

**Master of Science
in
Health
Graduate Program
Self – Study Report**

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Program Profile

Department of Population Health Overview:

The self-study report for the Master of Science in Health (MS in Health) includes program, student, and faculty information for academic years 2013-2014, 2014-2015 and 2015-2016. The MS in Health program is facilitated in the Department of Population Health in the College of Health Sciences (COHS). Prior to fall 2014, the department was combined with Kinesiology in the Department of Health and Kinesiology. Population Health has two graduate programs that include the MS in Health and the MS in Health Care Quality and Safety. The undergraduate programs include a BA in Bilingual Health Care Studies, BS in Health Science, BS in Wellness Management, BS in Public Health, and a BS in Health Care Administration.

Alignment of the MS in Health with state program and institutional goals and purposes.

The University strategic plan and the COHS mission, vision, goals, and objectives are stated below:

SHSU Strategic Plan:

Mission: Sam Houston State University provides high quality education, scholarship and service to qualified students for the benefit of regional, state, national and international constituencies.

Vision: The vision of SHSU is to be the best at educating the next generations of professionals through academic access, student success, operational efficiency, enduring traditions, and innovative focus.

Supporting Strategies: Lifelong learning, stimulating environment, intellectual transformation, anticipating needs, data-driven decision making, and enhanced outreach.

Link to SHSU Strategic Plan:

<http://www.shsu.edu/dotAsset/53bef4a9-b816-4a56-afe2-86c9f6e3863c.pdf>

Link to SH Performance Report:

<http://www.shsu.edu/dept/office-of-the-president/performance-report/2015/>

Note: For the strategic plan that includes a mission, vision, and supporting strategies. *See Appendix A*

COHS Strategic Plan:

Mission: The College of Health Sciences collaborates with community and global partners to:

- Provide accessible student-centered education in the health professions for a diverse population of traditional and non-traditional students;
- Advance health science knowledge and evidence-based practice through scholarship; and
- Promote stewardship of individual and population health and quality of life in Texas, the nation and the world through evidence-based practices.

Vision: The College seeks to become an acknowledged leader in educating health science professionals. Graduates will be prepared to succeed in their chosen health profession through mastery of the appropriate knowledge and skills, a well-developed sense of professionalism, and a strong commitment to promoting health and providing quality care.

Over-arching Goals and Objectives:

- Promotion and participation in appropriate community engagement activities
- Provision of experience in diverse learning experiences for students
- Innovative teaching and research of faculty
- Inclusion of preventive health and wellness content in program curricula
 - Health and wellness curriculum review
 - Student participation in study abroad experiences
- Integration and promotion of professionalism for students, faculty, events, and in degrees
 - Annual professionalism event
 - Evidence-based model of professionalism and professional conduct/ethics
 - Faculty publications on professionalism
 - Integration of professionalism into the curriculum
 - Student code of conduct policy implementation
 - Student organization promotion

Department of Population Health Mission:

The mission of the Department of Population Health is to foster student-centered learning for early and advanced health professionals; to conduct applied, evidence-based research in population health; and to improve health and wellbeing through community engagement at the local and global levels.

Department Goals:

- The Department of Population Health faculty will exhibit scholarly productivity on an annual basis.
- The Population Health Faculty will demonstrate effective teaching practices.
- The Department of Population Health will increase the graduate program offerings to a total of three programs.

MS in Health Program Goals and Alignment of Program with University Strategic Plan:

The following are goals for students enrolled in the MS in Health:

- Students will identify multiple influences, perspectives, and impact of ethical issues in public health.
- Students will be able to identify the qualities of effective leaders and managers in public and community health.
- Students will participate in community service volunteering in at least two of their graduate classes thereby gaining valuable experience within the health organization arena.
- Students will display competence in research skills of developing surveys, collecting data, statistical protocols, and analyzing data.

Students in the MS in Health program acquire various opportunities to develop professionalism and leadership skills. The MS in Health program is aligned with the vision of the university in many ways:

Lifelong Learning: Students experience a variety of learning experiences that include on-line, hybrid, and face-to-face formats. In addition, students also participate in observations, an internship, program presentations, and the facilitation of health related programs to at-risk populations.

Stimulating Environment: Student knowledge, attitudes, and behaviors are enhanced through the

graduate course content, qualified program faculty, research endeavors, and the field-based experiences they participate in during their graduate academic career.

Intellectual Transformation: Student intellect and confidence is enhanced through the practice of comprehensive health program planning. These elements include: assessing needs, prioritizing needs of specific populations, allocating resources, creating budgets, marketing campaign development, program implementation, data collection, program evaluation, and the revision of program protocols based on results of the program.

Anticipating Needs: Students participate in learning experiences in The Texas Medical Center, the Bryan-College Station area, and The Woodlands areas of Texas. These areas provide students, and faculty, with a variety of cutting-edge and resource rich opportunities for student development. These areas also provide students with the opportunity to participate in programs for under-represented and indigent populations. This two-fold experience enriches the student's ability to work with all levels of populations in the state.

Data-driven Decision Making: Students have the opportunity to develop a research proposal, collect and analyze data, participate in research activities with faculty, write grants for area agencies, and conduct needs assessments for community programs. In addition, students have created program plans based on research they conducted with an agency to enhance the outreach strategies of the program.

Enhanced Outreach: Students participate in a graduate internship in a medical, community, school, business, governmental, or voluntary based setting. The internship encompasses a preventive based project based with a research and educational component which enhances the networking and outreach skills that are necessary in the health discipline.

In regard to the mission of the Department of Population Health, the MS in Health promotes scientific inquiry through the development of evidence-based research. The focus of scholarship is also a program goal in the department and emphasized in the graduate health program.

Unique Role of the MS in Health Program:

- The geographic location of the program (The Woodlands Center and the Huntsville campus) provides students with the availability of quality internship, observation, and service-learning experiences; as well as successful career opportunities.
- The graduate faculty have developed positive relationships with health care organizations, corporations, schools, and community organizations in Texas, the US, and in the country of Costa Rica.
- The graduate internship program provides students with a comprehensive cap-stone experience that prepares students for careers in health. The MS in Health Practicum Manual is provided in Appendix B of this report which specifies the responsibilities of the student, supervisor, and graduate program coordinator during the experience. A list of relative graduate internship opportunities is detailed on pages 45 and 46 of this report.

- The instructional capabilities of the program provide face-to-face, hybrid, and distance learning opportunities for students in the Houston, Woodlands, East Texas, Bryan-College Station, Conroe areas, out-of-state and international students.
- The faculty and teaching facilities create a comfortable learning environment for non-traditional and international students.
- The diverse faculty provide graduate students with diverse cultural and ethnic perspectives of the dimensions of population health.
- The student base in the program has consistently included graduates from the BS in Health program at SHSU who have worked in the profession of health and have chosen to return to the university to pursue their graduate degree in health.

History

SHSU has offered a Master of Arts in Health for over 30 years. In 2015, the program was revised to be an MS in Health rather than an MA to improve academic preparation of students and future employment opportunities.

Program Demographics

From Spring 2013 – Fall 2016, forty-five graduate health classes were taught. Median class size is seven students. Each class has a minimum of five students; the maximum class size varies. The largest class size in the MS in Health is twenty-five students. The majority of students are part-time students who have full-time jobs. We currently have four non-traditional students who are seeking this degree to improve their occupational status with their current employer or hope to be more competitive when looking for another position.

Number of Degrees Awarded and Duration

# of Degrees Awarded- Fall	# of Students Enrolled	Avg. Terms to Completion	# of Degrees Awarded- Spring	# of Students Enrolled	Avg. Terms to Completion
Fall 2015			Spring 2016		
4	19	5	1	19	4
Fall 2014			Spring 2015		
1	17	5	4	21	6
Fall 2013			Spring 2014		
1	21	4	7	23	6
			Spring 2013		
			3	23	5

Faculty to Student Ratio

At this time and with the addition of new graduate faculty, current ratio of faculty to students is 10:14.

Program Demand

The US Bureau of Labor Statistics projects jobs in the healthcare and public health industry are expected to be among the fastest growing jobs in the US and their growth is expected to be far greater than other professions. In May 2015, the median annual wage for all workers was \$36,200 and average growth rate for all professions is projected to be approximately 7%. Please note that the Bureau of Labor Statistics indicates Master prepared candidates earn 25% greater than Baccalaureate prepared candidates in these markets. The following information, taken from the Bureau of Labor Statistics website

(<http://www.bls.gov/home.htm>), and the Centers for Disease Control Human Resources website (<https://jobs.cdc.gov/>), describes some of the potential occupations for which our graduates are eligible.

Quick Facts: Managers for Social and Health Services (Including non-profit agencies)	
2015 Median Pay	\$63,530
Median Hourly Pay	\$30.54 per hour
Number of jobs, 2014	138,500
Job Outlook, 2014 – 2024	10% (Faster than average)
Employment Change 2014-2024	13,200

Quick Facts: Managers for Medical and Health Services	
2015 Median Pay	\$94,500
Median Hourly Pay	\$45.43
Number of jobs, 2014	333,000
Job Outlook, 2014 – 2024	17% (Much faster than average)
Employment Change 2014-2024	56,300

Quick Facts: Health Educators	
2015 Median Pay	\$51,960
Median Hourly Pay	\$24.98
Number of jobs, 2014	61,400
Job Outlook, 2014 – 2024	19.5% (Much faster than average)
Employment Change 2014-2024	68,900

Quick Facts: Occupational Health Programs Manager	
2015 Median Pay	\$70,210
Median Hourly Pay	\$33.75
Number of jobs, 2014	70,300
Job Outlook, 2014 – 2024	4% (Slower than average)
Employment Change 2014-2024	2,800

US Public Health Services	
2016 Salary Range	\$88,305 - \$114,802
Number of jobs, 2014	NA
Job Outlook, 2014 – 2024	17%

CDC Program Specialist	
2016 Salary Range	\$41,864 - \$54,423
Number of jobs, 2014	NA
Job Outlook, 2014 – 2024	14%

CDC Public Health Advisor	
2016 Salary Range	\$74,260 - \$146,570
Number of jobs, 2014	NA
Job Outlook, 2014 – 2024	14%

II. Program Administration

Application and Admission Process

To apply for the program, a potential student must complete an online “Apply Texas” application, and submit required documentation through the SHSU graduate applications link. The potential student will then receive an email stating that SHSU received their application and will list further steps for the applicant to take. The Office of Graduate Admissions then posts the documents they receive and sends a report to each academic advisor. This report is recorded by the COHS assistant academic advisor who then notifies the graduate coordinator for Population Health to update the status for that student. While this may seem an unwieldy process, it is actually a very expedient process and saves the program advisor several steps thus saving time. This is a fairly new process for our college as before we instituted this, the Office of Graduate Admissions released a bulletin weekly updating information about graduate students. The graduate advisor then had to sort through the list and would often send the student an email about the status of their application. Now, the assistant academic advisor performs this important role in the college. At this time, the COHS plans to continue this process.

Department of Population Health graduate faculty identified the admittance of graduate students who, even though they met the admission criteria, were not truly qualified for the program because of their poor writing skills and lack of critical thinking skills. At this time, the graduate faculty is considering adding a writing skills submission to assess whether or not the potential student will be successful in the program. Another area of discussion that was postponed until a later date was the question of requiring the GRE. At this time, the program does not require the applicant to take the GRE, but in doing so, the faculty may be better able to assess the readiness of the student to enter the graduate program.

Administrative Policies and Guidelines

Prior to 2014^[RE1], there were only two faculty members in the department who were qualified to teach and work with graduate students. Presently, there are eight faculty members who have doctorate degrees. When there were only two members of the faculty working with the program, decisions were made by those two members discussing the issues presented. As the program grows with more students, this has become more and more difficult to do^[RE2]. This past year, we had several academic issues concerning graduate students^[RE3] who were not meeting departmental, college, or university standards. The graduate faculty met to discuss the issue and then each faculty member was polled individually before a final decision was made to suspend the student from the program.^[RE4] In the future, the graduate faculty will meet regularly (at least once a semester) to discuss the direction of the program and to determine whether or not changes are necessary^[RE5] to keep up with evolving pedagogies and the changes within the health promotion field of study^[RE5].

One of the largest barriers has been the lack of written policies concerning the graduate program. Written policies were missing in the following areas:

- Criteria concerning student suspensions and re-admittance;
- Criteria to admit students under extraordinary circumstances;
- The process of conducting comprehensive exams;
- Protocol for student internships (the undergraduate internship manual is presently being used for the graduate students); and
- The development of a thesis^[RE6] by a graduate student and assessing that thesis.

The graduate advisor began to hold meetings of the graduate faculty to address these barriers and needs within the program and prioritized a list of areas for improvement. The highest priority was the need for a protocol for administration and conduct of comprehensive exams(discussed in the curriculum portion of this assessment). The second priority is an internship manual. Work began on the manual this fall and the expected faculty approval date is December 1, 2017. Other barriers will be addressed in the spring semester of 2017.

Mentoring and Academic Advising

At this time, there is one academic advisor for the program. The key responsibilities of the academic advisor are as follows:

- Approve acceptance of students applying to the program
- Monitor student progress
- Preside over graduate faculty meetings
- Assist students in registration and electives
- Student recruitment
- Work with students taking an independent studies class
- Monitor student internships
- Create community relationships for potential internship positions
- Research current standards in other universities' MS in Health programs
- Mentor students through graduate school

III. Curriculum

Description of Curriculum

The MS in Health is intended to enhance the health and improve the quality of life for individuals, families, and communities through the provision of service and research in the areas of health education and health promotion. The program incorporates the principles, practices, and development of a working philosophy of Health Education and Health Promotion to prepare students for employment in four broad areas:

- Community health
- Medical or clinical health
- School health
- Worksite health promotion

The program has two tracts in which a student can participate: Thesis Option and Non-Thesis Option. The majority of students enrolled in the program complete the program within two years. Since many of our students are non-traditional students who have full time jobs, some students will enroll for three to six hours, instead of the traditional nine hours. Students have a six-year time limit within which to complete their degree.

MS in Health (Thesis Option)

Core		Hours
HLTH 5331	Foundation of Community Health	3
HLTH 5332	Human Ecology	3
HLTH 5361	Theoretical Foundations of Health Education and Health Promotion	3
HLTH 5374	Research Seminar	3
HLTH 5375	Statistical Design in Health	3
Internship		
HLTH 6396	Health Program Planning/Internship	3
HLTH 6397	Internship	3
Thesis		
HLTH 6098	Thesis	3
HLTH 6399	Thesis	3
Electives		
Select two of the following 5000-6000 Level Health courses		3
HLTH 5097	Special Topics in Health	
HLTH 5333	Colloquium in Human Sexuality	
HLTH 5334	Colloquium in Use and Abuse of Drugs	
HLTH 5338	Colloquium in Consumer Health Education	
HLTH 5360	Communication Theory and Practice for Health Professions	
HLTH 5363	Leadership in Health Promotion	
HLTH 5365	Aging and Health Promotion	
HLTH 5377	Independent Studies	
Total Hours		30

MS in Health (Non-Thesis Option)

Core Coursework		Hours
HLTH 5331	Foundation of Community Health	3
HLTH 5332	Human Ecology	3
HLTH 5361	Theoretical Foundations of Health Education and Health Promotion	3
HLTH 5374	Research Seminar	3
Internship		
HLTH 6396	Health Program Planning/Internship	3
HLTH 6397	Internship	3
Electives		
Select three of the following 5000-6000 Level Health courses		9
HLTH 5097	Special Topics in Health	
HLTH 5333	Colloquium in Human Sexuality	
HLTH 5334	Colloquium in Use and Abuse of Drugs	
HLTH 5338	Colloquium in Consumer Health Education	
HLTH 5360	Communication Theory and Practice for Health Professions	
HLTH 5363	Leadership in Health Promotion	
HLTH 5365	Aging and Health Promotion	
HLTH 5377	Independent Studies	
Total Hours		36

Proposed changes of degree requirements & rationale for change

- *Theory*. In the 2016-2017 school year, one class, HLTH 5361 Theoretical Foundations of Health Education and Health Promotion, was added to the required core curriculum of both degrees because graduate faculty noted that it was a foundation of all health education and health promotion and was a requirement at other universities.
- *Statistics*. In the 2017-2018 school year, both degrees will add HLTH 5375, Statistical Design in Health, because a basic understanding of statistics is required to understand scientific literature.

Description of comprehensive exams processes

- *Comprehensive Exams*. Another change to degree requirements was made at the beginning of the 2016-2017 school year. In the past, during the student's last semester of the graduate program, he or she would take a comprehensive exam covering core courses and some electives. There were no written policies over which classes to choose and no policies on how to administer the exams. Often, students and faculty were confused about the comprehensive exams. Since, new graduate faculty were added to the department, the graduate faculty discussed the comprehensive exams as opposed to student presentations and how the latter was more in line with other graduate programs.
- *Capstone course*. HLTH 6396, Health Program Planning/Internship, [RE7] was changed to a capstone course and instead of taking a comprehensive graduate exam, students are required to do a major presentation to the college about their project they completed during their internship. These changes put our program more in line with other MS in Health programs offered in Texas universities and around the nation.

To date, the program has never had a student select the thesis option, and there are no policies concerning the thesis process. This is one area that the graduate faculty will consider in the spring of 2017. If the department continues to offer the thesis option, then policies must be developed to accommodate those students.

Appropriateness of Curriculum

The courses offered by the program are similar to courses at other comparable universities and are geared toward preparing graduating alumni for employment in the four main focus areas of community health, medical or clinical health, school health, and worksite health promotion; a secondary goal of the program is to prepare students to pass the Certified Health Education Specialist exam. Courses offered by the Department of Population Health in the MS in Health include the following:

- *HLTH 5097. Special Topics in Health*. 3 Hours.
- *HLTH 5331. Foundation of Community Health*. The epidemiological, bio-statistical methods of investigation are applied to international, national, state, and local health issues. Additionally, the historical and philosophical foundations of community health are presented with an orientation to current health programs, medical care trends, and health problems experienced by diverse populations. Credit 3 hours.
- *HLTH 5332. Human Ecology*. A study of the major factors which determine health or illness, including how populations respond to various determinants of health including lifestyle, heredity, environment, and health care resources. Credit 3 hours.
- *HLTH 5333. Colloquium in Human Sexuality*. A study of all the factors influencing growth and development. Consideration of the special problems including developing family life, sexuality issues, intimate relationships, and the cultural impact they have on society. Credit 3 hours.

- *HLTH 5334. Colloquium in Use & Abuse of Drugs.* A value education approach to the prevention of drug use and abuse is presented along with personal, family, community and school factors influencing drug use. The origins and derivations of drugs are explored. The mental, emotional, physical, social and physiological effects from the use of drugs will be analyzed. Credit 3 hours.
- *HLTH 5338. Colloquium in Consumer Health Edu.* The study of consumer goods and services as related to the health of individuals, their family and their community. Marketing principles for health promotion and current health care bioethical issues are addressed. Credit 3 hours.
- *HLTH 5355. Health Services Administration.* This course is designed to introduce the student to the domain of health care administration and management. Topics discussed in the course include organizational theories, leadership strategies, human resource constructs, ethical issues, and marketing initiatives. The content of the course serves as a foundation to the graduate programs in Health. Prerequisite: Graduate standing. Credit 3 hours.
- *HLTH 5360. Communication Theory and Practice for the Health Professions.* A laboratory experience built around research on motivational concepts as they influence changes, perception, attitudes, values and behavior. Diffusion patterns, group discussion and decision making, and interviewing techniques will be covered. Attention will be given to the selection, use, and evaluation of media, materials, visual aids, press, radio, mass media, etc. Credit 3 hours.
- *HLTH 5361. Theoretical Foundations of Health Education and Health Promotion.* A study of the history, philosophy, and practices of Health Education. Exploration and application of behavioral science concepts and methodologies to community health education and in-service training of health professionals. Case studies and other practice models will be used. Credit 3 hours.
- *HLTH 5363. Leadership in Health Promotion.* This course is designed for the individual who will assume some type of supervisory position in health promotion or sport management. The course is focal point involves exposure to administrative skills required of those who serve in a leadership capacity. Credit 3 hours.
- *HLTH 5365. Aging and Health Promotion.* A discussion of health promotion issues for the elderly including physical assessment, chronic care, health care maintenance, psychological adaptation, nutrition, and other current topics. Credit 3 hours.
- *HLTH 5371. Health Care Quality & Safety.* This foundational course is designed to provide the student with the introductory concepts in the domain of health care quality and safety. The fundamental topics discussed in the course include the elements of patient safety and satisfaction, measures for improving organizational and patient quality, accountability standards, and the system approach for continuous improvement. The course is intended to be taken during the graduate student's first year in the program. Prerequisite: Graduate standing. Credit 3 hours.
- *HLTH 5373. Risk Management in Health Care Organizations.* This course is a study of the management and mitigation of risk in the health care environment. Topics include process analysis using Failure Modes and Effects Analysis (FMEA), root cause analysis, and the reporting of data relating to risk management. The management constructs of monitoring and reporting, risk prevention, and communication strategies to minimize risk and injuries in the health care environment. Prerequisite: Graduate standing, admission to the program, and HLTH 5371. Credit 3 hours.
- *HLTH 5374. Research Seminar.* A study is made of research techniques, identification of problems, research designs and data gathering procedures. Students will develop a proposal for a research project. Credit 3 hours.
- *HLTH 5375. Statistical Design in Health.* Principles of advanced statistical techniques and measurement theory with emphasis upon their application to Health, Kinesiology, and related areas will be presented. Credit 3 hours.

- *HLTH 5377. Independent Studies.* The student with specific interest and background experience in a specialized area will have the opportunity to apply theoretical concepts in a laboratory situation. The student may have practical experiences in a clinic, agency, special school or other types of institutions. Prerequisite: Permission of the Graduate Coordinator. Credit 3 hours.
- *HLTH 5378. Health Care Informatics.* This course provides an in-depth study of digital technologies in health information management systems. Topics discussed in the course include approaches to data acquisition, storage systems, retrieval constructs, analysis of information, and technological use to provide information to drive decisions that address opportunities and problems in health care organizations. Prerequisite: Graduate standing. Credit 3 hours.
- *HLTH 5384. Quality and Safety Public Reporting Systems.* This course focuses on the quality and safety reporting requirements that foster continued improvement and financial efficiencies by making publicly available report cards and rankings of providers. Students will access, manipulate, and create customized reports on health service delivery settings as requested by federal and state governmental entities and accreditation organizations. In this course, students will prepare plans of action to manage public perception of report cards and to lead evidence-based organizational initiatives for improvement of quality and safety measures. Credit 3 hours. Prerequisite: Graduate Standing.
- *HLTH 6098. Thesis. 1-3 Hours.* This phase of the thesis investigation includes the completion of the review of the related literature, formulation of the research design and procedures and related pilot studies. Some data collection may also occur, and the thesis symposium must be completed to the satisfaction of the advisor and members of the thesis committee. Variable Credit (1-3).
- *HLTH 6371. Advanced Concepts in Health Care Quality.* This advanced course in health care quality and safety uses a systems approach to examine quality philosophies and frameworks. The course focuses on design, validation, quality measure applications, metrics for processes and outcomes, benchmarking concepts, strategic quality management, and the management of human factors. Prerequisite: Graduate standing, 3 Hours of Undergraduate Statistics, and HLTH 5371. Credit 3 hours.
- *HLTH 6373. Leading Change in Health Care Organizations.* This course focuses on advanced theoretical concepts and applications in the areas of leadership, organizational development, team building, change management, and the particular challenges involved with leading change in health care organizations. The effects of the culture of change initiatives will be examined, as well as approaches to motivating organizations to create more openness to the capacity of change through competent leadership. Prerequisite: Graduate Standing, Admission to the Program, and HLTH 5373. Credit 3 hours.
- *HLTH 6384. Health Care Quality & Safety Capstone.* This culminating course is designed to integrate all of the contextual material from the coursework included in the MS in Health Care Quality and Safety program. Emphasis will be placed on the assimilation and application of health information, organizational processes, continuous improvement constructs, and operational and patient safety strategies. This course includes a student capstone project that focuses on assessment, planning, and evaluation about an emerging healthcare quality and safety issue. Prerequisite: Graduate standing, admission to the program, completion of HLTH 5355, HLTH 5371, HLTH 5373, HLTH 5374, HLTH 5378, HLTH 5384, HLTH 6371, and HLTH 6373. Credit 3 hours.
- *HLTH 6396. Health Program Planning/Internship.* A comprehensive review of the components of health program planning with emphasis on the socio-economical, cultural, and political factors that influence the health status of a community. Emphasis is focused on a comprehensive approach to health program planning and behavior change models. Credit 3 hours.

- *HLTH 6397. Internship.* Professional field experience conducted in an approved setting for health education within the medical community, workplace or school setting. The 300-hour practicum is facilitated under the supervision of a qualified health educator or approved preceptor. Credit 3 hours.
- *HLTH 6399. Thesis.* This phase of the thesis work includes the completion of the data collection, as well as the actual writing and defense of the thesis. Credit 3 hours.

Accreditations

There are no national accreditations for the degree. By successfully completing the curriculum, the MS in Health program prepares students to sit for the Certified Health Education Specialist exam administered by the National Commission for Health Education Credentialing, Inc. Earning this certification is often vital to obtaining a job in the field of health promotion or health education.

Overview and Degree Requirements of Comparable Degree Programs in Texas

An analysis of graduate health program content was conducted with institutions in the state of Texas rather than programs outside the state. This determination was based on the fact that the passage of the Affordable Care Act motivated many universities in the nation to move from a Master of Science in a general health education/health promotion degree to a Master of Public Health (MPH), and some universities are now offering a Master of Healthcare Administration. Examples of these universities in Texas include Lamar University, which offers a MPH specializing in health disparities rather than a MA in Health. The University Texas at El Paso now offers a MPH degree instead of a Master of Science in Health Education and Health Promotion. There are several universities in Texas that still offer a generalist degree in community health, health education, and health promotion. Those programs include Prairie View A&M University, Texas Southern University, Texas Women's University, University of Houston (online program), University of Houston at Clear Lake, The University of Texas at Austin, Texas A&M University, and the University of Texas at Tyler. The majority of these programs offer both a non-thesis and a thesis option for completion of their degrees. Some institutions offer a Master of Science and other schools offer a Master of Education. The Department of Population Health has developed a graduate proposal for a MPH program and plans to submit the program to The Texas Higher Education Coordinating Board in a one year that focuses on correctional health and long term care.

The curriculum offered at SHSU is comparable to other programs offering a Master of Science in Health, with the exception of a few of the programs offering a course in epidemiology and a formal course in ethics. Our program provides ethics related content that is embedded into every class in the MS in Health program; and epidemiology is embedded into Foundation of Community Health and covered in a Special Topics Seminar.

The MS in Health at SHSU currently resembles the MS in Health Behavior and Health Education degree at the University of Texas at Austin, the MS in Health Education at Texas A&M University, and the MS in Human Performance with Health as the Content Area at Texas Southern University. Our program is the only program that includes a course on Consumer Health Education, and a course on Health Communications. Offering these classes gives our students an advantage when working for community, government, healthcare organizations, and in interpersonal situations because they are able to determine how to reach their audience, regardless of audience demographics and needs. In addition, our program is the only program that requires a graduate statistics course thereby equipping our students with a firm foundation for scientific scrutiny and inquiry.

In the future, the graduate health faculty will explore the possibility of offering a graduate level epidemiology course since we now have an epidemiologist as a member of the graduate faculty. Following in the footsteps of Lamar University and its emphasis on health disparities, another course that we may include is a course focusing on health disparities and social injustice. Further, we will investigate providing a course concentrating on ethnic and cultural factors in health decisions, such as the course offered by Texas Women's University; or if we want to include the topic in a health disparities and/or social injustice course. While these topics are included in our Special Topics Seminar, their significance in the health of individuals and populations may warrant including a course of study devoted to these topics.

Comparable Graduate Health Programs in Texas Descriptions

According to the Texas Higher Education Coordinating Board data, the following schools offer either a MS in Health, or a MED in Health. Schools were omitted from the list if the degree is designed for nursing students:

School	Name of Degree	# Degrees awarded 2014-2015	Faculty
SHSU	MS in Health	10	9
Lamar University Online only	Master of Public Health Education and Promotion	8	11
Prairie View A&M University	MS In Education: Concentration Health Education	2	NA
TAMU	MED	20	NA
Texas Southern University	MS in Health and Human Performance	9	NA
Texas State University	MED in Health Education	11	41
Texas Women's University	Health/Health Administration/ Management	62	15
University of Houston	MED In Health	6	NA
University of Houston Clear Lake	MS in Health/Health Administration/ Management	42	NA
University of Texas Austin	MED in Health Education and MS in Health Education	7	8
University of Texas Arlington	MS in Health Care Administration	46	NA

University of Texas Dallas	MS in Health Care Administration	49	NA
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University of Texas El Paso	MPH	7	NA
University of Texas Tyler	MS in Health Sciences	1	NA

Retrieved from: <http://www.txhighereddata.org/Interactive/Institutionsshow.cfm?Type=1&Level=1>
And <http://www.txhighereddata.org/Interactive/Institutionsshow.cfm?Type=2&Level=1>

Texas Women's University

Program Overview:

The Master of Science (MS) degree program in the department of Health Studies prepares graduates for leadership positions in the disciplines of health education and health promotion. This is an online program.

Retrieved from: <http://www.twu.edu/health-studies/masters-program.asp>

**Master of Science in Health Studies Program of Study - All Online
Texas Women's University**

Degree Requirements

Non-Thesis Option (36 Hours)

Required Courses

Current Issues in Health Studies
Epidemiology
Foundations of Health Science
Ethnic and Cultural Factors in Health
Decisions
Program Development and Coordination
Strategies in Health Education Delivery

Focal Area. Choose 12 hours from one of the following Focal Areas:

Higher Education

Curriculum Development for Health
Professionals
Principles and Methods of Teaching
Health Professionals

Leadership Elective

Practicum in Health Education

Community/Population Health

Population Health
Practicum in Health Education
Psychosocial Aspects of Health

Worksite Health

Worksite Health Promotion
Risk Reduction
Practicum in Health Education

Research Tools

Data Collection and Analysis
Selective one from the following
Advanced Psychological Statistics I
Applied Statistical Principles
Applied Statistics for Health Educators
Statistical Methods I

Thesis Option (42 Hours)

Required Courses

Current Issues in Health Studies
Epidemiology
Foundations of Health Science
Ethnic and Cultural Factors in Health
Decisions
Program Development and Coordination
Strategies in Health Education Delivery

Focal Area. Choose 9 hours from one of the following Focal Areas:

Higher Education

Curriculum Development for Health
Professionals
Principles and Methods of Teaching Health
Professionals

Leadership Elective

Speak with advisor

Community/Population Health

Population Health
Psychosocial Aspects of Health
Leadership Elective

Worksite Health

Worksite Health Promotion
Risk Reduction
Leadership Elective

Research Tools

Data Collection and Analysis
Methods in Health Education Research
Selective one from the following
Advanced Psychological Statistics I
Applied Statistical Principles
Applied Statistics for Health Educators
Statistical Methods I

Thesis

Retrieved from: <http://catalog.twu.edu/graduate/health-sciences/health-studies/health-studies-ms/>

Lamar University

Program Overview:

The M.P.H. (Master of Public Health), specializing in Health Disparities is an exclusively online program requiring a total of 42 credit hours. The program requires 27 hours in core and required courses; 9 hours of advisor-approved electives and 6 hours of culminating experience (capstone). Southeast Texas has a very high rate of chronic conditions including obesity, cardiovascular diseases, diabetes and several forms of cancers. Unfortunately, the burden of these chronic conditions is very high among low socioeconomic populations. Addressing these chronic diseases through culturally appropriate interventions is very critical in bridging the gap. Currently, no university in Texas or Louisiana offers a MPH program specializing in health disparities. There is an unmet need in these states for public health professionals who are trained in addressing health disparities.

Retrieved from <http://education.lamar.edu/health-and-kinesiology/graduate/master-public-health.html>

Degree Requirements – Lamar University

Public Health Core Courses 15 Hrs

Required Courses in Health Disparities 12

Prescribed Electives 9

Capstone and culminating experience 6

Total 42 Hours

Curriculum

Core Public Health Courses

Biostatistics

Social Epidemiology

Environmental Health Sciences

3Theories in Social and Behavioral Sciences

Health Program Administration

Prescribed Elective Courses

Current Issues in Health Promotion

Workplace Health and Disparities

Human Diseases

Health Promotion Strategies in Diverse Populations

Health Literacy in Diverse Populations

Economics and Financing of Healthcare

Public Health Surveillance and Emergency Preparedness

Obesity Prevention and Lifestyle Interventions

Required Courses in Health Disparities

US and International Health Disparities

Foundations of Health Promotion in Diverse Communities

Health Program Planning and Evaluation in Diverse Communities

Research Methods in Diverse Populations

Retrieved from: <http://education.lamar.edu/health-and-kinesiology/graduate/master-public-health.html>

Prairie View A&M University

Program Overview:

The programs in the Department of Health and Kinesiology are designed to meet the professional needs and interests of students who wish to pursue a Master of Science or a Master of Education, with a major in Health or Physical Education. The graduate programs are designed for those students with special interests in the areas of Health and Physical Education.

The Master's degree in Health is primarily for those students who are interested in school health education or working in various health care settings such as hospitals, public and private health and education agencies, or health promotion programs. An internship is required.

Retrieved from:

<http://catalog.pvamu.edu/academicprogramsanddegreeplans/whitlowergreencollegeofeducation/departments/departmentofhealthandhumanperformance/#graduatetext>

Degree Requirements - Prairie View A&M University

Common Core.....12 Hours

Physical Education Curriculum

Foundations of Educational Research

Psychology of Learning and Development

Socio-cultural Issues in Education

Program Concentration12 Hours

Health Behavior and Health Education

Nutrition and Environment

Community Health

Tests and Measurements in Health and Physical Education

Research and Resource.....12 Hours

Advanced Educational Statistics

Thesis research or Independent Study

Psychology of Motor Learning

Supervision in Physical Education

Physiology of Muscular Exercises

Professional Preparation in Health, Physical Education, Recreation, and Dance

Mainstreaming in Health, Physical Education, Recreation and Dance

Alcohol and Drugs

Epidemiology and Diseases

Seminar - Selected Topics

Medical Foundations for Health Professions

Contemporary Health

Retrieved from:

<http://catalog.pvamu.edu/academicprogramsanddegreeplans/whitlowergreencollegeofeducation/departments/departmentofhealthandhumanperformance/#graduatetext>

Texas Southern University

Program Overview:

The goal of the MS in Human Performance is to adequately prepare students who are competent educators and professionals in their specializations. Their student learning objectives include:

- Demonstrate a depth of knowledge and apply the methods of inquiry in a specialization of their choosing as well as demonstrate a breadth of knowledge across their choice of varied specialty areas.
- Demonstrate the ability to apply knowledge through critical thinking, inquiry, analysis, and communication to solve problems and to generate solutions to teaching and develop professional approaches to ameliorate deficiencies, particularly in the urban environment.

TSU Degree Requirements

MS in Human Performance

2 Tracks: Health and Physical Education

Degree Requirements

24 Hours in Health or Physical Education

6 hours in professional development

6 hours in a resource area

Comprehensive Examination

Core Courses for Health Concentration 9 Hrs

Health Issues of Aging, Death, and Dying

Organization and Administration of School and Community Health Education

Research Planning in Health and Physical Education

Concentration Areas 15 Hours

Epidemiology and Human Ecology

Survey of Health Politics

Seminar in Rural and International Health

Contemporary Urban Health Problems

Contemporary Rural Health Problems

Health Problems of Alcohol, Narcotics and Tobacco

Safety Education

Community Health Problem

Health Manpower Issues

County and Municipal Health Departments

Human Sexuality: Issues and Considerations

Evaluation and Selection of Health Material

6 Hours of Electives from other departments

Professional Development 6 Hours

Multicultural Education

Foundations of Education

Educational Statistics

History of Black Education in America

Retrieved from: <http://em.tsu.edu/catalog/grad-catalog1416.pdf>

University of Houston Med in Health Education (Online Only)

Program Overview:

The Health Education program is designed to promote the development of professional health educators; the MEd in Health Education develops professional health educators who understand the science, theory, and practice of health education. Graduates apply this knowledge to improve the health and well-being of human populations. Career opportunities abound in both the private and private sector. Graduates find opportunities in an ever-expanding health care industry including business and industry, hospitals, health maintenance organizations, long-term care facilities, public health, mental health, public health agencies, volunteer, and community programs.

Retrieved from http://catalog.uh.edu/preview_program.php?catoid=22&poid=6527&returnto=5988

Degree Requirements University of Houston

Health Science Educators - Online Only Degree Requirements

Complete at least one of the following courses

Curriculum Development for Health Sciences Education

Instructional Design

Complete at least two of the following courses:

Change and Diffusion

Models of Teaching

Instructional Evaluation

Introduction to Education and Psychological Measurement

Concepts of Human Learning

Select their remaining courses from the following

computer-Mediated Communication

Design, Development & Evaluation of Presentations

Educational Uses of Digital Storytelling

Issues in Distance Education

Advanced Digital Imaging in Education

New Tools for Creating Online Educational Materials

Digital Media

Thesis Option

Must take a minimum of 6 hours of thesis credit and three must be taken in the semester in which the thesis is completed. In addition, one additional course listed or approved by Student's Academic Advisor

Retrieved from: http://medical.coe.uh.edu/requirements_masters.html

University of Houston at Clear Lake

Program Overview:

The graduate program in Exercise and Health Sciences leads to a Master of Science (M.S.) degree. Exercise and Health Sciences graduate students may select one of two concentration areas: [Sport Science](#) or [Public Health](#). The Sport Science concentration is designed to prepare students for careers as sport coaches, sport scientists, strength and conditioning professionals, and exercise fitness specialists, where their prime duty is initiating, directing, and evaluating exercise and testing programs. The Public Health concentration provides a broad background in public health and prevention, epidemiology, biostatistics, and exercise for individuals with disabilities. The concentration is ideal for individuals seeking employment in health-related fields or for practicing health and medical professionals who seek to further their education at the graduate level.

Retrieved from: <http://uhcl.smartcatalogiq.com/en/2016-2017/Graduate-Catalog/College-of-Human-Sciences-and-Humanities/Department-of-Clinical-Health-and-Applied-Sciences/Exercise-and-Health-Sciences-MS>

Degree Requirements – University of Houston at Clear Lake

Exercise and Health Sciences MS

Degree Requirements

Shared Core Requirements (15 hours)

Applied Exercise Physiology: Neuromuscular
Applied Exercise Physiology: Cardiopulmonary
Sports Nutrition
Exercise Principles for special Populations
Advanced Seminar in Sports Medicine

Public Health Concentration (select 21 hours)

Epidemiology
Biostatistics in Public Health
Research Topics in Health
Public Health Policy
Advanced Seminar in Public Health
Graduate Internship
Community Health in Cross-Cultural Perspective
Geographic Information Systems
Environmental Health
Seminar in Global Health

Thesis Option

Students will complete the thesis in lieu of an internship or extra course and will substitute one additional course from their concentration

Retrieved from: <http://uhcl.smartcatalogiq.com/en/2016-2017/Graduate-Catalog/College-of-Human-Sciences-and-Humanities/Department-of-Clinical-Health-and-Applied-Sciences/Exercise-and-Health-Sciences-MS>

University of Texas at Austin

Program Overview:

The Health Behavior and Health Education master's degree programs are designed to prepare researchers and practitioners for leadership roles in higher education, public schools, community health care settings, business and industry, government agencies, and non-profit health agencies. The programs emphasize a multidisciplinary, bio-behavioral and developmental approach to health promotion. Health promotion is any combination of health education and related organizational, economic, or political interventions designed to facilitate behavioral or environmental changes conducive to health. Research and practice in health promotion may occur in a variety of settings (school, community, worksite, health care) and focus on young children, adolescents, adults, and/or senior adults. Organizational and community contexts for health behavior are also important topics for health behavior and health education research. A diverse faculty, coupled with research and applied opportunities within and outside the university, provide an excellent environment for professional development.

The first option is a 36-hour Master of Education (MEd) in Health Behavior and Health Education non-thesis program.

This option focuses on theory, application, and practitioner skills oriented towards careers in educational institutions, community health care settings, business and industry, government agencies, and non-profit health agencies. For this option, students are required to complete a semester-long internship during the final semester of the program. The internship experience gives students an opportunity to apply cumulative knowledge and skills in a supervised community, school, worksite, health care, or research setting. The student's Faculty Advisor, as well as the onsite supervisor, will supervise the internship experience. Each student works with his/her Faculty Advisor, as well as the onsite supervisor, to complete the required [Internship Notebook](#), which is due to the Faculty Advisor on the last day of class. An oral Power Point presentation of the student's experience will be presented at a "Health Internship Presentation Day" where other graduate students and faculty will have the opportunity to ask questions. The notebook and oral presentation at the Health Internship Presentation Day constitutes the culminating experience for the Master of Education in Health Behavior and Health Education without thesis.

Please note that sitting for the Certified Health Education Specialist ([CHES](#)) exam (or being currently CHES certified) is a requirement of the graduate internship.

The second option is a 36-hour Master of Science in Health Behavior and Health Education with thesis program.

This program is more research oriented, offers the student an opportunity to identify and focus on specific problems related to health promotion, and provides preparation for doctoral work in health behavior and health education. For this option, students are required to produce an original thesis, under the supervision of a Faculty Advisor. The thesis is completed over the last two semesters of the student's program. A Power Point presentation of the thesis must be presented at the KHE Thesis Presentation Day where other graduate students and faculty can ask questions. Students planning to pursue doctoral programs are encouraged to engage in directed research in addition to the 36-hour Master of Science requirements.

Retrieved from: <https://education.utexas.edu/departments/kinesiology-health-education/graduate-programs/health-behavior-health-education/masters>

Degree Requirements University of Texas at Austin
MEd In Health Behavior and Health Education

The MEd option offers 2 optional Specializations: 1) Lifespan Health Promotion or 2) Physical Activity and Health Promotion

Non-Thesis Degree Requirements

Core Courses

Theories of Health Behavior
Foundations of Epidemiology
Planning Health Promotion Programs
Research Methods: Applied Research Techniques
Faculty Advisor Approved Course
15 hours

Electives in Health Behavior and Health Education/Kinesiology (/select 3 - 9 hours)

Worksite Wellness
Child and Adolescent Health Psychology
Mind/Body Health
Adult Development, Aging and Health
Risk and Resilience in Children and Adolescents
Social Determinants of Health
Special Topics in Public Health
Physical Activity and Public Health Practice
Physical Activity Assessment in Individuals and Populations
Exercise and Mental Health
Physical Dimensions of Aging
Cognitive Exercise Across the Lifespan

Students selecting the Lifespan Promotion Specialization must take 3 of the following electives:

Adult Development, Aging and Health
Risk and Resilience in Children and Adolescents
Child and Adolescent Health Psychology
Social Determinants of Health

Students selecting the Physical Activity and Health Promotion Specialization must take 3 of the following electives:

Exercise and Mental Health
Cognitive Exercise Across the Lifespan
Public Health Practice for Physical Activity
Exercise and Preventive Medicine

Supporting Work Outside the Department (6hrs)

Graduate Internship: the final semester after completion of ALL course work

Degree Requirements University of Texas at Austin
Master of Science in Health Behavior and Health Education (Thesis Option)

Thesis Degree Requirements

Core Courses

Theories of Health Behavior
Foundations of Epidemiology
Planning Health Promotion Programs
Research Methods: Applied Research Techniques
Faculty Advisor Approved Course
15 hours

Electives in Health Behavior and Health Education/Kinesiology (/select 3 - 9 hours)

Research Methods: Proposal Writing
Worksite Wellness
Child and Adolescent Health Psychology
Mind/Body Health
Adult Development, Aging and Health
Risk and Resilience in Children and Adolescents
Social Determinants of Health
Special Topics in Public Health
Physical Activity and Public Health Practice
Physical Activity Assessment in Individuals and Populations
Exercise and Mental Health
Physical Dimensions of Aging
Cognitive Exercise Across the Lifespan

Supporting Work Outside the Department (6hrs)

Select 2 courses outside the department that matches your interests

Thesis (6 Hours)

Final 2 semesters of the program

Retrieved from: <https://education.utexas.edu/departments/kinesiology-health-education/graduate-programs/health-behavior-health-education/masters>

University of Texas at Tyler

Program Overview:

The Master of Science (M.S.) in Health Sciences Program is designed to prepare graduates to be effective leaders in the fields of health promotion and disease prevention. This program provides a strong foundation for both professional leadership roles and pursuit of more advanced degrees in the field of health.

Graduates of this program will be prepared to assume leadership roles in: a) planning, implementing and evaluating individual and group needs for interventions aimed at promoting health and preventing disease; b) administering and/or coordinating specialized activities and programs aimed at promoting health and preventing disease; c) communicating health needs, concerns, and resource availability for programs aimed at promoting health and preventing disease; d) critiquing, conducting and contributing to research related to health promotion and disease prevention; and e) serving as advocates for improvements in the fields of health promotion and disease prevention through effective education of individuals, groups, and communities.

Retrieved from: <http://www.uttyler.edu/academics/graduate/health-sciences-degree.php>

Degree Requirements University of Texas at Tyler MS Health Science

Total Semester Hours = 36

Required Core Courses

Research Design

Biometric Methods

Advanced Topics in Allied Health Science

Analysis of Needs, Processes, and Outcomes in Health

Epidemiology

Theories and Models in Health Behavior

For Thesis: Thesis I & II

For Internship: Internship I & II

Prescribed Electives (12 semester hours)

Retrieved from: <http://uttyler.smartcatalogiq.com/en/2016-2017/Catalog/Graduate-College-of-Nursing-and-Health-Sciences/Department-of-Health-and-Kinesiology/Health-Sciences-M-S>

Texas A&M University at College Station

Program Overview:

Master of Science in Health Education

The Master of Science in Health Education is a 36-hour degree program with the option to complete a thesis or non-thesis degree plan.

Students are provided the opportunities to:

1. Develop a working knowledge of the literature of health education (including documentation of the history, competing philosophies, prominent theories and evidence-based practice of health education).
2. Develop skills to read and apply research relevant to health education.
3. Prepare for professional leadership in the field.

The program is grounded in the *Responsibilities and Competencies for Certified Health Education Specialists* (CHES) developed by the National Center for Health Education Credentialing, Inc. (NCHEC). Students completing the master's program are qualified to sit for the exam to be a Certified Health Education Specialists (CHES).

Degree Requirements - TAMU

Non-Thesis Degree Requirements

Health Education Core

Applied Epidemiology

Ethics

Health Program Planning

Behavioral Foundation in Health Education

Organization and Administration of Health Programs

Health Education Research and Program Evaluation

Special Topics (Capstone)

Professional Internship

Health Methodology and Training

Total Hours (21 hrs)

Elective Component

Health Education Graduate Electives

Graduate electives (non-health)

Total Hours (15 hrs)

Degree Requirements - TAMU

MS in Health Education (Thesis) Requirements

Health Education Core

Health Research Methods

Ethics

Applied Epidemiology

Organization and Administration of Health

Programs

Health Program Planning

Behavioral Foundation in Health Education

Health Methodology and Training

Health Program Evaluation

Total 21

Research/Thesis Component

Special Topics (Capstone)

Research

Total Hours

Elective Component

Health Education Graduate Electives

External Electives (Non-Health)

Minimum Hours Required for Degree 36

Retrieved from: <http://hlknweb.tamu.edu/degrees-andprograms/graduate-degree-programs/health-education-masters-degrees>

IV. Faculty

Stephen Brown, PHD, Associate Professor and Coordinator of Public Health programs at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Brown received a Bachelor of Science degree in Business Management from Brigham Young University, a Master of Science degree in Exercise Science and Worksite Wellness from Arizona State University and a PHD in Public Health Education from the University of Maryland College Park. Dr. Brown has also published more than 30 studies related to health promotion and public health. His research interests include environmental and social factors influencing health and physical activity, fostering organizational wellbeing, and health belief models regarding relations between breast and testicular cancer.

Christine Cardinal, JD, Assistant Professor, Attorney at Law, is an Assistant Professor at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Cardinal received a Bachelor of Arts Degree in Religion from Texas Christian University, a Master of Public Health from University of North Texas Health Science Center, and a Juris Doctorate degree from Texas A&M School of Law. Dr. Cardinal has been an active member in good standing of the Texas Bar and specializes in health law and employment law. She has worked in public health education at the graduate and undergraduate, and has worked as a public health policy analyst at the local, state, and federal levels in support of grants from the Mountain States Genetic Regional Collaborative Center and the Hogg Foundation.

Daphne Fulton, DPH, Lecturer at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Fulton received a Bachelor of Science in Community Health from Sam Houston State University; a Master of Public Health from Texas A&M University Health Science Center, School of Rural Public Health; and a PHD in Public Health from Texas A&M University Health Science Center, School of Rural Public Health. Dr. Fulton areas of research and experience are in community participatory research and chronic disease management with the aging population. She has experience in federal grant administration; specifically, with HRSA and the Ryan White Care Act funds for 53 counties in Texas and with grants from the National Commission on Aging. In addition, she was co-principle investigator for a school-based integrated health curriculum project funded by the American Association of Schools of Public Health.

William Hyman, PHD, Retired Tenured Professor, Pool Faculty at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Hyman served many years as Health program coordinator, graduate coordinator for the MA in Health degree, director of the Bachelor of General Studies degree and SAM Center academic advisor. He taught in the Honors College and served on Honors Council and was the long-time chair of the SHSU Athletic Advisory Council. He has provided training and support for teachers and public health professionals in Zambia, Uganda and Rwanda. His areas of interest are child and adolescent health and wellness management.

Rosanne Keathley, PHD, Tenured Professor, Associate Dean-College of Health Sciences, and Acting Chair of the Department of Population Health at Sam Houston State University. Dr. Keathley received a Bachelor of Arts in Teaching in Vocational Home Economics from Sam Houston State University, a Master of Arts in Health from Sam Houston State University, and a PHD in Health Education from Texas A & M University. Dr. Keathley's areas of research include alcohol, drugs, and performance enhancing substances; character education; minority health degree completion; human sexuality issues; and the incidence of risky health behaviors. Dr. Keathley was appointed by SHSU's president as the founding coordinator of the Sam Houston Alcohol and Drug Abuse Initiative. She serves as a national education consultant for the US Anti-Doping Agency and has developed comprehensive character curriculum for the agency. Dr. Keathley has 19 years of experience working for the Greater Houston Area Chapter of the American Red Cross and has held office with the American Alliance for Health, Physical Education, Recreation, and Dance and the Texas Association for Health, Physical Education, Recreation, and Dance.

Stephen Nkansas-Amankra, PHD, Associate Professor at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Nkansas earned a Bachelor of Pharmacy (Equivalent to PharmD in the US) from Kwame Nkrumah University of Science & Technology, Kumasi, Ghana; a Master of Arts in Demography from the University of Ghana, School of Public Health, Legon, Accra, Ghana; a Master of Public Health-Epidemiology from the University of Ghana, School of Public Health, Legon Accra, Ghana; and a PHD in Health Promotion, Education & Social Behavior from the University of South Carolina, Arnold School of Public Health, Columbia, South Carolina. Dr. Nkansah was the coordinator of the new MPH program at Central Michigan University where he helped develop 16 Master level syllabi/courses. Dr. Nkansah served as the HIV/AIDS National Program Officer, for the United Nations Fund, Ghana Country Office, Accra. He holds licensures and certifications with The American College of Epidemiology and Pharmaceutical Society of Ghana. Dr. Nkansah is also a professional member of the American Association of Public Health, The American College of Epidemiology, The American Evaluation Association, Society for Public Health Education, Society for Epidemiologic Research, and the Pharmaceutical Society of Ghana. Some of his research includes adolescent suicide trajectories through adulthood, pre-pregnancy maternal depressive symptoms and infant health, and depressive symptoms in adolescence and birth outcomes in early adulthood.

Dhitinut Ratnapradipa, PHD, Tenured Professor at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Ratnapridipa earned a Bachelor of Science in Biology with a minor in Microbiology from Ramkhamhaeng University, College of Science, Bangkok, Thailand; a Master of Science in Environmental Technology from Mahidol University, Department of Sanitary Engineering, Bangkok, Thailand; a Bachelor of Arts in Economics from Weber State University, Goddard

College of Business and Economics, Ogden, Utah, a Master of Public Administration – International Development from University of Utah, College of Social and Behavioral Science, Salt Lake City, Utah; and a PHD in Health Promotion and Education from University of Utah, College of Health, Salt Lake City, Utah. Dr. Ratnapradipa is also an adjunct faculty at New Mexico State University in the Department of Public Health Sciences and is a technical editor for the *Journal of Environmental Health*. He serves as a Chair of Community Practice in Environmental Health Promotion, Society for Public Health Education. Dr. Ratnapradipa is currently a Fellow of the Visiting Partners Program in Occupational and Environmental Health and Safety at the University of Michigan Center for Occupational Health and Safety Engineering, with a project focusing on laboratory safety. Dr. Ratnapradipa has experience as the graduate director and MD/MPH Co-Director of the concurrent degree program with the Southern University School of Medicine, Carbondale, Illinois; as a Clinical Assistant Professor of Community Health at the Warren Alpert Medical School of Brown University; and worked at the Rhode Island Department of Health (RIDOH) Office of Environmental Health Risk Assessment. Dr. Ratnapradipa has worked with local government and private corporations. His areas of research and experience include vector control, food safety, testing environmental samples, and environmental health risk assessment and the promotion, understanding and awareness of environmental health exposures and its impact on public health.

Judy Sandlin, PHD, Pool Faculty member at Sam Houston State University, College of Health Sciences, Department of Population Health and is also a Clinical Associate Professor in the Department of Educational Administration and Human Development at Texas A&M University. Dr. Sandlin earned a Bachelor of Science in Education, Physical Education, Psychology from Louisiana State University in Baton Rouge, Louisiana; a Master of Science in Education, Physical Education from Louisiana Tech University, Ruston Louisiana; and a PHD in Kinesiology from Texas A&M University, College Station, Texas. Dr. Sandlin is a member of the American Alliance for Health, Physical Education, Recreation and Dance, Texas Association for Health, Physical Education, Recreation and Dance, the Association of Health, Physical Education, Recreation and Dance, and the Colorado Association for Health, Physical, Education, Recreation and Dance of Recreation and dance. She currently is a TrueSport Education Ambassador for the United States Anti-Doping Agency. Some of Dr. Sandlin's research includes Sport Decision Making, The Choking Game: Knowledge and Awareness among college students, and Culture and Leadership: Women in Non-profit leaderships in the European Union.

Amanda Scarbrough, PHD, Assistant Professor and Director of the Health Care Administration Program at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Scarbrough earned a Bachelor of Arts in Sociology from DePauw University, Greencastle, Indiana; a Master in Health Services Administration from The George Washington University, Washington, D.C.; and a PHD in Medical Humanities with a major in Medical Ethics and a minor in Health Policy from University of Texas Medical Branch, Galveston, TX. Dr. Scarbrough has been a PI, an evaluator and a subcontractor on several grants including grants for the Texas Higher Education Coordinating Board, the National Institutes of Mental Health, the Cancer Prevention Research Institute of Texas and the Health Resources and Services Administration Geriatric Education Center grant. Dr. Scarbrough volunteers for the Montgomery County United Way Health and Wellness Committee. She holds a Master in Health Services Administration with a focus on acute care management and a PhD in Health Policy and Ethics. Dr. Scarbrough has more than 33 articles that have been published, reviewed or presented.

Yue Xie, PHD, is an Assistant Professor and Coordinator for the MS in Health Care Quality and Safety, with the Department of Population Health at Sam Houston State University. Dr. Xie earned a Bachelor of Business Administration-Finance from the University of Miami, Miami, Florida; a Master degree in Health Administration from Tulane University, New Orleans, Louisiana; a Master of Engineering in Logistics and Supply Chain Management, Massachusetts Institute of Technology; and a PHD in Healthcare Management with a Minor in Health Policy. Dr. Xie brings expertise in the fields of health administration, health policy, healthcare quality and safety, and information technology with experience as senior hospital executive, management consultant, and information technology consultant. Dr. Xie has published in referred journals, technical reports, white

papers and book chapters and has presented at numerous national and international conferences. He believes in teaching and research, based on real world needs and experiences.

Miguel Zuniga, DPH, MD, is an Associate Professor at Sam Houston State University, College of Health Sciences, Department of Population Health. Dr. Zuniga earned a Doctor of Medicine from the University of Yucatán, Mérida, Yucatán, México; a Master of Public Health from Tulane University, School of Public Health and Tropical Medicine, New Orleans, Louisiana; and a Doctor of Science in Public Health from Tulane University, School of Public Health and Tropical Medicine, New Orleans, Louisiana. Dr. Zuniga contributes to programs in public health, health care administration, wellness management, health sciences, health education, health care quality & patient safety, and bilingual health care studies. His areas of research and interest include community health interventions, cultural influences on child injury prevention and self-care behaviors in Hispanic populations, policies addressing childhood obesity, and cultural and linguistic services standards. Dr. Zuniga has extensive grant experience as PI and Co-PI. Dr. Zuniga has published in peer-reviewed papers, technical reports, white papers and book chapters in the areas of health care decision analysis, managerial epidemiology, health outcomes, and health services research. He is a contributing author of the best-selling textbook, titled *Managerial Epidemiology for Health Care Organizations, 2nd Edition*, published by Jossey-Bass, a Wiley Company.

Program faculty profile:

Core faculty:

William Hyman, PHD, Professor (tenured), Graduate Faculty Instructor
Rosanne Keathley, PHD, Professor (tenured), Graduate Faculty Instructor
Daphne Fulton, DPH, Lecturer, Graduate Program Coordinator, Graduate Faculty Instructor
Miguel Zuniga, DPH, MD, Associate Professor (tenured), Graduate Faculty Instructor
Stephen Brown, PHD, Associate Professor, Graduate Faculty Instructor
Amanda Scarbrough, PHD, Assistant Professor, Graduate Faculty Instructor
Stephen Nkansas-Amankra, PHD, Associate Professor, Graduate Faculty Instructor
Christine Cardinal, JD, Assistant Professor, Graduate Faculty Instructor
Ratnapradipa, Dhitinut, PHD, Professor (tenured), Graduate Faculty Instructor
Xie, Uye, PHD, Associate Professor, Graduate Faculty Instructor

Support faculty:

Judy Sandlin, PHD, Pool-Lecturer, Graduate Faculty Instructor

Program Coordination:

The number of tenured and tenure-track faculty in the department has increased from two in 2013, five in 2014, six in 2015, and eight in 2016. This increase resulted from the separation of Health and Kinesiology into two separate departments, and the significant growth of the graduate and undergraduate programs in Population Health.

A full-time Lecturer, Dr. Daphne Fulton, was hired in fall 2014; Dr. Fulton teaches two or more graduate courses per semester. Dr. Fulton assumed the duties as coordinator of the MS in Health program in fall 2015. The coordinator position was previously held by Dr. Bill Hyman and was assigned to Dr. Fulton upon Dr. Hyman's retirement in spring 2016. Another pool-lecturer, Dr. Judy Sandlin, has taught research and statistics in the program during this review period.

During his service as coordinator of the MS program, Dr. Hyman received a stipend for his graduate responsibilities in academic year 2013-2014 and received a course release for one semester in 2014-2015. Dr. Fulton did not receive a paid release, nor a stipend, for her duties as coordinator in fall 2015. The department has received approval to give Dr. Fulton a stipend for her services as coordinator which will she will receive in fall 2016.

Credentials:

All of the Health program faculty who are qualified to teach at the graduate level hold the required credentials per SACS guidelines from accredited universities. All graduate faculty have a doctorate in a health degree which enables them to teach at the graduate level.

Appropriateness of degrees:

A total of seven faculty have a Doctorate of Philosophy in a health related degree. [RE8] The Master degrees of the graduate health faculty include the areas of public health, community health, health services administration, health administration, economics, and epidemiology. The content provided in the doctorate and master level degrees are appropriate for the courses the faculty teach in the MS in health program.

Scholarly Endeavors:**Describe new research initiatives and discuss how they address the citizens, government, economy, and environment of the state of Texas:**

The graduate health program faculty have continued to be productive in research activities that have resulted in peer reviewed publications; research abstracts; professional presentations conducted at the international, national, and state level; and book chapters.

The focus areas of these research endeavors represents the following content areas:

- Preventive health and wellness;
- Global and planetary health;
- Health informatics;
- Educational strategies;
- Harmful substances and behaviors;
- Health economics, exercise and nutrition;
- Communicable and non-communicable diseases;
- Environmental health; and
- Mentoring and character development.

Examples of research topics include:

- Harmful effects of E-cigarettes;
- Professional dispositions of health teachers;
- Promotion of lifelong physical activity;
- Alcohol and drug use among college students;
- Awareness and use of performance enhancing substances and drugs;
- Service learning and mentoring;
- Risky behaviors-drinking games, choking game, deep water breath holding;
- Enhancement of critical thinking skills in students;
- Birth outcomes in depressive mothers;
- Socio-political factors in maternal and child health;
- Support for burn survivors;
- Climate exposure with skin cancer;
- Development of an environmental health instrument;
- Laboratory safety protocols;
- Graduate health informatics analyzation;
- Robotic surgery in gynecologic oncology;
- Health care quality and safety;
- Vaccinations and social media;
- Investigations of area health education centers;
- Motivating under-represented minorities in allied health careers;
- Improvement of public health outcomes in Texas;

- Sport decision making skills;
- Weight Management;
- CATCH implementation;
- High school sport participation and adult physical activity;
- Activity programs for older adults;
- Validation of the Humility Inventory; and
- The use of Social Cognitive Theory and eating behaviors.

Below is a list of peer reviewed journals in which the graduate faculty published research articles;

- *American Journal of Health Education*
- *Health Promotion Practice*
- *Journal of Sport and Health Research*
- *International Journal of Educational and Psychological Assessment*
- *California Journal of Health Promotion*
- *Journal of Health Care for the Poor and Underserved*
- *Journal of School Health*
- *The Health Educator*
- *The California Journal of Health Promotion*
- *Online Journal for Workforce Education and Development*
- *International Journal of Emergency Mental Health*
- *Health Promotion Practice*
- *The Health Education Monograph Series*
- *Journal of Immigrant and Minority Health*
- *American Journal of Health Studies*
- *The American Journal of Health*
- *Journal of Drug Education*
- *The Health Educator*
- *Journal of School Health*
- *Journal of Primary Prevention*
- *American Journal of Health Studies*
- *International Journal of Emergency Mental Health*
- *Journal of Primary Prevention*
- *Texas Public Health Association Journal*
- *Puerto Rico Health Sciences Journal*
- *Journal of Immigrant and Minority Health*
- *Psycho- Oncology*
- *Physiotherapy Research and Practice*
- *Springer Plus*
- *Journal of Nursing Education and Practice*
- *Springer Plus.*
- *Health Psychology*
- *Cancer*
- *Molecular Biology Reports*
- *Supportive Care in Cancer*
- *Health Psychology*
- *Nature Communications*
- *Journal of Applied Social Psychology*
- *American Journal of Health Behavior*
- *Psychology of Sport & Exercise*
- *Journal of Exercise Science and Fitness*
- *Journal of Physical Activity and Health*

- *American Journal of Obstetrics and Gynecology*
- *Journal of Cancer Survivorship*
- *Journal of Cancer Education*
- *Social Work in Health Care*
- *Journal of Fitness Research*
- *Applied Research in Coaching and Athletics Annual*
- *Activities, Adaptation, & Aging*
- *Southern Medical Journal*
- *The Social Studies Texan*
- *Journal of School Health*
- *The Social Studies*
- *Journal of Health Education*
- *Texas Association for Health, Physical Education, Recreation, and Dance Journal*
- *The Family Journal: Counseling and Therapy for Couples and Families*
- *Southern Medical Journal*
- *American Journal of Sexuality Education*
- *Journal of American College Health*
- *Applied Research in Coaching and Athletics Annual*
- *Electronic Journal of the Center for Research and doctoral Studies in Educational Leadership*
- *Great Ideas in Teaching Health and Wellness Newsletter*
- *Research Quarterly for Exercise and Sport*
- *Medicine and Science in Sports and Exercise*
- *Journal of Substance Use*
- *Journal of Women's Health*
- *International Journal of Health Services*
- *Journal of Poverty*
- *Journal of Suicide and Life Threatening Behaviors*
- *Annals of Epidemiology*
- *Journal Umwelt and Gesundheit Online*
- *Journal of Environmental Health*
- *American Journal of Recreational Therapy*
- *The Quest*
- *Gerontology and Geriatrics*
- *Current Opinion in Obstetrics and Gynecology*
- *Journal of Medical Library Association*

External Grants^[RE9]

- Evaluation for primary care clinician retention Mississippi State Department of Health ward for ARRA funding. (\$30,000)
- Effects of laboratory culture on safety practices at the university level University of Michigan School of Public Health, Center for Occupational Health and Safety Engineering. (\$10,000)
- Mental health facilities tobacco use police survey The Mississippi Office of Rural Health and Primary Care, Mississippi State Department of Health. (\$7,500)
- Under-represented minority health pipeline to the allied health professions (\$400,000 from The Texas Higher Education Coordinating Board)
- Training Inter--professional Primary Care Providers to Make Early and Accurate Diagnosis of Alzheimer's Disease and Related Dementias (\$134,906). U.S. Department of Health and Human Services
- The Texas Consortium Geriatrics Education Center (\$2,072,222). US Department of Health and Human Services

- Mentoring program for under-represented minority health populations at the college level (\$200,000 from The Texas Higher Education Board)

What constraints to faculty productivity are you facing?

- Funding for environmental health laboratory that enhances student field knowledge and faculty and student research opportunities;
- Funding for research assistant for each[RE10] tenure and tenure-track faculty;
- Funding for collaborative research at the state, national, and international level; and
- Funding for graduate students and faculty to attend conferences, and travel funds to meet with students during their internship program.

Are you competitive (assistantships, start-up funds, administrative processes, etc.) with other programs in your discipline in similar institutions?

- The MS in Health program faculty have not received start-up funds for research endeavors, student field experiences, or study abroad experiences.
- There are two administrative assistants for the Department of Population Health, and neither is dedicated to the MS in Health Program on a full-time basis. The administrative assistant assists with program assessment and the current self-study of the MS in Health program.

Competitive health graduate programs provide graduate students, laboratory and field experience equipment, and/or scholarships for study abroad opportunities. These benefits serve to enhance the productivity of the graduate faculty and students, and they also provide a level of motivation to attract graduate faculty to the graduate health program.

How are you enhancing faculty productivity and competitiveness?

The tenured and tenure-track faculty are hired on a four course teaching load; however, they receive one course release in the fall and spring semesters for the development of their scholarship. This course release allows the faculty to engage in all research-related activities.

Awards and recognitions:

The Editor's Choice Award for article, "Cost-effectiveness of robotic surgery in gynecologic oncology," received by Yue Xie[RE11] from the *Journal of Current Opinion in Obstetrics and Gynecology*.

Service to the Profession:[RE12]

- Membership in professional organizations such as:
 - American Public Health Association;
 - American School Health Association;
 - Society of Public Health Educators;
 - Society for Health and Physical Education;
 - Texas Association for Health, Physical Education, Recreation and Dance;
 - National Environmental Health Association; and
 - Eta Sigma Gamma Health Science Honorary.
- Coordinator of research team to analyze the National Longitudinal Survey of Adolescent Health in Ghana
- University, college, and department committee leadership positions
- National education consultant for the US Anti-Doping Agency
- A Fellow of the Visiting Partners Program in Occupational and Environmental Health and Safety at the University of Michigan Center for Occupational Health and Safety Engineering.

Professional Experience:

The professional experience of the graduate health faculty includes: Coordinator of degree programs; director of graduate studies programs; consultant for voluntary health agencies, schools, community programs, and governmental agencies; mentor for under-represented minorities; therapy dog handler for

hospitals; reviewer for publications, external grants, and professional presentations; and the faculty held concurrent appointments in university departments.

Teaching Load:

The MS in Health coordinator is a Lecturer who typically teaches a four course load each semester. As a lecturer, the coordinator has the opportunity to teach a one-course overload during the fall and spring semesters. There are no opportunities for course overloads for the coordinator during the summer semester. The tenured and tenure-track faculty are hired on a four course teaching load; however, they receive a course release in the fall and spring semesters for the development of their scholarship.

Diversity:

The graduate faculty in the Department of Population Health represent diversity in respect to culture, ethnicity, and gender. The current graduate faculty include five females and five males that hold graduate degrees from leading institutions in higher education in the field of health and have extensive experience in the areas of health education, public health, community health, health care administration, health law, and corporate health promotion. The graduate faculty represent tenured and tenure-track experts from the countries of Honduras, Japan, Africa, Thailand, and the US. Students in the MS in Health program benefit from the diverse backgrounds of the faculty, and the resources these qualified faculty can provide in regard to program content from a true population health perspective.

Program Responsibilities: [RE13]

Graduate [committee [RE14]work load is shared by the faculty based on their availability.

The MS in Health program is a Master's level program, and there are no faculty responsibilities for coordinating dissertations; however, graduate program faculty may serve on a dissertation committee with the approval of the SH Graduate Faculty Council. Currently, no graduate health students are pursuing a thesis. The graduate faculty are eager to enhance thesis opportunities since the program faculty has increased to be able to provide guidance with research activities for the students.

Each faculty submits a set of comprehensive exam questions for students to the graduate coordinator. The exams are conducted in one day and are proctored by the graduate faculty. Upon completion of the exam, the coordinator sends the student's answers to the relevant faculty for grading. The faculty then submits a grade to the coordinator. The faculty can request the [student retake their portion [RE15]of the exam if it is deemed to be inappropriately answered by the graduate faculty and the coordinator. The student takes either a verbal or written exam that discusses the items in question, and the grade is submitted to the coordinator for processing. The student has two opportunities to retake the exam. Subsequent failure after three attempts results in a delay in graduation and/or a retake of the requisite course.

V. Students

Admissions Criteria

Students interested in entering the MS in Health program at Sam Houston State University must satisfy the following requirements:

1. Submission of the Graduate Admissions Application;
2. Application Fee;
3. Official transcript from the baccalaureate degree granting institution;
4. Bachelor's degree with a major or minor in Health Education or at least 18 hours of field related coursework;
5. Overall GPA of 2.8 and major GPA of 3.0;
6. Two recommendation letters; and
7. Statement of interest/intent.

Number of Applicants/Admitted Enrolled

Applicants	Accepted	Enrolled	% Applicants Accepted	% Accepted Enrolled
Spring 2016				
5	4	4	80%	100%
Fall 2015				
13	9	9	61%	100%
Spring 2015				
8	5	5	63%	100%
11	5	5	45%	100%
Spring 2014				
10	7	7	70%	100%
Fall 2013				
15	9	8	60%	89%
Spring 2013				
11	5	5	45%	100%

Profile of Admitted Students

	Spring 2013		Fall 2013		Spring 2014		Fall 2014		Spring 2015		Fall 2015		Spring 2016	
Ethnicity – White Non-Latino	14		10		9		7		9		10		10	
Latino	1		3		3		2		2		3		2	
African America	6		4		5		4		4		2		3	
Other ethnicity					1		1		1				4	
International	2		4		5		3		4		3		2	
Gender	M 3	F 20	M 5	F 16	M 7	F 16	M 6	F 10	M 7	F 14	M 3	F 16	M 4	F 15
Full time/ Part time	15/5		16/5		18/5		12/4		16/5		16/3		16/3	
Number of Assistantships	1		1		1		1		1		1		1	
Total Number of Applicants Enrolled	23		21		23		17		21		19		19	
Graduation Rate	3		1		7		1		4		4		1	

M = Male F=Female

Graduation Rate of Students in MS in Health Program

Year	Students Graduated	Academic Jobs	Industry	Seeking Employment	Employment Profile (in field)
2016	3	1	2	2	3
2015	8	0	6	2	3
2014	8	N/A	N/A	N/A	N/A

2013		2014		2015		2016
23	21	23	17	21	19	19
3	1	7	1	4	4	1
13%	5%	30%	6%	19%	21%	5%

Number of Degrees Awarded/Average Terms to Completion

# of Degrees Awarded	# of Students Enrolled	Avg. Terms to Completion
Spring 2016		
1	19	4
Fall 2015		
4	19	5
Spring 2015		
4	21	6
Fall 2014		
1	17	5
Spring 2014		
7	23	6
Fall 2013		
1	21	4
Spring 2013		
3	23	5

Student Retention Rates

1- Year Retention Rate Fall Cohorts			1- Year Retention Rate Spring		
Cohort #	Retained #	Retention Rate	Cohort #	Retained #	Retention Rate
F15 Cohort Retained S16					
9	6	67%			
F14 Cohort Retained S15			S15 Cohort Retained F15		
3	3	60%	5	2	40%
F13 Cohort Retained F14			S14 Retained S15		
5	4	80%	43%	3	43%
			S13 Cohort F14		
			9	5	55%

Description of Assistantship Responsibilities

Below are the responsibilities of graduate assistants in the Department of Population Health:

- Participate in faculty research endeavors, serve as academic mentors to undergraduates through grant opportunities.
- Assist faculty with undergraduate online courses, grading materials, and online discussion boards
- Assist chair and secretaries with clerical duties
- Answer phones
- Receive guests

Student Funding

Graduate assistants typically work 20-25 hours per week and earn \$12.00 per hour. Two students in the MS in Health program are employed as graduate assistants in the Department of Population Health and one student is a graduate assistant in the Political Science Department.

Employment profile of program graduates

The last survey of program alumni was administered in 2002 and [RE16] found that 94% of the respondents were either in an advanced educational setting or had attained a job in their field that they felt had good potential for their career advancement. While there is not any information on later graduates of the program, some of the graduates occasionally keep in touch with faculty members. At this time, we have alumni who have jobs in higher education as adjunct faculty or have completed a doctoral degree at another institution, alumni in administrative positions at community hospitals especially in community health promotion or health education, or coordinate wellness management in healthcare institutions and in the regular workforce.

MS in Health Employment Profile

Year	Students Graduated	Academic Jobs	Industry	Seeking Employment	Employment Profile (in field)
2016	3	1	2	2	3
2015	8	0	6	2	3
2014	8	N/A	N/A	N/A	N/A

Student awards and publications

Under the present Master of Science program, one graduate student conducted a poster presentation at the Texas Association of Public Health conference in 2016. There is no record of previous students conducting presentations or receiving awards.

VI. Resources and Finances

Travel Funds:

- The Office of Graduate Studies provided funding for graduate travel to participate in presentations and conferences with faculty during the 2013-2014 and 2014-2015 academic years. The amount of the funding was \$1500 for each year. [RE17]

Assistantships:

- Three Graduate Research Assistantships were granted during the self-study period and included Ruby Padreas (2014-2015, 2015-2016), Taylor Dusek (2015-2016), and Rosa Ramirez (fall 2016).

Scholarships:

- There are no scholarships in the Department of Population Health that are designated for Health graduate students. [RE18]

Program Budget:

The MS in Health and the MS in Health Quality and Safety programs do not have a separate budget for the facilitation of the programs. All of the faculty salaries, course releases, stipends, recruitment, travel, and promotion of the programs are derived from the Department of Population Health budget.

The table below details the faculty salaries that were paid during the academic years of the self-study. The total of each year is highlighted in the column with the number of classes that were facilitated with payment to the faculty in the respected column. In academic year 2013-2014, one faculty did not receive compensation for a course due to administrative responsibilities. The salaries for each faculty were calculated based on the COHS funding formula described below:

Faculty Annual Salary divided by 9; Sum X .25; Sum X 4.5 = Salary per Class

Salaries of Graduate Faculty by Course

Faculty Teaching Load	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Hyman, W.	38,156.00 (4 courses)	39,716.00 (4 courses)	30,678.00 (3 courses)
Keathley, R.	31,542.00 (3 courses)	33,426.00 (3 courses)	11,459.00 (1 course)
Sandlin, J.	4,923.00 (2 courses)	3,600.00 (1 course)	3,600.00 (1 course)
Scarbrough, A.	0	8,836.00 (1 course)	8,836.00 (1 course)
Fulton, D.	0	12,800.00 (4 courses)	21,508.00 (4 courses)
Totals per year:	\$75,029.00 9 courses taught w pay 1 course taught wo pay	\$98,378.00 13 courses taught w pay	\$76,081.00 10 courses taught w pay

The number of faculty who are qualified to teach at the graduate level has increased during the academic years of the self-study. Graduate courses taught during the fall 2016 semester, as well as future semesters, will be facilitated by the new faculty additions to the department. The diversity and expertise of the new health faculty will enhance the academic experience of students in the MS in Health program.

Clerical/administrative support:

- The clerical duties associated with the MS in Health program were conducted by one administrative support personnel in the department in academic year 2013-2014 and 2014-2015. A second administrative assistant was hired in fall 2015, with two support personnel working together through January 2016. An additional administrative assistant was hired in September 2016 for the department. The COHS was reorganized in February 2016 with an administrative assistant in the Dean's office assuming the duties of maintaining the graduate application process, and the graduation status of all graduate students in the COHS. The salary of the graduate administrative assistant is paid from the Dean's office in the COHS.

External funding:

- A grant from the Texas Higher Education Coordinating Board is providing funding for two graduate students in the MS in Health program. These students include Taylor Dusek and Rosa Ramirez who serve as graduate mentors in the Pathways to Allied Health Success (PALS) research grant. The salary for the students is \$15,000 for 12 months, and the funding started in September 2016 and concludes in August 2017.

Faculty:

- The tenured and tenure-track faculty who have taught graduate courses during the academic years in the self-study are paid their regular salary for teaching these courses. Dr. Hyman taught on a four course teaching load and had the option of teaching an overload for courses he taught over the four course limit. The overload amount was based on his annual salary. Dr. Rosanne Keathley served in an administrative capacity during the self-study period, and taught four courses during the academic year. She was paid her regular salary for teaching graduate courses.
- The pool-lecture faculty in the department who have taught graduate courses in the self-study period, have been paid on a per-course basis based on degree and expertise.

VII. Facilities and Equipment

Facilities

The graduate program utilizes a variety of methods to deliver learning materials, one of which is in-class face-to-face instruction. The physical relocation [RE19] of the department of Population Health to office and classroom space in the College of Humanities and Social Sciences (CHSS) has increased access to the updated class-room facilities where each classroom has whiteboards, a PC, and video projection equipment. The room sizes also vary to accommodate student groups from 10 to over 100. Also, the new facilities provide students with easy access to faculty offices that are located in the same building as the classrooms.

Technology

In addition to classroom PCs and video equipment systems, the graduate program also delivers instruction online via the Blackboard system. The distributed learning method increases access to students who may not be able to attend class in Huntsville and therefore extends the program's market access.

Other Equipment

Additional resources are also available upon request to the Dean's office and other administrative offices at the university, one of which is the Media Center which provides video recording service to assist with on-line learning.

VIII. Assessment Efforts

Alumni Surveys

The MS in Health is a new program, no alumni surveys have been conducted.

The last alumni of the Master of Arts in Health survey was administered in 2002 and results have since been discarded.

Employer Surveys

The MS in Health is a new program, no employer surveys have been conducted. [RE20]

Employer surveys were conducted for the MA in Health degree with the latest survey administered in 2002. No results were recorded and any records have since been discarded. **Student Learning Outcomes**
At this time, the program incorporates the principles, practices, and development of a working philosophy of Health Education and Health Promotion to prepare students for employment in four broad areas:

- Community health
- Medical or clinical health
- School health
- Worksite health promotion

Student outcomes include mastering information presented in the core curriculum as well as

supporting classroom and practical experience. Specific focus areas required for graduation include the following:

- **Foundation of Community Health** – The epidemiological, biostatistical methods of investigation are applied to international, national, state, and local health issues. Additionally, the historical and philosophical foundations of community health are presented with an orientation to current health programs, medical care trends, and health problems experienced by diverse populations.
- **Human Ecology** – A study of the major factors which determine health or illness, including how populations respond to various determinants of health including lifestyle, heredity, environment, and health care resources.
- **Theoretical Foundations of Health Education and Health Promotion** – A study of the history, philosophy, and practices of Health Education. Exploration and application of behavioral science concepts and methodologies to community health education and in- service training of health professionals. Case studies and other practice models will be used.
- **Statistical Design in Health** – Principles of advanced statistical techniques and measurement theory with emphasis upon their application to Health, Kinesiology, and related areas will be presented.
- **Research Seminar** – A study is made of research techniques, identification of problems, research designs and data gathering procedures. Students will develop a proposal for a research project.
- **Health Program Planning** – A comprehensive review of the components of health program planning with emphasis on the socio-economical, cultural, and political factors that influence the health status of a community. Emphasis is focused on a comprehensive approach to health program planning and behavior change models.
- **Ethical Issues in Public Health** – Students will identify multiple influences, perspectives, and impact of ethical issues in public health.
- **Leadership Skills in Health Promotion** – Students will be able to identify the qualities of effective leaders and managers in public and community health.

Student publications/grants/presentations

Under the present Master of Science program, one graduate student conducted a poster presentation at the Texas Association of Public Health conference in 2016. Until this point, no formal assessment or keeping records of student publications/grants/presentations has been maintained.

Recognition and Awards

At this time, two of the Master of Science graduate students were selected to work with a pipeline grant to encourage underrepresented populations to attend college at Sam Houston State University.

Internships

All students must complete at least 300 internship hours to qualify for graduation. The following is a list of formal affiliations the College of Health Sciences has that are suitable for graduate Health internship programs:

- Huntsville Memorial Hospital
- Huntsville Memorial Hospital Center for Rehabilitation/Sports Medicine
- Huntsville Memorial Hospital Rural Health Clinic
- Huntsville Memorial Hospital Women's Center
- SHSU Student Health Center
- SHSU Department of Kinesiology
- SHSU Alcohol and Drug Abuse Initiative
- Brazosport Regional Health System (Lake Jackson, TX)
- Memorial Herman the Woodlands
- Memorial Herman Northeast
- MD Anderson Cancer Center
- Methodist Hospital System
- Post Acute Medical Center (Luling, Texas)
- Harris County Public Health and Environmental Services
- The University of Texas Medical Branch at Galveston
- San Jose Clinic (Houston)
- Veterans Affairs (Dallas, Bonham, Fort Worth, Tyler)
- Kindred Hospital (Tomball)
- Montgomery County Public Health Department
- Providence Health Center (Waco)
- St. David's Partnership (St. David's Medical Center, St. David's Rehabilitation Hospital, Heart Hospital of Austin, St. David's Georgetown Hospital, St. David's North Austin Medical Center, and St. David's Round Rock Medical Center)
- Montgomery County United Way
- Leukemia and Lymphoma Society
- The Breast Cancer Charities of America
- Texas Obesity Research Center
- Montgomery County Women's Center
- Walker County Health Initiatives
- The Health Museum (Houston)
- US Army Center for Health Professions (Houston, Texas)
- Montgomery County Hospital District
- Montgomery County Public Health Department

The Department of Population Health also has students who participated in internships with other health care facilities with which we have informal agreements. The following is a list of graduate internship sites that are suitable for MS in Health students:

- St. St. Joseph Regional Health Center (Bryan, Texas – including the main hospital, offices and clinics of St. Joseph affiliated physicians, St. Joseph Healthy Communities and the Gold

Medallion Club)

- Brazos Valley Family Medicine Center
- Health for All (Bryan, Texas)
- San Angelo Community Medical Center (San Angelo, Texas)
- Special Olympics (Tennessee)
- Child Protective Services (Huntsville)
- Dr. Toronjo's General Practice (Huntsville)
- Brazos Spine (College Station)
- GMA Medical Billing and Accounting Services
- Rodgers Stein Chiropractic Clinic (Conroe)
- Matagorda Regional Medical Center (Bay City, TX)
- Bentley Manor (Clio, Michigan)
- Boys and Girls Club of Walker County
- Memorial Herman Cardiac Rehab and Wellness
- Aspire Hospital Center for Rehab
- The Greater Houston Neurosurgery Center
- HealthPoint (Centerville)
- HealthPoint Community Health Center (Bryan, Texas)
- Easter Seals, East Texas Inc. (Bryan, TX)
- CASA of Walker County
- SCEL Volleyball (Cleveland, TX)
- The Blood Center of the Brazos Valley
- Alpha Omega Academy (Huntsville)
- Conroe Regional Medical Center
- Texas ENT and Allergy (College Station, TX)
- Texas A&M Agrilife Extension (Conroe)
- Amity Hospice (Dallas, TX)
- Joint and Spine center (Huntsville)
- Integra Medical Clinic (Shenandoah, TX)
- Slim Dentistry (Huntsville)
- HEB Tower Point (College Station, TX)
- GroupOne Health Source (Jefferson City, MS)
- Day N Night Medical Supply (Huntsville)
- SAAFE House (Huntsville)
- Literacy Volunteers of America (Conroe, TX)

Other

At this time, the MS in Health program participates in the Online Assessment Tracking Database, Sam Houston State University's online repository for assessment plans and information.

IX. Recruitment and Marketing Efforts

Demand for graduates, including specific market trends, and indicators for the program:

- The Department of Population Health will establish an advisory committee to explore specific

market trends and future directions for the program.

- The advisory committee will recommend changes to recruitment or marketing efforts as needed[RE21].
- The department budgeted funds for faculty attendance to conferences where student recruitment can occur.

*Refer to page 6 of this document for the Bureau of Labor Statistics highlighting the current market demand.

Geographical location of MS in Health graduate students:

	International Students	Out-of-State Students	Texas Residents
Spring 2013	4	0	19
Fall 2013	6	1	14
Spring 2014	7	1	15
Fall 2014	4	2	11
Spring 2015	5	2	14
Fall 2015	4	1	14
Spring 2016	3	1	14

Marketing and recruitment efforts and their effectiveness

In the past, the marketing efforts of the program has been limited to participating in on-campus graduate fairs and reaching out to other educational facilities that could potentially be a pipeline for students. Additional efforts have been made in a new sister graduate program – The MS in Health Care Quality and Safety – to generate new students. Other efforts include:

- Participating in health care quality related conferences and fairs to reach industry specialists;
- Meeting with local area health care leaders to promote the program and recruit potential adjunct expert instructors; and
- Partnering with the University Marketing group to develop materials and market to the Texas Medical Center in Houston and nurses who have taken the GRE.

Current markets

Current markets for graduate students are challenging and the targeted market of established clinical professionals is tough to reach. One potential reason comes from marketing studies which have shown that it may take two years before potential graduate students are prepared to return to school. Often, these potential students have already established lives and careers that make the decision tougher.

With the Affordable Care Act and increased funding of prevention efforts, the role of health promotion/health education is larger than ever before. Many companies are adopting wellness programs for their employees, and graduates of this program are well-qualified to lead those programs. Also, as public health efforts increase throughout the country, MS in Health students are trained to create, manage, and evaluate those programs.

Potential new markets

The recently established goal of the graduate programs in the Department of Population Health is to transition all courses to the online format. This would increase the reach of the programs and potentially

improve both the number and quality of applicants. The programs are also in the planning stage of establishing advisory councils to advise on the direction of new marketing strategies and program direction.

Enrollment plan for the next 5 years

With the recent increase of graduate faculty, the goal is to increase enrollment for the MS in Health program by 25% annually^[RE22]. The projection accounts for a 10% graduation rate and a 3% attrition rate.

Alumni and donor relations

Currently, there are limited alumni and donor interactions. The health program is in the planning stage of establishing an alumni advisory committee and improve alumni and donor relations through increased outreach. In addition, graduate students in the department are organizing a graduate student organization. The organization will promote a sense of community, maintain a list of alumni and their pertinent information, and allow the students to engage in community services in a coordinated manner.

X. Outreach

Distance education

The ultimate goal of the graduate programs of the department is to deliver all learning online. The faculty feel this would increase the market reach of the programs and improve applicant quantity and attract more scholarly applicants. This has informally been validated by students and internship supervisors.

Service-learning or community engaged learning

Many courses of the graduate health program have service or community engaged learning components. These courses require minimum hours of community service to fulfill course expectations. For example, HLTH 5331 - Foundations of Community Health, requires students to complete 30 hours of volunteer service at an approved health organization.

Internships

Graduate programs of the department have integrated internship requirements with established learning and monitoring standards. These internships are conducted at sites throughout Texas as distance education develops in the program, it will allow students from other geographical areas to establish ties with health organizations throughout the world.

Professional outreach (providing professional services, such as consulting, etc.)

Some courses include a professional outreach component; for instance, one class offered this semester (Fall 2016) is allowing the students to develop a marketing plan for the SHSU Student Counseling Center to recruit students for delivering a substance abuse recovery program. Students in another course, are planning a program for the SHSU Student Counseling Center to deliver programs for those students in substance abuse or alcohol recovery programs.

XI. Program Specific Issues

The MS in Health has no accreditation or other academic related issues.

XII. Program strengths and recommendations for improvement

Strengths

The MS in Health is a developing program in the Department of Population Health within the College of Health Sciences. Currently, a national search is being conducted for a new Dean of the College of Health Sciences and also for a new Chair of the Department of Population Health at Sam Houston State University. The new administration will provide further insight and direction for the program. At this time, some of our strengths include the following:

- New faculty members. The health faculty has increased during the last three years which now allows graduate students to have various faculty teaching the program content.
- The steady increase of graduate students in the health program.
- The small student to faculty ratio. With a smaller student to faculty ratio, students receive greater individual attention and have more mentoring, research, and outreach opportunities.
- The health program faculty are qualified, experienced, and have a passion for teaching and promoting scholarship with the students in the program.
- Health Promotion/Health Education Niche. While the employment of health promotion and health education professionals increase, the large universities within an eighty-mile radius of Sam Houston State University have begun to drop those programs in favor of other programs in which there are more grant opportunities to fund research projects. Students who graduate from the program at SHSU will have an advantage over other graduates when competing for health promotion and health education jobs.

Recommendations for improvement.

While there are many strengths of the MS in Health program at SHSU, there are recommendations for the future. Some of the recommendations include the following:

- Develop an interagency/advisory council to give direction to both graduate programs. This council will work with the department to determine future occupational needs for training students and recruiting students;
- Dedicate a tenure track or clinical appointment for directorship of program;
- Form a graduate advisory committee for both graduate programs;
- Develop a scholarship support for graduate students;
- Implement study abroad program and local study programs for graduate students;
- Survey alumni on an annual basis:
 - Ask what they wish they had known when they left the program;
 - What type of job they have, and where it is located; and
 - What types of improvement do they feel we could integrate into the program?
- Record-keeping for all of the students (current and past) in one place
- Policy development. These are the policies outlined in the administrative processes and include:
 - Criteria concerning student suspensions and re-admittance;
 - Criteria to admit students under extraordinary circumstances;
 - The process of conducting comprehensive exams;
 - Graduate internship practices and policies;
 - Development of a student internship handbook and an internship manual; and
 - The development of a thesis by a graduate student and assessing that thesis.
- Develop marketing strategies to reach more students to recruit in to the MS in Health program; and
- Consider changing the direction of the program [RE23] to meet occupational demands to keep

- abreast of changes in the field of health promotion;
- Encourage more student to participate in the thesis option and actively engage students in research opportunities;
 - Create an online version of the program thereby allowing participation from students who live outside of the Huntsville/Houston area or who are employed full-time.

APPENDIX A

Sam Houston State University Strategic Plan

Sam Houston State University – Strategic Plan Model

MISSION: Sam Houston State University provides high quality education, scholarship and service to qualified students for the benefit of regional, state, national and international constituencies.

VISION:



SUPPORTING STRATEGY:



Lifelong Learning

Foster a lifelong learning environment in support of a diverse faculty and staff who are excellent scholars, educators and professionals.



Stimulating Environment

Promote a stimulating learning environment through the integration of academic settings, campus culture and service.



Intellectual Transformation

Increase and develop university resources and infrastructures that support the intellectual transformation of students.



Anticipating Needs

Enhance marketing outreach and visibility to include academic and scholarly activities through consistent and integrated messaging while optimizing communication channels.



Data-Driven Decision Making

Promote efficient data-driven decision making through the integration of centralized data analysis, review and dissemination.



Enhanced Outreach

Cultivate a continually sensitive and proactive response to the ever-changing needs of our constituents.

APPENDIX B

HLTH 6397: Master of Science in Health Practicum Manual

HLTH 6397: Master of Science in Health Practicum Manual

Daphne S. Fulton, Dr. PH
Coordinator, Master
of Science in Health
Department of Population Health
College of Health Sciences
Sam Houston State University

RATIONALE

Prior to entering the profession, it is critical that the student gain experience in a health promotion/health education setting. The purpose of this experience is to make each student aware of situations that arise in work settings that may have been discussed in theory courses. Each student, by learning to synthesize theory into practice, will be more prepared to make the transition from student to professional.

The MS in Health practicum will provide the student with professional training in a protected and supervised environment. The goal of the MS in Health practicum program at Sam Houston State University (SHSU) is to enable and empower students to enter their future profession through active participation in approved work settings that will enhance skills, increase knowledge, and build networks which will contribute to their personal growth. The MS in Health faculty at SHSU is committed to ensuring the practicum is meaningful and serves to enhance the professional growth and development of the student.

This manual is designed to answer questions you may have about the practicum program. In addition to reading the manual before you begin your practicum, keep it as a reference during your field experience. This manual will also provide an understanding of the roles and requirements of each member of the Sport and Human Performance practicum team – the student, agency supervisor, and practicum coordinator – necessary for a successful practicum experience. By following these requirements, a professional alliance can be developed between the practicum team. This alliance will strive to improve educational, vocational, and personal relationships between the three entities involved in the field experience program.

DEFINITIONS

- ***Agency supervisor:*** The individual employed by the participating agency/institution to whom the student is directly responsible.
- ***MS in Health practicum:*** Those activities in which the student is involved while working cooperatively with an approved agency or institution. This will be a full-time commitment by the student to the agency and will be supervised academically and professionally.
- ***Practicum coordinator:*** Population health faculty representative from SHSU who is responsible for the supervision of the student while they are in the field.
- ***Student:*** A student of graduate classification who is seeking a Master of Science³ with an emphasis in Health Promotion/Health Education from SHSU, who has met all the requirements and has been approved by the cooperating agency/institution and the practicum coordinator. A minimum of 200 hours per 3 hours of academic credit is required for the practicum.

DESCRIPTION

Generally, the student considering a three semester hour practicum should have completed all required course work in his/her field of study. The responsibility for initiating contact with the agency/institution rests with the student in coordination with the practicum coordinator. The student may have had informal discussion with the personnel involved but cannot and must not make formal arrangements for the practicum until the practicum coordinator has approved of the practicum site.

Practicums may be established locally or throughout the state depending on the student's interests and needs and the availability of cooperative agencies/institutions. Some work has been done in establishing out-of-state practicums, but these are generally discouraged without a solid rationale from the student. Since the Sport and Human Performance practicum may be taken during the summer term, some students select agencies/institutions close to friends or relatives to help defray living expenses.

The practicum requires the student to spend a number of assigned hours' full time in an agency or institution which has

been approved by the practicum coordinator. Up to three hours of academic credit will be earned for this experience. Some agencies/institutions require evening or weekend obligations. The minimum number of hours required for the semester practicum is 300 hours for each section of practicum of three hours of academic credit.

During the practicum the student will assume the role of a quasi-employee in the agency/institution selected. The student should act in a professional manner. The first week on the job will probably be an orientation to the particular agency/institution. The student should learn as much about the agency as possible. Dress and demeanor should be in accordance with agency/institution standards and expectations.

While interning, the student should be considered part of the agency's staff. With reference to holidays, the agency/institution's holidays will be observed and not those of SHSU. The agency/institution's policies concerning absenteeism and tardiness will be in effect. If an absence is anticipated or tardiness occurs for any reason, the agency supervisor should be contacted prior to the absence or tardiness. If it is not possible to provide prior notice of absence or tardiness, the agency supervisor must be contacted as soon as possible. If this person cannot be reached, a message should be left explaining the situation. However, it is strongly advised to talk directly to the agency supervisor.

The practicum coordinator's task is to be a liaison between the student, SHSU, and the agency/institution. The practicum coordinator will observe progress during the practicum via weekly reflections submitted via Blackboard and periodic contact with the agency supervisor. Site visits and/or meetings between the practicum coordinator, student, and agency supervisor may be held if necessary.

The practicum is meant to be a meaningful experience, and as the student's proficiency increases, so should the student's responsibilities. However, all jobs require a certain amount of what seems to be busy work (filing, typing, folding towels, etc.). If these kinds of chores appear to be excessive, one should discuss this with the agency supervisor (if possible) and the practicum coordinator. From past experience, we have found that students have provided valuable assistance in activities such as health promotion/education program planning and evaluation, planning program marketing strategies, and assisting in the overall management of the agency.

PRACTICUM GUIDELINES FOR AGENCY SUPERVISORS

As a member of the practicum team, the agency supervisor has a crucial role in the professional preparation of the future MS in Health professional. The experience gained by the student during the field experience may make the difference between a student approaching his or her first job with enthusiasm and the confidence of recognizing their strengths and weaknesses and a person who is insecure and confused.

Agency supervisors have a challenging responsibility to assist the student in their professional development during the field experience. A preliminary orientation period (about one week) may be planned to acquaint the student with the agency/institution. In order to achieve a successful practicum experience, the requirements of the agency supervisor are as follows:

1. Be a committed and dedicated team member of the practicum alliance.
2. Serve as a mentor, counselor, role model, and leader to the student.
3. Participate in a professional interview with the student.
4. Read the MS in Health Practicum Manual and refer to the appropriate appendices for completion requirements.
5. Obtain a copy of the "Practicum Contact Sheet" from the student. This document should be maintained by your agency/institution during the practicum period (See Appendix I).
6. Complete an "Affiliation Agreement" in work settings in which liability is an issue. This document may originate through SHSU or the practicum site and is usually required in the hospital setting. Students are covered by malpractice insurance.
7. Develop a detailed job description and specific objectives for the student.

8. Read the “Criteria for Agency Supervisor” section in this manual, which describes the qualifications for the agency supervisor (See page 6).
9. Supervise the student’s job performance by offering support, guidance, and positive corrective feedback to the student.
10. Communicate with the practicum coordinator regarding the student’s job performance on an as-needed basis.
11. Participate in a site visit (if applicable) with the practicum coordinator for a facility tour. The purpose of the site visit is to establish contact with the agency supervisor, meet members of the management team, and observe the daily work activities experienced by the student.
12. Never leave the student totally alone. An employee should always be present (on-site) to supervise the student.
13. Complete the MS in Health Student Practicum Evaluation upon the student’s completion of their practicum (Appendix II). This evaluation can be mailed, faxed, or emailed to:
 - a. Daphne S. Fulton, Dr. PH
MS in Health Coordinator
P. O. Box 2194
Huntsville, TX 77341
Phone: (936) 294-2668
Email: dsfulton@shsu.edu
14. Approve the student’s daily journal of activities and time log that will be included in the student’s practicum notebook. This should be signed weekly and does not have to be typed.

CRITERIA FOR AGENCY SUPERVISOR

The role of the agency supervisor is critical to the success of the MS in Health practicum experience. In an effort to provide the student a valuable and beneficial practicum, the agency supervisor must be:

1. Academically prepared in the field of health promotion/education and have practical experience. Criteria may be met through degrees (Master’s preferred), experience, certifications, or a combination of the three. The practicum coordinator will evaluate on a case-by-case basis if the supervisor does not hold a Master’s degree in health. It is requested that students submit either a resume or bio provided by the potential agency supervisor. The supervisor may submit the materials directly to the practicum coordinator via email, fax, or mail if preferred.
2. Employed in a Health Promotion/Health Education related field for a minimum of 5 years.
3. Committed to the field of Health Promotion and Health Education and to the professional development of the student.
4. Well regarded and respected within their agency, the professional community, and within the field of health promotion and health education.
5. Interested in the supervision, training, teaching, and evaluation of the student.
6. Willing to devote their time to the supervision and professional development of the student.
7. Professional in character.
8. Display leadership, integrity, and compassion.
9. Loyal to their agency/institution and to the field of health promotion/health education.

10. Capable of providing guidance and counseling to the student to enhance their personal and professional development.
11. Committed to the MS in Health practicum team – the agency/institution, the student, and SHSU.

PRACTICUM GUIDELINES FOR STUDENTS

The MS in Health practicum is an opportunity for students to put their theoretical knowledge into practice. Years of academic preparation have prepared the student for their professional practicum, and it is regarded as a culminating event for the degree in Health with an emphasis in Health Promotion/Health Education at SHSU. Students are often apprehensive and have questions about the requirements of the practicum. It is important for the student to remember that they are an important team member of the practicum alliance and the practicum coordinator and agency supervisor are available to assist them in their professional growth. The following sections outline the MS in Health practicum requirements for students.

WRITTEN REQUIREMENTS

In addition to your practical requirements (300 hours), all students are required to complete the following and submit to the practicum coordinator following the deadlines set in the practicum course. NOTE: A final grade for HLTH 6397 cannot be issued until all of these requirements have been evaluated by the practicum coordinator. Failure to submit any of the requirements will result in a 0 on that requirement.

1. ***Job Description and Objectives:*** A detailed job description and objectives should be completed during your first week's orientation. The student should consult with the agency supervisor to determine what may be accomplished in a semester period. An overall objective plus three to five specific objectives would be an appropriate amount.
2. ***Current Resume:*** Submit a current resume.
3. ***Practicum Contact Sheet:*** Complete and submit the practicum contact sheet.
4. ***Practicum Application:*** Complete and submit the practicum application. You will also submit a copy of your transcript (degree information from DegreeWorks).
5. ***Mid-practicum evaluation (after 150 hours have been completed):*** This is a short summary of the first half of your practicum. You should write a short description of your practicum so far (one to two pages) and schedule a meeting with your agency supervisor to discuss your progress. Be sure to include information about how you are progressing toward the designated objectives. You will turn in the summary to the practicum coordinator. After the summary is turned in, the practicum coordinator may contact the agency supervisor to check on your progress and confirm you have met with the agency supervisor to discuss your progress.
6. ***Daily log (summary of daily activities):*** This is your practicum log. Although there is no required length for detailing each day's events, the summary should be long enough to accurately describe how each day was spent. It is a good idea to carry a small notebook with you to keep track of things as they happen so you do not have to rely on your memory – never wait until the end of the week to describe the activities of that week. Have your agency supervisor sign this log weekly. This protects you from having your hours questioned at the end of your practicum. The summary of daily activities signed by the agency supervisor may be hand-written, but you will be required to turn in a typed log of your hours and activities. The log turned in each week **MUST** include details for each day, hours worked each day, total hours for the week, and total hours for the internship up to that point. The daily logs for the week will be turned in with the weekly reflection.
7. ***Weekly reflection:*** This will reflect the process of events, activities, and description of skills implemented and/or learned during the week and should follow the journal of daily activities. Include thoughts about areas for improvement, things you need to learn more about, and your feelings about the practicum. Each reflection should be no longer than two pages, but should have sufficient depth to encourage active reflection on your professional growth (at least half a page). The weekly reflection will be turned in with the daily logs.

8. **Reflection of practicum experience:** This is a short summary of your overall experience. Include major job responsibilities, highlights, low points, and anything else you feel was an important part of your practicum experience. Also include a summary of your professional growth and development during the practicum. One to two pages is an appropriate length for this reflection.
9. **Agency/institution report:** Find out all you can about the agency/institution with which you are working. Include information about background and history, funding, budget, and purposes in this report. Make it as comprehensive as possible and include any brochures or handouts which may be available to you.
10. **Professional interview with a member of the management team of the practicum site or agency supervisor:** Each question and response should be typed according to the format provided in Appendix III.
11. **Critique and guidelines for future students:** Develop a short critique of the practicum. This should be a reflection of the experience. Near the end of the practicum, you should review the practicum and write down those items which you would have liked to have known before entering the practicum. Examples might be: having your own transportation, having a working knowledge of audio-visual equipment, owning or furnishing your own clinical jacket, etc. Other suggestions concerning work hours, work conditions, as well as any comments which might help future students would be helpful. Also answer the following questions:
 - a. Did you feel your assignments were important and not busy work? Why?
 - b. Were you given adequate supervision? Explain your rationale for this question.
 - c. Did the academic training you received adequately prepare you for the practicum? Include suggestions and examples in your answers.
 - d. On a scale of 1 to 10, with 10 being the best, how would you rate your experience?
 - e. Did you have any surprises during the practicum? How did you handle them?
 - f. What suggestions do you have for future field placements?
 - g. What suggestions do you have for students planning their practicum?
12. **Complete the MS in Health Student Practicum Evaluation:** Found in Appendix IV.
13. **Professional seminar presentation:** You will prepare a short presentation to be shared with other students and graduate faculty about your practicum experience. Plan a 20 – 30-minute presentation summarizing your practicum experience. You will turn in an outline of your presentation and copies of any materials used during the presentation (Example: PowerPoint presentation handouts). You will record this presentation and submit it electronically so future students can learn about your experience.

Specific due dates for each item will be posted in Blackboard. Generally,

- Contact sheet, application, resume, and job description and objectives are due at the beginning of the semester.
- Daily logs with weekly reflections are turned in weekly.
- Mid-practicum evaluation is due roughly mid-semester.
- Remaining items are turned in at the end of the semester and includes reflection of practicum experience, agency/institution report, professional interview, critique and guidelines for future students, MS in Health student practicum evaluation, and professional seminar presentation. In addition, these will be grouped into a “practicum notebook”, but they will also be submitted separately to Blackboard to be sure all elements are submitted.

SUPERVISORS

The practicum coordinator's office is in the Department of Population Health and may be reached by email (dsfulton@shsu.edu) or by phone (office: (936) 294-2668). The agency supervisor is employed by the particular agency/institution at which you are interning and will probably be available at all times. Different agency supervisors may devote differing degrees of supervision. They may base their direct supervision on the student's capabilities and initiative. If the student feels an inappropriate amount of supervision is being devoted, the student should discuss this with the appropriate supervisor.

PREPARATION FOR THE PRACTICUM

Below are some general guidelines which may be helpful in preparing for a meaningful and successful experience during the practicum. Treat your practicum like a job. Remember that you are first representing yourself as a future Sport and Human Performance professional. You are also representing SHSU. The manner in which you conduct yourself during your practicum will impact your career. Act accordingly.

Prior to HLTH 6397:

1. Consult with the practicum coordinator (graduate advisor) to determine acceptable agencies/institutions with which practicums may be established.
2. Discuss an agency with which you would like to intern as early as possible with the practicum coordinator.
3. After approval but before the practicum experience, contact the agency and arrange a visitation to learn their objectives, clientele, activities, funding source, etc., as well as the projected role of the intern in their program.
4. Receive formal approval for your practicum site.

During your practicum:

1. Receive official approval prior to beginning your practicum. You may not begin your practicum until you have received official approval and have a check in the "May Begin" column in the gradebook.
2. Begin the practicum with an open mind. Take the practicum seriously. It is your job.
3. Be as willing to give to the practicum as you are to take from it.
4. Be empathetic and patient with both the agency supervisor and the practicum coordinator – they will do the same for you.
5. Feel free to discuss any problems with the respective supervisors. Do this before something becomes a major problem.
6. Dress and act according to the agency/institution's expectations for employees.
7. Confidentiality in all agencies/institutions is a must! NEVER discuss a client with friends, family, or co-workers unless it is of benefit to the client. If you do discuss a client, DO NOT USE THE CLIENT'S NAME OR IDENTIFYING INFORMATION.
8. Be prompt in doing whatever is asked. If you do not understand the task, ask for clarification.
9. Plan ahead – keep everything noted in a calendar.
10. Do not procrastinate. Several weeks may sound like a long time, but you will be surprised how quickly it passes.
11. Talk with the agency supervisor. Feel free to express those things about which you are not knowledgeable. Be willing to learn.
12. Keep communication open with the agency supervisor and the practicum coordinator.

13. Be willing to suggest new things, but think the ideas through before presenting them.
14. Be on time.
15. Take the initiative. Ask for more challenging tasks. Seek opportunities for professional development. But know when something is beyond your capabilities.

STUDENT RESPONSIBILITIES

The practicum is designed to give an “on the job” type of training. It will also afford the student the opportunity to learn responsibility. Since the student is expected to act in a professional manner, he or she will be held accountable for their actions. These are SOME of your responsibilities:

1. Provide the practicum coordinator with your contact information for the semester. You might want to include a phone number where you can be contacted at night in case any pertinent information needs to be forwarded to you.
2. Turn in SHSU assignments as they are due.
3. Turn in any agency/institution assignments by the time they are due.
4. Proper procedures pertaining to absenteeism and tardiness should be followed.

COMMON QUESTIONS

1. *Can I get paid during my practicum?* Yes. Compensation is allowed if an agency offers the student an hourly wage or stipend at the end of their practicum hours. Please do not ask about wages – agencies usually mention their ability to pay students during the initial interview. The practicum coordinator can assist in locating a paid practicum.
2. *May I divide my practicum among two agencies?* Yes. Students wishing to divide their practicum between two agencies may do so with approval of the practicum coordinator. Two sets of all requirements must be submitted.
3. *Can I still work my regular job and conduct practicum hours?* Yes. The scheduling requirements of the practicum should be agreed upon by the student and the agency supervisor. However, the practicum is your primary responsibility. You may need to decrease or change your normal work hours to accommodate your practicum.
4. *Does travel time count for practicum hours?* No. Traveling to and from the practicum site cannot be counted as practicum hours. However, if travel is part of the work day (Ex: traveling to a health fair), then the hours do count.
5. *Do hours count that I spend at home working on practicum related activities?* Yes. If the agency supervisor allows work to be taken home or to be developed at home, then the hours do count. This determination is made by the agency supervisor. Students are often asked to use their computer expertise to generate websites, fact sheets, and other resources. Time spent on your written requirements cannot be counted.
6. *What happens if I get hurt while I am conducting practicum hours?* Several options are available in this situation.
 - a. Discuss this issue with your agency supervisor and ask about their liability coverage for volunteers.
 - b. Maintain enrollment of parents' health insurance coverage during the semester. Or
 - c. Enroll in the health insurance program that is available for SHSU students during the semester.
7. *When can I begin my practicum?* You must be enrolled in HLTH 6397 to be allowed to begin accumulating hours for internship. You will be allowed to begin your practicum once the official approval of your practicum has been granted. This requires the submission of the contact sheet, application, and supervisor credentials so the practicum information may be sent to the agency supervisor and an affiliation agreement can be verified. The practicum coordinator will email information to all students enrolled in practicum regarding official start dates shortly before the semester begins.

STUDENT GRIEVANCE PROCEDURES

If at any point in the program, the student feels that an evaluation (written or verbal) or criticism is unfair and not justified or the preceptor has an issue with the student, the following steps will be taken:

1. The first and easiest method is for the student to speak with the individual preceptor to try and work out the differences.
2. If the problem cannot be resolved in Step 1, the Practicum Coordinator should be approached. The student/preceptor should review the problem/situation in its entirety and present any information available. A written memo explaining the reason for the grievance should also be submitted. The Practicum Coordinator will meet separately with both the student and the preceptor to hear all issues. The Practicum Coordinator will make a decision regarding the problem.
3. If the problem cannot be resolved in Step 2, the Practicum Coordinator will convene a meeting of the Grievance Committee. The Committee will consist of one individual from Population Health Graduate Faculty, the Department Chair, and one individual from the College of Health Sciences. The student, preceptor, and program coordinator will present the issues separately. The committee will present their decision and recommendations. All parties will abide by the decision of this committee and sign the decision statement.
4. After all avenues with SHSU and MS in Health Program have been exhausted, the student may submit their complaint or grievance in writing to the Dean of the College of Health Sciences.

Under no circumstances will the filing of a grievance result in retaliation by the party being grieved against or his/her Department.

ACADEMIC GRIEVANCE AND OTHER PROCEDURES

Sam Houston State University's Academic Policy Manual and Student Guidelines provide specific information pertaining to the educational mission of the university and student conduct. Copies of the following publications may be viewed at the Reference Desk of the Newton Gresham Library. Academic Policy Statements that may be of special interest to Sam Houston State University Students include:

- 900823 Academic Grievance Procedures for Students
- 811006 Disabled Student Policy
- 861001 Student Absences on Religious Holy Days

DISCIPLINARY AND TERMINATION PROCEDURES

Students in the MS in Health Program may be terminated from the practicum facilities upon documented evidence of misconduct. Procedures:

1. Notification of violation of the established rules and regulations of a practicum facility will be sent to the practicum coordinator.
2. The student and preceptor will discuss the problems.
3. Failure to resolve the problem will lead to termination of the placement.

Policy: Students will not be allowed to continue in the program with failure or dismissal from graduate school.

- No student will be allowed to repeat a failed practicum (grade of C) more than twice.
- Students terminated from graduate school will be immediately dismissed from the MS in Health Program.

For appropriate procedures applying to personal or academic behaviors requiring disciplinary action, refer to the "Code of Student Conduct and Discipline" in the most recent issue of *Student Guidelines*, <http://www.shsu.edu/students/guide/> published by Sam Houston State University.

GUIDELINES FOR THE PRACTICUM COORDINATOR

The practicum coordinator is responsible for organizing the MS in Health practicum program at SHSU. The coordinator serves as a liaison between SHSU and the practicum site, agency supervisor, and student. As a committed member of the practicum team, the practicum coordinator will:

1. Ensure that the MS in Health student has fulfilled required coursework and practicum requirements prior to the initiation of the practicum.
2. Approve site selection and agency supervisors for MS in Health practicums.
3. Email or mail practicum orientation letter to agency supervisors detailing the program at SHSU.
4. Maintain contact with the agency supervisor on an as-needed basis to discuss the student intern's work progress while conducting practicum hours. If a problem exists, the practicum coordinator will contact the student to resolve the issue.
5. Conduct a site visit if necessary with the agency supervisor and student.
6. Meet with the student intern prior to their initiation of practicum hours. During this meeting, the coordinator will discuss the specifics about the practicum and prepare the student for their practicum experience.
7. Maintain electronic student practicum file with their current resume, approved "Practicum Contact Sheet", and objectives.
8. Monitor student s on a regular basis to determine their progress and performance during the field experience.
9. Assign a grade for student s upon successful completion of HLTH 6397.
10. Update the MS inHealth practicum file.
11. Email or mail a letter of appreciation to agency supervisors and members of the organization's management team.

APPENDIX I: Master of Science in Health Practicum Contact Sheet

SAM HOUSTON STATE UNIVERSITY
MS in Health

Practicum Contact Sheet

DIRECTIONS: Students must complete the following form prior to the initiation of practicum. Please type the following information and submit it to Blackboard (you may submit using the information below if you desire to start prior to the beginning of the semester):

Daphne S. Fulton, Dr. PH
Practicum Coordinator
SHSU-Department of Population Health
P.O. Box 2194
Huntsville, TX 77341
Phone: (936) 294-2668
Email: dsfulton@shsu.edu

Practicum Information
Name:
Phone:
Required Hours:
Practicum Site:
Agency Supervisor:
Agency Address:
Supervisor Phone:
Supervisor Fax:
Supervisor Email:
Start Date of Practicum:
Proposed work schedule:

APPENDIX II: Master of Science in Health Practicum Agency Evaluation

SAM HOUSTON STATE UNIVERSITY
MS in Health

Practicum Agency Evaluation

Student Name: _____ Agency: _____

Agency Supervisor: _____ Date: _____

DIRECTION: Please circle the letter grade which reflects your evaluation of the student's performance using degrees of the following criteria:

A = Exceptional
B = Above average
C = Average
D = Below average
N/A = Not applicable at this time

Work Performance														
Creates a positive working environment:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Works well with colleagues:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Works well with the public:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Respects others' ideas:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Receives suggestions or criticism well:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Demonstrates ability to organize and budget time:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Demonstrates understanding value and use of reports and statistics:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Accepts responsibility	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Demonstrates ability to follow through on projects and assignments:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Demonstrates a sense of timing:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Makes objective decisions:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Uses common sense:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Demonstrates imagination and creative thinking:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Works toward accuracy:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Completes work in a timely manner:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Has a sense of humor:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Uses verbal communication appropriately:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Uses written communication effectively:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A	
Professional Qualities														

Overall professionalism:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A
Dresses appropriately:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A
Demonstrates professional behavior:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A
Knowledge of Sport and Human Performance:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A
Problem-solving capabilities:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	N/A

A. Special strengths of the student:

B. Special weaknesses of the student:

C. General assessment of student's professional promise (include brief description of student project):

D. Additional Comments:

If you were to assign a field experience grade to this student, what would be your recommendation?

A B C D F I:_____ Other:_____

ACADEMIC PREPARATION

1. Please make comments and recommendations regarding the scholastic preparation that the student demonstrated during the practicum
2. Please list any topics or subjects that the Population Health faculty can incorporate into their course content to better prepare for the practicum.

I went over this evaluation with the student:

Yes: _____

No: _____

Signature of Supervisor

Return to:

Daphne S. Fulton, Dr.PH
Practicum Coordinator
Sam Houston State University
P. O. Box 2194
Huntsville, TX 77341-2176
Phone: (936) 294-2668
Email: dsfulton@shsu.edu

APPENDIX III: Professional Interview of Agency Supervisor

Professional Interview of Agency Supervisor

(Adjust questions to fit your practicum site)

1. What is your specific job title?
2. Explain the various roles that your agency performs in the community.
3. What services does your agency offer to the community?
 - A. Specific populations, income levels and educational levels?
4. What barriers does your agency face while attempting to perform specific services?
 - A. Political, economics, and geographic barriers?
5. What agencies in the community do you refer clients to when you cannot satisfy their immediate needs?
6. How does your agency receive funding for activities?
7. What is the agency's approximate annual budget?
8. In respect to employees:
 - A. Number of paid employees and number of volunteer
9. What role do volunteers play in the agency?
10. What employment opportunities are available in your agency for Sport and Human Performance majors?
11. What courses do you recommend a student taking in college?
12. What do you project to be the future of your agency in respect to the field of Sport and Human Performance?
13. How long have you worked in the field of Sport and Human Performance?
14. Explain the career path that prepared you for this position
15. How satisfying is your job in respect to self-fulfillment?

APPENDIX IV: Master of Science in Health Student Practicum Evaluation

SAM HOUSTON STATE UNIVERSITY
MS in Health

Student Practicum Evaluation

STUDENT NAME_____AGENCY_____

AGENCY SUPERVISOR_____ DATE_____

Please complete the following survey regarding your practicum. Results from the survey will help Population Health graduate faculty evaluate the student practicum program in respect to academic preparation and knowledge gained from experience. (Results of the survey will remain in the department.)

DIRECTIONS: Please rate your practicum experience by circling the numbers after each statement with “1” being the lowest rating increasing to “5” as the highest rating.

1. I would recommend this practicum site for future field participants.
1 2 3 4 5
2. My supervisor treated me in a respectful manner.
1 2 3 4 5
3. I was given quality supervision to enable me to complete my job tasks.
1 2 3 4 5
4. I was treated like a “team” member by the employees of this agency/institution.
1 2 3 4 5
5. The job tasks were related to the discipline of health promotion/health education in terms of importance and were not just busy work.
1 2 3 4 5
6. The types of job responsibilities I completed during my practicum are what I would like to do for a career.
1 2 3 4 5
7. The courses I took at SHSU prepared me for the practicum.
1 2 3 4 5
8. I made professional contacts with other agencies and professionals during the practicum.
1 2 3 4 5
9. I would give my practicum experience an overall rating of:
1 2 3 4 5

DIRECTIONS: Please complete the following statements by circling YES or NO

1. I was offered a job by the agency after I completed my practicum

YES

NO

2. I was given a performance evaluation upon completion of my practicum

YES

NO

3. I was compensated for my time while I conducted the practicum

YES

NO

4. I was permitted to work independently on projects during the practicum.

YES

NO

DIRECTIONS: Please write your reactions in the space provided after each statement.

List five topics that you feel the Department of Population Health graduate faculty could have better prepared you for before you conducted the practicum. (Please list the topics in descending order of importance with number "1" being most important)

- 1) _____
2) _____
3) _____
4) _____
5) _____

Please write any additional comments and/or recommendations that you may have regarding your practicum.

Please write any additional comments and/or recommendations that you have regarding the academic courses you took to prepare for the practicum.