3	WI	Public Health major; MATH 1300; Fall only
PBHL 3042	Health Research Methods II	3	TI	PBHL 3040; Spring only
PBHL 3400	Environmental Health	3	-	PBHL 3000
PBHL 3750	Human Disease	3	-	Public Health major; BIO 1140; PBHL 1100
PBHL 4000	Epidemiology	3	-	PBHL 3000

General Track Courses: 22 credits

		CR	UCC*	Prerequisite Courses and Restrictions
PBHL 3010	Health Education: Theory & Practice	3	-	Public Health major; PBHL 1100; Fall only
PBHL 3610	Methods of Public Health Education	3	TI	PBHL 3010; Spring only
PBHL 4610	Program Planning	3	-	PBHL 3610; Fall only
PBHL 4962	Introduction to Internship in PH	1	-	PBHL 3042; Fall only; Senior status
PBHL 4972	Internship in Public Health Education (<i>spring only</i>)	12	-	C or better in all major and co-req courses

Major Electives: 3 credits (choose one of the following)

PBHL 2100	Women's Health	PBHL 3140	Reproductive Rights (UCC 5)
PBHL 2150	Drugs and Health	PBHL 3150	Food and Community (UCC A5)
PBHL 2200	Stress Management	PBHL 3170	Popular Literature in Public Health (UCC WI)
PBHL 2210	Nutrition	PBHL 3180	Tobacco as a Public Health Issue (UCC 5)
PBHL 2700	Concepts and Issues of Aging	PBHL 3210	Lifespan Nutrition (<i>fall only</i>)
PBHL 2900	Human Sexuality	PBHL 3220	Food and Social Issues (<i>spring only</i>)
PBHL 3110	Global Health Issues (UCC 6)	PBHL 4300	Counseling Skills for Health Professionals
PBHL 3120	Ethics in Public Health	PBHL 4500	Health Administration
PBHL 3130	Violence as a Public Health Issue	PBHL 4950	Cultural Dimensions of Health (UCC WI)

Co-Requirement: 4 credits (choose one)

	CR	*University Core Curriculum (UCC) Courses
BIO 1300	4	WI = Writing Intensive
BIO 1700	4	TI = Technology Intensive
CHEM 1310	4	A4 = Diversity & Justice
ENV 1100	4	A5 = Community & Civic Engagement
PHYS 1100	4	A6 = Global Awareness

WILLIAM PATERSON UNIVERSITY

Minor in Health Studies

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

Why Minor in Health Studies?

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

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

Minor in Health Studies

Core Course: 3 Credits

(select one of the following courses)

	CR	UCC
PBHL 1100 Healthy U	3	Area 1
PBHL 1200 Current Health Issues	3	Area 1
PBHL 1300 Healthy Living After 30	3	Area 1

Elective Courses: 15 Credits

(select five of the following courses)

	CR	UCC
PBHL 2100 Women's Health	3	-
PBHL 2150 Drugs and Health	3	-
PBHL 2200 Stress Management	3	-
PBHL 2210 Nutrition	3	-
PBHL 2700 Concepts & Issues of Aging	3	-
PBHL 2900 Human Sexuality	3	-
PBHL 3140 Reproductive Rights	3	Area 5
PBHL 3210 Lifespan Nutrition	3	-

Program Overview

As our collective understanding of human health is continually evolving, the minor in Health Studies provides students with broad exposure to current and evidence-based content through a variety of personal health courses. Students who minor in Health Studies will explore content in several foundational areas of personal health and well-being, and may select elective courses based on personal interests and needs.

The minor in Health Studies is well suited for students interested in exploring their own health, as well as those students who are interested in careers in the field of health and human services.

More Information

Admissions requirements: To be admitted to the minor in Health Studies, students must take and pass with the grade of C or better PBHL 1100: Healthy U or PBHL 1200: Current Health Issues or PBHL 1300: Healthy Living after 30.

How to declare the minor: To declare the minor in Health Studies, students must make a request using WPCoNECT → Students tab → Academic Services → Request to Add / Declare or Change Minor.

Additional questions: If you have questions about the Health Studies minor, please contact the Department of Public Health at 973-720-2394.

WILLIAM PATERSON UNIVERSITY

Minor in Public Health

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

Minor in Public Health

Core Courses: 9 Credits

(all of the following courses)

	CR	UCC
PBHL 3000 Introduction to Public Health	3	-
PBHL 3400 Environmental Health	3	-
PBHL 4000 Epidemiology	3	-

Elective Courses: 9 Credits

(select three of the following courses)

	CR	UCC
PBHL 2550 Health Care and Health Policy	3	Area 5
PBHL 2700 Concepts and Issues of Aging	3	-
PBHL 2950 Disparities in Health	3	Area 4
PBHL 3020 Health Care in the US	3	-
PBHL 3110 Global Health Issues	3	Area 6
PBHL 3140 Reproductive Rights	3	Area 5
PBHL 3150 Food and Community	3	Area 5
PBHL 3220 Food and Social Issues	3	-
PBHL 4950 Cultural Dimensions of Health	3	WI

Why Minor in Public Health?

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

- Want broad exposure to an exciting and growing field of study relevant to a wide array of work settings and careers.
- Want to explore population-based health issues related to of their major area of study.
- Are considering graduate studies in a health-related or human services-related field.

Program Overview

The minor in Public Health introduces students to the core content and functions of the field of Public Health. Students may select from a variety of elective courses to build a program that enhances the student’s major area of study and matches the student’s personal interests in the health field.

Students selecting the minor in Public Health may choose courses that fulfill University Core Curriculum (UCC) requirements in the following areas:

- Diversity and Social Justice (Area 4)
- Community and Civic Engagement (Area 5)
- Global Awareness (Area 6)

As Public Health is multidisciplinary by nature, the minor in Public Health is well-suited for students from a wide variety of majors.

More Information

Admissions requirements: To be admitted to the minor in Public Health, students must take and pass with the grade of C or better PBHL 3000: Introduction to Public Health.

How to declare the minor: To declare the minor in Public Health, students must make a request using WConnect → Students tab → Academic Services → Request to Add / Declare or Change Minor.

Additional questions: If you have questions about the Public Health minor, please contact the Department of Public Health at 973-720-2394.

Academic Policies

Certified Health Education Specialist (CHES) Examination Requirement

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

Taking the CHES Examination is required for all Public Health –Health Education track majors. Successful completion of PBHL 4973 Internship in Public Health Education is based on this criterion (however, passing the exam is not a pre-requisite for passing PBHL 4973).

If this requirement is not met, and the student's performance otherwise warrants, a grade of "INC" (Incomplete) will be given until the CHES examination is taken. (Note: the exam is administered twice per year –April and October - by the National Commission for Health Education Credentialing, Inc.). Graduation will be delayed until this requirement is met.

Eligibility Requirements for the CHES Exam include:

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

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

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

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

Email Communication

Email communication between faculty and students will only be through WPU email addresses.

Grading

The following departmental grading scale is utilized for calculating grades in all PBHL courses. Please note that the C- grade has been eliminated from this scale.

DEPARTMENT OF PUBLIC HEALTH GRADING SCALE

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

Recording of lectures and class sessions

Students must obtain the written permission from their instructor before using any electronic recording devices during class sessions. Information contained in recorded lectures is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer.

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

Reference style

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

Use of Devices in the classroom

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

Internship Requirement – BS in Public Health Program

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

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

Interns work for a predetermined number of hours under the supervision of a trained health professional, the Internship Site Supervisor. The objectives of the internship program and the sites at which students complete their internship are consistent with the roles and responsibilities of entry level public health professionals.

Bachelor of Science in Applied Health	Bachelor of Science in Public Health	
	<i>General track</i>	<i>Health Education track</i>
3 college credits	6 college credits	12 college credits
120 total hours	240 total hours	480 total hours
Spring or Summer Semester	Spring Semester only	Spring Semester only

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

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

The Internship Site Coordinator assists all students in the identification of an appropriate internship site during the Introduction to Internship course that students take the semester before their internship. Internship sites generally are located within a reasonable driving distance from the University (generally up to a 75-minute drive).

The objectives of the WPUNJ Department of Public Health Internship Program are to:

- A. Review the process of conducting a community-based needs assessment
- B. Explore methodologies for engaging communities in the identification of priority health problems
- C. Examine community risk and protective factors
- D. Expose students to the role and responsibilities of an entry level public health practitioner/educator in a public health agency
- E. Examine the ways in which theoretical concepts are applied to the realities of the field of public health/health education
- F. Explore strategies for communicating with, and working with, public health/health education professionals
- G. Provide the opportunity for self-reflection regarding career goals and lifelong learning

In addition to the above, an additional objective of the Internship in Public Health Education is to:

- H. Provide the opportunity to improve public speaking and audience management skills

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

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

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

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

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

Required Portfolio Artifacts for the Internship Requirement

During the Introduction to Internship course, students must compile a professional portfolio composed of, at a minimum, the course assignments listed below. Students are strongly encouraged to save electronic copies of all coursework.

In a portfolio, each piece of content (an assignment, a letter of recommendation, a certificate of completion, a professional license) is called an “artifact.”

DEPARTMENT CORE → ALL BS IN PUBLIC HEALTH STUDENTS

Course	Artifact
PBHL 2950 – Disparities in Health	Student’s choice
PBHL 3000 – Introduction to Public Health	Student’s choice
PBHL 3020 – Health Care in the US	Student’s choice
PBHL 3040 – Health Research Methods I	Literature Review
PBHL 3042 – Health Research Methods II	PPT presentation and questionnaire
PBHL 3400 – Environmental Health	PPT presentation
PBHL 3750 – Human Disease	Student’s choice
PBHL 4000 – Epidemiology	Community Health Assessment Paper

PUBLIC HEALTH – GENERAL TRACK → GENERAL TRACK STUDENTS ONLY

Course	Artifact
PBHL 4301: Public Health Practice	Community Needs Assessment Poster

PUBLIC HEALTH – HEALTH ED. TRACK → HEALTH EDUCATION TRACK STUDENTS ONLY

Course	Artifact
PBHL 3010 – Health Education Theory/Practice	Term paper
PBHL 3610 – Methods in Public Health Ed.	Innovation Project/PPT, Disease Specific Guide/PPT or Lesson Plan with Instructional Materials
PBHL 4610 – Program Planning	Program Plan

In addition, students should also include exemplary examples of coursework from their major elective courses, major co-required course, minor courses, and University Core Curriculum courses.

Standards of Academic Conduct

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

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

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

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

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

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

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

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

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

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

(William Paterson University, 2016-2017 Undergraduate Handbook, Retrieved August 22, 2016 from www.wpunj.edu).

Examples of academic integrity violations

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

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

Student Recognition – Awards and Honor Societies

Awards for Outstanding Academic Achievement

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

- Outstanding Academic Achievement Award in Health Studies
- Outstanding Academic Achievement Award in Public Health
- Outstanding Academic Achievement Award in Public Health Education

Eta Sigma Gamma Honor Society

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

Public Health Honor Roll

As there is currently no national honor society that recognizes outstanding academic achievement for undergraduate Public Health majors, the Public Health Honor Roll was created at William Paterson University to recognize these outstanding students. Inclusion on the Honor Roll is by invitation only. Criteria for inclusion includes: enrollment in the BS in Public Health, General track and a 3.3 overall GPA.

Rose Lynn Daniels Award

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

Student Support Services

Academic Support Center

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

Early Alert

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

The Early Alert system is accessed through the Faculty tab on WP Connect. Faculty are encouraged to use the Early Alert system for any student who seems to be having difficulty.

Office of Disability Services

The Office of Disability Services, located in 134 Speert Hall, works in collaboration with students to determine appropriate reasonable accommodations based upon the individualized needs of the student. ODS acts as a resource and works in cooperation with faculty and other university departments. They strive to empower, support and guide the diverse community in achieving, promoting and fostering independence, self-advocacy and success.

ODS is committed to providing access for all students with documented disabilities to all programs, activities and related benefits of the University's educational and professional programs, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (1990, as amended in 2008) and applicable state law.

Science Enrichment Center

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

Students of Life

Students of Life (SOL) is an intergenerational program that brings together retired and older adults with undergraduate students at William Paterson University. The SOL program, which is sponsored by the University's Institute for Creative Aging, provides a mutually beneficial mentoring experience for both younger and older generations. SOL volunteers, with their lifetimes of experience, offer perspective, encouragement, and support to students in a variety of ways as they navigate through college life. (973-720-3690)

Writing Center

The Writing Center provides one-on-one tutoring for any WPU student working on any kind of writing in any stage of development. They work with students on writing issues such as outlining, thesis clarification, organization, style, transitions, citing, and grammar, and we help them learn how to edit and proofread their own writing. Their aim is not just to produce a better piece of writing; it's to produce a better writer. Students can make an appointment at online or stop by Atrium 128 or VR 3048.

For more information...

Additional detailed information about the Department of Public Health, including general public health resources and career information is located on the department's website.

You may always contact the chairperson, your advisor, or other faculty within the department with your questions or concerns.

APPENDIX A: STUDENT – DEPARTMENT MEMORANDUM OF UNDERSTANDING



**WILLIAM
PATERSON
UNIVERSITY**

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

Memorandum of Understanding Between The WPUNJ Department of Public Health and

Student Name: _____

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

- ✓ I must earn a minimum grade of C in all PBHL major courses, PBHL major elective courses, and major co-requirement courses before I may register for the internship course, PBHL 4972 or PBHL 4973.
- ✓ I must use the latest version of the American Psychological Association (APA) formatting and style guide in all PBHL courses when references are indicated or necessary.
- ✓ I must abide by the University Academic Integrity policy as published in the Undergraduate Student Catalog, and that failure to do so will result in a permanent notation in my departmental academic record, as well as any course-related consequences levied by the course instructor.

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

- ✓ That public health internships occur during spring semesters only.
- ✓ I, as a general-track major, must complete a 6-credit, 240-hour, unpaid internship, which is roughly equivalent to 16 hours per week OR I, as a health education track major, must complete a 12-credit, 480-hour, unpaid internship, which is roughly equivalent to 32 hours per week.
- ✓ I must complete all required paperwork by the stated deadlines in order to register for an internship.
- ✓ The internship must take priority over other coursework, outside employment, or other obligations during the semester in which I am enrolled in the internship course. Furthermore, I understand that it may be difficult or impossible to sustain full-time or part-time employment during my internship semester.
- ✓ Internship hours generally occur during normal working hours (8:00 am to 5:00 pm, Monday - Friday) and that internship sites do not offer evening or weekend options
- ✓ My internship site may require the following from me, and that I am responsible for any related fees, and that failure to provide documentation that is satisfactory to the University and the internship site may prevent me from completing an internship. These include:
 - Immunizations/immunization records
 - A negative drug screening result
 - A physical exam/health clearance
 - A satisfactory criminal background check
- ✓ I am responsible for transportation, tolls, parking, and all related fees to and from the internship. I understand that the internship may be located up to a 1.5 hour, one-way commute from my place of residence.
- ✓ I must attend a mandatory WPUNJ internship orientation before I may begin my internship. Furthermore, I understand that my internship site may require me to attend a site-specific orientation before I may begin my internship.
- ✓ The internship is a non-repeatable course, and that if I receive a grade of less than C, I will be dismissed from the PBHL major.

3. As a Public Health Education major I understand that I must take the Certified Health Education Specialist (CHES) Exam and:

(This applies only to Public Health Education majors)

- ✓ I must register to take the April CHES exam administered in the semester of my internship.
- ✓ I must take the CHES exam as a requirement for passing PBHL 4973 and graduating from WPUNJ. I understand, however, that I do not need to pass the CHES exam in order to fulfill this course and graduation requirement.
- ✓ I am responsible for all related fees associated with the CHES exam, including the registration fee, transcript fees, and travel to and from the exam location.
- ✓ I must provide a signed release granting the WPUNJ Department of Public Health access to the results of my CHES exam.

By signing this memorandum of understanding, I attest that I have read and understand each of the preceding statements and, as a condition of my tenure as Public Health major, agree to abide by each of these statements.

Signature: _____

Date: _____

Witness Initials: _____

APPENDIX B: ACADEMIC PLAN FOR HEALTH STUDIES MAJORS

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

FIRST YEAR	
Fall 20 ____ Semester Credits 	Spring 20 ____ Semester Credits
SECOND YEAR	
Fall 20 ____ Semester Credits 	Spring 20 ____ Semester Credits
Summer 20 ____	Winter 20 ____
THIRD YEAR	
Fall 20 ____ Semester Credits 	Spring 20 ____ Semester Credits
Summer 20 ____	Winter 20 ____
FOURTH YEAR	
Fall 20 ____ Semester Credits 	Spring 20 ____ Semester Credits
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation.	

APPENDIX C: ACADEMIC PLAN FOR PUBLIC HEALTH – GENERAL TRACK MAJORS

Public Health – General Track majors may use this four-year worksheet to plan out their coursework.

FIRST YEAR			
Fall 20 ____		Spring 20 ____	
Semester Credits		Semester Credits	
SECOND YEAR			
Fall 20 ____		Spring 20 ____	
Semester Credits		Semester Credits	
Summer 20 ____		Winter 20 ____	
THIRD YEAR			
Fall 20 ____		Spring 20 ____	
PBHL 3040 – Health Research Methods I 3		PBHL 3042 – Health Research Methods II 3	
Semester Credits		Semester Credits	
Summer 20 ____		Winter 20 ____	
FOURTH YEAR			
Fall 20 ____		Spring 20 ____	
PBHL 4301 – Public Health Practice 3 PBHL 4962 – Introduction to Internship PBHL-GEN 1		PBHL 4972 – Internship in PBHL - GEN 6	
Semester Credits		Semester Credits	
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation.			

APPENDIX D: ACADEMIC PLAN FOR PUBLIC HEALTH – HEALTH EDUCATION TRACK MAJORS

Public Health – Health Education Track majors may use this four-year worksheet to plan out their coursework.

FIRST YEAR			
Fall 20 ____		Spring 20 ____	
Semester Credits 		Semester Credits 	
SECOND YEAR			
Fall 20 ____		Spring 20 ____	
Semester Credits 		Semester Credits 	
Summer 20 ____		Winter 20 ____	
THIRD YEAR			
Fall 20 ____		Spring 20 ____	
PBHL 3010 – Health Ed. Theory and Practice 3 PBHL 3040 – Health Research Methods I 3		PBHL 3042 – Health Research Methods II 3 PBHL 3610 – Methods in PBHL Education	
Semester Credits 		Semester Credits 	
Summer 20 ____		Winter 20 ____	
FOURTH YEAR			
Fall 20 ____		Spring 20 ____	
PBHL 4610 – Program Planning 3 PBHL 4962 – Introduction to Internship PBHL-HED 1		PBHL 4972 – Internship in PBHL – Health Education 12	
Semester Credits 		Semester Credits 	
Note: 120 total credits are needed for graduation. Student AND advisor should check total number of earned credits each semester and adjust above academic plan accordingly. Basic skills courses do NOT count toward credits for graduation.			

Appendix E: Facts about Health Education Specialists

What is a Health Education Specialist?

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

Where Do Health Education Specialists Work?

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

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

What Services Do Health Education Specialists Provide?

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

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

What is a Certified Health Education Specialist (CHES)?

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

Why Are Health Education Specialists Vital to the Nation?

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

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

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

Sources:

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

Appendix F: Code of Ethics for the Health Education Profession

PREAMBLE

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

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

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

Article I: Responsibility to the Public

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

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

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

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

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

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

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

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

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

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

Article II: Responsibility to the Profession

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

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

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

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

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

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

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

Article III: Responsibility to Employers

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

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

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

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

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

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

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

Article IV: Responsibility in the Delivery of Health Education

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

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

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

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

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

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

Article V: Responsibility in Research and Evaluation

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

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

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

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

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

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

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

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

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

Article VI: Responsibility in Professional Preparation

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

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

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

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

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

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

Appendix G: Core Areas of Public Health

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

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

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

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

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

➤ **BEHAVIORAL SCIENCE / HEALTH EDUCATION**

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

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

➤ **HEALTH SERVICES ADMINISTRATION/MANAGEMENT/POLICY**

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

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

➤ **ENVIRONMENTAL HEALTH**

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

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

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

➤ **BIOSTATISTICS / PUBLIC HEALTH RESEARCH**

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

➤ **EPIDEMIOLOGY**

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

➤ **MATERNAL AND CHILD HEALTH**

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

➤ **PUBLIC HEALTH NUTRITION**

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

combination of education and science to promote health and disease prevention.

➤ **INTERNATIONAL / GLOBAL HEALTH**

Addressing health concerns from a global perspective and encompassing all areas of public health (e.g., biostatistics, epidemiology, nutrition, maternal and child health, etc.).

International health professionals address health concerns among different cultures in countries worldwide.

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

➤ **PUBLIC HEALTH PRACTICE**

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

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

Appendix h: Requirements for the Registered Environmental Health Specialist Course

Registered Environmental Health Specialist

Cook College, Rutgers University

Office of Professional and Continuing Education

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

What does a Registered Environmental Health Specialist do?

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

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

Becoming a Registered Environmental Health Specialist

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

The Environment and Public Health Program

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

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

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

Rutgers REHS Career Preparation Summer Course

Requirements for Acceptance, to be completed at WPUNJ
(32 credit science requirement)

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

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

Appendix I: Professional Associations in Public Health

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

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

Appendix J: Tips for Academic Success

Prepare for Success!

- ✓ You are here because you have the ability to successfully complete your major of choice
- ✓ Learning takes time and effort
 - Average time spent preparing for class was 16 hours per week for undergraduate health professions students in 2013*
- ✓ Recommendation: for each credit hour in class, spend at least 2 hours studying (6 hours per 3 credit course per week)
 - 4 courses=24 hours of studying per week

Study Tips

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

Writing is Key!

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

Become an ENGAGED Student

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

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

Appendix K: Outstanding Academic Achievement and Service Award Recipients

2001 Community Health Academic Award

Debra Signer

2002 Community Health Academic Award

Mary Nora Caldo

2003 Community Health Academic Award

Nancy Begin

2004 Community Health Academic Award

Barbara Lyons

2005 Community Health Academic Award

Emily Chakua

2006 Community Health Academic Award

Heather Roman

2007 Community Health Academic Award

Megan Helmstetter

Rose Lynn Daniels Service Award

Jessica Shields

2008 Community Health Academic Award

Martha Baldwin

Rose Lynn Daniels Service Award

Shardaè Morris

2009 Public Health Academic Award

Jisun Ham

Rose Lynn Daniels Service Award

Giselle Alfaro

2010 Public Health Academic Award

Betsy Ducos

Aura Terosa

Rose Lynn Daniels Service Award

Ryan Mion

2011 Public Health Academic Award

Fausto Garcia, Jr.

Rose Lynn Daniels Service Award

Erin Brady

2012 Public Health Academic Award

Rodney Hammond

Mary Dalton

Valerie Slawinski

2013 Public Health Academic Award

Alexis Guinta (Applied Health Major)

Nichole Alexis Kershaw (Public Health Major)

2014 Public Health Academic Award

Christine Huang (Applied Health Major)

Kaitlyn D Wagner (Public Health Major)

Sandra Kozlowsky (Public Health Education Major)

2015 Public Health Academic Award

Deborah Handler (Applied Health Major)

Jennifer Desai (Public Health Major)

Lindsay Prewitt (Public Health Education Major)

Rose Lynn Daniels Service Award

Sarah Ray

2016 Public Health Academic Award

Elise Palazzi Guinta (Applied Health Major)

Valerie Ann Cadoret (Public Health Major)

Stephanie Longley (Public Health Education Major)

Appendix L: Inductees to Eta Sigma Gamma – Gamma Omega Chapter



1997

Christine Benebe
Linda Blackwell
Maria Cristina Caccamo
Debbie Condon
Kara Cureski
Jennifer Finn
Tracy Force
Christa Harding
Daphne Joslin
Stacey LePore
Jean Levitan
Stuart Lisbe
Kelli Mathes
Priti Mistry
Kelly Moncrief
Melina Nigito
Darlene Ojeda-Rivas
Janet Perillo
Domenica Savoia
Barbara Skrzat
Lois Suber Scian
Janis Van Loon
Erica Woods

2000

Tanisha Anderson
Julia Bryan
Summer Conaway
Jennifer deLyon
Charlene Gungil
Romanita Rivera

Amy Schramm
Frederik Schulze
Sherrine Simes
Debra Singer
Bridget Thomas-Smith
Kimberley Veenstra
Tammy Workley

2007

Kristina Bonanni
Stephanie L. George
Megan Helmstetter
Sabrina Moon
Mark Mora
Jessica Shields
Michell Wilson

2008

Martha Baldwin
Elen Maletich
Shardae Morris
Michelle Netusil
Kim Orlando
Jane Tsilova

2009

Giselle Alfaro
Charleen Demartini
Jisun Ham
Maya Rabinovich
Lynn Skinner

2010

Jonathan Henderson
Jessica McManus

Aura Terosa

2011

Vanya Arista
Erin Brady
Fausto Garcia
Natalie Martinez

2012

Mary Kathryn Dalton
Marissa Gjini
Rodney Hammond
Kristin Kordosky
Lauren Ramos
Valerie Slawinski

2013

Jane Gardner
Caitlin Freaney

2014

Jordana Wishnoff
Sandra Kozlowsky

2015

Lindsey Prewitt

2016

Erica Alvarado
Jessica Daniels
Sandra Leonard
Stephanie Longley
Susan McCarthy
Jillian Travilla
Meredith Vita

Appendix M: Inductees to the Public Health Honor Roll

2015

Sashell Barrett
Betsy Cabrera
Sandra Carnegie
Kathleen Charles
Mariangelys Cruz
Jennifer Desai
Zeeshan Farooqi
Morgan Glinka
Dania Jean-Charles
Jaclyn Keelin
Zerlina MacDonald
Jillian Mohn
Leah Odame-Bamfo
Courtney Payoczkowski
Megan Payton
Danica Pedoto
Lindsay Prewitt
Rachel Reeves
Ramone Richardson
Alexandra Samoilis
Michael Spillane
Stephanie Trusty
Kobir Uddin
Margaret Yu

2016

Itaf Ali
Eric Ascencio
Valerie Cadorett
Jessica Carreira
Silvia Cuesta
Ayobami Fajuyi
Jessica Freer
Syeda Islam
Andrea LaCorte
Leanne Marinuk
Kellie Markert
Amairany Martinez
Anthony Menafro
Kathyrn Mundhenk
Ryan Russo
Sabrina Schimmenti
Judeda Uddin
Mariana Vasiljevic

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Prevent. Promote. Protect.