

**School of Public Health and Health Services
Department of Prevention and Community Health**

**Master of Public Health and Graduate Certificate
Health Promotion
2010-2011**

Note: All curriculum revisions will be updated immediately on the website <http://www.gwumc.edu/sphhs/>

Program Director

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Mission Statement

The mission of the Master of Public Health degree in Health Promotion at the George Washington School of Public Health and Health Services is to train students to enhance and protect the health of the public. The program is designed to assist individuals to become responsible and productive public health professionals who are capable of assessing, implementing, managing and evaluating health promotion and health education programs for the public and for at-risk populations. The required courses as well as the suggested electives are intended to train students in social and behavioral approaches and applications for improving public health using interventions at the individual, group, organizational and societal level.

Goals

The goals of this educational program are to provide and improve:

- ◆ Knowledge of and ability to use social and behavioral theory and behavior change models and strategies that have been shown to be successful in improving health behaviors and practices for a variety of populations.
- ◆ Knowledge and skills to assess needs for health interventions for the general public as well as at-risk populations.
- ◆ Ability to plan, design, implement, evaluate and communicate programs and research targeted toward health promotion and/or disease prevention for the public.
- ◆ Ability to advocate for improvements in social practices, policy and law that will provide supportive environments for the improvement of public health.
- ◆ Utilization of structures and resources of organizations and governments to create healthy environments that promote health.

Competencies

The competencies for the Health Promotion Program are based on the Association of Schools of Public Health (ASPH) competencies in social and behavioral health, as well as the National Health Educator Competencies that students need to qualify at the master's level as certified health education specialists (CHES) which are recognized by the Society for Public Health Education. Upon completion of the Health Promotion Program should possess the following seven functional competencies:

- **Assess the individual, community, organizational and societal needs of the general public and at-risk populations.**

Students should be able to access and assess existing health related data and data sources on the health and well-being of a variety of populations. Students should be able to collect health related data, distinguish between those factors that foster or hinder health and wellbeing, and assess learning literacy and learning styles that influence learning. They should be able to infer needs of target populations from an assessment of health data, assess the environmental and political climate that advance or inhibit health program goals, and determine priorities for health interventions.

- **Plan health promotion/education strategies, interventions and programs that are theory based and evidence based and are culturally appropriate to improve the health of the public.**

Student should have the ability to involve community participants and organizations in planning programs, incorporate the results of needs assessments into the planning process, formulate appropriate and measurable program objectives, develop a program plan with a logical scope and sequence, design strategies, interventions and programs that are consistent with the program objectives, select appropriate strategies to meet objectives and assess factors that may affect program implementation. They

should be able to appraise the appropriateness of resources and materials relative to program objectives and revise objectives as needs change.

- **Implement health promotion and health education strategies, interventions and programs to meet the health needs of the public.**

Students should have the knowledge on how to implement planned programs, to initiate a plan of action, select methods that best meet the program objectives and assess program implementation materials. They should be able to apply individual or group process methods to learning situations in order to facilitate behavior changes and to employ appropriate strategies for handling controversial health issues. They should be able to demonstrate a wide range of strategies for designing, conducting and field testing curricula and training programs in health promotion and education.

- **Conduct evaluation of health promotion program and conduct research related to health promotion and health education.**

Students should have the ability to develop plans for evaluation and research based on best practices in health promotion, conduct evaluations of relevant literature, design and/or evaluate existing data collection instruments for reliability and validity, select samples and compute appropriate sample sizes to show program effects of a variety of health interventions. They should be able to involve the public, where appropriate, in participatory evaluation of programs. They should be able to identify performance standards and use appropriate methods for data collection and analysis for evaluating program effectiveness, interpret results from evaluation and research and infer implications from evaluation and research. They should be able to disseminate evaluation findings in community and professional settings.

- **Administer and manage health promotion strategies, interventions and programs.**

Students should have the knowledge to exercise organizational leadership, conduct strategic planning, demonstrate leadership, apply ethical standards to the administration of programs and practice of public health, and communicate and foster cooperation among the community and public to meet health needs. They should be able to function as program managers, develop work plans, staffing plans and budgets to support program requirements, and ensure that program activities comply with existing laws and regulations. They should be able to seek and ensure program funding, manage human resources, and obtain acceptance and support for health programs.

- **Develop communication campaigns and strategies to disseminate health promotion information through media channels.**

Students should have the capability to use health related information resources, select resource materials for dissemination, analyze and respond to current and future health needs, and apply a variety of communication methods and techniques in communities. They should be able to assess appropriateness of health education messages, techniques and dissemination to promote health and well being.

- **Develop and implement advocacy strategies to improve law, policy and social norms that support public health.**

Students should be able to implement organizational and social change strategies for initiatives that mobilize communities to advocate for changes in the environment that support health. They should be able to use health and program evaluation data to advocate for normative and policy change.

Course Requirements

All George Washington University School of Public Health and Health Services (SPHHS) MPH students who select the Health Promotion Program enroll in Core Courses (16 credits), Prevention and Community Health Departmental Core Courses (9credits) and Program-Specific Courses and electives (20 credits). The 45 total credit requirements include a 2 credit practicum in which students work in health promotion and education settings and a 2 credit capstone experience in which students demonstrate their mastery of their training in health promotion.

Master of Public Health
Health Promotion Program
Program-at-a-Glance
2010-2011

Plan your Practicum experience by the end of Year 1; Complete your Culminating Experience during Year 2

Required Core Courses

Required Core Course		Credits	Semester Offered	Grade
PubH 201	Biological Concepts for Public Health	2	Fall, Spring, Summer I	
PubH 202 *	Biostatistical Applications for Public Health	3	Fall, Spring, Summer 10 wk	
PubH 203 *	Principles and Practice of Epidemiology	3	Fall, Spring, Summer 10 wk	
PubH 204	Environmental and Occupational Health in a Sustainable World	2	Fall, Spring, Summer I	
PubH 205	Policy Approaches to Public Health	2	Fall, Spring, Summer 10 wk	
PubH 207 *	Social and Behavioral Approaches to Public Health	2	Fall, Spring	
PubH 208	Management Approaches to Public Health	2	Fall, Spring, Summer 10-wk	
Total	Core Credits	16		

Prevention and Community Health Departmental Courses

		Credits	Semester Offered	Grade
PubH 363	Introduction to Public Health Communication and Marketing	3	Spring, Fall	
PubH 382 *	Planning and Administration of Health Promotion/Disease Prevention Programs	2	Fall, Spring	
PubH 383	Evaluation of Health Promotion/Disease Prevention Programs	3	Fall, Spring	
PubH 390	Practical Data Analysis for Prevention and Community Health	1	Fall, Spring	
Total	PCH Departmental Core Credits	9		

Required Program-Specific Courses

Note: Courses listed above that are marked with an asterisk are pre-requisites for these advanced courses in Health Promotion

PubH 364	Qualitative Methods in Health Promotion	2	Spring	
PubH 365	Health Promotion in Healthcare Settings	2	Spring	
PubH 387	Community Organization, Development and Advocacy	3	Fall	
PubH 392	Design and Conduct of Community Health Surveys	2	Fall	
PubH 393	Community Based Participatory Research	1	Summer	
Total	Required Program-Specific Credits	10		

Program Specific Electives (choose 6 credits)

PubH 249	Use of Statistical Packages: Data Management and Data Analysis	3	Fall, Spring	
PubH 375	Promotion of Mental Health	2	Summer	
PubH 376	Preventing Health Disparities	2	Spring	
PubH 378	Workplace Health Promotion	2	Summer	
PubH 379	Health Promotion and Aging	2	Not yet available	
PubH 380	Maternal and Child Nutrition	1-2	Summer (1 credit) Spring (2)	
PubH 384	Community Health Informatics and Resources	2	Fall, spring	
PubH 386	School Health and Safety	1-2	Spring (2); Summer (1)	
PubH 397	Media Advocacy for Public Health	3	Fall	
PubH 209.xx	SPHHS elective(s) – Advisor’s approval	1-2	Fall, Spring, Summer	

All students must complete a 120 hour practicum and a culminating experience in order to graduate

PubH 214.17	Practicum	2	See Advisor	
PubH 215.17	Culminating Experience	2	See Advisor	

Course Distribution	Credits		
Public Health Core Credits	16		
PCH Departmental Core Credits	9		
Required Program-Specific Credits and electives (6 credits)	16		
Practicum	2		
Culminating Experience	2		
Total	Degree Credits	45	

School of Public Health and Health Services

Master of Public Health and Graduate Certificate Program Option

Health Promotion

2010-2011

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Graduation Requirements

MPH

1. **Graduate Credit Requirement.** 45 graduate credits are required.
2. **Course Requirements.** Successful completion of the Core Courses, Departmental Core courses and the Program-Specific Courses are required.
3. **Grade Point Requirement.** A 3.0 (B average) overall grade point average is required.
4. **Time Limit Requirement.** The degree must be completed within four years.
5. **Transfer Credit Policy.** Up to 12 graduate credits that have not been applied to a previous graduate degree may be transferred to the MPH. Up to 18 credits may be transferred to the MPH from the SPHHS Graduate Certificate. Credits must have been earned from an accredited institution in the last 3 years with a grade point of 3.0 (B) or better.

Graduation Requirements

Graduate Certificate Program

1. Graduate Credit Requirement. 18 graduate credits are required.
2. Graduate Credit Requirement for students enrolled concurrently in a SPHHS Degree Program. 12 credits are required.
3. The Program Director/Advisor must pre-approve all course selections and course sequencing by developing a "program of study" prior to the student's initial registration. Graduate Certificate students meet with their advisor each semester before registration. All changes in this program of study must be pre-approved by the Program Director/Advisor.
4. Course Requirements. Since most graduate certificate students are currently enrolled in an MPH program or have previously earned a graduate degree, most course credits will be selected from the program-specific course list. Under no circumstances may a certificate student enroll in fewer than 9 credits of program-specific courses.
5. Grade Point Requirement. A 3.0 (B average) overall grade point average or better is required.
6. Time Limit Requirement. The certificate must be completed within 2 years.
7. Transfer Credit Policy. The Program Director/Advisor may approve up to 4 graduate credits that have not been applied to a previous graduate degree to be transferred to the graduate certificate. Exceptions: SPHHS master's students and alumni may transfer up to 6 credits from master's degree to the Graduate Certificate. The course(s) must be relevant to the graduate certificate. Credits must have been earned from an accredited institution in the last 3 years with a grade point of 3.0 or better.

Core Courses
16 Credits

PubH	201	Biological Concepts for Public Health	2	Provides an overview of current knowledge about biological mechanisms of major diseases causing death and disability in the US and globally; understanding and interpreting the reciprocal relationships of genetic, environmental, and behavioral determinants of health and disease in an ecologic context; analyzing, discussing, and communicating biologic principles of disease from a public health perspective. Fall, Spring, Summer 1
PubH	202	Biostatistical Applications for Public Health	3	Application of biostatistical principles to critical analysis of retrospective studies, prospective studies, and controlled clinical trials, as well as studies in the health services literature. Selection, basic calculations, and interpretation of statistical methods for detection of significant associations and differences. Fall, Spring, Summer 10 weeks

PubH	203	Principles and Practice of Epidemiology	3	General principles, methods, and applications of epidemiology. Outbreak investigations, measures of disease frequency, standardization of disease rates, study design, measures of association, hypothesis testing, bias, effect modification, causal inference, disease screening, and surveillance. Case studies apply these concepts to a variety of infectious, acute, and chronic health conditions affecting the population. Fall, Spring, Summer 10 weeks
PubH	204	Environmental and Occupational Health in a Sustainable World	2	Examines the connection between population health and exposures to chemical, physical, and biological agents in the environment. Through the use of problem-solving frameworks, students will become familiar with data sources, methodologies and policy approaches being used to address the public health impacts of environmental and occupational health hazards, including the consequences of climate change, natural resource degradation, and industrial chemicals. The course will integrate key concepts of environmental health with principles of sustainability to illustrate how public policies and practices on the local, national and global level affect population health. Fall, Spring, Summer 1
PubH	205	Policy Approaches to Public Health	2	Introductory multidisciplinary course focusing on the interplay of all aspects of global public health on health policy problems. Students will learn how health policy is made, how health care and public health services are delivered, and how to define and analyze key health policy problems drawing on the perspectives and skills of the public health disciplines. Fall, Spring, Summer 10 weeks
PubH	207	Social and Behavioral Approaches to Public Health	2	This course emphasizes selected social and behavioral science theories, models, and concepts that can be applied to the analysis of problems encountered in health promotion practice and/or generation of strategies to address those problems, inform or underlie health education/promotion interventions. This course is a prerequisite for all other health promotion courses. Fall, Spring
PubH	208	Management Approaches to Public Health	2	An advanced multidisciplinary course examining global public health and health delivery issues through the use of a case study approach. Prerequisites: PubH 201, 202, 203, 204, 205, 207, Fall, Spring, Summer 10 weeks

**Prevention and Community Health Departmental Core Courses
9 Credits**

PubH	363	Introduction to Public Health Communication and Marketing	3	Communication theories and methods used in promoting health and preventing disease. Theoretical background in communication and behavior science and practical communication development methods. Prerequisite: PubH 207, Summer, Fall, Spring
PubH	382	Planning and Administration of Health Promotion/Disease Prevention Programs	2	Students will develop skills to effectively plan, implement, and manage programs that address public health problems for defined populations in a variety of settings using planning and needs assessment frameworks. Prerequisite: PubH 207. Fall, Spring
PubH	383	Evaluation of Health Promotion/Disease Prevention Programs	3	Provides students with the knowledge, competencies and skills to plan and implement and evaluate health promotion-disease prevention programs for a defined population at risk. Prerequisites: PubH 202, PubH 203, PubH 207, and PubH 382. Fall, Spring
PubH	390	Practical Data Analysis for Prevention and Community Health	1	Practical aspects of dataset creation, data management, rudimentary statistical analysis, and tabular and graphical presentation of results using PASW (formerly SPSS) and Microsoft Excel. Students will create codebooks, enter and clean data, derive new variables from existing ones, choose and implement appropriate analytical techniques, graph and tabulate results, and document and protect work. Examples will be drawn from commonly-encountered situations in PCH, such as needs assessments and program evaluations. Prerequisites: PubH 202, 203, 382. Fall, Spring, Summer

Required Program Specific Courses 10 Credits				
PubH	364	Qualitative Methods in Health Promotion	2	Application of qualitative methods in the development of health promotion interventions, evaluations, and research. Collecting and analyzing qualitative data through participant observation, interviewing, group methods, and case studies. Prerequisite: PubH 207, Spring
PubH	365	Health Promotion in Healthcare Settings	2	Behavioral change counseling and training skills to improve health by changing individuals' behaviors and by developing training materials for use with providers, health professionals and high risk groups. This is an advanced course for second year students. Prerequisite: PubH 207, 382. Spring
PubH	387	Community Organization, Development, and Advocacy	3	Students learn how to practice as advocates and social change agents in communities to promote health. The focus is on learning how to use resources available in the community to advocate change. This is an advanced health promotion course for second year students. Prerequisite: PubH 207, and PubH 382. Fall
PubH	392	Design and Conduct of Community Health Surveys	2	This course teaches students how to frame questions in health promotion surveys using sound principles of questionnaire design with emphasis on reliability and validity. Students learn survey design principles and methods and how to analyze survey data.
PubH	393	Community-based Participatory Research	1	Students learn how to conduct community research in collaboration with community leaders and residents. This course emphasizes the principles of CBPR for addressing health promotion issues in communities including community needs and administrative and policy changes.
Program-Specific and/or SPHHS Electives 6 credits				
Note: Students take 6 credits of electives. At least 4 credits should be from the list below and 2 credits may be any SPHHS courses of interest				
PubH	249	Use of Statistical Packages: Data Management and Data Analysis	3	This course familiarizes the student with one of the most widely used database management systems and statistical analysis software packages, the SAS System, operating in a Windows environment. Throughout the course, several database management system techniques and data analytical strategies for the appropriate analysis of datasets obtained from a variety of studies will be presented. Statistical techniques covered include linear regression, analysis of variance, logistic regression, and survival analysis. Prerequisite: PubH 202, Fall, Spring
PubH	375	Promotion of Mental Health	2	This course increases understanding about issues in mental health promotion. The emphasis is on mental health as a public health issue and linkages between individual mental health and the environment. Prerequisites: PubH 206. Summer
PubH	376	Preventing Health Disparities	2	Critical evaluation of the racial and ethnic issues in health care. Introduces students to differences and disparities in the access, use, and health outcomes of health care in the US. Spring
PubH	378	Workplace Health Promotion	2	Planning, management and evaluation of programs designed to serve employees' needs, promotion of employee health and reduction of health care costs in the workplace. Prerequisite: PubH 207, Summer
PubH	379	Health Promotion and Aging	2	Introduces students to the basic health aspects of the aging process and special health promotion needs for this group. Problems of aging and public health solutions for older Americans will be examined. Students will be able to define the public health concerns for aging Americans, how aging is affected by a multitude of factors, identify health promotion strategies to assist in reaching out to this population and develop methods of collaboration with agencies and organizations to improve the health of the aging population. Prerequisite: PubH 207 Summer

PubH	380	Maternal and Child Nutrition	1-2	This course covers the nutritional needs of women during the child bearing years, infants, children and adolescents. The course emphasizes the life course approach to nutrition and has a special emphasis on the effects of diet during infancy on obesity and degenerative diseases in later life. Students examine the biological basis of nutrition, identify risk factors associated with poor nutrition in individuals and populations and evaluate domestic and international programs. Summer (1 credit) and Spring (2 credits)
PubH	384	Community Health Information Resources	2	Introduces students to computer applications useful in planning and implementing COPC and community health programs. Selected computer applications support COPC methods for defining and characterizing a community's social and health characteristics, mapping an area, investigating a prioritized problem, and developing programs and evaluations, and sharing results. Fall, Spring
PubH	386	School and Health Safety	1-2	This course examines the history, organization, financing, and politics of school health programs. It will provide an overview of the core components of school health as defined by the Center for Disease Control and Prevention: health services, health education, physical education, nutrition services, counseling or mental health, school environmental health, health promotion, and family/community involvement. Spring (2 credits); Summer (1 credit)
PubH	397	Media Advocacy for Public Health	3	This course focuses on the use of communication to positively influence public policy and public opinion. In this skills-based course, students will study and apply a range of communication techniques germane to the policy advocacy process.
All students must complete a 120 hour practicum and a culminating experience in order to graduate				
PubH	214. 17	Practicum	2	This course provides the opportunity for MPH students to apply the knowledge and skills acquired through their programs of study. A planned, supervised and evaluated practice experience that is relevant to the student's program is an essential component of a public health professional degree program. These opportunities can take place in a variety of agencies or organizations. Each program customizes Practicum requirements to meet students' needs. (Credit/No Credit) Summer, Fall, Spring
PubH	215. 17	Culminating Experience	2	A culminating experience is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. It is through this course that faculty evaluates the extent to which the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Each program customizes Culminating Experience requirements to meet students' needs. Summer, Fall, Spring

NOTE: Always see your advisor for course scheduling and sequencing strategies, but remember that proper course selection, fulfilling requirements, and on-time graduation are your responsibilities.

The Master of Public Health (MPH) curriculum consists of three types of courses:

- Required MPH Core Courses
- Required Departmental and Program-Specific Courses, including six elective credits
- Required Practicum and Culminating Experience

The MPH core courses are designed to provide students with a broad public health context as well as a critical foundation for subsequent coursework. Early completion of these core courses ensures that students will have the base of knowledge to successfully complete the program specific courses and to get as much as possible out of them. As such, entering students are expected to enroll in MPH core courses in accordance with the following guidelines:

- We expect MPH students to complete the MPH core courses in their first year of graduate study (fall/spring/summer). This does not include PubH 208 (Management Approaches to Public Health), which should be taken in the second half of the program of study, and which requires every other core course as a pre-requisite.
- Further, we expect MPH students to complete the following MPH courses in the first three semesters of study:
 - PubH 201 – Biological Concepts for Public Health
 - PubH 202 – Biostatistics or PubH 203 – Epidemiology
 - PubH 205 – Policy Approaches to Public Health

These guidelines reinforce the principle that core courses should be taken early. However, since the core courses (minus PubH 208) consist of only 14 credits, it is also both feasible and desirable for full-time students (who are taking at least 9 credits per semester) to take introductory program specific courses in their first year. Health Promotion students should take the core health promotion course PubH 207 (2 credits) in the first two semesters of study, followed by PubH 382 (2 credits) because these courses are prerequisites for most other program specific courses.

Part-time students (who generally take 6 or 7 credits per semester) will typically concentrate on taking core courses in their first year, including PubH 207, and then take program-specific courses in their second and third years.

In order to help assure that all students complete core courses in the first year of study, SPHHS will offer all core courses during all three semesters (fall, spring, and summer). This will allow students who wish to complete their MPH degree within two years to do so, and will allow every student to make steady progress toward completing the MPH degree.

We recognize that there may be exceptional circumstances that make it difficult for a student to complete core courses in the first year as outlined above. Any such student should discuss this situation with his or her academic advisor. If the advisor and student agree that an exception is needed, the student should complete a Graduate Petition Form explaining the circumstances, obtain the academic advisor's signature, and submit the Petition to the SPHHS Office of Student Records, 222 Ross Hall. The Associate Dean for Student and Faculty Development must approve such a petition before a student is permitted to defer any core courses to the second year.