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INTRODUCTION

The fieldwork practicum is a unique and invaluable component of professional preparation in community health education and offers students the opportunity to apply public health concepts, theories, and skills in a community practice setting. The MPH Fieldwork Practicum Handbook contains all the necessary information and protocols students and preceptors need to ensure a successful fieldwork practicum experience.

I would like to thank preceptors for your commitment and contribution to the professional development of our current and future public health educators, administrators, organizers, activists, and scholars. We deeply appreciate the time, interest, resources, learning opportunities, and guidance that you and your staff provide to our students.

Anne L. Demers
Anne L. Demers, Ed.D., MPH
MPH Program Campus Coordinator
Key Fieldwork Practicum Contacts

**MPH Campus Fieldwork Practicum Instructor**

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**MPH Program Campus Coordinator**

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Fieldwork Practicum Overview

Fieldwork practicum is a key component of students' professional preparation, and students have conducted their fieldwork in diverse community settings in local, state, national, and international organizations. The practicum provides students with unique opportunities to apply what they learn in the MPH program to practice in a public health education setting, and all Masters of Public Health (MPH) students must complete 400 hours of practicum experience. Students registering for HS291A in Spring 2013 have two options for completing the practicum; they may either (1) complete all 400 hours at their fieldwork placement site, or (2) complete 325 hours of fieldwork at a site under the guidance of a public health preceptor; 35 hours of planning, documenting, and reflecting upon professional practice through course assignments; and 40 hours of additional professional development activities that are offered beyond what is sponsored by the fieldwork placement site.

Students begin the fieldwork practicum in the middle of their MPH program of study. All students must satisfactorily complete four of the Core Health Education Courses (HS 200 Contemporary Practice Seminar, HS 201 Groups and Training, HS 271 Theoretical Foundations of Public Health, and HS 272 Program Planning and Evaluation) prior to beginning the fieldwork practicum. In addition, they must complete the HS 291A Fieldwork Seminar during which they negotiate the Memorandum of Understanding with the Fieldwork Preceptor and identify professional development activities. Students may work at their fieldwork site full or part-time. Students are encouraged to identify fieldwork sites that are outside of their place of employment. However, under certain circumstances, students may fulfill their fieldwork experience at their current place of employment provided their MOU delineates activities that are outside the scope of their regular job description.
Fieldwork Practicum Terms

**Fieldwork Preceptor:** A professional with a graduate public health degree who is responsible for supervising, guiding, and evaluating MPH students during their fieldwork site experience. If there is not a qualified preceptor onsite, then a qualified preceptor located at another agency may be identified and serve in that role through regularly scheduled meetings.

**Fieldwork Supervisor:** In the event there is a preceptor from another agency, this designated professional provides day-to-day over-site of the student’s fieldwork activities.

**Fieldwork Site:** An agency or organization approved as a fieldwork setting by the Fieldwork Practicum Seminar (HS291A) Instructor.

Fieldwork Practicum Course Sequence

**Spring Semester – Midpoint in the overall course of study**

**HS 291A Fieldwork Seminar (1 unit):** In this course, students prepare for fieldwork by assessing their skills and competencies, identifying a fieldwork site, developing learning and project objectives, and negotiating a Memorandum of Understanding (MOU) with the Fieldwork Preceptor. If students choose option 2 (described above), they also identify 40 hours of professional development activities that are offered beyond what is sponsored by the fieldwork placement site and that they will participate in during their Fieldwork Practicum.

**Summer**

**HS 291D (2 units) Fieldwork Practicum:** This course entails 400 hours of practicum experience. Students completing fieldwork in 2013 choose from one of two options as described above. Students who are completing their practicum fulltime (40 hours/week for 10 weeks) register for 2 units during the summer. Students who are completing their practicum part-time register for 1 unit in the summer and 1 unit in the fall. Students must begin fieldwork no later than June 1st.

**Fall or Spring**

**HS291E (2 units) Fieldwork Synthesis:** This course entails critical reflection and synthesis of fieldwork experience, including lessons learned, organizational analysis, and professional self-assessment. Students who complete HS291D (2 units) during the summer, register for and take HS291E in the fall. Students who complete HS291D part-time (1 unit during the summer and 1 unit during the fall) register for and take HS291E in the spring following completion of fieldwork.
Fieldwork Practicum Requirements

Fieldwork Activities

The specific things that students are invited and required to do during fieldwork make all the difference in their professional preparation. Over the years, we have learned that the best fieldwork opportunities involve students in some combination of the following activities:

- Helping to plan, develop, implement, and evaluate community health education programs or research;
- Conducting a community health education needs or asset assessment;
- Developing or tailoring culturally appropriate materials, programs, or interventions for a particular community;
- Accessing and appraising current literature, databases and information clearinghouses related to one of the agency’s programs or emerging initiatives;
- Contributing to policy advocacy for health education;
- Promoting or disseminating program information, results, or accomplishments;

In addition, fieldwork should provide opportunities for the student to:

- Observe and participate in staff meetings;
- Understand the strategic plans of the agency;
- Participate in conferences or key meetings that occur during the practicum period;
- Meet and interact with key leaders of the agency or the field.
Official Site Approval

- **Fieldwork sites** that seek SJSU MPH students as interns must be approved by the Fieldwork Seminar (HS 291A) Instructor.

- **Site approval** is given to Fieldwork Preceptors in agencies or organizations that have:
  
  - A **genuine interest in precepting** a health education professional;
  
  - A **designated staff person** (see Preceptor description above. This person must also have a minimum of two (2) years post-graduate degree experience in health education) to serve as Fieldwork Preceptor;

  o A **set of tasks and projects** that would expose the student to the breadth of community health education practice; and

  - A **specific project** the student can work on to develop depth, expertise, and achievement in a particular area.

- **New site approval** involves submission of:

  - A **letter of intent**, signed by the relevant agency official, indicating the resources, potential projects, and designated Fieldwork Preceptor to support an MPH student.

  - A **packet of agency materials**, including agency brochure, organizational chart, list of current programs, and recent annual report.

  o These items should be submitted to the Fieldwork Practicum Seminar (HS291A) Instructor.

- **Continuing site approval** involves submission of:

  o Student Performance Evaluations and

  o Positive feedback regarding past fieldwork experiences.
Fieldwork Practicum Roles and Responsibilities

Roles and Responsibilities of the Master’s Candidate Students

• Complete or be enrolled in the four Health Education Courses (HS 200 Contemporary Practice Seminar, HS 201 Groups and Training, HS 201 Theoretical Foundations of Public Health, and HS 272 Program Planning and Evaluation) prior to registering for Fieldwork Seminar and Practicum;

• Master the theories and skills from the four Health Education Core Courses, and the Fieldwork Seminar and achieve a minimum of B- grades in each of the five courses prior to beginning fieldwork activities;

• Assess individual strengths, competencies, resources, professional development plans, and use this assessment to identify priorities for fieldwork;

• Explore and identify potential fieldwork sites, in collaboration with the Fieldwork Practicum Instructor and the other students looking for fieldwork in the same semester;

• Select a fieldwork site in collaboration with the Fieldwork Practicum Instructor;

• Develop a Memorandum of Understanding with the Fieldwork Preceptor, outlining specific and measurable objectives, a timeline, and any other relevant agreements, and submit it to the Fieldwork Practicum Instructor;

• Explore and identify professional development opportunities beyond those sponsored by their fieldwork placement site (if they choose this option to partially meet their fieldwork practicum hours);

• Begin Fieldwork by June 1st;

• Fully engage in the unique opportunity offered by the fieldwork experience;

• Perform fieldwork duties with the highest professional integrity;

• Act with appropriate professional and proactive assertiveness to ensure a meaningful fieldwork experience;

• Meet regularly with the Fieldwork Preceptor for direction, feedback, and guidance;

• Coordinate a conference call in collaboration with Fieldwork Practicum Instructor;

• Actively participate in the conference call with the Fieldwork Preceptor and Fieldwork Practicum Instructor;
• Complete and share the written **Self and Site Evaluation** with the Fieldwork Preceptor at the end of fieldwork;

• Complete and submit the **Fieldwork Completion Form** to the Fieldwork Synthesis Instructor at the end of fieldwork;

• Submit a **Final Progress Report** to the Fieldwork Synthesis Instructor;

• Submit **Professional Development Activity Documentation** (if Practicum option 2 was selected) to the Fieldwork Synthesis Instructor; and

• **Represent the SJSU MPH program, the profession, and their peers** with dignity and respect.

**Roles and Responsibilities of the Fieldwork Preceptor**

• **Fully explain the SJSU MPH fieldwork program to agency officials** and obtain official agency approvals for accepting a fieldwork student;

• **Accurately portray the opportunities and potential limitations** of the fieldwork setting and priority projects offered by the site, for the time period under consideration, to the potential fieldwork student and MPH Fieldwork Practicum Seminar Instructor;

• **Identify stipend, honoraria, or other resource support** for the student, if applicable;

• **Commit to the time, precepting, and resource requirements** necessary for a meaningful fieldwork experience for an MPH student;

• **Assist the student in developing the Memorandum of Understanding**, particularly regarding the fieldwork objectives, activities, and timeline;

• **Explain the SJSU MPH fieldwork program to participating agency staff** and facilitate acceptance of the student by staff and other key personnel;

• **Provide the student with a full orientation** to the agency and its programs, including a description of its mission, goals, organizational structure, strategic plans, and office procedures;

• **Actively help the student understand the agency culture** and the role of the fieldwork student, the assigned projects, and any other information necessary for success in the organization;

• **Provide space and access to the resources necessary** for successful completion of assigned tasks (i.e., dedicated desk space, phone, copy machine, computer);

• **Conduct frequent meetings with the student** to provide guidance, constructive feedback, and
coaching to the student throughout the field experience, and monitor the student’s progress to ensure that the agreed upon fieldwork activities are completed;

- **Serve as a resource person for the student**, explaining concepts and challenges, and the reasoning behind program decisions and professional actions;

- **Model professional demeanor and accomplishment**, explore potential career paths and opportunities with students; and provide unique insight into developing a professional career;

- **Work proactively with the student and/or Fieldwork Practicum Instructor** should problems with the student or unanticipated agency changes occur during the fieldwork period;

- **Participate in a conference call** with the student and the Fieldwork Practicum Instructor; and

- Complete and share the written **Student Evaluation** (available on the SJSU MPH Program website) and verify the student’s completion of fieldwork hours on the **Fieldwork Completion Form** at the end of the fieldwork experience.

### Roles and Responsibilities of the Fieldwork Practicum Instructor(s)

#### HS291A Fieldwork Seminar

- **Represent the MPH program** in all official arrangements with cooperating agencies;

- **Identify potential fieldwork sites** and preceptors; coordinate the process of site approval;

- **Arrange necessary legal agreements** between the university and the agency (e.g., university insurance coverage);

- **Teach the HS 291A Fieldwork Seminar**;

- **Assist in the development and approval of the Memorandum of Understanding** between each fieldwork student and preceptor;

- **Determine successful completion of Fieldwork Practicum Seminar**, based on student’s submission of all required documents, and submit final grades for HS 291A;

- **Serve as a resource person** to both the student and Fieldwork Preceptor as needed;

- **Maintain database** of current fieldwork students, preceptors, and sites and provide this information to the MPH Program Campus Coordinator;

- **Conduct annual training and quality assurance** for midpoint conference consultations; and

- **Annually update fieldwork section of the student handbook** with support from the MPH
Program Assistant.

HS 291D Fieldwork Practicum

- **Provide support to students** while they are completing their practicum;

- Develop and coordinate the **conference call schedule**;

- **Conduct conference calls**, with the exception of those conducted by MPH Faculty, write reports generated by the calls and submit to the MPH Program Campus Coordinator;

- Facilitate **resolution of emerging problems** or unanticipated changes at the fieldwork site or during the field placement;

- **Participate in MPH Campus Coordinator Meetings**, as requested, regarding fieldwork, its structure, and its integration with other MPH curricular activities.

HS291E Fieldwork Synthesis

- **Teach** the **HS291E Fieldwork Synthesis** course and provide guidance for completing all assignments;

- **Determine successful completion of Fieldwork Practicum**, based on student’s submission of required documents, and submit final grades for HS 291D; and

- **Determine successful completion of Fieldwork Synthesis**, based on students’ submission of all required documents, and submit final grades for HS 291E.
The Memorandum of Understanding

The Memorandum of Understanding (MOU) serves as the basis for the field experience. It is one of the most crucial documents a MPH student will develop, as it clearly delineates the expectations of the student and the Fieldwork Preceptor before fieldwork officially begins.

The Fieldwork MOU is based on the site needs and resources and the student’s fieldwork objectives and professional development priorities. It is negotiated between the Fieldwork Preceptor and student as the placement is being finalized and must be approved by the MPH Fieldwork Practicum Seminar Instructor prior to formally beginning fieldwork.

The MOU should include the following elements:

- **Parties:** Names and contact information.
- **Time Commitment:** Indicate the start date, the number of hours expected to work each week, and the expected end date.
- **Key Responsibilities and Deliverables:** Fieldwork products (e.g., report, needs assessment). To be determined with the Fieldwork Preceptor and included in the final fieldwork progress report.
- **Compensation:** Describe the compensation (if applicable) to be provided.
- **Resources:** List the resources that will be provided by the agency for which fieldwork is completed.
- **Communication, Responsibilities, and Supervision:** Preliminary communication approach between student and Fieldwork Preceptor (e.g., weekly meetings, conference calls, etc.), fieldwork responsibilities, and supervision.
- **Preceptor/Agency Responsibilities:** Coordinate meetings, completion of student evaluation, familiarity with fieldwork process, one telephone conference call with the MPH Fieldwork Instructor and student.
- **Signatures and Dates:** Lines for signatures of student, Fieldwork Preceptor, and Fieldwork Supervisor (if applicable) and signature dates.

**Fieldwork Objectives and Evaluation Plan**

- **Fieldwork Learning Objectives:** At least two (2) personal learning experiences that you expect to obtain from your fieldwork experience, using the areas for professional development you identified in your Skills Assessment and Fieldwork Priorities Assignment.
• **Project/Program Objective:** One (1) primary project objective that will be completed during the fieldwork experience.

• **Primary Activities/Process Objectives:** Process objectives that describe the steps/tasks that must be completed to achieve the personal learning and project/program objectives.

• **Timeline:** List date ranges for each Primary Activity/Process Objective.

• **Other Professional Development Opportunities** – Additional opportunities provided by the agency for the student’s professional development (i.e., training, conference attendance, special meetings).
Dr. Radelfinger’s Tips for a Successful Fieldwork Experience

For 30 years, Dr. Sam Radelfinger coordinated the MPH program’s fieldwork component. He retired in 2004 but left us a rich legacy. Obviously, Dr. Radelfinger has a wealth of knowledge and experience that will take us years – probably decades – to catch up with. Below, in his words, are his tips for a successful fieldwork experience.

1. Provide an orientation

Provide a formal student orientation at the beginning of the fieldwork experience. Many agencies allow students to attend their existing “new employee” orientation meeting. It is important that students be apprised of the fieldwork agency’s mission, policies, and procedures. Introduce students to key employees, especially to those individuals that may be working with MPH students on agency projects. It is also helpful to allow students to attend staff meetings at various levels.

2. Schedule regular meetings

Although you will complete a final assessment of the student’s performance at the completion of the internship, it is important that you evaluate the student’s progress throughout the field experience. Regularly schedule meeting times with the student (a minimum of once a week is recommended for full-time fieldwork students) to monitor progress, provide feedback, and address issues and concerns as they develop.

3. Be flexible

Students often identify new areas of professional interest as they begin to work in the field. Provide opportunities for students to assess whether their fieldwork experiences are meeting their expectations. If needed, allow students to renegotiate their MOUs with your agency, under the advisement of the Fieldwork Instructor.

4. Encourage independence under your professional guidance

Provide opportunities for students to work independently. Periodically review their progress toward the completion of activities and provide both praise and constructive feedback that will improve student performance.

5. Make it a meaningful experience

Although students are always willing to perform the basic administrative tasks necessary for agency projects, ensure that students are given responsibility for performing project activities that will develop their professional skills.
BRIEF HISTORY OF THE SJSU MPH PROGRAM

San José 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. For over 40 years, our program has been a leader in community-based, practice-oriented public health and health education teaching, scholarship, and professional development.

Our Founders

The opportunity to establish an MPH program at San José State was first realized by Professor Richard Bonvecchio, Chair of the new Department of Health Science in the late 1960s. Through his own professional network of school health educators, Dr. Bonvecchio heard of the recent decision by the American Public Health Association to allow the public health accrediting body, the Council on Education for Public Health, to accredit graduate programs in community health education outside of schools of public health. Dr. Bonvecchio saw the synergy between SJSU’s community-based school health programs and the public health priorities of a community health education degree. Under his leadership, SJSU became the second accredited health education program in the California State University (CSU) system, and among the first in the United States.

To design the new graduate program, Dr. Bonvecchio recruited Dr. Sam Radelfinger from Stanford University. Dr. Radelfinger established the central features that shape our MPH program more than 40 years later – a practice orientation, including a deep respect for practitioners and their community partners; an overarching systems approach to understanding health, education, and planned change; coursework in theory, group skills and program planning up front; fieldwork that begins in the middle; and unique SJSU signature courses near the end. Sam’s early understanding of the power of systems science to address public health problems, enjoyment of interdisciplinary dialogue and collaboration, and fearless support of emerging problems and strategies, such as the emerging AIDS epidemic, harm reduction, and needle exchange, left an imprint that is fundamental to our MPH program.

To get the new program accredited, Sam knew that he needed someone with skills that would complement his own, particularly his complete disregard for burdensome bureaucracy and written documentation. He recruited Dr. Helen Ross out of UC Berkeley to join him in San José, thus beginning a partnership that would build the program and last for over 20 years. Helen was an expert in group dynamics, health education interventions, and theory-based change. Indeed, she and
her husband Paul Mico wrote one of the first textbooks applying social science theory to health education practice. Under her leadership, the new MPH curriculum was refined to meet CEPH accreditation standards and the program was accredited literally as soon as it was eligible. Helen had a keen eye for building curriculum and recruiting new faculty. Indeed, she was the one who recruited Kathleen Roe, Dan Perales, and Bud Gerstman between 1988 and 1991! And, in addition to her busy teaching and administrative load, Helen spent every summer for 18 years on a global health assignment with the World Health Organization, most often in Burma, Indonesia, Egypt, Afghanistan, and India. Helen served as Chair of the Department from 1975 until her retirement in 1993.

**Their Living Legacy**

Although they have not actively taught in the program for a long time now, MPH students will hear a lot about “Helen and Sam”. These visionary leaders, along with Paul Mico and their colleague Rich Bonvecchio, built an MPH program in the shadow of much larger universities, with far fewer resources, and to great regional acclaim. They envisioned a different kind of MPH program – one that would draw from local communities to train professionals and leaders to serve those communities. Building on their friendship and esteem for Dorothy Nyswander, one of the founders of the field of health education, they sought to create a program that would honor diversity, stimulate dialogue, energize participants, and approach health “not as an end to itself, but as a resource for daily living” (Nyswander, 1963). They all served in leadership positions in SOPHE and APHA. They were not afraid to push established boundaries, challenge empty conventions, support principled action, and work for public health. We treasure the legacy they left us.

**The Sam Radelfinger and Helen Ross Awards**

Upon their retirement from SJSU, the Department established awards in their names to be given at graduation each year. The Sam Radelfinger Award is given to a graduating student whose contributions to public health share some of the characteristics we so honor in Sam – creativity, daring, a sense of adventure, a systems approach, thinking outside of the box. The Helen Ross Award is given to a graduating student whose contributions to the profession or the department show the passions we so love in Helen – deep joy in life and work, the ability to build strategically, a warm and inclusive embrace, global connections, disciplined work, the grace of a natural health educator.
The Living Legacy Fund

Our department’s development campaign is dedicated to our founders – Helen Ross and Sam Radelfinger. The Living Legacy Fund awards scholarships to students, supports student travel to national and international conferences, and seeds many of the co-curricular projects so central to the SJSU MPH program. Tax-deductible contributions\(^1\) come to our Living Legacy account in the SJSU Tower Foundation from many sources – alumni, community partners, faculty, graduating students, family members – as well as fund-raising activities we do together to keep this fund growing. The independence that the Living Legacy Fund provides enables us to continue the things that mattered to Sam and Helen, and that make our MPH program unlike any other.
SETTING OF THE SJSU MPH PROGRAM

The SJSU MPH program is a central part of the Health Science Department; the department is part of the College of Applied Sciences and Arts. The missions, goals, and educational objectives of the university, the college, and the department are closely aligned. We are proud to be part of this university.

San José State University

San José State University was founded in 1857 as Minn’s Normal School. Its mission was to train the teachers needed for the growing population in the region south of San Francisco. One of the characteristics of that rapidly changing population was its diversity, as people came from China, South America, Canada, Mexico, and eventually other parts of the United States to join California’s Gold Rush. As communities and businesses developed to provide support services for those venturing on to the Gold Country, the South Bay region needed teachers for its quickly growing population. This was the mission of Minn’s Normal School, later to become San José State University.

Now a thriving metropolitan university, SJSU is one of the oldest public university west of the Mississippi. It is also one of the most diverse institutions of higher education in the United States, having reached “majority minority” status over a decade ago, and recently receiving federal designation as both a Hispanic-serving and Asian American Pacific Islander-serving institution. San José State offers 135 bachelor’s and master’s degrees with 110 concentrations. Points of “Spartan Pride” include our internationally acclaimed Martin Luther King, Jr. Library; research centers including Moss Landing Marine Laboratory, the Steinbeck and Beethoven Centers; public art that honors the social justice courage and commitments of our community, and our excellent academic programs.

The history of SJSU is vividly brought to light by an interactive timeline found at http://www.sjsu.edu/about_sjsu/history/timeline/2000/. SJSU is currently led by President Mohammed “Mo” Qayoumi.

The College of Applied Sciences and Arts

CASA – The College of Applied Sciences and Arts – is one of SJSU’s largest and most eclectic colleges. Along with Health Science, other academic units within the college include Aerospace,
Hospitality, Journalism and Mass Communications, Justice Studies, Kinesiology, Library and Information Science, Nursing, Nutrition and Food Science, Occupational Therapy, Social Work. Our schools and departments are linked through common goals, commitment to practice-oriented professional development, community-based learning, and interdisciplinary collaboration. You can learn more about CASA at http://www.sjsu.edu/casa.

**The Health Science Department**

The Health Science Department was formed in the late 1960s, stimulated in part by the merger of parts of the old Home Economics Department and the School Health Program from the College of Education. Community-based from the start, “science” refers to the social science framing of the issues and concerns of the new department. Since 2001, our department slogan has been “SJSU Health Science: Make a Choice that Matters!”

**The Undergraduate Program**

The first degree of the new Health Science Department was the Bachelor of Science, Health Science. Early concentrations included school health, health care, and community/occupational health.

The Department currently offers the Bachelor of Health Science degree with five options, including concentrations in Gerontology and Health Services Administration. The department also offers minors in gerontology, health professions, health science, and complementary and alternative medicine, and a post-baccalaureate certificate in gerontology. Health Science offers a variety of general education courses to the entire campus, including *Understanding Your Health, Health Statistics, Human Life Span, Health Issues in a Multicultural Society, Aging and Society, and Contemporary Environmental Health Issues*. As of fall 2012, there were over 575 Health Science majors, 2,000 undergraduates in Health Science classes each semester, and over 70 instructors.

**The MPH Program**

In 1970, the first cohort was admitted to the new Master of Public Health program at San José State University – one of the first outside of a school of public health. Once that first group graduated, the program was eligible for its accreditation by the Council on Education for Public Health. Accreditation was awarded in 1974, and has been maintained with each successive accreditation review.

The MPH program has a unique place in the department. On the campus, our graduate
students are visible and inspiring role models for the undergraduates. Some MPH students work as Teaching Assistants or Course Graders for faculty teaching undergraduate courses. Others work as Graduate Assistants on faculty research projects or the department’s community-based projects. MPH students are the vanguard of our commitment to inclusion, particularly regarding sexual diversity and LGBT equity. Both distance and campus students serve important roles on key department committees, join department groups at the national conferences each year, and otherwise interact with each other, the undergrads, and the faculty and staff in myriad ways during their time in the MPH program.

Our New Partners – The Recreation Program

In fall 2013, Health Science will formally expand once more as we integrate SJSU’s historic and exciting Recreation program within our department. Established at San José State University in 1945, Recreation shares the community-based roots of public health, the professional commitment to health and equity, and a spirit of fun and lively possibilities that fit well with Health Science.

Recreation brings us over 150 new undergraduate majors across two options: Recreation Management and a concentration in Therapeutic Recreation. The curriculum also brings exciting possibilities for collaboration, including courses in Youth Development, Non-Profit Management and Leadership, and Creating a Meaningful Life. Our professional fields have been finding common ground and common cause over the past decade, with examples including the built environment, community gardens, municipal planning, increasing physical activity, and parks and open space as sites for public health. There is much that we can do together!

The SJSU Health Science Department is the first in the California State University to formally integrate a recreation program, although we expect this to be a trend in the future. Our new relationship was announced in fall 2012, with the transition complete with the fall 2013 SJSU catalog.

Our Department in Action

The Health Science Department has a strong commitment to community engagement. In addition to fieldwork and internships, we are involved in several long-term relationships with local communities that create opportunities for us to live out one of our core values that “that which is not given away is lost.” These partnerships also create opportunities for students and faculty to learn in real-world settings, applying the core skills of health education, public health, health communication,
collaboration, leadership development, and cultural humility in diverse and dynamic settings. Some of the partnerships or particular interest to MPH students include:

- **Salud Familiar en McKinley** – A long-standing partnership with the McKinley Elementary School community, just two miles from campus. Our projects at McKinley involve a mothers’ health education and leadership group *Las Campeonas de la Salud*, two after-school childrens’ health clubs: *Las Flores* and *Los Pajaritos*; our physical activity program *McKinley Moves!*, the monthly *Family Harvest Food Distribution Program*, and a series of 10 family health events put on by our amazing undergraduates in HS 104 *Community Health Promotion*.

- **Project SHINE** – A community-based project led by the SJSU Center for Community-based Learning and Leadership. The program partners college students with immigrant elders for 1:1 tutoring in preparation for the citizenship exam. Topics include health literacy, English, and community connections.

- **Intercambio!** – A unique partnership between our department and the pueblo of Arrazola, Oaxaca, Mexico. Each year, a group of 20 SJSU Health Science students, faculty, and alumni spend Spring Break in Arrazola, living with families, learning about public health in Mexico, and providing health education in schools, community settings, and health centers. Each fall, a group of our colleagues from Arrazola – artisans from the Ecoalebrijes Association – visit us in California for two weeks of educational presentations, cultural exchange, and opportunities to sell – and purchase – the beautiful hand carved and hand painted wooden figures known as alebrijes.

- **Cough SJSU!** – A coalition of SJSU students, faculty, staff, and partners working to make SJSU a smoke-free campus. This active and effective group works closely with the leadership of the Northern California chapter of the Society for Public Health Education (NC-SOPHE).

Another hallmark of our department is involvement with professional organizations. In 2012, Dr. Daniel Perales will end the 3-year commitment that centered on his election as President of the Society for Public Health Education (SOPHE). Instructor Robert Rinck, MPH, is currently the President of the Northern California SOPHE chapter (NC-SOPHE) and several SJSU Health Science students, faculty, and alumni sit on the chapter board. In addition, our department has been designated member status in the California Public Health Association – North, an affiliate of the
American Public Health Association (APHA). Students – both distance and campus – can benefit greatly from the resources, networks, and advocacy of these professional organizations, as well as through service on their many active committees. Our department is proud to assist a large contingent of students to attend the annual meetings of APHA and SOPHE wherever they may be held throughout the U.S.

Both campus and distance MPH students can be involved in these professional and community-based activities, and more. Even if you are busy with your own career commitments or far from California, there are ways to get involved with the professional associations, support the department’s projects, and utilize these opportunities for professional development. They are invaluable and unique to this department.

Looking to the Future

The current decade will be remembered as a time of growth, excitement, and lively possibilities. Our department is strong. Our undergraduate major is thriving, our general education courses are in popular demand, our MPH program is la leader in both campus and distance formats. We have developed and sustained important community partnerships that enrich our courses and scholarship. We provide leadership to university initiatives and to national and regional professional organizations. Our focus is growing to include global citizenship and new interdisciplinary possibilities, while, at the same time, we reaffirm our commitment to the core skills and sensibilities required to eliminate disparities and achieve health equity. This is a good time to be in the SJSU Health Science Department. Making choices that matter, we look to the future with confidence and commitment.
MPH Program of Study

San José State's MPH Program specializes in community health education and health promotion. The program has been fully accredited by the Council on Education for Public Health (CEPH) since 1974 and has long been known for its practice-oriented, community-based training. Instruction emphasizes the theories and skills necessary to promote public health with individuals, groups, organizations, and communities.

The 42-unit curriculum combines core courses in health education and public health with practical fieldwork that can be done locally, nationally, or internationally. Students also complete a culminating experience. Campus students choose from a comprehensive exam, project, or thesis. Distance students complete the comprehensive exam.

Health Education courses (15 units)
HS 200 Contemporary Practice: Public Health, Health Promotion, and Community Health Education (2 units)
HS 201 Groups and Training: Theory and Practice (2 units)
HS 271 Theoretical Foundations of Public Health (3 units)
HS 272 Health Promotion Planning and Evaluation (3 units)
HS 269 Applied Data Analysis (3 units)
HS 293 Leadership Training for Health Professionals (2 units)

Public Health courses (22 units)
HS 261 Principles of Epidemiology (3 units)
HS 262 Health Services Organization (2 units)
HS 263 Principles and Skills of Health Administration (2 units)
HS 265 Environmental Health (3 units)
HS 267 Computational Public Health Statistic (3 units)
HS 276 Community Organization and Health Promotion (3 units)
HS 277 Multicultural Communication for Health Professionals (3 units)
HS 295 Research Design and Methodology (3 units)

Fieldwork (5 units) (prerequisites: HS 200, 201, 271, 272,)
HS 291A Fieldwork Seminar (1 unit)
HS 291D Fieldwork Practicum (400 hours) (2 units)
HS 291E Fieldwork Synthesis (2 units)

Course Descriptions

Health Education Courses

HS 200 Contemporary Practice: Public Health, Health Promotion, and Community Health Education: Introduction to the philosophy, ethics, historical roots, and techniques of public health education and health promotion. Emphasis is on tools and approaches used in practice.
HS 201 Groups and Training: Theory and Practice: Study of group processes and their effects on changes in health behavior within individuals and members of groups. Interpersonal skills in group problem-solving, conflict resolution and management, communications, and creative learning are practiced.

HS 271 Theoretical Foundations of Public Health: Psychological, social, cultural, and ethical factors in health-related behaviors and behavior change.

HS 272 Health Promotion 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. Prerequisite: HS271.

HS 293 Leadership Training for Health Professionals: 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. Prerequisite: HS291B.

HS 269: Applied Data Analysis: 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. Successful completion of the final exam in this course meets the requirements for Part One of the University required culminating experience. Prerequisites: HS 295, HS 267.

Public Health Core Courses

HS 261 Principles of Epidemiology: The study of population-based risks of infectious and non-infectious diseases and how these risks relate to cause, treatment, and prevention. Prerequisite: HS167 or instructor consent.

HS 262 Health Care Organization: In-depth examination of the organization and administration of health services in the United States. Topics explored include health care economics, health service expenditures, insurance theory, comparative health systems, government role, cost containment and quality.

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.

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. Prerequisite: HS167 or instructor consent.

**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.

**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.

**HPROF 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.

### Fieldwork

**HS 291A Fieldwork Practicum Seminar:** Guidance for fieldwork practicum. Emphasis on preparation including (1) self-analysis of strengths, competencies, and professional development plans; (2) identification of fieldwork site and negotiation of Memorandum of Understanding; and (3) identification of professional development opportunities.

**HS 291D Fieldwork Practicum:** Application of theory and skills to health education programs and participation in professional development activities. 400 hours consisting of work under the supervision of a preceptor, additional professional development activities, and assignments. Prerequisite: HS 200, HS 201, HS 271, HS 272, and HS 291A or consent of instructor. Grading Credit / No Credit. Units 1-2. Repeatable for credit.

**HS 291E Fieldwork Synthesis:** This course entails critical reflection and synthesis of fieldwork experience, including lessons learned, organizational analysis, and professional self-assessment. Students who complete HS291D (2 units) during the summer, register for and take HS291E in the fall. Students who complete HS291D part-time (1 unit during the summer and 1 unit during the fall) register for and take HS291E in the spring following completion of fieldwork.
CONCEPTUAL FRAMEWORK OF THE SJSU MPH PROGRAM

Vision and Mission Statement

The vision of the San José State University MPH Program is to continue to be a progressive and thriving program – recognized for training a qualified public health workforce that responds effectively to the challenges and opportunities of the 21st century, while holding true to the values, principles, and ethics of community health education.

The mission of the San José State University MPH program is:

*To provide professional education that prepares both students and graduates with knowledge, conceptual frameworks, health education and public health competencies, in order to develop programs, build community capacity, and advocate policy for health equity.*

The vision and mission were revisited, revised, and reaffirmed by the MPH Core Faculty in spring 2012. Six broad goals guide our efforts to achieve our mission and realize our vision.

**Broad MPH Program Goals**

The San José State University MPH Program strives to provide:

1. Stimulating and practical graduate education offered by distance and campus modalities 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.

We address these goals 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 Program Outcomes**

In recognition of the increasing cultural diversity of the state of California and regions beyond, 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. Analyze and research emerging trends, priorities, and assets to predict future individual and community health needs and opportunities based on historical foundations, societal changes, and current evidence, and to communicate their implications for public health and health promotion policy and practice;

2. Apply concepts and theories of behavior, education, systems, complexity, communication, and ecological frameworks to design, plan, implement, evaluate, and disseminate health education and health promotion interventions and policy in accordance with public health objectives, community needs, and organizational and community goals;

3. 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;

4. Apply administration principles and skills to manage human, fiscal, capital, and social resources when administering health education strategies, interventions, and programs.

5. Apply quantitative and qualitative data analysis principles and skills to community health education and promotion;

6. Apply the principles and skills of effective inclusive and multicultural communication when working with individuals, groups, organizations, and communities from diverse cultures and backgrounds;

7. Advance public health practice and the health education profession by drawing upon historical and contemporary contributions of the field and applying principles of social justice.

8. 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.

These outcome objectives are informed by the accreditation criteria of the Council on Education for Public Health (CEPH), the Institute of Medicine’s recommendations for improving public health professional education, the Association of Schools of Public Health MPH Core Competency
Along with the vision and mission, the broad program outcomes were revisited, revised, and affirmed by the MPH Core Faculty in spring 2012.

**Essential Course Objectives**

During our last CEPH accreditation review cycle, one of the most significant undertakings was the transformation of our curriculum from its original emphasis on course and teaching objectives to a contemporary integration of professional competencies and assessment of student achievement of broad program objectives. The result is an intentional, organized, and measurable set of essential course objectives directly related to the emerging public health competencies and the new advanced competencies of the health education profession. A related result is a sustainable plan for systematic assessment of student achievement of the program’s broad learning outcomes via the essential objectives, including mastery of the competencies. Essential course objectives are consistent across both campus and distance modalities and are listed in all MPH syllabi.

The vision and mission, goals, program outcomes, and essential objectives of our MPH program are closely aligned with the mission, goals, and strategic initiatives of the College of Applied Sciences and Arts, and the mission, vision, goals, and academic plan of the university. They also closely align with the guidance from the Council on Education for Public Health (CEPH) for professional preparation and program accreditation. In these ways, our program is like others in our college, university, and profession.

However, our MPH program is also unique. Our program has grown and thrived in a particular time and place. Throughout the generations, faculty and student leadership have responded to emerging public health issues and opportunities while staying true to shared commitments and aspirations. Our program is based on a set of core values, principles, and definitions developed, shared, and affirmed by faculty and students. This is the unique conceptual framework of the SJSU MPH program.

**Core Values**

Our program’s approach to teaching and learning, scholarship and service is based on a set of inter-related concepts. Because they are so central to our approach to everything we do in the MPH program, we call these our core values.
• **Health**.....Of individuals, our organizations, our institution, and our community

• **Community**.....Our setting, our methods, and our orientation to health

• **Personal and social responsibility**.....Integrity, ethics, and recognition that our actions impact others

• **Equity and social justice**.....In opportunity, participation, achievement, risk, and protection

• **Advocacy**.....The natural extension of discovery, knowledge, and analysis

• **Diversity and inclusive excellence**.....Assumed, encouraged, celebrated, honored, and engaged

• **Empowerment**....A facilitative process that fosters decisions, actions, and policies that enhance individual and community control over the factors that influence their lives

• **Respect**.....For persons, beliefs, actions, experiences, and choices

• **That which is not given away is lost**.....Deep understanding that our power and potential lie not in what we achieve for ourselves, but in what we offer to others.

We operationalize these values through a set of principles that guide our decisions and actions as an MPH program.

## Principles

Our principles come from diverse sources. Some are derived from the literature or the oral traditions of our field. Some are adapted from fields beyond public health, and others come from our own situated experience of community health education in a public university.

• **Relevance**

  “Starting where the people are,” with felt needs and concerns, and working with both individual and community needs and assets (Nyswander, 1956), and the recognition that the change ideas and strategies most appropriate to a situation are embedded in the culture or group (Peavey, 1986).

• **Participation**

  Active involvement in any or all stages of a joint effort, from identifying an opportunity or problem through evaluation and sustainability. Authentic participation requires inclusion and representation, information, access, and transparent deliberation and decision-making.
• **Illumination and liberation**
  The ability to see and understand the world in new ways, and to see new ways of being in it, including new insight or conceptualizations of oneself and others, and the ability to therefore act in new ways, without previous constraints (Fetterman, 1997).

• **Ethical practice**
  Individual and organizational behavior guided by the Code of Ethics of the Health Education Profession (see Appendix XX), which is grounded in fundamental ethical principles including promoting justice, doing good, and avoidance of harm.

• **Lifelong learning**
  All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence (http://www.aacu.org/leap/vision.cfm). In addition, lifelong learning involves the recognition that as individuals, organizations, and even professional disciplines, we have, “built into all of us, old blueprints of expectation and response, old structures of oppression, and that these must be altered at the same time as we alter the…conditions which are a result of those structures” (adapted from Lorde, 1988).

• **Interconnectedness**
  Systems thinking that allows us to see causal and connective patterns in social systems and human relations, and that encourage community understanding that our connections to each other are deep and inseparable.

• **Community capacity**
  Both goal and characteristics of our work together, including “active participation, leadership, rich support networks, skills and resources, critical reflection, a sense of community, an understanding of history, core values, and access to power (Goodman et al, 1999).

• **Appropriate technology**
  Commitment to selecting appropriate and relevant technology (best practices, tools, media, communications, and information systems) to address community concerns and advance community visions.

• **Teachers as co-learners**
Educators are often accustomed to thinking of themselves as purveyors of knowledge and, sometimes, as sources of inspiration. But in the course of true learning, students and participants also share insight and perspective that expand our collective wisdom.

- **The liveliest possibility**

  The point, place, or moment in which energies are aligning with the power to spark human ingenuity and artful compassion (Casey, 1998). Recognizing a lively possibility is both a science and an art, and often suggests the best (sometimes unexpected) place to invest our talents, efforts, and hope.

  These principles guide our program’s strategic planning, priority setting, resource allocation, and continuous evaluation and improvement.

**Our Diversity Affirmation**

In 2000, MPH Student Association Co-Chairs Wendy Hussey and Elvia Soberanes developed a “diversity statement” that was immediately embraced by their peers and formally adopted by the MPH Core Faculty. In 2007, the statement was endorsed by the Health Science Department faculty and became our department’s diversity affirmation.

**The Health Science Department’s Diversity Affirmation**

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

*Our diversity is built on 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 inter-connectedness 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 acknowledged, shared and heard.*
We are proud of this unique and timeless statement of who we are and what we value.

**Code of Ethics for the Health Education Profession**

A final component of our program’s conceptual framework is the health education code of ethics (most recently updated in 2011). As stated in the preamble,

*The Code of Ethics is grounded in fundamental ethical principles including: promoting justice, doing good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.*

The Code of Ethics, adopted by the 9-member Coalition of National Health Education Organizations, identifies 40 distinct ethical responsibilities of health educators across the domains of responsibilities to 1) the public, 2) the profession, 3) employers, 3) the delivery of health education, 4) research and evaluation, and 5) professional preparation.

The full Code of Ethics is available online at