

The College of Health and Human Sciences: Articulating our Identity
Impacting Health and Wellness by Changing the Way We Live, Work and Play.

Purpose and Background

Thanks to the encouragement and support of the Provost and the University's foresight and vision regarding the emerging prominence of health and healthcare as a driver for quality education, the College of Health and Human Sciences (CHAHS) now has the opportunity to more strongly establish itself as a leader in the interdisciplinary fields of health, wellness and human services with the reconceptualization of its name and further articulation of its unique synergy. To this end, we have embarked on a strategic planning process to identify common core principles across our academic units and ways in which each school/department contributes individually and as a whole to the identity of the college. We view this process as an opportunity to describe how the interconnection of health professions and applied sciences is ideally suited to address the complex and emerging health care needs of the 21st century through the education of a new generation of health and human service providers, as well as the next generation of well-informed health and wellness consumers.

Comprised of ten schools and departments, CHAHS has long been recognized for its excellence in preparing both undergraduate and graduate students for professional work in fields related to health and community wellness (Public Health, Kinesiology, Nursing, Nutrition, Occupational Therapy, Social Work) and applied sciences and human services (Hospitality Management, Journalism and Mass Communication, Justice Studies, and Information). CHAHS has capitalized on its unique interconnectedness of health professions and applied sciences to provide interdisciplinary experiences for students in the classroom and in field-based internships, to leverage cutting-edge, applied research in addressing complex problems, and, to develop strong, committed community partnerships. In addition to its strong applied, interdisciplinary focus, CHAHS has historically had a longstanding commitment to incorporating principles of social justice and human rights into academic work at every level and to extending its reach through a commitment to enhancing global connections and educating global citizens. Utilizing the strengths of its ten schools and departments, CHAHS has served as a leader in promoting evidence-based, healthy outcomes for the region, California, and beyond. With the recent emergence of healthcare and wellness as a primary segment of our society and the economy, it is now more important than ever that CHAHS more clearly articulate its identity and ways in which the synergy gained from the interconnection of ten schools and departments will meet this challenge.

The Changing Healthcare Landscape and Higher Education

Current estimates project that healthcare spending will increase steadily at 5.8% per year, reaching one-fifth of the national economy by 2025. Drivers include a growing aging, chronically ill population and the intensive use of technology to prevent, track, and provide care. The resulting increased demand for trained health and human service professionals of all types is

already widely recognized. Indeed, according to the U.S. Bureau of Labor Statistics, half of the twenty fastest growing jobs will involve the health and human services field, a trend that will prevail across all geographic and demographic regions in the country. At the same time, healthcare itself is becoming increasingly complex as a result of widespread technological advancements, an increasing focus on patient-centered care, a reliance on data driven approaches to implementing best practices, and the inclusion of highly skilled, cross-functional workgroup teams to address individual and community-based healthcare needs. Given this context, there is a need for integrative and interdisciplinary approaches to educate a skilled workforce that is able to adapt to and innovate within the quickly changing and challenging environment in health and human services utilization. In addition to mastering skills and competencies within their individual fields, 21st century job-ready students must be able to communicate, collaborate, work effectively on cross-disciplinary teams, be adept users of information technology, data analytics, and social media, understand the social and cultural determinants of health and wellness, and be mindful of and able to advocate for social justice and human rights of all human beings in order to meet the demands of an ever changing health and human services landscape.

Unifying Principles and the Wellness Model

Early in the planning process, CHAHS chairs and directors identified **seven principles** that are endemic to the work the college does at every level: curriculum, RSCA, service, and student/faculty community engagement. These principles describe CHAHS as being:

1. Applied in nature
2. Community focused
3. Interdisciplinary

We strive to:

4. Promote social justice
5. Foster global awareness
6. Embrace innovation
7. View health holistically as wellness

The seven principles form the core of CHAHS's identity, serving as strands through which units work effectively within their unique disciplines, and which unify the health professions and applied sciences providing the synergy necessary to meet the educational needs of the growing healthcare and human services sectors.

CHAHS has long viewed wellness as a complex and multifaceted construct that underpins activities at all levels. The **Wellness Model** illustrates our vision for ways in which the synergy from our unified programs will provide a collaborative, innovative, and impactful approach to health and applied human services, advancing a holistic, interdisciplinary approach to teaching, service and research aimed at impacting the overall health and wellness of the Silicon Valley region and beyond. Implied and explicitly needed, are a variety of public outreach communications strategies, proven by research and experience, to effectively disperse reliable information that connects with and persuades public opinions and attitudes.

We Are:

Applied in Nature
Community Focused
Interdisciplinary



We Promote:

Social Justice
Innovation
Global Awareness
Health as Wellness

The Eight Dimensions of Wellness

http://www.sjsu.edu/wellness/dimensions_defined/

Physical:

Caring for the body in order to stay healthy now and in the future; eating well and being active.

Social:

Maintaining healthy relationships; enjoying being with others; developing strong friendships and intimate relationships; caring about others and letting others care about self.

Emotional:

Managing personal emotions in a constructive way; understanding and respecting your own feelings, values and attitudes; appreciating the feelings of others.

Occupational:

Developing a sense of personal strengths, skills, values and interests for personal career; maintaining a balanced life between work, family, play and taking care of self.

Multicultural:

Being aware of personal cultural background and becoming knowledgeable about, respectful of, and sensitive to the culture of others.

Environmental:

Awareness of how personal behavior impacts the earth, as well as how the physical world impacts you; demonstrating a commitment to a healthy planet.

Spiritual:

Finding purpose, value and meaning in personal life with or without organized religion.

Intellectual:

Growing intellectually, maintaining a curiosity about all there is to learn; valuing lifelong learning and responding positively to intellectual challenges.

The following describes, in the words of CHAHS's chairs and directors, ways in which CHAHS schools/departments embody dimensions of the Wellness Model as well as current and planned interdisciplinary activities.

Nutrition, Food Science, and Packaging: (Physical/Multicultural/Occupational)

The Nutrition, Food Science, and Packaging Department (NUFS) provides students with education in theory and operational knowledge, as well as ethical training, for careers as dietitians, nutritionists, packaging specialists, sports nutritionists, nutrition education specialists, foodservice managers, and environmental food and health specialists. NUFS faculty expertise relates to the physical and occupational dimensions of the Wellness Model and is demonstrated through teaching, service to the community, and faculty research in areas concerning nutrition and body composition, diet, and disease, as well as packaging and design as it relates to overall nutrition, locally and globally. A recent example of NUFS faculty packaging expertise as it relates to health and wellness is the Fritz Water Vest, an innovative way to bring clean water to communities in need, designed by NUFS faculty and students and currently being beta tested in Haiti, Ethiopia, Burundi, and the Dominican Republic. The multicultural dimension is also prominent as it relates to the study of cultural foods and food traditions on a regular basis and during holidays, as well as during religious events, and family celebrations. NUFS offers two multicultural-related courses. One is the General Education SJSU Studies NuFS 144 Food and Culture: Consuming Passions course (20 sections offered per semester) and the other is a course for majors, NuFS 104 Cultural Aspects of Food, which includes a food preparation Activity/Lab section as well as a lecture (one section offered each year). Another example of the connection to the multicultural dimension is the offering of three faculty-led international experiences per year to Hong Kong, Puerto Rico, and Taiwan.

Synergies and interdepartmental work with other units within the college are numerous. Collaborative activities include work related to CHAMP (Center for Healthy Aging in Multicultural Populations) with nurses, social workers, and occupational and recreation therapists. In addition, nutritionists consult with nurses, and occupational therapists on Life Skills curricula for clients. NUFS has worked with Nursing and Occupational Therapy on simulation projects with students (via a grant written by Nutrition) utilizing Nursing's Simulation Laboratory, as well as with Hospitality Management on the Pebble Beach Golf event and on crosslisted courses such as Sanitation NuFS/HSPM 20 and HSPM/NuFS 12 Cost Control in Hospitality. Interdepartmental work with the Department of Health Science and Recreation has involved crosslisting of the Graduate Research Methodology course (HPrf 295) in the past and the junior level writing workshop HPrf 100W courses that are cross-listed with Nursing and Occupational Therapy as well. In addition, NUFS is crosslisted with Gerontology (located under Health Science) for two courses: NuFS 116 Aging and Nutrition and NuFS 260 Multidisciplinary Health Promotion in Later Life. Another collaboration with Health Science and Recreation (Health Professions) involves the crosslisting of the course HPrf /NuFS 134 Complementary and Alternative Health Practices. Synergies with the Department of Kinesiology involve the offering of twelve sections of the team-taught General Education, SJSU Studies course NuFS/KIN 163 Physical Fitness and Nutrition. NUFS also offers a minor that was co-drafted with Kinesiology: Minor in Nutrition for Physical Performance. In addition, Nutrition definitely gains new innovative ideas, insights and perspectives from the other departments/schools located in CHAHS, including the School of Information, Justice Studies and Journalism and Mass Communications. Future areas of collaboration with these departments/schools include distance education and data mining techniques regarding information systems, social justice issues related to hunger and food

insecurity, expertise related to public service announcements, visibility, and communication with the community via social media.

Justice Studies: (Social/Emotional/Intellectual/Environmental)

The Department of Justice Studies (JS) offers programs in Criminology, Criminal Justice, Forensic Science, Legal Studies, and Human Rights, with a strong commitment to academic excellence, social activism, and policy relevant research. Faculty expertise related to the dimensions of the Wellness Model include social, emotional, intellectual, and environmental. Several programs and projects illustrate the department's fit with the model. The Forensic Science program is a collaboration between the Department of Justice Studies, the Department of Biology and the Department of Chemistry. This program educates students in the scientific techniques and legal principles necessary to work in crime labs and to serve as partners in law enforcement efforts to solve crimes. The role that forensic science plays in producing more accurate justice in criminal justice, makes it a valuable contributor to community well-being. The ability to trust criminal justice systems underpins a community's sense of justice, legitimacy of government, and individuals' sense of personal safety and psychological security. When a community does not trust authority, the consequences are felt in multiple ways that degrade quality of life.

The Record Clearance Project partners undergraduate students interested in legal studies with low-income community members in pursuit of expunging their criminal records. The benefit of the Record Clearance Project is profound. Clients who have expunged records may participate more fully in their communities. They can find housing, employment, and other social benefits again. These improved conditions for project clients are paramount for improved spiritual, social, occupational, and mental well-being. The benefits of offender reintegration are felt across communities in the forms of, among other things, lower crime, greater employment, lower homelessness, lower poverty, greater public health, and stronger families.

The Collaborative Response to Family Violence certificate program integrates knowledge in the areas of family violence and collaboration to inform and improve our response to family violence and enhance innovation and effectiveness in this area. Certificate participants will develop a strong working knowledge and awareness of family violence, dynamics, impacts and meaning of violence across disciplines, critical systems involved in responding to family violence, skills for collaboration, and critical analysis of stages and elements of effective collaboration. Family violence is a central issue in the health and well-being of communities. The effort to enhance the ways that institutional actors respond to family violence could pay dividends to affected communities. As family violence is lowered, mitigated, and addressed, communities have increased confidence in institutions, greater psychological and physical security, and an enhanced sense of justice.

The Human Rights Program provides a platform to explore the history and structure of formal human rights and international law, and contemporary human rights struggles. This program educates students about issues across the spectrum of human rights, including those affecting health. Health is a basic human right. Indeed, health is fundamental to our understanding of a life lived with dignity. With health as a core concept in the human rights agenda, the program is advancing the goals of community health advocates by educating students to understand principles that generate their desired outcomes. Understanding ways that government policies, corporate activities, and other social factors generate conditions for human rights violations

empowers students to investigate and promulgate pathways that produce communities that respect human rights, and consequently, the health and well-being their citizens.

Synergies and interdisciplinary work with other units in the college include: Social Work, Nursing, Health Science and Recreation, Journalism and Mass Communications, and Nutrition, Food Science and Packaging are illustrated by the projects outlined above. Plans are currently underway to develop a combined Justice Studies/Social Work master's program.

School of Social Work: (All eight dimensions)

The mission of the School of Social Work (SSW) is to prepare social work professionals for effective, ethical practice and leadership from a transcultural perspective with diverse individuals, families, and communities. The school's vision is to provide leadership that advances social justice through a cultural lens for the health and well-being of those who are marginalized in an increasingly diverse society. In service of this mission and vision, faculty expertise, scholarship, and professional activities locally, nationally, and internationally promote wellness across the eight dimensions; training, practice, and research serve children, youth, and families in several systems including the child welfare, foster care, public school, and justice systems. The Title IV-E Child Welfare Training Program prepares new professionals for the public child welfare sector across California. Also, in close partnership with Santa Clara County's Department of Family and Children's Services and Behavioral Health Services, faculty and students engage in applied research. The Research Institute for Foster Youth Initiatives (RIFYI) continues to work with community partners to pursue their research concerns. Primarily masters (MSW) students from the SSW participate in these efforts, including data collection and preparation of reports. Community entities such as the Santa Clara County Juvenile Probation Court, Silicon Valley Children's Fund, and TeenForce, have been involved with RIFYI in research opportunities. Faculty work and scholarship in the health and mental health fields advance the well-being of individuals and communities including those with physical and mental disabilities, and in aging populations. While acknowledging and embracing diversity by honoring the strengths of diverse cultures, social workers are collaborative, and seek best and innovative practices in cooperation with allied professions to promote wellness and respond to the emerging community needs. The school's field education and internship programs involving over 350 undergraduate and graduate students, are in partnership with hundreds of social service, education, and health organizations throughout the Bay Area including those in San Francisco, Alameda, Contra Costa, San Mateo, Monterey, Santa Cruz, and Santa Clara Counties.

The SSW is involved in collaborative and inter-professional work with several departments/schools in CHAHS. CHAMP (Center for Healthy Aging in a Multicultural Populations) includes Nursing, Nutrition, Food Science and Packaging, Occupational Therapy, and Kinesiology and simulation labs demonstrating health and wellness promotion techniques include partnerships with many of these same departments. Nursing, Health Science and Recreation, Occupational Therapy, and Nutrition, Food Science and Packaging collaborate on the design of interprofessional curricula. Social Workers in the Library, a program housed in the King Library to provide members of the community with social service referrals and information, was developed through shared expertise between the School of Information and the School of Social Work. The school offers a Gerontology Certificate and cross-lists courses with Gerontology and Health Science and Recreation. Many SSW faculty members are involved in interdisciplinary RSCA, and one faculty member is the CHAHS Associate Dean of Research and a key leader for

the campus in promoting research and collaborative scholarship. The school's partnerships in CHAHS are growing, and include future joint graduate degrees with Justice Studies (JS/MSW) and Health Sciences and Recreation (MPH/MSW).

Occupational Therapy: (All eight dimensions)

The Occupational Therapy Department (OT) provides graduate students with skills and training preparing them to work as occupational therapists in a wide variety of settings, including hospitals, rehabilitation centers, nursing homes, schools, community organizations and programs, outpatient clinics, day care facilities, patient homes, corporations, and private practice. Faculty are recognized experts in areas including feeding, eating and swallowing, fall prevention for older adults, sleep and rest and services for children and those who have physical disabilities and mental health issues. Faculty also have expertise in community based practice including outreach to the homeless populations, are regularly engaged in collaborative projects with community partners to address unmet needs, and are nationally recognized and Board Certified for their holistic approach in working with children and youth. Collectively, this expertise creates a unit that is well positioned to contribute to all aspects of the Wellness Model. The very concept of *occupational* health and wellness is embedded in the profession of occupational therapy. From a *physical* perspective, the profession of occupational therapy is clearly focused on "caring for the body" across the lifespan and provides intervention services to support and foster skills such as being able to dress, eat, and bathe, along with developing appropriate sleep and rest habits. *Social* health and *emotional* wellness has always been an integral part of the profession of occupational therapy and is embraced by the Occupational Therapy Department in the various courses and faculty-run clinics. The campus clinics provide services for children and adults in the community who have no or very limited access to occupational therapy services. Clinics are designed to serve the needs of children with a variety of disabling conditions, adults with mental health issues and/or physical disabilities. Each clinic includes group activities to foster *social* participation among members. The occupational therapy practice courses and campus clinics also address *intellectual* and executive functioning to prepare students for the profession. The course addressing mindfulness and the proposed graduate certificate program on mindfulness provides a clear connection to the *social*, *emotional* and *intellectual* aspects of health and wellness. Given the diversity of region, *multicultural* healthcare is woven into the occupational therapy graduate curriculum. The occupational therapy department requires all students to participate in an international experience reflecting this commitment to multicultural health and wellness. Occupational therapy is strongly linked to the concept of *environmental* health in both the influence of the person on the environment and the influence of the environment on the person. The wellness and health of *spirituality* is included in practice-based courses along with the internships.

The Occupational Therapy department is closely linked with a variety of programs in the college and regularly engages in collaborative endeavors with other departments/schools. Occupational therapy faculty are actively engaged in the Center for Healthy Aging in Multicultural Populations (CHAMP) with faculty members from Nursing, Social Work, Nutrition, Food Science, and Packaging, and Health Science and Recreation. Interprofessional educational opportunities have been developed among Nursing, Nutrition, Food Science, and Packaging, and Occupational Therapy in the Nursing simulations labs. Occupational therapy's Faculty Led Programs have collaborated with Nutrition, Food Science, and Packaging, Nursing, and Social Work. The Occupational Therapy department was involved with a collaborative grant to foster interprofessional education and service learning in the community at MidPen facility in

Mountain View with faculty from Social Work, Nutrition, Food Sciences, and Packaging, Nursing, Kinesiology, and Health Science and Recreation. The faculty continued their collaborative efforts with the City of San Jose to address multicultural healthy aging and wellness.

Health Science and Recreation: (All eight dimensions)

The mission of the Department of Health Science and Recreation (HSR) is to prepare innovative leaders, practitioners and scholars with knowledge, skills and abilities to promote health and engage with, understand, and improve the environments in which we live, work and play. To accomplish our mission, faculty scholarship and curriculum for each of our three programs addresses wellness, in all its dimensions, spanning from the individual, to the community, to organizations and systems, and to policy. We view health and wellness through a social justice lens and seek to address health inequities as a means of preventing illness and injuries. Faculty and student research is applied, with our coursework and scholarship focusing on behavioral change, community capacity building, social and organizational change, occupational health and safety, and policy change. The skills that we utilize and teach are many including, and not limited to, health communication theories; systems thinking; environmental planning, design, and change; program planning and evaluation; community organizing; policy analysis and advocacy; and cultural humility.

There are several examples of synergy and inter-departmental collaboration with other departments in CHAHS. For example, we have a number of cross-listed courses with Nutrition, Food Science, and Packaging (NUFS), Social Work, and Nursing, including the Writing Workshop, Health Issues in a Multicultural Society, and Complementary and Alternative Health Practices. We also provide support to Kinesiology by enrolling their students in our Writing Workshop courses. We worked with NUFS to develop a Faculty Led Program to Hong Kong, for CHAHS's International Experience Initiative. We are currently working with Social Work to identify the best approach for offering a minor in Gerontology, and we are exploring options for additional collaboration with Social Work and Journalism and Mass Communications, including everything from offering shared courses to developing joint programs. Our faculty have been involved in collaborative research projects with Nursing; were instrumental in developing what has now become the Certificate in Collaborative Response to Family Violence, offered by Justice Studies; and one of our newest faculty members is currently working on a research project with faculty in Nutrition, Food Science, and Packaging.

School of Nursing: (All eight dimensions)

Professional registered nurses provide holistic care encompassing all facets of the Wellness Model. The Valley Foundation School of Nursing (TVFSON) uses Systems Theory as its conceptual framework. Thus, faculty and nursing students are accustomed to observe areas of overlap and synergy when assessing a client, family, or population. Systems Theory meshes well with the Wellness Model and allows all members of the health care team to evaluate the impact of the environment, culture, and other relevant dimensions on clients' health and well-being. Nursing faculty have experience in providing care across the lifespan and in a variety of health organizations in the community.

Students in Community Health nursing practica provide care at six Nurse Managed Centers. In one section, students work alongside Kinesiology students to provide health education and screening at the Timpany Center. Currently, students working with primarily older Asian clients at the John XXIII Social Services Agency are not allowed to request a visit from an Occupational

Therapy (OT) student. Moving towards an interdisciplinary focus would enable OT students to assist with assessment and to develop a holistic plan of care. TVFSON has a state of the art simulation laboratory where students practice roles and responsibilities of the health care team, demonstrate effective communication skills, participate in interprofessional learning activities and collaborate in interprofessional research. Several TVFSON faculty members have expertise in running and evaluating student performance in the simulation scenarios. Faculty from Nutrition, Food Science, and Packaging, Social Work, and Health Science and Recreation have partnered with our Simulation Center director to provide opportunities for students to apply theory and skills on cross-disciplinary teams in a realistic acute care environment.

Establishing strong connections across disciplines encourages our students to seek collaborative, creative applications to problem solving. Future collaborations include partnering with the School of Journalism and Mass Communications with a focus on health literacy and evaluation of health related information provided by mass media. Assisting students to develop expertise in media relations and communication is highly beneficial as registered nurses are often spokespersons for healthcare organizations and are frequently charged with developing materials to educate the community on specific health and wellness issues when global health concerns or epidemics arise.

Hospitality Management: (Social/Occupational/Multicultural/Intellectual)

The vision of the Department of Hospitality Management (HSPM) is to facilitate the personal and professional learning of students through outstanding academic and career-focused experiences. Graduates will possess the knowledge and skills to provide sound, ethical, and visionary leadership in their discipline and in the diverse communities they serve. It is generally believed that travel contributes to wellness because, while traveling, we learn about ourselves and how to interact with people and the environment specific to a destination, thus promoting and maintaining health and well-being. HSPM faculty expertise is linked directly to the social, intellectual, multicultural, and occupational dimensions of the Wellness Model. The curriculum of HSPM has three areas of emphasis including hospitality, tourism, and events and meeting management. By combining these three areas of study, HSPM has extended the traditional hospitality curriculum with a focus on serving travelers away from home in order to deliver memorable experiences for broader constituents further promoting well-being not only for people away from home, but for all residents. One of HSPM's goals is to be the premier leader in hospitality, tourism, and event management education; thus, the curriculum focuses on developing both intellectual and practical knowledge and skills for students. Most courses are related to the intellectual and occupational dimensions of the model. Two are directly linked to the multicultural dimension, HSPM 101 Multicultural Issues in Hospitality Management and HSPM 111 Customs and Courtesies. HSPM 11 Restaurant Management is related to the physical dimension.

Partnering with CHAHS's schools and departments creates opportunities to share our knowledge in guest services (hospitality), travel and tourism, and event planning and management, especially to extend the knowledge and skills in customer service to managing non-traditional settings such as health-care facilities and other clinical settings, and there are numerous opportunities to do so. HSPM has worked closely with Nutrition, Food Science, and Packaging (NUFS) since it was established 25 years ago, to create cross-listed courses e.g., HSPM 12 Cost Control, HSPM 20 Sanitation. Students and faculty across the college are involved in the Pebble Beach Special Event Management Team (HSPM 97B). Collaborative research between HSPM and

School of Information faculty has been conducted and future collaborations with Justice Studies, Nursing, and Occupational Therapy faculty on issues related to human trafficking, sex tourism, security and medical tourism hold promise. There is a growing trend in applying hospitality services to healthcare and the senior living industry, providing opportunities for HSPM to collaborate with Nursing and other departments to create an emphasis area in healthcare facilities management, with HSPM offering management courses and other departments, courses in nursing, nutrition, recreation, and/or physical therapy. HSPM faculty has discussed the possibility of launching an Institute of Event and Meeting Management. Since event management is multi-discipline in nature, this institute could be the platform in which HSPM collaborates with other departments to create synergies within CHAHS. HSPM could work with Kinesiology for sports related events, JMC for event publicity and promotion, Health Science and Recreation for community events, and the School of Information for virtual meetings. Such an institute has the potential to raise the profile of SJSU and CHAHS in event management education, locally, nationally, and globally.

Kinesiology: (Physical/Intellectual/Occupational/Multicultural)

The American Kinesiology Association (of which the Department of Kinesiology at SJSU is a charter member) defines kinesiology as “the academic discipline which involves the study of physical activity and its impact on health, society, and quality of life.” Kinesiology is a multi-disciplinary field and includes diverse areas of study such as exercise science, sport management, adapted physical activity, athletic training, socio-cultural analyses of sports, sport and exercise psychology, fitness leadership, physical education-teacher education, and pre-professional training for physical therapy, occupational therapy, medicine and other health related fields. Considering the broad basis of our field and the fundamental connection of movement and physical activity to most aspects of the human experience, kinesiology touches on several dimensions of wellness. From physical and intellectual to occupational and multicultural, students graduating from the program are prepared to be change-agents in their communities by promoting physical activity for all. Our students go on to work in corporate, community and clinical exercise settings; are well prepared for graduate school in the allied healthcare professions (such as PT, OT, Chiropractic, and Physician’s Assistant among others) in addition to Doctoral programs in Sport Sociology, Sport Psychology and Exercise Physiology, become Certified Athletic Trainers and Credentialed Physical Education Teachers or work in the Sport Industry through training in our Bachelor and Masters level sport management programs. Faculty and students are engaged in collaborative and innovative research and regularly publish and present their work at professional and academic conferences.

As a member of the College of Health and Human Sciences, the Department of Kinesiology is engaged with several of our fellow departments on research partnerships, student support and curriculum delivery. We work with Nutrition, Food Science and Packaging to co-teach a popular upper division general education class; work with several college partners at the Timpany Center, an aquatic rehabilitation facility co-operated by the University, County and SJSU Research Foundation, and have several research partnerships that stretch across the College including the Valley Foundation School of Nursing. In addition, the Department has taken an active role in the promotion of physical activity and injury prevention with older adults through our leadership in the Silicon Valley Healthy Aging Partnership (SVHAP). Finally, we are pursuing new collaborative opportunities with the School of Journalism and Mass Communications and will be intimately involved in shaping the academic direction of the newly announced SJSU Institute for the Study of Sport, Society and Social Change.

School of Journalism & Mass Communications:
(Physical/Social/Emotional/Multicultural/Environmental/Spiritual/Intellectual)

Serving to connect all the disciplines, the School of Journalism & Mass Communications (JMC) is core to full embodiment of the wellness of the person, bringing every facet of this model into communications with those who serve the public and those serviced by the represented constituencies in this document. JMC is in a unique position to dominate the health communications field at the undergraduate and graduate levels, with plans already underway to build joint curricula. Hospitality Management, Nutrition, Food Science, and Packaging, Kinesiology (sports culture), Justice Studies (human rights), Health Science and Recreation, and the School of Information have increasingly provided excellent interdisciplinary interest areas for students at the JMC undergraduate and graduate level. The three majors, advertising, journalism, and public relations, have a long history connecting to the applied sciences and professions; JMC is community-minded, action-oriented, with a present and future outlook toward positive social change. Whether it is wellness advertising, a public relations campaign or fund-raiser, a full-feature article, photo-essay, podcast, or TV show, JMC serves to inform and communicate to the public as the medium/interface between person and social agency or institution.

In its true form, JMC stands for integrity and credibility, and makes the ideal public servant for the communication and promotion of information. JMC students learn to abide by twelve values and competencies (respecting diversity, being ethical, etc.,) that underscore the importance of this public service and what it means to be a responsible journalist in today's global society. Of course, JMC is at the forefront of new technologies, training many majors across campus on how to be media and technologically literate with its Adobe partnership. JMC's goal is to strengthen its corporate link to the tech industries and virtual reality start-ups in Silicon Valley, thus demonstrating how communications is being redefined in daily life, and particularly when it comes to one's health and overall wellness.

Issues of social justice, health equity, and wellness, juxtaposed with race, ethnicity and gender, are critical issues for communications professionals. Other themes inform projects, but overall health and wellness is core to our mission. *Update News* and *Spartan Daily* bring these messages onto our campus and into our community, weekly. JMC celebrates its college and community partnerships, and is confident that the uniqueness of CHAHS will provide a model for other journalism programs. JMC's stories, like those of the College, are those of reality, the human experience, in which we document and discuss the human condition, socially, physically, spiritually and intellectually. JMC reporters and communicators capture the human spirit through cutting edge research and content, and an on-going commitment to tell the human stories of our community and the world. Specific examples are provided in JMC's extended discussion on this matter (See Appendix: JMC, Full Discussion).

School of Information: (Social, Occupational, Multicultural, Intellectual)

The School of Information (SOI) addresses wellness through its mission, which is to "educate information professionals who excel in virtual and physical environments and who contribute to the well-being of our global communities." As part of that mission, the School champions intellectual freedom, social justice, and education, and teaches SOI graduates to be leaders in community institutions, both locally and globally. School of Information curriculum, faculty, and

research interests currently interact in many important ways with allied health disciplines where the increasing focus is on a team-based approach to patient care. Future-oriented information professionals are essential to researchers and practitioners/clinicians by providing access to timely data/information. This access is provided through information intermediation where clients can utilize appropriate resources that have been vetted for relevance and accuracy and can gain digital literacy skills. In addition, medical/health librarianship and informatics is one of the areas that SOI faculty and students focus on. The School of Information's wide ranging curriculum currently includes several courses which connect directly to health, such as medical librarianship, consumer health, health informatics, crisis/disaster health informatics (including information dissemination during pandemics, health information provided by global-related organizations, and agencies involved in crises/disasters), and community informatics (including community networks such as in ethnic communities, differences in access and use of ICTs by communities such as older adults, digital inclusion to address the digital divide). Additionally, the SOI has courses in information visualization, digital repositories, and cybersecurity (this includes the confidentiality and integrity of electronic records). Looking to the future, for the past six months, the SOI has been talking with the Dean of CHAHS and CIES about a new degree in Informatics with a focus on health and is moving forward with a market research study.

The School of Information has graduates who work as information professionals to provide access to and deliver information that improves patient care and supports education, research, and publication. SOI graduates also design and manage health information websites, internet blogs, and digital libraries. This work takes place in a wide range of information environments, including: academic health science centers (e.g., schools of medicine, nursing, pharmacy, dentistry, chiropractic, veterinary medicine, public health), cancer treatment centers, hospital libraries, libraries serving large physician group practices, corporate libraries (e.g., pharmaceutical and device manufacturing companies, insurance companies), community outreach programs providing health information literacy, and the Standby Task Force (this group collects and maps spatial data for disaster relief). Kaiser Permanente has endowed a scholarship to encourage students in the School of Information to work in medical librarianship and health informatics.

There are several examples of synergy and inter-departmental work with other departments in CHAHS. For example, the SOI has developed interdisciplinary courses in [Crisis/disaster health informatics](#) and [Globalization and Information](#) (inequalities in global health and access to global information are discussed in this class). SOI faculty have also engaged in several interdepartmental research projects with CHAHS faculty in Hospitality Management, Health Science and Recreation, Social Work, and with CHAHS's Center for Applied Research on Human Services (CARHS) to conduct research on health/wellness topics. (See Appendix: School of Information Relationship to CHAHS: Wellness).

CHAHS also houses three additional units including: Aerospace Studies (an academic minor for the Air Force ROTC), the Student Success Center, and the International Experience Initiative.

Aerospace Studies: (All eight dimensions)

Aerospace Studies fits well within the current wellness model and creates touch points with every category of the model as we teach cadets physical and mental fitness, followership, resilience, service and leadership to work and lead effectively in globally diverse environments. We have an excellent partnership with our Dean and all departments and have developed synergies that make our department feel welcome, appreciated, respected, and included as part of the CHAHS and overall University team.

Our primary objective in the AFROTC program is to "produce quality leaders for the U.S. Air Force". Our curriculum includes aspects of each area within the wellness model. We strive to produce Officers that are ready physically, intellectually, emotionally, socially, and spiritually and that are committed to environmental and resource stewardship. Our core values of integrity, service and excellence are a great fit into the wellness model.

CHAHS Student Success Center: (Intellectual/Social/Environmental/Occupational)

The CHAHS Student Success Center's (CSSC) motto "meet, study, learn" incorporates many of the wellness themes exemplified by the allied health professions including social, environmental, intellectual, and occupational health. The Student Success Center space becomes a "home away from home" where students can relax in a comfortable environment between classes, find a conducive study space, and "meet up" with other students to study, work on group projects, or discuss current events. The peer tutoring program facilitates intellectual health development by teaching students to become independent learners and develop the techniques and strategies to approach challenging material positively. The advising services not only provide students information about general education courses and policies, advisors also assist students to clarify values and assess strengths and skills for identified career interests. Providing these community spaces and services outside of the classroom are important factors in helping students feel connected to each other and to the campus as well as foster their social, environmental, intellectual, and occupational health.

CHAHS International Experience Initiative: (Social, Emotional, Multicultural, Environmental)

The goal of CHAHS's international experience initiative (IEI) is to introduce students to international and intercultural perspectives in order to prepare them to live and work in an increasingly globalized world. The initiative focuses on providing global education and promoting global citizenship by creating opportunities to study abroad with CHAHS faculty, primarily through Faculty Led Programs (FLPs). Many of our programs include a community service component that addresses social justice, human rights, and capacity building and reinforces the action-oriented nature of our disciplines. A number of our programs are interdisciplinary, allowing students to travel, work, and learn with students and faculty from other disciplines. The initiative has facilitated the creation of global partnerships for students and faculty and has stimulated many new collaborative projects across departments that are informing teaching, service, and research in CHAHS.

Appendix:

JMC Full Discussion CHAHS Outreach through Communications: School of Journalism & Mass Communications: (Physical/Social/Emotional/Multicultural/Environmental/Spiritual/Intellectual)

Serving to connect all the disciplines, the School of Journalism & Mass Communications (JMC) is core to full embodiment of the wellness of the person, bringing every facet of this model into communications with those who serve the public and those serviced by the represented constituencies in this document.

In March 2009, *The State of Health Journalism in the U.S.: A Report to the Kaiser Family Foundation*, written by Associate Professor Gary Schwitzer, was published. This report illuminated the massive shortage/need of trained journalists in health reporting and allied wellness communications, and a number of J-Schools responded to the call – but more are needed nationally. Schwitzer, as publisher of HealthNewsReview.org, continues to report on these issues in his national blog, and serves to educate journalists and communicators on the health and wellness field. JMC is in a unique position to dominate the health communications field at the undergraduate and graduate levels, with plans already underway to build joint curriculum. Tourism, nutrition, kinesiology (sports culture), justice studies, human rights, public health, recreation, and information have increasingly provided excellent interdisciplinary interest areas for students at the JMC undergraduate and graduate level.

Consider the top news issues as of late - healthcare, immigration, education, and poverty, which of these issues is not critical to the School of Journalism & Mass Communications. The three majors, advertising, journalism, and public relations, have a long history connecting to the applied sciences and professions; JMC is community-minded, action-oriented, with a present and future outlook toward positive social change. Whether it is a wellness advertising or public relations campaign or fund-raiser, or a full-feature article, photo-essay, podcast, or TV show, JMC serves to inform and communicate to the public as the medium/interface between person and social agency or institution. The First Amendment's freedom of press is fundamental to 'life, liberty and pursuit of justice' and history provides many examples of how these ideals work together. JMC's central role in this Wellness Model is evident. In its true form, JMC stands for integrity and credibility, and makes the ideal public servant for the communication and promotion of information. JMC students learn to abide by 12 values and competencies (respecting diversity, being ethical, etc.) that underscore the importance of this public service and what it means to be a responsible journalist in today's global society. Of course, JMC is at the forefront of new technologies, training many majors across campus on how to be media and technologically literate with its Adobe partnership. JMC's goal is to strengthen its corporate link to the tech industries and virtual reality start-ups in Silicon Valley, thus demonstrating how communications is being redefined in daily life, and particularly when it comes to one's health and overall wellness.

Much of JMC's journalistic and informational/promotional content is health-focused and wellness related. The School's Fall 2016 commencement speaker Gary D. Radine (JMC alum) is the immediate past CEO of Delta Dental of California and affiliates. The JMC DBH student advertising agency (under the guidance of Profs. Timothy Hendrick and Chris DiSalvo) is working with its new client Varian Medical systems, as well as First Tee (teaching golf to underprivileged

children), the Parkinson Institute, CHAMP (a health studies program for providing health solutions to older demographics), and other related causes such as campaigns against spousal abuse.

JMC contributes to the community at large with the many clients of the DBH student agency. In addition, each of JMC's students in the three disciplines must complete an internship before they graduate. In public relations, many students choose to work in a hospital setting (e.g., Stanford and Kaiser). Many others work in non-profit agencies, like the YWCA of Silicon Valley. As far as the agency's involvement with the Parkinson's Institute and Clinical Center, a team of three students is currently producing short videos on three of their patients who have early onset Parkinson's Disease. These videos are going to be used on social media as well as placed on their website.

JMC is an applied field that thrives in this intellectually interdependent, interdisciplinary and practice-based learning environment. JMC faculty have curricular connections within the college, including Bob Rucker (former CNN Medical Correspondent), Thomas Ulrich (notable feature/technical writer for the wine industry), Halima Kazem (international reporter on human rights issues), and John Delacruz (non-profit environmental campaigns and sustainability) offer some quick examples. Dr. Michael Cheers' creative work illustrates beautifully the JMC connection to the health and wellness aspects of CHAHS. Some of his photos are on display on the 5th floor of the MLK, Jr. Library. He explains, "for the past few years I've been embedded with an African-American woman who is a caregiver to her now 93-year-old mother who suffers from dementia. This is an organic photo essay that explores the emotional toll that caring for a loved one has on the nucleus of the African-American family. Traditionally, blacks, especially those from down South, did not place a family member in a nursing home, but made space for that ailing person in the "family" home. And even when that person died, the body was washed in the home, the casket brought into the home and the funeral held in the living room. Following the funeral, which many times flowed into the front lawn, the body was then taken in celebration to a nearby cemetery. This is a practice that is still wide-spread in many neighborhoods in Africa."

Also, Dr. Cheers asks, "Who is training the journalists to cover *in-depth* the complicated global health topics? The news media struggled covering the Ebola crisis, for example. The bird flu story in *humans* is once again in the news. The long-term effects of the Flint, Michigan water crisis should still be a story covered. What about this crisis in other inner/marginalized cities across the U.S.?"

Having been strategically located within CHAHS, JMC students are presented with a unique and competitive advantage during their education. A published study from John Hopkins Bloomberg School of Public Health reported that 77% of African-American women are dying from cervical cancer at a rate higher than other women (USA Today, January 23, 2017). These are the stories that engage the media and the public. Social justice, health equity, and wellness, juxtaposed with race, ethnicity and gender, are critical issues for communications professionals.

Other themes inform our projects, but overall health and wellness are core to our mission. *Update News* and *Spartan Daily* bring these messages onto our campus and into our community, weekly. JMC celebrates its college and community partnerships, and is confident that the uniqueness of CHAHS will provide a model case for other journalism programs. JMC's stories, like those of the College, are those of reality, the human experience, in which we document and discuss the human condition, socially, physically, spiritually and

intellectually. And like Dr. Cheers' photo-essays on exhibition, JMC reporters and communicators capture the human spirit through cutting edge research and content, and an on-going commitment to tell the human stories of our community and the world.

School of Information Relationship to CHAHS: Wellness

January 29, 2017

The mission of the School of Information is:

To educate information professionals who excel in virtual and physical environments and who contribute to the well-being of our global communities.

Our curriculum prepares students to take information that is often unstructured, abstract, large-scale, and represent it in an efficient and intuitive way for the benefit of a diverse and rapidly changing technological and global society.

We have numerous [Career Pathways](#) that represent a partial list of the diverse career directions available to graduates with an MLIS degree. Our curriculum, faculty, and research interests currently interact in many important ways with **allied health disciplines**.

Curriculum:

Our wide ranging curriculum includes courses in:

- medical librarianship
- consumer health
- health informatics
- crisis/disaster health informatics (including information dissemination during pandemics; health information provided by global related organizations, and agencies involved in crises/disasters)
- community informatics (including community networks (e.g. in ethnic communities), differences in access and use of ICTs by communities (e.g. older adults); digital inclusion (digital divide)
- information visualization
- digital repositories

The School of Information is exploring a master's degree in informatics with a focus on health and especially e-health. We have graduates working as information professionals in the following environments: (providing access to and delivering information that improves patient care and supports education, research, and publication; designing and managing health information websites, internet blogs, and digital libraries)

- Academic health science centers including schools of medicine, nursing, pharmacy, dentistry, chiropractic, veterinary medicine, public health
- Special libraries such as cancer treatment centers
- Hospital libraries
- Libraries serving large physician group practices
- Corporate libraries including pharmaceutical and device manufacturing companies, insurance companies
- Community outreach programs providing health information literacy
- Standby Task force (collecting and mapping spatial data for disaster relief)

Kaiser Permanente has endowed a scholarship to encourage students to work in medical librarianship and health informatics. The scholarship provides \$1000 each spring.

Faculty and research

- Dr. Tonia San Nicolas Rocca –researching in e-Health systems
- Dr. Michelle Chen –researching in information visualization and big data applications in hospitality and tourism (partnered with Department of Hospitality)
- Dr. Chris Hagar –researching in crisis/disaster preparedness
- Dr. Lili Luo – partners with Health Sciences and Social Work

Sample publications and work in progress attached.

Dr. Tonia San Nicolas Rocca

Sample Publications

Schooley, B., San Nicolas-Rocca, T. & Burkhard, R. (2015). Patient-Provider Communications in Outpatient Clinic Settings: A Clinic-based Evaluation of Mobile Device and Multi-Media Mediated Communications. *Journal of Medical Information Research mHealth and uHealth*: 3(1)

San Nicolas-Rocca, T., Schooley, B. & Joo, S-J. (2014). “Design and Development of a PatientCentered E-Health System to Improve Patient Understanding at Discharge,” *Communications of the Association for Information Systems*: 34(24). Meritorious Mention Award, SIG-Health 2014 Best Published Paper Award.

Sample conference presentations

San Nicolas-Rocca, T., Burkhard, R., & Schooley, B. “Improving Provider-patient Communications with Mobile Multi-media Computing”, *INFORMS Healthcare Conference*, July 29-31, 2015, Nashville, TN, USA.

Schooley, B. & San Nicolas-Rocca, T. “Mobile Multi-Media Instruction at Discharge to Improve Patient Engagement”, *M-Health Summit*, December 8-11, 2013, National Harbor, MD, USA.

Papers in progress on e-Health

San Nicolas-Rocca, T., Burkhard, R., and Schooley, B. Using m-Health Application to Increase Patient Motivation to Seek Medical Treatment.

Schooley, B., San Nicolas-Rocca, T. Evaluating the Effectiveness of an Enterprise Architecture for Electronic Patient Care Record (ePCR) Information Exchange.

San Nicolas-Rocca, T. Use of Mobile Health Application to Improve Endoscopy Outcomes
Schooley, B. and San Nicolas-Rocca, T. The Effectiveness of One Time Password in Mobile Health Systems

University RSCA grant

Use of Mobile Health Application to Improve Endoscopy Outcomes

Dr. Michelle Chen

Grant

Co-PI/Hospitality Management (2015-2016). Big data applications in hospitality and tourism industries. Funded by Beijing Yanchang Petrochemical Product Co., Ltd. Award: \$50,000.

Dr. Lili Luo**Sample Publications**

Luo, L. (2015). Consumer health reference interview: Ideas for public librarians. *Public Library Quarterly*, 34(4), 328-353.

Park, V. T., Luo, L., & Rosidi, D. (2014). A qualitative examination about providers' perceptions and recommendations regarding the role of public librarians in addressing communities' health literacy. *Qualitative and Quantitative Methods in Libraries (QQML)*, 3, 567-582.

Luo, L., & Park, V. T. (2014). Text 4 health: Addressing consumer health information needs via text reference service. *Reference and User Services Quarterly*, 53(4), 326-333.

Luo, L., & Park, V. T. (2013). Preparing public librarians for consumer health information service: A nationwide study. *Library and Information Science Research*, 35(4), 255-239.

RSCA Grants

Co-Principal Investigator. *Social Workers in the Library: A Unique Collaborative Model to Increase Access to Social Services*. A one-year grant (\$25,000) awarded by the SJSU College of Health and Human Sciences (CHAHS), 2010-2011, in partnership with SJSU School of Social Work.

Principal Investigator. *Preparing Public Libraries to Support Health Literacy in their Communities*. A one-year grant (\$25,000) awarded by the SJSU College of Health and Human Sciences (CHAHS), 2010-2011, in partnership with SJSU Department of Health Science.

Dr. Chris Hagar**University RSCA grant**

Disaster Preparedness and Response: How Public Libraries can Partner with Local Agencies to Meet Community Needs

Sample Publication

Royston, G., Hagar, C., Long, L-A., McMahon, D., Pakenham-Walsh, N. & Wadhvani, N. (2015). Mobile health-care information for all: a global challenge. *THE LANCET Global Health*, 3(7), e356-e357