

MPH PROGRAM
Community Health Education

**CAMPUS
ADMISSIONS
INFORMATION PACKET**
Fall 2012



San José State
UNIVERSITY

Health Science Department
One Washington Square
San Jose, CA 95192-0052

<http://www.sjsu.edu/healthscience/programs/mph/>

A LETTER FROM THE MPH PROGRAM DIRECTOR

Dear Applicant:

Thank you for your inquiry into San Jose State University's Program.

SJSU's MPH program has been accredited by the Council on Education for Public Health (CEPH) since 1974. We are part of the Department of Health Science in the College of Applied Sciences and Arts. We operate on a semester system, admitting new students each Fall semester. The application deadline for Fall 2012 is Tuesday, **March 15th** 2012. All materials must be received in our office by this date. We will begin accepting applications on October 1, 2011. Decisions will be made in April and early May.

Our program is firmly rooted in public health values and health education practice. Our students and faculty are actively involved in health education activities throughout Northern California and beyond. People working in the field are frequent classroom guests, and students often observe or participate in community programs as part of a class assignment or fieldwork. Our faculty is engaged in numerous community-based research and evaluation efforts, including community planning, HIV prevention and health services, bicycle safety helmet programs, community mental health, cultural competency training, kinship care, tobacco control, and organizing in low income communities. Students have opportunities to learn from all of these efforts. Faculty profiles are included in this packet.

To the greatest extent possible, our MPH program is designed for working people. Most of the classes meet in the afternoon or evenings, once a week. Although a set of four core courses must be completed within the first three semesters, students are otherwise free to plan out their MPH course of study in a way that meets their interests, resources, and priorities. It is possible to complete the program in two years (going full-time, 3-4 classes per semester, with full-time fieldwork in the first summer, and meeting the university's graduation requirement through a comprehensive exam. However, most students are more comfortable completing 42-45 total units and 400 hours of fieldwork over three years, and some even stretch it out to four or five!

Our graduates build interesting and fulfilling careers across a wide variety of roles and settings. Many work as health educators in local, county, or state health departments. Others work in topic-specific programs, such as HIV prevention or health services, tobacco control, domestic violence, immunization, student health, violence prevention, cancer control, school-based health education, or environmental protection. Graduates are working within health care settings, particularly in managed care, continuing professional education, and organizational development. Graduates also work within industry and other work settings in employee health promotion or worksite wellness programs. Others have forged new directions in journalism,

government, medicine, and the arts. Each year, one or two of our students decide to go on for doctoral work at other universities. Recent graduates have completed or are pursuing doctoral degrees at the University of North Carolina, Purdue University, Tulane, the University of Michigan, University of San Francisco, New York University, University of California at Berkeley, and the University of California at Davis. We are proud of our program and particularly proud of our students and alumni!

I hope that this brief introduction, along with the materials in this packet, help you in your review of graduate programs. If you would like to find out more about our MPH program, or have a chance to ask specific questions of a faculty member or current student, we invite you to attend one of our monthly MPH Admissions Information Meetings. These small group meetings are a great way to learn about the program from multiple perspectives and to get more of your questions answered. Meetings are held September – March. A calendar of meeting dates and times for 2011-2012 is included in this packet and is updated at our website at <http://www.sjsu.edu/healthscience>.

Selecting a graduate program is a very important decision. We honor and respect the time and thought that you are giving to the process, and hope that you will seriously consider San Jose State University's MPH program. We wish you well and look forward to getting to know the next generation of health educators with MPH degrees.

Sincerely,

Edward Mamary, Dr.PH, MS
Professor and MPH Program Director

DIVERSITY IN THE SJSU PROGRAM

MPH Program Diversity Statement

Our diversity honors experiences, visions, choices, and realities. It is open to varied cultures, classes, ages, genders, orientations, and abilities. It acknowledges differences and the sharing of the experiences, challenges, and contributions of those differences.

Our diversity is built on tenets of respect, support, inclusion, and representation. It embraces and honors community, ethnicity, spirituality, sexuality, gender, and culture.

Our diversity provides a philosophical outlook that searches to find the points of interconnectedness among us, and accepts that not all points of view connect.

Our diverse community resolves to create spaces for all voices and stories to be equally shared, heard, and embraced.

The MPH Core Faculty has long had a commitment to this kind of diversity. We hope that it is evident in the courses we teach, the environments we co-create with our student partners, in the MPH community we assemble each year, and in the projects we select on campus and in our community work. We very much look forward to continuing to search for those “points of interconnectedness” among us.

Program Mission

San Jose State University's MPH program was founded in 1970 to prepare community health education practitioners to serve the diverse and dynamic communities of Northern California. Our program was awarded an unprecedented second seven year re-accreditation term by the Council on Education for Public Health. In October 2007, we received word that we received the maximum accreditation term – 7 years!

Our mission essential mission is:

To provide professional education that prepares and supports both students and graduates with conceptual frameworks, knowledge, sensibilities, and confidence to apply health education and public health strategies and skills to programs, policy, and community development.

This mission statement was revisited, revised, and reaffirmed by the MPH Core Faculty in spring 2006 during our MPH Program Self-study. The program's mission is achieved through an integrated program of instruction, research, and service, carried out in close collaboration with a diverse network of community programs and practitioners. Our ultimate goal is public health and social justice through planned, organized, and empowering community efforts.

Broad Goals

The MPH program seeks to attain its mission through carefully planned efforts to address six broad goals. The goals are mutually reinforcing and crosscut the major functions of instruction, research, and service.

1. Stimulating and practical graduate education in the foundations of public health and the specialized skills of community health education.
2. A program environment that honors diversity, civility, honesty, collaboration, engagement, respect, and ethical practice.
3. Learning that integrates theory, practice, evidence, and lived experience over time, from different sources, and in new ecological contexts.
4. Contributions that advance the body of knowledge and resources in community health education and public health through community-based faculty and student scholarship.
5. Leadership and active participation that contribute to the growth and development of the health education profession.
6. Continuous engagement of the talents, enthusiasm, resources, and imagination of our program's faculty and students in collaboration with community partners in projects and service activities that contribute to eliminating health disparities and promote social justice.

Broad Program Outcomes

In recognition of the increasing cultural diversity of the state of California, our MPH program is committed to training culturally competent health educators whose backgrounds and skills reflect our changing demography. Specifically, the MPH program trains health education practitioners who are able to:

1. *Assess the factors which affect the health of individuals, groups, and communities*; and identify those assets, priorities, and policies that contribute to health education and health promotion interventions within a social system;
2. *Analyze and research emerging trends* to predict future individual and community health needs and opportunities based on current evidence and societal changes, and to communicate their implications for public health and health promotion policy and practice;
3. *Apply theory, appropriate technologies, educational methods, and communication strategies to design, plan, implement, and evaluate health education and health promotion interventions* in accordance with public health objectives, community needs, and organizational and community goals;
4. *Provide technical assistance and act as a health education resource across a broad range of settings* to promote community health through community building and organizing with identified stakeholders, including community members, consumers, health practitioners and health care providers, policy and decision-makers;
5. *Apply administration principles and skills* to manage human, fiscal, capital, and social resources when administering health education strategies, interventions, and programs.
6. *Apply concepts and theories of systems, behavior, education, and change* to influence desired health outcomes, with particular emphasis on ecological approaches and global perspectives that connect health education and promotion efforts to larger social issues.
7. *Design, conduct, analyze, use, and share both qualitative and quantitative evaluation or research* related to community health education and promotion;
8. *Apply the principles and skills of effective inclusive and multicultural communication* when working with individuals, groups, organizations, and communities from diverse cultures and backgrounds;
9. *Advance public health practice and the health education profession by building on their historical and contemporary contributions to the field*;
10. *Adhere to standards for ethical practice and research* based on their personal values and mission statements, institutional mandates, and the Code of Ethics for the Health Education Profession, in order to apply them to fields of public health and community health education.
11. *Develop leadership, career, and professional development skills* in order to promote lifelong learning opportunities.
12. **Otherwise work to assure conditions which protect and promote public health.**

These outcome objectives encompass the areas of professional responsibility delineated by the National Commission on Health Education Credentialing, Inc., and are informed by CEPH accreditation criteria, the Institute of Medicine's recommendations for improving public health professional education, the Associated Schools of Public Health MPH Core Competency Development Project, and the National Health Educator Competencies Update Project. Our outcomes are continually revised by the core MPH faculty.

The SJSU MPH Program at a Glance

San Jose State University's MPH Program in Community Health Education is accredited by the Council on Education for Public Health (CEPH), the independent agency officially recognized to accredit graduate programs in public health. Prior to 2005, CEPH accredited Schools of Public Health, Preventive Medicine Programs, and free-standing programs in Community Health Education. Now, under the new 2005 CEPH criteria, there are just two categories of accreditation: Schools of Public Health and all other Programs of Public Health.

History of SJSU's MPH program

Our program was established in 1970 by Dr. Sam Radelfinger. It was first accredited under the leadership of Dr. Helen Ross in 1974. The program has received full re-accreditation ever since. We are now awaiting the decision regarding our accreditation following our last site visit during spring 2007.

The MPH program has always been housed in the Department of Health Science, which is the smallest in the eclectic College of Applied Sciences and Arts. Other departments within CASA include [Aerospace](#); [Hospitality, Recreation, & Tourism Management](#); [Justice Studies](#); [Kinesiology](#); [Nutrition, Food Science and Packaging](#); and [Occupational Therapy](#). Schools within our college include [Journalism & Mass Communications](#), [Library & Information Sciences](#), [Nursing](#), and [Social Work](#). Our department also includes an undergraduate program, with concentrations in Health Services Administration, General Health Science and Gerontology.

Despite fiscal challenges and resource limitations, the MPH program continues to thrive. This is due, in large part, to the strong sense of purpose established by the founding faculty, a dedicated core of current MPH faculty and part-time instructors, enthusiastic and always engaging students, and deep bonds with a wide range of community programs and organizations.

The Program

The MPH program is based on the curricular elements identified by CEPH for graduate programs in public health. We offer a MPH degree with a specialization in community health education. The 42-45 unit curriculum is organized around a health education core (12 units), public health core (22 units), fieldwork (5 units, including 400 hours practicum), and culminating experience which includes either a thesis, project, or comprehensive exam (minimum 3 units). Concurrent prerequisite coursework in biostatistics (3 units) is also required.

Most courses are held in the afternoon or evening, once a week whenever possible. It is possible to complete the program in two very intense years, with very little flexibility in course sequencing. However, most students find it more meaningful (and practical) to take three years, and some go for four or five.

San Jose State's MPH program has long been known for its practice-oriented, community-based training. Students are involved in class exercises and writing assignments based on practice challenges and real-world situations. Although the curriculum is not designed around the Certified Health Education Specialist (CHES) framework, the CHES areas of responsibility and specific competencies are included in the self-assessment that students perform in the first and last semesters.

One of the hallmarks of the MPH program is its focus on professional development. MPH students take on a variety of key leadership roles in the MPH Student Association (MPH-SA). The students provide orientation to new students each fall, plan events such as a Sexual Diversity Workshop and Global Health Week each spring, and take part in the celebration of graduating students each May. These activities create

opportunities for students to develop professional skills while working together with faculty and community colleagues.

The Faculty

Seven full-time, tenured or tenure-track professors form the MPH faculty: Edward Mamary, MPH Director; Kathleen Roe, Chair of Health Science; Dan Perales, MPH Distance Director, Anne Demers, Bud Gerstman, Brian Grossman, and Van Ta. We are also fortunate to have part-time faculty members teaching specific courses in the MPH program.

The MPH program benefits from the faculty's active community-based orientation. All MPH faculty members have ongoing research and/or service projects - most of which involve MPH students in one way or another. The MPH faculty is active in the leadership of the Society for Public Health Education (SOPHE), American Public Health Association, Council of Accredited MPH Programs in Community Health Education, National Board of Public Health Examiners, and other professional organizations. Dr. Daniel Perales is currently the President of SOPHE.

MPH Core faculty members also play key roles in college and university administration. For example, Dr. Anne Demers is a member of the university's Veteran Students Advisory Committee and was past-chair and member of the College Curriculum Committee. Dr. Edward Mamary was past-chair and member of a university General Education Advisory Panel (GEAP). Dr. Daniel Perales was Chair of the University Program Planning Committee. Dr. Kathleen Roe was Coordinator of the university's WASC accreditation Educational Effectiveness Review and Lead Writer of the Educational Effectiveness Report. Dr. Gerstman is actively involved with the California Faculty Association. This degree of university involvement and leadership serve to connect the relatively small MPH program to central university and college structures and perspectives. It also provides a discernable health education process orientation to the university, which has been noted and appreciated by higher level officials.

The Students

Each year we admit a new MPH campus cohort of around 25 students, creating a total group of around 70-80 active students per year. Our students represent new or re-orienting professionals with public health values and aspirations. To be eligible for admission, applicants should have a minimum of two years work experience in health education or a related field, and a compelling reason for wanting to study community health education. They must also demonstrate, through their backgrounds, previous training, or life experiences, extraordinary potential to contribute to the diverse and multi-talented public health workforce so needed in the 21st century.

Our students have ranged in age from 23 to 60+. They have experience in community-based organizations, health education and health promotion, health care, education, worksites and private industry, health policy, health departments, social services, government, and biotechnology industries. We try very hard to admit people with the skills - academic, language, cultural, and experiential - that will meet the needs of Northern California, and particularly the South Bay from Fremont to Salinas. We have had students who speak Vietnamese, Swedish, Tagalog, Spanish, Arabic, Hmong, Cantonese, Mandarin, Punjabi, Russian, Ukrainian, Farsi, French - and English - and many have lived or traveled outside of the United States. They are extraordinary in their serious orientation to graduate study, their commitments to the communities they represent and care for, and their desire to contribute to public health.

CEPH ACCREDITATION

Our MPH program has been continuously accredited by the Council on Education for Public Health (CEPH) since 1974. CEPH is the independent organization that accredits all Schools and Programs of Public Health.

Accreditation requires vigilant adherence to CEPH's guidelines and establishes a continuous cycle of program development, self-study, and evaluation. We completed a seven-year cycle, which involved extensive self-study from 1997-99, the development and submission of a ten-chapter Self-Study Report (November 1999), a successful Site Visit (December 1999), and the CEPH Board's decision of a second (unprecedented) seven-year term (June 2000). We just completed our most recent self-study which culminated in a CEPH site visit during spring 2007 and received the maximum (7 years) reaccreditation term.

CEPH revised its accreditation criteria in 2005. The San Jose State University MPH core faculty, on behalf of the Council of Accredited MPH Programs in Community Health Education (representing about 20 institutions offering a graduate degree in Community Health Education), took a lead role during the Spring 2002 semester to review the criteria and submit the final recommendations to CEPH for consideration. The CEPH criteria guide faculty stewardship and development of the program, and assist us in ensuring that our program is secure, contemporary, grounded in public health values and commitments, and a vital part of the university. The new criteria are grouped under four major categories that serve to guide the self-study report: (1) The Public Health Program, (b) Instructional Program, (c) Creation, Application and Advancement of Knowledge, and (d) Faculty staff and students. The report and Appendix are available for review in the Department Office.

THE MPH PROGRAM FACULTY

MPH CORE FACULTY

Dr. Kathleen Roe, Chair of the Health Science Department.

Kathleen Roe earned all three of her degrees from the University of California at Berkeley : a BS in sociology with minor in Afro American Studies (1975), an MPH in community health education (1980), and a doctorate in public health (1985). She joined the Health Science Department in 1988 and was awarded tenure and promotion to full professor 5 years later. In 2002, she was named the Outstanding Professor of San Jose State University. In AY 2010-11, Dr. Roe will teach one MPH course: HS 277 Multicultural Communication for Health Professionals, for both campus and distance students. Over her career, Dr. Roe has been involved in many community-based education and research projects. Her current focus is an integrated set of community-based, participatory activities in her large undergraduate course (HS 104 Community Health Promotion), McKinley Elementary School, and a pueblo of artisans in Arrazola, Oaxaca, Mexico. For over 12 years she was the process evaluator for the San Francisco HIV Prevention Planning Council. Since 2007, Dr. Roe serves as a Visiting Professor at the University of Reykjavik in Iceland where she is also a member of their 13-city Youth in Europe drug abuse prevention study. She is founder of the Friends of Arrazola project, which includes an annual trip with Health Science students to Oaxaca, Mexico each Spring Break. Dr. Roe is a frequent speaker at conferences and trainings, including a plenary speaker at Youth in Europe Mayors Conference in Istanbul , Turkey (May 2007). Dr. Roe is widely published, most recently in the areas of health disparities, community-based evaluation, and quality assurance in professional preparation. She is a founding Associate Editor of the Circle of Research and Practice department (with Brick Lancaster of CDC) of Health Promotion Practice and a founding member of the Academy for Health Equity. Dr. Roe is active in national and regional public health organizations. She served as Co-Chair of the National Task Force on Accreditation in Health Education for several years and as a member of The Health Trust's Grants Committee. She is a Past- President of the Society for Public Health Education (1999-2000) and has held numerous elected offices in the Public Health Education and Health Promotion Section (PHEHP) of the American Public Health Association. Dr. Roe is the recipient of the APHA PHEHP Section's Early Career Award (1995), the SOPHE Mentor of the Year Award (2001), and the Northern California SOPHE Dorothy Nyswander Leadership Award (2001), the SOPHE Distinguished Career Award (2006), and the Distinguished Career Award of APHA's Public Health Education and Health Promotion Section (2008). Under her leadership, the Health Science Department was the recipient of the 2004 SJSU Provost's Award for Student Team Service Learning, the 2005 Open Society Award of the National Society for Public Health Education (SOPHE), the 2007 CASA Assessment Award, the 2008 Provost's Award for Community Collaboration, and the 2009 Provost's Award for Team Project (the latter two for her projects at McKinley School). Dr. Roe was honored to be selected by Provost Carmen Sigler to be the Coordinator and Lead Writer of the university's recent accreditation report on Educational Effectiveness and was the recipient of the College of Applied Sciences and Arts' Faculty Award for Commitment to Equity and Diversity. Dr. Roe was unanimously elected to a third 4-year term as Department Chair in May 2009.

Dr. Edward Mamary, MPH Program Director

Edward Mamary earned his DrPH degree from the University of California at Berkeley and his MS degree from Hunter College, CUNY. He joined the SJSU MPH faculty in 1998. He joined the Health Science Department in 1998 and was awarded tenure and promotion to associate professor in 2004 and promoted to full professor in 2008. Dr. Mamary teaches *Environmental Health, Groups and Training, Applied Data Analysis and a new undergraduate Environmental Health class*. He also is one of the Department's MPH Thesis and Graduate Project advisors. Prior to coming to SJSU, he worked for many years as an evaluation specialist for the San Francisco STD/HIV Prevention Training Center, one of four national centers funded by the Centers for Disease Control and Prevention. Dr. Mamary has consulted on a number of projects, including – a local evaluation for The Partnership for Public Health (PPH) - a five-year initiative funded by the California Endowment to foster ties between California communities and public health departments; HIV needs assessments for the Mountain Counties AIDS Consortium, Contra Costa County, San Mateo County, and Kern County; an assessment of smoking among people living with HIV for San Francisco General Hospital; building evaluation capacity for community-based HIV prevention programs in the City and County of San Francisco; and an impact evaluation for the California State Occupational Lead Safety Program. He also served as co-principal investigator, along with Dr. Anne Demers, for a CSU collaborative grant, Assessing Priorities and Creating Opportunities for Training California's Public Health Workforce. Dr. Mamary, along with alum Jacqueline McCright, were co-principal

investigators on a research project funded by the Universitywide AIDS Research Program, University of California. The main goal of the research was to conduct in-depth interviews regarding HIV risk with African American men who have sex with men and who do not identify as being gay. The second year of the project engaged a sub-set of participants in a Photovoice Project. You can view the Ourlives Photovoice Project at www.ourlivesphotos.com. Dr. Mamary also conducts primary care effectiveness reviews for the Ryan White CARE Act Grant Program. He was past co-vice president of national SOPHE and co-chair of SOPHE's faculty caucus and is currently the treasurer for the Council of Accredited MPH Programs in Community Health Education (CAMP). Dr. Mamary was also a past Co-president of NC-SOPHE. He is also currently serving on the National Board of Public Health Examiners.

Dr. Daniel Perales

Daniel Perales was born in Brownsville, Texas. He received his BA degree from the University of California at Berkeley and his MPH and DrPH degrees from the University of Texas School of Public Health at Houston. His professional and research interests include injury control and program evaluation. Dr. Perales teaches *Health Promotion Planning and Evaluation* in the MPH program and has taught several courses in the undergraduate program including *Social Marketing*, and *Epidemiology*. He is also the SJSU MPH Program Director of Distance Education. Over the last 25 years, he has conducted research that includes observational studies of bicycle safety helmet use in two California counties and needle exchange HIV/AIDS harm reduction programs. He has also conducted evaluation of programs related to tobacco control, prenatal care outreach, nutrition education and food security, child immunization, and coalition development and maintenance. He has provided strategic planning consultations to the Santa Clara County Senior Care Commission, the Gold Country Tobacco Control Coalition, and the California Childhood Lead Poisoning Prevention Program. He also served on the American Public Health Association's Strategic Planning Committee. Dr. Perales is currently president-elect and is former treasurer of the Society for Public Health Education. He is a past member of the Editorial Board of *Health Education and Behavior*. He presently serves on the Editorial Advisory Board of the journal *Health Promotion Practice*, the *Californian Journal of Health Promotion*, and on the Prevention Institute's Board of Directors.

Dr. Anne Demers

Anne Demers is an Assistant Professor and recently received tenure in the Health Science Department. She received a B.A. in Psychology from the University of California, Santa Cruz; an MPH from San Jose State University; and an Ed.D. with an emphasis in Organizations and Leadership from the University of San Francisco. She is a member of San Jose State University's Veteran Students Advisory Committee and a former member of the Institute for Collaborative Response to Victims of Family Violence, where she was the Coordinator for Student Projects and Research and a Co-Principal Investigator for evaluation of Institute activities. She has many years experience in the study of organizations, social systems, education, and community change. Her research interests are in the related areas of disenfranchisement from community, actions that compromise mental health, and evaluation of the policy and service interventions designed to help people re-integrate into mainstream society and community. Her particular focus populations are veterans of the military and their loved ones. Dr. Demers is a content area expert in the mental health issues of veterans', and their loved ones and recently concluded an ethnographic research project documenting the experiences of veterans and their loved ones in San Francisco Bay Area and the San Diego area. This was a collaborative project with a San Francisco based non-profit organization, funded by California Endowment and the Iraq Afghanistan Deployment Impact Fund. She is currently a Co-Principal Investigator on two research projects. The first project is Exploring Intimate Partner Relationship Issues among Veterans and Their Partners on College Campuses in California, funded by Blue Shield of California Foundation. The second project is Connecting Veterans to the Learning Experience at SJSU, supported by a San Jose State University Planning Council grant. Dr. Demers coordinates the *MPH Fieldwork Program*, and teaches *HS100 Writing Workshop*, *HS145 Community Mental Health*, *HS291A, B, & C Fieldwork Seminar, Practicum, and Synthesis*, *HS271 Theoretical Foundations in Public Health Education*, *HS276 Community Organizing*, *HS293 Public Health Leadership* and is one of the faculty advisors for graduate projects and theses. In addition, Dr. Demers has been an invited keynote speaker and presented her work at numerous professional conferences, including the American Public Health Association, the Society for Public Health Education, and the International Union for Health Promotion and Education; she has been an invited speaker at various local and state summits, including the Department Of Defense Task Force on Veterans' Mental Health; the Northern California Grantmakers Briefing on veterans' issues, and Combat to Community: A Community Summit on the Mental Health and Wellness of Veterans and Their Families.

MPH PUBLIC HEALTH FACULTY

Dr. B. Burt Gerstman

Bud Gerstman earned his Ph.D. in Epidemiology and Comparative Pathology from the University of California, Davis and his M.P.H. in Epidemiology from the University of California at Berkeley. He also has a Doctor of Veterinary Medicine degree from Cornell University and Bachelors degree from the State University of New York, Binghamton. Dr. Gerstman teaches *Principles of Epidemiology*, *Biostatistics*, *Computational Public Health Statistics*, and a variety of upper division and lower division undergraduate classes. Before coming to SJSU in 1990, he was a Fellow at the National Institutes of Health as part of the US Public Health Service Epidemiology Training Program and was an epidemiologist at the U.S. Food and Drug Administration. He has taught at the NIH Graduate School, has won numerous awards, and is widely published. He is author of two best-selling texts: *Epidemiology Kept Simple* (Wiley-Liss, New York, 2003) and *Basic Biostatistics: Statistics for Public Health Practice* (Jones and Bartlett, Sudbury, MA). His research interests include the history of epidemiology and public health (especially in post-revolutionary France and Victorian England), drug safety (focusing on hormonal contraceptive use), obesity research, public health surveillance, and complementary and alternative care. The URL for Dr. Gerstman's web site is www.sjsu.edu/faculty/gerstman. Dr. Gerstman will be on an academic leave during the 2010-11 academic year.

Dr. Brian R. Grossman

Brian R. Grossman earned a B.A. in Psychology and Communication from Rutgers University; an M.S.P.H. in Health and Social Behavior from the Harvard School of Public Health; and a Ph.D. in Sociology from the University of California, San Francisco. He joined the Department of Health Science as an Assistant Professor in the spring of 2010. Prior to this position, Dr. Grossman taught as a part-time lecturer for the Department, as well as for both the Department of Sociology and the Graduate Program in Gerontology at San Francisco State University. In 2007, Dr. Grossman was awarded the Diversity Curriculum Award from the College of Behavioral and Social Sciences at San Francisco State University for a course he developed entitled *Disability and Inequality*. Currently, he teaches *HS 15 – Human Lifespan*, *GERO/HS 117 – Social Policies and Services in Aging*, *HS 140 – Human Sexuality*, and *HS 295 – Research Design and Methodology*, and coordinates the fieldwork projects for the Gerontology Program. He is also one of the two undergraduate advisors for the Department of Health Science and the Concentration Coordinator for Option 3 (B.S. in Health Science with a Concentration in Gerontology). Dr. Grossman's research is focused on disability and old age as categories of social, political, and economic exclusion, with a particular emphasis on both the construction of social identity and patterned experiences with social policies including Medicare, Medicaid, and Social Security. Through his work with the Center for Personal Assistance Services at the University of California, San Francisco he conducted research on the limited and disparate state coverage of services and supports that allow people with disabilities and older people to remain living at home and in their communities. Dr. Grossman's research has been published in *Aging and Social Policy*, *Health and Social Policy*, *Home Health Care Services Quarterly*, and *Sexuality Research and Social Policy*. He is co-editor of the volume, *Social Insurance and Social Justice: Medicare, Social Security, and the Campaign Against Entitlements* (Springer, 2009). His current projects include: an interdisciplinary, qualitative study of concepts of health for Mexican immigrants in Silicon Valley, a literature review of HIV prevention efforts for people over 50, and a theoretical analysis of the role of meritocracy in the social exclusion of people with disabilities. Dr. Grossman is a Fellow for Life with the Albert Schweitzer Fellowship and is a founding Board Member of the Bay Area Schweitzer Fellowship (BASF). Dr. Grossman is co-chair of the Rainbow Scholars special interest group of the Gerontological Society of America and Program Chair of the Disability in Society section-in-formation for the American Sociological Association. Dr. Grossman lives in the Castro district of San Francisco with his partner, Malcolm, and two freshwater fish tanks.

Dr. Van Ta

Dr. Van Ta is a tenure-track Assistant Professor in Health Science at San José State University. She teaches *HS 135 Health Issues in a Multicultural Society*, *HS 162 Health Care Organization*, *HS 262 & HS 262D Health Services Organization*, and *HS 295D Research Design and Methodology*. Her primary research interest is to address issues related to racial and ethnic minority health and healthcare disparities, especially among at-risk Asian American and Native Hawaiian/Other Pacific Islander women. Her research areas include mental health, substance use, and intimate partner violence. She investigates the barriers and facilitators to accessing mental health and related treatment, and the effectiveness of innovative and culturally appropriate treatment approaches in health care settings. Her current studies include: (1) a mixed-methods study on the barriers and facilitators to use of mental health services among Native Hawaiian women; and, (2) investigations of the roles of race/ethnicity and socio-cultural aspects on Asian Americans and Pacific Islanders' health

care use and experiences. She is a recipient of the National Institutes of Health (NIH) Loan Repayment Program, Health Disparities award. Dr. Ta was a National Institute on Drug Abuse (NIDA) postdoctoral fellow in Substance Abuse Treatment and Services Research at the University of California, San Francisco (UCSF) Department of Psychiatry. At UCSF, she worked on various projects such as an intervention study on HIV prevention for mentally ill substance users. She has an on-going research study at UCSF that examines racial and gender differences in health services use among methamphetamine users. She completed her doctoral studies in Health Policy and Management with a concentration in social and behavioral sciences at The Johns Hopkins University School of Public Health, where she was a recipient of the Sir Arthur Newsholme Scholarship. Her dissertation research focused on the prevalence of and factors related to depression and the utilization of mental health/substance use services among Asian and Pacific Islander mothers in Hawai'i. She also has a Masters in Public Health (MPH) with a concentration in Health Promotion, a B.S. in Health Promotion and Disease Prevention and a B.A. in Sociology from the University of Southern California (USC). Prior to pursuing her doctoral degree, she worked for three different non-profit organizations in Los Angeles County primarily addressing health care access and health equity issues affecting Asian and Latino Americans as well as the uninsured and underinsured. Dr. Ta is a refugee from Vietnam, a 1.5 generation Chinese American, and is the oldest of four.

DEPARTMENT ADMINISTRATIVE STAFF

Mamie Pa

Mamie Pa is our Health Science Department Secretary. A native of Oahu, Mamie has been with the Department now for several years. She currently serves as Administrative Support Coordinator, supervising our office assistants and providing invaluable support to the MPH Program Director and Department Chair. We also have several enthusiastic students who are helping with our office's administrative tasks. When visiting our office, be sure to thank them for all support they are providing us!

THE MPH COURSE OF STUDY – 2011-2012

The MPH “course of study” is the planned progression of the required 42 units of coursework and fieldwork, plus 3 units for the concurrent prerequisite (HS 167 Biostatistics). Students may also opt to do an independent project or thesis as their culminating experience, requiring additional units to their MPH program of study. The 42 required MPH units are organized as follows:

Health Education Core Courses	12 units
Public Health Core Courses	22 units
Fieldwork (400 hours plus Fieldwork Seminar and Synthesis)	5 units
Culminating Experience	3 units*
<hr/>	
Total	42 units*

MPH COURSE DESCRIPTIONS

Concurrent Prerequisite

HS 167 Biostatistics

Introduction to methods of collecting, computerizing, describing, inferring from and presenting numerical data derived from groups of individuals in public health and biomedical settings.

Health Education Core Courses

HS 200 Contemporary Practice: Public Health, Health Promotion, and Community Health Education

Introduction to the philosophy, ethics, historical roots, and approaches of contemporary public health education and health promotion. Emphasis is on frameworks and strategies used in practice.

HS 201: Groups and Training: Theory and Practice

Study of group processes and learning theories as they apply in the training environment. Apply experiential learning concepts and principles in the design, implementation, and evaluation of training programs. (Mamary)

HS 271 Theoretical Foundations of Public Health

Psychological, social, cultural, and ethical factors in health-related behaviors and behavior change. (Demers)

HS 272 Health Planning and Evaluation

Theory and practice of developing community health programs. Focus on program planning within the context of strategic planning, problem/needs assessment, setting of program goals and objectives, approaches to program evaluation, and grant writing. (Perales)

HS 293 Leadership for Health Professionals (Capstone Course)

Preparation for leadership in public health. Emphasis is on: policy and politics of health advocacy, ethics in public health education, and final self-assessment of skills for practice and continuing education priorities. This course can not be taken until Fieldwork Seminar and Practicum are completed. (Demers)

Public Health Core Courses

HS 261 Epidemiology

Introduction to epidemiologic concepts and methods with applications to public health practice for students intending to engage in, collaborate in, or interpret the results of epidemiologic studies in the scientific appraisal of community health. (Gerstman)

HS 262 Health Services Organization

In-depth examination of the organization and administration of health services in the United States. Topics include health care economics, health service expenditures, insurance theory, comparative health systems, government role, cost containment and quality. (Ta)

HS 263 Principles and Skills of Health Administration

Application of administrative concepts and skills in health systems agencies. Includes decision-making, communication, funding, budgeting, marketing, personnel management, labor relations, planning, evaluation, and health promotion.

HS 265 Environmental Health

Investigation of environmental health issues: risk evaluation, risk management, hazardous materials, occupational health and safety, plus air, water, and noise pollution. Learning fundamentals of managing environmental health problems. (Mamary)

HS 267 Computational Public Health Statistics

Methods of public health and biostatistical data collection, management, analysis, and reporting using microcomputers, including the detection and control of confounding factors. (Gerstman)

HS 269 Applied Data Analysis (Capstone Course)

The final for this course serves as one part of the comprehensive exam. The course description is as follows: Overview of quantitative and qualitative data analysis and reporting. Application of basic quantitative analysis concepts introduced in computational statistics and research courses. Specific emphasis on interpretation of qualitative data including data reduction, text management, coding, content analysis, and data trustworthiness. This course is taken in the student's final spring semester in the MPH program. (Mamary)

HS 276 Community Organization and Health Promotion

Advanced study of the principles, practices, and ethical considerations underlying community organization, health promotion, empowerment, and advocacy. Includes examination of the change process and introduction to the skills and tools of effective public health organizing. (Demers)

HS 277 Multicultural Communication for Health Professionals

Theories and skills of multicultural communication necessary for effective professional practice with diverse clients, communities, staff, and colleagues. Examination of concepts and indicators of cultural competence beginning with intensive self-study and concluding with community examples. (Roe)

HS 295 Research Design and Methodology

Multidisciplinary focus on general research methods such as the concept of scientific methods, the logic of research design and applicability of theoretical and experimental approaches in the health professions. (Grossman and faculty from the Division of Health Professions)

Fieldwork

HS 291A Fieldwork Seminar

Guidance for the fieldwork practicum. Emphasis is on preparation for fieldwork including (1) self-analysis of strengths, competencies, and professional development plans; (2) developing professional fieldwork objectives and (3) reviewing key concepts from health education core courses.

HS 291D Fieldwork Practicum

Application of theory and skills in a health care organization, community, or worksite setting under the direction of a health education mentor. Planning, developing, implementing and/or evaluating community health education programs or research. Students complete 400 hours, full-time or part-time.

HS 291E Fieldwork Synthesis

Critical reflection and synthesis of fieldwork experience, including lessons learned, organizational analysis, and professional self-assessment. (Demers)

Culminating Experience Options

Comprehensive Exam – Response to a Request for Proposal (RFP)**HS 298 Advanced Research Methods**

Seminar for students working on approved Master's Project

HS 299 Advanced Research Methods

Seminar for students working on approved Master's Theses

FREQUENTLY ASKED QUESTIONS ABOUT THE MPH PROGRAM

General Questions

What is the emphasis of San Jose State University's MPH program?

The emphasis of our MPH program is **Community Health Education**. Our students take basic public health courses (such as epidemiology, biostatistics, administration, and environmental health) but the majority of their coursework, and the focus of the program, is the philosophy and methods of community health education. Our curriculum emphasizes the theories and skills necessary to promote public health with individuals, groups, organizations, and communities through educational programs and prevention initiatives, community organizing, capacity building, and policy development.

How does the SJSU MPH program differ from MPH programs in other institutions?

Our MPH program is located in the Department of Health Science within SJSU's College of Applied Sciences and Arts. Some MPH programs are located within schools of public health. They offer MPH and doctoral degrees in a number of specialized areas (i.e., epidemiology, health policy, administration, social and behavioral sciences, maternal and child health, as well as community health education). Regardless of organizational setting, the core curriculum of each accredited community health education program is the same. The differences are in the scope and breadth of the institution, the faculty research and services interests, and the program's philosophy of master's level education. The best way to find out about these differences is to learn as much as you can about each institution and then decide which environment and approach would be best for you.

Is the San Jose State University MPH program accredited?

Yes. The MPH program was established in 1970 and first accredited by the Council on Education for Public Health (CEPH) in 1974. CEPH is the same organization that accredits schools of public health. We have been accredited continuously since 1974.

What are the scholastic requirements of the program?

Per university policy, all graduate students shall be subject to academic probation if a cumulative grade point average of at least 3.0 (grade of "B" on a four-point scale) is not maintained in all units subsequent to admission into the MPH program. Students will not be able to graduate with a GPA that is below 3.0. Additionally, according to MPH program policy, students who receive below a B- grade for any public health or health education core course must repeat the course.

Questions about program length and class schedules

How many units are required?

The formal course of study requires 42 units and 400 hours of fieldwork. In addition, all students are required to take one concurrent prerequisite (HS 167 Biostatistics) for three units.

Is a thesis required?

No. MPH students may fulfill the university's Graduation Requirement one of three ways: 1) a Master's Thesis or 2) a project, or 3) a comprehensive exam. The Master's Thesis or project option requires additional units beyond the 42 unit MPH course of study.

How long does it take to complete the MPH program?

It is possible to complete the program in two years, using summer for full-time fieldwork and doing the Comprehensive Exam. However, most of our students attend on a part-time basis. They usually take 6-9 units per semester. At that rate, most part-time students complete the program in three to four years. Our only requirement is that students take a minimum of two courses (HS 200 and HS 201) the first semester and two courses the following semester. Please note that the university requires that the degree be completed within 7 years!

When are most graduate courses offered?

We try very hard to accommodate working professionals with the scheduling of our MPH courses. Most graduate courses are offered only one day per week, meeting for two hours and 45 minutes. To meet a variety of scheduling needs, courses are offered in the afternoon and evening.

Are any MPH courses offered over the summer?

HS 291 B Fieldwork Practicum is offered during the summer.

Questions about the Prerequisites

What are the program prerequisites?

The basic academic prerequisite is an undergraduate degree, with an overall minimum grade point average (GPA) of 3.0 in the last 60 units. Strong writing skills and evidence of quantitative ability (through previous, grades, and/or GRE scores) are also very important. Beyond academic preparation, we require community contributions, and paid or volunteer experience in health promotion or other community-based activities. Highest priority is given to people with multicultural experiences, strong academic preparation, and at least

two years of direct health education experience. However, we are most interested in applicants with a clear commitment to public health as demonstrated through their work or volunteer experiences and their statement of purpose.

Are there any prerequisite courses?

Yes, there is one , but it can be taken once enrolled in the MPH program. The "concurrent prerequisite" is:

HS 167 *Biostatistics*.

Can I get academic credit for courses I have already taken or my work experience?

Up to nine units of previous coursework may be approved for transfer credit as long as they were not counted towards a previous degree. These units must come from San Jose State University, Open University, another academic institution, or a combination of both. However, credit is only available for equivalent courses, as demonstrated by the course syllabus, content, and assignments. Approval of previous units is done on an individual basis by MPH Faculty Advisors and then by the Graduate Studies Division. The criteria for transfer credit may change and you should check the current policy before enrolling. Course credit is not given for previous work experience. However, you will be able to draw upon your previous experiences in class discussions, papers, and other assignments.

Can I take courses before being admitted into the MPH program.

No, with one exception. Graduate students from other departments already admitted to SJSU may take MPH courses as electives with instructor approval.

Can I take courses through the MPH distance format?

No. Although distance students are SJSU MPH students, the distance format has a separate admissions process and funding mechanism. Likewise, MPH campus student may not take courses designated for distance students. For more information about the SJSU MPH Distance Program – visit the website accessed through <http://www.sjsu.edu/healthscience>.

How can I find out more information?

Come to one of our monthly MPH Admissions Information Meetings (September – March). Once enrolled, all students have access to an MPH Faculty Advisor and have an opportunity to have a Peer Mentor. Visit our website at <http://www.sjsu.edu/healthscience>.

MPH MASTER'S THESES, 1995 – 2008

Raymond, H. Fisher (2008). *Race and Age Mixing Preferences: Aspects of HIV Risk Taking Among Men Who Have Sex With Men*

This study explored potential underlying reasons for the higher rates of HIV infection among Black men who have sex with men. Specific measures included the influences of social networks, structural barriers, and perceptions of risk on partner selection among MSM in four areas: a) personal preferences for the race of sexual partners; b) the influences of social network composition on partner preferences; c) structural issues such as comfort in multi-ethnic settings; and e) race/ethnicity-based stereotypes of risk.

(Chair: Dr. Kathleen Roe)

Hagion-Rzepka, Christine (2005). *Beyond battering: The long-term effects of domestic violence.*

This study used qualitative research methods to explore the lived experience of 11 formerly-abused females. The purpose of this study was to document the long-term impact of domestic violence on survivors, in their own words and from their unique perspectives. (Chair: Dr. Kathleen Roe)

Buckner, Anji (2004). *An Exploration Of Being And Having Allies In The Independent Living Movement*

This study used qualitative research methods to explore the experience of being allies and having allies in the Independent Living Movement. This timely research examined the unique challenges, contributions, risks, and benefits of being allies and having allies in this important social movement. The study received the MPH Program's Outstanding Thesis award for 2004. (Chair: Dr. Kathleen Roe)

Freiwald, Kris (2003). *Exploration of Perceptions of Quality of Life Among Residents of Berlin, Germany.*

This study used qualitative research methods to gain insight into the meaning of the quality of life among a diverse group of German citizens. The life experience of these individuals ranged from the horrors of World War II to the struggles of unifying Germany after the fall of the Berlin Wall. The study received the MPH Program's Outstanding Thesis award for 2003. (Chair: Dr. Kathleen Roe)

Roesler Demers, Anne (2000). *An Exploration of the Lived Experiences of Street Youths who Have Transitioned from Homelessness to Independent, Domiciled Living.*

Exploratory qualitative research on the experiences of street youths and the meanings that they attach to those experiences. The research involves participant observation, focus groups, and in-depth interviews. (Chair: Dr. Kathleen Roe)

**Department of Health Science Outstanding Graduate Researcher, 2000 College of Applied Sciences and Arts
Outstanding Graduate Researcher. 2000
SJSU Representative, CSU Research Competition, May 2001**

Staley, Matthew (2000). *Generation in Change: An Exploration of the Attitudes and Beliefs among Young Men who Have Sex with Men in San Francisco Regarding HIV/AIDS Precautionary Sexual Behavior.*

Exploratory analysis of the attitudes and beliefs regarding HIV/AIDS precautionary sexual behavior. A group of men, ages 15-25, will be interviewed using semi-structured, in-depth interviews.
A manuscript Matthew developed from his thesis won the Society for Public Health Education 2000 Graduate Student Paper Award. (Chair: Dr. Edward Mamary)

Burrell, Alma (1998). *Personal Health Behaviors of Health Professionals.*

Survey research on the personal health behaviors of Northern California physicians, nurses, and health educators.

Morgan, Lisa (1998). *Patient Perspectives on Empowerment and Self-Management of Chronic Conditions.*

Qualitative study of the perspectives and experiences of patients with chronic conditions regarding the supports and barriers to empowerment and self-management encountered in the changing health care system.

Cuddy, Sabrina (1998). *Women's Attitudes Towards Pelvic Exams*

Survey research regarding college women's attitudes, beliefs, and behaviors regarding sexual health preventive services, particularly pelvic examinations and cervical cancer screening.

Boman, Wendy (1997). *Current and Future Roles of the Internet in Health Education: Policy, Research, and Practice.*

Multi-method examination of the early use of the Internet in health education policy, research, and practice. Methods included surveys, key informant interviews, and in-depth interviews.

Hollblad-Fadiman, Katerina (1997). *Similarities and Differences Between Sun-Related Knowledge, Attitudes, Beliefs, and Behaviors of South African and Californian University Students.*

Comparative survey research on sun-related knowledge, attitudes, beliefs, and behaviors of young adults. The data were collected in Durban, South Africa and San Jose, California.

Stern, Dana (1996). *Maternal Confidence for Labor and the Use of Epidural Anesthesia*

Survey research on the relationship between childbirth preparation, maternal confidence for labor, and the later use of epidural anesthesia for pain management during labor and delivery.

MPH GRADUATE PROJECTS, 1995 – 2011

- Jennifer Miranda (2011). An Exploration into the Transition Experience of Student Veterans at CSU East Bay. (Dr. Demers, Advisor).
- Melissa Struzzo (2011). Evaluation of the San Francisco Department of Public Health Harm Reduction Policy. (Dr. Demers, Advisor).
- Janelle Abriani (2010). Evaluation of the Rainbow Pizza and Market Exhibit at the Children's Discovery Museum of San Jose. (Drs. Demers and Mamary, Advisors).
- Lara Borowski (2010). An Assessment of Veterans' Needs to Achieve Academic Success at San Jose State University. (Dr. Demers, Advisor).
- Lisa Hedden (2010). The Role of Social Support in Community Reintegration Among Female Iraq War Veterans. (Dr. Demers, Advisor).
- Cheryl Hergert. (2010). The Development of a Student-initiated Global Health Course. (Dr. Anne Demers, Advisor).
- Creagh Miller (2009). Evaluating the impact of a sexuality education program on the sexual health knowledge of middle and high school students in San Mateo County (Dr. Demers, Advisor).
- Sonia Alvarez (2008). Voces y Sentimientos: A photovoice exploration of diabetes self-management among uninsured Latinos in Santa Clara County (Dr. Mamary, Advisor).
- Sarah Jarmon (2008). Concerns of Older Women in Prison as Determined by Length of Incarceration. (Dr. Roesler Demers, Advisor).
- Rachna Nivas (2008). Exploring positive youth development and the holistic health benefits of Kathak dance training, a classical dance from North India, on South Asian American girls (Dr. Roe, Advisor).
- Brian R Shaw (2008). Perspectives that Shape Expectations: Former Foster Youth at San Jose State University. (Dr. Roesler Demers, Advisor).
- Hjord, Hanna (2006). Evaluating the 8th Annual MPH-SA Sexual Diversity Workshop: Reaffirming the MPH Program Commitment to Respecting Sexual Diversity as a Core Value (Dr. Perales, Advisor).
- Melissa Massoletti (2006). Screening for Substance Abuse During Pregnancy: An Assessment of Prenatal Care Providers in Santa Clara County (Dr. Roesler Demers, Advisor).
- Nitta, Mavis (2006). Tongan's Perspective Regarding Cancer Support Groups and Resources in the Bay Area (Dr. Mamary, Advisor).
- Silva, Andrea (2006). Evaluating HS 1: Improving Understanding of Personal Health (Drs. Roesler Demers & Mamary, Advisors)
- Arellano, Sofia (2005). SOPHE Faculty Caucus Survey To Learn About Priorities In Topics for discussion At The Midyear and Annual Meetings. (Dr. Perales, Advisor).
- Dayaw, Maria (2005). A Community Participatory Approach To Understanding Multicultural Perspectives of Older Adults (Dr. Perales, Advisor).
- Johnson, Shannon (2005). Resilience Strategies and Empowering Resources: Patient Referral in the Context of Bolivian Women's Lives (Dr. Mamary, Advisor).
- Jones, Laura and Marinas, Melissa (2005). An In-depth Look at a Collaborative Process Evaluation (Dr. Roe, Advisor).

- Offer, Claudine (2005). Patterns of Attribution of Responsibility for HIV Prevention Among HIV-Seropositive Men Who Have Sex With Men.
- Youmans, Sharon (2005). An Exploration of Elderly African Americans' Experiences with Pharmacists and Pharmacy Care Services (Dr. Mamary, Advisor).
- Lenart, Gretchen (2004). A Systematic Assessment and Description of Recommendations from Selected Child Death Review Team Reports in the United States 1999-2002 (Dr. Perales, Advisor).
- Gonzalez, Alma (2003) An Assessment of Neighborhood Food Environment and Obesity Risk.
- Kiburi, Ayanna (2003) Development of the Script of a Patient Instructor Video for Clinical Breast Examination Training.
- King, AJ (2003) Digital Storytelling: Redefining Violence by Shifting the Public Health Paradigm.
- Krone, Laura (2003) Caregivers' Perspectives on Healthy Eating and Active Play with Preschool Children.
- Perihenets, Ihor (2003). HIV Prevention Programs for Severely Mentally Ill People: A Study of HIV Prevention Efforts by Community Based Organizations in San Francisco.
- Roe, Kevin (2003). Life on HAART: A Photovoice Examination of the Long-term HIV Therapy.
- Snead, Judith (2003). Women Uniting to Stop Smoking: Community-Based Smoking Cessation for Low-Income Women.
- Siller, Jacqueline (2003). Social Marketing Training Curriculum for Health Educators.
- Young, Judy (2003) Sexuality and Ethnicity in African American Communities: Concepts for Curriculum Development.
- Hussey, W. Quince (2001) Slivers of the Journey : The Use of Photovoice and Storytelling to Examine Female to Male Transsexuals' Experiences of Health Care.
- Shaw, Kathy (1998) Aging and Spirituality.
- Basi, Pali, Mairoana, Andres, and Bernhard, Suzanne (1998) Development and Implementation of MPH Curriculum Modules on Health Education and Ethics ,
- Weller, David (1998). Roots of Violence: Interviews with Men in Jail.
- Goette, Christina (1997). Public Perceptions of Public Health in Santa Clara County.
Department of Health Science Outstanding Graduate Researcher, 1996-97 College of Applied Sciences and Arts
Outstanding Graduate Researcher. SJSU Representative, CSU Research Competition, May 1998.
- Hirahoka-Pisano, Lucinda (1996). Development of Good Samaritan Health System Translation Services.
- Crews, Gina (1996). Development & Evaluation of a Chinese Pediatric Health Care Guide at Kaiser Permanente in San Francisco.
- Simos, Anna (1996). Development and Introduction of a Computerized Rehabilitation Unit Patient Discharge Form for the Palo Alto Veterans Administration .
- Paz Soldan, Valerie (1996). Development of a Training Manual for Las Promotoras de Salud of the San Juan de Miraflores Community in Lima, Peru.

MPH ADMISSIONS PROCESS FOR FALL SEMESTER

Application Period

New students are admitted to the MPH program only once a year, to begin course work during the Fall semester.

Applications for Fall 2012 will be accepted between October 1, 2011 and March 15, 2012. Applications received in our office **after March 15th** will not be eligible for review.

Steps Necessary for Applying to the MPH Program

IMPORTANT:

Please note that you submit two separate applications – one to the university and the other to the MPH program. Read and follow the instructions below completely. Failure to submit all required materials to the appropriate office by Monday, March 15th, 2012 will automatically disqualify the application. Be sure to send information to the appropriate office - information sent to an incorrect address will not be forwarded.

Step #1: ONLINE MPH PROGRAM APPLICATION DATA FORM: Submission of an MPH Program Application Data Form available by clicking the following URL (if it fails to direct you to the site, then copy the URL into your browser):

<http://www.zoomerang.com/Survey/WEB22D24N5PV3P/>

Note: Your application will be considered incomplete if you do not complete the online MPH Program Application Data Form

Step #2: UNIVERSITY APPLICATION: Complete your university graduate admission application by going online: <http://www.csummentor.edu/AdmissionApp/>. Before exiting the website, you must print a copy of your university application to submit to the MPH program.

Step #3: Submit all required university application materials to the San Jose State University Graduate Admissions and Program Evaluations office that handles all graduate admissions. Applicants must be admitted to the University's Graduate Division in order to begin the MPH program. Be sure to check that you have included all the required materials. Information about graduate admissions can be found at http://www.sjsu.edu/gape/prospective_students/

Note:

All matters relating to the graduate admissions must be handled directly with Graduate Admissions and Program Evaluations. Our Department staff have nothing to do with the process and can neither help nor answer questions. You may reach the Graduate Studies and Research office by calling (408)-924-2480.

International applicants have additional admissions requirements and earlier application deadlines.

Step #4: MPH PROGRAM APPLICATION: Submit additional set of application materials to the MPH program in the Health Science Department. There is no specific form used for MPH admissions. Your first correspondence with our Department should include, in **one** packet, a copy of your SJSU Graduate Admission Application, your statement of purpose, resume, and a cover letter detailing when the other items (i.e., transcripts, letters of recommendation, GRE scores) will be received if they are not included in your packet.

We will establish a MPH Application Folder for you as soon as we receive your first packet of materials. Once the folder is established, we will add any letters of recommendations that are mailed directly to our office throughout the application period. Please note that no materials will be added after the closing date, March 15th. GRE scores must be reported to the Department Office by March 15, 2012 – either in hard copy or electronically. SJSU’s ETS institution code for both GRE and TOEFL is **4687** – indicate public health for department.

NOTE: All application materials become the property of SJSU – no materials will be returned to the applicant. **Re-applicants must submit all new material.**
Checklist of required materials:

Materials to be sent to the San Jose State University, MPH Program, One Washington Square, San Jose 95192-0052	
A cover letter with a current address, email address, and telephone number.	✓
A Statement of Purpose (1-2 pages)	✓
A resume of your work and volunteer experiences	✓
At least two letters of recommendation (preferably addressing your academic and professional qualifications and potential)	✓
Copies (photo copies are acceptable) of all college transcripts sent to the Graduate Studies and Research	✓
Copy of your SJSU graduate admission application	✓
Official report of your GRE certificate – submit hard copy or indicate when the electronic score was reported to SJSU.	✓
Stamped, addressed post card that will be sent to you to verify that we received your application (optional)	✓

Admissions Decisions

MPH admissions decisions are based on several factors, including academic preparation, work experience, commitment to public health, potential for contribution to the field, and the overall quality of the application. We appreciate the effort and sincerity that go into preparing graduate school applications. Please be assured that all of the materials in your admission folder will be thoughtfully reviewed by our MPH Admissions Committee.

Our goal is to admit a cohort of approximately 25 highly dedicated individuals, ready for graduate work, and committed to the principles and approaches of community health education, advocacy, and health promotion. We particularly value diversity, practical community or health education

experience, strong academic skills, and upper division course work in the social sciences. However, we also know that there are numerous paths to the same place. We welcome your application and will review your own unique path with careful attention to your preparation and potential contribution to public health and community health education.

Admissions decisions will be made in April, with acceptance letters sent out in April and May. Complete applications received by **February 15th** will be eligible for **Early Admission Decisions (notifications will be made in March by email)**. Keep in mind that applicants who do not qualify for early admission will be considered with the general admissions applicant pool and many are eventually offered admission.

MPH Admissions Information Meetings

Anyone interested in learning more about our MPH program is invited to attend one of the MPH Admission Information Meetings, held monthly September – March. These meetings offer an opportunity to meet a faculty member and several current students. The informal gatherings provide an opportunity for individual questions and group discussion. A list of upcoming times and places is included with this packet. You may also visit our web site at <http://www.sjsu.edu/healthscience> for updated information. We ask that you notify us that you will attend a particular meeting.

FREQUENTLY ASKED QUESTIONS ABOUT MPH ADMISSIONS

Is it possible to start the MPH program in the Spring Semester?

No. Students are admitted to begin the program in the Fall semester only.

Is it possible to start taking MPH courses at SJSU or another university before being admitted to the program?

Applicants are not permitted to take MPH courses. However, some prospective applicants may decide to enroll in our undergraduate upper division courses or take an upper division social science or writing course in another department before applying to the MPH program (or while their application is being processed) as a way of strengthening their academic skills and background. Please note that this is not required and can be rather expensive. Taking courses prior to admission does not guarantee a place in the MPH program for the coming year.

What should I say in my Statement of Purpose?

The statement should clearly convey to the MPH Admissions Committee your reasons for wanting to study community health education and acquire an MPH degree at this point in your life. There is no required format for the 1-2 page statement. However, you will want to summarize the path you have taken to this point in your life, your goals and vision, and the commitments you bring to public health. Your statement should clearly explain why you have decided to pursue graduate training in community health education and why you would like to study at SJSU. Be specific, use examples, and craft this document carefully. The statement of purpose is the centerpiece of your application to the MPH program.

What should I include in my resume?

Everything that will help us to understand the work you have been doing, your academic preparation, and your orientation to public health. You may include both paid and volunteer work experience, but please be sure to indicate time periods and whether the work was full-time or part-time. Be thorough and comprehensive.

Do I have to have worked as a health educator to be admitted?

The MPH curriculum assumes that students have had at least a few years of work experience in health education or community-based programs. Priority is given to applicants who have worked a minimum of two years in the health field. Volunteer experience in community-based programs is counted as work experience. Work or volunteer experience in the field is very important, as our courses build on students' experiences rather than "teach the basics."

Who should write my letters of recommendation and is there a standard form?

People who know your professional and academic work and potential very well should write your letters of recommendation. There is no standard form, but the people who write the letters should use their own letterhead and clearly indicate how and when they have observed your abilities. It is best to submit at least one letter from a professor and one from a former or current employer. Two letters are required, but you are welcome to submit up to four letters if you wish. Letters can be sent either directly from individuals writing recommendations (make sure letters are addressed to the Health Science Department using our extended zip code 0052) or they can be included as part of the applicant's packet as long as they are sealed with the recommender's signature across the seal of the envelope

How important are the GREs?

GRE scores are one of the indicators of an applicant's readiness and skills for graduate level work. The Admissions Committee considers GRE scores along with earned grades (particularly in social science, health, and math courses), work experience, and the statement of purpose. Faculty Advisors use GRE scores in planning an appropriate sequence and balance of MPH courses.

Who makes admissions decisions?

The MPH Admissions Committee is made up of at least three MPH Core Faculty members including the MPH Program Director, with assistance by MPH students. This committee reviews all applications and identifies applicants who meet the program's admissions requirements. However, offers of admission to the university can only be made by SJSU's Graduate Division.

How can I find out the status of my application?

It is your responsibility to make sure that all materials are sent to the Health Science Department on time. Be sure to make copies of everything. Unfortunately, due to the high number of applications, we cannot answer individual queries regarding the status of applications – please do not contact our office. If you wish to be informed of whether your application is complete, please include a stamped, self-addressed postcard which will be mailed to you.

When can I expect to hear the decision?

Applicants accepted for Early Admissions Decisions will be notified by email in the middle of March. All other applicants will be notified during April and May.

What are the most common reasons why people are not admitted to the program?

There are two common reasons: 1) previous grades, and 2) insufficient work experience. Overall GPA in previous college coursework must be a minimum 3.0 for admission to the university. However, most MPH students achieved at least a 3.0 in their undergraduate coursework. As we review each applicant, we look at the overall GPA as well as earned grades for courses in the social sciences, health, and math/statistics. A pattern of low grades (anything below a B) in any of those course areas could negatively affect an MPH application. Work and/or volunteer experience is also very important and perhaps the most common reason that interested applicants are not eligible for admission. Most MPH students have had significant work experience (or sustained volunteer work)

in community programs or health education. It is very unusual for an applicant to be accepted into the program without such experience.

When are GRE scores due?

GRE scores must be received by the university There are two common reasons: 1) previous grades, and 2) insufficient work experience. Overall GPA in previous college coursework must be a minimum 3.0 for admission to the university. However, most MPH students achieved at least a 3.0 in their undergraduate coursework. As we review each applicant

If admitted, how do I get oriented?

Several ways. An Early Orientation meeting is held in May or the beginning of June for those who have been admitted to the program. A mandatory full-day Orientation is held before classes begin in the Fall. And finally, newly admitted students can request a Peer Mentor – continuing MPH students eager to offer their insight, good ideas, and encouragement, and to help with all of the questions a new student is likely to have.

How can I get more information about the program and the admissions process?

Come to one of the MPH Admissions Information Meetings. Speak with current students and alumni. Check out other programs and then compare our philosophies, faculty, requirements, and offerings. This is an important decision – we wish you the best, whatever you decide!

MPH Admission Information Meetings

Interested in a career in community health education? Want to learn more about SJSU's MPH program? Curious about how to prepare the best application? Then join us for one of the SJSU MPH Admission Information Meetings.

Several informal information meetings are held between September and March. They are open to anyone considering graduate school in public health and community health education. You will get a chance to meet one of the MPH faculty members and talk informally with current students. No need to pre-register - just come with your questions!

NOTE: Signs with the exact meeting location will be posted outside Room 407 in MacQuarrie Hall, (next to the 7th Street (South) Garage).

Click on the link below (or copy the URL to your web browser) for directions and a **map OF the campus**: http://www.sjsu.edu/about_sjsu/visiting/campus_maps/

MPH Information Meetings for campus-based MPH Program Only

San Jose State Campus Meetings

Important: Please RSVP by clicking on the following link (if you are not directed to link, copy and paste the URL into your browser):

<http://www.zoomerang.com/Survey/WEB22D24LJPU4K/>

Prior to attending, please check MPH Website for any meeting changes:

<http://www.sjsu.edu/healthscience/programs/mph/admissions/>

Meetings are hosted by any combination of faculty, students, and alumni.

Fall 2011	Spring 2012
Thursday, September 15, 2011 4:30-6:00 pm Room: MH 438A Faculty Host: Dr. Anne Demers	Friday, January 13, 2012: Noon – 1:00 PM, Via live online Elluminate session: Hosted by Dr. Edward Mamary Log in at and http://elm.illuminate.com:80/HOSTEDSJSU/join_meeting.html?meetingId=1247977850101 Headset with microphone is recommended but not required
Thursday, October 6, 2011 Noon-1:30 pm Room: MH 438A Faculty Host: Dr. Anne Demers	Monday, February 6, 2012 Noon – 1:00 PM Room MH 438A Faculty Host: Dr. Anne Demers
Monday, November 21, 2011 Noon – 1:30 pm Room: SPXC 47 Faculty Host: Dr. Anne Demers	Monday, February 27, 2012 5:00 – 6:00 PM Room MH 438A Faculty Host: Dr. Anne Demers
Wednesday, December 7, 2011 4:30 – 6:00 pm Room: SPXC 47 Faculty Host: Dr. Anne Demers	Monday, March 5, 2012 Noon – 1:00 PM Room MH 438A Faculty Host: Dr. Edward Mamary

For more information about our program:

Visit our web site, which can be accessed at <http://www.sjsu.edu/healthscience>. Come to one of the MPH Admissions Information Meetings (schedule included in this packet and updated at the above web site). Call the MPH Information Line at (408) 924-7559 to hear a broadcast message of MPH Activities.

For more information about the field of community health education, visit the following web sites:

Society for Public Health Education (SOPHE) www.sophe.org

Northern California Chapter of SOPHE www.ncsophe.org