College of Health Sciences

Department of Health Studies

Master of Public Health (MPH) Graduate Student Handbook

Chicago State University
College of Health Sciences
Contents

A Message from the Dean 1

Introduction 3
University, College, Dept. Mission 4
Student Outcomes 5

The Program Sequence of Courses and Requirements 6
Admission Requirements 14
Graduation Requirements 15
Progression and Policy 15

Capstone Project or Thesis Requirements 16
Capstone Project/Practicum Option 16
Project Supervision Process and Evaluation 17
Examples of Non-Thesis Capstone Project 19
Criteria for Selecting the Thesis Option 19
Criteria for Evaluating Thesis Option 19
Composition of the Thesis Committee 21
Final Thesis Defense 21

Graduation and University Resources 22
Graduation, Transcripts and Diploma 22
University Resources 22
Professional Behavior 25
Grievance Procedures 27

Financial Assistance 29
Scholarships, Assistantships and Fellowships 30
Scholarship/Financial Assistance Sources 31

Ethics, Standards and Professional Organizations 33
Ethics for the Public Health Profession 33
Standards for the Preparation of Graduate-36
Level Health Educators
National & State Community and Public Health Organizations 41

Graduate and Clinical Faculty 44

Potential Employment Opportunities for MPH Graduates 49

Appendices
1 Practicum Registration Form
2 Practicum Learning Agreement
3 Thesis Proposal Registration Form

4 Thesis Research and Defense Form
5 Master's of Public Health (MPH) Internship
6 Internship Agreement Form
7 Membership Form for Community Health Students
8 Agency Supervision Evaluation Form

Publisher and Executive Editor

Joseph A. Balogun, PT, Ph.D., FACSM

Editorial Consultant

Katéy Assem, MSW
Christine Ohale, Ph.D.
Tanya Sobosan, MSW, LCSW

Contributing Writers

William Ebomoyi, PhD, MPH
Adedeji Adefuye, MD, MPH, FRIPH

Photographers

Thomas Britt, MD, MPH
Idrissa Bamba

Graphic Designer

Laura Ferrario

This Student Handbook Manual is published by the Authority of the State of Illinois, August 2011; 200 copies.

Printed by the College of Health Sciences.

Department of Health Studies
Graduate Student Handbook

Dear Master of Public Health (MPH) Students:

On behalf of the faculty and staff of the College of Health Sciences, it is my pleasure to formally welcome you to Chicago State University (CSU). Most importantly, I would like to thank you for selecting Chicago State University as your institution of choice to receive your graduate education. The College of Health Sciences began in 1992, as a result of the merger between the College of Nursing and the College of Allied Health. Our students graduate as responsible, compassionate, and informed global practitioners with a commitment to lifelong learning and service.

The College of Health Sciences plays a unique role in public higher education in Illinois. Our commitment to the underrepresented populations in health care distinguishes us from other public universities in Illinois. Our graduates contribute significantly to the diversification of the health care workforce in Illinois and providing services to medically underserved communities.

The MPH program at CSU was approved in 2010 by the Illinois Board of Higher Education (IBHE). The curriculum focus of the MPH program is minority health practice centered. The program is seeking accreditation from the Council for Education in Public Health.

The University reserves the right to alter the existing policies and regulations as deemed necessary. Written notification will be provided to all students regarding any change.

Sincerely,

Leslie K Roundtree DHS, MBA, OTR/L
Dean, College of Health Sciences
Chairperson, Department of Occupational Therapy

Department of Health Studies
Graduate Student Handbook

Introduction

Program Philosophy and Mission
The Master of Public Health (MPH) degree program was developed to meet the professional needs of ethnic minorities in Illinois and the neighboring states. The program is quite comprehensive and includes both public health and community health competencies. The faculty of the MPH program have expertise in a broad range of public health disciplines.
The courses taught in the MPH program are offered in the evenings in traditional classroom format, with online supplementation. Students are encouraged to develop their areas of expertise at the early phase of their MPH career.
All graduate students are expected to complete their courses in sequence to ensure that pre-requisites are completed before the advanced public health courses. In Chicago and outlying communities, opportunities exist for scientific research and internship where students can apply knowledge and skills acquired from the courses.
The intent of this handbook is to provide information needed for success in the MPH program. It is pertinent that students review the information contained in this Handbook and follow the department policies and procedures. Students are encouraged to be familiar with the School of Graduate and Professional Studies regulations specified in the University catalog.

University Core Values, Vision and Mission Statements* Core Values
Chicago State University values:
• Responsible choices and actions
• Intellectual development
• Personal and academic excellence
• Creative and innovative thinking and learning
• Personal, professional and academic integrity
• Dignity and unique talents of all persons
• Diversity
• Leadership, service, philanthropy, social justice, and entrepreneurship
• Pride in self, community and the university
• Lifelong learning

Vision Statement

Chicago State University will be recognized for innovations in teaching and research, and in promoting ethical leadership, entrepreneurship, and social and environmental justice. We will embrace, engage, educate, and empower our students and community to transform lives locally and globally.

Mission Statement
Chicago State University (CSU) is a public, comprehensive university that provides access to higher education for students of diverse backgrounds and educational needs. The university fosters the intellectual development and success of a diverse student population through a rigorous, positive, and transformative educational experience. CSU is committed to teaching, research, service and community development including social justice, leadership and entrepreneurship.

Mission of the College of Health Sciences

The mission of 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 under-represented groups 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 equipped to deliver quality health care to all clients.

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

• Prepare competent health professionals who possess a sense of social, personal, and professional responsibility.

• Prepare health professionals who can assume beginning leadership and management roles in health systems.

• Promote interdisciplinary education and practice among students and faculty.

• Support professional education which builds on prior educational and life experiences.

• Provide a foundation for continued professional development and graduate study.

• Provide continuing education programs for health professionals.

• Develop and implement health professional programs to meet current and future health labor needs of the community.

• 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 which is 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. 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 activities are organized to discuss typical issues in health care.

Student Outcomes

By the end of the two-year program, MPH students will be able to:

1. Discuss the foundations of public health.
2. Discuss the social, cultural, economic, and political factors that influence health and well being.
3. Explore social forces causing opposing viewpoints regarding public health education needs and concerns through public debate.
4. Discuss cultural, demographic, and social factors that influence decision-makers, using scientific data and other sources.
5. Differentiate between behaviors that foster and those that hinder health and well-being.
6. Discuss the impact of environmental contaminants, environmental standards and public health regulations on human health.
7. Prepare health program budgets and human resources consistent with relevant laws and regulations.

8. Design health research, methodology and findings from the literature.
9. Assess, analyze technologies, methods, and media for their acceptability to diverse groups.
10. Evaluate individual and community needs for health education by using valid sources of data, computerized sources of health related information, appropriate data gathering instruments, and applied survey of techniques.
11. Select appropriate and unique theoretical and conceptual models from health education and related disciplines to plan effective health education programs.
12. Utilize a wide range of strategies and techniques for discussing controversial health issues.
13. Use a broad spectrum of effective techniques for communicating health information for diverse populations.
14. Function as a qualified resource person using current information technology, research and available resources to best meet client needs.

Orientation and Important Meetings
At the outset of your enrollment each fall semester, an MPH student enrolled in the CSU graduate program is expected to attend orientation which provides insights about ways to accomplish your career goals. The new MPH student has the opportunity to meet with the MPH Faculty advisor, faculty and staff members of the program. MPH students are taught the electronic mechanisms for enrolling in classes in a sequential pattern. New students also use this opportunity to meet other graduate students.
Chicago State University

College of Health Sciences

The Program Sequence of Courses and Requirements

Curriculum Outline
Concentration (a): MPH–Health Promotion

Codes Core Courses Credits
PUBH 5110 Introduction to Public Health Practice 3
PUBH 5111 Biostatistics and Computer Applications 3
PUBH 5112 Environmental Health and Safety 3
PUBH 5113 Epidemiology 3
PUBH 5114 Principles of Health Policy and Management 3

Concentration Courses
PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities 3
PUBH 5116 Community Health Risk Assessment 3
PUBH 5117 Research Methods in Health Sciences 3
PUBH 5118 Health Education and Community Advocacy 3
PUBH 5119 Health Issues in Minority Populations 3
PUBH 5120 Principles, Theories and Practice of Behavioral Change 3
PUBH 5121 Cultural, Ethical and Social Dimensions in Public Health 3

Practicum and Capstone Project (Non-Thesis Option)
PUBH 5122 Field Practicum in Community Health I 3
PUBH 5123 Field Practicum in Community Health II and Capstone Paper 3

Thesis Option
PUBH 5124 Thesis Proposal 3
PUBH 5125 Thesis Research and Defense 3

Elective Courses
PUBH 5126 Biological Basis of Public Health* 3
PUBH 5127 Management of Health Care Organization 3
PUBH 5128 Health Program Design, Planning, and Evaluation 3
PUBH 5129 Entrepreneurship in Healthcare Delivery 3
PUBH 5130 Legal and Regulatory Aspects of Public Health Practice 3
PUBH 5131 Health Economics and Financial Management 3
PUBH 5132 HIV/AIDS in People of Color: Evidence-based Interventions 3
PUBH 5133 Public Health Aspects of Aging 3
PUBH 5134 Global Health 3
PUBH 5135 Health Care Informatics 3

Total Credit Hours 48 or 51
* For non-health science professionals admitted into the MPH Program

Concentration (b): MPH–Health Services Management
Codes Core Courses Credits
PUBH 5110 Introduction to Public Health Practice 3
PUBH 5111 Biostatistics and Computer Applications 3
PUBH 5112 Environmental Health and Safety 3
PUBH 5113 Epidemiology 3
PUBH 5114 Principles of Health Policy and Management 3

Concentration Courses
PUBH 5136 Management of Health-care Organizations 3
PUBH 5137 Health Program Design, Planning, and Evaluation 3
PUBH 5138 Legal and Regulatory Aspects of Public Health Practice 3
PUBH 5139 Health Economics and Financial Management 3
PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities 3
PUBH 5116 Community Health Risk Assessment 3
PUBH 5117 Research Methods in Health Sciences 3

Practicum and Capstone Project (Non-Thesis Option)
PUBH 5122 Field Practicum in Community Health I 3
PUBH 5123 Field Practicum in Community Health II and Capstone Paper 3

Thesis Option
PUBH 5124 Thesis Proposal 3
PUBH 5125 Thesis Research and Defense 3

Elective Courses
PUBH 5126 Biological Basis of Public Health* 3
PUBH 5118 Health Education and Community Advocacy 3
PUBH 5121 Cultural, Ethical and Social Dimensions in Public Health 3
PUBH 5129 Entrepreneurship in Healthcare Delivery 3
PUBH 5132 HIV/AIDS in People of Color: Evidence-based interventions 3
PUBH 5133 Public Health Aspect of Aging 3
PUBH 5134 Global Health 3
PUBH 5135 Health Care Informatics 3
Total Credit Hours 48 or 51
* For non-health science professionals admitted into the MPH Program

Summary of MPH degree Course work Credits
Core Courses 15
Concentration Courses 21
Elective Courses 6
Practicum or Thesis 6

Total Credit Hours 48 or 51

Curriculum Pattern
The curriculum pattern for the MPH program in Health Promotion, and Health Services Management is presented below:
Health Promotion and Disease Prevention

FIRST YEAR Codes Fall Semester Credits
PUBH 5110 Fundamentals of Public Health Practice 3
PUBH 5112 Environmental Health and Safety 3
PUBH 5113 Epidemiology 3
PUBH 5117 Research Methods 3
PUBH 5126 Biological Basis of Public Health* 3

Total Credit Hours 12 or 15
* For non-health science professionals admitted into the MPH Program
Spring Semester
PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities 3
PUBH 5114 Principles of Health Policy and Management 3
PUBH 5111 Biostatistics and Computer Applications 3
PUBH 5114 Community Health Risk Assessment 3

Total Credit Hours 12

Summer Semester (Optional)
PUBH 5122 Field Practicum in Community Health I or 3
PUBH 5124 Thesis Proposal

SECOND YEAR Fall Semester
PUBH 5118 Health Education and Community Advocacy 3
PUBH 5119 Health Issues in Minority Populations 3
PUBH 5120 Principles, Theories and Practice in Behavioral Change 3
PUBH 5122 Field Practicum in Community Health I or 3
PUBH 5124 Thesis Proposal
Total Credit Hours 12

Spring Semester
PUBH 5121 Health Services and Programming in Minority Population 3
PUBH 5132 HIV/AIDS in People of Color: Evidence-based Interventions 3
PUBH Elective 3
PUBH 5123 Field Practicum in Community Health II and Capstone Paper or 3
PUBH 5124 Thesis Proposal

Total Credit Hours 12

Health Service Management

FIRST YEAR Codes Fall Semester Credits
PUBH 5110 Fundamentals of Public Health Practice 3
PUBH 5112 Environmental Health and Safety 3

PUBH 5113 Epidemiology 3
PUBH 5117 Research Methods 3

Total Credit Hours 12

Spring Semester
PUBH 5111 Biostatistics and Computer Applications 3
PUBH 5114 Principles of Health Policy and Management 3
PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities 3
PUBH 5121 Health Services and Programming in Minority Populations 3
PUBH 5126 Biological Basis of Public Health* 3

Total Credit Hours 12 or 15

* For non-health science professionals admitted
into the MPH Program

Summer Semester (Optional)
PUBH 5122 Field Practicum in Community Health I or 3
PUBH 5124 Thesis Proposal

SECOND YEAR Fall Semester
PUBH 5122 Field Practicum in Community Health I or 3
PUBH 5124 Thesis Proposal 3
PUBH 5127 Management of Health Care Organization 3
PUBH 5128 Health Program Design, Planning, and Evaluation 3
PUBH 5130 Ethical, Legal and Regulatory Aspects of Public Health Practice 3

Total Credit Hours 12

Spring Semester
PUBH 5131 Health Economics and Financial Management 3
PUBH 5132 Health Services and Programming in Minority Populations 3
PUBH Elective 3
PUBH 5123 Field Practicum in Community Health II and Capstone Paper or 3
PUBH 5125 Thesis Research and Defense

Total Credit Hours 12

PUBH 5110 Fundamentals of Public Health Practice

This course provides an overview of the historical perspectives, content, scope, processes and progress of public health practice in the United States over the past 150 years in relation to current and future health needs. The core functions of public health, intervention programs and services, unique features of public health, levels of prevention and the roles of governments (local, state, federal) in public health practice are explored.

PUBH 5111 Biostatistics and Computer Applications
This course covers both parametric and non-parametric statistics. The course will cover t-test for independent means and t-test for non-independent means, the use of Chi-Square statistics tests, regression statistics, analysis of variance (ANOVA) and the use of the arithmetic and geometric prediction involving population data. Epi-info and SPSS software will be used to analyze relatively large population data.

PUBH 5112 Environmental Health and Safety
This course covers the relationship between environmental exposures and diseases. Air pollution control, water pollution control, occupational health and safety, food safety, hazardous and solid waste management issues are discussed. The role of regulatory agencies, individuals and community groups in the management of environmental hazards and toxins is explored.

PUBH 5113 Epidemiology
This course focuses on the principles and methods of epidemiology. Students are exposed to techniques for interpreting epidemiological data and the approaches used for infectious and non-infectious diseases. Attention is given to the applications of quantitative analysis of genomic epidemiological data, clinical data and the prediction of demographic data and methods for the evaluation of health services.
PUBH 5114 Principles of Health and Policy Management
The course examines marketing as a management too by application of marketing concepts to health care: the marketing process, marketing resources and strategies for accomplishing marketing objectives, health care personnel policies and programs, human resources requirements, recruitment, development, performance appraisal, salary and wage administration, and management/labor relations in the health industry.

PUBH 5115 Behavioral, Social and Cultural Aspects of Health Disparities
This course examines the behavioral, cultural and social contexts of health disparities, their consequences, and implications for the health of minority populations. It discusses the history of health disparities, inequity, and inequality in health care and the role of cultural competence and government efforts at reducing health disparities.

PUBH 5116 **Community Health Risk Assessment**
This course is an advanced study which explores the principles and practice of conducting community-based assessment of risk factors for poor health and health outcomes will be explored. It includes the discussion of individual, group, and contextual factors that contribute to poor health and outcomes and how to measure them. Collaboration among local and state public health departments, voluntary health agencies, and other community organizations is emphasized.

PUBH 5117 **Research Methods in Health Sciences**
This course covers the principles and strategies of scientific research in the health professions. It covers the fundamentals of defining a research problem, designing a study, measuring variables, selecting a sample, and analyzing data. Emphasis is placed on developing skills needed for analyzing research and

assessment of health behaviors, and the selection of health problems and the design of research proposals for individual student research projects.

PUBH 5118 **Health Education and Community Advocacy**
This is an interdisciplinary course designed to introduce students to ways behavioral change theories can be applied and translated into specific community health education advocacy and policy-level interventions. Readings and discussions center on the development of theory-based strategies with emphasis on issues of control, participation, efficacy and empowerment. Principles of citizen participation, empowerment, coalition and partnership effectiveness as well as social marketing strategies are emphasized.

PUBH 5119 **Health Issues in Minority Populations**
This course examines the patho-physiological differences among racial and ethnic minority populations in the United States with an emphasis on the diseases and illnesses in which racial and ethnic minorities have the highest morbidity and mortality burden. It discusses individual and community practices that contribute to the higher burden of disease, and community-based approaches to reduce the burden.

PUBH 5120 **Principles, Theories and Practice of Behavioral Change**
This course provides the fundamental concepts in social science theories and perspectives that comprise the foundation of health education theory and behavior change. It provides competencies for developing a conceptual framework for understanding, predicting, and facilitating behavior change. Students will develop a proposal to implement, and evaluate a behavior intervention.

PUBH 5121 **Health Services and Programming in Minority Populations**
This course examines the research on the unique needs and challenges in developing health promotion and education programs for minority populations. Students will analyze the effectiveness of services and programs as a means to design culturally and linguistically appropriate programming.

PUBH 5122 and PUBH 5123 **Field Practicum in Public Health I and II**
The community health practicum provides an integral part of professional education that complements and supports the learning process in the classroom. The experience provides the student with opportunities to apply knowledge and skills learned in the classroom to a variety of fieldwork situations and to test new approaches and techniques for solving problems. The practicum is a meaningful learning experience that contributes positively to the student's professional development and public health practice. A faculty member will coordinate the fieldwork experience in collaboration with the site preceptors.

PUBH 5124 and PUBH 5125 **Thesis Proposal and Research and Defense**
Students will participate in an independent research project under the supervision of a research mentor. The project will focus on individual and community health interests and problems through literature search, defining of the problem, use of theoretical and conceptual framework, methodology for data collection, analysis, findings, discussion of implications and conclusion.

PUBH 5126 **Biological Basis of Public Health**
Course introduces concepts of disease and disease causation with emphasis on determinants, pathophysiology, social and behavioral factors. Describes both communicable and non-communicable disease distributions at the local, state and national levels with an understanding of the three levels of

prevention and community-based intervention strategies for urban and underserved communities. The course is specifically designed for non-health science-oriented graduate public health science students.

PUBH 5127 **Management of Health Care Organization**
This course explores organizational structures, roles and service delivery of healthcare organizations such as for-profits, non-profits (community based organizations), hospitals, long term facilities, nursing homes, home health agencies and the public sector (public insurance, government public health sectors). Students will also learn enhanced leadership skills and problem solving techniques needed for successful management of diverse healthcare settings and organizations.

PUBH 5128 **Health Program Design, Planning, and Evaluation**
This course provides the theoretical foundations of program planning and evaluation (including needs assessment, program monitoring, and outcome evaluation), and their applications in public health. Students will design a program plan comprising goals, objectives, implementation, and evaluation.

PUBH 5129 **Entrepreneurship in Healthcare Delivery**
This course evaluates opportunities and threats to entrepreneurial endeavors in the health care industry. It explores strategies and designs for health care business development, marketing and financing.

PUBH 5130 **Ethical, Legal and Regulatory Aspects of Public Health Practice**
This course focuses on ethical principles and legal obligations of healthcare providers to patients. Legal issues relating to public health services given in local agencies, hospital/doctor malpractices, informed consent and patient's rights in state and federal laws will be covered. The course also explores the rights and wrongs of public health service provision with emphasis on the U.S. legal system and WHO health service requirements. Learning will include weekly case study examples on these issues by students to evaluate the rules of Public Health Practice.

PUBH 5131 **Health Economics and Financial Management**
This course presents economic analysis and the use of managerial economics to study the health care system: demand for medical services; role of health insurance; productivity and cost measurement; labor markets and competition. It examines the principles, models and practical methods for the economic evaluation of health care services, the finance of health care and recent developments in financial management of health care organizations. Applications of financial management techniques to specific problems facing health care managers, budgeting, cost behavior and forecasting, revenue and expense analysis, and strategic planning in health care agencies will be discussed.

PUBH 5132 **HIV/AIDS in People of Color: Evidence-based Interventions**
This course examines the racial and ethnic disparities in rates of transmission, incidence, prevalence and mortality related to the HIV/AIDS epidemic at the local, national and global levels. Emphasis is placed on the unique and complex dynamics of the epidemic among racial and ethnic minorities in the United States and evidence-based interventions including diffusion of effective behavioral interventions to address HIV risk behaviors. It also discusses biomedical and environmental determinants of HIV infection, and public policy challenges and barriers to HIV prevention among communities of color.

PUBH 5133 **Public Health Aspects of Aging**

This course examines the social, psychological, and physiological changes that occur with increasing age. Using a multidisciplinary approach, it discusses public health approaches to meeting the needs of older people and the public and private policies that affect older people and their families.

PUBH 5134 **Global Health**
This course explores the historical evolution of global health. Health and economic implications of globalization will be explored from epidemiological perspectives. Emphasis is placed upon understanding of the problems of planning and managing WHO primary health care programs, particularly among people in developing nations where there are relatively high rates of infant mortality, protein energy malnutrition, financial constraints and weak public health infrastructures.

PUBH 5135 **Health Care Informatics**
This course is an introduction to health informatics and involves a broad coverage of technology concepts underlying general computing and information management as applied to the continuum of healthcare delivery. Topics include computer networks, communications protocols, data architecture, Internet, basic computer security, database management, graphical user interfaces, client/server systems and enterprise applications. This course cannot be taken for credit by students who are health information managers.

Admission Requirements
The multi-faceted nature of public health will allow prospective students from diverse backgrounds (nurses, nutritionists, pharmacists, social and liberal art scientists, social workers, psychologists, engineers and physicians) to enter the field. The MPH program will admit diverse students from different educational backgrounds. To accommodate the anticipated diverse student group, the MPH curriculum will consider the academic background and life experience of the individual student. Applicants who do not have a health sciences background are required to take PUBH 5126: Biological Basis of Public Health course during the first semester. Prospective students seeking admission to the MPH program must meet the standards on academic ability and work experience. The Admissions Committee will place emphasis on the qualifications and credentials of the students to ensure their success in public health practice.
Applications to the MPH program must be made through the School of Graduate and Professional Studies, including paying the application fee, and presenting the original transcripts of the candidate's undergraduate coursework. Application materials must be received by March 15 each year for the fall semester enrollment. Early application is encouraged; applicants may apply to the program up to 12 months prior to the desired start date.
Students seeking admission into the MPH degree must meet the following admission requirements:
• A baccalaureate degree from an accredited university with a minimum cumulative grade point average of 3.00 on a 4-point scale.
• A combined Graduate Record Examination (GRE)* is required. *GRE will be waived for students with: i) doctoral degree, ii) entry-level professional doctorate degree such as MD, DDS, D.Pharm, DPsych, DPT. etc, or, iii) Master's degree that involves completion of a thesis/dissertation.
• A curriculum vitae/resume.
• Personal statement describing past education, experience, and current professional career objectives.
• Three letters of recommendation from persons qualified to assess their academic work, clinical, public health, professional experiences or leadership potential in public health.
Courses taken prior to admission to the MPH program must be approved at the time of admission if they are to be counted toward the degree. These courses must be completed with a grade of B or better. Approval must be granted by both the department and the School of Graduate and Professional Studies.

To gain approval an extra original transcript must accompany the application and be submitted to the School of Graduate and Professional Studies.

Upon admission into the program, a faculty advisor will be assigned to each student based on their specialty. The faculty advisor will monitor students' performance each semester. Attention will be given to course grades and related measures of achievement.

Graduation Requirements

To be awarded an MPH degree, students must successfully complete all academic work by the semester they wish to graduate. Capstone fieldwork experience or a thesis must also be completed. Specific requirements to be fulfilled by the graduating student's include:

A. Academic Performance: Cumulative grade point average of 3.00 on a four point scale in all required and elective courses.

B. Following completion of the core courses, the students will be required to take a comprehensive written (essay) examination to demonstrate competency in graduate nursing education. The passing expectation for the comprehensive examination is a "B" grade. Students will be allowed to retake the examination three times and if not successful after the third retake the student will be administratively withdraw from the program.

C. Practicum: Six credits of field work (practicum) to develop the skills and competencies through service experience in a health profession or health-related organization–applying concepts and theories learned in the classroom. The practicum will be arranged in two blocks spanning over two semesters and must be successfully completed. Prior to the experience, the practicum coordinator will discuss with each student their career interest, needs and geographic constraints to determine the placement site.

D. Final Submission of a Thesis: Students on the research option track will submit their thesis to the faculty advisor and a copy must be submitted to the chairperson two weeks before defense date. The student must successfully defend the thesis.

E. Presentation of Project: Each student must successfully complete their capstone fieldwork experience and thesis and present them at the School of Graduate and Professional Studies Research Forum.

F. Grade Format: Letter (A-F) grades are awarded in theory courses. "Satisfactory" or "Unsatisfactory" grades are awarded only for the capstone thesis and practicum experiences.

Progression and Probation Policy

The following academic progress and probation policy will be enforced in the MPH program:

1. Students must maintain a minimum of 3.0 cumulative grade point average to demonstrate satisfactory academic progress and good academic standing. A student is placed on probation if his/her cumulative grade point average falls below 3.0 for any term. After being placed on probation, a student must attain a minimum cumulative grade point average of 3.0 within the next two terms or be dismissed from the graduate program.
2. No more than two grades of C can be earned in any of the MPH courses. A course in which a D is obtained must be repeated to obtain a grade of C or better. Students with more than two grades of C will be terminated from the MPH program.
3. A student cannot obtain more than six credit hours of course work with a grade of D or F, whether the grade is part of the MPH program or not. Where a student has two or more grades of I outstanding, the student should be reviewed for probationary status. When a student has a grade of D or F, he/she will be placed on probation and must repeat the course and obtain a C grade or better.

SECTION: Capstone Project or Thesis Requirements

Capstone/Practicum Option Project

Criteria for Selecting the Capstone/ Practicum Option Project

The MPH at CSU is a practice-centered curriculum designed to prepare students for the health problems of the 21st century by focusing on the core functions of public health– health status assessment, environmental health quality assurance, behavior change strategies, health disparities, as well as health policy development and research. The curriculum is designed to emphasize the social and behavioral scientific strategies in understanding the causality, consequences, prevention and control of diseases and untimely deaths in minority populations. The MPH degree at CSU is a practice-based (professional) degree and not a Master of Science (MS) program which is often a research-based (academic) degree. The overwhelming majority (90%) of the students in the MPH program will select the Non-thesis or Practicum option. Only 10% of the students are projected to select the thesis option. The projections are based on norms in MPH programs nationally.

Nationwide, students enrolled in the MPH programs often select the practicum option because it is more relevant to their work experience and future needs/goals as a public health practitioner. Students are generally excited to have their practicum (field work) experience at health service organizations, or community-based organizations and agencies. The students who will select the thesis option are those aspiring towards a doctoral degree following graduation from the MPH program or individuals with research career interest as program evaluators or clinical trial research scientists.

The Non-Thesis or Practicum Option is a graduation requirement for the majority (90%) of the students enrolled in the MPH program. The practicum provides the students with "real world" experience in a public health setting and gives them the opportunity to apply the skills and knowledge acquired during the practicum to formulate a capstone project. The practicum spans two semesters requiring 360 contact hours (6 credits). Students must be in good academic standing and must have completed all MPH course requirements prior to registering for PUBH 5123: Field Practicum in Public Health and Capstone Project.

The goal of the practicum is to enable students acquire relevant skills in a public health practice or research setting. At the end of the practicum experience, the students will be able to:

1. Integrate public health theory, knowledge, and skills in a practice setting;
2. Experience the "real world" of public health practice–organization, structure, and function, local and organizational politics, program planning, administration, and evaluation, community needs assessment, and community relationships and participation;
3. Develop skills and knowledge in an area of interest not covered in depth elsewhere in the students' educational plan;
4. Demonstrate competence in a public health practice area;
5. Demonstrate leadership, teamwork, communication skills and creativity in the development of a public health practice;
6. Complete and submit a paper summarizing the practicum experience in an area of public health practice: health education and disease prevention, health services management, and program planning and evaluation.

Project Supervision Process and Evaluation

The Practicum Coordinator holds a meeting once every semester to provide students with more information on how to plan for or create a field practicum opportunity, steps toward a successful field experience and journaling techniques. Planning for the field practicum begins at least three months before its projected starting date. The students work with the faculty advisor to develop practicum objectives. The area of research or service interest will be discussed with the faculty advisor, who will approve and forward the recommendation to the Practicum Coordinator who in turn maintains a listing of agencies and organizations with which the university has placement agreements.

Several practicum placement sites have been developed and preceptors in each facility already identified. Every effort will be made to place students at a site that matches their capstone project interest. In addition to the available sites, students may identify a site on their own. In such cases, the Practicum Coordinator will contact the site and have the organization or agency complete an affiliation/practicum agreement before the student can be assigned to the site. Before visiting any placement site, students will develop a portfolio that includes their resume, program plan of study that describes courses completed, work experiences, special skills, and practicum objectives. The portfolio will be forwarded to the preceptor who will supervise the student.

A month prior to registering for PUBH 5123: Field Practicum in Public Health and Capstone Project, the students will be required to complete the following forms:

i. The MPH Practicum Registration Form (Appendix 1).

ii. The Practicum Learning Agreement Form (Appendix 2).

Both forms will be completed and returned to the Practicum Coordinator at least one month prior to beginning the field placement. Students will not be allowed to register for PUBH 5123: Field Practicum in Public Health and Capstone Project unless these forms have been submitted and approved by the faculty advisor.

Reflective Journal and Summary Report:

During the field placement, students will be required to keep a journal recording of their weekly experiences for self-reflection and synthesis of the practicum experience. Students will also be expected to prepare a written Summary Report. The Summary Report will include:

i. Description of activities performed during placement, noting any deviations from the field learning agreement.

ii. How well the field experience integrated what the student learned in their formal MPH course work?

iii. What the student gained from the experience, identifying problems if any.

iv. Extent to which the student's educational objectives (identified in the Field Learning Agreement) were achieved.

v. Extent to which overall field experience learning objectives were achieved.

The site preceptor monitors the daily activities and performance of the students. During the field experience, there will be an ongoing communication between the Practicum Coordinator and the student, and between the Practicum Coordinator and the preceptor, particularly when questions or issues arise. The reflective journal and summary report will be evaluated and graded by the Practicum Coordinator in consultation with the preceptor.

At mid-point of the fieldwork experience, the Practicum Coordinator will contact the site preceptors to discuss the student's progress. In addition, two weeks before the practicum is to be completed, the Practicum Coordinator will forward the evaluation forms to both the preceptor and the student for completion.

It is expected that the capstone project will be related to the field work experience. At the end of the practicum experience, the students are required to submit a capstone paper that details their experience working with a population of interest, policy issue or a public health problem. For the Non-Thesis or Practicum Option, the students are required to submit a detailed proposal or policy analyses paper but are not required to implement (collect data for) the study.

Department of Health Sciences' former secretary, Cynthia Lemoine, in front of the Department office.

The capstone paper must include the following components:

• **Introduction:** The purpose of the introduction should be to supply sufficient background information for the reader to understand the problem selected, its importance, and plan for studying the problem. It is important for the reader to understand the definition of the problem and the approach for the rest of the paper.

• **In depth Literature Review:** The student will provide sufficient background information needed to understand the existing intellectual contribution to the topic. This will allow the reader to evaluate the results of the study without referring to previous publications. The references should be carefully selected to provide the most salient background. The literature review is a critical analysis of pertinent literature relating to the topic or problem. The topics should be arranged in a logical sequence, using subheadings. There should be good transitions between sections. The review should lead the reader through what is known (and not known) and evaluate the methods which have been used to date. The literature review section should conclude with a statement of the problem, including capstone project objectives and hypothesis (if applicable).

• **Theoretical Framework:** This section should give the reader an overview of the social, behavioral, physiological, political, economic or other theory being used to guide the study, analytic review or policy analysis. The conceptual model that reflects the concepts being addressed should be discussed here. The theoretical propositions derived from the theoretical framework should be stated and explained in reference to the theory and conceptual model developed for the paper. For position or policy analysis papers and analytic literature reviews, the theoretical framework ought to reflect the concepts being discussed.

• **Methods:** In this section, the student will provide details on the procedures and steps that will be used to collect the data. The following aspects of the project should be fully described:

– Sample
– Research Design
– Instrumentation
– Procedure
– Statistical Analysis

Health Sciences students reviewing their gross anatomy knowledge.

• References: The American Psychological Association (APA) referencing style described in the Publication Manual of the American Psychological Association will be used.

• Appendices: Fully completed and signed copies of the MPH Practicum Registration Form and Practicum Learning Agreement Form.

Examples of Non-Thesis Capstone Project

The non-thesis capstone project can take different forms, such as program evaluation, needs assessment, critical analyses or policy analyses. The following are examples of plausible projects for the PUBH 5123: Field Practicum in Public Health Capstone:

i. A critical analysis of the benefits of the Obama administration's health care reforms for under-served populations;

ii. The role of needle exchange program in the prevention of HIV infection among injection drug users;

iii. Promotion of healthy pregnancies and healthy babies of African American mothers;

iv. Prevention of unintentional injuries and falls among the elderly;

v. Is health insurance reform the answer to access to health care in minority populations?

The Practicum Coordinator in conjunction with the assigned faculty advisor determines the final grade for the practicum. This is based on the evaluation of the following course components:

• Practicum experience
• Reflective Journal
• Summary Report and
• Capstone project paper.

A grade of S (Satisfactory) or NS (Not satisfactory) is assigned for PUBH 5123: Field Practicum in Public Health and Capstone Paper. Students with NS grades are required to complete an additional practicum experience or re-write the research proposal (capstone) project. The students are required to present their research proposal (capstone) project at a public forum arranged by the department.

Criteria for Selecting the Thesis Option

For the Thesis Option, the student must use quantitative or qualitative research methods to collect empirical data to answer a research question. The decision to select a thesis option (PUBH 5124 Thesis Proposal and PUBH 5125 Thesis Research and Defense) is solely that of the student. Students are required to discuss this decision with an assigned faculty advisor. The process for registering for the course is the same as the Non-Thesis or Practicum Option.

A month prior to registering for PUBH 5124 Thesis Proposal, the students are required to complete the following forms:
i. The MPH Thesis Proposal Registration Form (Appendix 3).
ii. The Thesis Proposal Agreement Form (Appendix 4).
Both forms are completed and returned to the department chair at least one month prior to beginning the research proposal. Students are not allowed to register for PUBH 5124 Thesis Proposal unless these forms have been submitted and approved by the department chair and faculty advisor.

Criteria for Evaluation of the Thesis Option

The approval of a faculty advisor is required after selecting a research topic. The topic can be selected by the student or it can be based on an ongoing project that a faculty advisor approves. The student must show evidence of completion of the Institutional Review Board (IRB) Protection of Human Subjects in Research training at the time of registering for PUBH 5124 Thesis Proposal.
Students will work closely with the faculty advisor and the two Thesis Committee members to ensure that the paper contains the following components:

- Title Page
- Abstract
- Table of Contents
- Acknowledgments (optional)
- Introduction (Background & Significance)
- Literature Review
- Theoretical Framework
- Statement of the Problem
- Research Objectives and Hypothesis
- Methodology

Community health student, Rukiyat Lawal is reviewing a DNA model in the Research Laboratory of the Department of Health Studies.

- Results
- Discussion
- Conclusions
- References
- Appendices–include any instruments/ forms, consents, copies of IRB approval, etc. The same details (from the Introduction to the Methodology components) presented under the Non-Thesis or Practicum Option apply to the Thesis Option.

- **Results:** The students will present the data to reflect the findings. The data should be presented in a narrative format using tables and figures to exemplify the findings. Unanticipated findings can and

should be presented. Any statistics used should be meaningful. The results should be short. The result narrative, tables or figures should be able to stand alone, but this does not mean that all the data presented in the table are described in the text. The tables and figures should be included in the text near their first citation.

• **Discussion:** This is an important component because it explains the implication of the findings and how they relate to the existing body of knowledge. Key features of the discussion section should include: (a) presentation of the principles, relationships and generalizations suggested by the results; (b) integration of the findings into the theoretical/conceptual basis for the research; (c) pointing out any exceptions or lack of correlation and define unsettled points; (d) discussing how the results and interpretations agree (or contrast) with previously published work; (e) discussing the theoretical implications of the findings; and (f) discussing possible practical applications to public health practice. The discussion should also include a section on the limitations of the study or analysis. A conclusion section should present the overall significance of the findings. Be careful not to generalize the findings beyond what the data suggests.

• **References:** The style in the Publication Manual of the American Psychological Association should be used. It is not acceptable to list a reference you have not directly consulted.

- **Appendices:** Fully completed and signed copies of the MPH Thesis Proposal Registration

Attendance
In addition to the University's rules on attendance, students are required to attend each class for the entire period. Attendance is taken in each class and at all meetings. It is the responsibility of the student to communicate directly with faculty and/or 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 the Disabled Student services, Cordell Reed Student Union (CRSU), Room 190, (773) 995-4401.

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 the 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. The grieving student can continue in classes until a resolution is 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's requirements and progression through the program.

Dr. Adefuye demonstrates the use of Hazmat bag for first responders.

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 grievance 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 on a two-third majority vote. Decisions are forwarded to the Dean of College of Health Sciences. The decision of the dean will be final.

Section: Financial Assistance

Chicago State University makes every effort to extend financial assistance to qualified students who are in need of funds to complete their education. The university is a participant in the Federal Student Assistance Program, which provides financial assistance in the form of grants, loans, and employment for admitted and enrolled students. o student should be reluctant to apply for admission to the university because of lack of funds. A variety of financial assistance programs is administered by the Office of Student Financial Aid.

A student who wishes to apply for financial aid must complete the Free Application for Federal Student Aide (FAFSA). This form is available in the Office of Student Financial Aid. Financial assistance available to graduate students include tuition scholarships, employment, graduate assistantships, and loans. Financial assistance awards are made on demonstrated financial need and processed on a first-come, first served basis.

Eligibility

Students must be fully admitted to a degree program. Unclassified, Graduate-At-Large, and conditionally admitted or special students are ineligible for assistance. Students must be in compliance with the Chicago State University Financial Aid Satisfactory Academic Progress Policy.

Federal Family Education Loan Programs (FFELP)

- Subsidized Federal Stafford Loan
- Unsubsidized Federal Stafford Loan

Under these programs low interest loans are provided to students who are enrolled at least half-time as graduate students and enrolled in a degree or certification program. Loan applications are available in the Office of Student Financial Aid. Further information about these programs can be obtained by writing to the Illinois Student Assistance Commission, 1755 Lake Cook Road, Deerfield, IL 60015-5209.

Debt Management

Students who receive Federal Family Education Loans are required to participate in debt management counseling. Students are required to attend an entrance interview prior to receiving loan disbursement and an exit interview when they completely withdraw or graduate from the institution. Students should contact the Office of Student Financial Aid to schedule an exit interview if they are graduating or anticipating complete withdrawal.

Federal Perkins Loan
(formerly National Direct Student Loan) This program provides low interest loans for up to $10,000 aggregate (includes both undergraduate and graduate Perkins loans), based upon availability of funds, for all educational work. Regularly admitted students who are enrolled on at least a half-time basis are eligible for consideration. Loans carry low interest rates. Payments may be extended over a ten year period with the stipulation that cancellation of principal and interest is authorized for those who teach in specified areas or for borrowers who serve as members of the armed forces.

Scholarships, Assistanships and Fellowships
Illinois Veterans Scholarship
Tuition and certain fees for the equivalent of four calendar years at state colleges or Universities are covered. Students who wish to be considered for military scholarships must submit a copy of their separation papers (Form DD2214) to the Office of Veterans Affairs, located within the Office of Student Financial Aid, ADM-207, extension 3549, and complete an application for the scholarship.

Community health student uses a Geiger counter to monitor radioactivity levels on the Chicago State University campus.

MIA/POW Scholarship
Tuition and activity fees for an equivalent of four calendar years are covered for any spouse, natural child, legally adopted child, or stepchild of an Illinois veteran or service person who has been declared by the U.S. Department of Defense or the U.S. Veterans Administration to be a prisoner of war or missing in action, or who has died as the result of a service-connected disability or is 100% disabled. More detailed information may be obtained from the Office of Veterans Affairs, located within the Office of Student Financial Aid, ADM-207, and extension 3549.

Graduate Assistantships
A limited number of graduate assistantships are available for graduate students. Students interested in applying for an assistantship should contact the chairperson of the department of their specialization. For information about applying for an assistantship, students should contact their academic department chair-person. For information pertaining to scholarships, contact academic departments and advisors.

Fellowships
The Diversifying Higher Education Faculty in Illinois Program (DFI) was established by the Illinois General Assembly and signed as Public Act 093-0862 on August 4, 2004. The purpose of the DFI Program is to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. Chicago State University is a participant in the DFI Program.
The program carries an annual stipend and tuition waiver for eligible students. Applicants must be unconditionally admitted into the degree program, demonstrate financial need and meet other program criteria. Application materials and guidelines are available online at http://www.dfi.siu.edu.

Scholarship/Financial Assistance Sources

• The Foundation of the National Student Nurses' Association Scholarships
Contact: Foundation of the Nurses' Association, 45 Main St., Suite 606, Brooklyn, NY 11201, 718-210-0705, http://www.nsna.org Current enrollment and matriculation in a state-approved nursing program leading to an associate degree, baccalaureate, diploma, generic pre-licensure doctorate or generic pre-licensure master's degree.

• Mensa Education and Research Foundation Scholarship
Contact: 817-607-5577, voicemail: 800/66-MENSA, Fax: 817-649-5232 http://www.mensafoundation.org, info@mensafoundation.org.

• Asian Pacific American Institute for Congressional Studies
Summer Internship Program
Contact: Ruby G. Moy, APAICS Interim Executive Director, APAICS Summer Internship Program, 1001 Connecticut Ave., NW, Suite 530, Washington, DC 20036, 202-296-9200, http://www.apaics.org/pages/programs/internships/internship-program.php, rubyapaics@gmail.com.

• CA Student Aid Commission
Contact: P.O. Box 419027, Rancho Cordova, CA 95741, 888-294-0105, Fax: 916-526-7937, http://www.csac.ca.gov,studentsupport@csac.ca.gov.

• Minorities in Government Finance Scholarships
Contact: Carole Colin, Manager, Scholarship Committee Government Finance Officers Association, 203 N. LaSalle St., Suite 2700, Chicago, IL 60601-1210, 312-977-9700, Fax: 312-977-4806, http://www.gfoa.org, ccolin@gofa.org.

• Microsoft Scholarships
Contact: Microsoft Scholarship Program, Microsoft Corporation, One Microsoft Way, Redmond, WA 98052-8303, http://www.microsoft.com/college/scholarships,scholars@microsoft.com.

• Ethnic Minority Bachelor's Scholarships
Contact: Bonnie Revo, brevo@ons.org Oncology Nursing Foundation, 501 Holiday Drive, Pittsburgh, PA 15220,412-921-7373, Fax: 412-921-6565 http://www.nursingawards.org.

• ASM Undergraduate Research Fellowship (ASM-URF)
Contact: ASM Undergraduate Research Fellowship program, Education Board, American Society for Microbiology, 1752 N Street, NW, Washington, DC 20036, http://www.asm.org/asm/index.php?option=com_content&view=article&id=1185&Itemid=166,fellowships-careerinformation@asmusa.org.

• Booker T. Washington Scholarships
Contact: National FFA Organization, Attn: Scholarship Office, 6060 FFA Drive, P.O. Box 68960, Indianapolis, IN 46278, 317-802-6060, http://www.ffa.org, scholarships@ffa.org.

Chicago State University Library.

• Lagrant Foundation Scholarship
Contact: Ericka Availa, Programs Manager, The Lagrant Foundation, 626 Wilshire, Blvd., Suite 700, Los Angeles, CA 90017, 323-469-8680 ext. 223, erickaavila@lagrant.com, http://www.lagrantfoundation.org.

• The Lucille and Edwards Roybal Foundation Public Health Scholarship Program
Contact: The Lucille and Edwards Roybal Foundation, 5253 E. Beverly Boulevard, Los Angeles, CA 90022-2020, 323-725-3960, mgroybalfoundation@att.net.

• The Asian Pacific American Institute for Congressional Studies Fellowship Programs
Contact: Ruby G. Moy, APAICS Interim Executive Director, APAICS Fellowship Program, 1001 Connecticut Ave., NW, Suite 530, Washington, DC 20036, 202-296-9200, http://www.apaics.org, rybyapaics@gmail.com.

• Louis Stokes Health Scholarship Program
Contact: Janet Carter, Louis Stokes Health Scholars Program, Congressional Black Caucus Foundation, Inc., 1720 Massachusetts Ave., NW, Washington DC 202-263-2800, http://www.cbcfinc.org/louis-stokes-health-scholars-program.html, carter@cbcfinc.org.

SECTION: Ethics, Standards and Professional Organizations

Code of Ethics for the Public Health Profession

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people.
The Code of Ethics provides a framework of shared values within which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.
Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

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

Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.
Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.
Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.
Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.
Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.
Section 6: Health Educators protect the privacy and dignity of individuals.
Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.
Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.
Section 9: Health Educators provide services equitably to all people.

Article II: Responsibility to the Profession
Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

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

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

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

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

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

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

Article III: Responsibility to Employers

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

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

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

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

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

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

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

Article IV: Responsibility in the Delivery of Health Education

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

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

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

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

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

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

Article V: Responsibility in Research and Evaluation

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

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

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

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

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

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

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

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

Article VI: Responsibility in Professional Preparation

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

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

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

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

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

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

Approved: Coalition of National Health
Education Organizations, November 8, 1999,
Chicago, IL

Standards for the Preparation of Graduate-Level Health Educators

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.

Sub-Competencies:
1. Select valid sources of information about behaviors that foster and those that hinder health needs and interests.
2. Utilize computerized sources of health- related information.
3. Employ or develop appropriate data- gathering instruments.
4. Apply survey techniques to acquire health data.

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

Sub-Competencies:

1. Investigate physical, social, emotional and intellectual factors influencing health behaviors.
2. Identify behaviors that tend to promote or compromise health.
3. Recognize the role of learning and affective experience in shaping patterns of health behavior.

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

Sub-Competencies:

1. Analyze needs assessment data.
2. Determine priority areas of need for health education.

Responsibility II–Planning Effective Health Education Programs

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

Sub-Competencies:

1. Communicate need for the program to those who will be involved.
2. Obtain commitments from the personnel and decision makers who will be involved in the program.
3. Seek ideas and opinions of those who will affect, or be affected by the program.
4. Incorporate feasible ideas and recommendations into the planning process.

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

Sub-Competencies:

1. Determine the range of health information requisite to a given program of instruction.
2. Organize the subject areas comprising the scope of a program in a logical sequence.

Competency C: Formulate appropriate and measurable program objectives.

Sub-Competencies:

1. Infer educational objectives that facilitate achievement of specified competencies.
2. Develop a framework of broadly stated, operational objectives relevant to proposed health education program.

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

Sub-Competencies:

1. Match proposed learning activities with those implicit in the stated objectives.
2. Formulate a wide variety of the alternative educational methods.
3. Select strategies best suited to implementation of educational objectives in a given setting.
4. Plan a sequence of learning opportunities building upon, and reinforcing mastery of preceding objectives.

Responsibility III–Implementing Health Education Programs

Competency A: Exhibit competence in carrying out planned educational programs

Sub-Competencies:

1. Employ a wide range of educational methods and techniques.
2. Apply individual or group process methods appropriate to given learning situations.
3. Utilize instructional equipment and other instructional media
4. Select methods that best facilitate the practice of program objectives.

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

Sub-Competencies:

1. Pretest learners to ascertain present abilities and knowledge relative to proposed program objectives.
2. Develop subordinate measurable objectives as needed for instruction.

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

Sub-Competencies:

1. Analyze learner characteristics, legal implications, feasibility and other considerations influencing choices among methods.
2. Evaluate the efficacy of alternative methods and techniques capable of facilitating program objectives.
3. Determine the availability of information, personnel, time and equipment needed to implement the program for a given audience.

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

Sub-Competencies:

1. Compare actual program activities with the stated objectives.
2. Assess the relevance of existing program objectives to current needs.
3. Revise program activities and objectives as necessitated by changes in learner needs.
4. Appraise applicability of resources and materials relative to given educational objectives.

Responsibility IV–Evaluating Effectiveness of Health Education Programs

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

Sub-Competencies:

1. Determine standards of performance to be applied as criteria of effectiveness.
2. Establish a realistic scope of evaluation efforts.
3. Develop an inventory of existing valid and reliable tests and instruments.
4. Select appropriate methods for evaluating program effectiveness.

Competency B: Carry out evaluation plans.

Sub-Competencies:

1. Facilitate administration of the tests and activities specified in the plan.
2. Utilize data-collecting methods appropriate to the objectives.
3. Analyze resulting evaluation data.

Competency C: Interpret results of program evaluation.

Sub-Competencies:

1. Apply criteria of effectiveness to obtained results of a program.
2. Translate evaluation results into terms easily understood by others.
3. Report effectiveness of educational programs in achieving proposed objectives.

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

Sub-Competencies:

1. Explore possible explanations for important evaluation findings.
2. Recommend strategies for implementing results of evaluation.

Responsibility V–Coordinating Provision of health Education

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

Sub-Competencies:

1. Determine the extent of available health education services.
2. Match health education services to proposed program activities.
3. Identify gaps and overlaps in the provision of collaborative health services.

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

Sub-Competencies:

1. Promote cooperation and feedback among personnel related to the program.
2. Apply various methods of conflict reduction as needed.
3. Analyze the role of health educator as liaison between program staff and outside groups and organizations.

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

Sub-Competencies:

1. Stimulate development of cooperation among personnel responsible for community health education program.
2. Suggest approaches for integrating health education within existing health programs.
3. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.

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

Sub-Competencies:

1. Plan an operational, competency-oriented training program.
2. Utilize instructional resources that meet a variety of in-service training needs.
3. Demonstrate a wide range of strategies for conducting in-service training programs.

Responsibility VI–Acting As a Resource Person in Health Education

Competency A: Utilize computerized health information retrieval system effectively.

Sub-Competencies:

1. Match an information need with the appropriate retrieval system.
2. Access principal on-line and other database health information resources.

Competency B: Establish effective consultative relationships with those requesting assistance in solving health-related problems.

Sub-Competencies:

1. Analyze parameters of effective consultative relationships.
2. Describe special skills and abilities needed by health educators for consultation activities.
3. Formulate a plan for providing consultation to other health professionals.
4. Explain the process of marketing health education consultative services.

Competency C: Interpret and respond to requests for health information.

Sub-Competencies:

1. Analyze general processes for identifying the information needed to satisfy a request.
2. Employ a wide range of approaches in referring requests to valid sources of health information.

Competency D: Select effective educational resources materials for dissemination.

Sub-Competencies:

1. Assemble educational material of value to the health of individuals and community groups.

2. Evaluate the worth and applicability of resources materials for given audiences.
3. Apply various processes in the acquisition of resource materials.
4. Compare different methods for distributing educational materials.

(PICTURE)Douglas Hall where the Department of Health Studies is located.

Responsibility VII–Communicating health and health Education Needs, Concerns, and Resources

Competency A: Interpret concepts, purposes and theories of health education.

Sub-Competencies:

1. Evaluate the state of the art of health education.
2. Analyze the foundations of the discipline of health education.
3. Describe major responsibilities of the health educator in the practice of health education.

Competency B: Predict the impact of societal value systems on health education programs.

Sub-Competencies:

1. Investigate social forces causing opposing viewpoints regarding health education needs and concerns.
2. Employ a wide range of strategies for dealing with controversial health issues.

Competency C: Select a variety of communication methods and techniques in providing health information.

Sub-Competencies:

1. Utilize a wide range of techniques for communicating health and health education information.
2. Demonstrate proficiency in communicating health information and health education needs.

Competency D: Foster communication between health care providers and consumers.

Sub-Competencies:

1. Interpret the significance and implications of health care providers' messages to consumers.
2. Act as liaison between consumer groups and individuals and health care provider organizations.

The text Introduction to Health Education and Health Promotion, latest Edition by B.G. Simons-Morton, W.H. Gottlieb, (Waveland, Prospect Heights, IL) is a good reference and study guide.

Practicing the Application of Health Education Skills and Competencies by B.B. Keyser, et al. (Jones and Barlett, Boston) is another good reference.

Another useful publication is the Health Education Specialist: A Self Study Guide for Professional Competence. (Loose Canon Publications, P.O. Box 5538, Los Alamitos, CA 90721-5538, (310) 430-2310.

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 getting familiar with 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.

• American Public Health Association (APHA)
1015 Fifteenth Street, NW, Washington, DC 2005, 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.

• 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.

• National Wellness Institute Inc.
1300 College Court, P. O. Box 827, Stevens Point, WI 54481-0827, Toll Free: 1-800-2448922, Phone: (715) 342-2969, Fax: (715) 342-2979 Email: 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.

State:

• Illinois Public Health Association
Mission is to improve the health of Illinois residents through leadership in the 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.
• 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 at 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.
National and State:

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

(PICTURE)The Business and Health Sciences building where the office of the Dean of the College of Health Sciences is located.

Involvement in Public Health Organizations

In the tradition of public health discipline faculty encourage both graduate and undergraduate students to become involved in local, state, national and international health organizations. With a nominal enrollment fee, a student can become a member of any of the organizations listed below:

American Public health Association
(APHA) htt://www.apha.org. American Association for the Advancement of Health Education; International Institute for Health Promotion, Washington DC; Global Health Council, 20 Palmer Court, Vermont 05001, USA Corporation for National and Community Service American Alliance for Health, Physical Education Recreation and Dance (AAHPERD), AmeriCorps, Washington DC, Illinois Public Health Association.

Certified Health Education

Specialist (CHES) Exam

The National Commission for Health Education, Credentialing, Inc administers the CHES examination for graduating health education student or a practicing health education professional. Students interested in taking this exam can find out the requirements from the website listed below:
http://www.NCHEC.org. The bases for the CHES examination are as follows:

The CHES examination is based upon the following seven areas of responsibilities as delineated in the framework.

1. Assess individual and community needs for health education
2. Plan effective health education programs
3. Implement health education programs

4. Evaluate the effectiveness of health education programs
5. Coordinate the provision of health education services
6. Act as resource person in health education, and
7. Communicate health and health education needs, concerns and resources

SECTTION: Graduate and Clinical Faculty

Graduate Faculty

Dr. Thomas Britt

Dr. Thomas Britt is a Lecturer. He was a part-time instructor in the College of Health Sciences for over five years before his appointment in the Department of Health Studies in January 2010. He obtained his MD and MPH from the University of Illinois, Chicago 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 taught pathophysiology in the Department of Nursing and wellness/health, health policy, medical science in the undergraduate community health program.

Dr. William Ebomoyi

Dr. William Ebomoyi is professor of public health (health promotion, disease prevention) and department chairperson. He completed his MS degree (1976) in community health 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 Welcome Foundation, the National Institutes of Health, and the Maternal and Child Health Bureau of Public Health Service, Department of Health and Human Services 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 and a pioneer member of the National Children Study Group which was organized by the National Institute of Child Health and Human Development. He also serves on the advisory board of the Marcus Garvey Center and Weld County Air

Quality Commission (1999-2002). Dr. Ebomoyi has published a book and over 60 articles in peer referenced journals. He has also supervised several Master's degree theses. He is a member of the 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. Yashika Watkins

Dr. Yashika Watkins is a Associate professor. A behavioral scientist, she obtained her master's and doctorate degrees from the University of Illinois – Chicago School of Public Health. Her research interest includes reducing health disparities in chronic illness for African Americans. Specifically, she is interested in the impact of obesity, religion, spirituality, and health behaviors on cancer in African Americans. Dr. Watkins first began teaching at Chicago State University in the fall of 2008 and has taught Health Ethics, Health Policy, Health Promotion and Entrepreneurship in Health Care.

Dr. Alfreda Beth

Dr. Alfreda Beth is Assistant Professor. She joined Chicago State University in 2013. She has her PhD from the University of Illinois with a concentration in Occupational Health and Safety and Epidemiology. Her research interests are in occupational safety for hair braiders, cancer disparities and student retention. She teaches epidemiology, research methods and health disparities.

Dr. Joseph Balogun

Dr. Joseph A. Balogun is a tenured Distinguished University Professor in the Department of Health Studies at Chicago State University (CSU). He earned a Ph.D. degree in exercise physiology, certificate in research methodology, and a Master's degree in physical therapy from the University of Pittsburgh. With over 30 years of work experience in the academy, Dr. Balogun has enjoyed a distinguished academic/administrative career; with both faculty and administrative positions in several universities nationally and internationally: Russell Sage College, Texas Woman's University, State University of New York (SUNY), and Obafemi Awolowo University (OAU), Nigeria. He was also employed as research scholar at University of Florida; and as visiting professor at Barry University, and King Saud University, Saudi Arabia. In addition to the academy, he has worked in the clinical setting as a licensed physical therapist in Nigeria, New York, Texas and Illinois. Dr. Balogun teaches Research Methods and Biostatistics and Alternative Health Care.

SECTION: Potential Employment Sources for MPH Graduates

Job Opportunities

The profession of public health is very diverse. Consequently, before you apply for a job, you need to know what kind of job you want. You can work for many different types of organizations doing many different kinds of jobs for a wide range of pay. The job market for the public health professional is good. The salary for an MPH degree holder ranges from $41,783-$72,518 depending on the expertise and region of the country.

New graduates need to investigate these differences and try to match the organization that best fits their interests, knowledge, skills, and abilities.

Employer Types

The most common organizations that employ public health professionals are:

- Private industry
- Federal, state, local governments
- Consulting
- Insurance/managed care
- Academia
- Hospitals/clinics
- Legal services
- Non-profit agencies

Employment opportunities can be accessed from the following sources:
http://www.ElizabethGlaserPediatricAIDSFoundation.org
http://www.PopulationServicesInternational.org
http://www.CSTE.org (Council of State and Territorial Epidemiologist)
http://www.UNICEF.org (Health Specialist)
http://www.CityofChicago.org (Health Department)
http://www.Johnsnow,Inc.org (R & T International)
http://www.RTIInternational.org
http://www.CSTE.org (Council of State and Territorial Epidemiology)
http://www.NAMRU-3/CDC.org
http://www.VanderbiltInstituteforGlobalHealth.org
http://www.VirginiaDepartmentofHealth.org
http://www.LutheranWorldRelief.org
http://www.CityUniversityofNewYorkSchoolofPublicHealth.org
http://www.UNICEF.org (Nutrition Specialist)
http://www.TheInternationalCenterforAIDSCareandTreatmentprograms.org (ICAP)
http://www.DBConsultingGroup,INC.org (Public Health Advisor-Health Policy)
http://www.PlanetCare/GlobalHealthAccessProgram.org
http://www.CapitalDistrictPhysician'sHealthPlan.org (CDPHP)
http://www.TheChildren'sHospitalofPhiladelphia.org
http://www.CentersforDiseaseControlandPrevention.org
http://www.Champaign-UrbanaPublichealthDistrict.org
http://www.FundforPublicHealthinNewYork,INC.org
http://www.FortHaysStateUniversity,HealthandHumanPerformanceDepartment.org
http://www.U.S.DepartmentofAgriculture,FoodSafetyandInspectionService.org
http://www.HenryFordHealthSystem.org (Research Associate-Health Care Policy)
http://www.IntraHealthInternational.org
http://www.WashingtonStateDepartmentofHealth.org
http://www.RedwoodCommunityHealthCoalition.org
http://www.TheUniversityofNorthCarolinaatChapelHill,departmentofhealthBehavior.org
http://www.SavetheChildren-U.S.org
http://www.CDCFoundation.org
http://www.MarylandDepartmentofhealthandMentalHygiene.org (DHMH)
http://www.SanFrancisoDepartmentofPublicHealth.org
http://www.MountSinaiSchoolofMedicine.org
http://www.HenryFordHealthSystem.org (Investigator in Population Genetics)
http://www.ClintonHealthAccessInitiative.org
http://www.CanyonRanchInstitute.org
http://www.WilliamJ.ClintonFoundation.org
http://www.JohnSnow,INC.org (R & T International-Summer Internship)
http://www.StateofCalifornia-OfficeofAIDS.org
http://www.IntraHealthInternational.org
http://www.AED.org
http://www.JohnSnow,INC.org (R & T International-Liberia Law Fellow)
http://www.TKCGlobalSolutions.org
http://www.VanderbiltInstituteforGlobalHealth.org (Monitoring/Evaluation Coordinator)
http://www.WilliamJ.ClintonFoundation.org (Boston 2010 Summer Volunteers)
http://www.PeerHealthExchange.org

http://www.NationalAssociationofCountyandCityHealthOfficials.org
http://www.HealthPromotion,aunitofStampsHealthServicesatGeorgiatech.org

Certified Health Education
Specialist (CHES) Exam

The National Commission for Health Education, Credentialing, Inc administers the CHES examination for graduating health education student or a practicing health education professional. Students interested in taking this exam can find out the requirements from the website listed below:
http://www.NCHEC.org.
The bases for the CHES examination are as follows:

The CHES examination is based upon the following seven areas of responsibilities as delineated in the framework.

1. Assess individual and community needs for health education
2. Plan effective health education programs
3. Implement health education programs
4. Evaluate the effectiveness of health education programs
5. Coordinate the provision of health education services
6. Act as resource person in health education, and
7. Communicate health and health education needs, concerns and resources

PUBH 5123 – FIELD PRACTICUM IN PUBLIC HEALTH

Master of Public Health
Program: Practicum
Registration Form

Semester:	Year:
Student's Name:	UIN #:
Cell Phone:	Email:
Preceptor's Name:	Title:
Phone:	Email:
Organization:	
Address:	
Beginning Date:	Hours/Week on site: Hours/Semester:

Describe your practicum interest:

What special skills will you bring to the work space?

Form continues on reverse Appendix 1

Indicate in order of preference your placement site:

1.
2.

Indicate your preferred faculty advisor to supervise your capstone project:

1.
2.

Attestation

All the required prerequisites for registering for PUBH 5123 have been met by:

Student's Name

Student's Signature and Date

Faculty Advisor's Signature and Date

Please return the completed and signed form to the Practicum Coordinator, DH 120B

Appendix 1
Master of Public Health
Program: Practicum
Learning Agreement Form

PUBH 5123 – FIELD PRACTICUM IN PUBLIC HEALTH II

Semester: Year:
Student's Name: UIN #:
Cell Phone: Email:
Preceptor's Name: Title:
Phone: Email:
Organization:
Address:
Beginning Date: Hours/Week on site: Hours/Semester:

Provide a brief description of your overall learning goals. What do you want to learn as a result of participating in the practicum?

Learning Objectives (Instructions for student and preceptor)

Describe the learning objectives to guide the student's experience. Learning objectives are statements of what
the student will learn as a result of their experience and activities. The learning objectives should be followed
by a brief description of the activities to be performed by the student to meet the learning objective. This format
allows the student, preceptor and advisor to see how the activities relate to what the student will learn as a result
of performing the activity.

When the learning objectives and activities have been agreed upon between the preceptor and student, the
student should complete the following section.

Learning Objectives: As a result of the specified activity the student will be able to: (Use verbs to demonstrate
skills and knowledge to be learned) such as: analyze, synthesize, utilize, construct, develop, etc.

Activities: Briefly describe the activities the student will do in order to achieve the learning objective. There ought

to be clear association between the learning objective and the activities.

Learning Objective 1:

Activities:

Form continues on reverse Appendix 2
Learning Objective 2:

Activities:

Learning Objective 3:

Activities:

Learning Objective 4:

Activities:

Approval Signatures:

MPH Practicum Coordinator, Chicago State University Date

Facility Preceptor Date

Student Date

Appendix 2
Master of Public Health
Program: Thesis Proposal
Registration Form

PUBH 5124 – THESIS PROPOSAL AND RESEARCH AND DEFENSE

Semester: Year:
Student's Name: UIN #:
Cell Phone: Email:
Preceptor's Name: Title:
Phone: Email:
Project beginning Date:

Students who will be involved in research on human subject must have completed the NIH Ethics training on the web and attended the CSU Institutional Review Board (IRB) Training*, and MUST receive IRB approval before commencement of data collection or analysis. (Human subject research include surveys, interviews, secondary analysis of data).

*
A copy of the IRB Training Certificate must accompany this registration for activities involving human

subjects' research, please choose one of the following:
IRB approval pending
IRB approval number

Describe in order of preference your research interest:

Indicate your preferred faculty advisor to supervise the thesis project:

Attestation

All the required prerequisites for registering for PUBH 5123 have been met by:

Student's Name

Student's Signature and Date

Thesis Advisor's Signature and Date

Please return the completed and signed form to the Practicum Coordinator, DH 120B Appendix 3
Appendix 3
Master of Public Health
Program: Thesis Researchand Defense Form

PUBH 5125 – THESIS PROPOSAL AND RESEARCH AND DEFENSE

Semester: Year:

Student's Name: UIN #:

Cell Phone: Email:

Preceptor's Name: Title:

Phone: Email:

Project beginning Date:

Provide a brief description of your research. Give relevant background information, statement of the problem and purpose of the research:

State the research objectives:

Form continues on reverse Appendix 4
Describe the Methodology for the Research (sample, research design, instrumentation and procedures):

Approval Signatures:

Thesis Chair Date Department Chair Date

Thesis Committee Member 1 Date Thesis Committee Member 2 Date

Student Date

Appendix 4

PUBH 5123–FIELD PRACTICUM IN PUBLIC HEALTH

Master of Public Health
Program: Internship

Which class? Credits: Contact Hours:
Semester of Internship (Circle one): Spring Summer Fall Year:
Student Name: Bear #
Home Address During Internship:

Student's Email Address:

Name and Address of the Agency:

Agency Internship Supervisor:

Agency Email Address:

Agency Signature (Signature of Agency Preceptor):

Agency Phone Number (where you can be reached):

Legal Address of Agency:

Will you be considered An Employee of The Agency? (Circle one): Yes No

Internship will start:

Internship will end:

Faculty Signature

Signature of Faculty Internship Supervisor

Appendix 5
Appendix 5
Internship
Agreement Form

Agency Supervisor:
Title:

Email:
Phone: Fax:

Agency:

Agency Address:

* Note: Attach Business Card
*
This agreement outlines the specific activities in which the student will be involved during the course of the internship.
Orientation Activities:

Observation Activities:

Work Assignments:

Form continues on reverse

Appendix 6

Schedule (Hours/Days of week):

Signatures:

Student CSU Academic Advisor

Agency Supervisor Phone

Faculty Internship Supervisor Date

Appendix 6

Department
of Health
Studies

Graduate
StudentHandbook

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

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

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

Appendix 7

Appendix 7
Chicago
State
University

College of
Health
Sciences

PUBH 5122 – FIELD PRACTICUM IN PUBLIC HEALTH I

Agency Supervisor Evaluation Form

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

Ratings

Skills 1 2 3 4 5 N/R
Arrival at facility on time
Comments:
Present at facility on the dates and times scheduled
Comments:
Always dressed appropriately
Comments:
Interacted effectively with staff
Comments:
Interacted effectively with clients
Comments:
Completed assigned tasks effectively and efficiently
Comments:
Traits
Used agency materials and equipment
effectively and efficiently
Comments:
Willing to accept responsibility
Comments:
Used service learning experience for professional growth
Comments:
Met agency expectations for service learning
Comments:
Total Points

Appendix 8

Appendix 8

College of Health Sciences

Department of Health Studies

9501 South King Drive
Chicago, IL 60628-1501

773.995.2512

http://www.csu.edu/healthsciences/mph/index.htm