

**CHICAGO STATE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF HEALTH STUDIES**

**Student  
Handbook**

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## **STATEMENT OF UNDERSTANDING**

I, Mr. /Ms \_\_\_\_\_, have read and completely understand the policies and procedures of the Department of Health Studies as stated in this manual.

I am aware of the additional policies, procedures, rules and regulations of the College of Health Sciences and Chicago State University. And I understand that I must comply with these policies in every way. I further understand that failure to comply with any of the department, college or university's policies and procedures at any time may result in disciplinary actions being taken against me.

Student's Name: \_\_\_\_\_

Declared Major: Community Health  Pre-Physical Therapy  Minor in Health Sciences

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**\*After endorsing the above statement, return it to the administrative assistant in the Department of Health Studies by the second full week of the current academic semester. This document will be filed in your official records to be kept in the department.**

## INTRODUCTION

Welcome to the Department of Health Studies in the College of Health Sciences (CHS) at Chicago State University (CSU). The Department of Health Studies offer four year Bachelor of Science degree programs in community health and pre-physical therapy. The department also offers a minor in health sciences to students in non-health science majors who desire to acquire skills and competencies in health promotion and disease prevention. The mission of the department is consistent with the University's mission to recruit and graduate culturally and economically diverse health care professionals. The department also aims to produce graduates who are responsible, service oriented, discerning and informed global citizens.

The Bachelor of Science degree curriculum in community health and pre-physical therapy draws heavily from such disciplines as liberal arts, the medical science, communication, health education, sociology, anthropology and psychology. The curricula reflect the model of interdisciplinary education because they entail courses from various departments within and outside of the College of Health Sciences. The curricula permit close interaction with students enrolled in other health sciences disciplines (pre-occupational therapy, nursing and health information administration), thereby enhancing the students' ability to function together as members of a health care team.

Students in the Department of Health Studies are educated in a multi-culturally diverse and challenging environment. We attribute our students' achievements, in part, to the various supportive services available in the College of Health Sciences and the dedication of the program faculty. Many of the faculty members are nationally recognized in the area of education, health, research and clinical practice.

It is expected that all Department of Health Studies students will uphold and promote our fundamental values: ***Honesty, Respect, Fairness, and Responsibility***. These characteristics can foster a congenial academic environment. Endorsement of these attributes by students, faculty, and staff of the College of Health Sciences administration, and trustees enhances the integrity and value of our academic institution.

We believe that an effective system of communication is invaluable to the success of our programs. This handbook is therefore designed to provide students enrolled in the Department of Health Studies with essential information and policies that govern their education. We welcome your suggestions, and would like to extend our assistance to you always.

Your student handbook comes in multiple sections. To get the most out of this document, you must use all sections collectively. In this handbook, we have provided you with an overview of the Department of Health Studies and its programs of study. It is not meant to be all-inclusive, but it is meant to supplement existing sources of information. Familiarize yourself with each source and keep them for easy reference; they will provide much of the information and tools for your success here at CSU. It is your responsibility to become familiar with and abide by the information and policies contained in all University publications--including but not limited to the

CSU brochures and catalogs, the Department of Health Studies Student Handbook, residence hall regulations (if applicable) and information provided through memos, and e-mails.

The Department of Health Studies reserves the right to alter the existing rules and regulations as well as programs of study as deemed necessary by the institution, college or program. CSU expressly reserves the right, whenever deemed advisable to: 1) change or modify its schedule of tuition and fees; 2) withdraw, cancel, reschedule or modify any course, program of study, degree, or any requirement or policy in connection with the foregoing; and 3) change or modify any academic or other policy. Written notification will be provided to all students regarding any change.

Essential changes in information in this student handbook and other University publications concerning new academic regulations, policies or programs will be published in memos, newsletters or other University publications. It is the responsibility of each student to confirm any information that pertains to the individual's program, particularly regarding satisfaction of degree requirements by consultation with the student's advisor, the student's program, and the office of the student's Dean, the Office of Student Affairs, the Office of the Registrar, and other offices as appropriate.

Finally, the College of Health Sciences is committed to the philosophy of interdisciplinary education. Students enrolled in the Department of Health Studies for a degree or a minor, are required to take the Introduction to Health Professions (H SC 1150) and Service Learning (HSC 3321) courses. Service learning course enables students to learn and develop their leadership skills through active participation in structured service projects that help meet the community needs. The experiences bring the students out of the classroom into the "real world" to enable them to utilize their skills, develop their critical thinking abilities and group problem-solving proficiency.

Service learning differs from the traditional clinical affiliation experience because it extends learning beyond the four walls of the clinical environment to foster the character development of students by involving them in the communities, thus promoting their altruistic spirit. The service learning course includes both a didactic/educational component, reflection, presentations and through weekly journals, a service component that provides opportunity for students to lead and make meaningful contributions to the various communities.

If you need clarification on any of the regulations and/or policies in this document, feel free to consult the Department of Health Studies Chairperson or the appropriate college administrator. We genuinely look forward to providing you with the knowledge and skills that you need to continue your education as you pursue a community health and/or a physical therapy professional education. We wish you success and satisfaction in your chosen profession.

Dr. Patrick B. Williams  
Chairperson, Department of Health Studies  
E-mail: [pbassey.williams@csu.edu](mailto:pbassey.williams@csu.edu)  
Tel: (773)821-2201  
Fax: (773)995-3284

## **MISSION OF THE UNIVERSITY**

Chicago State University, a public, comprehensive, urban institution of higher learning located on the south side of Chicago, strives for excellences in teaching, research, creative expression and community service. The mission of the university is to: 1) provide access to higher education for residents of the region, the state and beyond, with an emphasis on meeting the educational needs of promising graduates from outstanding secondary schools as well as educating students where academic and personal growth and promise may have been inhibited by lack of economic, social, or educational opportunity; and, 2) produce graduates who are responsible, discerning, and informed global citizens with a commitment to lifelong learning and service.

To accomplish its mission, the university is committed to:

- Recruiting, retaining and graduating a culturally and economically diverse student body;
- Employing a dedicated, caring, and culturally diverse faculty whose teaching is informed by research and embodies engaging learning experiences that enable students to flourish academically and personally;
- Offering curricula that address major dimensions of the arts, humanities, sciences and technology and encourage development of communication skills, and critical thinking as well as cultural and social awareness;
- Providing students in liberal arts and professional programs with broad knowledge, university-level competencies and specialized courses that are intellectually challenging and academically rigorous;
- Fostering a collaborative and intellectually stimulating community that promotes academic freedom, mutual respect and integrity for its graduate and undergraduate students, faculty and staff; and,
- Working in partnership with local organizations and agencies active in the region and assisting in the development of socially and economically viable and sustainable communities.

## **MISSION OF THE COLLEGE OF HEALTH SCIENCES**

The College of Health Sciences functions consistently with the mission and philosophy of the University. The primary purpose of the college is to promote the educational achievement of undergraduates, and to prepare them to be caring and competent practitioners in a multi-cultural society. The faculty recruits, educate, and graduate individuals particularly from groups who are under represented in the health professions. As a community of scholars, faculty and students work with communities to develop and implement collaborative projects that enhance health and wellness.

The college provides the opportunity for professional education without regard to race, age, gender, religion, ethnic origin, or disability. In promoting excellence in education, graduates are prepared to deliver quality health care to all clients.

Consistent with the mission, the goals of the college are to:

1. Prepare competent health professionals who possess a sense of social, personal, and professional responsibility.
2. Prepare health professionals who can assume beginning leadership and management roles in health systems.
3. Promote interdisciplinary education and practice among students and faculty.
4. Support professional education which builds on prior educational and life experiences.
5. Provide a foundation for continued professional development and graduate study.
6. Provide continuing education programs for health professionals.
7. Develop and implement health professional programs to meet current and future health labor needs of the community.
8. Provide health programs to promote health and wellness for the community.

## **MISSION OF THE DEPARTMENT OF HEALTH STUDIES**

The mission of the Department of Health Studies is consistent with the University's mission to recruit and graduate culturally and economically diverse health care professionals. The department also aims to produce graduates who are responsible, service oriented, discerning and informed global citizens. The Department is structured to develop students' critical thinking skills and to emphasize the human side of health care and sensitivity to diverse communities. Similarly, Health Studies' students participate in an innovative field experience that combines community service and learning (Service Learning). This experience is consistent with the service missions of the College of Health Sciences.

Students are educated in a college environment that truly supports the multi-disciplinary concepts of health sciences care and an accessible approach to learning. We believe that tolerance and cultural sensitivity are vital attributes needed by health care professionals practicing in a vibrant and highly diverse urban environment like Chicago, Illinois. College-wide interdisciplinary educational (Service Learning and other Health Science courses) activities are arranged to discuss issues relating to health science and professional health care.

## THE FACULTY

### Full-Time

**Dr. William Ebomoyi (Professor)** joined the faculty at CSU in January 2006. He served as the chairperson of the Department of Health Studies from inception to June 2009. He completed his MS (1976) in Community Health, Human Ecology, and Statistics from Western Illinois University and his Ph.D. (1981) in Community Health, Human Ecology, and Statistics from the University of Illinois. He holds a post-doctorate certificate in Epidemiology from the National Institutes of Health. He has received grants from Wellcome Foundation, the National Institutes of Health, and the Maternal and Child Health Bureau of Public Health Service, Department of Health and Human Services between 1992 and December 1995, and the Colorado Department of Public Health and Environment. In 1990, he was awarded the American Association for the Advancement of Science Fellowship. He is a board member of the African-American Heritage Foundation in New Orleans, the Northern Colorado AIDS Project (NCAP) and a pioneer member of the National Children Study Group which was organized by the National Institute of Child Health and Human Development (NICHD). He also serves on the advisory board of the Marcus Garvey Center and Weld County Air Quality Commission (1999-2002). His professional interests include community based education, nutritional epidemiology, WHO primary health care services, environmental epidemiology, injury prevention epidemiology, HIV/AIDS prevention, International Health, and the prevention of genetic diseases. He is a member of the Colorado Public Health Association, New England Regional Genetic Group, WHO Global Environmental Epidemiology committee, American Public Health Association, and the World Bank. He was recently recognized in the Millennium edition of Who's Who in Medicine and Healthcare, and Who's Who in America.

**Dr. Patrick Bassey Williams (Associate Professor)** joined Chicago State University as the Chairperson of the Department of Health Studies in July 2009. He holds a MS degree in Community Health and a Ph.D. in Public Health, respectively, from the University of North Florida, Jacksonville (1975) and the University of Tennessee, Knoxville (1978). Prior to coming to CSU, Dr. Williams had held faculty and administrative positions in various national and international academic public health programs and institutions. He also served as chairperson of the department of community health at the University of Uyo, Nigeria (1990 – 1995), where he initiated and developed the first Master of Science degree program in community health education and health promotion. Between 1999 and 2004, he worked with two other faculty members to develop and implement the doctor of public health (Dr.PH) degree program, the first of its kind in any historically black institutions of higher learning in the US, and the MPH degree program at Morgan State University, Baltimore, MD. He also chaired the public health program curriculum development and review committee that worked to secure accreditation for the MPH and Dr.PH programs from the National Council on Education for Public Health. Dr. Williams as a faculty member actively participated in the MPH/DrPH curriculum and accreditation process at Jackson State University between 2004 and 2006. Dr. Williams has served on in various professional and community capacities, including Advisory Board Member for the Baltimore Syphilis Elimination Plan Working Group (SEPWOG), Advisory Board Member of Park Heights Community Health Alliance (PHCHA) on HIV/AIDS and other Health Disparities among US Minority Groups, Board Member of the Albert Schweitzer Fellowship Foundation, infectious diseases prevention in developing Countries, and Health Program Consultant for Africa's

Advisor/Consultant, Global Health Education and Promotion Partnership Inc., for HIV/other Children Funds Inc., Atlanta, GA. Dr. Williams is a Certified Health Education Specialist (CHES) who is devoted to community-based research on health disparities, behavioral health and disease prevention strategies with focus on HIV/AIDS, other sexually transmitted infections, cardiovascular diseases as well as malignant neoplasm among underserved populations, minority groups, the poor, and other high-risk populations. He has extensively presented papers at national and international public health conferences and has published scientific research papers in his field.

**Dr. Thomas Britt (Assistant Professor)** joined CSU as an adjunct professor in May 2003. He obtained both his MD and MPH from the University of Illinois in 1979. He completed his residency in Diagnostic Pathology at Cook County Hospital, Chicago Illinois. He is the chairman of the Chicago Coalition of the National Black Leadership Initiative. He currently teaches Health Policy (H SC 3375).

**Dr. Daniel E. Dodor (Assistant Professor)** joined CSU in January 2010. He earned a Ph.D. (2002) in Soil Microbiology and Biochemistry from Iowa State University, an M.P.H. (2008) in Environmental Toxicology from University of Minnesota, an M.S. (1998) in Environmental Science from University of the Ryukyus, Okinawa, Japan, and a B.S. (1993) in Agriculture from University of Ghana. Before joining the faculty at CSU, Dr. Dodor was an Environmental Hazard Communication Specialist with ChemADVISOR, Inc, where he provided environmental hazard and/or risk assessment support for the preparation of chemical hazard communication documents (MSDSs, Labels, and Transportation documents). In addition, he also developed and taught ecotoxicity assessment training course to corporate clients involve in ecotoxicological hazard/risk assessment and communication to meet chemical regulatory requirements and compliance. Prior to joining ChemADVISOR, Dr. Dodor was an Advanced Toxicologist with PACE Analytical Services, Inc., where he authored human health hazard profiles and environmental hazard assessment for the base chemicals used and/or produced by 3M Company for European Union's REACH (Registration, Evaluation and Authorization of Chemicals) and GHS (Global Harmonized System) registration and compliance. Prior to working for PACE Analytical, he was an Adjunct Assistant Professor/Postdoctoral Fellow at the Biology Department, Jackson State University (JSU) in Mississippi where he coordinated and conducted research on photo-induced DNA damage/toxicity by the highly toxic, mutagenic and/or carcinogenic polycyclic aromatic hydrocarbons and their bioremediation among an interdisciplinary team of scientists. Dr. Dodor has authored and co-authored several articles in peer-reviewed scientific/professional journals, presented research findings at several international scientific/professional conferences, received several awards for academic achievements and excellence, and served as a member of panel of reviewers for the USEPA Science to Achieve Results (STAR) and Greater Research Opportunity (GRO) fellowship programs in microbiology in 2006. His professional and research interests include public health toxicology and microbiology, human health/ecological risk assessment of emerging contaminants in aquatic and terrestrial environments, and bioremediation.

**Karen Hardney (Assistant Professor)** joined Chicago State University (CSU) in September 1983 as an instructor in the Radiation Therapy Technology Program. She completed her Bachelors

Degree in Radiation Therapy Technology from CSU in 1983. She completed her Masters Degree in Education, with an emphasis in Curriculum and Instruction, from CSU in 1986. She is currently pursuing her PhD in Professional Studies in Education at Capella University. Professor Hardney has served in many capacities at CSU including Program Director of the Radiation Therapy Technology Program, Program Director of the Pre-Physical Therapy Program, Coordinator for the Minor in Health Sciences, and Recruitment Director for the College of Health Sciences. Currently, she teaches Medical Terminology and Introduction to Health Professions and she also serves as the Advisor for the Pre-Physical Therapy Program. In addition, she serves on the Curriculum Committee and the Health Sciences 1150 Committee for the College of Health Sciences. Professor Hardney has current registration from the American Registry of Radiologic Technologists and current licensure from the State of Illinois, both in Radiation Therapy. She holds active membership in the American Society of Radiologic Technologists.

## **Adjunct Faculty**

**Ivonne Anguh** joined the College of Health Science in February 2009. She obtained her Masters of Public Health and Masters in Business Administration from Saint Xavier University, Chicago Illinois in May 2008. She received her Bachelor's of Arts degree in Communications and Modern Languages (English/French) from the University of Yaounde, Cameroon in 1998 and she specializes in Healthcare Administration and Management. She serves as the project coordinator for the HIV/AIDS Research and Policy Institute and holds an adjunct faculty position in the Department of Health Studies where she teaches Entrepreneurship in Health (HSC 3314) and coordinates the Community Health Practicum (H SC 3325). Her research interests are in planning and management of HIV/AIDS programs for minority and disadvantaged populations.

**Dr. Emmanuel Osunkoya** joined CSU in January 2007. He obtained a Doctor of Medicine (MD) degree from the University of Ibadan, Nigeria. Dr Osunkoya works for the HIV/AIDS Research and Policy Institute as a research associate. He also serves as the retention specialist for the College of Health Sciences providing tutoring services to students in anatomy, physiology, pathophysiology, medical science and medical terminology.

Dr Osunkoya also holds an adjunct faculty position in the Department of Health Studies where he teaches Medical Terminology (HSC 1104), Alternative Healthcare (HSC 2265) and Medical Science (HSC 3316). Dr Osunkoya's research interest is in the area of neurology and HIV/AIDS, particularly, neuronal regeneration and its possible application in long term debilitating diseases such as HIV/AIDS. Dr Osunkoya serves as the chairman of the Faculty Development Committee of the College of Health Sciences.

**Dr. Victor Ilegbodu** joined CSU in the Fall of 2002. Dr. Ilegbodu obtained his MD from Universidad Central del Este San Pedro Del Macoris, Republica Dominicana in June 1988. He completed his Ph.D. in Community Health Sciences (Epidemiology) from the University of Texas Health Sciences, School of Public Health, Houston, Texas September 1983. He is currently a member of the American Public Health Association and Council of State and

Territorial Epidemiologists Member. He teaches Bioterrorism and Health (H SC 3327) and also Health Disparities (H SC 3313).

## **GENERAL INFORMATION**

### **Department Location**

The Department of Health Studies office is located on the first floor of the Douglas Hall Library Room 120C. The department office telephone number is (773) 995-2512 and the fax number is (773) 995-3284.

### **Office Hours**

The department's office is open between 9 a.m. and 5 p.m. For the office hours of each faculty member, please see posted office hours on faculty office doors.

### **Academic Advising**

Each student is assigned an academic advisor. This faculty member works with each student to develop an individualized program plan which details the courses to be taken by the student and when they should be taken based on the curriculum patten for each program. It is the responsibility of each student to meet with his/her advisor to develop this plan. Please note that some of the core courses are offered once a year, and plan accordingly to avoid delays to graduation which can arise if required courses are not offered in the semester during which the student plans to graduate. Students should consult with their academic advisor to select courses, obtain their personal access number, as well as select practicum and internship experiences. Academic advisors also provide students referral to other academic and non-academic on-campus services when needed by the student. Students are encouraged to discuss issues related to specific courses with the instructor for the courses. Each student must make an appointment to see his/her academic advisor at least once each semester. If you desire a change of advisor, a form (available through the departmental office) must be completed and approved by the chairperson.

### **Undergraduate Orientation**

Each September, an orientation session is held to acquaint students with university, college and department policies and procedures. Detailed curriculum and course requirements are also discussed. Students, particularly new and transfers students are encouraged to attend this orientation program during which students also have the opportunity meet faculty, staff, and other students. The date for orientation is announced in the health sciences classes.

## **PROGRAM EVALUATION**

Formative information is regularly gathered about the programs in the Department of Health Studies from enrolled students. The methods of data collection include student course evaluations and focus group discussions with faculty, the program coordinator/advisor, and the department chairperson. Students are requested to complete an evaluation form for each course offered in the curriculum. Summative evaluation of the program is provided by students shortly before graduation. These evaluations are reviewed by the chairperson and coordinators of Community Health, Pre-Physical Therapy, and the Minor in Health Sciences programs and later discussed with the faculty responsible for the course. Suggestions for course revisions are considered at the faculty meetings.

Periodically, the coordinators meet with the students to discuss specific social and academic issues. Meetings with students enhance the relationship between faculty and students and also provide valuable data about the curriculum, and the learning environment. Recommendations from students are considered by the faculty and staff and appropriate actions are taken whenever feasible.

## **ACADEMIC INTEGRITY AND POLICIES**

College-wide academic regulations and academic integrity requirements are provided in the current university catalog and the Student Handbook.

## **ETHICAL PRINCIPLES FOR DEPARTMENT OF HEALTH STUDIES STUDENTS**

The highest level of professional demeanor is expected of students at all times. It is expected that students will demonstrate sensitivity and maturity in addressing their peers, staff, faculty members, and chairpersons. Cases of rudeness and lack of professional decorum brought to the attention of the program chair or program coordinator shall be investigated and if found true, may warrant appropriate disciplinary action against the students. Further infringement of this policy may warrant review of the student's status by the Department. Students must abide with the following ethical principles always:

### *Principle I:*

Students should respect the dignity of, act professionally toward and refrain from discriminating against all persons with whom they come in contact.

### *Principle II:*

Students should maintain and promote high standards in the pursuit of an education in the health care.

*Principle III:*

Students should respect public and private property.

*Principle IV:*

Students should accept responsibility for their actions.

*Principle V:*

Students should morally support the department in its efforts to attain its goals.

*Principle VI:*

Students should enhance community knowledge of health care and support both the community and the profession from illegal, unethical, or incompetent acts.

## **APPLICATION FOR GRADUATION**

Students are required to apply for graduation at the beginning of the semester *before* the planned semester of graduation. Students should meet with their academic advisors to approve the graduation application form and obtain the appropriate signatures. The academic advisor will review student academic records to confirm that he/she has met the degree requirements. Students are advised to give their academic advisors at least one week to complete the approval process. After advisor approval, students are required to take the approved graduation application to the Bursar's Office, ADM 212 for appropriate signature and pay the \$25.00 nonrefundable graduation (degree audit) application fee at the Cashier's Office, ADM 211. This fee does not cover the cost of cap and gown.

Illinois Veteran Grant recipients should go to the office of Veterans Affairs, ADM 207 for a graduation fee waiver. After the application is completed, the student should submit it along with the Departmental Pre-audit Graduation Form and receipt from the Cashier's Office to the Office of Academic Evaluations and Advisement, ADM 128. There is a \$25 late fee assessed for graduation application submitted after submission deadline.

It is the student's responsibility to inform the Registrar's Office of any change in graduation plans, such as the proposed semester of graduation, after the application was filed.

## **OBTAINING ACADEMIC TRANSCRIPTS**

There is an \$8 fee for each official transcript ordered. Official transcript orders placed with the Registrar's Office require the student's signature and payment of the fee before requests are processed. Transcripts may be ordered in person or by mail and are mailed out or can be picked up.

## **AXIOMS FOR SUCCESSFUL SURVIVAL**

1. Seek advisement by visiting your assigned advisor at least once a semester.
2. Read the University Catalog, especially the section related to your program of study.
3. Attend all class sessions.
4. Network with other students in the program.
5. Become familiar with the campus.
6. Join professional associations while in school.

### ***Career News Weekly - Employment and trends in health professions***

*A free weekly review of jobs, internships and graduate programs advertised through Career Services, powered by [hpcareer.net](http://www.hpcareer.net). View details at: [www.hpcareer.net](http://www.hpcareer.net).*

**Subscription Management - <http://www.hpcareer.net/hpc/redesign/careernews.html>.**

## **UNIVERSITY RESOURCES**

### **The New Academic Library**

The New Academic Library maintains a collection of over 387,000 books. A valid CSU ID card is needed to check out materials from library and cooperating academic libraries. In addition, upon request the Reference Department may issue “info-passes” which will allow use of most libraries and other resource centers within the Chicago metropolitan area. The library also has computer access and resources. Library staff members are available to assist students to access CSU library facilities. The College of Health Sciences liaison in the library is particularly useful to students and students are encouraged to use her as a resource.

### **Academic Computing Center**

The Academic Computing Center is comprised of two open labs. The Computer Lab and the Media Lab are located on the main floor of the New Academic Library (NAL) near the reference desk. In addition, the Department of Health Studies has a computer lab located in Douglas Hall, Room 124. The computer research lab in Room 124 is exclusively for students and faculty in the College of Health Sciences. The academic and the media computer labs are available to all students and faculty for research or instructional use. Dial-up services are available for off-campus access to electronic mail, Blackboard, and the internet. All registered students are issued a user ID and Password upon request to access these applications. All students are encouraged to activate their CSU email accounts as the CSU email address is the only official email address through which general and course related communication sent to students.

### **Research Lab (DH 120E)**

The Department of Health Studies Laboratory (HSL), located in Douglas Hall 120 E is equipped with cutting edge scientific equipment which is relevant to teaching, research and learning about the health disciplines. The lab is equipped with several state-of-art equipment and instructional aides and software: XRF analyzer (for the analysis of atmospheric, paint-based, and soil-based level of lead and other heavy metals and particulate matter), lead testing sticks and pallets, Geiger counter for measuring radioactivity, meters for assessment of noise pollution, BOD-POD machine, a body composition device system for measuring of body mass index (BMI) which utilizes a displacement plethysmography to assess body composition (percent fat and lean tissue)., organic vapor analyzers (standard laboratory and portable), self-contained breathing apparatus, hazardous material spill kit, ear muffs used at construction and other noisy environment assessments, microscopes, pH meters, Hazmat bags for first responders, laser Doppler module, transducer BP, MPVS-300 foundation system for monitoring cardiac function of rodent (the system is highly specialized, for determining left ventricular function, and the telemetric BP monitoring), Century portable toxic vapor analyzer, flame ionization and photo ionization detector, Pack eye, Gamma neutron radiation search device, carbon dioxide indoor air quality (IAQ) meter, particle counter, ERMI 36 (PCR) analyzer (component for mold test kit), Allergen kit 2, Exstik 4-1 kit, lead check Aqua II, Draeger X-plore Valve M/L, gas

spectrometer, Toledo self-zeroing weight scale, wall mounted stadiometer, portable stadiometer, Holtain skin-fold caliper, midform large sliding calipers, plastic models for all body parts, Life Source quick response, digital blood pressure monitor, Life Source digital wrist blood, high barrier proshield, Coveralls hood and boots, Autoclave bags 25x35, Wilson V-Maxx safety goggles, Fisher brand disposable face shields, Bilsom Viking 29 ear muff, EAR express pod plugs, traceable, sound level meter, organic vapor monitor, Hazmat Simultest kit, #M 6000 full-face respirator, emergency escape breathing, respirator, Fendall Pureflow 1000, emergency eyewash station, universal spill response, 3M chemical spills response, tools for genomic science and plastic models for the human vital organs and dry-specimen.

Faculty in the Department of Health Studies utilize the equipment in the laboratory to prepare students for research and fieldwork experiences. The department uses local vendors or area resources to expose students to new technologies that are cost prohibitive to have available on campus.

### **Academic Support Program (CRSU Room 158)**

The Academic Support Program assists students with qualifying examinations, study and learning skills, counseling and personal development. Students can contact the office directly at (773) 995- 4510. Students may also be referred by faculty.

### **Tutoring Programs**

The College of Health Sciences has resources to ensure the success of its students. A retention specialist provides individual and group tutoring to students in the most challenging courses, in addition to faculty support and peer tutoring support. Students who are struggling or require academic tutoring are encouraged to make appointments to see the retention specialist. When necessary the retention specialist can also arrange for peer tutoring. It is the student's responsibility to take advantage of these tutorial sessions and to schedule additional ones if necessary. Students identified by the Health Studies faculty to be "at risk" academically may be required to attend tutorial sessions. A student who is strong in any subject may request to be selected as a peer tutor by a peer tutor by contacting the program chairperson.

### **Counseling Center (CRSU Room 190)**

This center offers counseling and help in academic developmental tasks or skills and solving problems during crisis periods, group workshops on study skills, interpersonal relationships, stress management, physical and sexual abuse, human sexuality issues, additions, self esteem development, managing depression, test anxiety, and other issues and topics. Referrals for services outside the university are made when long term psychotherapy or alcohol and substance abuse treatment is indicated. Students may contact the office directly at (773) 995-2383 or may be referred by faculty.

## **Learning Assistance Center (Douglas Hall Room 315)**

Students may come to the center for free tutoring in English, Mathematics, Accounting, Biology, Chemistry, French, Physical Science, and Spanish. Students must make appointments to receive tutoring services. The telephone number is (773) 995-2273.

## **Wellness/Health Center (ADM Room 131)**

The Chicago State University Wellness/Health Center is a comprehensive health and educational resource for the campus community. The center provides primary health care and wellness programs, encourages students, faculty and staff to develop healthy lifestyles, and serves as a health consultant and referral resource; and acts as a liaison for health issues that affect the university. Students may be seen by a primary care provider by appointment for a nominal fee with a valid Chicago State University identification card. All students must submit an official immunization record to the Wellness/Health Center as part of the registration process. Immunizations needed to comply with registration and the immunization laws are also available through the Wellness/Health Center. Handicapped or physically disabled persons may receive assistance in securing parking decals by having the appropriate medical documents in the Wellness/Health Center. The telephone number is (773) 995-2010.

## **Abilities Office (CRSU Room 192)**

The Abilities Office provides services to students with disabilities. Students with a verified disability can receive a variety of services to assist with their academic activities. The telephone number is (773) 995- 4401.

## **Bookstore**

Chicago State University bookstore has a new location. The bookstore is located in the Business and Health Sciences Building in Room 102. The CSU bookstore provides students with text books and supplies.

## **Food Service (CRSU, 1<sup>st</sup> Floor)**

The cafeteria is located on the first floor in the southeast corner of the Cordell Reed Student Union (CRSU) building. The cafeteria serves hot and cold meals, soft drinks, and snacks. The cafeteria is open from 7:30a.m. to 10:15a.m., 11a.m. to 2:15p.m., and 3p.m. to 8:15p.m., during the fall and spring semesters. Vending machines are located in each building except for Douglas Hall. Additionally, along 95<sup>th</sup> street within several blocks of the university are fast food eateries such as Wendy's, Burger King, and Popeye's Chicken.

## **Cashiers Office (ADM Room 211)**

The Cashier's Office provides a variety of services such as bus passes, notary public, postage stamps in addition to being the office where students make all payments to the University. The Cashier's Office is located on the second floor of the Cook Administration Building.

## **OTHER RELEVANT RESOURCES**

For more information regarding the Department/College wide resources and University resources not mentioned in this manual (e.g. College Grievance Policy, College Educational Counseling, Academic Support Services, Counseling Center, Housing, Financial Aid, Registration, Library, etc), please refer to the University Student Handbook, and/or the University Undergraduate Catalog.

### **A. Grades/Evaluation**

Students can access their grades in courses in which they are enrolled each semester on CSU Express ([www.csu.edu/express](http://www.csu.edu/express))

### **B. Blackboard**

To access Blackboard, go to [www.csu.edu/blackboard](http://www.csu.edu/blackboard). Follow the prompts for a new student who is accessing blackboard for the first time.

### **C. Computer Labs:**

#### **I. Computer Lab Services, Library, Main Floor**

M, T, W, R,	8:00 AM –10:00 PM
F	8:00 AM– 5:00 PM
SAT	9:00 AM – 4:00 PM
SUN	2:00 PM – 9:00 PM

#### **II. Media Computer Lab Services**

M, T, W, R	8:00 AM – 9:00 PM
F	8:00 AM – 5:00 PM
SAT	9:00 AM – 5:00 PM
SUN	CLOSED

### **III. Department of Health Studies Computer Lab, DH 124**

M, T, W, R, F            9:00 AM –5:00 PM  
SAT & SUN                CLOSED

## **DEPARTMENT OF HEALTH STUDIES POLICIES AND PROCEDURES**

### **Professional Behavior**

The faculty advisor will present the faculty's evaluation of the student's academic behavior during midterm and the final week of the semester. The advisor will discuss strengths and concerns raised by the faculty with the student. Students also use the checklist as a self-assessment tool.

All students are expected to maintain professional behavior and conduct at all times. Students found in violation of ethical practices and university policy on student conduct can be placed on probation. Repeated violations or misconduct that endangers or creates potential harm to others can be grounds for dismissal. These codes of student behavior are contained in the College of Health Sciences Students Behavior Expectations below:

### **College Of Health Sciences Students Behavior Expectations**

Students enrolled in the College of Health Sciences courses are expected to:

1. Complete assigned reading prior to class.
2. Meet assignment, task and schedule deadlines.
3. Attend all classes and off campus visits and trips.
4. Be punctual to all classes and off campus visits and trips.
5. Contribute positively to classroom discussions and activities
6. Maintain positive non-verbal demeanor in class.
7. Interact with peers and instructors in a respectful and professional manner.
8. Turn off beepers or cell phones in class – No text messaging in class.
9. Exhibit appropriate habits of self care, hygiene, and grooming.
10. Dress appropriately and decently to class. Tank tops, cut off shorts, "see through" dresses are not permitted.
11. Dress professionally (semi-formal or formal dress) for presentations.
12. Abide with the university policies, procedures and code of conduct. Refer to university catalog.

## **Attendance**

In addition to the University rules on attendance, students are required to attend each class for the total period. Attendance is taken in each class and meetings. It is the responsibility of the student to *communicate directly* with faculty and/or to the clinical instructor of the facility where the student is assigned, regarding an unavoidable absence. Tardiness is not acceptable. It is the responsibility of the student to seek and obtain all course materials and other necessary information missed due to absence or any other reason. It is recommended that students have a “buddy” who can pick up copies of handouts. Excused absences must be substantiated with appropriate documentation. Failure to attend a minimum of 80% of all classes will result in a failing grade for the course. Students who miss fieldwork will be required to make up the time. The faculty or clinical instructor will determine the make up arrangements for fieldwork.

Absences and tardiness can negatively affect grades. It is departmental policy that all assignments are due at the beginning of the class session. Two percent (2%) of the assignment points will be deducted from assignments handed in after class begins. Five percent (5%) of the assignment points will be deducted for each day assignments are late. All late assignments must be date stamped and placed in faculty mailboxes. Zero points will be given for any assignment handed in after seven days unless an extension is given due to excused absence. All assignments must be completed for fulfillment of the learning process and to receive feedback.

## **Students with Disabilities**

Students with disabilities who require reasonable accommodations to fully participate in a course should notify the instructor within the first two weeks of the semester. Students must be registered with the Abilities Office of the Disabled Student services, Cordell Reed Student Union (CRSU), Room 190, (773) 995-4401.

## **DEPARTMENT OF HEALTH STUDIES’ POLICIES ON ADMISSION, PROGRESSION AND RETENTION**

### Community Health Entry Grade Point Average (GPA) Requirement

Starting from Spring 2009, the requirement for entry students into Community Health Program is a minimum of 2.5 GPA on a 4.0 scale. Students in Community Health will be allowed to continue in the program, but cannot graduate unless the student maintains a GPA of 2.5 or better.

### Pre-Physical Therapy Entry Grade Point Average (GPA) Requirement

Starting from Spring 2009, the requirement for entry students into Pre-Physical Therapy Program is a minimum of 2.75 GPA on a 4.0 scale. After the student has completed a total of 90 credit hours, the student must have a GPA of 3.0 on a 4.0 scale or better to be able to graduate from the program.

## **Progression and Retention Policies**

Once a student enters the professional phase of the program, the following policies apply to progression through the program:

The Health Studies curriculum requires completion of 83 credit hours of course work that includes:

1. Service Learning HSC 3321 and at least 122 credit hours
2. Academic progress of students is based on the successful completion of all courses with a grade C or better and demonstration of proficiency in identified independent final year project.
3. Any interruptions or repetition of coursework will result in an extension of the total length of the program. To ensure timely completion of the program course sequences must be followed.

## **Probation and Dismissal Policies**

Probation is defined as written notification of the student's current status in Health Studies.

- Students with a cumulative GPA of less than 2.5 in Community Health and a GPA of less than 2.75 in Pre Physical Therapy will be placed on probation. Students with a GPA less than 2.5 in Community Health and a GPA of less than 2.75 in Pre Physical Therapy after the third semester of three consecutive semesters will be dismissed from the Department of Health Studies.
- Students must repeat any fieldwork-HSC 3321 in which they receive an unsatisfactory (less than 75% or identified cut off score) performance evaluation.
- Contracts are established for students placed on probation in consultation with the program director and their academic advisor, which outlines the requirements for successful progression in the professional program. Failure to meet the requirements of the contract can result in dismissal from the department.

## **GRIEVANCE PROCEDURES**

### **Department Level**

Students are directed to become familiar with and follow the university and college grievance policies. Based on the University and college grievance policies the Department of Health Studies has adopted the following procedures.

Prior to the filing of a formal grievance, an earnest effort should be made to resolve the matter at the level of occurrence. If the matter cannot be resolved at the student-instructor level, the following formal procedure is to be followed. All documentation is signed and dated by each individual involved in the process.

### **Step 1: Conference between student and instructor**

A student who has a grievance against an instructor should first complete the grievance from “Petition for Hearing” obtainable from the program office and submitted to the program director and instructor.

A formal meeting with the instructor concerned is then held within five school days in an attempt to resolve their difference. The student may request their advisor attend the conference as a neutral party. The instructor will document the outcome of the meeting and notify the student grievant in writing within five school days. A routing form is obtainable from the program office and all pertinent material is to be forwarded to the department chair.

### **Step 2: Conference between student and program director/chair**

If an equitable solution cannot be reached in Step 1, the student grievant must make a request, in writing, to the program department chair for a formal meeting to discuss the matter. The instructor against whom the complaint is made may at the discretion of the department chair, be included in the meeting. The department chair will prepare a written report of her/his recommendation on the outcome of the deliberation and provide it to the student grievant and the instructor within five schools days.

### **Step 3: Hearing before program level grievance committee**

If an equitable solution is not reached in Step 2, the department chair will appoint a program level grievance committee within five school days.

The members of the program level grievance committee will include:

- (1) The department chair or her/his representative (chair of the committee).
- (2) One faculty member from the program
- (3) One student member from the program

The program level grievance committee will be responsible for conducting a hearing with student grievant and the instructor evaluating all information. The committee will submit a written report of its recommendation after deliberation to the student grievant, the instructor, department chairperson and the dean within five school days.

## **Step 4: Hearing before college level ad hoc grievance committee**

If an equitable solution is not reached in Step 3, either party must submit a written appeal to the Dean of the College of Health Sciences and the department chairperson within five working days. From this point on, the college level grievance procedure takes effect.

Students grieving can continue in classes until a resolution has been reached. Therefore, close attention must be paid to the time frame for the grievance process. If the outcome of the deliberation requires the student to repeat a course the student will be dropped from other coursework and a contract will be established that outlines the student requirements and progression through the program.

## **College Level**

The programs in the College of Health Sciences provide professional level students with a written copy of procedures for grievances and the student and instructor responsibilities. Causes for grievances include:

1. Admission to professional course sequence.
2. Admission to clinical experiences.
3. Evaluation of student performance in courses, clinical settings, or other program related activities. Student grievance procedures and guidelines and the “Petition for Hearing” are available from the respective programs.

### **Steps Prior to Hearing:**

1. To initiate a formal grievance, the student must file a completed Petition for Hearing with the student’s program director/chairperson.
2. Before a formal grievance can rise to the college level, it must have proceeded through prior levels of deliberation indicated below: (Each department may have detailed procedures for action at each level).
  - a) Conference between instructor and student.
  - b) Conference between program director/chairperson and student.
  - c) Hearing before program level grievance committee.

### **Composition of College- Level Grievance Committee**

1. The Dean of the College or his/her representative from the College of Health Sciences.
2. The program director/chairperson from the program involved or his/her representative.
3. One College of Health Sciences faculty member not from the program involved.
4. One College of Health Sciences Student not from the program.
5. One student from the program involved.

Resolution of the committee will be based in a two-third majority vote. Decisions are forwarded to the Dean of College of Health Sciences. The decision of the dean will be final.

# **COMMUNITY HEALTH**

Community Health involves the study of various combinations of programs, methods, and procedures designed to support voluntary adaptations of behavior conducive to physical, mental, and social well-being. Students with a bachelor's degree in community health are employed in many settings including: public health agencies; volunteer and private health agencies; local, state and governmental agencies; hospitals and non-profit health establishments; other health care facilities; and business and industrial settings.

Graduates of the community health program will be educated to enter the healthcare workforce as health educators, fitness consultants, consumer information director, and community outreach coordinator who are trained to promote healthy lifestyles through behavior modification, physical activity and proper nutrition to prevent diseases such as obesity, high blood pressure, cancer, domestic violence, substance abuse or heart disease.

To curtail the high cost of health care, policy makers are increasingly employing preventive approaches and services of community educators in county, state and federal health departments, wellness programs, hospitals, disease management and consulting firms, consumer advocacy groups, international organizations, and voluntary health care organizations.

## **Admission Process and Graduation Requirements**

The community health program admits freshmen and transfer students. Applications are accepted and reviewed throughout the year. Students must complete the general university admission requirements and successfully complete the required university examinations in English, mathematics and reading. Students with associate or bachelor degrees are exempted from the placement exam for English and reading, while those who have taken college level math (100 and above) are exempted from taking the math placement exam.

All students admitted to the community health program must successfully complete 120-121 credits of course work which consists of 55-56 credits of general education courses; 12 credits of health sciences core courses; 44 credits of community health core courses and 9 credits of community health supportive electives. A minimum grade point average of 2.5 on a 4 point scale is required to remain in the program. Students must earn a grade of C+ or better in all courses. Any course with a grade of D must be repeated.

## **General Education and Required Supportive Courses (55-56 credit hours)**

### *English (6 Credits)*

ENG 1270

ENG 1280

### *Math/Critical Thinking and Computer Science (6 Credits)*

MATH 1200

PHIL 1030 or College Level Math

CPTR 1060

*Humanities (12 Credits)*

Foreign Language I & Foreign Language II

CMAT 1130, 2030 or 2210

CMAT 2460

*Natural Sciences (13-14 Credits)*

PH S 1000/1010/1100

PHYS 1510

BIOL 1070

ZOOL 2610

ZOOL 2040 or BIOL 1080

BIO 3050 or BOT 2050

\*CHEM 1050 or 1550

\*BIOL 2020 and 2021 (A & P I and II); or ZOOL 2050 and PSLY 2040

*Social Sciences (12 Credits)*

ANTH 1010 or SOC 1010

\*PSYC 1100

PSYC 2000 or 2040

\*PSYC 2080 or 4190 or MATH 1600

PSYC 4155

*Electives (6 Credits)*

**Required Health Science Core Courses (12 Credits)**

H SC 1104 - Medical Terminology

H SC 1150 – Intro to Health Professions

H SC 2250 – Health Care Ethics

H SC 2375 - Health Policy

**Required Community Health Core Courses (43 Credits)**

H SC 2190 – Introduction to Nutrition

H SC 2220/PE - Personal Health and Wellness

HS 1103 – Emergency Care

H SC 3313 - Health Disparities

H SC 3314 - Entrepreneurship in Health Care

H SC 3315 – Health Behavior

H SC 3316 – Medical Science (Substitute +NURS 274, HIA 209 or 213, OT 363 or 364)

H SC 3317 – Community Health (Substitute +NURS 295)

H SC 3318 – Basic Epidemiology for Health Care Professionals  
H SC 3319 – Introduction to Public Health  
\*H SC 3321 – Service Learning in Health  
H SC 3322 – Research Methods (Substitute + HIA 309, NURS 368 or PSY 343)  
H SC 3323 – Introduction to Environmental Health  
H SC 3324 – Program Planning/Health Ed and Promo  
H SC 3325 – Community Health Practicum

**Community Health Supportive Electives (9 Credits)**

HS 1700 – Multiple Fitness Activities  
PE 3334 – Theory/Principles of Physical Fitness  
H SC 2210 – Legal Aspects of Health Care  
H SC 2265 - Alternative Health Care  
H SC 3310 – HIV in People of Color  
H SC 3326 – Aging and Health  
HSC 3327 - Bioterrorism and Health  
HSC 4600 – Consumer Health Education  
H SC 3328 – Current Trends in International Health  
PSYC 2100 – Social Psychology  
PSYC 2140 – Psychology of Death/Dying  
PSYC 3060 – Crisis Counseling  
PSYC 4205 – Psychology of Drug Addiction  
PSYC 3300 – Psychology of Parenting  
PSYC 3320 – Family/Community Violence  
PSYC 4206 – Psychology of Mental Health

+Any HIA, OT, Pre-PT. or NURS course  
Courses with asterisks (\*) are required

\*\*H SC courses cannot substitute for professional courses in nursing (NURS), occupational therapy (OT) and health information administration (HIA).

+ Other professional courses (such as HIA, OT, PT or NURS codes) completed with a grade of C or better will be accepted as a health promotion supportive elective with the approval of the Dean. Credits will not be awarded for both HSC and the professional courses in HIA, nursing and OT.

Prospective students should contact the chairperson for further information.

## Curriculum Pattern for the BS in Community Health

Fall 1 <sup>st</sup> Year		Spring 1 <sup>st</sup> Year	
3	ENG 1270 <i>Composition I</i>	3	ENG 1280 <i>Composition II</i>
3	*PSYC 1100 <i>Intro to Psychology</i>	3	PHIL 1030 or College Level Math
3	ANTH 1010 <b>or</b> SOC 1010	3-4	*PH S 1000/1010/1100 <b>or</b> *CHEM 1050 or 1550
3	Humanities <i>Foreign Language 101</i>	3	H SC 2215 <i>or</i> CPTR 1060
3	CMAT 1130, 2030 or 2210	3	Humanities <i>Foreign Language 102</i>
15		15-16	

Fall 2 <sup>nd</sup> Year		Spring 2 <sup>nd</sup> Year	
3	MATH 1200	4	ZOOL 250 <b>or</b> BIOL 220 (A&P I)
3	H SC 1104 - <i>Medical Terminology</i>	3	CMAT 2460 <i>Public Relations</i>
3	H SC 1150 <i>Intro to Health Profession</i>	3	H SC 3329 <i>Biostatistics</i>
3	BIOL 1080	3	H SC 2190 <i>Intro to Nutrition</i>
3	H SC 2220/PE <i>Personal Hlth Wellness/PE</i>	3	General Education Elective
1	HS 1103 – <i>Emergency Care</i>		
16		16	

Fall 3 <sup>rd</sup> Year		Spring 3 <sup>rd</sup> Year	
4	* PSLY 2040 <b>or</b> BIOL 2021 (A&P II)	3	H SC 3315 <i>Health Behavior</i>
2	H SC 3313 <i>Health Disparities</i>	3	H SC 3316 <i>Medical Science</i>
3	H SC 2250 <i>Health Care Ethics</i>	3	H SC 2375 <i>Health Policy</i>
3	H SC 3319 <i>Intro to Public Health</i>	3	H SC 3317 <i>Health Promotion</i>
3	General Education Elective	3	Health Promotion Supportive Elective
15		15	

Fall 4 <sup>th</sup> Year		Spring 4 <sup>th</sup> Year	
3	H SC 3318 <i>Basic Epidemiology</i>	3	H SC 3323 <i>Intro. To Environmental Health</i>
3	H SC 3314 <i>Entrepreneurship in Hlth Care</i>	6	H SC 3325 <i>Community Health Practicum</i>
2	H SC 3321 <i>Service Learning</i>	6	Health Promotion Supportive Elective
3	H SC 3322 <i>Research Methods</i>		
3	H SC 3324 <i>Program Planning</i>		
14		15	

**Total Credits: 121-122**

\*Required Science Courses

## **Community Health Courses (Credit Hours)**

### **HSC 3313 - Health Disparities (3)**

Course Pre-requisites: ENG 1280, HSC 3319, 2375 or Consent of Chairperson

This course explores the role of race and ethnicity in relationship to health care access and quality of care; social factors contributing to mortality, longevity, and life expectancy; access and utilization of health services; theoretical framework for the development of policy and interventions to address disparities in health related outcomes.

### **HSC 3314 - Entrepreneurship in Health Care (3)**

Course Prerequisites: ENG 1280, HSC 3319, 2375, or Consent of Chairperson

This course provides the students with the basic strategies and tools for entrepreneurial management with a focus on the health care industry.

### **HSC 3315 - Health Behavior (3)**

Course Prerequisites: ENG 1280, ANTH or SOC 1010, PSYC 1100, Consent of Chairperson

This course provides the fundamental concepts in social-behavioral sciences and health; social behavioral sciences factors identified as causes and antecedents to health; mechanisms for changes in health as well as outcomes of health interventions; prevailing health behavior change concepts and models; and methods for developing, implementing and evaluating health behavior interventions.

### **HSC 3316 - Medical Science (3)**

Course Prerequisites: ENG 1280, BIO 220/BIO221, ZOOL 2050/PSLY 2040, PSYC 2000/2040 or Consent of Chairperson

This course provides the disease processes and functional disorders and their anatomical substrates. Major emphasis will be on the cardiovascular, neuromuscular and skeletal systems. Management of patients with medical, pediatric, psychiatric, orthopedic and neurological diagnosis will be presented.

### **HSC 3317 - Health Promotion (3)**

Course Prerequisites: ENG 1280, College biology, SPCH 1130/2030/2210 or Consent of Chairperson

This course provides an overview of major health behavior models and theories that guide health promotion interventions. It covers known threats to health, classic studies, examples of intervention strategies and issues in planning and evaluation of intervention programs.

### **HSC 3318 - Basic Epidemiology for Health Care Professionals (3)**

Course Prerequisites: ENG 1280, College Biology, or Consent of Chairperson

This introductory course explores the distribution and patterns of health events in populations and the determinants that influence those patterns; epidemiological concepts, methods and tools epidemiologists use to study the distribution of health in populations as applied to both clinical and public health settings.

### HSC 3319 - Introduction to Public Health (3)

Course Prerequisites: ENG 1280, College Biology, or Consent of Chairperson

This course is an introduction to public health practice as a scientific discipline. It provides an understanding of the various approaches to public health practice; public health stakeholders; determinants of public health and the role of local, state and federal public health agencies in protecting the community's health; ecological overview of the collaboration by local, state, federal and international public health agencies to assure a healthy global community.

### HSC 3321 - Service Learning in Health (2)

Consists of lecture and 30 hours of community field-based experience.

Course Pre-requisites: ENG 1280, College biology, or Consent of Chairperson

This course provides the link between theory and practice in authentic settings. The course expands the walls of the traditional classroom, providing opportunities for active and cooperative learning, interdisciplinary projects, and multicultural experiences grounded in local community issues that enliven the teaching/learning processes.

### HSC 3322 - Research Methods (3)

Course Prerequisites: ENG 1280, HSC 3359, PSYC 2080/4190 or Math 1600 or Consent of Chairperson

This course is an introduction to the principles and strategies of scientific research in the health professions. The course covers the fundamentals of defining a research problem, designing a study, measuring variables, selecting a sample, analyzing data and critiquing published research.

### HSC 3323 - Introduction to Environmental Health (3)

Course Prerequisites: ENG 1280, College Biology, PHS 1000/1010/1100, CHEM 1050/1550, or Consent of Chairperson

This course covers various aspects of human health, including quality of life that are impacted by physical, chemical, biological, social, and psychological factors in the environment; theory and practice of assessing, correcting, controlling, and preventing those factors in the environment that adversely affect the health of present and future generations; ecosystems interactions, biological and chemical toxins in the general environment and relevant environmental regulations.

### HSC 3324 - Program Planning for Health Education and Promotion (3)

Course Prerequisites: ENG 1280, HSC 3317, 2375 or Consent of Chairperson

This course explores how to evaluate programmatic health needs and resources necessary for effective service delivery; planning and development of service centered programs for populations across the health and illness continuum.

### HSC 3325 - Community Health Practicum (6)

The practicum requires 360 hours of practice experience on a research or service project/program in a healthcare or community based agency under the supervision of a qualified health professional.

Course Prerequisites: HSC 3321: Service Learning in Health. The student must have successfully completed all coursework in the basic and biomedical sciences.

The community health practicum is an integral part of the professional education which complements and supports the learning process in the classroom. The experience provides the student with an opportunity to apply knowledge and skills in a variety of work situations and to test new approaches and techniques in solving problems. The practicum is a meaningful learning experience that contributes positively to the student's professional development.

### HSC 3326 - Aging and Health (3)

Course Pre-requisites: ENG 128, College Biology, SPCH 113/203/221 or Consent of Chairperson

This course provides an overview of the external and internal factors influencing the health status of older persons. Emphasis is on the implications for health care practitioners.

### HSC 3327 - Bioterrorism and Health (3)

Course Pre-requisites: ENG 128, College Biology or Consent of Chairperson

This course explores the impact of bioterrorism on health. It presents the various biological agents that can affect the quality of life and well-being of populations. It highlights illnesses and diseases that may be caused by biological agents and provides interventions to promote health and prevent complications.

### HSC 3328 - Current Trends in International Health (3)

Course Prerequisites: ENG 128, College Biology, ANTH or SOC 101 or Consent of Chairperson

This course covers the major trends and issues in international health and the interaction of these trends and issues with governments and international organizations. The course explores the social determinants of health; the organization of health (care) systems, health care financing, international health agencies and development; politics, globalization and health; and the public role in international health policy-making.

## **Practicum Procedures for Community Health Students**

1. The practicum manual will be available on the Department of Health Studies (DHS) web page at <http://www.csu.edu/collegeofhealthsciences/healthstudies/index.htm> Every student who has been admitted into to practicum course must fill out the Appendix A in this handbook.
2. Students are required to meet with the department's practicum coordinator to discuss the possible internship at least **three** months prior to the term you wish to begin the internship. Students will not be allowed to receive internship credit for a job you already have.
3. Several agencies or organizations are listed in a notebook in the department office. Selection of a practicum site is based on contracted agreements between a site and the college. Special consideration for any other site may be given if the student is a paid employee for that site. The agency site supervisor for an approved internship must have at least a Bachelor's degree and experience in a health-related field.
4. Students are assigned to practicum sites by the practicum coordinator based on their expressed area of interest. It is mandatory for students to attend the practicum orientation during which they will complete forms to indicate areas of interest and learn of practicum expectations.
5. Once assigned to a site, students should call their preceptor and set up an appointment to visit assigned site and discuss their schedule. Please note that certain agencies may require students fulfill certain immunization requirements, interview the assigned student and/or conduct background checks before student can commence practicum. Please inform your practicum coordinator if you are uncomfortable with any of these procedures so that consideration can be given to this in your assignment.
6. During the first visit to the assigned agency, the student should obtain the signature of the preceptor on the internship agreement form. The student, your program advisor, and the faculty internship coordinator are also required to sign this form.
7. Students are required to keep a weekly log of your activities and hours. The coordinator will visit you and your agency site supervisor once or twice during your internship experience or arrange for phone conferences. You will received 6 undergraduate credits for 300 contact hours, or 12 undergraduate credits for 450 contact hours. Both you and your preceptor will complete evaluations of the internship experience.
8. Students are required to observe all rules and procedures of the university, college, department and practicum agency/organization during the period of the practicum, including but not limited to dress code, attendance and ethical conduct.
9. Before the end of the internship, the faculty practicum coordinator will provide you with information about CSU's Career Planning and Placement Service, and resume development. You will also take an exit examination to help us collect information relative to your accomplishments in the program.

10. Ask your practicum agency site supervisor for a letter of recommendation for your placement file or your own records.

# **PRE-PHYSICAL THERAPY**

Physical Therapy is a profession which develops and utilizes selected knowledge and skills in planning, organizing, and directing programs for the care of individuals whose ability to function is impaired or threatened by disease or injury. Physical Therapy deals primarily with those individuals whose potential or actual impairment is related to the neuro-musculoskeletal, pulmonary, and cardiovascular systems. It focuses on methods of evaluating the functions of those systems and on the selection of appropriate therapeutic procedures to maintain, improve, or restore these functions. Physical Therapy serves a wide population in a variety of settings such as hospitals, rehabilitation centers, nursing homes, home health agencies, public health agencies, school districts, private practice, and the armed forces.

The Bachelor of Science degree (BS) in pre-physical therapy is not a professional degree and cannot be used to seek employment as a physical therapist.

Following the completion of the Bachelor of Science (BS) degree in pre-physical therapy, students may apply to an entry-level master's or doctoral to professional degree program at an accredited institution. The minimum educational requirement for entry into the profession is a master's degree. A guide to physical therapy professional education programs is available at: <http://www.apta.org/AM/Template.cfm?Section=Clinical&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=41493>.

## **Admissions Process and Graduation Requirements**

The pre-physical therapy program admits freshmen and transfer students. Students are required to complete the University application form and adhere to University application guidelines. Applications are accepted and reviewed throughout the year. Students must complete the general university admission requirements and successfully complete the required university examinations in English, mathematics, and reading, in addition to federal and state constitution examinations. Beginning the Spring 2009 semester, a minimum cumulative grade point average of 2.75 is required for continuing students (those Pre-Physical Therapy majors who initially enrolled in Spring 2006) to remain in the program.

All students admitted to the pre-physical therapy program must successfully complete 120 credits of course work comprising of 77 credits of general education courses; 23 credits of health sciences courses; 3 credits of physical therapy courses, 10 credits of physical education and recreation courses, 3 credits of management courses, 2 credits of health and safety courses, and 2 credits of elective courses. At the beginning of the intended graduating semester, graduating students must submit an application for graduation in which the Coordinator of Pre-Physical Therapy will assist with completion if necessary. As previously stated in the "Admissions Criteria" section, a minimum grade point average of 2.75 is required to remain in the program.

*\*Special Note: Students are strongly encouraged to maintain a 3.0 GPA or higher to be competitive while applying to professional physical therapy education programs. The list of accredited physical therapy programs in the U.S. is provided below.*

## **Accredited Physical Therapist Education Programs in the U.S.**

The keys to college codes are presented at the end of the program listing

### **Alabama**

Alabama State University (A4, D6, F1, PU)  
The University of Alabama at Birmingham (A4, D6, F1, PU)  
University of South Alabama (A4, D6, F1, PU)

### **Arizona**

AT Still University of Health Sciences (A4, D6, F1, PR)  
Franklin Pierce University (PR)  
Northern Arizona University (A4, D6, F1, PU)

### **Arkansas**

Arkansas State University (PU)  
University of Central Arkansas (A4, D6, F1, PU)

### **California**

Azusa Pacific University (A4, D6, F1, PR)  
California State University, Fresno (A4, D5, F1, PU)  
California State University, Long Beach (A4, D5, F1, PU)  
California State University, Northridge (A4, D5, F1, PU)  
California State University, Sacramento (A4, D5, F1, PU)  
Chapman University (A4, D6, F1, PR)  
Loma Linda University (D6, E5, F1, PR)  
Mount St Mary's College (A4, D6, F1, PR)  
Samuel Merritt University (A4, D6, F1, PR)  
University of California, San Francisco/San Francisco State University (PU) University of Southern California (A4, D6, F1, PR)  
University of St Augustine for Health Sciences (A1, A4, D6, E1, E2, E4, F1, F4, PR)  
University of the Pacific (A4, D6, F1, PR)  
Western University of Health Sciences (A4, D6, F1, PR)

### **Colorado**

Regis University (A4, D6, F1, PR)  
University of Colorado Denver (A4, D6, F1, PU)

### **Connecticut**

Quinnipiac University (A2, D6, F1, PR)  
Sacred Heart University (A1, A4, D6, F1, PR)  
University of Connecticut (A4, D6, F1, PU)  
University of Hartford (A2, D6, F1, PR)

## **Delaware**

University of Delaware (A4, D6, F1, PU)

## **District of Columbia**

Howard University (D6, F1, PR)

The George Washington University (A4, D6, F1, PR)

## **Florida**

Florida Agricultural and Mechanical University (A4, D6, F1, PU)

Florida Gulf Coast University (A4, D6, F1, PU)

Florida International University (A4, D6, F1, PU)

Nova Southeastern University (D6, E3, F1, F4, PR)

University of Central Florida (A4, D6, F1, PU)

University of Florida (A4, D6, F1, PU)

University of Miami (A4, D6, F1, PR)

University of North Florida (A4, D6, F1, PU)

University of South Florida (A4, D6, F1, PU)

University of St Augustine for Health Sciences (A1, A4, D6, E1, E2, E3, F1, F4, PR)

## **Georgia**

Armstrong Atlantic State University in Consortium with Medical College of Georgia and North Georgia College and State University (D6, D7, F1, PU)

Emory University (A4, D6, F1, PR)

Georgia State University (A4, D6, F1, PU)

Medical College of Georgia in Consortium with Armstrong Atlantic State University and North Georgia College and State University (A4, D6, F1, PU)

North Georgia College and State University in Consortium with Medical College of Georgia and Armstrong Atlantic State University (A4, D6, D7, F1, PU)

## **Idaho**

Idaho State University (A4, D6, E5, F1, PU)

## **Illinois**

Bradley University (A4, D6, F1, PR)

Governors State University (A4, D6, F1, PU)

Midwestern University (A4, D6, F1, PR)

Northern Illinois University (D6, F1, PU)

Northwestern University (A4, D6, F1, PR)

Rosalind Franklin University of Medicine and Science (A4, D6, F1, PR)

The University of Illinois at Chicago (A4, D6, PU)

## **Indiana**

Indiana University (A4, D6, F1, PU)

University of Evansville (A2, D6, E5, F1, PR)

University of Indianapolis (A4, D6, E5, F1, PR)

## **Iowa**

Clarke College (D6, F1, PR)

Des Moines University - Osteopathic Medical Center (A4, D6, F1, PR)

St Ambrose University (D6, F1, PR)

The University of Iowa (A4, D6, F1, PU)

## **Kansas**

University of Kansas Medical Center (A4, D6, F1, PU)

Wichita State University (A4, D6, F1, PU)

## **Kentucky**

Bellarmine University (D6, F1, PR)

University of Kentucky (D6, E1, E3, F1, PU)

## **Louisiana**

Louisiana State University Health Sciences Center in New Orleans (A4, D6, F1, PU)

Louisiana State University Health Sciences Center in Shreveport (A4, D6, F1, PU)

## **Maine**

Husson University (A1, A2, D6, PR)

University of New England (A4, D6, F1, PR)

## **Maryland**

University of Maryland - Baltimore (A4, D6, F1, PU)

University of Maryland - Eastern Shore (A4, D6, F1, PU)

## **Massachusetts**

American International College (A2, D6, F1, PR)

Boston University (A2, A4, D6, F1, PR)

MGH Institute of Health Professions (A4, D6, F1, PR)

Northeastern University (A2, A4, D6, F1, PR)

Simmons College (D6, F1, PR)

Springfield College (A2, D6, F1, PR)

University of Massachusetts Lowell (A4, D6, F1, PU)

## **Michigan**

Andrews University (D6, F1, PR)

Central Michigan University (A4, D6, F1, PU)

Grand Valley State University (A4, D6, F1, PU)

Oakland University (A4, D6, F1, PU)

University of Michigan - Flint (A4, D6, F1, F4, PU)

Wayne State University (D6, F1, PU)

## **Minnesota**

College of St Scholastica (D6, F1, PR)

Mayo School of Health Sciences (A4, D6, F1, PR)

St Catherine University (A4, D6, E5, F1, PR)

University of Minnesota (A4, D6, F1, PU)

### **Mississippi**

University of Mississippi at the Medical Center (A4, D6, F1, PU)

### **Missouri**

Maryville University of Saint Louis (A2, D6, F1, PR)

Missouri State University (A4, D6, F1, PU)

Rockhurst University (A4, D6, F1, PR)

Saint Louis University (A1, A2, D6, F1, PR)

Southwest Baptist University (A1, A4, D6, F1, PR)

University of Missouri-Columbia (D6, F1, PU)

Washington University in St Louis (A4, D6, F1, PR)

### **Montana**

The University of Montana - Missoula (A4, D6, F1, PU)

### **Nebraska**

Creighton University (D6, F1, PR)

University of Nebraska Medical Center (D6, F1, PU)

### **Nevada**

University of Nevada, Las Vegas (A4, D6, F1, PU)

### **New Hampshire**

Franklin Pierce University (A4, D6, F1, PR)

### **New Jersey**

Rutgers, The State University of New Jersey, Graduate School Camden and University of Medicine & Dentistry of New Jersey (A4, D6, F1, PU)

Seton Hall University (D6, PR)

The Richard Stockton College of New Jersey (A2, D6, F1, PU)

University of Medicine & Dentistry of New Jersey (D6, F1, PU)

### **New Mexico**

University of New Mexico (A4, D6, F1, PU)

### **New York**

Clarkson University (A2, A4, D6, F1, PR)

College of Staten Island/The Graduate Center (CUNY) (A4, D6, F1, PU)

Columbia University (A4, D6, F1, PR)

D'Youville College (A4, D6, F1, PR)

Daemen College (A2, D6, F1, PR)

Dominican College of Blauvelt (A1, D6, F3, PR)

Hunter College/The Graduate Center (CUNY) (A4, D6, F1, PU)

Ithaca College (A2, D6, F1, PR)

Long Island University - Brooklyn Campus (A4, D6, F1, PR)  
Mercy College (D6, F3, PR)  
Nazareth College of Rochester (A2, D6, F1, PR)  
New York Institute of Technology (A2, A4, D6, F1, PR)  
New York Medical College (A4, D6, F1, PR)  
New York University (A4, D6, F1, PR)  
State University of New York Downstate Medical Center (D6, F1, F4, PU)  
State University of New York Upstate Medical University (A4, D6, F1, PU)  
Stony Brook University (A4, D6, F1, PU)  
The Sage Colleges (A2, A4, D6, E2, F1, PR)  
Touro College (A2, D6, E1, E3, E5, F1, PR)  
University at Buffalo, State University of New York (D6, F1, PU)  
Utica College (A2, D6, F1, PR)

### **North Carolina**

Duke University (A4, D6, F1, PR)  
East Carolina University (A4, D6, F1, PU)  
Elon University (A4, D6, F1, PR)  
The University of North Carolina at Chapel Hill (A4, D6, F1, PU)  
Western Carolina University (A4, D5, F1, PU)  
Winston-Salem State University (A4, D5, F1, PU)

### **North Dakota**

University of Mary (D6, F1, PR)  
University of North Dakota (D6, F1, PU)

### **Ohio**

Cleveland State University (A4, D6, F1, PU)  
College of Mount St Joseph (A2, A4, D6, F1, PR)  
Ohio University (A4, D6, F1, PU)  
The Ohio State University (A4, D6, F1, PU)  
The University of Findlay (A1, A6, D6, E3, F3, PR)  
University of Cincinnati (A1, A4, D6, E5, F1, PU)  
University of Dayton (A4, D6, F1, PR)  
University of Toledo (D6, D7, F1, PU)  
Walsh University (A4, D6, F1, PR)  
Youngstown State University (D6, F1, PU)

### **Oklahoma**

Langston University (D6, PU)  
University of Oklahoma Health Sciences Center (D6, E1, E3, F1, PU)

### **Oregon**

Pacific University (A4, D6, F1, PR)

### **Pennsylvania**

Arcadia University (A4, D6, F1, PR)

Chatham University (A4, D6, F1, PR)  
Drexel University (A4, D6, F1, PR)  
Duquesne University (A2, D6, F1, PR)  
Gannon University (A4, D6, F1, PR)  
Lebanon Valley College (A2, D6, F1, PR)  
Misericordia University (A2, D6, F1, PR)  
Neumann University (A4, D6, F3, PR)  
Saint Francis University (A2, D6, F1, PR)  
Slippery Rock University of Pennsylvania (A4, D6, F1, PU)  
Temple University (A4, D6, F1, PU)  
Thomas Jefferson University (D6, F1, PR)  
University of Pittsburgh (A4, D6, F1, PU)  
University of Scranton (A2, D6, F1, PR)  
University of the Sciences in Philadelphia (A2, D6, F1, PR)  
Widener University (A4, D6, F1, PR)

### **Puerto Rico**

University of Puerto Rico - Medical Sciences Campus (A4, D5, F1, F6, PU)

### **Rhode Island**

University of Rhode Island (A4, D6, F1, PU)

### **South Carolina**

Medical University of South Carolina (A4, D6, F1, PU)  
University of South Carolina - Columbia (A4, D6, F1, PU)

### **South Dakota**

University of South Dakota (A4, D6, PU)

### **Tennessee**

Belmont University (A4, D6, F1, PR)  
East Tennessee State University (A4, D6, F1, PU)  
Tennessee State University (A4, D6, F1, PU)  
The University of Tennessee at Chattanooga (A4, D6, F1, PU)  
The University of Tennessee Health Science Center (A4, D6, F1, PU)

### **Texas**

Angelo State University (A4, D6, F1, PU)  
Hardin-Simmons University (A4, D6, F1, PR)  
Texas State University-San Marcos (A4, D6, F1, PU)  
Texas Tech University Health Sciences Center (D6, E1, E3, F1, PU)  
Texas Woman's University (A4, D6, E1, E3, F1, PU)  
The University of Texas Health Science Center at San Antonio (D6, F1, PU)  
The University of Texas Medical Branch at Galveston (A4, D6, F1, PU)  
University of Texas at El Paso (D5, F1, PU) University of Texas Southwestern Medical Center at Dallas (A4, D6, F1, PU)

US Army-Baylor University (A4, D6, D7, F1, PU)

### **Utah**

University of Utah (A4, D6, F1, PU)

### **Vermont**

University of Vermont (A4, D6, F1, PU)

### **Virginia**

Hampton University (A4, D6, F1, PR)

Marymount University (A4, D6, F1, PR)

Old Dominion University (A4, D6, F1, PU)

Shenandoah University (A2, A4, D6, F1, PR)

Virginia Commonwealth University (A4, D6, F1, PU)

### **Washington**

Eastern Washington University (A4, D6, F1, PU)

University of Puget Sound (A4, D6, PR)

University of Washington (A4, D6, F1, PU)

### **West Virginia**

West Virginia University (A4, D6, F1, PU)

Wheeling Jesuit University (A4, D6, F1, PR)

### **Wisconsin**

Carroll University (A1, A2, D6, F1, PR)

Concordia University Wisconsin (A4, D6, F1, PR)

Marquette University (A2, D6, F1, PR)

University of Wisconsin-LaCrosse (A4, D6, F1, PU)

University of Wisconsin-Madison (A4, D6, F1, PU)

<b>KEY FOR COLLEGE CODES</b>
(A1) Program has multiple admission dates
(A2) Program admits students at the freshman level
(A3) The program accepts credit for military experience
(A4) Program requires Bachelor's degree for admission
(A5) The majority of courses are offered by distance
(A6) Program is designed for PTAs to become PTs
(A7) The program accepts credit for military experience
(D1) Program culminates in AA or AS degree
(D2) Program culminates in AAS degree
(D3) Program culminates in Bachelor's Degree
(D4) Program culminates in combined Bachelor's/Master's degrees

(D5) Program culminates in Master's degree
(D6) Program culminates in Doctoral degree
(D7) Degree is obtained from affiliating college/university
(D8) Program offers certificate
(E1) Program is offered at multiple sites
(E2) Program is offered in multiple formats
(E3) Program has accredited expansion programs
(E4) Program is expansion of accredited program
(E5) Institution offers both PT and PTA programs
(F1) Program is offered in full-time day format
(F2) Program is offered in full-time evening format
(F3) Program is offered in weekend format
(F4) Program is offered in part-time day format
(F5) Program is offered in part-time evening format
(F6) Program is offered in a language other than English
(PR) Private Institution
(PU) Public Institution

Source: Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA).

## **Pre- Physical Therapy Program Requirements (120 Credits)**

### **English (6 hours)**

Eng 1270

Eng 1280

### **Humanities (12 hours)**

Foreign Language I

Foreign Language II

Speech 2030 *or* 1130

Philosophy 1020 *or* 1030

### **Natural Sciences (32 hours)**

Biology 1710

Zoology 2610\*

Physiology 1020\*

Chemistry 1550 & 1560

Physics 1510 & 1520

Zoology 2050\*

Zoology 2040

### **Social Sciences (15 hours)**

Anthropology *or* Sociology 101\*

Psychology 1100\*

Psychology 2000\*

Psychology 4155\*

Psychology 4190\*

### **Health & Safety (2 hours)**

First Aid & CPR HS 1570

### **Health Sciences Electives (6 credits)\* Elective (2 hours)**

*Core Curriculum Requirements indicated by asterisk mark (\*)*

### **Math and Computer Science (12 hours)**

Math 1250

Math 1410

Computer 1060\*

### **Physical Therapy (3 hours)**

PT 3301 Foundations of PT

### **Physical Education, Recreation (10 hours)**

Introduction to Human Movement PE 2050

Motor Learning & Development PE 2633

Physiology & Exercise PE 3030

Kinesiology PE 3010

### **Management (3 hours)**

Intro to Modern Business Systems MGMT 1030  
*or*

Entrepreneurship in Health Care HSC 3314

### **Health Sciences (23 hours)**

Medical Terminology HSC 1104\*

Intro to Health Professions HSC 1150\*

Health Care Ethics HSC 2250\*

Health Policy HSC 2375\*

Service Learning in Health HSC 3321\*

Research Methods HSC 3322

## Pre- Physical Therapy Curriculum Pattern

### FRESHMEN YEAR

Fall Semester		Spring Semester	
ENG 1270	3	ENG 1280	3
PSYC 1100	3	CPTR 1060	3
MATH 1250	5	H SC 1150	3
CHEM 1550	4	CHEM 1560	4
		PE 2050	1
	<b>15</b>		<b>14</b>

### SOPHOMORE YEAR

Fall Semester		Spring Semester	
BIOL 1710	3	ZOOL 2040	3
PHIL 1020 <i>or</i> 1030	3	SPCH 2030 <i>or</i> 1130	3
ANTH 1010 <i>or</i> SOC 1010	3	PSYC 2000	3
H SC 1104	3	HSC ELECTIVE	3
PT 3301	3	PE 2363	3
	<b>15</b>		<b>15</b>

### JUNIOR YEAR

Fall Semester		Spring Semester	
PHYS 1510	4	PHYS 1520	4
ZOOL 2050	4	ZOOL 2610	2
FOREIGN LANG.	3	FOREIGN LANG.	3
PSYC 4190	3	PE 3010	3
ELECTIVE	2	HSC 2250	3
	<b>16</b>		<b>15</b>

### SENIOR YEAR

Fall Semester		Spring Semester	
PSLY 2040	4	PE 3030	3
MGMT 1030 <i>or</i>		HSC 3322	3
HSC 3314	3	HS 1570	2
HSC ELECTIVE	3	MATH 1410	4
PSYC 4155	3	HSC 3321*	2
HSC 2375	3		
	<b>16</b>		<b>14</b>

**Total: 120 credit hours**

\*HSC 3321 (Service Learning in Health) and HSC 1150 (Introduction to Health Professions) are mandatory interdisciplinary courses for all students enrolled in the College of Health Sciences, including pre-physical therapy majors.

Prospective students should contact the coordinator of the pre-physical therapy program for further information.

**MINOR  
IN  
HEALTH  
SCIENCES**

The College of Health Sciences offers a minor in health sciences to students who may wish to pursue a career in the health field. Any student enrolled at CSU with a defined major field of study may elect to obtain a minor in health sciences to enhance their education and employment prospects. The minor is particularly attractive to pre-medicine/pre-dental, psychology and non-traditional program majors who wish to pursue a career in the health field. It is also available to students within the College of Health Sciences who wish to pursue a minor in addition to their major.

The minor in health sciences consists of 20 credit hours which must include; 8 hours of required core courses, which includes the recently introduced service learning course (HSC 3321), and 12 hours of electives. The minor must be completed before graduation and students must maintain a cumulative grade point average of 2.00 or better. A grade of C or better is required in all courses accepted towards the minor.

## **Requirements**

The required core courses are H SC 1104 Medical Terminology, H SC 1150 Introduction to Health Professions, and \*H SC 3321 Service Learning in Health.

Medical Terminology is a study of medical terms used in health communications, quality assurance programs, health research, and health data classification systems.

Introduction to Health Professions provides an overview of health care delivery systems, including roles, functions, and educational preparation of health professionals, structure of health care organizations, and societal influences. The course also includes observations at various health care settings.

Service Learning in Health provides the link between theory and practice in community-based settings where volunteer activities are appreciated. The course expands the walls of the traditional classroom, providing opportunities for active and cooperative learning, interdisciplinary projects, and multicultural experiences grounded in local community issues that enliven the teaching/learning processes.

The ten hours of electives can be chosen from selected courses currently offered in the College of Health Sciences and listed below. Enrollment in the elective courses should be with the consent of the student's academic advisor. The courses include:

- H SC 2190 – Introduction to Nutrition
- H SC 2210 – Legal Aspects of Health Care
- H SC 2215 – Computer Applications for Health Professionals
- H SC 2220 – Personal Health and Wellness
- H SC 2250 or Nursing 2250 – Health Care Ethics
- H SC 2255 – Dimensions of Spirituality
- H SC 2265 – Alternative Health Care
- H SC 2299 – Independent Study
- H SC 3310 or Nursing 3310—HIV In People of Color
- H SC 3311 – Special Topics in Allied Health

H SC 3312 – Current Topics in the Health Sciences  
H SC 3320 – Health Professions Clinical  
H SC 2375 or Nursing 3375 – Health Policy  
HIA 3010 – Introduction to US Health Care Systems and Health Information Professions  
OT 2010 – Introduction to Occupational Therapy  
PT 3301 – Foundations of Physical Therapy

Substitution of required and/or elective courses may be approved by the Chairperson of Health Studies on an individual basis. Refer to the CSU Undergraduate Catalog for course descriptions, credit hours, prerequisites, and additional elective courses.

Equivalent courses from other institutions will be considered. The Dean of the College of Health Sciences may approve substitution of required and/or elective courses. Requirements for the minor must be completed prior to graduation.

\*HSC 3321 (Service Learning in Health) is a mandatory course for all students enrolled in the College of Health Sciences, including the Minor in Health Sciences.

Prospective students should contact the coordinator of the minor in health sciences for further information:

# **APPENDICES**

**APPENDIX A**  
**Chicago State University**  
**College of Health Sciences**  
**Department of Health Studies**

Date \_\_\_\_\_

PRACTICUM DATA FORM

Which class (circle one)	(Fill in) Credits	(Fill in) Contact Hours

SEMESTER OF INTERNSHIP (circle one): SPRING / SUMMER / FALL YEAR \_\_\_\_\_

STUDENT NAME \_\_\_\_\_ Bear # \_\_\_\_\_

HOME ADDRESS DURING INTERNSHIP \_\_\_\_\_

HOME PHONE DURING INTERNSHIP \_\_\_\_\_

STUDENT EMAIL ADDRESS: \_\_\_\_\_

NAME AND ADDRESS OF THE AGENCY \_\_\_\_\_

AGENCY INTERNSHIP/PRACTICUM SUPERVISOR \_\_\_\_\_

AGENCY EMAIL ADDRESS: \_\_\_\_\_

AGENCY SIGNATURE \_\_\_\_\_

(SIGNATURE OF AGENCY REPRESENTATIVE)

AGENCY PHONE NUMBER (where you can be reached) \_\_\_\_\_

AGENCY LOCATION IF DIFFERENT THAN LEGAL CORPORATE ADDRESS \_\_\_\_\_

WILL YOU BE CONSIDERED AN EMPLOYEE OF THE AGENCY? (Circle one) YES NO

If answer is no, an affiliation agreement needs to be in place **before** your internship can start.

DATE INTERNSHIP/PRACTICUM WILL START \_\_\_\_\_

DATE INTERNSHIP/PRACTICUM WILL END \_\_\_\_\_

FACULTY SIGNATURE \_\_\_\_\_

(SIGNATURE OF FACULTY INTERNSHIP SUPERVISOR)

*For in-state interns only, please give specific driving directions to your internship site for the supervisor Facility (you may use the back of this sheet to write them, draw a detailed map, or both (preferred)).*

Students with disabilities who believe they may need accommodations are encouraged to contact the office of Disable Students Services at (773) 995-4401 to better ensure that such accommodation is promptly provided.

**APPENDIX B**  
**Chicago State University**  
**College of Health Sciences**  
**Department of Health Studies**  
**Practicum Agreement Form**

(Please type and attach your agency supervisor's business card.)

Student Name: \_\_\_\_\_

SS #: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This agreement outlines the specific activities in which the student will be involved during the course of the practicum or internship.

**Orientation Activities:** \_\_\_\_\_

**Observation Activities:** \_\_\_\_\_

**Work Assignments:** \_\_\_\_\_

**Schedule (Hours/Days of week):** \_\_\_\_\_ **Credit Hours:** \_\_\_\_\_ **Contact**  
**Hours** \_\_\_\_\_

\_\_\_\_\_  
*Student*                      *Date*                      *CSU Academic Advisor*                      *Date*

\_\_\_\_\_  
*Agency Supervisor*                      *Date*                      *Faculty Practicum Supervisor*                      *Date*

## APPENDIX C

### National Health Education Competencies

*Responsibility I: ASSESSING* individual and community needs for health education.

Competency A: Obtain health related data about social and cultural environments, growth and development factors, needs and interests.

Competency B: Distinguish between behaviors that foster and those that hinder well being.

Competency C: Infer needs for health education on the basis of obtained data.

*Responsibility II: PLANNING* effective health education programs.

Competency A: Recruit community organizations, resource people, and potential participants for support and assistance in program planning.

Competency B: Develop a logical scope and sequence plan for health education program.

Competency C: Formulate appropriate and measurable program objectives.

Competency D: Design educational programs consistent with specified program objectives.

*Responsibility III: IMPLEMENTING* health education programs.

Competency A: Exhibit competence in carrying out planned educational programs.

Competency B: Infer enabling objectives as needed to implement instructional program in specified settings.

Competency C: Select methods and media best suited to implement program plans for specific learners.

Competency D: Monitor educational programs, adjusting objectives and activities as necessary.

*Responsibility IV: EVALUATING* effectiveness of health education programs.

Competency A: Develop plans to assess achievement of program objectives.

Competency B: Carry out evaluation plans.

Competency C: Interpret results of program evaluation.

Competency D: Infer implications from findings for future program planning.

*Responsibility V: COORDINATION/PROVISION* of Health Education Services.

Competency A: Develop a plan for coordinating health education services.

Competency B: Facilitate cooperation between and among levels of program personnel.

Competency C: Formulate practical modes of collaboration among health agencies and organizations.

Competency D: Organize in-service training programs for teachers, volunteers, and other interested personnel.

*Responsibility VI:* Acting as a **RESOURCE PERSON** in health education.

- Competency A: Utilize computerized health information retrieval systems effectively.
- Competency B: Establish effective consultative relationships with those requesting assistance in solving health-related problems.
- Competency C: Interpret requests for health information.
- Competency D: Select effective resource materials for dissemination.

*Responsibility VII: COMMUNICATING* health and health education needs, concerns, and resources.

- Competency A: Interpret concepts, purposes, and theories of health education.
- Competency B: Predict the impact of societal value systems on health education programs.
- Competency C: Select a variety of communication methods and techniques for providing health information.
- Competency D: Foster communication between health care providers and consumers.

These are the areas you will be tested in for the national health education certification.

## **APPENDIX D**

### **National and State Community and Public Health Organizations**

As a student in the **Community Health** program, you may want to join one or more of the following professional organizations. Membership fees for students are reasonably inexpensive for professional health organizations. These organizations provide educational publications and opportunities for meeting other professionals and career guidelines at state, regional, or national meetings.

#### **NATIONAL:**

**American Association for Health Education (AAHE)** – Association Drive, Reston, VA 22031. Membership includes the publication *Health Education* and the newsletters *HE-EXTRA* & *Update*. Meets annually in the spring. Website: [www.aahe.org](http://www.aahe.org).

**American Public Health Association (APHA)**, 1015 Fifteenth Street, NW, Washington, DC 20005, Phone: (202) 789-5600 Membership includes the publication *American Journal of Public Health* and the newsletter *The Nation's Health*. Meets annually in the fall. Usually October or November. Website: [www.apha.org](http://www.apha.org).

**American School Health Association (ASHA)**, 7623 State Route 43, P. O. Box 708, Kent, OH 44240. Membership includes the publication *Journal of School Health* and *The Pulse* newsletter. Annual meeting is in October. Website: <http://www.aahperd.org/aahe>.

**National Center for Health Education Credentialing, Inc.** Test months are April and October, 944 Marcon Blvd., Suite 310, Allentown, PA 18109, Phone Toll Free: (888) 673-5445, Fax: (999) 634-5316, [www.nchec.org](http://www.nchec.org).

**National Wellness Institute Inc.**, 1300 College Court P. O. Box 827, Stevens Point, WI 54481-0827, Toll Free: 1-800-244-8922, Phone: (715) 342-2969, Fax: (715) 342-2979 Email: [members@nationalwellness.org](mailto:members@nationalwellness.org). Membership includes journal publication discounts and job bulletin. Annual conference in July at UW – Stevens Point. <http://www.nationalwellness.org>.

**Society for Public Health Education (SOPHE)**, 2001 Addison Street, Suite 220, Berkeley, CA 94704, Phone: (415) 644-9242. Membership includes the publication *Health Education Quarterly*. Meets annually close to APHA Conference in the fall. Regional conferences also.

**National Environmental Health Association**, 7200 S, Colorado Boulevard, Denver, CO. 80246, Phone: (303) 756-9090, E-mail: [www.neha.org](http://www.neha.org).

#### **STATE:**

**Illinois Public Health Association** -Mission is to improve the health of Illinois residents through leadership in an advancement of practice of public health. Website: <http://www.ipha.com>.

**Illinois Chapter of the Society for Public Health Education (SOPHE)** – Send application to ISOPHE, 101 E. Edwardsville Rd. Wood River, IL 62095. Membership includes monthly meetings, student board positions, professional networking and job exchange, workshops, conferences, and professional opportunities. Website: <http://www.iosophe.org>.

**Illinois Health Education Consortium (AHEC)**, 310 South Peoria #404 Chicago IL 60607. Phone: (312) 996-9989. Website: <http://www.ihec.org>.

**Illinois In-Home Care Services Association for Elderly Home Care Providers**, P.O. Box 5378 River Forest, IL 60305. Phone: (708) 488-8995, Website: [www.idoahomecare.org](http://www.idoahomecare.org).

**Illinois Health Care Association (IHCA)**, 1029 South Fourth Street Springfield IL 62703. Website: <http://www.ihca.com>.

**Illinois Association of community care program homecare providers (IACCPHP)**. Includes newsletter *Update* & Monthly meetings. Membership applications are available in the Community Health and Nutrition Office—see your advisor if you have an interest in a particular organization. Health Education Professional Resources (HEPR). Website: <http://www.nyu.edu/education/hepr/info.html>.

**Illinois Environmental Health Association**, P.O. Box 609, Rochelle, IL 61068, Phone: (815) 562-1040, Website: [www.ieha.us](http://www.ieha.us).

As a student in the **Pre Physical Therapy** program, you may want to join one or more of the following professional organizations. Membership fees for students are reasonably inexpensive for professional health organization. These organizations provide educational publications and opportunities for meeting other professionals and career guidelines at state, regional, or national meetings.

#### **NATIONAL and STATE:**

**Science Educational Equity Program (SEE)**, 6000 J Street Sacramento, CA 95819-6119, Phone: (916) 278-6519.

**APPENDIX E**  
**Chicago State University**  
**College of Health Sciences**  
**Department of Health Studies**

**Membership Application Form for Community Health Students**

- Please check all that apply:
- Renewing Member
  - New Illinois SOPHE Member
  - National SOPHE Member
  - Certified Health Education Specialist
  - Illinois Public Health Association (IPHA) Member

Name \_\_\_\_\_

Degree(s) \_\_\_\_\_ Title/Major \_\_\_\_\_

Organization/School \_\_\_\_\_

Preferred mailing address \_\_\_\_\_

Phone: home \_\_\_\_\_ work \_\_\_\_\_

I was referred by: \_\_\_\_\_

Please check here if you **DO NOT** wish to include your contact information in the membership directory.

**Membership Fees**

Make checks payable to ISOPHE & mail with this application to: Michele Pfeilschifter

Michele Pfeilschifter, PEER Services  
906 Davis Street  
Evanston, Illinois 60201.

Regular ISOPHE \$30.00,  
Discounted membership \$20.00,  
Student Membership \$15.00,  
and Lifetime membership \$300.00

**APPENDIX F**  
**Chicago State University**  
**College of Health Sciences**  
**Department of Health Studies**  
**Membership Application/Nomination Form**  
**For Community Health Students**

To the applicant: Fill out all pertinent areas of this form and forward the form and fees directly to the Director.

NAME \_\_\_\_\_

STUDENT ID \_\_\_\_\_

(Last First MI)

SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

(City State Zip)

PHONE (home) \_\_\_\_\_ (work) \_\_\_\_\_

E-MAIL \_\_\_\_\_

MAJOR \_\_\_\_\_ MINOR \_\_\_\_\_

CLASS YEAR \_\_\_\_\_

MEMBERSHIP IN OTHER PROFESSIONAL/STUDENT ORGANIZATIONS:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EXPLAIN BRIEFLY WHY YOU DESIRE MEMBERSHIP IN ETA SIGMA GAMMA:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ARE YOU INTERESTED IN BECOMING INVOLVED WITH:

Symposium Activities \_\_\_\_\_ Community Service \_\_\_\_\_

Research \_\_\_\_\_ Running for Chapter Office \_\_\_\_\_

Symposia Planning \_\_\_\_\_

Days of the week and times available for meetings:

\_\_\_\_\_  
\_\_\_\_\_

Make a \$35.00 check payable to Eta Sigma Gamma and turn it in to the Director.

**APPENDIX G**  
**Chicago State University**  
**College of Health Sciences**  
**Department of Health Studies**  
**HSC-3321**

**Agency Supervisor Evaluation Form**

For each of the following items, mark the extent to which you observed the stated characteristics in the student undergoing Service Learning. 1= characteristics not very evident, 5 = characteristics exceptionally well evident, N/R means you have no evidence upon which to base your rating. Although comments are not required, they are recommended for clarification if the student receives a low rating.

**Ratings**

<b>Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/R</b>
1. Arrival at facility on time Comments:						
2. Present at facility on the dates and times scheduled Comments:						
3. Dressed appropriately Comments:						
4. Interacted effectively with staff Comments:						
5. Interacted effectively with clients Comments:						
6. Completed assigned tasks effectively and efficiently Comments:						
7. Demonstrated independent thinking Comments:						
<b>Traits</b>						
8. Used agency materials and equipment effectively and efficiently Comments:						

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/R</b>
9. Willing to accept responsibility Comments:						
10. Used service learning experience for professional growth Comments:						
11. Met agency expectations for service learning Comments:						

**Total Points** \_\_\_\_\_

\_\_\_\_\_  
Agency Supervisor (print or type)

\_\_\_\_\_  
Agency Supervisor (signature)

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Semester

**APPENDIX H**  
**Chicago State University**  
**College of Health Sciences**  
**Department of Health Studies**

**Student Service-Learning Post-Test**

This survey is designed to assess the impact of the CSU service learning programs at your agency. As part of this study, we would like to know about your experiences and opinions now as well as at a later date. This information will be useful in understanding and later enhancing the program.

Please respond as honestly as possible, relying on current feelings of the particular issues raised. Your responses will be kept confidential. Your name will not be connected to specific results of the survey. All parts of the survey should be completed.

**Section I**

1. Write your birth date in numbers in the space below:

- \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Month/ Date/ Year

2. Write your initials (first and last) in the two spaces below:

- \_\_\_\_\_

Write the First letter of your first name and the first letter of your last name.

3. State your gender:

- Male
- Female

4. Your ethnicity (please check all those that apply): [Optional]

- African American \_\_\_\_\_
- Asian American/ Pacific Islander \_\_\_\_\_
- Latino/Latina \_\_\_\_\_
- Native American/ Alaskan Native \_\_\_\_\_
- Caucasian (non-Latino/a) \_\_\_\_\_

5. Year in school (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, etc.): \_\_\_\_\_

6. Majors(s): \_\_\_\_\_

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## Section II

Please indicate how strongly you agree or disagree with each statement at this point in time. Circle the number that best describes your response. (1= strongly disagree, 2=disagree, 3=agree, 4=strongly).

1. I find the content in school courses intellectually stimulating.

• 1 2 3 4

2. The extent of my achievement is often determined by chance.

• 1 2 3 4

3. I have a realistic understanding of the daily responsibilities involved in the jobs (careers) in which I am interested.

• 1 2 3 4

4. Being involved in a program to improve my community is important.

• 1 2 3 4

5. I learn more when courses contain hands-on activities.

• 1 2 3 4

6. I am concerned about local community issues.

• 1 2 3 4

7. It is important for me to find a career that benefits others.

• 1 2 3 4

8. I can make a positive difference in my life.

• 1 2 3 4

9. I like it when I get to make decisions in my work.

- **1 2 3 4**

10. I feel that I have little control over the things that happen to me.

- **1 2 3 4**

11. The things I learn in school are useful in my life.

- **1 2 3 4**

12. I have definite career plans.

- **1 2 3 4**

13. It is not necessary to volunteer my time to help people in need.

- **1 2 3 4**

14. Courses in school make me think about real-life in new ways.

- **1 2 3 4**

15. What happens to me is my own doing.

- **1 2 3 4**

16. I intend to work in a career that will make contributions to society.

- **1 2 3 4**

17. I possess the necessary personal qualities (e.g. responsibility, manners, initiative, etc.).

- **1 2 3 4**

18. Sometimes I am not as reliable as I should be.

- **1 2 3 4**

19. Giving some of my income to help those.

- **1 2 3 4**

20. I feel that I can have a positive impact on local social problems.

- **1 2 3 4**

21. I enjoy learning in school when course materials pertain to real-life.

- 1 2 3 4

22. I think that people should find time to contribute to their community.

- 1 2 3 4

23. When I am put in charge of a project, I sometimes wonder whether I can succeed at it.

- 1 2 3 4

24. I feel well prepared for my future career.

- 1 2 3 4

25. I do not find courses in school relevant to my life outside of school.

- 1 2 3 4

26. I am the person who makes decisions regarding what to do with my life.

- 1 2 3 4

27. I plan to improve my neighborhood in the near future.

- 1 2 3 4

28. I am not sure about what skills are necessary for my career.

- 1 2 3 4

29. It is important that I worked toward equal opportunity (e.g., social, political, vocational) for all people.

- 1 2 3 4

---

### Section III

1. What was the name of the community agency in which you served? (Optional)

\_\_\_\_\_

2. What type of service did you perform? \_\_\_\_\_

3. Approximately how many hours per week were you involved in this service? \_\_\_\_\_

4. Do you plan to continue your service activities this agency?

- Yes
- No

Please explain:

---

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5. Do you intend to continue to serve in your community in the future?

- Yes
- No

6a. Did your participation in the service component enhance your understanding of the course material?

- Yes
- No

6b. If yes, please describe:

---

7. Did the service-learning component of this course meet your expectations? Why or why not?

---

8. What have you learned about yourself or others since becoming involved in the service-learning component of this course?

---

9. What suggestions, if any, do you have for improving the service-learning program or component of this course?

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**Thank you for time!**