

MEMORANDUM

TO: Committee on Academic Programs

FROM: Steering Committee

RE: Public Health Program Proposals

DATE: April 1, 2015

Background:

On March 27, 2015, Dean Carol Kenner forwarded the attached two proposals to Steering. One is for an undergraduate major in Public Health and the other is for a post-baccalaureate and post-master's certificate program. Dean Kenner's cover memo noted:

Both proposals have been reviewed and approved by the School of Nursing, Health, & Exercise Science. Members of the Public Health Task Force representing each of the departments that are involved in the major as well as all of the deans have reviewed the proposals as well. Also attached is an email from Elizabeth Borland confirming the Department of Sociology and Anthropology's endorsement of both proposals.

Charge:

The Program Approval policy states, "All graduate programs should be reviewed by the Graduate Program Council (GPC). The recommendation of the Program Council should be forwarded to the Steering Committee who will then charge CAP to review and recommend." However, given that in this case the graduate program proposal was submitted along with an undergraduate program proposal, Steering believes that an expedited process is appropriate.

Therefore, Steering is forwarding the graduate proposal to GPC at this time. We ask that GPC review the program as quickly as possible and then send it directly to CAP, with GPC's full approval or any reservations noted.

Steering is sending the undergraduate proposal directly to CAP. In its review of both proposals, CAP should consider whether there are any units that might be affected by the proposal that have not been consulted and whether the proposal is consistent with the College's mission. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

Timeline:

CAP should complete its work on this charge by the end of the semester.

TCNJ Governance Processes

Step #1 -- Identifying and reporting the problem: When a Standing Committee receives a charge from the Steering Committee, the first responsibility is to clearly articulate and report the problem to the campus community. The problem may have been set out clearly in the charge

received from the Steering Committee, or it may be necessary for the Standing Committee to frame a problem statement. The problem statement should indicate the difficulties or uncertainties that need to be addressed through new or revised policy, procedure, or program. The problem statement should be broadly stated and should include a context such as existing policy or practice. Problem statements may include solution parameters but should not suggest any specific solutions. Clearly stated problems will lead to better recommendations.

Step #2 -- Preparing a preliminary recommendation: Once the campus community has received the problem statement, committees can begin to collect data needed to make a preliminary recommendation. Committees should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups. When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community through regular updates and the Governance website. At this point, committees typically receive input or testimony through committee membership, formal testimony, and open comment from affected individuals and all stakeholder groups. Committees must be proactive in inviting stakeholder groups (including Student Government, Staff Senate and Faculty Senate) to provide formal testimony. In cases where testimony results in significant and substantive changes to the preliminary recommendation, the new recommendation will be considered to be in step #2.

Step #3 -- Making a final recommendation: Committees must use sound judgment to give the campus adequate time to review the preliminary recommendation before making their final recommendation. Again, committees are expected to be proactive in receiving feedback on the preliminary recommendation. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community. When, in the best judgment of the committee, the campus community has responded to the proposed resolution of the issue, the committee shall send its final recommendation (with documentation) to the Steering Committee. That final recommendation should include a suggested implementation date. Accompanying the final recommendation shall be a report of how testimony was gathered, the nature of that testimony, and how the Committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

Testimony

The presenting of testimony, prior to both the preliminary and final recommendations, is central to the concept of shared governance. All stakeholder groups will have an opportunity to provide input into governance issues through direct membership as well as invited testimony. Individuals appointed or elected to the governance system are expected to take a broad institutional perspective relative to issues being considered. In contrast, invited testimony will reflect the stakeholder perspective on the issue being considered. Committees are expected to be proactive in inviting stakeholder groups to provide testimony at both steps # 2 and #3 of the process. Committees need to identify stakeholder groups that are interested in each particular issue and invite their testimony at scheduled Committee meetings or hearings. Committees

should report in their transmittal memos which groups were targeted as stakeholders, how testimony was invited, the form of the testimony (written, oral, etc.), and the substantive content of the testimony.

To see the Steering Committee's guidelines for gathering testimony and making a final recommendation, see the "Governance Toolbox" at <http://academicaffairs.pages.tcnj.edu/college-governance/a-governance-toolbox/>

The College of New Jersey
School of Nursing, Health, and Exercise Science
Proposed Undergraduate Major in Public Health

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The College of New Jersey
School of Nursing, Health, and Exercise Science
Proposed Undergraduate Major in Public Health

Mission and Core Values of The College of New Jersey (TCNJ)

The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live (**MISSION STATEMENT**).

<http://tcnj.pages.tcnj.edu/about/mission/>

Core Beliefs (<http://tcnj.pages.tcnj.edu/about/mission/core-beliefs/>)

1. The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
2. The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
3. The College's faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
4. The College's cultural, social, and intellectual life are enriched and enlivened by diversity.
5. The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.
6. The College promotes wellness and fosters the development of the whole person.

7. The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
8. The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
9. The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
10. The College regards education in the service of human welfare as its chief end.

TCNJ's Signature Experiences

As part of the strategic planning process and transformation of the campus' learning environment in 2012, signature experiences were identified and became drivers for curricular changes. Distinctive signature experiences are the hallmark of excellence at TCNJ. Faculty and staff closely mentor students in developmental experiences to enhance students' intellectual curiosity, as well as their professional, technical, and artistic skills. The signature experiences are:

1. Personalized, collaborative, and rigorous education

Students learn in small classes taught by faculty scholars who engage them in an intellectual community by fostering critical thinking and creativity, in a mentored progression, beginning with a living-learning first year experience and culminating in an enriching capstone course.

2. Undergraduate researcher, mentored internships, and field experiences

Faculty and staff mentor students in intellectual and professional development opportunities through undergraduate research and collaboration, internships, and field experiences.

3. Community engaged learning

Through curricular and co-curricular activities, students extend themselves and learn by service to and engagement with diverse communities on and off campus.

4. Global engagement

By studying away, domestically or abroad; through curricula that address global issues and perspectives; and by engaging with people from other cultures on and off campus, students forge international connections and build intercultural skills that prepare them to participate in the global community.

5. Leadership Development

Guided by faculty members, staff, and peers across campus, students learn to be dynamic and collaborative leaders in both curricular and co-curricular settings.

<http://strategicplanning.pages.tcnj.edu/files/2014/01/Signature-Experiences-Final-Revised-1.29.14.pdf>

The proposed program fits with the mission, core values, and signature experiences, as it is responsive to community needs, and flexible enough that the core courses can be complemented with a more individualized program. The follow sections describe the proposed undergraduate major in public health leading to a Bachelor's of Arts (BA).

Mission of the Public Health Program

The mission of the post baccalaureate / post master's certificate in public health offered by TCNJ's School of Nursing, Health, and Exercise Science is to prepare graduates to advance the public's health through education, health promotion, disease prevention, and the improvement of health outcomes of populations and individuals domestically and globally.

Program Objectives

Prepare graduates to meet the complex health needs of populations and individuals by:

1. Assessing the social and political determinants of health.
2. Using data to develop public health interventions.
3. Discussing policy implications of public health and health care delivery.
4. Employing health risk communication strategies to improve health campaign effectiveness.
5. Evaluating current health practices and making recommendations for improvement.

The School of Nursing, Health, and Exercise Science (SNHES), with representatives from all seven of the TCNJ schools-Arts & Communication; Business; Humanities & Social Sciences; Education, Science; and Engineering, proposes the creation of two programs. The first one is an undergraduate Bachelors of Arts degree in public health-the proposal included in this document. The second program is a post bachelor's / post master's graduate certificate program in public health. Faculty expertise from the natural sciences, the social sciences, health and risk communication, social media, computer science, nursing, health and exercise science, public health, and community health has been used to develop these programs. A growing need is evident in the State of New Jersey as well as nationally to address population health in a different way. Several programs of public health exist in public institutions in the State of New Jersey (*e.g.*, Montclair State University, William Paterson University, and Rutgers).

However, none of these programs includes all schools on its campuses and community partners in its program, nor do they have a small core with areas of specialization that TCNJ proposes at the undergraduate level, including exceptional strengths in health and risk communication, big data, and global health. See Table 1.

Table 1: Public Health Education Programs in New Jersey Public Institutions (March, 2015)

INSTITUTION	OFFERING	EMPHASIS
Montclair State University	Undergrad and grad degrees	Prevention (UGS) and leadership (Graduate)
New Jersey Institute of Technology	Graduate program (with Rutgers)	Urban and Environmental Health
Rutgers – New Brunswick	BS and PhD, Public Health	Public Health
Rutgers - Newark	Master’s	Urban Health Administration
Richard Stockton College	BS	Public Health
University of Medicine and Dentistry (UMDNJ), now merged with Rutgers	Master’s of Public Health	Public Health
University of Medicine and Dentistry (UMDNJ), now merged with Rutgers	Master of Science (MS); PhD	Public Health

The Department of Nursing in the SNHES has a Population Health grant from Robert Wood Johnson Foundation that, in conjunction with the Hunterdon Population Health Department, is working to infuse public health concepts throughout the curriculum and to create internship experiences for students. This work affords the proposed undergraduate public health major opportunities for community experiences for students including Mentored Summer Undergraduate Experiences.

Rationale

Research Findings: Frenk and colleagues, as part of the Education of Health professionals for the 21st Century: A Global Independent Commission (2010) released a panel report *“Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an*

Interdependent World” that called for transformation of the healthcare workforce for the 21st century in order to meet population needs globally. Part of this report acknowledged two previous reports by the Institute of Medicine (IOM) in 2002 and 2003 that focused on public health and reiterated that public health concepts and competencies were needed by all health professionals (Frenk *et al.*, 2010). The IOM in 2002 called for all undergraduate students to have an understanding of public health. Community engagement by health professionals to address local, state, national, and global healthcare needs was essential to health and the incorporation of this engagement in health professions education was needed to prepare a new workforce (Frenk *et al.*, 2010). Due to the ever-changing landscape of health, common competencies are needed for all health professionals, and an understanding of population and public health is essential for all providing care and a commitment to lifelong learning (Frenk *et al.*, 2010).

In 2012 a report was released that presented alarming data from The Association of Schools of Public Health (ASPH) which indicated a shortfall of 250,000 public health workers by 2020 if steps were not taken to increase the supply (Drehobl, Roush, Stover, & Koo, 2012). These numbers include all health care workers and not just health professionals. The report calls for more interprofessional education and the use of common competencies as noted by Frenk and colleagues as well as the use of community experts to bring real life experiences to the educational process (Drehobl, Roush, Stover, & Koo, 2012). Health care reform calls for a shift from chronic disease management to health promotion and disease prevention and from individual health needs to populations.

This change moves towards patient-focused versus institution- or discipline-focused health of populations that suffer from a certain condition like diabetes versus a geographic population of patients with many different conditions. More care is in the community and not in acute care hospital settings. While community-based care and needs are not new, the emphasis on health promotion is different.

Public health issues have been at the forefront of US and global news since the rise of the HIV epidemic in the 1970s. Certainly the recent outbreak of Ebola has also reinforced the need for health professionals to have a clear understanding of public health or population health issues and how to improve health outcomes. They must also have a clear understanding of effective risk communication when talking about a measles outbreak or Ebola in a public forum or to the consumer of health care. They however, cannot act alone. They need others that have a solid foundation in public health, epidemiology, surveillance, policy, and wellness to help in population health. Therefore the educational needs are twofold: one for health professionals to add to their basic education through course work in epidemiology, wellness-general concepts of public health, policy, and hands on experience with population health models; second, for undergraduates that want a solid background in population health with opportunities to focus in one of several areas of specialization-this is in line with the Signature Experiences.

Lack of public health undergraduate and graduate programs: Currently there are seven programs in public health in the State of New Jersey. Montclair State University offers both an undergraduate and graduate degree. The emphasis in these programs is on prevention programs (UGS) and leadership (Graduate). New Jersey Institute of Technology offers a graduate program with Rutgers. The emphasis is on urban and environmental health. Rutgers University-New Brunswick offers a bachelor's of science in public health as well as a PhD. Rutgers University-Newark's program is a master's in urban health administration. Richard Stockton College of New Jersey offers a bachelor's of science in public health. University of Medicine and Dentistry of New Jersey (UMDNJ) now merged with Rutgers offers a master's in public health and a dual degree, Master of Science (MS) and PhD. None of these offer the breadth of the proposed public health program, nor the degree of experiential learning including in TCNJ's program proposal.

Need for new types of public health programs: Public health is often referred to as population health. The shift is from the individual to the population. For example, in the City of Trenton, the Trenton Health Team conducted a needs assessment to identify the top health priorities for 2014. This required input from the two city hospitals St. Francis and Capital Health, the Federally Qualified Health Center, Henry J. Austin, and 29 community and social service agencies (Trenton Health Team, 2014). The five priorities were: 1. Health Literacy & Disparities; 2. Safety & Crime; 3. Obesity & Healthy Lifestyles; 4. Substance Abuse & Behavioral Health, and 5. Chronic Disease: Diabetes, Hypertension, and Cancer (Trenton Health Team, 2014). These priorities led to a Community Health Improvement Plan (CHIP). This plan was aligned with the New Jersey Department of Health Strategic Plan, 2012-2015 and the State's Health Promotion Plan: *"Partnering for a Healthy New Jersey: New Jersey Chronic Disease Prevention and Health Promotion Plan, 2013-2018."* To address these needs, social determinants of health and health disparities must be addressed. The health improvement plan is focused on the population of the City of Trenton. It requires an understanding of health, health risks, environmental factors, infectious disease prevention and management, policy changes, and ways to collect and analyze "big data" to determine from large data sets trends in health or human behavior-all aspects of public health. TCNJ's undergraduate program offers core courses in Introduction to Public Health-also introduction into college; wellness promotion across the lifespan-basic public health concepts including nutrition; epidemiology; public health and social policy; Research methods-including both quantitative and qualitative; internship/capstone. One new course was developed to offer another option to the other research methods. This course is PH301 which focuses on research methods for public health. The six areas of specialization offered align with the foci of the Trenton Health Team's plan: 1. Health, Risk, and Social Media Communication; 2. Environmental Health; 3. Social Justice and Public Policy, 4. Global Health and Policy; 5. Immunology and Infectious Disease; and 6. Information and Data Analysis.

Students will also be given the opportunity for internships with community agencies or policy makers or conduct community engagement projects for the experiential learning.

Interest: Currently TCNJ offers an undergraduate minor in Public Health. During 2013-2014 there were 70 students enrolled in this minor. In a survey conducted in fall, 2014, the 55 registered students in relevant fall classes were asked if a public health major were offered, how interested would they be in enrolling. Of the 32 respondents (58% response rate) 90% (29) said they would be somewhat (11) or very (18) interested. Therefore a majority of respondents (56%) said they were “very” interested in enrolling in a public health major. Nearly half of the students (44%) responded that they would use their public health coursework toward a career.

Interest in the minor has been expressed by School Nurses and Community Health Nurses in particular. In light of enterovirus death, the Ebola crisis, the measles outbreak, and concerns about low levels of immunizations, these nurses believe they need more solid information about public health, and that this knowledge may lead to career advancement.

Themes: The courses will reflect the themes supported by the association of Schools of Public Health (ASPH) (2012) *Framing the Future: The Second 100 years of Education for Public Health*. This document outlines the knowledge, skills, and outcomes expected in Public Health programs. These themes are:

1. **Overview of Public Health:** History and Philosophy of Public Health
2. **Roles and Importance of Data in Public Health:** Methods and tools of Public Health
3. **Identifying and Addressing Population Health Challenges:** Interventions to identify health risks
4. **Human Health:** Health promotion across the lifespan

5. **Determinants of Health:** Socio-economic, behavioral, biological, and environmental factors affecting health, with emphasis on disparities.
6. **Project Implementation:** Project management-assessment, planning, and implementation
7. **Overview of the Health System:** U.S. Health care delivery systems
8. **Health Policy, Law, Ethics, and Economics:** Basic legal, ethical, economic, and regulatory facets of health care and public policy
9. **Health Communication:** Communication including technical and professional writing and the use of social media, mass media, and technology (ASPA, 2012).

Field Experiences: An important feature of the proposed program will be the incorporation of applied/experiential experiences. Many of the courses will require a community-engaged project/paper. In addition students in the undergraduate program will be expected to complete a capstone experience represented by an internship, a community based project, or closely-mentored advanced research.

After completing the coursework for the undergraduate major in public health, the students will graduate with a Bachelor of Arts (BA) degree.

Course Sequences: To ensure that the undergraduate major in public health students receive a broad based education, the ASPH (2012) framework as outlined under the themes section of this document will be followed. The specific courses and requirements can be found in Appendix A. The proposed course sequences for Basic BA and Pre-Med students are in Appendix B.

Program Outcomes: Graduates of the undergraduate major in public health will be qualified to work in a variety of settings. Many graduates will go on to medical school, master's programs in public

health; community agencies that focus on population health, quality improvement, health communication, journalism, and policy.

Capacity and Resource Consideration

Faculty and Support of Instruction: The proposed program for the most part utilizes courses already in existence but will be slightly modified to comply with the ASPH (2012) framework. These courses are currently taught by full-time faculty and a few adjunct faculty from all seven schools across TCNJ. The locus of control of these courses will reside in the School/Department offering the courses. The Deans of the respective Schools have made a commitment to offer these courses. For course syllabi please see Appendix C. The Provost has authorized a new position to support the start of this program for FY16-17. Drs. Lynn Gazley and Rachel Adler have extensive backgrounds in public health. They have co-lead the minor. Dr. John Pollock from health communication has a long history of work in public health and public policy at the national and global levels. Professor Susan Mitchell has a background in public health and nursing and has taught the Wellness and Health Promotion course for a number of years. All four of these individuals will be teaching in the undergraduate program and graduate certificate in public health program. All of these individuals are engaged in either population health, policy work, and/or engaged in the community in public health related activities. They also engage students in their research and scholarship. For a complete list of the Public Health Task Force and community members that have developed these programs please see Appendix D.

Administration

The public health minor currently housed in the School of Humanities and Social Sciences will move with the new undergraduate major to the School of Nursing, Health, and Exercise Science. There will continue to be major, minor, and the proposed post bachelor's post-master' public health certificate

(proposal in a separate document) programs that are interdisciplinary but will be administered from the School of Nursing, Health, and Exercise Science as the alignment with health as a focus of this school is a good fit. While the locus of control for individual courses will reside in department in which they are housed, the administration and budget for programmatic support will be allocated to the School of Nursing, Health, and Exercise Science. Course coverage/staffing will be the responsibility of this School in consultation with the other department chairs whose faculty are teaching in courses used in the program. The tracking of student academic progression and the evaluation of students and faculty ultimately will reside in the School of Nursing, Health, and Exercise Science. However as is policy now, responsibility for the teaching evaluations, and any remediation that is deemed necessary, for faculty will reside with department chairs.

Evaluation

Commitment to students is reflected in the mission and strategic plan of the College and School of Nursing, Health, and Exercise Science. It is operationalized through the shared governance model that includes students and through the systematic, ongoing evaluation of the curriculum and faculty. Our programs focus on leadership development in addition to the professional roles. For example, all students are aware of the importance of academic integrity at TCNJ, and all course syllabi must include information on the academic integrity policy. Each School has an academic integrity officer, designated by the dean. Faculty report cases of intentional academic dishonesty to the School's academic integrity officer. If necessary, such as in cases where there is a prior record of an academic integrity violation, the academic integrity officer refers the case to the All-College Academic Integrity Board. Student academic grievances are handled with a fair and impartial process which is articulated in two policies available to students. Grievances arising within a program that are not resolved locally can be progressively appealed through a series of deliberative bodies ultimately ending with the president of the College.

TCNJ students are entitled to fair and consistent evaluation in their courses. Instructors are required to list clear course requirements and grading criteria in the course syllabus distributed to all students in the beginning of the semester. Students receive a mid-semester evaluation from their instructor, informing them of their performance in each course and providing them ample time to seek assistance as needed. A newly-created Assistant Director for Mentoring provides additional input mid-semester for cohorts who, historically, have lower persist rates than the overall TCNJ population. At the end of the semester, the final examination policy ensures that students have sufficient time to prepare for the final evaluation and receive their course grade promptly after the final examination period ends. This is just one example of supports that demonstrates TCNJ's commitment to students. In the School of Nursing, Health, and Exercise Science there is an Assistant Dean for Student Affairs. This office along with the department chairs and faculty advisors support students in their major and assist them as they consider their career options. Each student is assigned a faculty advisor who guides the student's academic progression. Teaching and course evaluations are taken very seriously and are part of the tenure and promotion guidelines. Time to graduation and to employment data are collected as are employer comments to determine how well TCNJ's graduates perform following graduation. Program objectives are examined annually at the curriculum workshop day. Appendix E: Outcomes Assessment Plan.

Library Resources: The library resources are adequate because the existing public health minor, nursing, and health and exercise science in particular have already been requesting resources for a number of years. Please see Appendix F Library Resources for a sample list of holdings.

Equipment, Laboratory Support, and Computer Support: Students and faculty already have access to computer labs, smart classrooms, and technology support through TCNJ Information Technology Department.

Facilities: No additional facilities will be required. The School of Nursing, Health, and Exercise Science, houses a computer lab, a state of the art simulation center, with a second simulation center to open in the fall of 2016, and other existing classrooms. Since these programs are interdisciplinary and for the most part use existing courses, the classroom spaces currently used for these courses will be available for these students. There is adequate office space available for additional faculty and staff that will be increased as enrollment grows. Classrooms and buildings are ADA compliant.

Administrative Costs (including Accreditation Costs): A joint request for one additional visiting FTE between the Schools of Humanities and Social Sciences (where the current minor resides) and Nursing, Health, and Exercise Science has been approved to support the student advisement, teaching, and assist in coordination of the proposed program. There is a program assistant available to support the program.

The proposed program is designed to meet the accreditation requirements of Public Health Accreditation Board (www.phaboard.org). Several benefits of accreditation can be advanced. Council for Education in Public Health (CEPH) accreditation serves multiple purposes for different constituents. In general, specialized accreditation attests to the quality of an educational program that prepares students for entry into a recognized profession.

- For the public, accreditation promotes the health, safety, and welfare of society by assuring competent public health professionals.
- For prospective students and their parents, accreditation serves a consumer protection purpose. It provides assurance that the school or program has been evaluated and has met accepted standards established by and with the profession.

- For prospective employers, it provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.
- For graduates, it promotes professional mobility and enhances employment opportunities in positions that base eligibility upon graduation from an accredited school or program.
- For public health workers, it involves practitioners in the establishment of standards and assures that educational requirements reflect the current training needs of the profession.
- For the profession, it advances the field by promoting standards of practice and advocating rigorous preparation.
- For the federal government and other public funding agencies, it serves as a basis for determining eligibility for federally funded programs and student financial aid.
- For foundations and other private funding sources, it represents a highly desirable indicator of a program's quality and viability.
- For the university, it provides a reliable basis for inter- and intra-institutional cooperative practices, including admissions and transfer of credit.
- For the faculty and administrators, it promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability.
- For the school or program, accreditation enhances its national reputation and represents peer recognition.

Since it is customary to apply for accreditation after two years of operation, we shall plan accordingly to follow that procedure.

Financial Impact on the Institution and Programs within the Institution: The existing minor has been very successful with little marketing. Some of these students in the minor, when given the option

to move into the major will probably do so. With marketing and the use of the Public Health Task Force members who represent agencies across the state, the undergraduate major will probably add about 20 new students the first year and then add an additional 40 students annually. The attraction of the TCNJ program is the reputation of the institution, the focus on undergraduate education and the involvement of all seven schools as well as the offer of closely mentored experiential learning.

At least 20 individuals have expressed interest in the proposal graduate certificate in public health program. Any of these students that formally apply will be additional or new students. The revenue from these students will afford us the opportunity to grow the resources while maintaining quality education.

References

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Trenton Health Team. (2014). *Community health improvement plan: Making the City of Trenton the healthiest city in New Jersey: Creating a culture of health.* Trenton: Author.

APPENDIX A: MAJOR COURSE REQUIREMENTS

PUBLIC HEALTH**BA DEGREE – 32 COURSE UNITS****MAJOR COURSE REQUIREMENTS**

Fulfill via completion of course requirements in three categories:

Core Courses (5 courses)	Major Options or Specialization Courses (5 courses)	Correlates (2 courses)
PBH 099 – Intro to Public Health (0 credits)	Global Public Health Option for example: Choose from ANT/SOC 372, COM 415, COM 487, or Study Abroad Course Communication Option for example: COM 415 (International Communication) and COM 487: Advanced Student-Faculty Research: Health, Development, and Communication	Biology Course: Choose from BIO 141, BIO 171, or BIO 185
ANT/PBH 240 – Epidemiology	Three Additional Options Courses:	Statistics Course: Choose from STA 115 or STA 215
ANT/SOC/PBH 373 – Public Health and Social Policy	These courses are selected in consultation with the academic advisor, and if desired, can be chosen based on in-major concentrations (e.g., Environmental Health; or COM 345: Health, New Media, and Culture; or COM 403: Health and Risk Communication Campaigns).	
NUR 220 – Wellness Promotion across the Lifespan		
Research Methods: Choose from PH301, COM 390, ECO 231, HES 320, NUR 238, or SOC 302		
Internship / Capstone in Public		

Health		
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LIBERAL LEARNING REQUIREMENTS

Fulfill via completing course requirements in one of four options:

Option 1 – Breadth Distribution from Approved List*

Arts & Humanities (3 courses)	Social Science & History (3 courses)	Natural Sciences & Quantitative Reasoning (3 courses)
Literary, Visual, or Performing Arts	Behavioral, Social, or Cultural Perspectives ANT/PBH 240	Natural Science course with lab BIO 141, BIO 171, or BIO 185
World Views/Ways of Knowing (e.g., COM 415: International Communication)	Social Changes in Historical Perspective	Quantitative Reasoning STA 115 or MAT 127**
Literary, Visual, or Performing Arts or World Views/Ways of Knowing	Behavioral, Social, or Cultural Perspectives or Social Changes in Historical Perspective ANT/SOC/PBH 373; COM 403: Health and Risk Communication Campaigns	Natural Science course or Quantitative Reasoning STA 215 (if desired)

* Students must complete eight courses total, including one from each of the six sub-groups and two additional courses. Students will only take two courses from either Arts and & Humanities or Natural Science & Quantitative Reasoning, depending upon their interests.

** pre-requisite for STA 215

Option 2 – Designated Interdisciplinary Concentration (see www.tcnj.edu/~liberal/concentrations/index.html)

Option 3– Self-designed Interdisciplinary Concentration (see www.tcnj.edu/~liberal/concentrations/index.html)

Option 4 – Second Major

CIVIC RESPONSIBILITIES, PROFICIENCIES & ELECTIVES

Fulfill via completion of course requirements in three categories:

Civic Responsibilities	Intellectual & Scholarly Growth	Electives
IDS 103 – Community Engaged Learning	IDS 102 – Information Literacy online tutorial	
Concepts	Writing Intensive Courses	
Gender	First Seminar Program (FSP) course	
Global Perspective: ANT/SOC/PBH 372, COM 415, COM 487, or Study Abroad	Mid-level course: BIO 221, COM 390, JPW 370, NUR 328, SOC 302, or WGS 374	
Race & Ethnicity	Upper-level course: Internship / Capstone in Public Health	
	Second Language Proficiency through the 103 level	

All of the following courses can be counted as Public Health Options:

ANT 341	Environmental Anthropology
ANT/SOC 371	Culture, Health, and Illness
BIO 221	Ecology and Field Biology
BIO 352	Biostatistics
BIO 444	Molecular Immunology
BIO 470	Topics in Biology: Cancer Genetics
BIO 470	Topics in Biology: Bacterial Pathogenesis
COM 345	New Media and Health Communication
COM 403	Health Communication Campaigns
ECO 320	Health Economics
ECO 350	Economics of Environmental Quality
ETE 341	Environmental and Biotechnology Systems
HES 250	Nutrition and Metabolism
HIS 188	Environmental History
JPW 370	Topics in Journalism: Health and Environmental Journalism
NUR 200	Pharmacological Interventions
NUR 202	Nutrition across the Lifespan
NUR 300	Legal Challenges in Health Care
NUR 440	Caring in Community Health: Science
PBH 391	Independent Study in Public Health
PBH 392	Independent Research in Public Health
PHL 255	Biomedical Ethics
PSY 212	Biopsychology
PSY 340	Health Psychology
SOC 345	Inequality, Pollution, and Environment
SOC 365	Poverty and Welfare in the US
WGS 210	Women and Health: Power, Politics, and Change
WGS 235	Gender and Violence
WGS 374	Ecofeminism

APPENDIX B: PROPOSED COURSE SEQUENCE FOR BASIC BA AND PRE-MED BA STUDENTS

Basic BA Students

Year 1	
Fall	Spring
PBH 099: Introduction to Public Health (Core; 0 units)	ANT/SOC/PBH 373: Public Health and Social Policy (Core; Behavioral, Social, or Cultural Perspectives)
FSP	Foreign Language 102
ANT/SOC/PBH 240: Epidemiology (Core; Behavioral, Social, or Cultural Perspectives)	STA 215: Statistical Inference (Quantitative Reasoning)
Foreign Language 101	Elective
MAT 127: Calculus A (Quantitative Reasoning)	
Year 2	
Fall	Spring
Biology (Natural Science)	Global Public Health Option
Foreign Language 103	Social Changes in Historical Perspective
NUR 220: Wellness Promotion across the Lifespan (Core)	Gender
World Views / Ways of Knowing	Elective
Year 3	
Fall	Spring
Race and Ethnicity	Public Health Option (Writing Intensive)
Research Methods (Core)	Literary, Visual, or Performing Arts
Public Health Option	Elective
Elective	Elective
Year 4	
Fall	Spring
Internship / Capstone in Public Health	Public Health Option
Public Health Option	Elective
Elective	Elective
Elective	Elective

For Pre-Med BA Students

Year 1	
Fall	Spring
PBH 099: Introduction to Public Health (Core; 0 units)	ANT/SOC/PBH 373: Public Health and Social Policy (Core; Behavioral, Social, or Cultural Perspectives)
FSP	Foreign Language 102
ANT/SOC/PBH 240: Epidemiology (Core; Behavioral, Social, or Cultural Perspectives)	STA 215: Statistical Inference (Quantitative Reasoning)
Foreign Language 101	CHE 201: Chemistry 1
MAT 127: Calculus A (Quantitative Reasoning)	
Year 2	
Fall	Spring
BIO 185 (Natural Science)	Global Public Health Option
Foreign Language 103	Social Changes in Historical Perspective
NUR 220: Wellness Promotion across the Lifespan (Core)	BIO 221: Ecology (Public Health Option; Writing Intensive)
CHE 202: Chemistry 2	Gender
Year 3	
Fall	Spring
Race and Ethnicity	Public Health Option
Research Methods (Core)	Literary, Visual, or Performing Arts
CHE 331: Organic 1	CHE 332: Organic 2
PHY 201: Physics 1	PHY 202: Physics 2
Year 4	
Fall	Spring
Internship / Capstone in Public Health	Public Health Option
Public Health Option	Public Health Option
World Views / Ways of Knowing	Elective
Elective	Elective

APPENDIX C: COURSE SYLLABI

PH 099 Introduction to Public Health

TBA

COURSE DESCRIPTION and LEARNING GOALS

This course is required for all freshman public health majors. It provides an orientation to higher education, to The College of New Jersey community, and to the major programs offered by the departments and programs represented in the public health major such as anthropology, biology, biomedical engineering, chemistry, communication studies, economics, education, English, health and exercise science, history, journalism, nursing, philosophy, psychology, and sociology. You should learn about resources and behaviors that will improve your likelihood of success in the Public Health program and help you tailor your education to meet your career interests. The course does not carry academic credit (0 units), but it must be passed to graduate in the major.

COURSE REQUIREMENTS

1. Attendance at all class meetings.
2. Completion of all assignments.
3. Attendance at Peer Mentoring Meetings.
4. Attendance at Meet the Professors.
5. Attendance at one Public Health Student Organization meeting.

GRADING

The course is pass/fail. A passing grade will be assigned upon successful completion of all requirements. Failure to successfully complete all requirements will result in a failing grade.

ATTENDANCE POLICY

The official College Attendance Policy states that, "Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class session begin." The full Policy can be found at the following URL: <http://policies.tcnj.edu/policies/digest.php?docId=8162>.

ACADEMIC INTEGRITY

All activities in this course are governed by the TCNJ Academic Integrity Policy. Any actions that are determined to be violations of the Policy will result in a penalty in keeping with the severity of the violation. More information about the Academic Integrity Policy can be found at the following URL: <http://policies.tcnj.edu/policies/digest.php?docId=7642> If you have any questions about properly citing sources or other matters of academic integrity, please discuss them with the professor.

AMERICANS WITH DISABILITIES ACT

The official College policy with respect to students and employees with disabilities can be found at the following URL: <http://policies.tcnj.edu/policies/digest.php?docId=8082> Every effort will be made to provide reasonable accommodation for any student with a condition covered by the American with Disabilities Act (ADA). If you are entitled to accommodations under the ADA, please let me know after class on 26 or 29 August 2016, and I will work with the Office of Differing Abilities to make the necessary accommodations.

ELECTRONIC DEVICES

You may take notes during class with a laptop computer or other electronic device, but this should be done in a way that does not distract other students (e.g., no internet browsing). Please silence your cell phone before class.

SCHEDULE*

DATE	TOPIC	ASSIGNMENT DUE
August 29	Welcome, Etiquette, Safety, and Study Skills	None
September 5	NO MEETING	None
September 12	Academic Integrity and Campus Resources	Weekly Schedule
September 19	Careers and Curriculum I	Library Research
September 26	Careers and Curriculum II	Career Options
October 3	Careers and Curriculum III	PAWS "What If" Scenario
October 10	The Future	Plan for the Future

*Subject to Change

CORE COURSES**Introduction to Epidemiology**

The College of New Jersey
 Department of Sociology and Anthropology
 ANT 240-01
 Spring 2014

Professor J. Lynn Gazley Time: Tuesday & Friday (10:00-11:20)

Office: Social Science Building 338 Location: SSB 325

Phone: (609) 771-2930 Office Hours: Tuesdays 2:00-5:00

E-mail: gazleyj@tcnj.edu

Course Description:

What is an epidemic? How do epidemiologists determine causes, risks, and patterns of disease? This course approaches epidemics from multiple perspectives, including a “germ’s eye” and “society’s eye” view. Using a combination of biological information, social analysis, and epidemiological tools, students will analyze historical and contemporary outbreaks of infectious disease, as well as noncommunicable diseases.

Course Materials:

All course materials available on CANVAS. Although readings are available electronically, please make sure to have access to the material during class.

Learning Goals:

This course focuses on the interdisciplinary tools of contemporary epidemiology. By the end of the course, students will:

- 1) Be familiar with and able to calculate the measures used to explain disease patterns
- 2) Have experience integrating social and biological information to create multifaceted explanations for disease patterns
- 3) Be introduced to key events in the epidemic history of the U.S.

Course Assessment:

Your course grade will be based on the following elements:

- 1) Germ Description paper (50 points)
- 2) Modern Plagues presentation & class discussion (50 points)
- 3) Midterm Exam (100 points)
- 4) Final Paper (100 points)

Grades

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Class Points

282-300	A
270-281	A-
261-269	B+
252-260	B
240-251	C+
231-239	C
222-230	C-
201-209	D+

192-200
0-191

D
F

U.S. Health Policy

The College of New Jersey
Department of Sociology and Anthropology
SOCANTH 373-01
Fall 2013
Professor J. Lynn Gazley Time: Tuesday 4-6:50
Office: Social Science Building 338 Location: SSB 321
Phone: (609) 771-2930 Office Hours: Thursdays, 12:30-3:30
E-mail: gazleyj@tcnj.edu

Course Description:

This speaking intensive course focuses on the structure and practice of U.S. public health. Students will assess public health policy within a historical and institutional framework, and deal with major areas of contemporary debate, including health inequalities, the organization of medical insurance, and the social organization of healthcare.

Course Materials:

All assigned course materials available on SOCS. Although readings are available electronically, please make sure to have access to the material during class. In addition to assigned readings, students will be required to seek out additional resources, including opinion pieces, recent reports and other data sources useful for in class discussion.

Learning Goals:

This speaking-intensive course focuses on the interdisciplinary tools of health policy analysis and advocacy. By the end of the course, students will:

- 1) Understand the policy process and its relationship to U.S. government organization and politics
- 2) Recognize the core tenets of key legislation shaping health policy in the U.S., and their influence on future policy.
- 3) Identify and advocate for a particular public health policy in a public campaign, and among experts.
- 4) Gain facility with the tools of informal communication (speaking and writing) for persuasion.

Course Assessment:

Students in this course will be assessed based on their content knowledge, speaking and writing skills, and participation in course projects.

Article practice & presentation: 10%

Public Opinion Fact Sheet: 15%

Issue Brief: 15%

Policy Brief: 15%

Public Advocacy Campaign Materials: 15%

Expert Testimony: 15%

Summary Policy Brief: 15%

Grades

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Class Points

94-100
90-93
87-89
84-86
80-83
77-79
74-76
70-73
67-69
64-66
0-63

A-
B+
B
B-
C+
C
C-
D+
D
F

NUR 220
FALL 2014

THE COLLEGE OF NEW JERSEY
SCHOOL OF NURSING

COURSE OVERVIEW

TITLE: NUR 220-Wellness Promotion Across The Life Span

CREDITS: 4 Credits/ 1 Course Unit (and 30 hours of community-engaged learning)

PLACEMENT: Level I, Fall Semester, Sophomore Year

Open to non-nursing majors (with permission)

Fulfills 'Community' requirement for Civic Responsibilities (Liberal Learning approved course)

PREREQUISITES: NUR 110

(This course (NUR 220) is to be taken in the semester *immediately preceding* anticipated entry into NUR 240) or permission of instructor

FACULTY: Susan E. Mitchell, MSN, RN
Assistant Professor
Loser 221; Extension 2130
smitchel@tcnj.edu

COURSE DESCRIPTION: This course addresses human activities that are directed toward sustaining, developing, and enhancing wellness and self-actualization at all stages of development and across the life span. Topics include: concepts of health, wellness assessment, introduction to teaching and learning theory, values clarification, and communication and facilitative interaction focused on wellness promotion. In addition, students will discuss family systems theory and social, environmental and economic issues relative to wellness promotion and to access to health care. An underlying theme in this course is wellness promotion of the student with a focus on the use of self in wellness promotion across the life span. Specific interventions for lifestyle changes will be explored: stress and stress management, health education, strategies for disease prevention and specific protection, sexuality, social support, exercise and physical fitness, family and community violence, and issues related to smoking, alcohol and other forms of substance abuse. Opportunities for interactive and experiential learning are provided in the Nursing Clinical Laboratory and through community-engaged learning.

COURSE

OBJECTIVES: At the completion of this course the student will:

1. Discuss and analyze the various determinants and dimensions of health and wellness.
2. Recognize how individual and professional values influence wellness promoting behaviors.
3. Discuss the relationships that exist among wellness protecting behaviors, wellness promoting behaviors, and stress and coping across the life span.
4. Discuss the importance of the context of family, social groups, culture and the larger environment, in wellness protecting and wellness promoting and disease preventing behaviors of individuals, families, groups, and communities.
5. Define and discuss wellness behaviors, wellness values, self-responsibility, and self-caring and empowerment in shaping wellness choices.
6. Explore and experience a variety of wellness strategies that may be used across the life span.
7. Discuss diverse lifestyles, support systems, and multicultural and global issues, as they impact on wellness and wellness promotion.
8. Evaluate wellness in self, others, family and community systems.
9. Analyze the role of the nurse in wellness promotion and protection and disease prevention.
10. Analyze the role of the individual, the family, and the community in wellness promotion and protection and in disease prevention.
11. Apply knowledge of teaching-learning theories, values clarification, and communication theory to the development of a caring relationship with self and other.
12. Discuss the importance of human development as a framework for assessing and promoting health.
13. Explore the concept of caring in regard to self and others in wellness promotion.
14. Discuss the U.S. health care delivery system and its impact on wellness and wellness promotion of individuals, families and communities.
15. Discuss global trends and directions for health promotion and disease prevention.
16. Gain professional nursing and relationship building experiences, practice prevention and wellness promotion, and fulfill the needs of underserved

vulnerable populations by engaging in an informed and academically based service experience.

TEACHING

STRATEGIES: Lecture, dialogue, discussion, laboratory exercises, service-learning experiences, audio-visual aids, textbooks, periodicals and written course materials.

COURSE

REQUIREMENTS: Two examinations, community-engaged learning, genogram, service learning presentation, service learning paper, group presentation, and class/laboratory participation.

REQUIRED TEXTS:

Alters, S. and Schiff, W. (2013). *Essential concepts for healthy living* (6th ed.). Burlington, MA: Jones and Bartlett.

Edelman, C. L., & Mandle, C. L. (2014). *Health promotion throughout the lifespan* (8th ed.). St. Louis: Mosby

Watson, J. (2012). *Human caring science: A theory of nursing* (2nd ed.). Burlington, MA: Jones and Bartlett.

COMPUTATION

<u>OF GRADES:</u>	Midterm Exam*	275 points
	Genogram	75 points
	Final Exam*	300 points
	Service Learning Presentation	50 points
	Field Experience Paper	125 points
	Group Presentation	125 points
	<u>Class Participation</u>	<u>50 points</u>

Total

* Students must attain a minimum average of 75% on exams (Mid-term and Final) in order to achieve a passing grade in this course. If that average is not attained, the student will receive a D+ in the course, even if the total points achieved in the course are in excess of 749.

GRADING POLICY:

<u>Letter Grade</u>	<u>Points</u>
A	950-1000
A-	900- 949

B+	870-899
B	830-869
B-	800-829
C+	780-799
C	760-779
C-	750-759
D+	700-749
D	650-699
F	649 and below

ATTENDANCE POLICY:

Students are expected to attend every class. The professor expects that students will come to class **on time**, prepared to think critically, listen attentively, speak thoughtfully to the issues addressed in class and in readings, respect the ideas of your colleagues, and participate in all verbal, written, and experiential work. Seven (7) points will be deducted from the class attendance and participation grade for each class missed. Points will also be deducted from this grade if student is late for class and/or does not actively participate in classroom discussions and other activities. For additional information about College attendance policy, see 'Selected TCNJ Policies', below.

ADDITIONAL COURSEPOLICIES:

1. Students are accountable for all information presented in the syllabus.
2. Course faculty must approve of any extension regarding course requirements prior to the scheduled due date. Course requirements will not be accepted after the due date without prior approval from course faculty.
3. All students must adhere to the standards of academic integrity as found in the Undergraduate Bulletin (see reference below under 'Selected TCNJ Policies').
4. All students must be prepared to complete the midterm and final exams during the scheduled meeting time. Students will receive 0 points for an exam not taken during the scheduled meeting time. If a student knows in advance that he/she will be absent for an exam, he/she must discuss this issue with the course faculty prior to the scheduled exam date so that other arrangements can be made. In the case of illness, course faculty must be notified by office voice mail or email prior to the scheduled exam time. A note from a health care

professional must be presented to course faculty by the next class meeting. A make-up exam will be given at a time agreed upon by the course faculty and the student. This exam may be different from the original exam given to the class.

5. All written assignments are due on the date specified in the syllabus or other materials used to support the course. **Ten (10) points** per day will be deducted from written assignments that are not handed into the course faculty on the due date: Genogram, Service Learning Paper, and Field Experience Contract (points for late contracts, or contracts without attached goals, will be deducted from final grade).

6. All oral presentations are to be given on the date specified in the syllabus. A student who is not present for his/her presentation (Service Learning Marketing Presentation and Group Presentation) will receive 0 points for this course requirement. If a student knows in advance that he/she will be absent for a presentation, he/she must discuss this issue with the course faculty prior to the scheduled date so that other arrangements can be made. In the case of illness, course faculty must be notified by office voice mail or email prior to the scheduled presentation time. A note from a health care professional must be presented to course faculty by the next class meeting.

7. The use of **cell phones and other electronic devices is prohibited** in the classroom. Please make sure all devices are turned off prior to entering the classroom. This is a Department of Nursing policy (see VI I, Academic Policies and Program Requirements; September, 2013).

COURSE EVALUATION:

Students will be expected to evaluate the course and the professor (using the College's standard form) prior to the examination period.

SELECTED TCNJ POLICIES

Attendance

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence. The instructor should provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons including physical disabilities. For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor. The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations. Students have the responsibility of notifying the instructors in advance of expected absences. In cases of absence for a week or more, students are to notify their instructors immediately. If they are unable to do so they may contact the Office of Records and Registration. The Office of Records and Registration will notify the instructor of the student's absence. The notification is not an excuse but simply a service provided by the Office of Records and Registration. Notifications cannot be acted upon if received after an absence. In every instance the student has the responsibility to initiate arrangements for make-up work.

TCNJ's attendance policy is available on the web:

<http://www.tcnj.edu/~recreg/policies/attendance.html>

Academic Integrity Policy

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

TCNJ's academic integrity policy is available on the web:

<http://www.tcnj.edu/~academic/policy/integrity.html>.

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://www.tcnj.edu/~affirm/ada.html> .

TCNJ's final examination policy is available on the web:

<http://www.tcnj.edu/~academic/policy/finalevaluations.htm>

RESEARCH METHODS CHOOSE ONE FROM:

PUBLIC HEALTH 301: RESEARCH METHODS FOR PUBLIC HEALTH (NEW COURSE)

PROFESSOR

OFFICE ADDRESS

EMAIL ADDRESS

OFFICE HOURS

COURSE DESCRIPTION

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to critically analyze public health research, including study designs, generalizability of findings, and ethics. Students will then conduct independent research by formulating and testing hypotheses using a quantitative data set such as Add Health, and will develop a research proposal for original data collection.

COURSE MATERIALS**Required texts:**

Guest, Gregory S. and Elizabeth Namey. 2014. Public Health Research Methods. Thousand Oaks, CA: Sage Publications.

All other readings will be posted on CANVAS

COURSE PURPOSE & LEARNING GOALS

- Practice the steps of writing a mixed methods research project including proposing, conducting, and writing up research results (*Critical Analysis and Reasoning, Written Communication*)
- Apply the tools and concepts of epidemiology and public health research methods to the understanding and amelioration of health disparities and the embodiment of inequality (*Applying Public Health Knowledge*)
- Recognize the impact of social structure on health patterns and health decision making (*Ethical Reasoning and Compassion*)
- Practice presenting scholarly research and giving feedback (*Oral Communication*)
- Gain facility with quantitative and qualitative analysis software packages (SPSS, Atlas.ti) and important public health databases such as Add Health to conduct original research (*Quantitative Reasoning, Technological Competence*)

- Build skills around finding, comparing, critiquing, and drawing on scholarly literature (*Information Literacy*)

COURSE POLICIES

4th Hour Statement: Although this class meets for three hours each week, it is a 4-credit (1 unit) course that offers a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group or individual learning projects outside of class and/or additional learning experiences occurring multiple times during the semester on or off-campus, including community-engaged learning activities and/or campus-wide events.

Academic Integrity: Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Papers with insufficient, inappropriate, or missing citations will receive no credit, and the student will have no opportunity to make up the work. When in doubt, cite. TCNJ's academic integrity policy is available on the web: [Academic Integrity](#).

Americans with Disabilities Act (ADA) Policy: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's Americans with Disabilities Act (ADA) policy is available on the web: [Americans with Disabilities Act](#).

Attendance, Participation, and Class Citizenship: This course models membership in a scholarly community, and therefore assumes students will follow rules of decorum and active participation. For example, ringing cell phones, texting, arriving late/leaving early, and using lab time for outside of class computer work are all disruptive to an engaged academic environment. In addition, each week of material in this course builds on previous weeks. Therefore, students will be best served by being in class at every session and paying close attention. TCNJ's absence and attendance policy is available on the web: [Absence and Attendance](#).

Paper Format: Papers should be formatted with regular margins and a typeface no smaller than 11 points. References should be formatted in ASA style (see the guide on CANVAS).

Paper Submission: Students are responsible for submitting papers to CANVAS in a readable file format by the time class begins on the day the paper is due (readable formats include .doc, .docx, and .pdf). Papers should be submitted with a title that includes the student last name and references the specific assignment (for example: Gazley_Paper A). If you miss an assignment for a legitimate reason, please secure the necessary documentation before you try to turn in a late assignment. Without documentation, assignments lose 10% per calendar day until they are received in a readable format on CANVAS. Please note that I will not accept papers submitted via email, nor will I accept internet problems as a reason for late submissions.

COURSE REQUIREMENTS

Exam 1 (February 27): This in-class exam will assess your knowledge of basic statistics and the SPSS computer program. Part of this exam grade (20%) may reflect the score of in-class activities and quizzes. A practice exam will be posted on CANVAS. The actual exam will follow this format but with new variables that will not be accessible until the exam time.

Exam 2 (Final Exam Calendar): This in-class exam will assess your knowledge of social scientific methodology. It will not have a component related to SPSS. Part of this exam grade (20%) may reflect the score of in-class activities and quizzes.

Independent Quantitative Research Project (Papers A, B, C)

These papers will allow you to develop and test your own hypotheses using the Add Health dataset (Proposal, Papers A, B, C). Paper grades will follow a similar pattern, with roughly 80% of the final grade based on the quality of the content required for each paper and 20% based on clarity, style, and grammar. See separate guides on CANVAS for each paper, which outline the specific requirements for each assignment.

Paper A: The front matter your research article, including the introduction, literature review, and description of methods.

Paper B: The findings section of your research article

Paper C: The complete article, in standard sociological format.

Proposal for Original Research & Data Collection (Paper D):

This paper allows you to design and propose an original research project, using quantitative or qualitative methods. These proposals are suitable to form the basis of a Fulbright Grant application, MUSE proposal, or thesis research project.

GRADING

Students in this course will be assessed based on their content knowledge, speaking and writing skills, and participation in course projects and class discussion.

Overall grades will be awarded as follows:

Assignment	Points Per Assignment	Cumulative Points
Exam 1	100	100
Exam 2	100	100
Paper A	75	275
Paper B	50	325
Paper C	75	400
Paper D	100	500

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Percentage	Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
0-63	F

COURSE SCHEDULE:

Tuesday	Friday
January 27: Welcome, Intro, & Arguments (classroom) READ: Belcher (on arguments)	January 30: Intro to Research & SPSS (computer lab) READ:
February 3: Descriptive Stats (computer lab) READ: DUE: Background	February 6: Conceptualization (computer lab) READ:
February 10: Finding Literature (Library classroom) READ: DUE: Proposal	February 13: Causation (computer lab) READ:
February 17: ANOVA (computer lab) READ: DUE: Variables & Model	February 20: Linear Regression (computer lab) READ:
February 24: Logistic Regression (computer lab) Read: DUE: Works Cited	February 27: (computer lab) DUE: EXAM 1
March 3: Peer Review (computer lab) READ: DUE: Paper A	March 6: Multiple Regression, revisited (computer lab) READ: Allison 1 DUE: Paper A (revised)
March 10: Interpreting Regressions (computer lab) READ: Allison 2	March 13: Peer Review (computer lab) READ: Booth, Colomb & Williams DUE: Paper B
March 17: SPRING BREAK!	March 20: SPRING BREAK!
March 24: From Research to Article (computer lab)	March 27: More on Articles (computer lab)

READ: DUE: Paper B (revised)	READ: DUE: NIH online tutorial (see link through CANVAS)
March 31: Peer Review (computer lab) DUE: Paper C	April 3: Surveys (classroom) READ DUE: Paper C - final
April 7: Writing Proposals (classroom) READ:	April 10: Interviews & Ethnography (classroom) READ: DUE: Paper D: Concept Proposal
April 14: Sampling (classroom) READ C&S 5; Miller & Shriver 2012	April 17: Evaluation Research (classroom) READ: DUE: Sampling Methods Statement
April 21: Research Ethics (classroom) READ: IRB Tutorial; DUE: IRB Proposal	April 24: Presenting Scholarly Work (classroom) READ: *tba (on CANVAS)/Presentation workshop DUE: Paper D Presentation (draft)
April 28: Student Presentations (classroom) DUE: Paper D	May 1: Student Presentations (classroom)
May 5: Student Presentations (classroom)	May 8: Student Presentations (classroom)
FINAL EXAM TIME ACCORDING TO TCNJ CALENDAR AND POLICIES	
TCNJ's final examination policy is available on the web: Final Examination-Evaluation-Reading Days	

Communication Research Methods

Syllabus

Dr. John C. Pollock
COMM 390:01

Spring, 2015 MTh 2:00 –3:20 PM
Office: M-Th 1-2; 3:30-4:30 PM

Office Hours: Kendall #210, **by appointment only (Make appointment in Comm Studies Dept. office in appointment book.)**. I can also be reached by e-mail: pollock@tcnj.edu; or by telephone at home -- (cell) 732-371-7022; NOT at office 609-771-2338. For ongoing information about the course, please access the "CANVAS" course information site or www.tcnj.edu/~pollock. For information on the instructor's background, please click on the "faculty staff" section of the comm studies dept. website.

Introduction

Along with effective communication skills and some knowledge of marketing principles, understanding the connection between communication theory and research methods is one of the most important skills for a communication major in today's occupational marketplaces or graduate schools. The goal of this course is to help students become knowledgeable consumers and novice producer of communication theory and research, enabling them to use "core concepts", "understandings" and "technical knowledge," as well as avoiding common "misunderstandings" in communication research:

A. Core Concepts

- 1) Learn how social science research methods can test, refine and change theories about the role of communication in society
- 2) Learn to use an innovative theory and research method to create original research
- 3) Learn how communication research can address substantive public and policy issues

B. Understandings

- 1) Understand the relationship between theory and research methods in the study of communication
- 2) Understand some key communication research questions/hypotheses and variables
- 3) Understand quantitative data analysis procedures within the broader context of the communication inquiry process
- 4) Understand three research methodologies used to investigate communication behavior: experimental; survey; and content analysis
- 5) Critically evaluate communication and other behavioral and scientific research
- 6) Design and conduct an original communication research project

C. Technical Knowledge and Skills

- 1) Learning how to select a representative cross-national sample of newspapers.
- 2) Reviewing the literature on a "structural" approach to the sociology of news production, learning to write that review into a compelling narrative making a case for its utility in comparative, multi-city, national media research.
- 3) Surveying census data to compare differences among cities for a wide range of metropolitan characteristics, comparing, for example, different levels of college educated, families with incomes of \$100,000+, poverty levels, unemployment levels, percent voting Democratic or Republican, percent of different ethnic groups, age categories, families with different numbers of children, etc.
- 4) Searching databases in the communication and other fields, using key terms to search for literature on selected topics.
- 5) Constructing a complete research paper by building it one section at a time, approximately every week or week and a half, including: introduction, literature review, hypothesis section, methodology, data analysis, results, conclusion and bibliography. Instructor comments on each section are typically returned within one week. The first five revised sections plus the

bibliography are collected into a “prospectus”, to be submitted about midway through the term and returned with additional comments within a week and a half.

- 6) Utilizing available databases to collect a systematic sample of articles meeting specified criteria for key words and article length.
- 7) Acquiring techniques of content analysis coding and statistical analysis, Coding articles using a quantitative approach developed by the instructor, combining “placement” and “direction” codes to arrive at a single-score “Media Vector”, a measure unusually sensitive to variations in editorial judgment.
- 8) Testing selected hypotheses derived from previous research using a “community structure” approach developed by the instructor, available through: a) the instructor’s website (www.tcnj.edu/~pollock); CANVAS; a 2007 book, *Tilted Mirrors: Media Alignment with Political and Social Change -- A Community Structure Approach* (Hampton Press); and chapters for an April, 2015, book, *Journalism and Human Rights: How Demographics Drive Media Coverage* (Routledge). The chapters were previously published as articles in the *Atlantic Journal of Communication*.
- 9) Entering coded article information on the Statistical Package for the Social Sciences (SPSS) software, learning to use significance tests using Pearson Correlation, Chi-Square and/or regression analysis.
- 10) Undertaking narrative, in-depth analysis of major US papers most “favorable” or “unfavorable” to the issue studied. In addition, engage in regression analysis, ranking variables by their precise power to explain results.
- 11) Presenting an oral summary of research results, using appropriate graphic aids.
- 12) Crafting a polished report by writing three drafts of each part of the paper, based on ongoing comments and feedback from the instructor, resulting in a professional communication “product” or “outcome” that can compare favorably with papers written by experienced researchers in state, regional, national or international competitions.

D) Common Misunderstandings

- 1) Since building a report is an ongoing process, it requires a “snowball”, “incremental” mindset in which students finish separate portions of the project in discrete steps, one week at a time. It would be misleading to view this semester-long project as a “term paper”, for which research and writing are often left to the end of the term.
- 2) Since the report is a group process, typically with two or three members, it is important that individuals be available to meet with one another to compare literature reviews, hypotheses, data collection timetables, coding and writing of different sections. Any individual who fails to meet regularly with others in the group jeopardizes both the morale of the members and the quality of the final product.
- 3) A mistake sometimes made is to regard oneself as only responsible for a particular section of the paper, resulting in a very uneven, sometimes inaccurate product. In general, if someone is an especially good writer, that person should do most of the writing. If others are particularly good at database searches or data entry or data analysis or telling stories from numbers, those skillful at these endeavors should do most of the work in those areas. The result is typically far better than if individuals simply divide the paper into discrete sections, paying attention only to a single slice of the whole project.
- 4) Since feedback from the instructor is offered frequently for each section of each paper, often on a weekly or biweekly basis, it is important to review instructor comments and

revise each section immediately. A mistake sometimes made is to wait until the end of the term to revise the paper, resulting in hurried, less than optimal revisions because so many other data analysis and data interpretation tasks need to be performed at the end of the semester. Please remember that members will evaluate the performance of one another in the research groups, providing feedback to the instructor on individual contributions.

Required Textbooks and Other Readings:

Books:

- a) Frey, L., Botan, C., & Kreps, G. (2000). *Investigating communication: An introduction to research methods*. Allyn & Bacon. (labeled IC in syllabus)
- b) Pollock, J.C. (2007). *Tilted mirrors: Media alignment with political and social change – A community structure approach*. Cresskill, NJ: Hampton Press (labeled TM in the syllabus).
- c) Bourhis, J., Adams, C., & Titsworth, S. (2005). *Style manual for communication studies*. New York, NY: McGraw-Hill. (This course uses APA style)

Sample Papers, Chapters, or Articles:

- a) Pollock, J.C. (2008). Community structure model. In W. Donsbach (Ed.), *International encyclopedia of communication, , III* (pp. 870-873). London & New York: Blackwell Publishers (SOCS).
- b) Pollock, J.C. (2008, January). The “communication commando model” creates a research culture of commitment. *Communication Teacher*. 22 (1), 1-5. (SOCS).
- c) Pollock, J.C. Introduction. Social inequality and media. In J.C. Pollock (Ed.), *Media and social inequality: Innovations in community structure research* (pp. 1-30). New York, NY: Routledge.
- d) Pollock, J.C. 2013. Community structure research. In P. Moy (Ed), *Oxford bibliographies online*. New York: Oxford University Press (available on SOCS).
- e) Kiernicki, K., Pollock, J.C., & Lavery, P. (2013). Nationwide newspaper coverage of universal health care: A community structure approach. In J.C. Pollock (Ed.), *Media and social inequality: Innovations in community structure research* (pp. 117-140). New York, NY: Routledge.
- f) “Illuminating Human Rights: How Demographics Drive Media Coverage”: Special double-issue of “The Atlantic Journal of Communication” Vol. 22 (3-4) Summer/Fall, 2014. This entire issue is composed of scholarship conducted at TCNJ in two classes: COM 415 and COM 390 (See grid below). The collection of articles will be published as a book in April, 2015 as follows:
Pollock, J.C. (2015). *Journalism and Human Rights: How Demographics Drive Media Coverage*. New York, NY: Routledge.

Human Rights Issue Table

Title	Authors	Human Rights Issue
Cross-national Coverage of Human Trafficking: A Community	Kelly Alexandre, Cynthia Sha, John C. Pollock, Kelsey Baier, and	Right to avoid enslavement

Structure Approach	Jessica Johnson	
Cross-national Coverage of HIV/AIDS: A Community Structure Approach	James Etheridge, Kelsey Zinck, John C. Pollock, Christina Santiago, Kristen Halicki, and Alec Badalamenti	Right to access to health care services, in particular emergency medical treatment
Cross-national Coverage of Water Handling: A Community Structure Approach	Domenick Wissel, Kathleen Ward, John C. Pollock, Allura Hipper, Lauren Klein, and Stefanie Gratale	Right to access to uncontaminated water
Comparing Coverage of Child Labor and National Characteristics: A Cross-national Exploration	Jordan Gauthier Kohn and John C. Pollock	Right to humane working conditions
Nationwide Coverage of Same-sex Marriage: A Community Structure Approach	Victoria Vales, John C. Pollock, Victoria Scarfone, Carly Koziol, Amy Wilson, and Pat Flanagan	Right to marry the person you love
Nationwide Coverage of Detainee Rights at Guantanamo: A Community Structure Approach	Kelsey Zinck, Maggie Rogers, John C. Pollock, and Matthew Salvatore	Right to due process
Nationwide Coverage of Immigration Reform: A Community Structure Approach	John C. Pollock, Stefanie Gratale, Kevin Teta, Kyle Bauer, and Elyse Hoekstra	Right to “freedom from fear” or to pursue a path to citizenship
Nationwide Coverage of Posttraumatic Stress: A Community Structure Approach	John C. Pollock, Stefanie Gratale, Angelica Anas, Emaleigh Kaithern, and Kelly Johnson	Right to mental health care

PowerPoint:

Pollock, J.C. (2010, November). *Pollock PowerPoint overview: Reporting on social change mirrors community/national inequality* (powerpoint presented at U. of Texas).

Recommended Sources:

a) Riffe, D., Lacy, S., & Fico, F. G. (2005). *Analyzing media messages: Using quantitative content analysis in research, 2nd Ed.* Mahwah, NJ: Lawrence Erlbaum. (AMM in syllabus)

b) *The New York Times* (now in the bookstore)

ASSIGNMENTS

(Dates refer to Monday of the weeks in which the topic will be discussed, except for the first two dates)

Flex-Time/4th Hour. It is difficult to cover the all the reading material in the allotted 14 classes. Therefore, I will assign “extra” time (Mondays and Thursdays from 3:20 - 4 PM) for reading and research that exceeds normal class hours. I shall be available during that time either in person or through email, to answer questions

Section I: Foundations of Communication Research

Week I	Jan. 26	<p>Overview of the Research Methods Class and “Communication Commando” Research Culture; Pollock, J.C. (2008). The “communication commando model” creates a research culture of commitment. <i>Communication Teacher</i>. (Canvas);</p> <p>Introduction to the Community Structure Approach.</p> <p>Pollock, J.C. (2008). Community structure model (Canvas); Intorduction (TM); Chapt. 1 (TM) The Community Structure Approach and Newspaper Framing of Critical Events;</p> <p>Chapt. 1 (IC) Introduction to Research Culture.Student selection of topics and teams</p> <p>THE IMPORTANCE OF KNOWING RESEARCH METHODS. MAKING CLAIMS AND OFFERING EVIDENCE. EVERYDAY WAYS OF KNOWING: a.) Personal Experience, b.) Intuition, c.) Authority, d.) Appeals to Tradition, Custom, and Faith, e.) Magic, Superstition, and Mysticism. THE RESEARCH PROCESS: a.) Characteristics of Research, b.) Research as Culture, c.)Positive versus Naturalistic Paradigms in the Social Sciences, d.) Research as Conversation. THE IMPORTANCE OF DISTINGUISHING RESEARCH FROM PSEUDORESEARCH</p>
Week II	Feb. 2	<p>REFERENCE WORK TRAINING (library)</p> <p>Selected literature reviews in TM, chapt. 3-9; Chapt 2 (IC) The Nature of Communication</p> <p>DEFINING COMMUNICATION. WHAT CONSTITUTES COMMUNICATION RESEARCH. AREAS OF COMMUNICATION RESEARCH. BASIC VERSUS APPLIED COMMUNICATION RESEARCH TOPICS: a.) Basic Communication Research, b.) Applied Communication Research, c.) An Integrated Model of Basic and Applied Communication Research. JUSTIFYING COMMUNICATION RESEARCH TOPICS. RESEARCH QUESTIONS AND HYPOTHESIS: a.) Describing Communication Behavior, b.) Relating</p>

Communication Behavior to Other Variables, c.) Ordered versus Nominal variables, d.) Research Questions versus Hypotheses, e.) Posing Research Questions versus Hypotheses, f.) Posing Research Questions and Hypotheses about Relationships between variables.

Feb. 5 REPORT TO LIBRARY BASEMENT (DR. ACKERMAN) FOR REFERENCE TRAINING

Week III

Feb. 9 Selected hypotheses in TM, chapt. 2-9; Chapt 3 (IC) Asking Questions

REASONS FOR REVIEWING REVIOUS RESEARCH. THE SEARCH FOR RESEARCH: a.) Types of Research Reports, i.) Secondary Research Reports, ii.) Primary Research Reports, b.) Finding Research Reports, i.) Special-Use Libraries, ii.) Finding Research Reports in Academic Libraries iii.) Internet Resources. HOW RESEARCH IS PRESENTED: READING SCHOLARLY JOURNAL ARTICLES: a.) A Typical Quantitative Scholarly Journal Article, i.) Review of the Relevant Literature, ii.) Methodology, iii.) Results, iv.) Discussion, v.) References. WRITING A LITERATURE REVIEW.

Chapt 4 (IC) Finding, Reading, Using Research;

CONCEPTUAL VERSUS OPERATIONAL DEFINITIONS: a.) Evaluating Operational Definitions. MEASUREMENT THEORY: a.) Quantitative and Qualitative Measurements, b.) Levels of Measurement, i.) Nominal Measurement Scales, ii.) Ordinal Measurement Scales, iii.) Interval Measurement Scales, iv.) Ratio Measurement Scales, c.) Measuring Unidimensional and Multidimensional Concepts, i.0 Unidimensional concepts, ii.) Multidimensional Concepts.

MEASUREMENT METHODS: a.) Self-Reports, b.) Others' Reports, c.) behavioral Acts.

MEASUREMENT TECHNIQUES: a.) Questionnaires and Interviews, i.) Closed versus Open Questions, ii.) Question Strategies and Formats, iii.) Relative Advantages of Questionnaires and Interviews, b.) Observations, i.) Direct Observation, ii.) Indirect Observation, iii.) Methods of Observation, iv.) Coding Observation.

Prendergast, Ward, & Pollock, "Healthy Eating"; Vales, et. al., Same Sex Marriage".

Section II: Planning and Designing Communication Research

Week IV

Feb. 16 Chapt. 2 (TM) Measuring Media Alignment (Prominence

Scores and Media Vectors); Selected community structure papers;

Prominence Scores are measures of editorial judgment developed at TCNJ. Each article is given both “prominence” and “direction” scores:

Table 1: Prominence Score*

(for coding databases)

Dimension	4	3	2	1
Placement	Front page of first section	Front page of inside section	Inside of first section	<i>Other</i>
Headline Size (# of words)	10+ psychology’s Janis-Fadner Coefficient of Imbalance to calculate a “Media Vector,” so called because of its similarity to a vector in physics, which combines the magnitude (the prominence) and the direction to attain a measure of impact. Effectively, the “Media Vector” is essentially an assessment of issue “projection.” Media Vector scores can range +1.00 and	8-9	6-7	5 or fewer

	-1.00. The scores which fall between 0 to -1.00 designate societal responsibility of the topic. However, the scores that fall between 0 and +1.00 indicate government responsibility of the topic (See Table 2).			
Length of Article (# of words)	1000+	750-999	500-749	250-499
Photos/Graphics	2 or more	1		

* Copyright John C. Pollock 1994-2011

After each article is given a “prominence” score, it is awarded a “direction” category (e.g., favorable, unfavorable, or balanced/neutral; or government, society, balanced/neutral regarding the issue explored). Then a “media vector” is calculated.

Calculations of Media Vectors using a Coefficient of Imbalance

The prominence and directional scores were combined using

Table 2: Calculating the Media Vector*

g = sum of the prominence scores coded “government action”

s = sum of the prominence scores coded “societal action”

n = sum of the prominence scores coded “balanced/neutral”

$r = g + s + n$

If $g > s$ (the sum of the government prominence scores is greater than the sum of the societal prominence scores), the following formula is used:

Government Media Vector:

$$\text{GMV} = \frac{(g^2 - gs)}{s^2} \quad (\text{Answer lies between 0 and +1.00})$$

If $g < s$ (the sum of the societal prominence scores is greater than the sum of the government scores), the following formula is used:

Individual Media Vector:

$$\text{SMV} = \frac{(gs - s^2)}{g^2} \quad (\text{Answer lies between 0 and -1.00})$$

*Media vector copyright John C. Pollock, 2000-2009

Week V Feb. 23 Chapt 5 (IC): Observing and Measuring Communication Concepts

Measurement reliability. Three types of error: random, measurement, sampling, and what (if anything) can be done about each type of error. Different techniques to improve reliability: multiple administration techniques such as “test-retest” method and alternative procedure method. Single-administration techniques such as “split-half” reliability. Testing for internal consistency with Cronbach’s alpha coefficient method. Intercoder Reliability (specifically, calculating Scott’s Pi Coefficient of Intercoder Reliability).

Measurement Validity: Content/Face Validity; Criterion-Related Validity; Construct (theory-derived) Validity. Threats to Internal Validity: Threats due to how research is conducted: a) procedure validity and reliability; b) history; c) sleeper effect; d) sensitization (subjects becoming “test-wise”). Threats due to Research Participants: a) Hawthorne effect; b) selection; c) statistical regression; d) mortality; e) maturation; f) interparticipant bias. Threats due to Researchers: a) researcher personal attribute effect; b) researcher unintentional expectancy effect; c) researcher observational biases. Threats to External Validity: Sampling. Random Sampling: simple random sample, systematic sample, stratified sample. Nonrandom Sampling: convenience sampling, volunteer sample, purposive sample, quota sample, network sample. Ecological Validity.

Week VI	Mar. 2	REVIEW FOR MIDTERM. Ongoing second drafts of each section of prospectus: introduction, literature review, hypothesis section, methodology, references
Week VII	March 9	REVIEW FOR MIDTERM
	March 9	PROSPECTUS DUE ON March 9
	March 12	MIDTERM ON March 12
Week VIII	March 16	MIDTERM Break Mar. 16-20, class resumes on March 23
Week IX	March 23	CONTENT ANALYSIS AND DATABASE TRAINING
	March 23	DATABASE TRAINING (class or library)
Week X	March 30	<p>Chapt 6 (IC): Designing Valid Communication Research;</p> <p>ETHICAL ISSUES IN COMMUNICATION RESEARCH: a.) The Politics of Academic Research, i.) Research versus Teaching Institutions, ii.) The Effects of Tenure and Promotion on Research, iii.) The Importance of Grant Money, b.) Ethical Issues Involving Research Participants, i.) Provide Free Choice, ii.) Protect the Right to Privacy, iii.) Benefit People, Not Harm Them, c.) Ethical Decisions Involving Research Findings, i.) Analyzing Data and Reporting Findings, i.) The Public Nature of Scholarship, ii.) The Use of Research Findings.</p> <p>Chpt. 10 (IC)"Textual Analysis," pp. 203-215;</p> <p>and "Unobtrusive Measures" pp. 224-228</p> <p>Section III: Analyzing & Interpreting Quantitative Data</p>
Week XI	April 6	<p>Chpts 12, 13 (IC) Theory of Stat; Analyzing Group Differences</p> <p>Chapter 12</p> <p>Estimation: a.) The normal distribution, b.) Use of random sampling, c.) Inferring a random sample to a population.</p> <p>Significance testing: a.) The logic of significant testing b.) testing a null hypothesis, c.) rejecting a null hypothesis, d.) deciding on the probability level, e.) the practice of significance testing, 1.) step 1: posing a research question or hypothesis and a null hypothesis, 2.) step 2: conducting the study, 3.) step 3: testing the null hypothesis, i.) setting the significance level, ii.) computing the calculated value, iii.) comparing the calculated value to the critical value. f.) type I error and type II error, g.) statistical power.</p>

Chapter 13

Types of Difference Analysis: a.) nominal data, b.) one-variable Chi-square test, c.) two-variable Chi-square test, d.) ordinal data, e.) interval/ratio data, f.) test, g.) analysis of variance, h.) one-variable analysis of variance i.) factorial analysis of variance.

Section IV: Oral Report Presentations and Revisions

Week XII	April 13	<p>Begin Oral Reports Selected chapt. 3-9 (TM) Pearson correlations; Chapt 14 (IC) Analyzing Relationships Between Variables; and Epilogue (TB) Concluding Research</p> <p>Types of relationships: a.) unrelated variables, b.) linear relationships between variables, c.) nonlinear relationships between variables.</p> <p>Correlations: a.) correlation coefficients b.) interpreting correlation coefficients, c.) calculating correlation coefficients, d.) relationships between ration/interval variables, e.) relationships between ordinal variables, f.) relationships between nominal variables, g.) correlation matrices, h.) causation and correlation, i.) coefficient of determination, j.) multiple correlation, k.) multiple correlation coefficient, l.) coefficient of multiple determination, m.) partial correlation.</p> <p>Regression analysis: a.) linear regression, b.) multiple linear regression.</p> <p>Advanced relationship analysis.</p>
Week XIII	April 20	<p>Continue Oral Reports Selected chapt. 3-9 (TM) Regression analysis; Chapt 8 (IC) Experimental Research</p> <p>THE PREVALENCE OF SURVEYS: a.) Applied Uses of Survey Research, i.) Political Polls, ii.) Market Research, iii.) Evaluation Research, b.) Use of Surveys in Communication Research.</p> <p>SURVEY RESEARCH DESIGN: a.) Selecting Survey Respondents, i.) Sampling Frame, ii.) Sampling Method, iii.) Sampling Unit of Analysis, iv.) Response Rate, b.) Cross-Sectional versus Longitudinal Surveys, i.) Cross-Sectional Surveys, ii.) Longitudinal Surveys.</p> <p>SURVEY MEASUREMENT TECHNIQUE S: a.) Designing Questions for Survey Instruments, i.) Selecting Questions, ii.) Phrasing Questions, iii.) Question Format, b.) Questionnaire Survey Research, i.) Types of Self-Administered Questionnaires, ii.) Mail Surveys, c.) Interview Survey Research, i.) Training Interviewers, ii.) Face-to-Face versus Telephone Interviews, iii.) Individual versus Group Interviews, iv.) Beginning the</p>

Interview, v.) Planning the Interview Questions, vi.) Responding to Answers.

USING MULTIPLE METHODS IN SURVEY RESEARCH.

Week XIV April 27 Continue Oral Reports. Chapt. 10 (TM) Media Frames and Public Opinion; Chapter 9 (IC) Survey Research.

Chapter 9: PURPOSES OF TEXTUAL ANALYSIS.

IMPORTANT CONSIDERATIONS IN TEXTUAL ANALYSIS: a.) Types of Texts, b.) Acquiring Texts, c.) Approaches to Textual Analysis.

RHETORICAL CRITICISM: a.) Conducting Rhetorical Criticism, b.) Types of Rhetorical Criticism, i.) Historical Criticism, ii.) Neo-Aristotelian Criticism, iii.) Genre Criticism, iv.) Dramatic Criticism, v.) Narrative Criticism, vi.) Fantasy Theme Analysis, vii.) Feminist Criticism.

CONTENT ANALYSIS: a.) value of Quantitative Content Analysis, b.) Quantitative Content-Analytic Procedures, i.) Selecting Texts, ii.) Determining the Unit of Analysis, iii.) Developing Content Categories, iv.) Coding Units into Categories, v.) Analyzing the Data.

INTERACTION ANALYSIS: a.) Describing Interaction and Relating it to Other Variables, i.) Describing Interaction, ii.) Relating Interaction to Other Variables, b.) Conducting Interaction Analysis, i.) Obtaining a Sample of Interaction, ii.) Analyzing the Sample of Interaction.

May 4 FULL LENGTH PAPERS DUE

COURSE EVALUATION: EXPECTATIONS, TOOLS, DEADLINES

Examinations (20% for Midterm exam): The Midterm exam, scheduled for March 12, is based on multiple-choice identifications/definitions and short explanations. All questions on the mid-term will be discussed previously in class.

On-going Semester Communication Research Project (30% for prospectus; 40% for written final paper): Each person/group will complete a final research project about some aspect of communication. Each person/group must submit a revised research prospectus (which includes the first four parts of the final paper -- introduction, review of the literature, hypotheses and methodology -- plus an *ongoing corrected* references) by March 9. After oral presentations in April, each project team is expected to deliver to the instructor, by the next class period, a draft containing: a) revised methodology; b) results description with tables; c) discussion of results; d) conclusion; and e) revised "reference" section. Two copies of the final paper are due on May 4, including database printouts, a copy of the paper in Word,

two SPSS files and Word or Excel files of articles. A short, non-graded oral summary of the paper will be given during class prior to that date in order to allow the class and the instructor to provide ongoing feedback before final project writing.

Participation (10%): Because this course involves a significant amount of in-class participation, your verbal participation in class discussions and your work on any additional assignments for this class (such as finding and documenting various communication library sources, critiquing an article in a communication journal, homework assignments analyzing quantitative data, etc.) will be evaluated and assigned a grade. Class attendance is expected and noted. Any absences beyond four will result in a deduction of one full grade from the final grade.

Course Expectations and Assumptions

The dates on the syllabus refer to the Monday meetings of the weeks in which the topics will be discussed. Come to class having studied and prepared to discuss the assigned material. Research projects will progress simultaneously with readings and class lectures/discussions. Each student will be asked to report on work in progress periodically, with an overall oral report due in the last half of the course. Discussion of ongoing work will consume most of Thursday class time.

Since each of you will be pursuing different areas of investigation, you will be expected to read far beyond the formal assignments, sharing your progress and dilemmas with the class. Your project work increases in importance in the last half of the semester. Do not underestimate the importance of integrating reading and primary research in the final phase of the course.

Some students encounter trouble by not keeping in touch with me or by not coming to class. Please make appointments with me or come in during my office hours to talk with me about any aspect of the course, in particular the research project. Please take advantage of this offer. The more I know about progress and problems, the better your likely outcome in the course.

Remember: There are three ways to contact me, ranked from “most” to “least” preferable:

1. **Sign up for an appointment, only during my office hours, in the daytimer outside my office in Kendall 210** (or look for me in any of the following: my office in Kendall #210; the Kendall student lounge; or Brower cafeteria); Office hours: Tues. 2:15 - 4:00; Wed. 2:30 - 3:45; Fri 2:15-4:00 PM. This method of contact is preferable because you can be guaranteed a time slot.
2. by e-mail: pollock@tcnj.edu.
3. by telephone at home PREFERABLE (Cell) 732-371-7022; or (last resort) Office: 609-771-2338

GOOD LUCK!

GUIDELINES FOR ONGOING COMMUNICATION RESEARCH PROJECT (NOT a Term Paper)

This is not a term paper, which can be started and completed toward the end of a course. This is an ongoing, semester-long commitment that counts for one-half of each student's grade.

1. Select a Topic That Has Social and/or Political Transcendence.

Browse papers nationwide through Lexus/Nexus to estimate whether the topic merited at least 20 newspaper articles in major media markets. Topics are chosen in first two weeks. Examples of topics can be found on my website: <http://www.tcnj.edu/~pollock>.

2. Early Start

It is extremely important to start the literature search immediately in order to complete the **Prospectus** approximately one month after class begins. Assignments for oral reports will be made within the last five weeks.

3. Complete All Parts of Prospectus on Time: BY MARCH 9

Make sure you complete every section of the prospectus on time, including:

- a. Statement of the problem.
- b. Literature review going beyond a summary to *tell a story*, integrating article findings into a flowing narrative.
- c. Clear list of multiple hypotheses, together with justifications for each that are both reasonable and *based on literature*.
- d. Complete methodology section, paraphrasing previous research if appropriate.
- e. Assemble complete, fastidious reference section, according to APA style.

4. Each person completes at least one paper's data collection, coding and analysis within one week after handing in prospectus:

Please regard the preceding steps and deadlines as critical for the successful completion of the semester's most important activity: the ongoing research project that counts half of your grade.

Go to library's database room, collect all printout to be sampled from one newspaper,

keeping all coding (on Word or Excel files) and SPSS datafiles for coding.:

- a) code the paper for attention and direction scores, then calculate a Media Vector;
- b) calculate an intercoder reliability coefficient using all articles.

4. Enter and/or Analyze data three different ways:

a) by calculating Media Vectors for each newspaper and then calculating a *Pearson correlation* comparing those vector scores with the demographic data for at least one city characteristic; and

b) by entering data on the SPSS data analysis program, then calculating Pearson interval level correlations for *city-level data*; and

c) by entering data on SPSS for all the attention score characteristics *for each article* for each city newspaper, plus city characteristics, plus Media Vectors.

5 Finish all Data Collection and Coding and Calculations of Media Vectors for paper by April 13, including:

Collection of data on city characteristics and statistical calculations of correlaton-order coefficients. Remember, count on the database experience in the library -- accessing newspapers -- to take longer than you think it will. Each two person team is responsible for 15 newspapers; for three person teams, 21 newspapers (about 15-20 articles for each newspaper); for four-person teams, 28 newspapers. Each person is typically responsible for coding 7 newspapers.

5. **Oral Reports** are due in April.

6. **Abstract/Summary** included in final report; abstracts will be presented orally at penultimate or last class.

7. **Final Analysis and Writeup**, based on recommendations made during oral reports, is (are) due on **May 4**. Included:

- o TWO hard copies of final paper; and CD-Rom/flashdrive versions of:
- o ONE Word file with final paper; TWO SPSS dataFILES: a) one showing city characteristics and Media Vectors for each newspaper studied; b) another showing article levels characterstics and Media Vectors.
- o ONE Word file with all newspaper articles collected and/or an Excel file with coded articles..

DEADLINES AND TIMEFRAMES FOR EACH STEP

<u>Assignment</u>	<u>Due</u>
Select topics and groups	Jan. 29
Hand in Introduction (include initial reference section)	Feb. 2
Hand in Literature Review (continue updating reference section)	Feb. 12
Hand in Hypothesis section (continue updating reference section)	Feb. 19

Hand in Methodology section (continue updating reference section)	Feb. 26
Hand in complete prospectus	Mar. 9
Finish all Data Collection and Coding and Calculations of Media Vectors for paper	April 16
After oral presentations in April: Each project team is expected to deliver to the instructor, <u>by the next class period</u> , a draft containing: a) revised methodology; b) results description with tables; c) discussion of results; d) conclusion; and e) revised "reference" section.	Ongoing
Hand in final paper	May 4

SAMPLE TOPICS FOR COMMUNICATION RESEARCH METHODS

SPRING, 2015

Recent or Current Topics: Newspaper Coverage of:

Urban marginal population segments ("homeless people") in different cities

Rape and Rape Culture in Colleges and Universities

Rape and Rape Culture in the Military

Regulating Environmental Tobacco Smoke (ETS)

Prescription Drugs for Seniors

Medicating Children

Accelerated Adolescence for Children/Girls

Obesity (especially among children)

Islam post-9/11 (already studied for first year: 9/11/01 - 9/11/02; studies needed both prior to 9/11 and after first year -- after 9/11/02)

Alternative Energy Sources

Universal Health Care (or extending health care to everyone)

Plan B (emergency contraception or the “morning-after” pill)

Immigration reform (more restrictive or less restrictive, general or Islamic)

Detainee Rights since 9/11 (or since the first announcement of abuses at Abu Gharib)

Same sex marriage, especially since New York state legalization in summer, 2011

Trying juveniles as adults

Gun control/gun safety since Aurora, Colorado, or Newtown, Connecticut (or some other massacre of innocents), shootings

Abortion (especially in the third trimester)

Global warming/Climate Change

Oil drilling in the Arctic

Genetically- modified Food (a major issue elsewhere in the world)

Fossil fuels vs. non-fossil fuels

Homeland Security

Embryonic Stem Cell Research

Ethnic/Racial Profiling

Warrantless Wiretapping

Police Treatment of Minorities

Minimum Wage

Keystone Pipeline

Mental health responsibility: How much government, how much “society”?

Post-traumatic stress

Pediatric Immunization

ECO 320 SYLLABUS**2015 SPRING**

COURSE TITLE & NUMBER: Health Economics: ECO 320

TIME: Monday & Thursday 3:30-5:20pm

CLASSROOM LOCATION: Business Building, Room 204

PROFESSOR: Donka Mirtcheva Brodersen, PhD

EMAIL ADDRESS: mirtchev@tcnj.edu

OFFICE ADDRESS: Business Building, Room 110

OFFICE PHONE: (609) 771-2260

OFFICE HOURS: Monday and Thursday 2-3:20pm, or by appointment

COURSE DESCRIPTION

ECO 320: Health Economics provides an examination of the health care system in the U.S. with particular emphasis on understanding the economic forces acting upon health care markets. Economic reasoning and tools of microeconomics are applied to the study of health and medical care and implications for individual health behavior and public health policies are examined. Topics include overview of the U.S. health care system, demand for health and medical services, health insurance, organization of health care providers, government's role, international health care system comparison, and pharmaceutical industry. A research paper is required.

Consistent with the TCNJ course structure of 4-credit units this course includes the "4th hour" of student engagement in the following manner: primarily in class lecture, discussion, and/or exercises; group project, including group meetings and research conducted in consultation with the professor; and research project involving independent student work.

1 course unit, 4 credit hours. *Prerequisite*: ECO 101. Or permission of instructor.

COURSE MATERIALS

Textbook: Santerre, Rexford E., and Stephen P. Neun. (2013). *Health Economics: Theories, Insights, and Industry Studies*. 6th ed. Chicago: Thomson South-Western. ISBN: 1-111-82274-3.

Assigned readings from current academic journals and the popular press are listed in the outline section of this syllabus. Additional readings may also be assigned in the course of the semester.

COURSE PURPOSE & LEARNING GOALS

Course Purpose. The main purpose of the course is to provide students with an understanding of the economic forces, acting upon health care markets. In particular, the course covers a variety of topics starting with an overview and review of the health economy in the US and the tools and concepts that

economists employ in analyzing the health care sector. This discussion is followed by an in-depth examination of the demand for health and medical services, the production of medical care, and insurance and the organization of health providers. We will then study the behavior of health care providers, incorporating an extensive analysis of physician and hospital markets. An examination will follow of the role of the government in health care markets and in promoting healthy behavior, addressing the concerns of equity and access to health care, as well as comparing the US health care system to health care systems in other nations. Finally, we will close with an analysis of the pharmaceutical industry.

Learning goals. You are to (1) understand the forces of investing in one's own health and the market processes in the organization of the health care industry, (2) develop the economic way of thinking to analyze the impact of health market imperfections, individuals, health care providers, health insurance companies, and government policies on incentives to invest in one's health and operate smoothly the health care market, (3) apply core economic theory & reasoning to topics of practical interest regarding the behavior of individuals, households, firms, the government, and if applicable, other social groups. By the end of the semester, you are expected to improve your:

- ✓ Critical thinking skills – develop the economic way of thinking as it applies to problems in the area of health behavior and health care markets and to relevant public policies
- ✓ Problem-solving and quantitative reasoning skills – use available statistics to evaluate an economic argument
- ✓ Communication skills – communicate effectively in written, spoken, and graphical form about specific economic issues, make oral presentations
- ✓ Lifelong skills – better understand and evaluate economic events, demonstrate effective teamwork and leadership, be sensitive to ethical challenges and issues of social responsibility.

COURSE REQUIREMENTS AND GRADING

Your course grade will be based on your performance in the following course requirements:

Final Exam (cumulative)	25%
Midterm Exam	20%
Research Paper	15%
Homework Assignments (2)	10%
Group Project/Presentation	10%
Class participation	10%
Opinion pieces (1+2)	9%
TBD	1%

TOTAL 100%

Final grades will be assigned according to the following scale:

92-100 %	A
90-91 %	A-
87-89 %	B+
82-86 %	B
80-81 %	B-
77-79 %	C+
72-76 %	C
70-71 %	C-
67-69 %	D+
62-66 %	D
0-61 %	F

Grades might be modified to fit a curve, if appropriate.

The Midterm, Final (cumulative), paper, and two problem sets are scheduled as indicated in the tentative timetable at the end of this syllabus. In general, **late assignments will not be accepted and a grade of zero will be assigned**, unless you speak to me beforehand, ask very nicely, and have an acceptable excuse. The Professor may require documentation to substantiate the reason for the absence.

GROUP PROJECTS & PRESENTATIONS

You will participate in a more formal presentation, approximately 20 minutes long, in the second half of the semester, where you will be assigned in a group of about 3 students to prepare and give an in-class presentation on a certain topic. Preparation will involve meeting at least twice in a small group setting. In order to receive Professor's feedback, the group should email the Professor their presentation slideshow two days before their class presentation date. Else, the group ought to email the Professor their powerpoint slideshow the day before the in-class presentation. The whole group receives the same grade on the presentation. In addition, each member of the group should turn in a 1-page double-spaced reflection report explaining his/her contribution to the project, what went well, and what could be improved in the group interaction if the project were done over again.

OPINION PIECES

There will be two 2-page (double-spaced, Times New Roman, font size 12) opinion pieces. The opinion pieces are where you can present your opinion on topics or questions raised in the readings, lectures, or other relevant material. The idea is that you learn new concepts by using them. Even though the opinion papers are informal, they must be done in a professional manner. Opinion pieces that are late or do not bring in course concepts will get less than full credit. Good opinion pieces can discuss: a personal experience that relates to an idea, your thoughts about an idea in the readings or lectures that seems particularly interesting and insightful, or a comparison of the ideas from two readings.

RESEARCH PAPER

You may choose to write about an issue in health economics that interests you. This is your opportunity to investigate an issue in health economics not covered in class or to extend a topic that was. The issue should be narrow enough, so that you can cover it extensively in a paper of approximately 8 pages (not including cover page, abstract, tables, and references; double spaced, Times New Roman, font size 12, 1" margins). Please double check your paper topic with the Professor before doing in-depth research to make sure the issue is appropriate for the course and focused enough. The intent of the paper is to encourage you to apply economic analysis to a real health behavior or health care market problem or question. The paper should contain an abstract (at most 200 words), a description of the issue, background/literature review, an economic analysis of the problem such as applicable economic theory we learned in class, some basic facts and statistics that add to the discussion, conclusion, and references. The conclusion ought to sum up the paper's findings and draw conclusions about policy recommendations or insights into potential solutions to the economic problem or issue at hand. The paper should reference a total of at least 5 sources from academic journals (3 or more sources), newspapers, magazines, or reliable web sources.

Your final paper should be formatted like an article in an economics journal. To see examples, look at a copy of the *American Economic Review* or *Journal of Economic Literature*. This will be easy for you to do mechanically. It will involve writing a brief abstract and compartmentalizing your paper by putting in section headings, subheadings, etc., a la your outline. This requirement is designed to give you an opportunity to revisit how your paper is structured and to make sure that it is organized in the clearest and most logical way.

The research paper is a semester-long assignment that will proceed in three stages: 1. Paper proposal: describe the topic and potential research question of interest in a couple of paragraphs (1/2-1 page); 2. Paper outline and bibliography: detailed outline (2-3 pages) followed by a bibliography consisting of at least 5 references; and 3. Final paper (7-8 pages). The following deadlines apply for the paper:

Paper proposal (1%)	Thursday, February 26
Detailed paper outline + bibliography (2%)	Thursday, April 2
Final paper (12%)	Thursday, April 27

The paper also presents an opportunity to work on your writing skills. Writing clearly about complex issues is an important skill. In grading your paper, I will pay close attention to the clarity of your writing. The quality of your writing will determine a significant portion of your grade. Be sure that your sentences are coherent and that each paragraph follows from the previous paragraph. A good way to avoid a poorly written paper

is to take a look at a manual of style. I recommend *The Elements of Style* by William Strunk and E. B. White or *The Elements of Business Writing* by Gary Blake and Robert W. Bly, or *Economical Writing* by Deirdre N. McCloskey. Do not claim anyone else's writing or ideas as your own. Document your sources. Plagiarism will not be tolerated.

Paper Format

The paper **could** include the following sections:

Introduction: State the problem and why it is socially important. Here you may want to cite some statistics or refer to public opinion to establish the significance of the issue. For example, you may want to note the social cost of the problem, or the number of people affected by the problem, or the symbolic (political or social) importance of the problem. (1/2 – 1 page)

Background: Describe past, current and proposed public policies to address issue (there may only be proposed if it is a new area of government intervention, or you may propose a policy). Discuss the stated or intended goals of these policies and describe the program details. (3 pages)

Economic Theory/Analysis: Review the relevant economic theory that relates to the behaviors or outcomes being studied. For example, if you were analyzing the effect of tax credits on health insurance, you would review the theory of the demand for health insurance. Use the theory to analyze the likelihood that the policy will achieve its intended goals and to discuss whether there will be any unintended effects. Also use the theory to propose alternative policies. This section is the main part of the paper. (3 pages)

Conclusion: Summarize your analytical findings as to the likely success of the policy and whether alternative policies would be preferred. Draw conclusions about policy prescriptions or insights into potential sources of an economic problem or issue. Discuss the political support for the policy with reference to the "winners" and "losers" that the policy creates. (1 page)

A Sample of Research Paper Topics (NOT Paper Titles):

- Factors Contributing to Rising Health Care Expenditures
- Do Laws of Supply and Demand Guide the Health Care Industry
- Racial Disparities and Efficiency (Outcomes) of Health Services
- Economics of Complementary and Alternative Medicine
- Economic Effects of Changes in Technology
- Insurance and the Organization of Health Care Providers
- Moral Hazard and Adverse Selection
- Medical Malpractice Insurance
- Alternative/Complementary Medicine Insurance Coverage
- Medical Savings Accounts
- Economic Analysis of Access to Health Care
- Economic Analysis and Public Policy for the Uninsured
- Economic Analysis of the Demand for Medical Services and Socioeconomic Status
- Economic Barriers to Health Services for Socioeconomically Disadvantaged Populations
- Medical Staffing Shortages – Physicians, Nurses, Other Medical Personnel
- Medical Malpractice Premiums and Reforms
- Nursing Shortage: A Growing Health Care Crisis
- Economics of For-Profit vs. Not-For-Profit Health Care Organizations
- Economic Effects of Hospital Privatization
- Economics of Home Health Care Services, Long-term Care
- End of Life Care, Euthanasia
- Economic Effects of Changes in Mental Health Delivery
- Role of Government in Health Markets
- Economic Aspects of Status and Development of National Health Care Standards
- Comparison of the Health Care Systems in the U.S. and Other Countries
- Economic Effects of Medicare and Medicaid Managed Care
- Pharmaceutical Industry and online drug purchase
- Reform in Health Care Markets
- Economic Analysis of Prescription Drug Programs in Medicare
- Economic Analysis of Homeopathy/Alternative Treatments
- Economics of the Pharmaceutical Distribution Industry
- Economic Effects of Substance Abuse
- Medical Marijuana
- Economic Effects of Obesity
- The Economics of Fast Food and Health in the U.S.
- The Effectiveness of HIV/AIDS Relief in Southern Africa
- Economic Impact of Information Technology on Health Care Delivery
- Stem Cell Research, Cloning, Organ Transplants
- The Economics of Religion and Health

- Economic Impact of Treatment for Infertility
- Should the Government Provide Health Insurance?

SELECT TCNJ POLICIES

Students are responsible to be aware of the following policies:

Academic Integrity:

Students are responsible to know the Academic Integrity policy. Students may only represent work that is their own. Cheating on tests, failing to cite sources, or submitting someone else's work are just a few examples that may result in failing the entire course or dismissal from the college. TCNJ's academic integrity policy is available on the web: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642>

Absence and Attendance Policy:

Except in the case of a TCNJ authorized absence or documented personal emergency, faculty are encouraged NOT to make individual exceptions to course assignment due dates and exams. Our work is no less coordinated or time-sensitive than many tasks encountered in the workplace and meeting deadlines and obligations is simply one more step in preparation for a business career. TCNJ's Attendance Policy: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=9134>

School of Business Writing Policy:

Because writing is a fundamental business skill, your grade for each assignment will reflect, among other things, your ability to write, even for assignments with minimum writing. Feedback on your writing will be provided as deemed necessary and, if your writing needs improvement, you should seek help from the Writing Center at (<http://tutoringcenter.pages.tcnj.edu/humanities/writers-place/>), from someone who writes well, or some other writing source. The responsibility to write well is yours. My responsibility is to hold you accountable for how well you write. Poor writing will be reflected in your final grade.

Final Exam Policy:

Students are responsible for being present for all exams as scheduled by the college. TCNJ's final examination policy is available on the web: <http://recreg.pages.tcnj.edu/269-2/>

Code of Conduct:

Students are responsible for awareness of the Code of Conduct, online at: <http://business.tcnj.edu/our-philosophy/code-of-conduct/>

Americans with Disabilities Act (ADA) Policy

TCNJ is committed to ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The College prohibits discrimination against any student, employee, or applicant on the basis of physical or mental disability, or perceived disability. The College will provide reasonable and appropriate accommodations to enable employees and students to participate in the life of the campus community. Individuals with disabilities are responsible for reporting and supplying documentation verifying their disability. Requests for accommodations must be initiated through the Office of Differing Abilities Services, Eickhoff Hall 159, 609.771.2571.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web: <http://affirm.pages.tcnj.edu/policies/theadapolicy/>

Tentative Course Outline

The schedule of course assignments below is provided as a general guide. Assignments and deadlines might be modified as the course work proceeds, depending on the students' progress. Additional readings will be posted on CANVAS or distributed by email. Announcements will be sent by email through the CANVAS system. Please check your email regularly.

WEEK OF	TOPIC/READINGS
1: Jan 26	<p>INTRODUCTION TO HEALTH ECONOMICS</p> <p>Introduction, Chapter 1; Chapter 1 Appendix</p> <p>Centers for Medicare and Medicaid Services. "National Health Expenditure Projections 2013–2023." http://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/NationalHealthExpendData/Downloads/Proj2013.pdf</p> <p>Congressional Budget Office. "The 2014 Long-Term Budget Outlook." https://www.cbo.gov/publication/45471</p> <p>Noah, Timothy. (2010). "Bernie Madoff, M.D. Is the recession good for your health?" <i>Slate</i>. posted on January 7, 2010. http://www.slate.com/id/2240841/</p>
2: Feb 2	<p>HEALTH CARE SYSTEMS – OVERVIEW</p> <p>Health Care Systems and Institutions, Chapter 4; Obamacare</p> <p>Kaiser Family Foundation. "Kaiser Health Tracking Polls." http://kff.org/tag/tracking-poll</p> <p>Health Policies and Data. OECD Health Statistics. http://www.oecd-ilibrary.org/social-issues-migration-health/data/oecd-health-statistics/oecd-health-data-health-status_data-00540-en</p> <p>Gawande, Atul. (2009). "The Cost Conundrum—What a Texas town can teach us about health care." <i>The New Yorker</i>. http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande?currentPage=all</p> <p>Kaiser Family Foundation. "A Guide to the Supreme Court's Affordable Care Act Decision." http://www.kff.org/healthreform/8332.cfm</p> <p>OPINION PIECE #0 – due Thursday, February 5</p>

WEEK OF	TOPIC/READINGS
3: Feb 9	<p>REVIEW OF MICROECONOMIC TOOLS; DEMAND FOR HEALTH</p> <p>Health and Medical Care: An Economic Perspective, Chapter 2; Chapter 2 Appendix</p> <p>Wagstaff, Adam. (1986). "The Demand for Health: Theory and Applications." <i>Journal of Epidemiology and Community Health</i>. 40:1-11.</p>
4: Feb 16	<p>DEMAND FOR HEALTH (cont'd); RELIGION AND HEALTH</p> <p>Chapter 2 Appendix</p> <p>Grossman, Michael. (1972). "On the Concept of Health Capital and the Demand for Health." <i>Journal of Political Economy</i>. 80(2):223-255.</p> <p>OPINION PIECE #1 (WEEKS 1-3) – due Monday, February 16</p>
5: Feb 23	<p>DEMAND FOR MEDICAL CARE; MORAL HAZARD AND ADVERSE SELECTION</p> <p>The Demand for Medical Care, Chapter 5</p> <p>Arrow, Kenneth. (1963). "Uncertainty and the Welfare Economics of Medical Care." <i>American Economic Review</i>. 53(5):941-973.</p> <p>Pauly, M. (1968). "The Economics of Moral Hazard: Comment." <i>American Economic Review</i>. 58(3):531-37.</p> <p>PAPER PROPOSAL – due Thursday, February 26</p>
6: Mar 2	<p>SUPPLY OF HEALTH INSURANCE, TRADITIONAL AND MANAGED CARE</p> <p>The Demand for Medical Insurance: Traditional and Managed Care Coverage, Chapter 6</p> <p>The Private Health Insurance Industry, Chapter 11</p> <p>OPINION PIECE #2 (WEEKS 4-6) – due Thursday, March 5</p>

WEEK OF	TOPIC/READINGS
7: Mar 9	<p>PRODUCTION OF MEDICAL CARE</p> <p>Medical Care Production and Costs, Chapter 7</p> <p>Fuchs, V. R. (2013). "The Gross Domestic Product and Health Care Spending," <i>New England Journal of Medicine</i>. 369(2): 107-109. http://www.nejm.org/doi/pdf/10.1056/NEJMp1305298</p> <p>PROBLEM SET #1 – due Thursday, March 12</p>
8: Mar 16-20	<p>SPRING BREAK</p>
9: Mar 23	<p>REVIEW PROBLEM SET #1, CATCH UP & REVIEW FOR MIDTERM EXAM</p> <p>MIDTERM EXAM – Thursday, March 26</p>
10:Mar 30	<p>HEALTH INSURANCE AND THE LABOR MARKET</p> <p>REVIEW MIDTERM</p> <p>The Kaiser Family Foundation and Health Research and Educational Trust. <i>2014 Employer Health Benefits Survey: Summary of Findings</i>. http://files.kff.org/attachment/ehbs-2014-abstract-summary-of-findings</p> <p>DETAILED PAPER OUTLINE – due Thursday, April 2</p>

WEEK OF	TOPIC/READINGS
11: Apr 6	<p>PUBLIC HEALTH INSURANCE PROGRAMS</p> <p>Government, Health, and Medical Care, Chapter 9</p> <p>Government as Health Insurer, Chapter 10</p> <p>Cutler D, Gruber J (1996). Does public insurance crowd out private insurance? <i>Quarterly Journal of Economics</i>. 111:391-430.</p> <p>Kaiser Commission on Medicaid and the Uninsured, Medicaid: A Primer, March 2013. http://kaiserfamilyfoundation.files.wordpress.com/2010/06/7334-05.pdf</p> <p>Kaiser Family Foundation. Medicaid Moving Forward. January 2015. http://kff.org/medicaid/fact-sheet/the-medicaid-program-at-a-glance-update/</p> <p>Kaye HS, Harrington C, LaPlante MP. (2010). Long-term care: who gets it, who provides it, who pays, and how much? <i>Health Affairs</i>. 29(1): 11-21.</p> <p>Medicare. Medicare 2015 Costs at a Glance. http://www.medicare.gov/your-medicare-costs/costs-at-a-glance/costs-at-a-glance.html</p> <p>Kaiser Family Foundation. The Facts on Medicare Spending and Financing. July 2014. http://kff.org/medicare/fact-sheet/medicare-spending-and-financing-fact-sheet/</p> <p>PRESENTATION TEAM 1 – Monday, April 6</p> <p>PRESENTATION TEAM 2 – Thursday, April 9</p>
12:Apr 13	<p>THE MARKET FOR PHYSICIAN SERVICES</p> <p>The Physician Services Industry, Chapter 12</p> <p>PRESENTATION TEAM 3 – Monday, April 13</p> <p>PRESENTATION TEAM 4 – Thursday, April 16</p>
13:Apr 20	<p>THE MARKET FOR HOSPITAL SERVICES</p> <p>The Hospital Services Industry, Chapter 13</p> <p>PRESENTATION TEAM 5 – Monday, April 20</p> <p>PRESENTATION TEAM 6 – Thursday, April 23</p>

WEEK OF	TOPIC/READINGS
14: Apr 27	THE PHARMACEUTICAL INDUSTRY The Pharmaceutical Industry, Chapter 14 Kaiser Family Foundation. "Prescription Drug Trends." May 2010. http://kaiserfamilyfoundation.files.wordpress.com/2013/01/3057-08.pdf PRESENTATION TEAM 7 – Monday, April 27 RESEARCH PAPER – due Monday, April 27 PROBLEM SET #2 – due Thursday, April 30
15: May 4	REVIEW PROBLEM SET #2, CATCH UP & REVIEW FOR FINAL EXAM PRESENTATION TEAM 8 – Monday, May 4
16: May 12-15,18- 19	Final Exam – TBA

HES 320.01: Research Methods in Health and Exercise Science (4 credits)
The Department of Health and Exercise Science
The College of New Jersey
Spring 2015 Course Syllabus

Dr. Jill Bush, CSCS*D, FACSM wallacej@tcnj.edu Office-Packer Hall 232
Tuesdays and Fridays 9:30-10:50 am Class-256 Packer Hall
January 26- May 8, 2015 (& finals week)

TCNJ Canvas will be used for this course at <https://tcnj.instructure.com/login>

Office Hours- M 2-3 pm, T 11-12 pm. Other days by appointment. For inquiries via email sent after 4 pm Monday-Thursday, please expect a response the next school day. Inquiries via email sent after 5 pm on Friday and Saturday and Sunday, please expect a response on Monday.

Course Description

Prerequisites: HES 203, STA 115, reserved for Health and Exercise Science majors

This course examines and prepares students to understand research study design, research methodologies and techniques employed, statistical analysis, and appropriate reporting techniques in health and exercise science while examining current research in the field of health and exercise science. Students will read and interpret current research in health and exercise science, the scientific process, understanding research questions and theories, conducting thorough literature reviews, understanding research methods and measurement techniques, statistical analysis, and reporting mechanisms. In 2004, all undergraduate courses were transformed and redesigned into one (1) course unit or four (4) credits. Transformation facilitated the implementation of richer, more in-depth learning experiences. Courses meet weekly for 3 hours with a 4th hour used for additional class time, recitation, group meetings, discussions, projects, simulations, community service, conferences, exam reviews, and other collaborative projects or student engagements.

Course Materials

Required textbook: *Essentials of Research Methods in Health, PE, Exercise Science, and Recreation*.
Authors: Berg and Latin. 3rd edition. ISBN: 9780781770361

An abbreviated version of the course notes is provided on Canvas. However, you are still responsible for reviewing any materials in the textbook chapters in preparation for course tests and assignments. You will need to have internet access throughout this course not only to access course notes but research journal articles via Library site or PubMed site and other information via Canvas but to access other websites for learning and completing assignments.

Course Requirements

Students are/will:

Encouraged to attend & participate in lecture-based and data collection sessions.

Participate in an active research project guided by professors in HES.

Complete assignment on ethics in research, study design, and statistics.

Complete written activities that lead up to a poster presentation on the last day of class: designing research question, finding supporting research articles, writing introduction, designing methods for a small group research project, collecting data, analyzing data with statistics and graphing, writing results, writing discussion and conclusions, and creating poster.

Take one final essay format exam on course content.

2

Complete a TCNJ course feedback online at the end of the semester (<http://www.tcnj.edu/~aft/moa/MOA-98.pdf>).

Course Purpose and Learning Goals

Students will learn a content knowledge base in specific areas of ethics in research, study design, types of research, IRB protocol, designing a small group research project, statistical analysis, and designing and writing components for a poster presentation. Students will also be expected to take an active role in achieving a high level of content level proficiency. Students will apply and integrate the knowledge achieved in the beginning months of the course to the designing of a small group research project in the second half of the course.

Students will:

Identify the different types of research study designs and tools used for analysis.

Identify ethical principles in research.

Perform statistical analysis and graphing on a set of data they collected.

Write components of a poster with evidence supporting statements.

Utilize skills in presenting small research project in a poster to a larger audience.

Learn how to use research papers to support their arguments.

Understand the research process in action by participating in ongoing research studies by HES professors.

Active Presence in Class

Your active participation our lecture sessions as well as out-of-class activities and discussion board activities of this course, is essential to your successful learning of the techniques and skills presented. Although I cannot possibly teach you every assessment technique used in the field, I will show you how to adequately and effectively perform some the most widely utilized tools and tests along with accurate analysis of the results from the tools. However, students will have to utilize knowledge learned from other HES courses to assimilate into reports. Failure to have an active presence and participation during lecture, out-of-class, lab activities, and discussion board activities will result in missed opportunities for course points and learning. You are also expected to have appropriate behavioral interactions and language toward fellow classmates both during in-person and online communications. If you consider taping any lectures, you need to abide by TCNJ policies (<http://policies.tcnj.edu/policies/digest.php?docId=9236>).

TCNJ Services

Online Writing Lab: an online writing help system provided by Humanities & Social Sciences Tutoring Services. You can ask questions and have them answered by a certified writing tutor and gain access to some of the best writing resources available on the web. For more information, visit: <http://www.tcnj.edu/~tutoring/humanities/owl.html>

TCNJ Library: Go to <http://library.pages.tcnj.edu/> for hours of operation.

Instructional Technology Services: a multi-purpose facility designed to assist students and faculty in developing instructional media and other course-related presentational materials. ITS is located in the lower level of the library. Summer hours: Monday through Friday from 8:30am to 5:00pm.

Attendance and Participation Policy

Every student is expected to participate through regular attendance and participation during lecture and lab sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. Participation is a part of the criterion for grading and if not present then you cannot participate. Thus, an attendance sheet will be passed out during each 3 class session to verify your presence and participation in class sessions. Each class session is 5 points. Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible).

Documentation is required to substantiate the reason for an excused absence. Working with the student, I will provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons including physical disabilities with written documentation and evidence by the student. In every instance, however, the student has the responsibility to initiate arrangements for make-up work where an excused absence is applicable. For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor. Students have the responsibility of notifying me in advance of expected absences.

If you are not present to participate in class activities, then you will be marked as an unexcused absence. There will be allowed one unexcused absence of any kind without any documentation. However, if unexcused and you do not show to participate in class, then no participation points or makeup or submission of late assignments will be allowed.

In the event of a known absence in advance where assignments are due on the day of your absences then assignments must be submitted earlier.

If absent, it is the responsibility of the student to obtain missed class information. Absent students are responsible for missed work, i.e., email assignments to instructor on due date.

The following class policy will be used:

Showing up for class is not considered participation. Each student should be prepared to fully engage in classroom and out-of-class exercises. The first rule of teaching is to show up prepared. HES 320 is a course to assist you with preparations for your internship experiences and helps to prepare your professional endeavors in the HES, subsequent courses, and professional pursuits. Professional series that expects each candidate to act like a professional how up on time and ready to be engaged in class activities.

Latenesses/Missing time— arriving to class after lecture/activity has already started or leaving early. It is not appropriate to arrive late to class so as to not disturb class activities. Getting up during class or leaving class early is not appropriate except for emergencies only. Half the amount of class points (i.e., 2.5 points) will be deducted from class points for such instances and will be noted in my official gradebook.

* If you are a TCNJ student-athlete – a schedule for game and travel days must be received at the beginning of the semester or instructor must be notified before event.

* Instructor reserves the right to permit prior specified/discussed absences after determining the nature of the absence

Cell Phones/Devices and Use of Personal Computer

Cell Phones are permitted in class given that the ringer is turned **OFF or silenced**. However, text messaging during class is prohibited as it can be distracting to other students. Any student text messaging during class will be removed from class and subject to further remediation.

TEXTING during class is not acceptable unless part of class tasks. The appearance of a cell phone and/or texting in class will result in a significant deduction (-2 points) from the attendance and participation grade.

Use of any computer during class for purposes other than for viewing or taking notes will result in me prohibiting you from using your computer in the future. You are allowed to bring in your computers, laptops, and other computer devices like iPads in order to take course notes. However, it

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would not be appropriate during class to use the internet during lectures and perform other internet activities outside of the class during class time (-2 points). Parts of the lectures will be provided on CANVAS under the course name throughout the semester.

Academic Integrity Policy

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own even if working in teams or groups, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. TCNJ's academic integrity policy is available on the web:
<http://www.tcnj.edu/~academic/policy/integrity.html>.

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Disability Support Services (DSS) Office (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's The Americans with Disability Act (ADA) is available on the web: <http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>.

Grading and Evaluation

A grade of C or better (C+ or better if physical education teaching major) will be needed in this course if this is a required course in exercise science major.

Grades in the instructor's grade book are the official grades.

Questions concerning a grade received on assignments, discussion boards, or exam need to be discussed with the instructor within 48 hours of receipt of the grade either in person or on the phone during office hours.

Final grades cannot be discussed or sent via email only via Canvas or in person.

Grades or corrections to grades on assignments, discussion boards, or exam need to be discussed with the instructor outside of class time via an appointment.

Since we will be using Canvas as our online learning system to submit assignments, there will be very specific deadlines (i.e., due date and time like Feb 3 a 5pm). Thus, no late submissions will be allowed for any reason. If you know that you have a prior commitment on a due date of an assignment, work to complete and submit your assignments early (i.e., before the deadline).

Course Tasks & Assignments	Total Points to Earn
Research in Action	25 points
a. Attend study sessions-10 points	
b. Submit summary of research attended-5 points	
c. Summarize article related to study-5 points	
d. Submit Files on time -5 points	
Ethics in Research and Presentation	30 points
a. Find and approve URL Story-5 points	
b. Class Presentation-20 points-	

c. Submit file to Canvas-5 points

THE COLLEGE OF NEW JERSEY
School of Nursing, Health, and Exercise Science

Title: Nursing 328 Research for Health Related Sciences

Semester: Fall 2014

Credits: 4

Pre/Corequisites: Statistics 115

Day/Time: Monday 1:00 p.m. – 3:50 p.m* Section 01 Location: Loser 004

*Courses meet weekly for 3 hours with a 4th hour used to provide richer, more in-depth and deeply engaged learning experiences, which include additional class time, recitation, group meetings, discussions, projects, simulations, community service, conferences, and other collaborative or digital assignments or student engagements.

Faculty: Sharon K. Byrne DrNP, APN, NP-C, AOCNP, CNE

Loser Hall Room 227

Email: byrnes@tcnj.edu

Office Hours: 11:50 – 12:50 and 4:00-4:50 PM Thursday and by appointment on Wednesdays

Course Description: This course is designed to prepare the student to understand the nature and objectives of systematic inquiry by becoming familiar with the methodology and techniques of research. Emphasis will be placed on preparing students to critically analyze current research in the health-related and social sciences and to examine evidence-based practices. Students will have the opportunity to critique selected research studies. Current issues in research such as ethics and application of research findings will be discussed.

Course Objectives: Upon completion of the course, the student will be able to:

1. Identify key components of research and Evidenced Based Practice (EBP).
2. Identify how the discipline of nursing depends on traditional scientific methods of quantitative research as well as scientific methods of human science, qualitative research, to advance knowledge necessary for nursing.
3. Develop nursing research questions that could have an impact on nursing practice.

4. Demonstrate knowledge of the fundamentals of research methodology.
5. Describe the nurse's role as a consumer of research.
6. Understand evidence-based research and how to critically appraise research findings for validity and reliability for appropriate implementation into practice.
7. Describe the legal and ethical considerations of health care research, informed consent, confidentiality, and freedom from harm.

Required Textbooks:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, D.C.: American Psychological Association.

Fain, A. (2013). *Reading, Understanding, and Applying Nursing Research* (4th ed.). Philadelphia: F.A. Davis.

Peteva, R. (2011). *A cross section of nursing research: journal articles for discussion and evaluation* (5th ed.). Glendale, CA: Pyrczak Publishing.

Bring the Fain and Peteva books to class with you each week so we can refer to them as needed.

Other Readings: Students are responsible for all readings from the textbooks as well as the additional readings found on the topical outline. Any additional assigned journal articles and other readings outside of the textbook are listed on the weekly outline under the due date for the reading. In addition, readings and/or research may be assigned or suggested throughout the course. Students are responsible for locating and printing (if desired) these readings. Most readings are available either in print or electronically through the TCNJ library or through the internet. Occasionally a reading may be supplied via SOCS or email, for instance if the article is difficult to obtain. Students are expected to be prepared to engage in class discussion regarding assigned articles on the date assigned. Readings may be the focus of homework assignments, exams, quizzes or other in-class exercises as determined by the professor during the course.

Teaching/Learning Methods: A variety of teaching/learning strategies are employed. Emphasis is placed on experiential learning including homework and in-class exercises. Student participation in class discussion is a key learning strategy. Assigned readings and lectures are also offered as part of the learning experience.

Students with Disabilities: Any student who has a physical, psychological, or learning disability that requires special accommodation (i.e., additional time for exams, special seating, etc.) needs to "self-identify" and be on record with the Office of Differing Abilities Services located on campus. (609 771 2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. Students who meet the above criteria should notify the course faculty at the beginning of the course so accommodations can be made.

Faculty-Student Meetings/Conferences: I am happy to meet with you to discuss your ideas, and any concerns or questions you might have about the course material or your individual progress in the course. You are welcome to stop by during office hours or make an appointment with me for another mutually convenient time.

Course Requirements and Student Evaluation:

1. PICO Question Assignment	5%
2. Ethics Assignment	10%
3. Clinical Guideline Paper	30%
4. Journal Article Critique & Presentation	20%
5. Poster Presentation	10%
6. Final Exam	<u>25%</u>
	100%

Grading: Grading is based on the grading policy of the School of Nursing.

A	95-100	C+	78-79
A-	90-94	C	76-77
B+	87-89	C-	75
B	83-86	D+	70-74
B-	80-82	D	65-69
		F	64 and below

Procedure for course evaluation: The course is evaluated in terms of the identified course objectives. At the end of the semester students evaluate the course and faculty using the TCNJ standardized teacher/course evaluation form.

Course Policies:

Students are responsible all information presented in the syllabus and weekly outline and for adhering to all course, school, and college policies.

Students should check their email and Canvas frequently for notices from the course faculty. Students may be contacted by course faculty individually or as part of the class list serve.

The use of cell phones or text messaging, pagers, and mp3 players are not permitted in class. Laptops and other personal computing devices may be used only for taking notes. Students who are using any electronic device in the classroom for unauthorized use will be asked to leave their device with the faculty member until the end of the class period.

Attendance: The College of New Jersey requires that each course have an attendance policy. **Students are expected to attend every class.** Absence from class requires faculty notification prior to each class (email or campus voicemail). Failure to do so can result in reduction in course grade. The professor expects that students will come to class **on time**, prepared to think critically, listen attentively, speak thoughtfully to the issues addressed in class and in readings, respect the ideas of fellow students, and participate in all assigned work. It is the students responsibility to obtain missed material from a peer.

Promptness: Students are expected to be present and ready to participate in class at the scheduled start time and to remain in class until it ends. Students who arrive late to class or leave early distract their peers and jeopardize their own educational experience and that of their peers. Students are also expected to return to class promptly at the end of class break periods.

Policies Regarding Examinations and Assignments:

1. Assignments are due on the date specified in the weekly outline.
2. Course faculty may add, remove and change assigned readings as needed to meet course objectives.
3. Course faculty must approve any extensions regarding course assignments prior to the scheduled assignment due date.
4. A note from an appropriate health care or other professional must accompany requests for extensions involving illness or other emergencies
5. Five (5) points per day will be deducted from assignments that are not handed in on the due date.
6. Students must be prepared to complete all exams during the scheduled class or exam period.
7. If a student knows in advance that he/she will be absent for an exam, he/she must discuss this issue with the course faculty prior to the scheduled exam date so that other arrangements can be made.
8. In the case of illness, course faculty must be notified by office voice mail or email prior to the scheduled exam time. A note from a health care professional must be presented to course faculty by the next class meeting.
9. Make-up exams will be given at a time agreed upon by the course faculty and the student. This exam may be different from the original exam given to the class.
10. Questions regarding any grades received in this course must be raised within 10 days of receiving the grade. Once 10 days have passed, the student loses all rights to question the grade.

Academic Honesty: All students must adhere to the standards of academic integrity located in the Undergraduate Bulletin. The website for more information on this is:

<http://www.tcnj.edu/~academic/policy/integrity.html>

Student papers will be evaluated for academic honesty by at least one of the following means:

1. **Electronic plagiarism checker (via Canvas)**
2. **Faculty review. Faculty may request copies of any/all reference material to assist with this process**

Students may pre-screen their papers using the electronic plagiarism checker on Canvas. Pre-screening your papers and then rewriting any questionable areas prior to submitting your paper is a may help you to avoid inadvertent/unintentional plagiarism.

General Guidelines for Papers and Assignments:

1. Independent work is expected of each student.
2. Each page of every assignment, including the title page, should have a “running head”
3. Assignments that are not formal papers should be handed in according to the directions for that assignment (e.g. on the form provided, etc.). *These assignments may not require formal APA style, but they still require “running heads” and page numbers!*
4. Papers with gross errors in grammar, spelling, sentence structure and/or those lacking in a logic and/or coherency are not acceptable and may not receive a passing grade. *(Note: If you have difficulty with writing, get help! See the following section on **Assistance with Writing and Editing Papers.**)*
5. Paper format, citations, and references should conform to the guidelines specified in the Publication Manual of the American Psychological Association. (6th ed.).
6. All papers must be typed, double spaced, with 1” margins on all sides.
7. In accordance with APA style guidelines (2010), papers should be typed using the typeface, **Times New Roman and font size 12.**
8. Use only standard medical abbreviations in papers and presentations. Standard medical abbreviations are found in the appendices of any Taber’s Medical dictionary. If you use medical abbreviations, please document the source in your reference list.

9. Papers should reflect your own ideas and should be based on information gained from reading multiple scholarly sources. In all cases, sources must be appropriately cited. **(When in doubt – cite the source!)**

10. It is preferable not to use word for word quotations. If used, these are to be kept to a minimum and used only when absolutely necessary to convey an idea that is unique, or uniquely stated or is extremely controversial.

11. Submission of Papers: All papers must be submitted as follows unless you are given instructions to do otherwise.
 - a. **Two copies of all papers must be submitted: 1) A paper [hard] copy to be handed in to instructor by the end of class on the due date and 2) a copy to be placed in Canvas via email by the end of class on the due date. Papers submitted must be in Microsoft WORD format** and in a single electronic file rather than in multiple separate files unless otherwise noted on the assignment.
 - b. Put all sections of each paper together in a single electronic file prior to submitting to Canvas.
 - c. Papers submitted in paper [hard copy] form must be stapled securely in the upper left hand corner. If the paper is too thick to staple, it may be submitted fastened in a paper report cover (Plastic report covers and binders are not acceptable). Points will be deducted from any paper that is handed in clipped together with paper clips or binder clips, any paper that is loose in a folder or that is in a plastic report cover. *Note: Most offices at TCNJ close at 4:30 p.m. and some close for lunchtime. If you wait to print out your paper on campus right before class you will need to bring a stapler with you!*

 - d. All parts of all papers must be submitted in both paper and electronic format.

It is suggested that you give yourself enough time to do multiple drafts of major papers. Re-reading a draft a day or two after you have written it is an effective way to locate errors in grammar and syntax. Reading your own papers out loud, or listening to someone else read your paper out loud is also a good way to do this. If it doesn't sound right, it probably isn't written correctly!

Assistance with Writing and Editing Papers: Students are referred to:

1. TCNJ's Humanities and Social Sciences Tutoring Service for assistance. The tutoring service is located in Roscoe West Hall Suite 101. Information can also be accessed by phone at 609 771 2985 or via the internet at <http://www.tcnj.edu/%7Etutoring/humanities/index.html>.
2. The TCNJ library. It is strongly suggested that you spend some time in the library exploring the resources there. Librarians are available to help you utilize the library's resources. The library website and electronic resources can be accessed from the TCNJ home page www.tcnj.edu
3. Other college websites that you may find helpful:
 - a. The OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/09/>

- b. The Writer's Handbook. The Writing Center, University of Wisconsin.
<http://writing.wisc.edu/Handbook/>
- c. The Writing Center at University of North Carolina at Chapel Hill.
<http://www.unc.edu/depts/wcweb/handouts/index.html>

Assignments/Exam:

PICO Question Assignment – 5% of course grade

Learning Goal:

1. To demonstrate the ability to articulate a clinical problem statement.
2. To demonstrate the ability to write a PICO question appropriate for guiding a comprehensive literature review on your chosen clinical problem.

Instructions:

1. Write a 1 page statement that describes a clinical nursing care topic that you are interested in investigating. For this assignment the clinical problem should be related to a nursing care issue involving a single patient or a group of patients. Describe the population that this topic is relevant to (for example: community-residing elderly, hospitalized patient with heart failure, low socioeconomic status children). Once you have described the clinical problem as clearly as you can and then briefly describe why you are interested in this problem. Ideas for your stated clinical problem may come from a question that arose during your past clinical experiences or from your reading – or just from your curious mind. *Note: If you wish you may use this topic for your Clinical Guideline Paper, but you are not obligated to do so!*
2. In order to conduct a literature search on this topic, you must create a PICO question. On page 2, list the key parts of your clinical question: 1. Population of Interest, 2. Intervention of Interest, 3. Comparison of Interest, 4. Outcome of Interest. Next, use these terms and construct a PICO question related to your stated topic of interest

The paper should follow all guidelines listed under General Guidelines for Papers and Assignments section of the syllabus. This paper should not exceed 2 typed double-spaced pages. Note: References are not required for this paper but may be included.

The PICO Question assignment will be graded as follows:

Criteria	Possible Points	Points Awarded
1. Problem statement is clear and comprehensive	2	

2. Elements of the PICO question are correctly identified	1	
3. The PICO question includes all the elements and is correctly stated	1	
4. Format: Writing, grammar, punctuation, spelling, APA style etc.	1	
Total	5	

Ethics Assignment – 10% of course grade

Learning Goals:

1. Articulate an understanding of events in the history of biomedical research in the US and internationally which led to development of ethical principles and standards for research.
2. Apply the principles and standards of research ethics to the research process, for example relative to subject recruitment and ethical treatment of persons who volunteer as research subjects.
3. Describe subjects who require specific considerations as research subjects because they are considered to be in vulnerable to exploitation by unethical scientists.

For this assignment you will complete the research ethics training course offered by the National Institutes of Health. This course will take about 3 hours and includes reading material on the internet and taking quizzes. The course is free and located at: <http://phrp.nihtraining.com/index.php>

At the end of the course you will be issued a certificate of completion. Save the certificate to your computer or jump drive. Bring a copy of that certificate to class on the day the assignment is due.

The Ethics assignment will be graded as follows:

Criteria	Possible Points	Points Awarded
Certificate of completion submitted in class on the date due *Certificate submitted after due date will have 5 points deducted	10	
Total	10	

Clinical Guideline Assignment – 30% of course grade

Learning Goals: The student will demonstrate the ability to:

1. Analyze and describe a clinical practice problem and its implications for the nurse, patients and the general population based on information found through literature search and review of the literature.
2. Conduct an internet search to locate and download a nursing clinical practice guideline that addresses the clinical practice problem.
3. Summarize the practice recommendations proposed by the guideline
4. Assess guideline quality and completeness using a standardized assessment tool and summarize that assessment.
5. Discuss the nursing practice implications of the guideline recommendations

Instructions:

Use the internet to locate a clinical practice guideline on a professional topic of interest to you.

(This may be the same or a different topic than your PICO question assignment). Conduct a search for literature that describes the clinical topic addressed by the guideline. Journal articles from refereed journals and other recent printed materials may be used. Authoritative internet sites may be used as well (examples: internet sites of professional or government organizations. Stay away from commercial sites!). *“Recent” means within the past 5 years.*

Your topic and guideline must be approved by the professor teaching the class at by week 5 of the semester. See topical outline for exact date. The guideline topic, full citation, and URL must be provided in paper copy, in class at the time of approval. If the guideline cannot be accessed by easily and quickly through the internet, please provide either the full guideline or the citation and abstract or executive summary.

Paper format: **This is a formal research paper. All sections require support from the literature which should be referenced in APA format.**

Abstract: Begin the paper with a 100 – 150 word summary of the contents of the paper. The abstract, should be written after you finish the paper, although it is placed at the front of the paper as per APA style.

Section 1 of paper: Describe the clinical problem, its implications for nurses, patients, and the population/country. This section of the paper should be approximately 3 to 4 pages.

Section 2 of paper: Discuss the major clinical recommendations of the guideline and describe how each recommendation would serve to improve patient outcomes. If your guideline has many recommendations, choose 4-5 that apply most directly to nursing care. This section of the paper should be approximately 4 to 5 pages.

Section 3 of paper: Evaluate the guideline you choose using the AGREE II Instrument. You can type your answers directly onto this form by saving the pdf and then typing on it or converting it into a Microsoft word document. Where the form asks you to choose a numerical rating, either highlight the number

with the highlighter tool or place an X in the box of your choice. **Use the “comment” boxes to describe and explain the findings that led to your rating.** Keep these comments concise and to the point. A few sentences to a short paragraph should be adequate. You will include this form as an attachment to your paper. Section 3 of the paper is a summary of your evaluation of the clinical guideline. This summary should be ≤ 4 pages and should highlight the strengths and weaknesses of the guideline, rather than describing the guideline in its entirety.

Section 4 of paper: Discuss how implementation of the guideline recommendations in a clinical setting might be expected to impact nursing care and patient outcomes. Give recommendations for how the guideline might be used to change care. Your recommendations should take into consideration the type of nursing care setting that the guideline recommendation most clearly addresses, for example, an inpatient unit, a community health nursing agency, a clinic. This section should be approximately 2-4 pages.

The paper should follow all guidelines listed under General Guidelines for Papers and Assignments section of the syllabus. This paper should not exceed 15 typed double-spaced pages exclusive of the cover page, abstract, reference list and AGREE Instrument attachment.

The Clinical Guideline assignment will be graded as follows:

Criteria	Possible Points	Points Awarded
Abstract is clear, complete and concise	5	
Description of the clinical problem is clear and comprehensive. Implications of the problem for nurses, patients and the population/country are accurately and thoroughly described and discussed Section 1	20	
The guideline recommendations are accurately described and discussed. Section 2	15	
AGREE Instrument demonstrates understanding of the guideline and of the guideline review process. Section 3	15	
Guideline evaluation summary focuses on	15	

critique and is accurate and comprehensive as well as concise and well written. Section 3		
Nursing implications of the guideline are thoughtful, clear, relevant and demonstrate understanding of how the guideline recommendations might affect nursing care outcomes Section 4	20	
5. Format: Writing, grammar, punctuation, spelling, APA style etc.	10	
Total	100	

Journal Article Critique and Discussion – 20% of course grade

Learning goals:

1. Demonstrate the ability to locate and describe the important sections parts of a published research paper.
2. Critically analyze the scientific methods used and discuss the strengths and weaknesses of all aspects of the study.
3. Discuss how the study findings might apply to nursing or other health care practice.
4. Demonstrate understanding of research article by presenting key points in Journal Club format to peers.

Instructions:

Choose a journal article describing a quantitative or qualitative nursing research study. **Your article should be approved by course faculty at least 1 week prior to assignment due date.** Choose the appropriate Rapid Critical Analysis Tool (RCAT) to assist in critiquing the article as well. Read the article thoroughly as many times as it takes you to understand the methods and the results.

1. Complete the RCAT for the study using your own words to answer the questions.
2. After you complete the RCAT write an analysis of the study which describes and most importantly critically analyzes the strengths and weaknesses of the study design and methods. You do not have to discuss every aspect of the paper but should briefly summarize the paper's content and then highlight the study's strengths and weaknesses. You may use your textbook or other research and statistics book as references for this part of the paper.
3. Conclude the paper by discussing the level of importance and utility for practice of the findings.

The RCAT will be several pages long when you have completed it. The rest of the paper should be no more than 5 pages exclusive of the RCAT, and reference list. No abstract is required for this paper. The paper should be organized with the RCAT first and followed by your analysis.

The Journal Article Critique & Discussion assignment will be graded as follows:

Criteria	Possible Points	Points Awarded
RCAT is accurate, complete and shows evidence of understanding of the study and of the process of critical analysis	20	
Study analysis shows ability to succinctly describe the study.	20	
Study analysis shows ability to understand and describe the strengths and weaknesses of a research study	20	
Nursing implications of the study outcomes are thoughtful, clear, relevant and demonstrate understanding of the importance of the findings and how they contribute to the field nursing and health care	20	
5. Oral presentation of critique is clear	15	
6. Format: Writing, grammar, punctuation, spelling, APA style etc.	5	
Total	100	

Poster Presentation – 10% of course grade

Learning goals:

1. Develop a brief but comprehensive poster presentation aimed at communicating information to peers about an evidence-based nursing topic.
2. Present clinical information in an organized and attractive fashion
3. Demonstrate professional/public speaking skills

Create a poster presentation that conveys the knowledge in your Clinical Guideline Paper. Posters may include text and images as needed to convey the concepts. Text portions should be created using Microsoft PowerPoint or other poster construction template which may be found on the Internet. The poster should:

- Be large enough to hold the information you want to convey but no larger than 4 feet high X 8 feet wide.
- Be free standing (able to stand up on a table for viewing)
- Be readable from about 6 feet away
- Be visually attractive (you may include graphics)
- Present information in a logical flow from left to right and top to bottom.
- Include information pertinent to all aspects of your Clinical Guideline Paper including:
 - Title of your paper/poster
 - Author name and credentials (this is you!)
 - Background (problem, effect on population, effect on practice, etc)
 - Guideline title, authors, and sponsoring agency (If there are many authors you may put the first author and “et al.”)
 - Brief synopsis of your assessment of the quality and comprehensiveness of your clinical guideline
 - Major recommendations of the guideline
 - Nursing implications
- An abstract describing your proposal on a separate handout (1 page or less)
- A reference (1 page or less)
 - The abstract & reference list should be placed on the table in front of your presentation
- In addition to creating the poster, students will be asked to give a 5 minute oral presentation on the contents of their guideline paper, using their poster as illustration. Two minutes will be left for a question or two from the class and faculty.

One week prior to your scheduled poster presentation:

1. *Submit a electronic copy of your Poster or PowerPoint slides, reference list and abstract to course faculty (for grading purposes)*
2. *Email your abstract and reference list to your classmates for their review prior to class. This will allow your peers to be ready with questions for you! They will also fill out a brief evaluation of*

The Poster Presentation will be evaluated for content and style as follows:

Criteria	Possible Points	Points Awarded
Poster style (Overall attractiveness-colors, balance, illustrations)	10	
Layout (Clarity, position and spacing of content, readability)	10	
Accuracy and organization of content (i.e. does the poster convey all the important and necessary information about your project?)	30	
Oral presentation of project (Is it clear and	20	

comprehensive while remaining brief?)		
Abstract list & reference list are clear, and accurate	15	
Materials in Canvas on time and complete	5	
Format: Writing, grammar, punctuation, spelling, APA style etc.	10	
Total	100	

Final Examination- 25% of course grade

Learning goal:

1. To objectively evaluate the retention and understanding of content presented throughout the semester related to the course objectives.

The examination will be 50 to 75 multiple choice, true/false, or matching questions and will be administered as schedule by the Registrar's Office during final examination week.

CHANGES TO SYLLABUS:

The student acknowledges receipt of this syllabus and the information herein by continuing to attend this course. The course faculty reserves the right to make changes to this syllabus if circumstances warrant such change. All changes will be announced and posted on Canvas.

Study Design Articles

25 points

- a. Articles-5 points
- b. Synopsis of study design-15 points

SOC 302: Quantitative Research Methods

Spring 2015

Tuesdays and Fridays, 9:30-10:50, 11-12:20 (Social Sciences Building 226 & computer lab)

Professor: J. Lynn Gazley

Instructional Intern: Jason Hammer

Social Science Building 338

E-mail: hammerj3@tcnj.edu

Office phone: 771-2930

Office hours: *TBA* in SSB021

E-mail: gazleyj@tcnj.edu

Office hours: Tuesdays 3:30-6:30

(or by appointment)

Course Description:

The discipline of sociology relies on the systematic collection and analysis of data to generate findings and new theories. In this course, we focus on quantitative research methods as a way to understand the process of sociological research. Students will learn one of the most widely used statistical software packages in the social sciences (SPSS) and conduct independent research using the General Social Survey (GSS), a nationally representative survey of Americans. In addition, students will present their findings using conventions in the field for written and oral presentations. Fluency in social research methodology and presentation conventions will allow students to critically evaluate their own and others' research.

Learning Goals: Upon completion of this course students will:

1. understand how the scientific method is applied in sociology
2. understand the connection between sociological theory and research
3. be able to construct, evaluate, and operationalize scientific hypotheses
4. understand the importance of sampling and procedures for drawing a sample
5. understand how to design experiments, surveys, and qualitative research, as well as understanding the limitations and advantages of each type of data collection
6. understand the appropriate use and interpretation of descriptive and inferential statistics, including univariate, bivariate, and multivariate statistics
7. have analyzed representative data to test their own hypotheses
8. have written and presented independent research based on representative data
9. have learned and practiced conventions for research reports in sociology
10. have evaluated others' research, including both peer research and professional research

These specific learning goals will be accomplished through the assignment formats and classroom activities in the following areas: Written and Oral Communication, Quantitative Reasoning, Technological Competence, Information Literacy, Intercultural Competence, Ethical Reasoning and Compassion, Respect for Diversity, and Application of Sociological Knowledge.

Required Texts:

Chambliss, Daniel F. and Russell K. Schutt. 2012. *Making Sense of the Social World: Methods of Investigation*. Pine Forge Press.

Companion Website: <http://www.sagepub.com/chambliss4e/study/intro.htm>

Sweet, Stephen A. and Karen Grace-Martin. 2010. *Data Analysis with SPSS: A First Course in Applied Statistics*. Education, Inc.

All other readings will be posted on CANVAS

Course Policies:

4th Hour Statement: Although this class meets for three hours each week, it is a 4-credit (1 unit) course with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group work in class and/or additional learning experiences occurring multiple times during the semester on or off-campus, including learning activities and/or campus-wide events.

Access to SPSS: This course requires you to use SPSS to complete many assignments. No exceptions. The computer in the Social Science and Business building labs should all have SPSS preloaded on the campus, it may not be loaded. This means that you will have to devote a fair amount of time for this lab on campus during the course of the semester. If your schedule this semester does not allow adequate computer facilities, you should drop this course and arrange to take it during a semester when you will have access. No exceptions will be made for students who cannot complete assignments because they were unable to access computer facilities.

Academic Integrity: *Academic dishonesty is any attempt by the student to gain academic advantage through the use of his or her own, work which has not been done by him/her or to give improper aid to another student. Academic dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, text, or paraphrased from the work of another (whether the source is printed, under copyright, or in many words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, written or oral. Papers with insufficient, inappropriate, or missing citations will receive no credit, and students will be required to make up the work. When in doubt, cite. TCNJ's academic integrity policy is available on the web: [Academic Integrity](#).*

Americans with Disabilities Act (ADA) Policy: **Any student who has a documented disability and is in this course should notify the professor of this course and contact the Office of Differing Abilities Services (609) 971-2222. The ADA policy is available on the web: [Americans with Disabilities Act](#).**

Attendance, Participation, and Class Citizenship: This course models membership in a scholarly community. Students should follow rules of decorum and active participation. For example, ringing cell phones, texting, arriving late, and working on computer work outside of class are all disruptive to an engaged academic environment. In addition, students should be present in class on previous weeks. Therefore, students will be best served by being in class at every session and paying attention. The absence and attendance policy is available on the web: [Absence and Attendance](#).

Paper Format: Papers should be formatted with regular margins and a typeface no smaller than 11 point in a serif font (see the guide on CANVAS).

Paper Submission: Students are responsible for submitting papers to CANVAS in a readable file format. The deadline for each paper is due (readable formats include .doc, .docx, and .pdf). Papers should be submitted with a title that references the specific assignment (for example: Gazley_Paper A). If you miss an assignment for a late submission, you must provide necessary documentation before you try to turn in a late assignment. Without documentation, assignments are not accepted. Papers submitted in a readable format on CANVAS. Please note that I will not accept papers submitted in a non-readable format as a reason for late submissions.

For each paper, submit a cover letter with the argument statement, highlighting the testable premises. All assignments for this course all build on one another, and later assignments will be worth more toward your grade. You will have built in opportunity to revise and improve their work throughout the semester. For maximum credit

the places in later papers where you address comments on earlier papers.

Course Assessments:

Assessment will be based on mastery of three separate skill sets: 1) methodological knowledge (Exam 1, Papers A, B, and C); and 3) ability to propose and test novel hypotheses using appropriate statistical methods. While final grades are determined by the course instructor, student should be aware that Paper C must be approved by the department committee to determine if it demonstrates adequate methodological knowledge for sociology major. If not approved, the student's final grade is inadequate or not, which may have an impact on the student's final grade. In addition, final papers are evaluated against the learning goals of the department; for this, no grades are assigned to the papers and this has no effect on the student's final grade.

Overall grades will be awarded as follows, with details following:

Assignment	Points Per Assignment	Cumulative Points
Exam 1	100	100
Exam 2	100	100
Paper A	75	275
Paper B	50	325
Paper C	75	400
Paper D	100	500

Exam 1 (February 27): This in-class exam will assess your knowledge of basic statistics and the SPSS computer program. Part of this exam grade (20%) may reflect the score of in-class activities and quizzes. A practice exam will be posted on CANVAS. The actual exam will follow this format but with new variables that will not be accessible until the exam time.

Exam 2 (Final Exam Calendar): This in-class exam will assess your knowledge of social scientific methodology. It will not have a component related to SPSS. Part of this exam grade (20%) may reflect the score of in-class activities and quizzes.

Independent Quantitative Research Project (Papers A, B, C)

These papers will allow you to develop and test your own sociological hypotheses using the General Social Survey (Proposal, Papers A, B, C). Paper grades will follow a similar pattern, with roughly 80% of the final grade based on the quality of the content required for each paper and 20% based on clarity, style, and grammar. See separate guides on CANVAS for each paper, which outline the specific requirements for each assignment.

Paper A: The front matter your research article, including the introduction, literature review, and description of methods.

Paper B: The findings section of your research article

Paper C: The complete article, in standard sociological format.

Proposal for Original Research & Data Collection (Paper D):

This paper allows you to design and propose an original research project, using quantitative or qualitative methods. These proposals are suitable to form the basis of a Fulbright Grant application, MUSE proposal, or thesis research project.

Assignment and Reading Schedule:

The following page contains the assignment and reading schedule. Students are expected to have completed the assigned readings before the class meeting. Students should come prepared with questions from the reading about material that is not clear or that needs further explanation.

Tuesday	Friday
January 27: Welcome, Intro, & Arguments (SSB 226) READ: Belcher (on arguments)	January 30: Intro to Research & SPSS (SSB 021) READ: S&GM 1-2; C&S 1-2
February 3: Descriptive Stats (SSB 021) READ: C&S 8; S&GM 3 DUE: Background	February 6: Conceptualization (SSB 021) READ: C&S 4; S&GM 4; Zhao 2006 (data & methods)
February 10: Finding Literature (Library classroom) READ: Glicken; Johnson et al; <i>ASA Quick Style Guide</i>	February 13: Causation (SSB 021) READ: S&GM 5; C&S 6

DUE: Proposal	
February 17: ANOVA (SSB 021) READ: S&GM 6 DUE: Variables & Model	February 20: Linear Regression (SSB 021) READ: S&GM 7; Zhao 2006 (all)
February 24: Logistic Regression (SSB 021) Read: S&GM 8; Lau & Wolfinger 2011 (all) DUE: Works Cited	February 27: (SSB 021) DUE: EXAM 1
March 3: Peer Review (SSB 021) READ: Becker; Ovink & Veazey (p.370-375) DUE: Paper A	March 6: Multiple Regression, revisited (SSB 021) READ: Allison 1 DUE: Paper A (revised)
March 10: Interpreting Regressions (SSB 021) READ: Allison 2	March 13: Peer Review (SSB 021) READ: Booth, Colomb & Williams DUE: Paper B
March 17: SPRING BREAK!	March 20: SPRING BREAK!
March 24: From Research to Article (SSB 021) READ: C&S 12, Hunt 2007 DUE: Paper B (revised)	March 27: More on Articles (SSB 021) READ: S&GM 9-10 DUE: NIH online tutorial (see link through CANVAS)
March 31: Peer Review (SSB 021) DUE: Paper C	April 3: Surveys (SSB 226) READ C&S 7 DUE: Paper C - final
April 7: Writing Proposals (SSB 226) READ: C&S 9-10; SSRC 1995	April 10: Interviews & Ethnography (SSB 226) READ: Pilgeram 2011 DUE: Paper D: Concept Proposal
April 14: Sampling (SSB 226)	April 17: Evaluation Research (SSB 226)

READ C&S 5; Miller & Shriver 2012	READ: C&S 11; Fox et al 2011 DUE: Sampling Methods Statement
April 21: Research Ethics (SSB 226) READ: IRB Tutorial; C&S 3 DUE: IRB Proposal	April 24: Presenting Scholarly Work (SSB 226) READ: *tba (on CANVAS)/Presentation workshop DUE: Paper D Presentation (draft)
April 28: Student Presentations (SSB 226) DUE: Paper D	May 1: Student Presentations (SSB 226)
May 5: Student Presentations (SSB 226)	May 8: Student Presentations (SSB 226)
FINAL EXAM TIME ACCORDING TO TCNJ CALENDAR AND POLICIES TCNJ's final examination policy is available on the web: Final Examination-Evaluation-Reading Days	

The College of New Jersey
Department of Health and Exercise Science

Course Syllabus

Course: PH????, Public Health Internship

Instructors: TBS

Phone: (609) 771-2541

Email:

Office _____

Office Hrs: _____ Monday & Thursday 11:00-12:30 or by appointment

I. PURPOSE OF COURSE

The purpose of this internship program is to provide students with an opportunity to gain experience in the field of public health, research or a health-related profession (e.g. nursing, exercise science). Emphasis is placed on practical experience, participation, administration, data collection, and experience in, for example, domestic or global policy, population health, big data, informatics, community quality agencies, public health agencies.

II. COURSE DESCRIPTION

This course is a 2 unit *non-paid* internship for seniors who have completed all course work as outlined in the public health course of study. **Students are required to complete at least 450 hours over ~15 weeks at an agency/affiliation that has been approved by the Public Health Internship Coordinator.** In addition to the practical field experience, students will participate in on-campus seminars (once per month) as directed by the Internship Coordinator. These seminars will provide a forum for sharing experiences, further developing career objectives, and stimulating creative thinking related to their professional development. Students will also be required to attend at least one local or regional professional conference. Prerequisites: Seniors in good academic standing who have completed all coursework required for graduation (as noted on the exercise science course of study), an overall grade point average of 2.0 or better, a “C” or better in all major courses, and a cumulative grade point average of 2.75 in Public Health required courses. All students must have current certification in Professional CPR/AED and knowledge of HIPAA legal liability issues (TCNJ DVD 1157) and universal precautions (TCNJ DVD 3077). In addition, all students may be required to complete several health requirements, drug testing and a criminal background check before the internship commences. This depends on the placement for the internship.

III. LEARNING GOALS

The major goal of this course is for students to gain hands-on practical experience in field of public health while observing and participating in policy, global, quality improvement, data analysis, health, or research activities. This will take place in the form of practicum experiences, seminars, class discussions, written assignments and presentations. Students will apply and integrate knowledge gained in public health. This information will provide them with the knowledge and skills necessary to meet the challenges and demands encountered in their own careers. By the end of this course, students will enhance their knowledge of public health.

PROFESSIONAL GOALS (depending on internship placement)

Subject Matter Expertise – Knowledge and Inquiry

1. Students will know and understand in depth the subject matter of this course.
 - a). Students will gain practical experience in programs of public health include population health, quality improvement, domestic and international policy, health risk communication, and related fields.
 - b). Students will participate in the organization, administration and delivery of programs of public health.
 - c). Students will enhance their knowledge, skills and in health risk communication, health policy, public health delivery, population health models.
 - d). Students will demonstrate the ability to design and implement a public health program that includes, but is not limited to, staffing needs, marketing, and program evaluation.
 - h). Students will further develop their professional etiquette and interpersonal skills when working with public health officials, legislators, or clients
 - i). Students will learn about professional competencies and opportunities in the field of public health according to the American Public Health Association identified guidelines.

Dynamic Knowing

2. Students will recognize the evolving nature of public health and the need for keeping abreast of new ideas and concepts.

IV. COURSE APPROACH

1. Provide students will an opportunity to gain practical experience in public health.
2. Teach students the skills needed to organize, administer and delivery programs of public health programs or policy initiatives.
3. Teach students about professional competencies and opportunities in public health.
4. Teach students what skills and qualifications are necessary to become competent in public health.

IV. LEARNING ACTIVITIES

The learning activities selected for this course specifically target the learning and performance goals. Content knowledge and dynamic knowing will be enhanced through internship experiences, on-campus lectures, written assignments, class discussions, student presentations, and attending professional conferences. Projects will be helpful for complimenting student knowledge pertaining to exercise science and professional development. On-campus class discussions and presentations will facilitate student interactions, thereby creating a medium for critical thinking and scholarly thought. In addition, the written projects and oral presentation will facilitate the enhancement of writing and speaking skills.

- A. Practical hands-on experience organizing, administrating and delivering programs of public health
- B. Performance Evaluations by Site Supervisor
- C. Performance Evaluation by Internship Coordinator
- D. Seminar discussions (monthly)
- E. Written assignments and oral presentation

Transformation. *Since all undergraduate courses were transformed and redesigned in 2004 to provide richer, more in-depth learning experiences, they were all made 1 course unit or 4 credits. All courses now meet for 3 hours each week with a 4th hour used for additional class time, recitation, group meetings, discussion, projects, simulations, community service, and other collaborative projects and student engagement. Note PH??? is 2 course units or 8 credits.*

V. COURSE CALENDAR (due dates for assignments will be announced in class)

In addition to completing at least 450 internship hours at an approved agency or clinic, students will be required to return to TCNJ campus once per month for on-campus seminar meetings. Attendance at the seminar meetings is mandatory. Topics and specific dates for the seminars will be announced prior to commencing the internship. Students will also be required to attend one full-day (> 6 hr) professional health/fitness/medical conference during the semester.

VI. COURSE REQUIREMENTS

1. **Hours:** The student will complete at least 450 hours over approximately 15 weeks at the site or facility (summer interns will need to complete the required hours in 12 to 15 weeks). It is the responsibility of the student to keep a weekly log of the number of hours completed and to receive signed confirmation of these hours from the site supervisor. A grade of *Incomplete* will be given if the required 450 hours are not completed during the designated time period.

2. **Attitude, demeanor and professional behavior.** Professional behavior and interactions with all site supervisors, clients, members and patients must be consistently demonstrated at all times. Although attire may vary depending on the site students are required to maintain a professional appearance and conversation while at the internship facility. Note that t-shirts and jeans are never considered professional attire. It is the intern's responsibility to review the assessment form to fully comprehend the extent of the evaluation process. However, all behaviors and dispositions will be evaluated and if any behavior is considered unbecoming of a TCNJ intern, the site supervisor will contact the internship coordinator. The behavior will be documented and the intern will meet with the internship coordinator. A remediation plan will be developed and put in place.

HES has a ***TWO-STRIKE POLICY*** whereby a TCNJ intern will NOT be given additional opportunities to proceed with the experience after a remediation is conducted. For example, if the internship coordinator is informed that a TCNJ intern has been unprepared, unprofessional, or has been tardy, the internship coordinator will document the behavior and will discuss the situation with the intern. A remediation of what is expected will be created and will be discussed with the intern before returning to the internship site. However, if the site supervisor notifies the internship coordinator for any additional issues, the intern will be removed from the internship experience site and will receive a letter grade of "F" for PH ????. **In cases where there is egregious behavior, the intern will be removed immediately from the site and the intern will receive a letter grade of "F" for PH ???.** This determination is made by the HES internship coordinator in consultation with the site supervisor.

3. **Seminar meetings:** Meetings will be held in the School of Nursing, Health, and Exercise Science (or a previously determined classroom) on one day of each month during the internship. Attendance at the seminar meetings is mandatory. Late arrivals and "no shows" will be documented and points will be deducted from the course grade. Two or more unexcused absences will result in a grade of "0" for seminar meetings.

4. **Impact Project:** Each student will complete a comprehensive impact project during the semester. This project should be a special event, innovative program, or research experience that contributes to the ongoing mission of the agency. The project must be approved by the site supervisor and the Internship Coordinator. The student should begin planning the project during the first few weeks of the internship. A typed **project summary** (about 1-2 paragraphs) of the approved impact project topic is due

at the second class meeting. A typed 1 to 2 page (double spaced) **project update** will be due at the third class meeting. Any late assignment will incur a 3 point deduction. **Students who do not submit a summary or a proposal will receive a grade of "0" for the impact project even if the final project is submitted at the end of the semester.** Details of this assignment will be discussed at the first monthly meeting. Projects will be due at a pre-determined date at the end of the semester. Late projects will not be accepted. Any change to a topic must be approved in writing by the site supervisor and course instructor.

5. Presentation (Internship Description): The student will present a power-point presentation of their internship experience including history of the organization, type of clients, programs offered, staff, and an evaluation of the internship experience (benefits and negatives). Details of this assignment will be discussed at the first monthly internship meeting. **If a student is ill-prepared for the presentation or absent, he or she will earn a grade of "0".**

6. Site Supervisor Evaluations: The site supervisor will complete an online evaluation of the student at the midpoint of the semester and another one at completion of the internship. The supervisor should go over the evaluations with the student prior to emailing the completed forms to the Public Health Internship Coordinator or faculty assigned to the internship. The purpose of the evaluations is to assess the student's professional strengths and weaknesses and can be used as a valuable tool to assist the student in strengthening his/her professional growth and development. It is the student's responsibility to make sure that the on-site supervisor completes the evaluations, discusses them with the student, and returns them to the Public Health Internship Coordinator or faculty of record by the specified dates.

7. On-site Evaluation. The Public Health Internship Coordinator or faculty of record will observe and evaluate students on-site at least once during the internship experience. Students will be notified by the Internship Coordinator prior to the observation. **Students who are not present at the site on the day of a pre-determined site visit will receive a grade of "0".**

8. Attendance at Professional Conference. Students will be required to attend one **full-day** conference, workshop or seminar (≥ 6 hrs) during the fall or spring semester. Attendance at a public health conference will be encouraged. Students will be required to write a 2 to 3 report (typed, double-spaced) on the background of the speaker, information discussed, quality of presentation, and at two "take home" points. If a student attends two half-day conferences instead of one full-day conference, a 2 to 3 page report for each conference is required along with proof of attendance for each conference.

VII. METHODS OF EVALUATION

Learning Activity	Assessment of Student Learning	Points
Public Health Supervisor Evaluation	The site supervisor will complete a comprehensive evaluation of the student at the midpoint and another at completion of the internship experience.	120
Impact Project	Each student will develop an innovative project, event or program that contributes to ongoing programs at the agency, center or clinic, and prepare a final written report	30
Internship Presentation	Each student will deliver a presentation of their internship experience which describes the type of clients/patients, programs offered, staff career advice, and an evaluation of the experience.	15
Student evaluation	The course instructor will complete an evaluation of the student's internship performance	15
Conference Attendance	Each student will attend a professional conference (> 6 hrs) and write a ~ 2-3 page report (typed-double-spaced) that summarizes key points, interesting findings, and practical applications	10
Class attendance & attitude	On-campus class attendance, participation, and attitude	10
Total Points		200

IX. GRADING CRITERIA*

A:	200-188	B+:	179-174	C+:	159-156	D+:	139-134
A-:	187-180	B:	173-166	C:	155-146	D:	133-120
B-:	165-160	C-:	145-140	F:	<120		

***ALL of the aforementioned areas under section VII (methods of evaluation) are required and ALL areas must be completed successfully to fulfill the requirements for PH ????. Failure to meet the minimum for any item will lead to course failure. For example, a grade of "F" will be earned if a student does not attend a professional conference but fulfills all other course requirements.**

X. CLASS POLICIES

Attendance and participation. (<http://www.tcnj.edu/~recreg/policies/attendance.html>)

It is expected that every student will be present, on time, and prepared to participate in internship activities. Students who must miss a class or an internship experience due to participation in a field trip, athletic event, or other official college function should arrange with the instructor and internship supervisor well in advance. In every instance, the student has the responsibility to initiate arrangements for make-up work. In addition, texting and related behaviors during class meetings or the internship experience are not permitted. **Texting during any class or using a cellphone or laptop for any purpose not related to the course will result in a participation grade of 0/10. Students who miss two or more classes (unexcused absences) will receive a grade of "0" for attendance and participation. Late arrival to class will result in a 1 point deduction from the attendance and participation grade**

All late assignments will incur a 3 point deduction. **Assignments will not be accepted after 3 days and a grade of 0 will be recorded.** No extra credit will be given to compensate for poor performance. For any group assignment, it is expected that students will work collaboratively and the division of labor will equal on all aspects of the project or report. Any issues related to group work should be brought to the attention of the professor immediately.

Academic Integrity (<http://www.tcnj.edu/~academic/policy/integrity.html>)

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course at the start of the semester and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's

Americans with Disabilities Act (ADA) policy is available:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

Professionalism

Students are required to wear professional attire during the internship experience, act in a responsible, courteous, and cooperative manner, and pay strict attention to HIPAA regulations. Students who are

removed from the internship site for lack of professionalism, lackadaisical attitude, unethical behavior or any other reason will receive a letter grade of "F".

PUBLIC HEALTH INTERN SUPERVISOR ASSESSMENT

School of Nursing, Health, and Exercise Science

Intern's Name: _____ Site _____ Date _____

Supervisor's Name: _____ Telephone _____

Please check the box for the statement that best describes the intern's performance in each of the following boxes. If you feel you cannot fairly rate the intern on any item, please select 'not applicable.'

Please note the following evaluation system:

Exceptional – Top 5% of all undergraduate public health interns: consistently exceeds expectations

Above Average – Top 10% of all undergraduate public health interns: excellent performance

Proficient - Top 20% of all undergraduate public health interns: typically meets expectations

Needs improvement - does not meet expectations

Not applicable or not observed

PERSONAL ASSESSMENT

	Exceptional	Above Average	Proficient	Needs Improvement	Not Applicable
FOLLOWS ESTABLISHED DRESS CODE AND CONVENTIONS					
IS RELIABLE AND PUNCTUAL					
EXHIBITS A POSITIVE ATTITUDE					
EXHIBITS AN APPROPRIATE DEMEANOR					
IS SENSITIVE TO DIVERSITY					
DEMONSTRATES PROFESSIONAL HONESTY					

HAS CONFIDENCE					
ACCEPTS CONSTRUCTIVE CRITICISM AND FEEDBACK					
FOLLOWS THROUGH ON COMMITMENTS					
KNOWS WHEN TO ASK FOR HELP					
DEMONSTRATES LEADERSHIP QUALITIES					

Additional Comments:

continued >>

PROFESSIONAL ASSESSMENT

	Exceptional	Above Average	Proficient	Needs Improvement	Not Applicable
KNOWLEDGE OF SUBJECT MATTER					
DISPLAYS COMMITMENT IN ACQUIRING NEW CONTENT KNOWLEDGE					
IS A SELF-STARTER WHO BEGINS PROJECTS					
VOLUNTEERS TO PARTICIPATE IN PROFESSIONAL GROWTH OPPORTUNITIES					
DEMONSTRATES EFFECTIVE WRITING SKILLS					
DEMONSTRATES EFFECTIVE EXERCISE LEADERSHIP SKILLS					
METHODS OF INSTRUCTION ARE					

APPROPRIATE					
FOLLOWS DIRECTIONS & INITIATES TASKS					
ANTICIPATES PROBLEMS AND OFFERS SOLUTIONS					
POSITIVE RAPPORT WITH CLIENTS & STAFF					
STIMULATES NEW IDEAS					
SEEKS FEEDBACK FROM SUPERVISOR					

Additional comments (attach additional sheet if necessary)

Overall Performance Assessment: The grade **circled** below reflects the intern's overall performance:

A A- B+ B B- C+ C C- D F

Supervisors Signature, Date

Interns Signature

Return Form to: **Email:** **Fax:**

PH ??? Internship Presentation Grading Rubric

Name _____ Site _____ Date _____

The presentation should be a well-prepared, thoughtful, and purposeful event that is designed to increase knowledge about the internship experience, foster understanding about a student's chosen field of study and promote interest in the listeners' attitudes and beliefs. The presentation should be 12 min followed by 3 minutes for questions and discussion. The powerpoint slides should be professionally prepared and consistent with guidelines discussed in class (-1 for each slide ill-prepared). **The student should upload the ppt on canvas (3 slides/page, at least 24 hours before the presentation (-1 point if late)).**

Innovative (INN-2 points): central message is compelling and memorable; supporting material is appropriate; delivery techniques make the presentation compelling; speaker appears confident.

Proficient (PRO-1.5 points): central message is clear; supporting material generally supports the presentation; delivery techniques make the presentation interesting; speaker appears comfortable.

Benchmark (BEN-1 point): central message is understandable but not memorable; supporting material partially supports the presentation; delivery techniques make the presentation understandable; organizational pattern is inconsistent; speaker appears tentative.

Inadequate (INAD-0 point): Presentation does not meet minimal benchmark standard

<u>Topic/Objective</u>	PTS	COMMENT
General Introduction When I was a freshman; description of site (2 photos) & staff supervisor	2 max	
Description of programs: Mission statement; services offered and types of clients/patients	2 max	
Educational impact: Link to chosen field of study; What are you learning?	2 max	
Internship highlight: Staff advice and recommendations; professional development	2 max	
Story time: Personal thoughts and lessons learned	2 max	

from staff, patients and/or clients		
Where do I go from here? Career goals and personal advice	2 max	
Delivery style and confidence. Tone, pace & body language;	2 max	
12 min time limit	0 or 1	
TOTAL POINTS EARNED (15 max)		

Questions/Summary: _____

**The College of New Jersey
Public Health Intern Observation Summary Sheet**

Intern: _____ Observation #: _____

Date: _____ Site _____ Impact Project: _____

**E=EXCEPTIONAL (2 pts) A= ABOVE AVERAGE (1.5 pts)
P=PROFICIENT (1 pt) NI=NEEDS IMPROVEMENT (0 pts)**

Planning	E	A	P	NI	COMMENTS
Desired professional attitude, on-time, reliable and dependable					
Appropriate preparation for daily					

internship responsibilities					
Responsiveness to staff, clients & patients; accepts constructive feedback					
Implementation of Exercise/Lesson/Project					
Summary of initial steps and challenges; progress towards personal goals for PH ???					
Knowledge of subject matter as it relates to internship experience					
Differentiated instruction for individuals with special needs					
Effective communication and interaction with staff, clients/patients					
Impact project (1 point)					
Update on impact project (draft of report; sample protocols, etc)					

Comments _____

Future Goals _____

Grading Rubric for Impact Project

The impact project should be a special event, new program, or research experience that contributes to the ongoing mission of the agency, clinic or college. While many different topics may be explored for this project, all topics must be approved by the course instructor and internship supervisor. A typed summary and proposal will be due at the beginning of the semester. A 10 to 15 page typed (double-spaced) final report will be due at the end of the semester. **Note that final projects submitted late will not be graded and students will receive a grade of "0"**. Specific details regarding format and style are outlined on another document.

<u>Topic/Objective</u>	<u>Points</u>	<u>Grade</u>
<p style="text-align: center;"><u>Abstract</u></p> <p>A one paragraph summary (< 250 words) of the entire project.</p>	2	
<p style="text-align: center;"><u>Introduction</u></p> <p>Why did you pick this topic? How will this project benefit the site? What was the purpose? Discuss current trends, unanswered research questions or other training protocols; If appropriate, support the need for your impact project with research</p>	3	
<p style="text-align: center;"><u>Methods</u></p> <p>The methods section should describe what was actually done. It should include a description of the procedures used so others could replicate the project.</p>	3	
<p style="text-align: center;"><u>Results</u></p> <p>Discuss the results and findings. Was the program successful? Support your answer with qualitative and quantitative data; Summarize the main findings in the text and use tables and figures to illustrate important findings.</p>	3	
<p style="text-align: center;"><u>Discussion</u></p> <p>Summarize important findings/observations and explain your conclusions. Compare and contrast your findings with previous reports. How do your results fit into the "big picture" of the center or clinic?</p>	4	
<p style="text-align: center;"><u>Reflective Analysis</u></p> <p>If you had to do it again what would you do differently? Include feedback from your supervisor as well as previous drafts of your project with specific feedback; Include summary of surveys; What worked? What was the biggest challenge?</p>	5	

<p style="text-align: center;"><u>Practical Application</u></p> <p>End with a one-two paragraph summary of your project, emphasizing why it is relevant and how the results may influence practice at the center.</p>	2	
<p style="text-align: center;"><u>References</u></p> <p>Cite references in proper format within the text and listed by number on the citation page</p>	2	
<p style="text-align: center;"><u>Appendix</u></p> <p>Include a copy of all material (photos if appropriate) developed for this project</p>	2	
Creativity, presentation, and originality	4	
GRADE	30 Pts	

Major Options or Specialization Courses (5 courses)

Global Public Health

The College of New Jersey

Department of Sociology and Anthropology

SOC/ANT 372-01/-02

Fall 2014

Professor: J. Lynn Gazley Time:

Office: Social Science Building 338 SOC/ANT 372-01: Tuesdays & Fridays 8-9:20

Phone: (609) 771-2930 SOC/ANT 372-02: Tuesdays & Fridays 9:30-10:50

E-mail: gazleyj@tcnj.edu Location: SSB 323

Office Hours: Wednesdays, 9-noon

Course Focus:

Who is healthy and where in the world do they live? What are the causes of global health inequalities?

What factors support successful health interventions, and where can interventions go wrong?

This class focuses on the underlying factors shaping global patterns of health. Relying on a combination of social scientific analyses, policy documents, and case studies, this class introduces students to a broad range of issues, resources, and perspectives on public health.

Course Description: This course introduces students to the field and disciplines of public health from a cross cultural perspective, looking at both local and global public health issues. Course material and assignments focus on public health initiatives in Western and non-western societies with particular attention to core concepts of public health, responses to bio terrorism and war, prevention of infectious diseases, alternative medical and healing practices, health of school age children and public health personnel. The course emphasizes the impact of culture, social structure, economics and politics on the health and illness and public health policies in both the developing and developed world. War, genocide, terrorism, guerrilla insurgencies, the global economy and international travel are viewed as public health issues. Obesity, new diseases (such as SARS), the idea of being a stakeholder also included.

Course Materials:

Epstein, Helen. 2007. *The Invisible Cure*. New York: Farrar, Straus and Giroux.

All additional course materials available on CANVAS. Although readings are available electronically, please make sure to have access to the material during class. In addition to assigned readings, students will be required to seek out additional resources including opinion pieces, recent reports and other data sources useful for in class discussion.

Learning Goals:

This course aims specifically to develop critical reading and analytical writing skills, emphasizing identification and transmission of salient points in succinct papers and presentations. At the completion of this course, students will be able to contextualize new developments in global public health within a

broader understanding of health patterns and think critically about health interventions. In addition, students will become familiar with the key public health donors, organizations, and publication outlets. This course meets the following HSS & departmental learning goals:

- ☑ Written Communication
- ☑ Oral Communication
- ☑ Critical Analysis and Reasoning
- ☑ Information Literacy
- ☑ Intercultural Competence
- ☑ Ethical Reasoning and Compassion
- ☑ Respect for Diversity
- ☑ Preparation to Participate in Civic Life
- ☑ Sociological and Anthropological Knowledge
- ☑ Applying Sociological and Anthropological Knowledge

Course Assessment:

Students in this course will be assessed based on their content knowledge, speaking and writing skills, and participation in course projects and class discussion.

Health issue in context paper: 5%

Health issue comparison paper: 10%

Intervention Critique Paper: 15%

Intervention Description: 20%

Intervention Presentation: 15%

Grantor's Report: 20%

Participation (including leading discussion): 15%

Grades

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Percentage

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
0-63	F

SYLLABUS: INTERNATIONAL COMMUNICATION

Dr. John C. Pollock

Fall, 2014

M 5:30 – 8:20 PM

COMM 415:01

Off Hours: M-Th 3:30-4:30; W 3:00-4:00 PM

Office Hours: Kendall #210, **by appointment only by signing appointment book at office**: preferably by e-mail: pollock@tcnj.edu; or by telephone at home -- (cell) 732-371-7022; NOT at office 609-771-2338. For ongoing information about the course, please access the "CANVAS" course information site or www.tcnj.edu/~pollock. For information on instructor's background, click on the "faculty staff" sections of the comm studies dept. website. Liberal Learning Credit: World Views and Ways of Knowing.

Introduction

This course is primarily a workshop in learning how to conduct original research comparing cross-national media coverage of critical issues. The course also examines the history of international communication -- with special emphasis on institutions, innovative technologies and economic and demographic configurations that correspond with variations in coverage.

A. Core Concepts

The course is intended to help you learn:

- 1) Historical trends in international communication;
- 2) Links between changing technologies and changing communication patterns;
- 3) Connections between changing economic configurations, in particular the growth of large-scale global media organizations and new communication patterns; and
- 4) Links between structural/demographic characteristics of countries and cross-national communication patterns regarding human rights issues.

B. Understandings

This course also seeks to help you acquire key understandings, specifically:

- 1) Understanding theoretical frameworks of international communication in particular two major contrasting perspectives: one emphasizing international communication as promoting global cultural penetration or “imperialism”, the other emphasizing international communication as expanding bureaucracy, with increasing size leading to a greater range of choices, flexibility due to ascendance of role specialization and managerial (as opposed to owner) goals and objectives.
- 2) Understanding concepts of international communication processes and effects
- 3) Understanding changes in communication technologies and their implications for democracy and public policy
- 4) Understanding changes in media ownership patterns and their implications for democracy and public policy. One of the most controversial trends in international communications today is the growth of large-scale global media organizations. Some scholars and professionals believe such organizations are destroying good journalism and democratic principles. Others disagree. What are the structure and function of global media systems?
- 5) Understanding links between international communication patterns regarding human rights issues and corresponding variations in demographic, health and economic conditions.

C. Technical Knowledge and Skills

- 1) Craft a literature review on a significant international communication issue
- 2) Learn to search communication databases for current and past articles on international communication
- 3) Learn the importance of multiple international media sources in any effort to understand US and foreign perspectives on both domestic and cross-national issues.
- 4) Use modern content analysis techniques to compare coverage of a student-selected issue of international importance.
- 5) Craft a research paper that meets the highest standards of scholarly research.

D. Methods for Teaching/Learning Activities

The international communication course relies a great deal on lectures, readings from the syllabus and class discussion. Like several other courses in communication studies, international communication helps students craft polished disciplinary projects that can be considered components of serious professional “portfolios” useful in a wide range of occupational or graduate school endeavors. Specific activities include:

- 13) Learning how to select a representative cross-national sample of newspapers.
- 14) Reviewing the literature on a “structural” approach to the sociology of news production, learning to write that review into a compelling narrative making a case for its utility in cross-national media research.
- 15) Utilizing available databases to collect a systematic sample of articles meeting specified criteria for key words and article length.
- 16) Coding articles using a quantitative approach developed by the instructor, combining “placement” and “direction” codes to arrive at a single-score “Media Vector”, a measure unusually sensitive to variations in editorial judgment.
- 17) Coding articles using qualitative judgments about a range of issue “frames” or “themes”, ranking newspapers according to the number of times key frames or themes are mentioned.
- 18) Testing selected hypotheses derived from previous research using a “community structure” approach developed by the instructor, available through SOCS, the instructor’s website (www.tcnj.edu/~pollock), and his 2007 book, *Tilted Mirrors: Media Alignment with Political and Social Change -- A Community Structure Approach* (Hampton Press).
- 19) Entering coded article information on the Statistical Package for the Social Sciences (SPSS) software, learning significance tests using Pearson Correlation, Chi-Square and/or regression analysis.
- 20) Writing at least two drafts of a paper containing an introduction, literature review, hypothesis section, methodology, data presentation, data analysis and conclusion, as well as bibliography.

E. Common Misunderstandings

1. *American exceptionalism*. Exceptionalism is the belief that American values or ways of doing things are historically or currently “the best”, superior to values or ways of doing things elsewhere. As will be demonstrated, reporting in US media is often linked closely with US foreign policy, more so than in some other countries, notably Great Britain, that also have histories of considerable interest and influence in foreign affairs.

2. *Technological advancement is linked to accuracy*. Advances in technology may improve the speed or visual clarity of transmissions, but accuracy is linked to very different considerations, most notably a willingness to consider multiple perspectives on issues. For example, no matter how many transmissions came to the US from Iraq prior to the March, 2003, occupation by US troops, no matter how “immediate” those communications, a remarkable unwillingness among most US media to consider or weigh arguments against the Bush administration’s case for invasion beforehand failed to provide US citizens with sufficient information or alternative perspectives with which to make intelligent judgments about the merits of pre-emptive war. Both *The New York Times* and the *Washington Post* have literally “apologized” for not asking more skeptical questions about weapons of mass destruction (WMDs) and links with Al Qaeda prior to the war against Iraq.

3. *Media size is linked to more consumer choices.* Media corporations often argue that their larger size permits economies of scale, enabling them to offer more channels at lower cost to readers or listeners or viewers. Whatever the economic arguments, media “consumers” are offered serious, alternative choices not if more channels are offered, but rather if the choices reflect considered alternative value or policy viewpoints. Myriad “channels” may offer variety among a bounded set of choices, while fewer channels are capable of offering a wider range of value or policy choices.

F. Student Assessment

Feedback is provided primarily by frequent written and oral feedback on different analytical sections of the project/ paper process: Introduction, literature review, hypothesis section, methodology, data analysis, data interpretation, conclusion and references. The frequent feedback offered several times in the course results in projects that undergo several drafts before completion or submission to professional conferences. This process of multiple feedback loops for writing has yielded some of the most successful undergraduate submissions in the history of the National Communication Association: as many as eleven papers accepted for a single conference. In addition, for several years in the late 90s, TCNJ student papers were the only undergraduate papers accepted for presentation by the prestigious International Communication Association.

Course Prerequisites

COM 103 (Introduction to Communication) or COM 172 (Mass Media) are typical prerequisites for International Communication. A prior course in either research methods (for example, COM 390) or statistics is highly desirable, as is junior or senior standing. Sophomores may be admitted with the permission of the instructor.

Required Reading Materials

Books

a) Demers, D. (2002). *Global media: Menace or messiah?* Cresskill, NJ: Hampton Press. (Demers in syllabus)

b) Pollock, J.C. (2007). *Tilted mirrors: Media alignment with political and social change – A community structure approach.* Cresskill, NJ: Hampton Press. (TM in syllabus)

c) Tomaselli, K.G & Chasi, C. (2011) (ed.) *Development and Public Health Communication.* Cape Town: Pearson Publishing. (DPHC in syllabus)

CANVAS and/or Handouts

d) “Illuminating Human Rights: How Demographics Drive Media Coverage”: Special double-issue of *The Atlantic Journal of Communication*, 22 (3-4) Summer/Fall, 2014. This entire issue is composed of scholarship conducted at TCNJ in two classes: COM 415 and COM 390 (See grid below). In addition to the “Overview”, all data-driven chapters merit reading:

Overview

Illuminating Human Rights: How Demographics Drive Media Coverage

John C. Pollock

Human Rights Issue Table

Title	Authors	Human Rights Issue
Cross-national Coverage of Human Trafficking: A Community Structure Approach	Kelly Alexandre, Cynthia Sha, John C. Pollock, Kelsey Baier, and Jessica Johnson	Right to avoid enslavement
Cross-national Coverage of HIV/AIDS: A Community Structure Approach	James Etheridge, Kelsey Zinck, John C. Pollock, Christina Santiago, Kristen Halicki, and Alec Badalamenti	Right to access to health care services, in particular emergency medical treatment
Cross-national Coverage of Water Handling: A Community Structure Approach	Domenick Wissel, Kathleen Ward, John C. Pollock, Allura Hipper, Lauren Klein, and	Right to access to uncontaminated water

	Stefanie Gratale	
Comparing Coverage of Child Labor and National Characteristics: A Cross-national Exploration	Jordan Gauthier Kohn and John C. Pollock	Right to be free from inhumane working conditions
Nationwide Coverage of Same-sex Marriage: A Community Structure Approach	Victoria Vales, John C. Pollock, Victoria Scarfone, Carly Koziol, Amy Wilson, and Pat Flanagan	Right to marry the person you love
Nationwide Coverage of Detainee Rights at Guantanamo: A Community Structure Approach	Kelsey Zinck, Maggie Rogers, John C. Pollock, and Matthew Salvatore	Right to due process
Nationwide Coverage of Immigration Reform: A Community Structure Approach	John C. Pollock, Stefanie Gratale, Kevin Teta, Kyle Bauer, and Elyse Hoekstra	Right to “freedom from fear” or to pursue a path to citizenship
Nationwide Coverage of Posttraumatic Stress: A Community Structure Approach	John C. Pollock, Stefanie Gratale, Angelica Anas, Emaleigh Kaithern, and Kelly Johnson	Right to mental health care

Alexandre, K., Sha, C., Baire, K., & Johnson, J. (2013). *Cross-national coverage of human trafficking: A community structure approach*. Paper presented at the annual conference of the New Jersey Communication Association, Fairleigh Dickinson University, Madison, NJ.

Gratale, S., Hagert, J., Dey, L., Pollock, J., D'Angelo, P., Braddock, P., D'Amelio, A., Kupcha, J., & Montgomery, A. (2005, May). *International coverage of United Nations' efforts to combat AIDS: A structural approach*. Paper presented at the annual conference of the international Communication Association, New York City.

Kohn, J., Nielsen, C., & Stewart, D. (2013). *Cross-national coverage of child labor: A community structure approach*. Paper presented at the biannual conference of the DC Health Communication conference, George Mason University, Fairfax, VA.

Norris, P. (2004). Chapter 6. In F. Esser, F., & B. Pfetsch, B. (Eds.), *Comparing political communication: Theories, cases, and challenges*. Cambridge, UK: Cambridge University Press

Pollock, J.C. (2004). *Frames for reporting on political and social change*. Ewing, NJ: TCNJ Dept. of Communication Studies. (handout)

Pollock, J.C. (2008). Community structure model. In Wolfgang Donsbach (Ed.), *International encyclopedia of communication*. London & New York: Blackwell Publishers (handout).

Pollock, J.C. (2008). The “communication commando model” creates a research culture of commitment. *Communication Teacher*. (handout, called “commando model”).

Pollock, J.D. (2010). *Pollock PowerPoint Overview: Reporting on Social Change Mirrors Community/National Inequality* (powerpoint presented at U. of Texas).

D’Angelo, P., Pollock, J.C., Kiernicki, K., & Shaw, D. (2013). Framing of AIDS in Africa: Press-state relations, HIV/AIDS news, and journalistic advocacy in four sub-Saharan Anglophone newspapers. *Politics and the Life Sciences*, 33(2), 100-125.

Pollock, J.C., and Guidette, C. (1980). Mass media, crisis and political change: A cross national approach. In Dan Nimmo (Ed.), *Communication yearbook IV* (pp. 309-324). New Brunswick, NJ: Transaction Books.

Recommended Reading:

Articles, Papers and Charts (some to be distributed):

Esser, F., & Pfetsch, B. (Eds.). (2004). *Comparing political communication: Theories, cases, and challenges*. Cambridge, UK: Cambridge University Press (called E&P in the syllabus).

Mody, B. (2010). *The geopolitics of representation in foreign news: Explaining Darfur*. Lanham, MD: Rowman & Littlefield. (Mody in syllabus)

Mody, Bella (Ed.) (2003). *International and development communication: A 21st-century perspective*. Thousand Oaks, CA: Sage. (called Mody, 2003, in syllabus).

Pollock, J.C. (1980). Reporting on critical events abroad: U.S. journalism and Chile. *Studies in Third World Societies*, 10, 41-64.

Pollock, J.C. (1978, Spring). An anthropological approach to mass communication research: The U.S. press and political change in Latin America. *Latin American Research Review* 13(1), 158-172.

Pludowski, T. (Ed.). (2007). *How the world's news media reacted to 9/11: Essays from around the globe*. Spokane, WA: Marquette Books. (called 9/11 in syllabus)

Additional readings may be assigned directly by the instructor.

Other Recommended Reading Materials

Bagdikian, Ben. (2000). *Media monopoly*, 6th ed. Boston: Beacon Press.

Gershon, Richard (1996). *The transnational media corporation*. Hillsdale, NJ: Lawrence Erlbaum.

Fortner, Robert S. (1993). *International communication: History, conflict and control of the global metropolis*. Belmont, CA: Wadsworth.

Hachten, William A. (1999). *The world news prism: Changing media of international communication*, 5th ed. Ames, IA: Iowa State University Press.

Hallin, D., & Mancini, P. (2004). *Comparing media systems: Three models of media and politics*. Cambridge, UK: Cambridge University Press.

Kamalipour, Yahya R. (Ed.). (2007). *Global communication*, 2nd ed. Belmont, CA: Wadsworth.

Lull, James. (1995). *Media, communication, culture: A global approach*. New York: Columbia University Press.

McChesney, Robert W. (1997). *Corporate media and the threat to democracy*. New York, NY: Seven Stories Press.

Stevenson, Robert L. (1994). *Global communication in the twenty-first century* NY: Addison-Wesley.

Thussu, Daya Kishan. (2006). *International communication: Continuity and change*. London: Hodder Education/Oxford University Press.

ASSIGNMENTS

(Dates refer to Monday of weeks in which topic are discussed, except for the first week.)

Week I	No meeting because Monday classes start the second week of the term.
Week I I	<p>Sept. 2</p> <p>Overview of the International Communication Class: Semester-long Research Project; a structural approach; “Languages Across the Curriculum” (See description on page 7 of syllabus.); (handouts or SOCS) Pollock, Community Structure Model; and Pollock, “commando model”.</p> <p>Community Structure Hypotheses Used in Cross-National Research (<i>Pollock PowerPoint Overview: Reporting on Social Change Mirrors Community/National Inequality</i>); TM, Intro, Chpt. 1; Why study global Media? Global media as a “problem”: Demers, Intro, Forward, Chp. 1;</p>
Week III	<p>Sept. 8</p> <p>History of global communications; Who “are” the global media? Demers, Chpts. 2, 3; DPHC (Tomaselli and Chasi, Chpt. 1, Part I: The Historical Problem (pp. 25-38); Part II: Doing Something (pp. 38-50). DPHC: Govender, Chpt. 2: Part I: HIV/AIDS: Health or Development Problem (pp. 51-61); Part II: From Behavior Change to Social Change Communication (pp. 62-75).</p>

Week IV	Sept. 15	<p>“Why” the global media? Free market/proponent perspectives. Demers, Chpts. 4, 5; Selected literature reviews in TM, chapt. 3-9; DPHC, Fourie, Chpt. 8: South Africa, Democratisation, and Development (pp. 180-205); Govender, McDonough, and Mathew, Chpt. 8: Development Support Communication and the AIDS Foundation of South Africa (pp. 206-227).</p>
Week V	Sept. 22	<p>The critics’ complaints. Are the critics “right”? Demers, Chpts. 6, 7 Alexandre, et. al., 2014, <i>Human trafficking</i>; Pollock, Reda, et al., <i>Climate change</i>. TCNJ case studies in 2014 (summer/fall)AJC double issue on cross-national coverage of human trafficking, those with HIV/AIDS, child labor, and water handling.</p>
Week VI	Sept. 29	Global media, social control and social change. Demers, Chpts. 8, 9;
Week VII	Oct. 6	Global media and the managerial revolution; The future implications of global media. Demers, Chpts. 10, 11
Week VIII	Oct. 13-14	<p>MIDTERM Break, class resumes on October 20 Norris, E& P, Chpt. 6; evidence presentations</p>
Week IX	Oct. 20	<p>Mody, 2010, Chpt. 4 “Cross-National Comparative Research on Foreign News: Design and Implementation” (pp. 83-94); Appendix 3 “Content Analysis Codebook” (pp. 363-368); Rec: E&P, Chpt. 16: Stevenson: Culture as Key Variable;</p>
	Oct. 23	PROSPECTUS DUE

Week X	Oct. 27	Content Analysis and Data Collection Methodologies. AJC summer/fall 2014 double- issue Pollock "Overview: "Illuminating Human Rights: How Demographics Drive Media Coverage".
Week XI	Nov. 3	Pollock, TM, Ch. 2, "Measuring Media Alignment"; Mody, 2010, Chpt. 10 "Foreign News: Journalism for Cross-National Public Education? (pp. 319-356, especially pp. 340-356); Rec: E&P, to be assigned; 9/11: Chpt. 11 (Far East comparative media analysis)
Week XII	Nov. 10	E&P, to be assigned; 9/11: Chpt. 22 (Latin America comparative media analysis); Rec: Communication Technology and Development (Mody, 2003, Chpt. 11); Participatory Approaches to Development Communication (Mody, 2003, Chpt. 12);
Week XIII	Nov. 17	ORAL REPORTS BEGIN. E& P, to be assigned. Rec: Development Communication as Marketing, Collective Resistance and Spiritual Awakening: A Feminist Critique (Mody, 2003, Chpt. 13); Looking Back, Looking Forward (Mody, 2003, Chpt. 15).
	Nov. 17	ALL DATA COLLECTION AND CODING FINISHED
Week XIV	Nov. 24	ORAL REPORTS CONTINUE (FIRST COMOPLETE DRAFT DUE NOV. 30)
Week XV	Dec. 1	ORAL REPORTS CONTINUE
	Dec. 5	FINAL FULL LENGTH PAPERS DUE
Week XVI	Dec. 9- ?	In-class presentation of report abstracts, comparisons

COURSE EVALUATION: EXPECTATIONS, DEADLINES

Oral Presentations (Examination Equivalents) (10% credit for first one; 10% second one): Two group presentations are scheduled, one for October 10 or 14, the second in November or December.

GUIDELINES FOR ONGOING COMMUNICATION RESEARCH PROJECT (NOT a Term Paper)

This is not a term paper, which can be started and completed toward the end of a course. This is an ongoing, semester-long commitment that counts for one-half of each student's grade.

1. Select a Topic That Has Social and/or Political Transcendence.

Browse papers nationwide through Lexus/Nexus to estimate whether the topic merited at least 20 newspaper articles in major media markets. Topics are chosen in first two weeks. Examples of topics can be found on my website: <http://www.tcnj.edu/~pollock>.

2. Early Start

It is extremely important to start the literature search immediately in order to complete the **Prospectus** approximately one month after class begins. Assignments for oral reports will be made within the last five weeks.

3. Complete All Parts of Prospectus on Time: BY OCTOBER 20

Make sure you complete every section of the prospectus on time, including:

a. Statement of the problem.

b. Literature review going beyond a summary to *tell a story*, integrating article findings into a flowing narrative.

c. Clear list of multiple hypotheses, together with justifications for each that are both reasonable and *based on literature*.

d. Complete methodology section, paraphrasing previous research if appropriate.

e. Assemble complete, fastidious bibliography, according to APA style.

4. Each person completes at least one paper's data collection, coding and analysis within one week after handing in prospectus:

Please regard the preceding steps and deadlines as critical for the successful completion of the semester's most important activity: the ongoing research project that counts half of your grade.

Go to library's database room, collect all printout to be sampled from one newspaper, **keeping all printouts (on Word or Excel files) and SPSS datafiles for coding.**

a) code the paper for attention and direction scores, then calculate a Media Vector;

d) calculate an intercoder reliability coefficient using all articles.

4. Enter and/or Analyze data three different ways:

a) by calculating Media Vectors for each newspaper and then calculating a *Pearson correlation* comparing those vector scores with the demographic data for at least one city characteristic; and

b) by entering data on the SPSS data analysis program, then calculating Pearson interval level correlations for *city-level data*; and

c) by entering data on SPSS for all the attention score characteristics *for each article* for each city newspaper, plus city characteristics, plus Media Vectors.

5 Finish all Data Collection and Coding and Calculations of Media Vectors for paper by November 17, including:

Collection of data on city characteristics and statistical calculations of correlaton-order coefficients. Remember, count on the database experience in the library -- accessing newspapers -- to take longer than you think it will. Each two person team is responsible for 15 newspapers; for three person teams, 21 newspapers (about 20 articles for each newspaper); four person teams, 28 newspapers.

5. **Oral Reports** are due in November/early December.

6. **Abstract/Summary** included in final report; abstracts will be presented orally at penultimate or last class.

7. **Final Analysis and Writeup**, based on recommendations made during oral reports, is (are) due on **Dec. 5**. Included:

- o TWO hard copies of final paper; and CD-ROM or flashdrive versions of:
- o ONE Word file with final paper; TWO SPSS dataFILES: a) one showing city characteristics and Media Vectors for each newspaper studied; b) another showing article levels characterstics and Media Vectors.
- o ONE Word file with all newspaper articles collected and/or an Excel file with coded articles.

Evaluation Criteria

Oral Presentations (Examination Equivalents) (10% credit for first one; 10% second one): Two group presentations are scheduled, one for October 6, the second in November or December.

On-going Semester Communication Research Project (30% for prospectus; 40% for written final paper): Each person/group will complete a final research project about some aspect of communication. Each person/group must submit a revised research prospectus (which includes the first four parts of the final paper -- introduction, review of the literature, hypotheses and methodology -- plus an *ongoing corrected* bibliography) by October 20. Two copies of the final paper are due on Dec. 5, including database printouts, a copy of the paper in Word, two SPSS files and Word or Excel files of articles. A short, non-graded oral summary of the paper will be given during class prior to that date in order to allow the class and the instructor to provide ongoing feedback before final project writing.

Participation (10%): Because this course involves a significant amount of in-class participation, your verbal participation in class discussions and any assigned oral/written summaries of chapters presented to the class will be evaluated and assigned a grade. Class attendance is expected and noted. Any absences beyond four will result in a deduction of one full grade from the final grade.

Course Expectations and Assumptions

The dates on the syllabus refer to the Monday meetings of the weeks in which the topics will be discussed. Come to class having studied and prepared to discuss the assigned material. Research projects will progress simultaneously with readings and class lectures/discussions. Each student will be asked to report on work in progress periodically, with an overall oral report due in the last half of the course. Discussion of ongoing work will consume most of Thursday class time.

Since each of you will be pursuing different areas of investigation, you will be expected to read far beyond the formal assignments, sharing your progress and dilemmas with the class. Your project work increases in importance in the last half of the semester. Do not underestimate the importance of integrating reading and primary research in the final phase of the course.

Some students encounter trouble by not keeping in touch with me or by not coming to class. Please make appointments with me or come in during my office hours to talk with me about any aspect of the course, in particular the research project. Please take advantage of this offer. The more I know about progress and problems, the better your likely outcome in the course.

Remember: There are three ways to contact me, ranked from “most” to “least” preferable:

4. **Sign up for an appointment, only during my office hours, in the daytimer outside my office in Kendall 210** (or look for me in any of the following: my office in Kendall #210; the Kendall student lounge; or Brower cafeteria); Office hours: M/Th. 3:30 - 4:30; Wed. 3:00 - 4:00 PM. This method of contact is preferable because you can be guaranteed a time slot.
5. by e-mail: pollock@tcnj.edu.
6. by telephone at home PREFERABLE (Cell) 732-371-7022; or (last resort) Office: 609-771-2338

GOOD LUCK!

SEMESTER-LONG PROJECT EXPECTATIONS AND STEPS

1) Each team selects a critical issue or event (e.g., treatment of indigenous or immigrant workers generally; human trafficking; global warming; water handling; treatment of dissidents in repressive regimes; coverage of the “Arab Spring”; those detained by the US in connection with the “war on terror”; women’s rights; any other “human rights” issue; see especially coverage of the UN’s effort to reduce HIV/AIDS, provide tsunami relief or advance women’s rights, below.) for study by 3-4 students (As an example, see papers presented at July, 2010, International Communication Association annual conference in Singapore; see also Pollock & Guidette.).

2) Each team selects newspapers in at least twenty distinct countries for study (suggested list of countries and newspapers provided). Newspaper availability may depend on the quality of available databases. Two of the countries/papers can be *The New York Times* and the *Times* of London. Other papers can be in English-speaking areas of another continent such as South Africa, India, Nigeria, Singapore, Australia. Newspapers of other former British colonies or spheres of influence are also possible, for example: the *Namibian*, the *Addis Tribune*, *The Times of Zambia*, the *Bangkok Post*. If a student wishes to conduct research with one or more non-English newspapers, a recommended level of non-English language proficiency is a course beyond the basic composition and conversation course. It is recommended (but not required) that one or two papers be from a non-English-speaking major newspaper (e.g., *Le Monde* of France, *Frankfurter Allgemeine Zeitung* of Germany, *El Pais* of Spain, *Excelsior* of Mexico City, etc.). Write a short description of the methodology to be used.

For newspaper database sources, examine at least Newsbank/Lexis-Nexis, AllAfrica, and the homepage of the Ohio State University Journalism Library (<http://library.osu.edu/sites/journalism/jou.php>), as well as the databases at the Princeton Public Library and the New York Public Library.

3) Engage in a systematic quantitative content analysis of coverage of the critical issue or event using the “Media Vector” content analysis methodology developed by the instructor [See any of the Pollock, et. al. studies, especially, Pollock, J.C., *Overview – Illuminating Human Rights: How Demographics Drive Media Coverage*. This methodology will yield quantitative “scores” for each paper, permitting systematic comparison of reporting among the distinct papers.

4) Engage in a qualitative and quantitative analysis of “frames” apparent in the reporting, relying, at the very least, on a set of frames developed by the instructor over two decades of teaching, in particular relying on the instructor's experience studying reporting from industrialized nations on events and issues in developing nations (See, for example, Pollock in *Latin American Research Review* and Pollock in *Studies in Third World Societies*.). If studying a issue connected to the United Nations, study UN-generated “themes” as well.

5) Offer at least four or five plausible “explanations” for any variations in reporting encountered (A sample article by Pollock & Guidette will be provided, offering four or five typical “structural” explanations, e.g., different relations between journalists and government, different media systems -- mix of public and private ownership, different economic stakes or stakeholders, nations positioned differently in the strategic world order, etc.). In addition, pay careful attention to the “structural” explanations offered by the papers on human trafficking and climate change presented at the annual conference of the International Communication Association, July, 2010. , as well as by Bella Mody in her 2010 book, *The Geopolitics of Representation in Foreign News*. After comparing different explanations, make a case for “one” of the explanations as the “best fit”, in your view. Pay special attention to “structural” explanations.

SPECIAL PROJECTS: Coverage of health or risk-related topics is of special interest, including UN efforts to reduce the incidence of HIV/AIDS, water handling (a major gateway to disease and disease prevention), or promoting women’s rights since the 1995 Beijing conference (e.g., studying efforts to reduce human trafficking), the “Arab Spring”. For example, the instructor was n asked by the United Nations Department of Public Information in 1995 to evaluate coverage of UN efforts to reduce the incidence of HIV/AIDS throughout the world. More than one team is welcome to study these topics.

DEADLINES AND TIMESFRAMES FOR EACH STEP

<u>Assignment</u>	<u>Due</u>
Select topics and groups	Sept. 2
Hand in Introduction (include initial reference section)	Sept. 8
Hand in Literature Review (continue updating reference section)	Sept. 15
Hand in Hypothesis section (continue updating reference section)	Sept. 22
Hand in Methodology section (continue updating reference section)	Sept. 29
Hand in complete prospectus	Oct. 20
Finish all Data Collection and Coding and Calculations of Media Vectors for paper	Nov. 17
Hand in final paper	Dec. 5

Languages Across the Curriculum: Languages Across the Curriculum is an initiative to infuse foreign language across the curriculum, thus building on the skills of language proficient students in courses where foreign language sources are not a regular component of the curriculum. Those students who have completed at least two 200-level courses in a foreign language or have intermediate level proficiency in a language and are interested in enhancing their work in this course through complementary readings, research or interviews in that language may enroll in a one credit Languages Across the Curriculum Independent Study, LAC 391. The specific assignments will be identified by the course professor and the LAC supervisor, Dr. Deborah Compte of the Modern Languages Department. Dr. Compte will assist you in accessing appropriate materials and engaging in course-related research and activities in another language, and will monitor your progress. A brief biweekly report of ongoing

progress in relation to the LAC component of the course is required. The LAC independent study is offered on a Pass/Fail basis only and thus does not impact on your GPA, but indicates your initiative in utilizing your language skills to enhance your coursework. It will be noted as LAC 391 on your transcript.

You must register for the LAC independent study by the end of the *first week of classes*. The specific work involved in the independent study will be clearly identified and articulated in the Independent Study Summary Proposal which you will draw up with Dr. Compte, with the approval of the course professor. If you are interested, please contact Dr. Compte promptly at dcompte@tcnj.edu or at x2392 so that the necessary forms can be completed by the College's deadline. This is an exciting opportunity for students with the requisite language skills to build on their expertise and complement their other academic studies.

Topics of Frequent Interest to Students enrolled in COM 415: International Communication

Coverage of those with HIV/AIDS

Human Trafficking

Rape and Rape Culture

Cigarette smoking

Oil drilling/environmental protection

Water handling/contamination

Child labor

Climate change

Immigration (especially Islamic)

Refugees

Genetically Modified Organisms/Food

Health risks of child brides

PH 404/COM 345: Health, New Media, and Culture

The College of New Jersey

Time & Venue: TBA

Instructor: Dr. Yifeng Hu

Office: 244 Kendall Hall

Office Hours: TBA

Phone: 609-771-2373

Email: hu@tcnj.edu

Course Description

Contemporary health communication research and practice is strongly influenced by technology and culture. Through critical reading, critiques, case studies, and hands-on applications, this advanced interdisciplinary seminar intends to examine cutting-edge research and practice regarding roles and effects of new media and emerging technologies with cultural influence in a wide variety of health communication contexts.

Course Objectives

- 1) Help students learn roles and effects of new media and emerging technologies with cultural influence in various health communication contexts.
- 2) Enable students to draw out theoretical, methodological, and practical implications of

new media and culture in health communication through readings and discussions.

3) Expose students to research and practice on a variety of health conditions around the world influenced by new media and culture.

4) Provide students with hands-on opportunities for designing, implementing, analyzing, evaluating, and reporting real-life health communication initiatives influenced by new media and culture.

5) Shed light on future research and practice in health communication influenced by new media and culture.

Required Readings

There is no textbook for this class. However, we will be relying heavily on readings selected

from a wide variety of journals. They are available on Canvas on a weekly basis.

Grading Structure

Class Participation 15%

Mini Applications 35%

Motivated Discussion Questions 30%

Real World Group Project 10%

Take-Home Final Exam 10%

Course Requirements

1. Class Participation (15%)

This is a seminar rather than a lecture. The class will be as good as the discussion! I will try not to lecture, but will rather rely on the class to help you work your ways through the critique, analyze the research, and brainstorm ideas. As a consequence, active participation on the part of all class members is essential to the success of the seminar. Class participation accounts for 15% of the final grade. Everyone should be prepared with questions, comments, and examples of the topic under consideration. Similarly, everyone should be prepared to answer my questions. This requires that all class members carefully read the assigned materials and contribute during the class. Please note that people typically *think* that they are contributing more than they actually are. You should speak up!

Your class participation also includes attending all guest speeches and writing short reflections as required. Throughout the semester, there will a number of guest speeches delivered either face-to-face or via technology (e.g., Skype, Second Life). The guest speakers are from a variety of countries and are pioneers who conduct cutting edge research in their own specialty.

2. Mini Applications (35%)

There is one mini application for each topic discussed. Some sample applications are as follows:

- Research a controversial health topic online
- Create an innovative and easy-to-understand ehealth infographic

- Bring online health information to and discuss it with your health provider
- Explore a telemedicine device or visit a nursing home
- Give online support to patients like you
- Compare and contrast different Web-based intervention programs
- Experiment with a texting intervention program
- Design a health app for the TCNJ community
- Try a health game
- “Build” a health-related space in a 3D virtual world
- Interview medical/nursing school students on technology-based medical education
- Create a social media campaign for a TCNJ health issue (Group Competition)
- “Help” a real public health emergency with technology
- Gain global perspectives on health technology

Detailed instructions and due dates will be given out throughout the semester on Canvas.

If you turn in a good job, you will receive the full points. If I perceive that you put your full effort in completing the assignment but need to improve it, I will let you know and you will have an opportunity to redo your assignment. Only minimal points will be deducted if the revised work is satisfying. If it is still not satisfying, or if you choose not to revise, however, more points will be deducted. If the work you turn in shows that you did not put your full effort in the very beginning, however, I give only minimal points and there is no redo chance.

3. Motivated Discussion Questions (MDQs) (30%)

To promote critical thinking, facilitate your learning of the material, and guide class participation and discussion, you are required to write MDQs for five topics of your choice throughout the semester. You should write MDQs for at least two topics before Mid-Semester Break (Oct 13).

Whatever topics you choose, they should not be consecutive ones. You can write MDQs for one additional topic in order to better your grade, and I will record your best five grades.

In general, for each topic, I will put two articles on Canvas. If you decide to write MDQs for this topic, you should write a question and response for each article. Therefore, every MDQ submission is comprised of two questions and responses (600-800 words, or 2-3 pages in total).

Your question may deal with any aspect of the article that is relevant and of interest, such as concepts, variables, premises or assumptions, competing hypothesis, theories, methodologies, alternative explanations, implications, weaknesses, extensions, future research ideas, taking sides, challenges, and solutions. However, if the article has already touched upon certain limitations or future research directions, then you should avoid repeating those ideas, unless you have something new to say.

Your response should include (1) significance of your question (i.e., why should we bother to discuss your question) and (2) your own answer to your question.

MDQs account for 30% of the final grade, with each submission accounting for 6%.

MDQs that are relevant to the readings, reflect a thorough reading of the materials, are

thoughtful and thought-provoking, demonstrate a high level of profound curiosity, and are well written will receive the full credits. Points will be deducted for MDQs that show a need for more thorough reading and greater reflection, that require only minimal responses (e.g., “yes/no” answers), that perfunctorily seek factual answers, or that are poorly worded. Class discussion will center on these MDQs, so be open-ended in the queries. Try also to incorporate concepts from other classes and readings outside of the class. To assist you in writing questions, I encourage you to read with a pen in hand so as to write your questions as you read.

If you choose to write MDQs for a topic that will be first discussed on a Monday, submit MDQs

on Canvas by 9:30am the previous Saturday; If you choose to write MDQs for a topic that will be first discussed on a Thursday, submit MDQs on Canvas by 9:30am the previous Wednesday.

Each question and response will receive a check+ (5 points), a check (4 points), or a check- (3 points). Therefore, for every MDQ submission with two questions and responses:

2 check+ 10 points

1 check+, 1 check 9 points

2 checks 8 points

1 check+, 1 check- 8 points

1 check, 1 check- 7 points

2 check- 6 points

4. Real World Group Project (10%)

This semester this course is partnered with a local startup company specializing in strategies and solutions for healthcare companies. You will work on a project called “Reviving Healthcare Terms” – using innovative and effective ways to communicate healthcare terms to consumers.

Details will be given out with time going on. This is a semester-long project.

Course Policies

Please read these policies carefully. Staying in the class after reading the policies signifies your willingness to abide by them.

1. Attendance

Since this class is based heavily on discussion, class attendance is expected and noted. If you cannot make class, you must contact me prior to class. You must have excusable reasons (e.g., medical emergencies, school activities) and proper documentations (e.g., coach’s notes, doctor’s notes) to justify your absences.

2. Written Work

All papers must be in WORD format. Put your name, professor’s name, class name, and date on the upper left corner of the papers. All text should be Times New Roman, 12-point font, doublespaced.

All margins should be 1 inch. You should carefully proofread for grammar, spelling, and

punctuation. Failing to do so may result in deduction of points. Follow this example when saving your paper: “Sam Ryan’s MDQ on Online Health Search” or “Kay Lin’s Mini Assignment #1.”

3. Late work

Late work will be marked down 1 percent of your final grade for each day late, including the due day and weekend days.

4. Technology

You are encouraged to have a general back-up plan for electrical or technological failures. If technical emergencies arise, you should contact me as soon as possible to determine the best means for completing assignments.

5. Conduct in a College Classroom

When you enter college classrooms, I expect that you come prepared to learn and will exhibit behaviors conducive to learning. The general rule is to be present and be on time. Absences and excessive tardiness will cost you in your participation grade. Late arrivals to and early departures from class are distracting. You should let me know if you foresee such an occurrence.

Cell phone use in class is disrupting. Keep your cell phone to silence. NO texting. If you expect a call/message that is more important than the class, you should 1) let me know before the class, and 2) quietly step out of the classroom.

6. Other Important College Policies

Absence and Attendance Policy: <http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>

Americans with Disabilities Act Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=8082>

Tentative Schedule

Week 1 Where Have We Been? A Systematic Review

Surveys the current status and trends of the field.

Week 2 Online Health Information: The Good, the Bad, and the Ugly

Examines online health information quality and credibility.

Week 3 eHealth Literacy: Essential Skills in a Digital World

Explores different aspects of consumer health literacy in the digital age.

Week 4 ePatient-Provider Relationship: Participatory Medicine

Evaluates changed dynamics between empowered patients and providers.

Discusses impact of online health search, electronic health records, and open clinical notes on provider-patient relationship.

Week 5 Telemedicine: Bringing Healthcare Home

Looks at technology-based healthcare delivery innovations.

Week 6 Online Support Groups: Connecting with Patients Like Me

Assesses online patient support groups.

Week 7 Web-Based Interventions: Convenient, Confidential, and Customized

Researches Web-based health interventions.

Week 8 Mobile Health: Anytime, Anywhere, on Any Device

Inspects mobile technology such as texting and apps for health interventions and self-management.

Week 9 Games for Health: Changing Behaviors in a Fun Way

Scrutinizes effects of serious games in changing health behaviors.

Week 10 3D Virtual Worlds for Health: Making Real Change

Investigates 3D virtual world-based social support and health interventions.

Week 11 New Media for Continued Medical Education: Innovative Training

Introduces technology-based medical education innovations such as 3D virtual worlds simulations and virtual standardized patients.

Week 12 Social Media for Health: Campaigns Go Viral

Creates social marketing campaigns with social media and evaluates effects.

Week 13 New Media for Public Health Emergencies: Before, During, and After

Studies use of technology for public health emergency preparation and aftermath, as well as detecting and tracking disease outbreaks using big data mapping.

Week 14 New Media in Developing Nations/Across the Globe: A Trend, Not a Fad

Discusses how other nations across the globe utilize health technology in their respective healthcare systems to increase communication and streamline the healthcare process.

Week 15 Where Should We Go? Looking Into the Future

Predicts new directions for future research and practice.

The instructor reserves the right to alter the syllabus during the semester.

HEALTH AND RISK COMMUNICATION CAMPAIGNS:**A SOCIAL MARKETING APPROACH**

Dr. John C. Pollock

MR 3:30-4:50 PM

COMM 403:01

Office Hours: Kendall #238, **by appointment**; by telephone at office or home -- Tel (Off) 609-771-2338 (Cell) 732-371-7022; or by e-mail: pollock@tcnj.edu; or jcp3rd@earthlink.net. For ongoing information about the course, please access: www.tcnj.edu/~pollock .

Introduction

This course examines the impact of public communication campaigns, in particular health communication campaigns, aimed at informing and persuading mass audiences. Special attention is given to a wide range of strategies and tactics for designing effective campaign strategies. Since most campaigns are targeted to mass audiences, the primary emphasis will be on communication through mass media channels. The following lists of core concepts, understandings, technical knowledge and skills and common misunderstandings represent opportunities and challenges addressed in this course on public communication campaigns:

A. Core Concepts

The course is intended to help you learn:

- 1) A theoretical understanding of how campaigns influence audiences.
- 2) A substantive familiarity with the effects of various types of socially significant campaigns in recent years.
- 3) Practical guidance and experience in analyzing and constructing campaign plans and messages in applied settings.

B. Understandings

This course also seeks to help you acquire key understandings, specifically:

- 1) Understanding theoretical frameworks of mediated and non-mediated campaigns
- 2) Understanding concepts of mass communication processes and effects
- 3) Understanding variations in audience responses, channel differences, communication sources and message appeals

- 4) Awareness of research literature on campaign effectiveness regarding specific health issues (including smoking, drugs, heart disease, drunk driving or other health topics).
- 5) Detailed criteria used to evaluate success or failure of communication campaigns.

C. Technical Knowledge and Skills

- 1) Craft a thorough literature review/information search addressing a specific campaign issue.
- 2) Design a strategic health promotion campaign, including general goals, measurable objectives, broad strategies and specific tactics for each strategy.
- 3) Outline the advantages and disadvantages of distinct target audiences.
- 4) Explain rationales for using three theories of behavior change (e.g., health belief, theory of planned behavior, social cognitive learning theory)
- 5) Develop pre-tests of message concepts, including questionnaire construction, data collection and data analysis
- 6) Construct multimedia materials after evaluating pre-test results, for example: brochures, videos, radio spots, press kits.
- 7) Fashion and make an oral presentation using PowerPoint, making a case for a sophisticated, integrated public information campaign
- 8) Write results into a formal grant proposal worthy of submission to a grant funding organization

D. Common Misunderstandings

- 1) *Group Work and Responsibility.* Since most of the coursework is a group process – crafting a strategic public communication campaign plan, isolating key strategies, elaborating imaginative tactics, devising evaluation programs, designing and implementing pre-tests, crafting message materials – it is important that individuals be available to meet with one another to compare ideas. Any one who fails to meet regularly with others in the group

jeopardizes both the morale of the members and the quality of the final product. Please remember that students will evaluate the contribution of each of their group members at the end of the semester, providing feedback to the instructor on individual contributions.

- 2) *Division of Work by Skill, not by Section.* Sometimes students mistakenly regard themselves as responsible only for a particular section of the course, resulting in uneven, sometimes inaccurate products. Instead, rather than dividing work by “sections” of the course, individuals should divide work by “skill” categories. If someone is an especially good writer, that person should do most of the writing. If others are particularly good at database searches or data entry or data analysis or telling stories from numbers – all useful in launching and analyzing message pre-tests, those skillful at those endeavors should do most of the work in those areas. The result is typically far better than if individuals simply divide the semester-long project into discrete sections, paying attention only to a single slice of the entire enterprise.
- 3) *Immediate Revision after Ongoing Deadlines.* Since feedback on the ongoing project is offered frequently for each of the project’s sections, it is important to adopt an “incremental” mindset, reviewing instructor comments and revising each section immediately. Sometimes groups mistakenly wait until the end of the term to revise sections of the project, resulting in hurried, less than optimal revisions because so many other analysis and interpretation tasks require attention at the end of the semester.
- 4) *Quickly Shift Gears from “Research” to “Production”.* One of the opportunities this course affords is the possibility of “applying” what students learn to the actual “production” of communication campaign materials. These can take the form of brochures, posters, radio spots, short videos or a host of other communication vehicles. Sometimes students have difficulty making a transition from strategic campaign “planning” to “production”. The planning phase is quite rigorous, with many clear deadlines to maintain student focus; while the “production” phase is perhaps more creative, with more flexible deadlines. It is important that students not lose focus or momentum in the “production” phase of the course. Otherwise, all of the useful work that led to clear conceptions of an effective health campaign may be diminished. It is essential that groups maintain momentum as they approach the final, more creative phase of the course.
- 5) *Class Attendance is Critical.* Since there will be additional course readings and case studies assigned or discussed in class, class attendance is imperative. Class attendance is also important for another reason: Each student/team will be asked to lead discussion of an assigned article at least once. Elementary courtesy suggests that everyone listen to everyone else's presentations.

Required Textbooks

Rice, Ronald E., and Atkin, Charles, K. (Eds.). (2001). *Public communication campaigns, 2nd Edition*. Newbury Park, CA: Sage Publications (labeled **PCC** in syllabus)

Weinreich, Nedra Kline. (1999). *Hands-on social marketing*. Thousand Oaks, CA: Sage Publications (labeled **SOMARK** in syllabus).

Atkin, Charles and Lawrence Wallack (Eds.). (1990). *Mass communication and public health: complexities and conflicts*. Newbury Park: Sage Publications (labeled **MC** in syllabus)

Recommended Supplement

Lederman, Linda C. (Ed.). (2007). *Beyond these Walls: Readings in health communication*. NY: Oxford U. Press (labeled **Walls** in the syllabus)..

Other Recommended Texts:

Haider, Muhiuddin (Ed.). (2005). *Global public health communication: Challenges, perspectives and strategies*. Sudbury, MA: Jones and Bartlett (labeled **GPHC** in syllabus)

Piotrow, Phyllis Tilson, Kincaid, D. Lawrence, Rimon II, Jose G., & Rinehart, Ward. (1997). Health Communication: Lessons from Family Planning and Reproductive Health. Westport, CN: Praeger. (This book describes lessons from Johns Hopkins researchers.)

Wallack, Lawrence, Lori Dorfman, et. al. Media Advocacy and Public Health: Power for Prevention. Newbury Park, CA: Sage Publications, 1993. (labeled **ADVOCATE** in syllabus)

Office of Cancer Communications. Making Health Communication Programs Work. Bethesda, MD: National Cancer Institute, 1992. (NIH Publication # 92-1493 (labeled **MAKING**))

Donohew, Lewis, Sypher, H.E., & Bukoski, W.J., eds. Persuasive Communication and Drug Abuse Prevention. Hillsdale, NJ: Lawrence Erlbaum and Associates, 1991 (or latest edition.) (labeled **PERSUASIVE** in syllabus)

Ratzan, Scott, ed. AIDS: Effective Health Communication for the 90s. Washington, D.C.: Taylor & Francis, 1993. (labeled **AIDS** in syllabus)

Ray, Eileen Berlin, and Donohew, Lewis, eds. Communication and Health: Systems and Applications. Hillsdale, NJ: Lawrence Erlbaum Associates, 1990 (**COMHEALTH** in syllabus)

U.S. Dept. of Health and Human Services. Healthy People 2010: National Health Promotion and Disease Prevention Objectives. Washington, D.C. U.S. Government Printing Office (DHHS Publication No. (PHS) 91-50212), 1990. (labeled **HEALTHY** in syllabus)

ASSIGNMENTS

(Dates refer to Monday of the weeks in which the topic will be discussed, except for Sept. 2.)

Week I	Sept. 2	<i>Intro to Public Communication Campaigns: Learning the Lingo</i> ; Templates from Previous Classes; The Johns Hopkins P-process; Healthy People 2010 Objectives
Week I	I Sept. 6	<i>Processes and Principles of Strategic Health Communication</i> PCC, Chpts. 1, 3 (Paisley, Atkin); MC, Chpts. 3,4 (Meyer, Klaidman); SOMARK, pp. 1-32; Rec: HEALTHY, Chpts. 1-5; Health Images in Media: COMHEALTH 7
Week III	Sept. 13	<i>Designing a Campaign/Designing Research / Statistical Issues</i> PCC, Chpts. 2, 4 (McGuire, Dervin & Frenette); MC, Chpt. 1 (Atkin & Bratic); SOMARK, pp. 51-78; Rec: MAKING, pp. 1-16

Week IV	Sept. 20	<i>Strategic Design; Doing a Study</i> PCC, Chpts. 5, 10 (Stephenson & Witte, Snyder); MC, Chpts. 2, 8 (Wallack, Signorelli); SOMARK, pp. 79-115; Rec: MAKING, pp. 21-27: Selecting Channels and Materials; AIDS (Maibach, et. al.)
Week V	Sept. 27	<i>Campaign Design (who, what, where, when, how and why)</i> <i>Targeting Audiences and Behaviors</i> PCC, Chpts. 11,12 (Flora, Capella, et. al); MC, Chpt. 10 (Flay & Burton); GPHC – to be assigned; Rec: MAKING, pp. 31-51; AIDS (Hein, et. al.; Fabj & Sobnosky)
Week VI	Oct. 4	<i>Source/Channel/Destination and Message/Product Variables</i> PCC, Chpts. 14, 27 (Piotrow & Kinkaid, Bracht); MC, Chpt. 5, 6 (Stuyck, Novelli); GPHC - to be assigned; Rec: AIDS (Ratzan); PERSUASIVE, Chs. 9, 10
Week VII	Oct. 11	<i>Entertainment Education, Web-based Tobacco Cessation for kids</i> <i>12-15; Interactive Media for Children; Media Advocacy</i> PCC, Chpts. 28, 29, 30, 31; GPHC – to be assigned
Week VIII	Oct. 18	MID-SEMESTER BREAK
Week IX	Oct. 25	<i>VD, AIDS and Crime Prevention</i> PCC, Chpts. 15, 24, 16; MC, Chpt. 7 (Silverglade); ADVOCATE, Chpt. 3; Rec: HEALTHY, pp. 391-413; AIDS (Marlier; Ratzan & Payne)
Week X	Nov. 1	<i>Fire Prevention, Littering, Rat Control</i> PCC, Chpts. 17, 18, 19; MC, Chpt. 9 (Montgomery); ADVOCATE, Chpt. 4; Rec: HEALTHY, pp. 415-440

Week XI	Nov. 8	<i>Government Incentives & Punishments, Designated Driver, Campus Drinking</i> PCC, Chpts. 20, 21, 22; ADVOCATE, Rec: Chp. 5; HEALTHY, pp. 391-413; COMHEALTH, Ch. 8; PERSUASIVE, Chs. 8, 14, 15
Week XII	Nov. 15	<i>Anti-drug Sensation Seeking, Milk, Nazi Antitobacco Campaign</i> PCC, Chpts. 23, 25, 26; MC, Chpt. 11 (Wallack); ADVOCATE, Ch. 6 (Beer - Spuds McKenzie); Rec: HEALTHY, 93-110;185-206
Week XIII	Nov. 22	<i>Campaign Evaluation (formative, summative) presentations</i> PCC, Chpts. 6, 7 (Atkin & Freimuth, Valente); MC(Arkin, et. al.); ADVOCATE, Ch. 6 (MADD – Ryan White). Student presentations.
Week XIV	Nov. 29	Student presentations
Week XV	Dec. 6	Student presentations/
Week XVI	Dec. ?	Final/Student presentations

COURSE EVALUATION:

1. Ongoing Reading Presentations, Outline, Handouts and Participation (15%): Each student or team: a) will be assigned a specific reading assignment to present to the class, as well as; b) select a current health communication campaign (domestic or international) to present to the class. The assignment includes a presentation, an outline and handouts used to present the case. Sources worth consulting for this assignment include: Piotrow, et. al. Health Communication: Lessons from Family Planning and Reproductive Health. Praeger, 1997; Eileen Berlin Ray, ed. Case Studies in Health Communication. Hillsdale, NJ: Lawrence Erlbaum Associates, 1993; and Thomas E. Backer, Everett M. Rogers and Pradeep Soporty. Designing Health Communication Campaigns: What Works? Newbury Park, CA: Sage, 1992. These presentations are due on dates assigned to each team. Failure to make a scheduled presentation

can result in an automatic deduction of one grade for the course. Teams themselves, not the instructor, are responsible for rescheduling with one another

Because this course involves a significant amount of in-class participation, your verbal participation in class discussions and your work on any additional assignments for this class (such as finding and documenting various communication library sources, critiquing an article in a communication journal, summarizing optional readings for presentation in class, etc.) will be evaluated. Class attendance is expected and noted. Any absences beyond four missed classes can result in a deduction of one full grade from the final grade.

2. Major Project:(85%)

The assignment has five parts:

a. Information Search (15%): Each student will identify a health related topic (subject to instructor approval) and compile a lengthy organized and annotated list of sources of information related to that topic, using the APA Style Manual, 4th Edition. The sources should include, but not necessarily be limited to: professional journals, organizations, support and self-help groups, government agencies, toll-free numbers, etc. The annotation will describe the types of information available from that source and appropriate audiences for the source. Include sources appropriate for the general population as well as sources for patients, families and friends; health care professionals; and scholars. Each student is expected to engage in a computer search of the Library holdings as well as Internet sources.

Some typical database and website sources for searching include the following in the library:

CommSearch: a database produced by the National Communication Association, it indexes at least 22 journals in communication studies.

ComIndex: provides complete bibliographic information for at least 65 key international journals and annuals from the communication field.

Found on the Internet:

CIOS (Communication Institute for Online Scholarship). Since TCNJ is an institutional member of CIOS, students can go from the library's home page to "Electronic Resources", then to the CIOS

link. This site contains an abundance of resources, including ComAbstracts, web sites, forums, tables of contents and a wide range of periodicals. CIOS has an excellent hotline resource and keyword assisted searches. This service is a superb place to begin looking for significant communication topics.

Topics for the search must be approved no later than **Sept. 6. Due Date: September 20.**

b) Design a Strategic Health Promotion Campaign – Steps One and Two of the Johns Hopkins P-process, URL to be supplied in class (25%): In teams of two, students will design a strategic plan for a hypothetical health communication campaign. In designing the plan, students will develop a written project plan that includes:

- o identification of a general objective, plus an explanation of its importance;
- o one or more specific and related objectives, and rationales for their selection;
- o a target audience (or subset of an audience), and reasons for its selection;
- o one or more specific "messages" (statement of message), and reasons;
- o exploration of at least three theories (e.g., health belief, theory of planned behavior, social cognitive learning theory); and
- o a rationale for the completed final product (leaflet or video) in a professional format

Due: October 14

c) Pre-test Procedures: Questionnaire Development, Data Collection, and Brochure (25%)

Teams will develop questionnaires, administer them to a target population, and develop materials, at minimum a leaflet, to use in a public communication campaign:

- o) Develop a questionnaire operationalizing three theories to administer to a target population;
- o) Administer the questionnaire in face-to-face interviews with at least 20-30 members of the target population;
- o) Develop a leaflet (or if you wish, an audio or video PSA).

Due: November 9

d) Designing a Health Promotion Campaign - Steps Three and Four of the P-Process (5%)

Due: November 29

e) Develop Formal Oral Report and Research Proposal – Report on all Six Steps of the P-process (15%)

This final portion of public communication campaign design asks students to:

- o) Complete and present a formal oral report (typically using PowerPoint), making a case for a sophisticated, integrated public information campaign; and
- o) Write the results of the presentation into a formal grant proposal worthy of submission to a grant funding organization.

The final portion of the assignment requires the team to organize the results of the pretest evaluation and leaflet (audio/video) into a formal oral report and a formal grant proposal. These projects will be presented to the class.

Due by December 9, and two copies are due December 15.

COURSE EXPECTATIONS AND ASSUMPTIONS

The dates on the syllabus refer to the Monday meetings of the weeks in which the topics will be discussed. Come to class having studied and prepared to discuss the assigned material.

Research projects will progress simultaneously with readings and class lectures/discussions. Each student will be asked to report on work in progress periodically, with an overall oral report due in the last half of the course.

Since each of you will be pursuing different areas of investigation, you will be expected to read far beyond the formal assignments, sharing your progress and dilemmas with the class. Your project work increases in importance in the last half of the semester. Do not underestimate the importance of integrating reading and primary research in the final phase of the course.

Some students encounter trouble by not keeping in touch with me or by not coming to class. Please make appointments with me or come in during my office hours to talk with me about any aspect of the course, in particular the semester research project. Please take full advantage of this offer. The more I know about your progress and problems, the better you are likely to do in the course. Remember: There are three ways to contact me:

- o by appointment during the following office hours: Mon, Thurs 2- 3:15 PM, Tues. 1-4 PM;
(please look for me in any of the following: my office in Kendall #210; the Kendall student lounge; or Brower cafeteria);
- o by telephone at office or home -- Tel (Off) 609-771-2338 (Cell) 732-371-7022; or
- o by e-mail: pollock@tcnj.edu; or jcp3rd@earthlink.net

Sample topics:

- Pediatric Immunization
- Water contamination
- Posttraumatic Stress
- Alcoholism (in general, or DWI in particular)
- Various proposals for a “public option” for health insurance
- Health insurance reform requiring each person to have/carry health insurance
- Health insurance reform preventing insurance companies from using “pre-existing conditions” to

exclude coverage of policy-holders.

- Portable health insurance (portability from one employer to another)
- Regulating the co-pays insurance companies are allowed to charge.
- Various kinds of abuse (e.g., drugs such as cocaine, extreme dieting – bulimia, anorexia)
- Various kinds of addiction (e.g., gambling, fast food)
- Partner addiction (high abuse tolerance)
- Tobacco use
- Obesity and/or nutrition (especially in children)
- Improving physician-patient interaction
- Reducing the risk of coronary disease
- Depression
- Autism or Asperger's conditions
- Safe sex, or preventing the spread of STDS and HIV/AIDS
- Plan B (emergency contraception, or the "morning after" pill)
- Early detection exams (e.g., breast, colon, prostate, skin)
- Fast-food (or even fast-food relationships)
- Affordable Care Act

GOOD LUCK!

COM 487: Advanced Student-Faculty Research
Health Communication, Development. and Social Change

SYLLABUS

Dr. John C. Pollock
COMM 487:01

Spring, 2014

M 5:30 –8:20 PM
Off Hrs: M,Th: 2:15-4:00
and by appointment

Office Hours: Kendall #210 **by appointment only**: preferably by e-mail: pollock@tcnj.edu; or by telephone at home -- (cell) 732-371-7022; NOT at office 609-771-2338. For ongoing information about the course, please access the "SOCS" course information site or www.tcnj.edu/~pollock. For information on the instructor's background, please click on the "faculty staff" sections of the comm studies dept. website.

Introduction

This student-faculty research course offers opportunities for students to explore the role of Entertainment-Education, a strategy for promoting healthy behavior and reducing risk, primarily in developing countries. This course explores not only behavior change at the individual level, but also "development" change that emphasizes changing environments and contexts (such as poverty or gender relations) in different societies and cultures that affect so strongly the likelihood of change.

Significance: Exploring Key Health Communication Questions

Exploring significant questions developed both from health communication theory and from modern technology channels, students will explore how much emphasis should prevention messages place on:

1. Fear of AIDS generally, and personal risk to the targeted group specifically?
2. Instructions in prevention methods to increase personal confidence in their use?
3. Perceived values/norms of peers? parents? teachers/coaches? medical experts?
4. Role models such as peers, parents, teachers/coaches, physicians, or "celebrities"?
5. Simplifying contraception use so that it is relatively easy to try.
6. Linking contraception use to prevailing cultural values.
7. Target audience participation in specific message creation and transmission.
8. Prevention messages communicated through mass media.
9. Face-to face interaction: Discussing prevention methods with friends or relatives.
10. Digital interaction with people: Discussing prevention methods electronically (for example, through texting or email) with friends or relatives.
11. Digital interaction with computer games: Selecting different pathways to successful AIDS prevention activities through specially designed mobile phone apps (This is consistent with a modern emphasis on what Chris Ault, chair of the Interactive MultiMedia program, calls "serious" games. Indeed the IMM

field has organized an international group called “Games for Health” (www.gamesforhealth.org) and there exists a *Games for Health Journal*.

12. Measuring target audience patterns of media use (whether mass or interactive), and associating those patterns with prevention message recommendations.

Common Misunderstandings

- 1) *Group Work and Responsibility*. Since most of the coursework is a group process – crafting a strategic public communication campaign plan, isolating key strategies, elaborating imaginative tactics, devising evaluation programs, designing and implementing pre-tests, crafting message materials – it is important that individuals be available to meet with one another to compare ideas. Any one who fails to meet regularly with others in the group jeopardizes both the morale of the members and the quality of the final product. Please remember that students will evaluate the contribution of each of their group members at the end of the semester, providing feedback to the instructor on individual contributions.
- 2) *Division of Work by Skill, not by Section*. Sometimes students mistakenly regard themselves as responsible only for a particular section of the course, resulting in uneven, sometimes inaccurate products. Instead, rather than dividing work by “sections” of the course, individuals should divide work by “skill” categories. If someone is an especially good writer, that person should do most of the writing. If others are particularly good at database searches or data entry or data analysis or telling stories from numbers – all useful in launching and analyzing message pre-tests, those skillful at those endeavors should do most of the work in those areas. The result is typically far better than if individuals simply divide the semester-long project into discrete sections, paying attention only to a single slice of the entire enterprise.
- 3) *Immediate Revision after Ongoing Deadlines*. Since feedback on the ongoing project is offered frequently for each of the project’s sections, it is important to adopt an “incremental” mindset, reviewing instructor comments and revising each section immediately. Sometimes groups mistakenly wait until the end of the term to revise sections of the project, resulting in hurried, less than optimal revisions because so many other analysis and interpretation tasks require attention at the end of the semester.
- 4) *Quickly Shift Gears from “Research” to “Production”*. One of the opportunities this course affords is the possibility of “applying” what students learn to the actual “production” of communication campaign materials. These can take the form of brochures, posters, radio spots, short videos or a host of other communication vehicles. Sometimes students have difficulty making a transition from strategic campaign “planning” to “production”. The planning phase is quite rigorous, with many clear deadlines to maintain student focus; while the “production” phase is perhaps more creative, with more flexible deadlines. It is important that students not lose focus or momentum in the “production” phase of the course. Otherwise, all of the useful work that led to clear conceptions of an effective health campaign may be diminished. It is essential that groups maintain momentum as they approach the final, more creative phase of

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the course.

- 5) *Class Attendance is Critical.* Since additional course readings and case studies may be assigned or discussed in class, class attendance is imperative. Class attendance is also important for another reason: Each student/team will be asked to lead discussion of an assigned article at least once. Elementary courtesy suggests that everyone listen to everyone else's presentations

Required Readings:

Human Sciences Research Council (HSRC) Survey (2008) South African National HIV Prevalence, Incidence, Behaviour and Communication Survey. Available at: http://www.hsrc.ac.za/Media_Release-379.phtml

Investigating Communication, Health, and Development: 10 Years of Research in the Centre for Communication, Media, and Society. (Download from website; ICHD in syllabus):
http://www.academia.edu/2207666/Investigating_Communication_Health_and_Development_10_Year_s_of_Research_in_The_Centre_for_Communication_media_and_Society_CCMS_

Singhal, A., & Rogers, E. (1999). *Entertainment-Education: A communication for social change.* Mahwah, NJ: Lawrence Erlbaum (now Routledge). (EE in this syllabus)

Singhal, A., Cody, M., Rogers, E., & Sabido, M. (2004). *Entertainment-Education and social change: History, research, and practice.* Mahwah, NJ: Lawrence Erlbaum (now Routledge). (EESC in this syllabus).

Tomaselli, K.G & Chasi, C. (2011) (ed.) *Development and Public Health Communication.* Cape Town: Pearson Publishing. (DPHC in this syllabus).

Strongly Recommended Readings:

Dearing, J.W. & Singhal, A. (Eds.) (2006). *Communication of Innovations: A Journey with Everett M. Rogers.* United States: Sage Publications.

Suggested Readings

John Hopkins Health and Education in South Africa (JHESSA):

http://www.jhesa.org/index_home.html

CCMS website: <http://www.ccms.ukzn.ac.za>. Go to "Projects", click on "Communication for Participatory Development".

The Drum Beat website: www.comminit.com and userlist.

Adhikarya, R. (2006) Implementing Strategic Extension Campaigns: Applying Best Practices and Lessons Learned from Ev Rogers. In Dearing, J.W. & Singhal, A. (eds.) *Communication of Innovations: A Journey with Everett M. Rogers.* United States: Sage Publications, 172-198.

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- Bandura, Al. (1997) *Self-Efficacy: the Exercise of Control*. W.H Freeman and Company. New York, 1-35.
- Corcoran, N. (2011) *Working on public health communications*. London: Sage.
- Freire, P. (1972) *Pedagogy of the Oppressed*. Penguin Books.
- Gumucio-Dagron, A. & Tufte, T. (eds.) (2006) *Communication for Social Change Anthology: Historical and Contemporary Readings*. South Orange, NJ: Communication for Social Change Consortium.
- Gumucio-Dagron, A. (2001). *Making Waves: Stories of Participatory Communication for Social Change*. A Report to the Rockefeller Foundation. New York: The Rockefeller Foundation.
- Kincaid, D.L. (2000) Mass Media, Ideation, and Contraceptive Behaviour, *Communication Research*, 27(6), 723-763.
- Lovelife (2001) *Looking at lovelife – The first year: Summaries of Monitoring and Evaluation*, Johannesburg. See website at www.lovelife.org.za.
- McAnany, E. (ed.) (2010) Communication for Development and Social Change: New Millennium, *Communication Research Trends* Vol. 29(3). A Quarterly Review of Communication Research: Centre for the Study of Communication and Culture. Available at: <http://octavioislas.files.wordpress.com/2010/06/comunicacion-research-trends.pdf>
- McKee, N, Bertrand, J.T & Becker-Benton, A. (2004) Chapter 2 Strategic Communication in the Fight Against HIV/AIDS. In *Strategic Communication in the HIV/AIDS Epidemic*. India: Sage publications, 30-54.
- Obregon, R. & Mosquera, M. (2005) Chapter 13: Participatory and cultural challenges for research and practice in health communication. In Hemer, O. & Tufte, T. (eds.) *Media and Global Change: Rethinking Communication for Development*. CLACSO Books & NORDEN, 233-246.
- Piotrow et al. (1997) *Health Communication: Lessons from Family Planning and Reproductive Health*. London: Praeger Publishers / John Hopkins School of Public Health.
- Singhal, A. & Njogu et al (2006) Chapter 9 Entertainment-Education and Health Promotion: A Cross-Continental Journey. In Dearing, J.W. & Singhal, A. (eds.) *Communication of Innovations: A Journey with Everett M. Rogers*. United States: Sage Publications, 199-229.
- Singhal, A., Papa, M.J & Sharma, D. et al. (2006) Entertainment Education and Social Change: The Communicative Dynamics of Social Capital, *Journal of Creative Communications*, Vol. 1 (1), 1-16.
- Storey, D J & Boulay, M. (2001). *Improving Family Planning Use and Quality of Services in Nepal through the Entertainment-Education Strategy*, The Johns Hopkins University School of Public Health Center for Communication Programs Field Report No. 12, 1 - 40.
- Tufte, T. (2001) Entertainment Education and Participation: Assessing the communication strategy of Soul City, *Journal of International Communication*, Vol. 7(2), 25-50.

ASSIGNMENTS

(Dates refer to Monday of the weeks in which the topic will be discussed.)

Flex-Time/4th Hour. It is difficult to cover the all the reading material in the allotted 14 classes. Therefore, I will assign “extra” time (Mondays from 8:20-9 PM) for reading and research that exceeds

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normal class hours. I shall be available during that time either in person or through email, to answer questions.

- Week I Jan. 20 *Intro to Entertainment-Education Campaigns: Development and Communication*: DPHC, Introduction (Chpt. 1). Templates from Previous Classes; The Johns Hopkins P-process; Healthy People 2020 Objectives
- Week II Jan. 27 *History of Development and Public Health Communication*. DPHC: Tomaselli, Chpt. 1, Part I: The Historical Problem (pp. 25-38); Part II: Doing Something (pp. 38-50). EE: Chpt. 1: Entertainment-Education (pp. 1-23); Chpt. 2: "Simplemente Maria" (pp. 24-46). EESC: Chpt. 1, The Status of EE Worldwide; Chpt. 2, A History of EE 1958-2000 (collectively, pp. 3-38).
- Week III Feb. 3 *HIV/AIDS Prevention and Women's Rights in South Africa, Mexico, and India*: DPHC: Govender, Chpt. 2: Part I: HIV/AIDS: Health or Development Problem (pp. 51-61); Part II: From Behavior Change to Social Change Communication (pp. 62-75). EE: Chpt. 3: Miguel Sabido and the Entertainment Education Strategy (pp. 47-72); Chpt. 4: The "Hum Log" Story in India (pp. 73-104). EESC: Chpt. 3, EE as a Public Health Intervention; Chpt. 4, The Origins of EE (collectively, 39-74).
- Week IV Feb. 10 *Health Communication Theories, Participatory Communication, Music, and Radio*. DPHC, Rensburg and Krige, Chpt. 3: Aspects of Health Communication (theories and opportunities) (pp. 77-100); Lubombo, Chpt. 4: Stakeholders and Their Impact on Community Development; OneVoice South Africa Schools Programme (pp. 101-118). EE, Chpt. 5: The Entertainment-Education Strategy in Music (pp. 105-119); Chpt. 6: The Education-Entertainment Strategy in Radio (pp. 120-142). EESC: Chpt. 5, Social Cognitive Theory for Personal and social Change by Enabling Media; Chpt. 6, Celebrity Identification in EE (collectively, 75-116).
- Week V Feb. 17 *South Africa's Unusual Democracy, Development Support Communication and the AIDS Foundation of South Africa, and Measuring the Effects of Entertainment Education*. DPHC, Fourie, Chpt. 8: South Africa, Democratisation, and Development (pp. 180-205); Govender, McConough, and Mathew, Chpt. 8: Development Support Communication and the AIDS Foundation

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of South Africa (pp. 206-227). EE, Chpt. 7: The Effects of Entertainment-Education (pp. 144-179); Chpt. 8: Studying Entertainment-Education Effects (pp. 180- 204). EESC: Chpt. 7, The Theory Behind Entertainment Education (pp. 117-152).

- Week VI Feb. 24 Presentation of First Two Sections of P-Process
ICHD: "Act Alive": Youth Clubs Communicating Healthy Life Choices (pp. 47-59); Chpt. 3: Participatory Communication Methodologies (pp. 140-195); Chpts 4 & 5: Research into Radio as a Medium for EE; and Drama as a Development Communication Tool (pp. 196-261); Chpt. 6: Television as a Mass Medium Intervention (pp. 262-324); Chpts. 7 & 8: Visual Media and Print Media (pp. 325-408; Chpt. 9: New Media (pp. 409-463).
- Week VII Mar. 3 DPHC: Chpt. 10, Krige, Health Communication and TB Leaflets (pp. 228-243); Chpt. 11, de Plessis, Poverty and Unemployment (pp. 249-273). EE, Chpt. 9, Lessons Learned about Entertainment-Education (pp. 205-227).
- Week VIII Mar. 10 MID-SEMESTER BREAK
- Week IX Mar. 17 DPHC: Ch. 13, Commercializing the HIV/AIDS Crisis: Public Service Broadcasting (pp. 299-315); Ch. 14, Soul City (pp. 316-342). EESC, Chpt. 8, No Short Cuts.. Soul City (pp. 153-176); Chpt. 9, Ethiopia (pp. 177-190).
- Week X Mar. 24 DPHC: Chpt. 14, Tomaselli and Chasi, Quest for a Participatory Society (pp. 343-347). EESC: Chpt. 10, EE Research Agenda; Chpt. 11, US Daytime and Prime-Time TV and Promoting Health; Chpt. 12, EE TV Drama in the Netherlands; Chpt. 13, EE Programs of the UK's BBC (collectively, pp. 191-260).
- Week XI Mar. 31 EESC: Chpt. 14, Social Merchandizing in Brazilian Telenovelas; Chpt. 15, Delivering Internet Messages to Hard-to-Reach US Audiences in the Southwest; Chpt. 16, EE in the Middle East: Egyptian Oral Rehydration Therapy Campaign; Chpt. 17, The Turkish Family Health and Planning Foundation (collectively, pp. 261-330).
- Week XII Apr. 7 EESC: Chpt. 18, Cartoons, Comic Books for changing Social Norms: Meena, the South Asian Girl; Chpt. 19, Integrating EE Broadcasts with Community Listening and Service Delivery in India; Chpt. 20, EE Through Participatory Theater; Chpt. 22, EE

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and Participation; Population Program in Nepal (collectively, pp. 331-398, 417-434).

Week XIII Apr. 14 Student presentations.

Week XIV Apr. 21 Student presentations

Week XV April 28 Final week

COURSE EVALUATION:

1. Ongoing Reading Presentations, Outline, Handouts and Participation (15%): Each student or team: a) will be assigned a specific reading assignment to present to the class, as well as; b) select a current health communication campaign (domestic or international) to present to the class. The assignment includes a presentation, an outline and handouts used to present the case. Sources worth consulting for this assignment include both assigned and suggested reading: These presentations are due on dates assigned to each team. Failure to make a scheduled presentation can result in an automatic deduction of one grade for the course. Teams themselves, not the instructor, are responsible for rescheduling with one another

Because this course involves a significant amount of in-class participation, your verbal participation in class discussions and your work on any additional assignments for this class (such as finding and documenting various communication library sources, critiquing an article in a communication journal, summarizing optional readings for presentation in class, etc.) will be evaluated. Class attendance is expected and noted. Any unexcused absences beyond two of the double-period classes can result in a deduction of one full grade from the final grade.

2. Major Project:(85%)

The assignment has five parts:

- a. **Selecting a topic:** Each team (or in some cases individual) must select both::
- 1) a disease, condition, or remedy; and
 - 2) three concrete “contexts” in which to compare them, typically: a program to address diseases, conditions, or remedies

Examples of each:

Disease, Condition, or Remedy:

- Mother-child HIV/AIDS transmission
- Stigma of those living with HIV/AIDS
- Intergenerational transactional sex (“sugar daddies” and “sugar mommies”)
- Male circumcision
- HIV/AIDS transmission through drug user needles
- Risky behavior in gay sex/relationships
- Status of Women: Gender domination/submission relationships;
- Child brides

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- Fidelity/faithfulness
- Abstinence
- Family planning
- Male responsibility

Programs to address diseases, conditions, or remedies

- TV dramas such as “Intersexions”: Funded by USAID, Johns Hopkins, and the President’s Emergency Plan for AIDS Relief (PEPFAR), this television drama became the number-one-ranked TV drama in South Africa after only four weeks on air, in 2011 winning a highly coveted Peabody Award, the world’s oldest and most respected award for electronic media. (<http://www.intersexions-tv.co.za/2010/12/intersexions-is-south-africas-favourite-television-drama/>).
-
- “4Play: Sex Tips for Girls”: A South African television drama series deals with the realities of life for four thirtysomething South African women living in Johannesburg. (www.cadre.org.za/node/266),

“Brothers for Life” ” (<http://www.brothersforlife.org>): Brothers for Life is a national campaign targeting mainly Men aged 30 and over . The campaign was launched on the 29th of August 2009 in KwaMashu and seeks to address the risks associated with having multiple and concurrent partnerships, sex and alcohol ,Gender based Violence and promotes HIV testing , Male involvement in PMTCT and health seeking behaviours in general.

The campaign is a collaborative effort led by South African National AIDS Council (SANAC), the Department of Health, USAID/PEPFAR, Johns Hopkins Health and Education in South Africa (JHHESA), Sonke Gender Justice, UNICEF , IDMT , the United Nations System in South Africa and more than forty other civil society partners working in the field of HIV prevention and Health. The campaign uses Interpersonal communication , Mass Media and Advocacy to reach its audiences.

-
- Animated Character infotainment messages such as “Scrutinize”: a South African HIV prevention TV campaign with identifiable characters, real life situations, cutting edge animation, and humor (<http://www.scrutinize.org.za/H.I.VICTORY/>);

NGOs fighting HIV/AIDS, ranging from:

- a “911” hotline to groups helping villages create their own dramas, music, and performance art. Examples:
- DramAidE (www.dramaide.co.za);
- The Valley Trust (www.thevalleytrust.org.za); HIV 911 (www.hiv911.org.za);
- ARROWSA (http://coh.ukzn.ac.za/CentreforCommunication-Media-Society_copy1/ARROW.aspx).

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Collectively, the diseases, conditions, or remedies, on the one hand, and the concrete contexts on the other, offer opportunities to compare the ways different organizations address common issues.

b. Information Search (15%): After each team (or in some cases, an individual student) identifies a health related topic (subject to instructor approval), it/he/she will compile a lengthy organized and annotated list of sources of information related to that topic, using the APA Style Manual, latest edition. The sources should include, but not necessarily be limited to: professional journals, organizations, support and self-help groups, government agencies, toll-free numbers, etc. The annotation will describe the types of information available from that source and appropriate audiences for the source. Include sources appropriate for the general population as well as sources for patients, families and friends; health care professionals; and scholars. Each student is expected to engage in a computer search of the Library holdings as well as Internet sources.

Some typical database and website sources for searching include the following in the library:

CommSearch: a database produced by the National Communication Association, it indexes at least 22 journals in communication studies.

ComIndex: provides complete bibliographic information for at least 65 key international journals and annuals from the communication field.

Found on the Internet:

CIOS (Communication Institute for Online Scholarship). Since TCNJ is an institutional member of CIOS, students can go from the library's home page to "Electronic Resources", then to the CIOS link. This site contains an abundance of resources, including ComAbstracts, web sites, forums, tables of contents and a wide range of periodicals. CIOS has an excellent hotline resource and keyword assisted searches. This service is a superb place to begin looking for significant communication topics.

Examples of Internet Search Sites for Two Topics:

- 1) Medical Male Circumcision (MMC): students can conduct an evaluative study at/with JHHESA partners; Turn Table Trust (TTT), Drama in Aids Education (DramAidE), The Valley Trust (TVT) as a research site.

Suggested texts to start:

- Social and Behavioural Research on Male Circumcision for HIV Prevention, available at: http://www.malecircumcision.org/research/social_behavioral_research.html
 - South African National Implementation Guidelines for Medical Male Circumcision.
- 2) Intergenerational sex: e.g. students can conduct a reception analysis of the 'sugar daddy' government billboards that can include focus groups with semi-rural as well as urban and educated young females (highest HIV prevalence and billboard target audience).

Suggested texts to start:

- Leclerc- Madlala, S. (2008) Age disparate and intergenerational sex in southern Africa: the dynamics of hypervulnerability, *AIDS*, 22 (suppl . 4), 17-25. Available at: <http://siteresources.worldbank.org/INTHIVAIDS/Resources/375798-1103037153392/AgeDisIntergenAIDS2008.pdf>
- Leclerc-Madlala, S., Simbayi, L.C & Cloete, A. (2009) Chapter 2 The Socio-cultural Aspects of HIV/AIDS in South Africa, In P. Rohleder et al. (eds.), *HIV/AIDS in South Africa 25 Years On*. New York: Springer, 13-25.
- Leclerc-Madlala, S. (unknown) Technical Meeting on Young Women in HIV Hyper-endemic Countries of Southern Africa. Intergenerational/age-disparate sex. Policy and Programme Action Brief. UNAIDS & RHRU, 1-5. Available at: http://www.unicef.org/mz/cpd/references/84-womenGirls_AgeDisparate.pdf
- LeClerc-Madlala, S. (2001) Demonising women in the era of AIDS: On the relationship between cultural constructions of both HIV/AIDS and femininity, *Society in Transition*, 32:1, 38-46. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/21528586.2001.10419028>

Topics for the search must be approved no later than Jan. 27. **Due Date: February 10.**

c) Design a Strategic Health Promotion Campaign – Steps One and Two of the Johns Hopkins P-process, URL to be supplied in class (40%): Typically in teams of three, students will design a strategic plan for a hypothetical health communication campaign. In designing the plan, students will develop a written project plan that includes:

- o identifying strengths and weakness of previous campaigns
- o identification of a general objective, plus an explanation of its importance;
- o one or more specific and related objectives, and rationales for their selection;
- o a target audience (or subset of an audience), and reasons for its selection;
- o three key specific "messages" (statement of message), and reasons;
- o exploration of at least three theories (e.g., health belief, theory of planned behavior, social cognitive learning theory); and
- o a rationale for the completed final product (leaflet or video) in a professional format

Due: March 20

d) Pre-test Procedures: Questionnaire Development, Interactive Data Collection Plan, and (possibly) Brochure (15%)

Teams will develop questionnaires, develop an interactive data collection plan (relying on an expert of some kind in interactive multimedia), then create a brochure based on reasonably anticipated outcomes suited for a target population, and develop materials, at minimum a leaflet, to use in a public communication campaign:

- o) Develop a questionnaire operationalizing three theories to administer to a target population;

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o) Identify potential advisors/collaborators who have experience in Interactive MultiMedia, then seek his/her/their advice about designing a health communication project for mobile phones. In particular, consider designing some kind of health-related “game” suitable for mobile phones. For ideas, consider visiting the website of the international organization “Games for Health”: (www.gamesforhealth.org) and an associated *Games for Health Journal*.

o) Develop a leaflet or brochure or set of materials (or if you wish, an audio or video PSA).

Due: April 14

d) Designing a Health Promotion Campaign - Steps Three and Four of the P-Process (5%)

Due: April 21

e) Develop Formal Oral Report and Research Proposal – Report on all Six Steps of the P-process (15%)

This final portion of public communication campaign design asks students to:

- o) Complete and present a formal oral report (typically using PowerPoint), making a case for a sophisticated, integrated public information campaign; and
- o) Write the results of the presentation into a formal grant proposal worthy of submission to a grant funding organization.

The final portion of the assignment requires the team to organize the results of the pretest evaluation and leaflet (audio/video) into a formal oral report and a formal grant proposal. These projects will be presented to the class.

Presentations on weeks of April 14, April 21.

Two copies are due May 5.

COURSE EXPECTATIONS AND ASSUMPTIONS

The dates on the syllabus refer to the Monday meetings of the weeks in which the topics will be discussed. Come to class having studied and prepared to discuss the assigned material.

Research projects will progress simultaneously with readings and class lectures/discussions. Each student will be asked to report on work in progress periodically, with an overall oral report due in the last half of the course.

Since each of you will be pursuing different areas of investigation, you will be expected to read far beyond the formal assignments, sharing your progress and dilemmas with the class. Your project work increases in importance in the last half of the semester. Do not underestimate the importance of integrating reading and primary research in the final phase of the course.

Some students encounter trouble by not keeping in touch with me or by not coming to class. Please make appointments with me or come in during my office hours to talk with me about any aspect of the course, in particular the semester research project. Please take full advantage of this offer. The more I know about your progress and problems, the better you are likely to do in the course.

CORRELATES (2 COURSES)

Anatomy and Physiology 141, Fall 2014

Dr. Anthony Uzwiak

Text: Seeley: *Anatomy and Physiology, 10th Edition* (ISBN-13: 978-0073403632) email: uzwiak@tcnj.edu

website: <http://www.rci.rutgers.edu/~uzwiak/AnatPhys/APFall141.html>

Course Schedule

Date	Topic	Assigned Reading
28-Aug	Introduction	
2-Sep	Anatomical Organization	Chapter 1
4-Sep	Cellular Biology I	Chapter 3
8-Sep	Cellular Biology II	
11-Sep	Structural Organization	Chapter 4
15-Sep	QUIZ 1 Structural Organization	
18-Sep	Integumentary System	Chapter 5
22-Sep	Bones I	
25-Sep	Bones II	Chapter 6 - 7
29-Sept	Exam I: Lectures 1 - 8	
2-Oct	Bones III	
6-Oct	Movement	Chapter 8
9-Oct	Articulations	Chapter 8
13-Oct	Muscles I	Chapter 9
16-Oct	QUIZ 2 Muscles II	Chapter 9 - 10
20-Oct	Muscles III	
23-Oct	Muscles IV	
27-Oct	Fall Break	
30-Oct	Muscles V	

3-Nov	Exam II: Lectures 9 - 16	
6-Nov	Nervous System I	Chapter 11
10-Nov	Nervous System II	
13-Nov	Nervous System III	
17-Nov	Central Nervous System	Chapter 12 - 14
20-Nov	QUIZ III Central Nervous System	
24-Nov	Peripheral Nervous System	
26-Nov	Thanksgiving Break	
1- Dec	Autonomic Nervous System	Chapter 16
4-Dec	TBA	
TBA	Final Exam: Lectures 1 - 24	

Spring 2015

SYLLABUS – BIOLOGY 171

M. Mayer Human Form and Function

General Information and Grading Policy

The purpose of the course is to acquaint the students with a scientific overview of human biology. The ultimate goal of the course is to enable the students to apply their knowledge towards the analysis and solution of biological problems.

Textbook: Goodenough, Judith and Betty McGuire. 2014. Biology of Humans, 5th edition, Pearson Education

Lab Manual: Palmer-Shevlin, Nancy. 2013.

Grading Procedures: There will be three hourly exams, labs, a term paper and a comprehensive final exam. Exams will consist of lecture and laboratory material. Laboratory and recitation exercises will also be graded.

<u>Examination</u>	<u>Point Value</u>	<u>%</u>	<u>Date</u>
Exam I =	160 points	16	2/18/2015
Exam II =	160 points	16	4/01/2015
Term Paper =	160 points	16	4/20/2015
Laboratory Write-ups =	120 points	12	as assigned
Recitation =	100 points	10	as scheduled
Final Exam =	300 points	30	TBA
 Total =	 1000 points	 100%	

<u>Course Grade:</u>	<u>Points</u>		<u>Points</u>	
	A = 920+	(92%)	C = 734+	(73.4%)
	A- = 900+	(90%)	C- = 700+	(70%)
	B+ = 867+	(86.7%)	D+ = 675+	(67.5%)
	B = 834+	(83.4%)	D = 650+	(65%)
	B- = 800+	(80%)	*TZ = 621+	(62%)
	C+ = 767+	(76.7%)	F = < 620	(62%)

*not an actual grade = twilight zone

Recitation: Recitation is a class exercise in which students will discuss current topics in biology from such sources as *Discover* and *Science News*, the *N.Y. Times Tuesday Science* section, etc. Participation is encouraged! Exam reviews will be Recitation sections.

Attendance Policy: The Laboratory grade and the Recitation grade are partially based on performance; attendance will affect these grades. Avoid **unexcused** absences in lab and recitation. The third **cumulative** unauthorized absence lowers the recitation or the lab grade by 10% (depending upon which class the third absence was in); each additional unauthorized cut is an additional 10% grade reduction in the class (Laboratory or Recitation) that the absence occurs. **This policy does not apply to regular lectures but be aware that excessive absences may affect your recitation or laboratory grades.** Refer to the TCNJ Attendance Policy at <http://www.tcnj.edu/~recreg/policies/attendance.html>.

Making up Laboratories: Laboratories are set for only one week and can be made up only during that particular week. Lab write-ups are due the week following the lab. Points will be deducted for late lab write-ups. **For safety reasons no sandals/flip-flops will be permitted in the laboratory.**

Making up Exams: If for some **legitimate** reason you miss an exam, the make-up exam will be held at the end of the semester. The time and place will be announced. The format of the make-up exams is essay. The **regular** exam format will consist of T/F, multiple choice, definitions, diagrams and essays.

Text
Reading/Chapter

<u>Days and Dates</u>		<u>Lecture Topic</u>	
Monday	1/26	Introduction & Scientific Method	1
Wednesday	1/28	Baloney Detection Kit*	
Monday	2/2	Bio-molecules	2
Wednesday	2/4	Cell Differentiation, Tissues	3
Monday	2/9	Transcription/Translation	21
Wednesday	2/11	Integument	4
Monday	2/16	Skeletal System	5
Wednesday	<u>2/18</u>	EXAM I	
Monday	2/23	Muscles	6
Wednesday	2/25	Digestion	15
Monday	3/2	Exam I Review	
Wednesday	3/4	Digestion II	15
Monday	3/9	Nervous System	7,8
Wednesday	3/11	RECITATION	
3/16	Spring Break	no class	Wednesday
3/18	Spring Break	no class	
Monday	3/23	Vision	9
Wednesday	3/25	Cardiovascular system	12
Monday	<u>3/30</u>	Respiration	14
Wednesday	<u>4/1</u>	EXAM II	
Monday	4/6	Circulation, Blood, Immunity	11,13
Wednesday	4/8	Genetics	20
Monday	4/13	Exam II Review	
Wednesday	4/15	Male Reproductive System	17
Monday	<u>4/20</u>	Female Reproductive System, Term	
		Paper due,	17
Wednesday	4/22	Development	18
Monday	4/27	Evolution	22
Wednesday	4/29	Human Evolution	22
Finals Week	5/4-5/6	Reading days and Finals	

Underlined/bold indicates the dates of the exams. *The Baloney Detection Kit is from Chapter 12 of the 1996 book, The Demon Haunted World, Science as a Candle in the Dark, By Carl Sagan. Although not assigned, it is a very good read.

Office Hours: By appointment before and after class (Office BI 108). The best time to contact me is one-half- hour before or after class either in my office or in the lab, BI 104. I also have a mailbox in the Biology Department Office where you may leave a note. **Email:** mayer@tcnj.edu; I will respond to email within 48 hours. You may also leave a message with the Biology Department Secretary; phone 771- 2371 (Office BI 202). Office Phone: 771-2877 or cell **609-439-1904** (preferred and texting is fine).

The following is copied verbatim from the TCNJ ADA Policy:

Entertainment-Education, Development, and Communication

““The College of New Jersey is committed to ensuring equal opportunity and access to all members of the campus community in accordance with Section 503/504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The College prohibits discrimination against any student, employee, or applicant on the basis of physical or mental disability, or perceived disability.” See the full text of the policy at: <http://policies.tcnj.edu/policies/digest.php?docId=8082>

Every possible effort will be made to accommodate the needs of students in compliance with the TCNJ Americans with Disabilities Act (ADA). Students are encouraged to inform the instructor of these needs and to submit their request for accommodation early in the semester. All requests for special accommodations must be submitted in writing to the instructor

at least 5 class days (one calendar week) before an exam is given or an assignment is due. Such requests must be processed through the TCNJ Office of Differing Abilities. Students who submit requests to the instructor after the stated deadline may not have the accommodation provided because insufficient lead time may make it impractical for special arrangements to be made.

This course will adhere to that policy.

Cheating Policy: **DON'T!!!** I am paranoid to many orders of magnitude on this topic.

Academic dishonesty is extremely serious and is not tolerated at TCNJ. Any form of academic dishonesty will result in a minimum of a failure of the assignment or exam. Cheating on the final exam will result in the failure of the course. The TCNJ policy on academic integrity is found at: <http://www.tcnj.edu/~academic/policy/integrity.html>

Exam rules:

1. No notes, books, crib sheets, talking, or looking at another person's exam (**strictly enforced**). You may leave an exam ONLY when you are finished taking the exam.
2. **Cell/smart phones are prohibited during class or laboratory (this includes texting).** If your phone rings or vibrates you must turn it off. Turn phones off during class, do not get them out until you have exited the lecture hall or lab. If I see a cell phone (or PDA) out during an exam I will remove you from the exam and you will fail the course with a **disciplinary "F"** (and the incident will be recorded by the college).
3. Books must be put away (closed and under you). Looking at notes, books, crib sheets, or someone else's exam will result in immediate dismissal from the exam and failure of the exam (and the incident will be recorded by the college).
4. Write your own term paper.
5. You may leave an exam ONLY when you are finished taking the exam.

Laboratory Schedule (TENTATIVE)

Week	Date	Laboratory	Source
1	1/23	No Lab	
2	1/26, 1/28	Scientific Inquiry	Manual
3	2/2, 2/4	Adipose Distribution & CV Risk	Manual
4	2/9, 2/11	Organ systems (Rat Dissection)	Manual
5	2/16, 2/18	RECITATION	
6	2/23, 2/25	Musculoskeletal System & Integument	Manual
7	3/2, 3/4	Digestion	Canvas
8	3/9, 3/11	Nervous System & Senses	Manual
9	3/16, 3/18	Spring Break – No Lab	
10	3/23, 3/25	Improving Health Outcomes Through Fitness	Manual
11	3/30, 4/1	RECITATION	
12	4/6, 4/8	CV System and Hemodynamics	Manual
13	4/13, 4/15	Respiratory System	Manual
14	4/20, 4/22	Genetics	Canvas

Entertainment-Education, Development, and Communication

15	4/27, 4/29	BIOBYTES CYCLE, makeup EXAMS	
16		Finals	

The instructor reserves the right to make any and all changes to the course policy/syllabus (January 2015).

In this class, the deep learning outcomes associated with TCNJ's 4th hour are accomplished by a series of rigorous educational assignments that extend beyond the typical scheduled class time. These include activities conducted in the scheduled laboratory and recitation sections.

1. No more than **SEVEN** (7, VII) pages!!!
2. You must use a minimum of three sources from the periodical literature and three internet sources.
 - a. **No encyclopedias!!!!**
 - b. Scholarly articles are preferred.
 - c. Books are okay with the exception of your textbook.
 - d. Internet sources are fine, but make sure the source is reputable; you also must **print the home page of the Internet source** and add it to the back of your paper after the Works Cited/Bibliography. **Be wary of all Internet sources!!!**
3. A minimum of two sources **must be year 2012 or later.**
4. List the sources in a bibliography at the end of the paper (one format is detailed on the Entomological Society of America Website):

http://www.entsoc.org/pubs/publish/style/#References_Cited

5. You may use whatever citation method that you are comfortable with but the one from the website above is easy to use!
6. The paper must be typed, double spaced using a computer.
7. **Papers turned in after the due date will be penalized with a ten-point deduction for every day that they are late. Late papers will be accepted but there will be no extensions.**
8. Photocopies are not acceptable.
9. **You may not use a paper that you have written for another class!**
10. Do not turn in anything that **you** have not written!! For some, the temptation is exceedingly great to get a preexisting paper off of the Internet or to use a paper that someone else has previously written. This is unethical and a violation of college policy!! Some “organizations” on campus maintain files of old papers and tests for their members to use. Don’t even think about it! It is rather easy to determine whether or not someone actually authored a particular paper. The punishment for getting caught is severe. I **will** check suspicious papers!
11. **The top of the first page of the paper should be formatted as below:**

----- Biology 171 or 173, 175
NAME

M. Mayer

YOUR

due date

TITLE OF YOUR PAPER

[Body of the paper (No separate title page!).]

Any paper that does not adhere to this format will not be accepted.

Lastly, you must turn in a hard copy of your paper in class on the due date and send an electronic copy to mayer@tcnj.edu or the paper will not be considered to be turned in and the late penalties will be applied!!!

**BIOLOGY 185
THEMES IN BIOLOGY**

Spring, 2015

I. Basic Information

Instructor: Tracy Kress

Office: Biology Building 229

Phone: x 2462

Email: kress@tcnj.edu

Office Hours:

Wednesday 9:30-11:00 pm

Friday 11:00-12:30 pm

or by appt.

Lecture: Tuesday and Friday, 9:30-10:50 am, Physics Building, room SCP 101

Laboratory: Tuesday, 2:30 pm-4:50 pm, or Friday, 2:00 pm-4:50 pm, Biology Building, room 106

Text: Campbell, N.A., and J.B. Reece. 2013, *Biology*, 10th edition, Benjamin Cummings. **with** Mastering Biology Access (online supplement to the text; found at <http://www.masteringbio.com/>)

Lab Manual: Lovett, DL and Shevin, DE (eds) 2014. *Laboratory Manual for Themes in Biology*, The college of New Jersey, Ewing, NJ.
—purchase in Instructional Technology, Library Rm 4 (media)

Prerequisites: None.

Course description: An inquiry-based introduction to the scientific process and a focused examination of the concepts that weave through four major themes in biology: Structure and Function; Bioenergetics; Continuity of Life; and Evolution. Students will be expected to go beyond mere assimilation of content, and to understand the deeper meanings in each concept, apply these concepts to new problems, and develop critical thinking and laboratory skills. This course is designed for biology majors, but is open to students in other majors who seek a rigorous background in biology.

II. Learning Goals

Content Goals: Students will leave the course with a firm understanding of the concepts covered under four themes that form the foundation for nearly all areas of modern biology:

- 1) evolution,
- 2) interrelationships between structure and function,
- 3) bioenergetics, and
- 4) the continuum of life from genes to phenotypes.

Goals for learning to do particular things well: While demonstrating factual knowledge is an important part of this course, additional major goals are for students to be able to:

- 1) apply the study skills and the intellectual skills necessary to understand the deeper meanings in each concept,
- 2) look for and articulate connections between concepts,
- 3) model and describe, through their words and illustrations, how the material covered relates to basic processes in biology,
- 4) apply these concepts and skills to new problems and questions posed in class and on exams, and
- 5) apply the scientific method.

Goals for being able to perform well: Each student will master the material described above and:

- 1) demonstrate understanding in both written and oral form,
- 2) effectively communicate this knowledge with the instructor and peers, and
- 3) critically analyze and interpret experimental data.

How well students achieve these goals will be assessed through homework, quizzes, lab write-ups, presentations and exams.

III. Learning Expectations

As students in this class, I expect you to:

- 1) Read this syllabus carefully and thoroughly. You are responsible for all the information contained in it for as long as you are enrolled in this class.
- 2) Come to class having prepared the readings for the day.
- 3) Attend class. Unexcused absences. Persistent absences or tardiness will jeopardize your standing in the course. Please communicate with me if you know you will miss a class so we can make arrangements to make up missed work.
- 4) Participate in class actively in a way that is constructive and respectful for everyone present.
- 5) Complete all work for the course, as outlined in the Grading section below.
- 6) Check your email and Canvas regularly for course information and updates.

As course instructor, you can expect me to:

- 1) Uphold all aspects of this syllabus, unless all students are informed of any changes to it in class or via email and/or Canvas announcements. I reserve the right to make changes.
- 2) Come to class having prepared that session's materials.
- 3) Direct class activities and discussion in a way that is respectful to all participants and includes as many students and views as possible.
- 4) Return work in a timely manner with constructive comments and a justification for the grade assigned. (Remember there are 48 students to be assessed.)
- 5) Respond to emails within two days and hold regular office hours to help you with the course (see above).

IV. Attendance, assignments, quizzes, and exams

Why you should attend every class: Attendance at class meetings will not be recorded, but most students will find it will nearly impossible to achieve the learning goals and perform well without attending class. The class meetings will:

- 1) cover material that forms the basis for exam questions, and may include information not covered in your textbook,
- 2) include activities that provide you the opportunity to work towards the learning goals in ways other than through the book and online resources,
- 3) provide you the opportunity to assess your own learning and understanding of the material, and
- 4) provide you the opportunity to ask questions and hear the questions asked and answers given by other students.

Why you must attend lab and should be on time: There is no way to replicate the specific learning opportunities that lab provides or to write lab reports unless you attend every lab. Thus, attendance in the lab is required. Lab sessions will begin with an introduction to the exercise for that day. If you miss the introduction, you will likely have a hard time achieve the learning goals and performing well on assignments. Students absent due to illness should contact Dr. Kress before the scheduled lab period. If you must miss a lab for illness or emergency, you should attend another lab section during that week (get approval and a signature from the professor).

Assignments you will be asked to complete: Your textbook is a sourcebook, so learn how to use it to find the relevant information for each topic we are covering. An important learning skill for you to master is finding and studying information from multiple places (including the textbook website).

Specific reading assignments will be made as part of the homework assignments.

You will be given regular assignments to help you work through the weekly material. Assignments are due **before** class on the due date by submitting them to Canvas or completing them on the textbook website (Mastering Biology). Assignments received after that time will be considered late.

Register for Mastering Biology with the access code you purchased with your textbook.

www.masteringbio.com

Course ID: BIO185KRESS2015

Student ID: use your TCNJ user name

You will be provided additional information via e-mail about registering for Mastering Biology.

Why you should work with your peers: Science is a collaborative process, and you will probably learn more by interacting with the course material in a collaborative way. Therefore, students are encouraged to work together to complete the lab work and to study. This course lends itself to the joint study efforts of study partners or study groups, whether the students are members of the same lab group or from other lab groups.

Plagiarism: Students are encouraged to work together in discussing their lab reports, but when it comes to writing the lab report, each student must do his/her own work independently. Consult the TCNJ Academic Integrity Policy regarding consequences for submitting the work of others as your own (plagiarism). All homework assignments are subject to plagiarism review by TurnItIn.com.

Consequences can be severe! If you are unable to complete an assignment on time, it is ALWAYS better to turn it in late than to plagiarize.

Exams and Quizzes: Please note dates of exams on syllabus. Except for documented illness or other extraordinary circumstances, you must take exams according to the syllabus schedule. Make personal travel plans to accommodate these dates. If you are very ill, you must notify me prior to the missed exam. This policy will be strictly enforced. The final exam is cumulative.

From time to time you will be given quizzes. These will be given unannounced. Thus, it is to your advantage to arrive to class on time and to remain "up to date" on material.

Technology in the classroom: To encourage participation and class discussion most effectively, and to limit disruptions, **turn off all cell phones** during class sessions. **Do not text in class.** It is rude, inappropriate, tells me you are not participating, and shows disrespect to me and your classmates. If you want to chat with your friends during the time we are in class, leave the classroom.

This course adheres to TCNJ policies for exams, attendance, academic integrity, and disabilities.

Final Exam-Evaluation-Reading Days Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=9136>

Absence and Attendance Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=7642>

Disability Support Services:

<http://differingabilities.pages.tcnj.edu>

Americans with Disability Act Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=8082>

IV. Grading

Assessment plan: Grades in this course will be determined by student performance on a number of activities. The relative contribution of each of these components is shown below.

Grading:

Three lecture exams (dates listed below in schedule)	300
Final exam (comprehensive)	150
Homework, quizzes, in-class activities, participation	150*
Lab attendance, write-ups, and presentations	150
TOTAL	~750*

** note the actual final point value of these assignments may differ slightly from what is shown here*

Oral presentation in lab: week of March 30th

Poster presentation in lab: week of April 20th

Calculating Your Grade

Final grades will be scored as follows:

A	93.4-100	B+	86.7-89.9	C+	76.7-79.9	D+	66.7-6
A-	90.0-93.3	B	83.4-86.6	C	73.4-76.6	D	60.0-
66.6		B-	80.0-83.3	C-	70.0-73.3	F	< 60.0

.....see lecture sequence and lab schedule on the following pages.....

Spring 2015 Lecture Sequence for Themes in Biology (Tu, Fr)**Theme 1: Evolution**

Jan. 27	Introduction- themes in biology and biodiversity
Jan. 30	1. What is evolution?
Feb. 3	2. Development of the theory of evolution through natural selection
Feb. 6	3. Evidence for evolution
Feb. 10	4. Population Genetics, natural selection, adaptation

Feb. 13 5. Mechanisms of evolution, speciation, adaptive radiation, micro- and macroevolution

Feb. 17 6. Adaptive radiation, major evolutionary advances, and development

Feb. 19 **Exam I**

Theme 2: Structure and function

Feb. 24 1. Structure function requirements for adaptive success

Feb. 27 2. Mammalian gas exchange –organs to mitochondria

Mar. 3 3. Protein conformation and function

Mar. 6 4. Enzymes

Mar. 10 5. Osmoregulation

Mar. 13 6. DNA and the Central Dogma – a structure-function approach

Mar. 16-20 ***Spring Break- enjoy!***

Mar. 24 **Exam II**

Theme 3: Bioenergetics

Mar. 27 1. Thermodynamics and membrane function – osmosis, diffusion, and active transport

Mar. 31 2. Free energy, coupled reactions, cellular respiration (glycolysis, Krebs cycle, ETS)

Apr. 3 3. Mammalian muscle cell contraction, energy storage in muscle cells, fermentation

Apr. 7 4. Why don't plants eat? The essential mechanisms of photosynthesis

Apr. 10 5. Why animals eat. What is needed in a complete diet?

Apr.14 6. Energy budgets of ecosystems and reproduction, connect to evolutionary fitness

Apr. 17 **Exam II**

Theme 4: From Genotype to Phenotype

Apr. 21 1. Cloning and the cell cycle (mitosis)

Apr. 24 2. Genetic variation, sexual reproduction, and meiosis

Apr. 28 3. Gene dosage, sex determination, non-chromosomal inheritance

May 1 4. Gene expression and its regulation

May 5 5. Cellular differentiation and development; cancer; evo-devo

May 8 6. Population genetics, connect to evolution of new traits within populations

Final Exam TBA

Spring 2015 Laboratory Schedule (Tu or Fr) for Themes in Biology

Week of:

Jan. 26	Topic 1: Introduction to systematics and phylogenetic trees
Feb. 2	Topic 2: Molecular systematics and the tree of life
Feb. 9	Topic 3: Fruit ripening: a cytological analysis <i>Week 1 – Method development and data collection</i>
Feb. 16	Topic 3: Fruit ripening: a cytological analysis <i>Week 2 – Data analysis and statistics</i> Topic 4: Practical laboratory skills
Feb. 23	Topic 5: Enzymes (characterization of the enzyme tyrosinase) <i>Week 1 – Experimental design</i> <i>(Choose osmoregulation organism-see topic 6)</i>
March 2	Research on Osmoregulation Presentation (see Topic 6!)
March 9	Topic 5: Enzymes (characterization of the enzyme tyrosinase) <i>Week 2 – Data collection</i>
March 16	<i>No labs scheduled (Spring Break)</i>
March 23	Topic 5: Enzymes (characterization of the enzyme tyrosinase) <i>Week 3 – Data analysis and writing workshop</i>
March 30	Topic 6: Oral presentations in biology (group presentations on the topic of osmoregulation and nitrogenous waste excretion)
April 6	Topic 7: Respiration (anaerobic respiration in yeast) <i>Week 1 – Data collection</i>
April 13	Topic 5: Enzymes (characterization of the enzyme tyrosinase) <i>Week 4 – Peer review session & discussion of best practices for posters</i>
April 20	Topic 7: Respiration (anaerobic respiration in yeast) <i>Week 2 – Poster presentations</i>
April 27	Topic 8: Natural selection and coevolution of predators and prey (the Bean Game)
May 4	<i>To Be Determined</i>

Week of Anticipated due dates for major lab assignments (Due at the beginning of your lab section):

Phylogeny lab questions (submit as a pair): Feb. 9

Fruit ripening figures (submit independently): Feb. 16

Fruit ripening final figures & results (submit as a lab group): Feb. 23

Enzyme written methods (submit as a lab group): March 9

Enzyme figures, abstract & methods (submit independently): March 23

Osmoregulation presentations (present as a pair): March 30

Draft of complete research paper on enzymes (submit independently): April 6

Respiration poster session (present as a pair): April 20

Final draft of complete research paper on enzymes (submit independently): May 4

Additional minor assignments and readings will be described in lecture notes and on Canvas

Course: STA 215 Statistical Inference

Spring 2015

Section 6 MR 2.00 – 3.20 P221

Textbook: Introductory Statistics (Ninth Edition) by Neil Weiss (Addison Wesley).

Instructor: Dr David Holmes

Office: P203 Phone: 771 - 2164

E-mail: dholmes@tcnj.edu

Office Hours: 3.30-5.30 M; 4.00-5.30 W.

Course Description and Learning Goals:

The field of statistics in its broadest terms involves the analysis of data. More specifically it may involve the planning for data collection, the actual collection of data, the subsequent analysis of the data, the drawing of inferences from these analyses and the presentation of the results. Students in STA 215 are not expected to have any prior exposure to statistics but are expected to have completed a one semester course in Calculus. Thus, the majority of the course is a systematic introduction to the various techniques employed in the statistical analysis of data and, in addition, some of the mathematical underpinnings of the techniques are introduced. Because many of the analysis techniques require extensive computations, for other than the simplest data sets, each student will become familiar with one of the software packages that are available (Minitab). The student, on satisfactory completion of the course, will be prepared to take further courses either in statistical theory or in applied areas, though more mathematics may be needed for some courses.

On completion of this course you should be able to:

- (a) interpret and explain both numerical and graphical descriptive statistics,
- (b) identify the proper statistical analysis suitable for different types of situations,
- (c) confirm that all requirements for the statistical procedure have been met,
- (d) conduct the analysis,
- (e) draw appropriate conclusions with a measure of reliability,
- (f) communicate your conclusions to a general audience,
- (g) critique statistical conclusions,
- (h) use technology to perform statistical analyses.

Schedule:

<u>Class Session</u>	<u>Topic</u>
1 M 26-Jan	Introduction, definitions, dotplots, frequency distributions
2 R 29-Jan	Histograms, graphs, charts, MINITAB introduction.
3 M 2-Feb	Measures of location
4 R 5-Feb	Stem-and-leaf, boxplots
5 M 9-Feb	Measures of dispersion
6 R 12-Feb	TEST 1

7 M 16-Feb	Probability (I)
8 R 19-Feb	Probability (II)
9 M 23-Feb	Probability distributions and expectation
10 R 26-Feb	Regression and Correlation
11 M 2-Mar	Binomial distribution
12 R 5-Mar	Normal distribution (I)
13 M 9-Mar	Normal distribution (II)
14 R 12-Mar	TEST 2
15 M 23-Mar	Spare
16 R 26-Mar	Sampling Distributions
17 M 30-Mar	Estimation (σ known)
18 R 2-Apr	Estimation (σ unknown), the t distribution
19 M 6-Apr	Hypothesis testing (I)
20 R 9-Apr	Hypothesis testing (II)
21 M 13-Apr	Proportions (estimation and hypothesis testing)
22 R 16-Apr	TEST 3
23 M 20-Apr	Matched Pairs
24 R 23-Apr	Difference between two means for independent samples
25 M 27-Apr	Chi-square test for association
26 R 30-Apr	Difference between two proportions
27 M 4-May	Review

Most class sessions will mix theory with practical applications and problem-solving.

Calculators: Please bring these to every class and to all tests and examinations.

Evaluation: During each “quarter” of the course a MINITAB assignment and a

homework assignment will be set.

Weightings for final course grades are as follows:

Homework/Minitab Assignments 10%

Test 1 20%

Test 2 20%

Test 3 20%

Final Examination 30%

Final Exam: The final exam for this course will be comprehensive. See TCNJ's Final Exam policy:

Final Exam-Evaluation-Reading Days Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=9136>

Homework/MINITAB Assignments: Late submissions will not be accepted.

Extra Credit: The concept of "extra credit" does not exist on this course!

Fourth Hour: In this class, the deep learning outcomes associated with TCNJ's 4th hour are accomplished by a series of rigorous educational assignments that extend beyond the typical class time. These include additional out-of-class reading, problem sets and MINITAB computer assignments.

Classroom Policies

Attendance: All students are expected to attend all classes. It is assumed that any information given out during class has been delivered to all students. A student who is absent for a test **will not** be permitted to make up the test unless some arrangement has been made with me in advance. Approval for missing a test will be rare and based on truly exceptional circumstances. In the case of illness, a doctor's note will be required. Please view TCNJ's attendance policy: <http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Honesty: Please make sure you are familiar with TCNJ's academic honesty policy. Any suspected violation of this policy will be confronted in strict accordance with the policy.

Academic Integrity Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=7642>

Students with Disabilities: See *TCNJ's Americans with Disabilities Act (ADA) policy* available on the web:

<http://policies.tcnj.edu/policies/digest.php?docId=8082>

Class participation is expected by way of thoughtful comments, questions, and a demonstration that you are prepared to respond in class when asked to do so.

Lecture sessions will sometimes not permit a great deal of class participation but problem-solving sessions will most certainly do so.

DIH

January 2015

STA 115: Statistics

TCNJ _ Spring 2015

Section 5

Instructor: Dr. Norman Beil

E-mail: beiln@tcnj.edu

Phone: Ext. 2976 (Dial 609-771-2976 when calling from o_-campus. This number is shared by several instructors, so it is best not to leave messages.)

O_ ce: SCP 109 (Math Adjunct O_ ce)

O_ ce Hours: MW 4:00 _ 5:00 PM, or by appointment.

Catalog description: This course introduces the students to statistical ideas and concepts with an emphasis on the interpretation of data and the communication of statistical results. Topics include sampling, surveys, experimental designs, observational studies, data exploration, chance phenomena, and methods of statistical inference.

Students who have already received credit for STA 215 cannot receive credit for this course.

In this class, the deep learning outcomes associated with TCNJ's 4th hour are accomplished

by a series of rigorous educational assignments that extend beyond the typical scheduled class time. These include additional out-of-class research projects and group work.

Required Textbook: *Statistics: Concepts and Controversies* by David S. Moore and William I. Notz, W. H. Freeman and Company, Eighth Edition, 2014. We will cover all of the chapters, except 9 and 16.

Course Materials: A calculator is required and a graphing calculator, such as the TI-89, is strongly recommended. Graph paper would be useful, and can be obtained for free on the Internet.

An I-clicker needs to be purchased with the textbook. We will use the I-clicker electronic response system in each class.

Course Objectives:

A. Content goals

- _ Develop an understanding of important concepts such as mean and variability.
- _ Understand the variability of sample statistics and the usefulness of the normal distribution as a model for data.
- _ Understand the importance of considering how a sample was selected in evaluating inferences based on that sample.
- _ Understand what a confidence interval is and be able to interpret the result of a hypothesis test in both one sample and two sample cases.
- _ Become aware of the limitations of statistical inference.

1

B. Performance goals

At the end of the course, students should be able to:

- _ Critically analyze data sets and statistical calculations.
- _ Use statistical thinking and reasoning.
- _ Use appropriate statistical software to make statistical calculations. (Enter data, generate descriptive statistics, perform hypothesis tests etc.)
- _ Effectively communicate the results of their statistical work to others not familiar with statistics.
- _ Critically read and understand statistics presented in the media.

Attendance and Exam Make-up Policy: Attendance is not required, but it is strongly encouraged. Missing a large number of classes can adversely affect your class participation grade, and will make it difficult to answer some of the extra credit problems on tests. The TCNJ attendance policy is found here:

http://www.tcnj.edu/_academic/policy/attendance.html

In case you are sick or have another valid excuse for missing one of the quizzes or tests, you need to contact your instructor as soon as possible, preferably BEFORE the exam time. It will be necessary to schedule a make-up very soon after the regularly scheduled time.

Grading Policy: The final grade will be based on the following:

- _ 15% Homework and Clicker Work.
- _ 45% Tests. There will be 3 in-class tests.
- _ 25% Final Exam.
- _ 10% Group Project.
- _ 5% Class Participation.

Dates for quizzes and tests will be announced at least a week in advance. On quizzes and tests, students will be required to show work on all problems and will be given partial credit

where warranted.

Homework: Homework sets are assigned corresponding to each section of the textbook. They will be checked for neatness and completeness but not graded. If you do not know how to start a problem, it is best to go to the instructor's office hours or ask by e-mail to avoid tying up class time. Solutions to the odd numbered problems are given in the back of the book. You may discuss problems with your classmates, but may not work together on assignments.

Group Project: You will be assigned one project as part of the course requirements. The project will require you to work as a team to gather information about an issue of interest, analyze that information using a computer based statistical package, write a report, and make a presentation to the class (time permitting).

2

Getting Help: There are several ways that you can get help in this course:

- _ Ask questions in class. There should be time in class to work homework problems and other examples.
- _ See your instructor after class or during office hours.
- _ Send e-mail to your instructor. He will always be glad to reply.
- _ See one of the Math Department tutors. The schedule will be posted on Canvas.
- _ Visit the Tutoring Center in Roscoe West Hall, Suite 101.

Work: It is absolutely crucial that students work lots of problems to gain fluency and understanding. The course is fast paced, and covers a lot of material. You must keep up with the syllabus. Do the readings before class, so that you can ask questions on material you do not understand. Once we have moved on to a new topic, you may not have time to learn old material. Do not wait until the weekend to go over material or to start homework!

Intellectual Honesty: Intellectual honesty is expected on all class assignments, including tests and the final exam. Any student found cheating will receive a grade of zero on the assignment and may be subject to further disciplinary action by the school. The TCNJ academic integrity policy is found here:

http://www.tcnj.edu/_academic/policy/integrity.html

Americans with Disabilities Act (ADA) Policy: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Disability Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

LIBERAL LEARNING REQUIREMENTS

FULFILL VIA COMPLETING COURSE REQUIREMENTS IN ONE OF OUR OPTIONS

OPTION 1-BREATH DISTRIBUTION FROM APPROVED LIST

These are the standard courses used across the College.

ART AND HUMANITIES (3 COURSES)

Literary, Visual, or Performing Arts

World Views/Ways of Knowing

Literary, Visual, or Performing Arts

World Views/Ways of Knowing

SOCIAL SCIENCE AND HISTORY (3 COURSES)

Behavioral, Social, or Cultural Perspectives

For example Ant 240

Social Changes in Historical Perspectives

NATURAL SCIENCES AND QUANTITATIVE REASONING (3 COURSES)

For example: natural Science course with lab BIO 141, BIO 171, or BIO 185

Quantitative Reasoning

For example STA 15 or MAT 127

Natural Science course or Quantitative Reasoning

For example STA 215 or other course

OPTION 2-DESIGNATED INTERDISCIPLINARY CONCENTRATION (see www.tcnj.edu/~liberal/concentrations/index.html)

OPTION 3-SELF-DESIGNED INTERDISCIPLINARY CONCENTRATION (see www.tcnj.edu/~liberal/concentrations/indexx.html)

OPTION 4-SECOND MAJOR

CIVIC RESPONSIBILITIES, PROFICIENCIES & ELECTIVES

FULFILL VIA COMPLETION OF COURSE REQUIREMENTS IN THREE CATEGORIES:

CIVIC RESPONSIBILITIES

For example, IDS-Community Engaged Learning, Concepts, Gender

Global Perspective: ANT/SOC/PBH 372, COM 415, COM 487, or Study Abroad

INTELLECTUAL & SCHOLARLY GROWTH

For example:

IDS 102-Information Literacy online tutorial

Writing Intensive Courses

First Seminar Program (FSP) course

Mid-Level Course: BIO 221, COM 390, JPW 370, NUR 328, SOC 302, OR WGS 374

Upper-Level Course:

Internship/Capstone in Public Health

Second Language-Proficiency through the 103 level

ELECTIVES

Two Examples of these Liberal Learning Courses are below:

Introduction to Epidemiology

The College of New Jersey

Department of Sociology and Anthropology

ANT 240-01

Spring 2014

Professor J. Lynn Gazley Time: Tuesday & Friday (10:00-11:20)

Office: Social Science Building 338 Location: SSB 325

Phone: (609) 771-2930 Office Hours: Tuesdays 2:00-5:00

E-mail: gazleyj@tcnj.edu

Course Description:

What is an epidemic? How do epidemiologists determine causes, risks, and patterns of disease?

This course approaches epidemics from multiple perspectives, including a “germ’s eye” and “society’s eye” view. Using a combination of biological information, social analysis, and epidemiological tools, students will analyze historical and contemporary outbreaks of infectious disease, as well as noncommunicable diseases.

Course Materials:

All course materials available on CANVAS. Although readings are available electronically, please make sure to have access to the material during class.

Learning Goals:

This course focuses on the interdisciplinary tools of contemporary epidemiology. By the end of the course, students will:

- 1) Be familiar with and able to calculate the measures used to explain disease patterns
- 2) Have experience integrating social and biological information to create multifaceted explanations for disease patterns
- 3) Be introduced to key events in the epidemic history of the U.S.

Course Assessment:

Your course grade will be based on the following elements:

- 1) Germ Description paper (50 points)
- 2) Modern Plagues presentation & class discussion (50 points)
- 3) Midterm Exam (100 points)
- 4) Final Paper (100 points)

Course grades will be calculated using the scheme below. In

borderline cases, I will use participation in class to adjudicate the final grade.

Total Class Points	Grade
282-300	A
270-281	A-
261-269	B+
252-260	B
240-251	C+
231-239	C
222-230	C-
201-209	D+
192-200	D
0-191	F

8/25/2014 1148-JPW370-01: TOPICS IN JOURNALISM

<https://tcnj.instructure.com/courses/1197897> 1/2

1148-JPW370-01: TOPICS IN JOURNALISM

[Jump to Today](#)

Health and Environmental Reporting

JPW 370: Topics in Journalism

Instructor: Kim Pearson

E-Mail: kpearson@tcnj.edu

Phone: x2692 (215-253-8624)

Office: Bliss 217

Office Hours: T-F, 3:30-4:50 or by appt

From debates over greenhouse emissions to concerns about toxic substances in our food and water, the environment and its related health and economic impacts are a matter of constant concern and contention. Despite the importance and pervasiveness of environmental issues - or perhaps because of it - relatively few journalists are equipped to report on the complex and interwoven issues of science, public health, public policy and law that once encounters on the environmental beat. Additionally, few subject matter experts are prepared to communicate about environmental issues from their own disciplinary perspective in ways that lay people can understand.

This course introduces novice journalists to some of the issues, rigors and routines of finding, analyzing and communicating information about environmental conditions and their related health impacts.

This course serves as an option or elective in the journalism major, the professional writing and journalism minors and the environmental studies concentration. Please inform Prof. Pearson if you are applying this course to a minor or concentration in order to assure that you get appropriate credit.

This course is part of a NSF-sponsored project to determine how to improve undergraduate computer science/journalism education. To this end, students enrolled in this course will participate in assessment of projects, learning goals, and the like. While participation in these assessment procedures is not required and does not affect the grade you earn in this class, it will help shape curriculum development nationwide, and is thus, both valued and important. Additional information on this project will be provided to the students on the first day of class.

Texts and Resources

[Tom's River: A Story of Science and Redemption.](http://danfagin.com/website/books/) (<http://danfagin.com/website/books/>)

Daniel Fagin

[The Reporters' Environmental Handbook, 3rd Edition](http://www.amazon.com/The-Reporters-Environmental-Handbook-Edition/dp/0813532876/ref=sr_1_1?ie=UTF8&qid=1376426127&sr=8-1&keywords=Reporters+Environmental+Handbook+3rd+Edition) ([http://www.amazon.com/The-Reporters-Environmental-Handbook-Edition/dp/0813532876/ref=sr_1_1?ie=UTF8&qid=1376426127&sr=8-](http://www.amazon.com/The-Reporters-Environmental-Handbook-Edition/dp/0813532876/ref=sr_1_1?ie=UTF8&qid=1376426127&sr=8-1&keywords=Reporters+Environmental+Handbook+3rd+Edition)

[1&keywords=Reporters+Environmental+Handbook+3rd+Edition](http://www.amazon.com/The-Reporters-Environmental-Handbook-Edition/dp/0813532876/ref=sr_1_1?ie=UTF8&qid=1376426127&sr=8-1&keywords=Reporters+Environmental+Handbook+3rd+Edition))

Bernadette West,
Michael Greenberg

[Scraping for Journalists](https://leanpub.com/scrapingforjournalists) (<https://leanpub.com/scrapingforjournalists>) Paul Bradshaw

SOAP database (<http://tardis.tcnj.edu/cabect/SOAP/index.php/>)

Health and Environmental Journalism Google Docs Folder

(<https://drive.google.com/drive/?ddrp=1#folders/0B-W7B1RR80ErQ29BbVBnUGp00G8>)

(you will be

given access the first class)

SOAP Crowdmap site (<http://tcnjcrowdmap.com>)

Github repository (<https://github.com/TCNJSwEngg>)

New Jersey Department of Health Center for Health Statistics
(<http://www.nj.gov/health/chs/>)

Society of Environmental Journalists website (<http://www.sej.org>)

Learning Goals

As a result of this class, students will demonstrate the ability to:

Critique the arguments of others in the discipline and the construction of one's own arguments in the discipline, using data/evidence are a focus of instruction and/or the ability to analyze linguistic and cultural patterns

Evaluate the validity and/or reliability of a source

Research, write and edit news and features

Produce entry-level material that meets professional standards

Demonstrate knowledge of the history and traditions of journalism and professional writing

Class policies

Readings and assignments are due for the next class, unless otherwise specified.

8/25/2014 1148-JPW370-01: TOPICS IN JOURNALISM

<https://tcnj.instructure.com/courses/1197897/2/2>

Date Day Details

Class participation is essential for success in this class, both in person or online. Significant absences may impair your ability to participate fully in class

activities and to fully complete assignments. Please note the College's [policy](http://policies.tcnj.edu/policies/digest.php?docId=8162) (<http://policies.tcnj.edu/policies/digest.php?docId=8162>) with regard to absences:

"When a student must be absent from classes due to extended illness, a death in the family or similar genuine emergency, the Dean of Student Life should be informed immediately so that the appropriate notice can be provided to individual instructors. Students who must miss classes due to participation in a field trip, athletic event or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participants in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for makeup work"

Late assignments will not be accepted unless you have obtained prior permission, or you have a documented emergency. If you obtain an extension and fail to hand in your assignment by the extended due date, you will lose ½ grade for each class period that the assignment is delayed.

Students requiring accommodations for differing abilities are encouraged to register with the Office of Differing Abilities and bring documentation to me at the beginning of the semester. <http://differingabilities.pages.tcnj.edu/>

In the event of the College closing due to inclement weather, I will attempt to hold class and/or office hours online.

Please be sure to familiarize yourself with the College's [Academic Integrity Policy](http://policies.tcnj.edu/policies/digest.php?docId=7642) (<http://policies.tcnj.edu/policies/digest.php?docId=7642>)

Please speak up early and often – but appropriately and professionally, if there are questions or concerns. Everyone here has something to teach, and

something to learn. That includes me.

This course has a final evaluation that consists of a final portfolio and reflective essay, in accordance with [College policy \(http://recreg.pages.tcnj.edu/269-2/\)](http://recreg.pages.tcnj.edu/269-2/). There is no final exam, but the completed portfolio and essay will be due at the assigned final time.

Finally, please note that this class will require out-of-class group meetings and activities, consistent with College policy. As English Department chair Glenn Steinberg tell his students, "When the College went through a curriculum revision several years ago, the vast majority of undergraduate courses were "transformed" from 3-credit to 4-credit (1-unit) learning experiences. While many of the classes continued to meet for only 3 academic hours per week (typically 150 minutes on the TCNJ schedule grid), it was understood that the "transformed" courses offered a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour, including, sometimes, an actual additional hour of class interaction. In this course, as the equivalent of the fourth hour, the students are assigned additional learning tasks that make the semester's learning experience more deeply engaged and rigorous, and no other additional classroom space is needed."

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[Assignment List \(https://tcnj.instructure.com/courses/1197897/assignments\)](https://tcnj.instructure.com/courses/1197897/assignments)

APPENDIX D: TCNJ PUBLIC HEALTH TASK FORCE AND COMMUNITY MEMBERS

Carole Kenner, PhD, RN, FAAN (nursing) School of Nursing, Health, and Exercise Science, Co-Convenors

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APPENDIX E: OUTCOMES ASSESSMENT PLAN

The College of New Jersey
School of Nursing, Health, and Exercise Science

BA OUTCOMES ASSESSMENT PLAN SUMMARY

To determine achievement of Program Outcomes and Program Effectiveness for
Continuous Quality Improvement

Measurable Indicators of Program Effectiveness in the Aggregate	Expected Outcomes	Data to be Collected Timelines/Reporting	Actual Outcomes CQI (Analysis/Review)
Program completion/Graduation Rates ≥ 70%	1. Graduation rates for BA Public Health students will be 70% or above.	Annually Public Health Curriculum Workshop · Graduation Rates	
Employment Rates ≥ 80%	3. Employment rates for new graduates will be 80% or above, within 1 year of graduation.	Annually BA Public Health Curriculum Workshop · Employment rates at graduation, End of Program Survey, 1-Year Alumni Survey, and TCNJ Alumni Survey	
Achievement of Program Outcomes / End of Program Objs.	Expected Outcomes	Data to be Collected Timelines/Reporting	Actual Outcomes CQI (Analysis/Review)
Student/Graduate Satisfaction	4. Graduates of TCNJ BA Public Health program will be	Annually BA Public Health Curriculum Workshop · End of Program	End of Program Evaluation (Scale 1 dissatisfied to 5 – very

	satisfied with program as evidenced by mean scores of "satisfied" (≥ 4.00) or above on End of Program Evaluation.	Evaluation End of last semester, spring, senior year	satisfied/mean scores Overall Program Effectiveness / Quality of Instruction
Alumni Satisfaction	5. Alumni will be satisfied with the Public Health program as evidenced by mean scores of "satisfied" or above on 1-year and 5-year Alumni Surveys.	Annually BA Public Health Curriculum Workshop · 1-Year Alumni Survey · 5-Year Alumni Survey	
Employer Satisfaction	6. Employers will be satisfied with TCNJ BA Public Health graduates as evidenced by mean scores of "satisfied" or above on Employer Surveys.	Employer surveys sent out with 1-Year and 5-Year Alumni Surveys Annually BSN Curriculum Workshop	Overall high levels of satisfaction measured
Commitment to life-long learning	7. Alumni will enroll in graduate programs and continuing education as evidenced by data obtained from alumni surveys and other communication	Annually BA Public Health Curriculum Workshop · End of Program Evaluation · 1-Year and 5-Year Alumni Surveys	
Student Learning Outcomes	8. At the completion of	Annually BA Public Health	Value-added

<p>Based on Mission, Philosophy, Goals/objectives and professional standards and guidelines and needs of community of interest.</p> <p>Social and Political determinants of Health- Population Health Challenges</p> <p>Roles and Importance of Data Policy</p> <p>Health Risk Communication</p>	<p>the BA Public Health Program students will demonstrate intended learning outcomes as evidenced by performance criteria on the multiple assessments through the program.</p>	<p>Curriculum Workshop</p>	<p>marked improvement</p>
<p>Faculty Accomplishments related to: Teaching Scholarship Service Practice</p>	<p>9. Faculty will meet or exceed the requirements established by the College for reappointment, tenure, promotion and 5-year review.</p>	<p>Student Evaluation of Teaching Forms</p> <p>Peer-Evaluation of Teaching</p> <p>Reappointment applications</p> <p>Promotions applications</p> <p>5-year reviews</p> <p>Updated Vita</p>	<p>Reviewed by individual faculty and by Chair and Dean after each course and each semester</p> <p>Completed on pre-tenured faculty; faculty going up for promotion, and at request of individual faculty as needed</p> <p>Reviewed by Department Promotion Reappointment Committee as defined by <i>College Promotion and Reappointment Document 2011</i></p> <p>In review by</p>

			College and AFT Unit
		Committee membership	Annually – compiled by Dean’s office Drafted annually at
		Faculty Professional Activity Form (FPAF) Faculty	School of Nursing, Health, and Exercise Science Annual Meeting (May) and finalized at September meeting
		Competency Plan and Activities Sheet (NFCAS)	
		Service	Completed annually by individual faculty and submitted to and compiled by Dean’s office
		Publications	Completed annually by individual faculty and submitted to and compiled by Dean’s office Identified on faculty Curriculum Vita submitted annually Identified on faculty Curriculum Vita submitted annually

APPENDIX F: LIBRARY RESOURCES

Records added to TCNJ Library catalog between January 1, 2010, and February 5, 2015, for titles classified in RA
(RA: Library of Congress class for "Public aspects of medicine"), Databases and Other Resources

TITLE

- | | | |
|-----|--|--------------|
| 1. | for every American and make our jobs safer / Howard Dean ; with Igor Volsky and Faiz Shakir. | Howard D |
| 2. | Noar, Vicki S. Freimuth. | Communi |
| 3. | | Dead on a |
| 4. | | Handbook |
| 5. | | Health car |
| 6. | | Wellbeing |
| 7. | | Will to live |
| 8. | Abrutyn ; formerly edited by Alfred S. Evans and Philip S. Brachman. | Bacterial i |
| 9. | | Toward th |
| 10. | | Body in m |
| 11. | Shogren. | Fat econo |
| 12. | | Checklist r |
| 13. | | Infectious |
| 14. | | Medical us |
| 15. | | Fat studie |
| 16. | | Health and |
| 17. | Alcabes. | Dread : ho |
| 18. | Evan S. Lieberman. | Boundarie |
| 19. | | Body in m |
| 20. | | History of |
| 21. | | Just caring |
| 22. | David Dickinson ; foreword by Charles Deutsch. | Changing |
| 23. | foreword by Richard Preston. | Smallpox : |
| 24. | | Mental he |
| 25. | | Principles |

- Goldsmith.
26. Price of pe
- Mehlman.
27. Dynamic h
28. Contagion
- Andrew T. Price-Smith.
29. American
30. Bodies and
31. Fluoride d
32. Health iss
- Luisa Borrell, and William Vega.
33. Health dis
34. Hying he
- Geoffrey C. Kabat.
35. Prescribed
- Cheryl Krasnick Warsh.
36. Conflicts o
- Rodwin.
37. Healing tra
- Karen E. Flint.
38. Doubt is th
39. Healing th
- peace / Sandy Smith-Nonini.
40. Panic virus
41. Miraculou
42. Miraculou
43. Mental he
- group.
44. Pox : an A
45. NIH vs. NS
46. Surviving t
47. Aids : scie
48. Cambridge
49. Casarett a
50. Saturday i
51. Nation's h
52. Twenty-fo
53. Yoga body
54. Integrative
55. Practice u
- Timothy Hoff.
56. War mach
- of armed conflict and the international violence industry / edited by Merrill Singer and G. Derrick Hodge.

57. Ancient bo
58. Fitness for
59. Women's
- Research, Board on Population Health and Public Health Practice, Institute of Medicine of the National Academies.
60. Women's
- Research, Board on Population Health and Public Health Practice, Institute of Medicine of the National Academies.
61. HIV/AIDS,
- Johanna Hood.
62. Men's hea
63. Counselor
- mental health counseling and school counseling / Dilani M. Perera-Diltz, Kathryn C. MacCluskie, editors.
64. Women a
65. Rethinking
66. Sexually tr
- Zenilman, Mohsen Shahmanesh.
67. Neoliberal
- edited by Vicente Navarro.
68. Health lite
69. Epidemiol
70. Revolution
- care / by Steve Brouwer.
71. Origins of
72. Disease er
- Stephen L. Cochi and Walter R. Dowdle ; program advisory committee, R. Bruce Alyward ... [et al.].
73. Global hea
74. Changing
- do about it / Paul R. Epstein and Dan Ferber ; foreword by Jeffrey Sachs.
75. Challengin
76. Inside nati
77. Health car
78. Health pol
79. Imagining
80. Why calor
81. Weighing
82. Sick from
- Reconstruction / Jim Downs.
83. Doctoring
- Gretchen Long.
84. AIDS at 30
85. AIDS cons
86. Women, p
- Margaret Connors, Janie Simmons.
87. AIDS, beha

- and Allison Herling Ruark.
- 88.
- 89.
90. Myron Echenberg.
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93. Richard Kirsch.
- 94.
- 95.
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- 97.
98. Delia Gonzalez Sanders, Richard H. Fortinsky.
99. Janardan Prasad Singh.
100. Complete guide to core stability / Matt Lawrence.
101. Community psychology and the socio-economics of mental distress : international perspectives / edited by Carl Walker, Katherine Johnson and Liz Cunningham.
102. Anatomy of stretching : your illustrated guide to flexibility and injury rehabilitation / Brad Walker.
103. Development and public health communication / edited by K. Tomaselli and C. Chasi.
104. Bending the aging curve : the complete exercise guide for older adults / Joseph F. Signorile.
105. Bending the aging curve : the complete exercise guide for older adults / Joseph F. Signorile.
106. Health and social justice / Jennifer Prah Ruger.
107. Measurement in sport and exercise psychology / editors, Gershon Tenenbaum, Robert C. Eklund, Akihito Kamata.
108. Global health : an introduction to current and future trends / Kevin McCracken and David R. Phillips.
109. Physical activity guidelines for Americans and a review of scientific literature used / editor, Hailey A. Cowell.
110. Physical activity guidelines for Americans and a review of scientific literature used / editor, Hailey A. Cowell.
111. Population mental health : evidence, policy, and public health practice / edited by Neal Cohen and Sandro Galea.
112. U.S. health policy and politics : a documentary history / Kevin Hillstrom.
113. Leveraging consumer psychology for effective health communications : the obesity challenge / edited by Rajeev Batra, Punam Anand Keller, and Victor J. Strecher.
114. Medicine and social justice : essays on the distribution of health care / edited by Rosamond Rhodes, Margaret P. Battin, Anita Silvers.
115. Salt, sugar, fat : how the food giants hooked us / Michael Moss.
116. Growing global public health crisis and how to address it / David H. Stone ; foreword by Michael Marmot.
117. Intervention research : designing, conducting, analyzing, and funding / Bernadette Mazurek Melnyk, Dianne Morrison-Beedy, editors.
118. Public health for an aging society / edited by Thomas R. Prohaska, Lynda A. Anderson, and Robert

- H. Binstock.
119. Addressing the social determinants of health : the urban dimension and the role of local government.
 120. Gay, lesbian, bisexual, & transgender aging : challenges in research, practice, and policy / edited by Tarynn M. Witten and A. Evan Eyler.
 121. Pick Your Poison : How Our Mad Dash to Chemical Utopia is Making Lab Rats of Us All / Monona Rossol.
 122. Science of yoga : the risks and the rewards / William J. Broad ; illustrations by Bobby Clennell.
 123. Our unsystematic health care system / Grace Budrys.
 124. Black and blue : the origins and consequences of medical racism / John Hoberman.
 125. Cultural fault lines in healthcare : reflections on cultural competency / Michael C. Brannigan.
 126. Global public health : ecological foundations / Franklin White, Lorann Stallones, John Last.
 127. American pandemic : the lost worlds of the 1918 influenza epidemic / Nancy K. Bristow.
 128. Affordable excellence : the Singapore healthcare story : how to create and manage sustainable healthcare systems / William A. Haseltine.
 129. Deluxe Jim Crow : civil rights and American health policy, 1935-1954 / Karen Kruse Thomas.
 130. Disease maps : epidemics on the ground / Tom Koch.
 131. Something to chew on : challenging controversies in food and health / Mike Gibney.
 132. Health care reform and disparities : history, hype, and hope / Toni P. Miles.
 133. Long shot : vaccines for national defense / Kendall Hoyt.
 134. Human right to health / Jonathan Wolff.
 135. Ugly beauty : Helena Rubinstein, L'Oreal, and the blemished history of looking good / Ruth Brandon.
 136. Behavioral health response to disasters / edited by Julie Framingham, Martell L. Teasley.
 137. Cultural diversity in health and illness / Rachel E. Spector.
 138. Affordable excellence : the Singapore healthcare story : how to create and manage sustainable healthcare systems / William A. Haseltine.
 139. Environmental health ethics / David B. Resnik.
 140. Health care for some : rights and rationing in the United States since 1930 / Beatrix Hoffman.
 141. New directions in conservation medicine : applied cases of ecological health / edited by A. Alonso Aguirre, Richard S. Ostfeld, and Peter Daszak.
 142. Spillover : animal infections and the next human pandemic / David Quammen.
 143. Transcultural health care : a culturally competent approach / [edited by] Larry D. Purnell.
 144. Taking improvement from the assembly line to healthcare : the application of lean within the healthcare industry / Ronald Bercau.
 145. World's health care crisis : from the laboratory bench to the patient's bedside / by Ibis Salàñchez-Serrano.
 146. Therapeutic stretching / Jane Johnson.
 147. Women's health : a primary care clinical guide / [edited by] Ellis Quinn Youngkin ... [et al.].
 148. Predictive health : how we can reinvent medicine to extend our best years / Kenneth Brigham and Michael M.E. Johns.
 149. Community organizing and community building for health and welfare / [edited by] Meredith Minkler.
 150. Forensic nursing : a handbook for practice / edited by Rita M. Hammer, Barbara Moynihan, Elaine M. Pagliaro.

151. Food rules : an eater's manual / Michael Pollan.
152. Fat / Deborah Lupton.
153. Comparative health policy / Robert H. Blank and Viola Burau.
154. Statistics in medicine / R.H. Riffenburgh, Clinical Investigation Department, Naval Medical Center San Diego, San Diego, California, USA.
155. Tapping into The Wire : the real urban crisis / Peter L. Beilenson and Patrick A. McGuire ; featuring a conversation with David Simon.
156. In the kingdom of the sick : a social history of chronic illness in America / Laurie Edwards.
157. Sex work politics : from protest to service provision / Samantha Majic.

158. Health care "safety net" in a post-reform world / edited by Mark A. Hall and Sara Rosenbaum.
159. Health care reform and American politics : what everyone needs to know / Lawrence R. Jacobs and Theda Skocpol.
160. Governing health : the politics of health policy / William G. Weissert and Carol S. Weissert.
161. When people come first : critical studies in global health / edited by Joaño Biehl & Adriana Petryna.
162. Our bodies, ourselves and the work of writing / Susan Wells.
163. It's enough to make you sick : the failure of American health care and a prescription for the cure / Jeffrey M. Lobosky.
164. Teaching in counselor education : engaging students in learning / edited by John D. West, Ed. D., Donald L. Bubenzer, Ph. D., Jane A. Cox, Ph. D., Jason M. McGlothlin, Ph. D.
165. Managing madness in the community : the challenge of contemporary mental health care / Kerry Michael Dobransky.
166. Reimagining global health : an introduction / [edited by] Paul Farmer, Jim Yong Kim, Arthur Kleinman, Matthew Basilico.
167. Women's global health : norms and state policies / edited by Lyn Boyd-Judson and Patrick James.
168. Vulnerable empowered woman : feminism, postfeminism, and women's health / Tasha N. Dubriwny.
169. Precarious prescriptions : contested histories of race and health in North America / Laurie B. Green, John Mckiernan-González, and Martin Summers, editors.
170. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen, PhD.
171. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen, PhD.
172. Fragile wisdom : an evolutionary view on women's biology and health / Grazyna Jasienska.
173. Handbook of home health care administration / [edited by] Marilyn D. Harris.
174. Doctors without borders : humanitarian quests, impossible dreams of Médecins sans frontières / René C. Fox.
175. Death before dying / Gary S. Belkin.
176. Virus hunt : the search for the origin of HIV / Dorothy H. Crawford.
177. Affordable Care Act : a missed opportunity, a better way forward / Guy B. Faguet.
178. Lead wars : the politics of science and the fate of America's children / Gerald Markowitz and David Rosner.
179. Comparative effectiveness research : evidence, medicine, and policy / Carol M. Ashton, Nelda P. Wray.
180. Best evidence structural interventions for HIV prevention / Rachel E. Golden, Charles B. Collins, Shayna D. Cunningham, Emily N. Newman, Josefina J. Card.
181. Ship of death : a voyage that changed the Atlantic world / Billy G. Smith.
182. Whole : rethinking the science of nutrition / T. Colin Campbell, PhD ; with Howard Jacobson, PhD.

183. Social movements and the transformation of American health care / Jane C. Banaszak-Holl, Sandra R. Levitsky, Mayer N. Zald.
184. What's wrong with fat? / Abigail C. Saguy.
185. Me medicine vs. we medicine : reclaiming biotechnology for the common good / Donna Dickenson.
186. Financing Medicaid : federalism and the growth of America's health care safety net / Shanna Rose.
187. Challenges of mental health caregiving : research, practice, policy / Ronda C. Talley, Gregory L. Fricchione, Benjamin G. Druss, editors.
188. Caring for America : home health workers in the shadow of the welfare state / Eileen Boris and Jennifer Klein.
189. Lethal but legal : corporations, consumption, and protecting public health / Nicholas Freudenberg.
190. Mother of invention : how the government created free-market health care / Robert I. Field.
191. Contagion : how commerce has spread disease / Mark Harrison.
192. Evaluation of PEPFAR / Committee on the Outcome and Impact Evaluation of Global HIV/AIDS Programs Implemented under the Lantos-Hyde Act of 2008, Board on Global Health, Board on Children, Youth, and Families, Institute of Medicine of the National Academie
193. Vaccine nation : America's changing relationship with immunization / Elena Conis.
194. Of medicines and markets : intellectual property and human rights in the free trade era / Angelina Snodgrass Godoy.
195. Selling our souls : the commodification of hospital care in the United States / Adam D. Reich.
196. Free clinics : local responses to health care needs / edited by Virginia M. Brennan.
197. Noncommunicable diseases in the developing world : addressing gaps in global policy and research /edited by Louis Galambos and Jeffrey L. Sturchio with Rachel Calvin Whitehead.
198. Violence of care : rape victims, forensic nurses, and sexual assault intervention / Sameena Mulla.
199. Food police : a well-fed manifesto about the politics of your plate / Jayson Lusk.
200. Unmanageable care : an ethnography of health care privatization in Puerto Rico / Jessica M. Mulligan.

Databases

[Applied Social Sciences Index and Abstracts \(ASSIA\)](#)

[CINAHL \(Cumulative Index to Nursing and Allied Health\)](#)

[EconLit](#)

[ICPSR Data Archive](#)

[Nursing Resource Center with Nursing & Allied Health Collection](#)

[PAIS International](#)

[ProQuest Congressional](#)

[ProQuest Statistical Insight](#)

[PsycINFO](#)

[PubMed](#)

[Social Services Abstracts](#)

[Sociological Abstracts](#)

[WestLaw Campus](#)

TCNJ Journal Subscriptions

These are titles to which TCNJ directly subscribes and whose records include the Library of Congress Subject heading “public health.” The Journal of the American Medical Association & New England Journal of Medicine seemed like such basic sources that they should be included as well.

[American Journal of Epidemiology](#)

[American Journal of Public Health](#)

[Annual Review of Public Health](#)

[Canadian Journal of Public Health](#)

[Epidemiologic Reviews](#)

[Journal of the American Medical Association](#)

[Morbidity & Mortality Weekly Report](#)

[Nation’s Health](#)

[New England Journal of Medicine](#)

[Social Science & Medicine](#)

Serials Solutions of TCNJ access subject listing

Serials Solutions is the service the TCNJ Library uses to consolidate access to journals to which we directly subscribe or which are included in databases to which we subscribe. The subject break-down and titles included in each category are generated by Serials Solutions.

- Public Health
 - [Adolescent & Adult Public Health \(2\)](#)
 - [Aged Public Health \(3\)](#)
 - [Communicable Diseases \(30\)](#)
 - [Emergency Medical Services \(8\)](#)
 - [Environmental Health \(19\)](#)
 - [Epidemiology & Epidemics \(29\)](#)
 - [Ethnic Minorities & Public Health \(6\)](#)
 - [Gender Specific Public Health \(32\)](#)
 - [Government Health Agencies, U.S. \(14\)](#)
 - [Home Health Care Services \(3\)](#)
 - [Hospitals & Medical Centers \(99\)](#)
 - [Legal & Forensic Medicine \(17\)](#)
 - [Long-Term Care Facilities \(6\)](#)
 - [Medical Care Plans \(8\)](#)
 - [Medical Economics \(32\)](#)
 - [Medical Geography \(4\)](#)

- [Medical Statistics \(16\)](#)
- [Mental Illness Prevention \(36\)](#)
- [Public Health - General \(304\)](#)
- [Regulation of Health Care \(3\)](#)
- [Social Medicine \(16\)](#)
- [Toxicology & Public Health \(51\)](#)
- [Transmission of Disease \(3\)](#)
- [World Health \(53\)](#)

Government documents

TCNJ Library's subscription to MARCIVE's Documents Without Shelves Service provides records which are added monthly to the TCNJ catalog with links for electronic federal government documents issued by agencies including divisions and agencies of the US Health & Human Services, US Senate, US House, Executive Office of the President, etc. Tens of thousands of records are in the catalog.

Book collection

The Library of Congress class RA is defined as "Public aspects of medicine." To give a sense of the kinds of material added to the library's collection in the past 5 years, the accompanying spreadsheet shows the book titles added to our catalog between January 1, 2010, and February 5, 2015 (file name: *Class RA - added 01-01-2010 thru 02-04-2015.xlsx*). There are additional titles of potential support to the study of public health scattered in other parts of the collection. For example, a very simplistic search on the keywords "public health" and "2014" brings up titles classified outside the "public health" area, such as the following:

Health inequalities and people with intellectual disabilities / Eric Emerson, Chris Hatton. Cambridge; New York: Cambridge University Press, 2014. Call number: RC570 .E54 2014 (psychiatry)

Childhood obesity in America: biography of an epidemic / Laura Dawes. Cambridge, MA; London, England: Harvard University Press, 2014. In cataloging for RJ399 (pediatrics)

Media and the well-being of children and adolescents / edited by Amy B. Jordan and Daniel Romer. New York, NY: Oxford University Press, 2014. Call number: HQ784.M3 M4193 2014 (family studies)

Global health law / Lawrence O. Gostin. Cambridge, MA: Harvard University Press, 2014. Call number: K3570 .G67 2014 (Law)

Schools and public health: past, present, future / Michael Gard and Carolyn Pluim. Lanham, MD: Lexington Books, 2014. In cataloging for LB3409 (education)

Titles from this discipline are being purchased both for the print collection and as e-books, primarily on a title-by-title basis but in FY14 a bundle of public health e-book titles was purchased. The 34 titles in the

bundle, published between 2012 and 2014, are shown in the table below. These e-books are included in the library's catalog and are accessed through the EbscoHost platform.

Introduction to Public Health	Churchill Livingstone Australia
What Makes Health Public?	Cambridge University Press
Essential Public Health	Cambridge University Press
Environmental Noise Pollution	Elsevier
Social Injustice and Public Health	Oxford University Press
Sprawling Cities and Our Endangered Public Health	Routledge
International Perspectives on Public Health and Palliative Care	Routledge
Healthy Cities	Edward Elgar
The Essential Guide to Public Health and Health Promotion	Routledge
European Union Public Health Policy	Routledge
Structural Approaches in Public Health	Routledge
Environmental Tracking for Public Health Surveillance	CRC Press
An Introduction to Global Health Ethics	Routledge
Ethics in Public Health and Health Policy	Springer
Introduction to Health Policy	Health Administration Press
Public Health Entomology	CRC Press
Environmental Policy and Public Health	Jossey-Bass
Building American Public Health	Palgrave Macmillan
Race, Ethnicity, and Health	Jossey-Bass
Public Health and Social Justice	Jossey-Bass/John Wiley & Sons
Transdisciplinary Public Health	Jossey-Bass
Public Health Policy	Jossey-Bass
Animals and Public Health	Palgrave Macmillan
Epidemiological Criminology	Jossey-Bass
Governing How We Care	Temple University Press
Public Health Practice	Oxford University Press
The Built Environment and Public Health	Jossey-Bass
When People Come First	Princeton University Press
Community Engagement, Organization, and Development for Public Health Practice	Springer Pub.
Handbook for Public Health Social Work	Springer Pub.
Lethal but Legal	Oxford University Press
Negotiating Public Health in a Globalized World	Springer
Public Health and Epidemiology at a Glance	Wiley-Blackwell
Contemporary Public Health	The University Press of Kentucky

The College of New Jersey

School of Nursing, Health, and Exercise Science

Proposed Post Bachelor's and Post Master's Graduate Certificate Program in Public Health

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The College of New Jersey

School of Nursing, Health, and Exercise Science

Proposed Post Bachelor's and Post Master's Graduate Certificate Program in Public Health

Mission and Core Values of The College of New Jersey (TCNJ)

The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts, and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live (**MISSION STATEMENT**).

<http://tcnj.pages.tcnj.edu/about/mission/>

Core Beliefs (<http://tcnj.pages.tcnj.edu/about/mission/core-beliefs/>)

1. The College comprises a caring, friendly, and respectful community where the contributions of students, faculty, staff and alumni are valued and recognized.
2. The College provides a seamless, engaging educational environment characterized by academic freedom, creative expressions, critical thinking, intellectual inquiry, and service learning.
3. The College's faculty and staff take pride in offering a personal educational experience to every undergraduate and graduate student.
4. The College's cultural, social, and intellectual life are enriched and enlivened by diversity.
5. The College provides facilities, programs, services, and amenities that enhance opportunities for formal and informal interaction in a living-learning environment.

6. The College promotes wellness and fosters the development of the whole person.
7. The College embraces its heritage and is committed to reevaluating its mission in response to the changing needs of society.
8. The College prepares its students to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.
9. The College believes that an educated individual possesses an understanding of his or her own culture, an appreciation of other cultures, and the capacity to facilitate genuine cross-cultural interaction.
10. The College regards education in the service of human welfare as its chief end.

The proposed program fits with the mission, core values, and signature experiences, as it is responsive to community needs and flexible enough that the core courses can be complemented with a more individualized program. The follow sections describe the proposed post bachelor's and post master's graduate certificate program in public health.

Mission of the Public Health Program

The mission of the post baccalaureate / post master's certificate in public health offered by TCNJ's School of Nursing, Health, and Exercise Science is to prepare graduates to advance the public's health through education, health promotion, disease prevention, and the improvement of health outcomes of populations and individuals domestically and globally.

Program Objectives

Prepare graduates to meet the complex health needs of populations and individuals by:

1. Assessing the social and political determinants of health.

2. Critically analyzing big data to determine health trends and develop public health interventions.
3. Analyzing policy implications of public health and health care delivery.
4. Developing health risk communication strategies to improve health campaign effectiveness.
5. Synthesizing the current health practices and making recommendations for improvement.

The School of Nursing, Health, and Exercise Science (SNHES), with representatives from all seven of the TCNJ schools-Arts & Communication; Business; Humanities & Social Sciences; Education, Science; and Engineering, proposes the creation of a post bachelor's / post master's graduate certificate program in public health. Faculty expertise from the natural sciences, the social sciences, health and risk communication, social media, computer science, nursing, health and exercise science, public health, and community health has been used to develop this program. A growing need is evident in the state of New Jersey as well as nationally to address population health in a different way. Several programs in public health are offered by public institutions in the state of New Jersey (*e.g.*, Montclair State University, William Paterson University, and Rutgers). However, none of these programs includes all schools on its campus and community partners in its program, nor do they have a small core with areas of specialization that TCNJ proposes for a certificate program, including exceptional strengths in health and risk communication, big data, and global health. See Table 1.

Table 1: Public Health Education Programs in New Jersey Public Institutions (March, 2015)

INSTITUTION	OFFERING	EMPHASIS
Montclair State University	Undergrad and grad degrees	Prevention (UGS) and leadership (Graduate)
New Jersey Institute of Technology	Graduate program (with Rutgers)	Urban and Environmental Health
Rutgers – New Brunswick	BS and PhD, Public Health	Public Health
Rutgers - Newark	Master's	Urban Health Administration
Richard Stockton College	BS	Public Health
University of Medicine and Dentistry (UMDNJ), now merged with Rutgers	Master's of Public Health	Public Health

University of Medicine and Dentistry (UMDNJ), now merged with Rutgers	Master of Science (MS); PhD	Public Health
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The Department of Nursing in the SNHES has a Population Health grant from Robert Wood Johnson Foundation that, in conjunction with the Hunterdon Population Health Department, is working to infuse public health concepts throughout the curriculum and to create internship experiences for students. There is also an Advanced Nursing Education grant under review at present that is community-based and population-focused. At the graduate level, most programs in the state offer public health master's degrees, whereas TCNJ will offer a broad certificate program that includes didactics and application of population health models.

Rationale

Research Findings: Frenk and colleagues, as part of the Education of Health professionals for the 21st Century: A Global Independent Commission (2010) released a panel report *“Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World”* that called for transformation of the healthcare workforce for the 21st century in order to meet population needs globally. Part of this report acknowledged two previous reports by the Institute of Medicine (IOM) in 2002 and 2003 that focused on public health and reiterated that public health concepts and competencies were needed by all health professionals (Frenk *et al.*, 2010). The IOM in 2002 called for all undergraduate students to have an understanding of public health. Community engagement by health professionals to address local, state, national, and global healthcare needs was declared essential to health, and the incorporation of this engagement in health professions education was called for to prepare a new workforce (Frenk *et al.*, 2010). Due to the ever-changing landscape of health, common competencies are needed for all health professionals, and an

understanding of population and public health is essential for all providing care and a commitment to lifelong learning (Frenk *et al.*, 2010).

In 2012 a report presented alarming data from The Association of Schools of Public health (ASPH), revealing a shortfall of 250,000 public health workers by 2020 if steps were not taken to increase the supply (Drehobl, Roush, Stover, & Koo, 2012). These numbers include all health care workers, not just health professionals. The report calls for more interprofessional education and the use of common competencies as noted by Frenk and colleagues, as well as the use of community experts to bring real life experiences to the educational process (Drehobl, Roush, Stover, & Koo, 2012). Health care reform calls for a shift from chronic disease management to health promotion and disease prevention.

This change moves toward patient-focused versus institution- or discipline-focused health. More care is in the community and not in acute care hospital settings. While community-based care and needs are not new, the emphasis on health promotion is different. Public health issues have been at the forefront of US and global news since the rise of the HIV epidemic in the 1970s. Certainly the recent outbreak of Ebola has also reinforced the need for health professionals to gain a clear understanding of public health or population health issues and how to improve health outcomes. They must also have a clear understanding of effective risk communication when talking about a measles outbreak or Ebola in a public forum or to the consumer of health care. However, health professionals cannot act alone. They need others who have a solid foundation in public health, epidemiology, surveillance, policy, and wellness to help promote population health. Therefore the educational needs are twofold: one for health professionals to add to their basic education through course work in epidemiology, wellness-general concepts of public health, policy, health communication, and hands on experience with population health models; second, for undergraduates who want a solid background in population health with opportunities to focus in one of several areas of specialization. The proposed certificate

program focuses on the first of these educational needs. The students will be required to complete four core courses but will have an opportunity to select the fifth course to fit their individual interests. The fifth and final course will reflect an area of interest or it may be an internship or capstone that requires application of the theory gained in the other courses.

Lack of public health undergraduate and graduate programs: Currently there are seven programs in public health in the State of New Jersey offered by public institutions. Montclair State University offers both an undergraduate and graduate degree. The emphasis in these programs is on prevention programs (UGS) and leadership (Graduate). New Jersey Institute of Technology offers a graduate program with Rutgers. The emphasis is on urban and environmental health. Rutgers University-New Brunswick offers a bachelor's of science in public health as well as a PhD. Rutgers University-Newark's program is a master's in urban health administration. Richard Stockton College of New Jersey offers a bachelor's of science in public health. University of Medicine and Dentistry of New Jersey (UMDNJ), now merged with Rutgers, offers a master's in public health and a dual degree, Master of Science (MS) and PhD. None of these offer the breadth of either of our proposed programs nor the degree of experiential learning including in TCNJ's program proposal.

Lack of public health certificate programs: Graduate master's programs in public health in the State of New Jersey are primarily Master of Public Health (MPH) programs or Master of Science (MS) in Health Administration. Even online programs, such as Kaplan, Capella, and Grand Canyon University, focus tightly on health care administration, nursing and public health, or health care leadership. By contrast, TCNJ's graduate certificate program will offer a basic, broad overview of public and population health to add to a health professional's education and helps her or him retool for the new era in healthcare delivery.

Need for new types of public health programs: Public health is often referred to as population health. The shift is from the individual to the population. For example, in the City of Trenton, the Trenton Health Team conducted a needs assessment to identify top health priorities for 2014. This required input from the two city hospitals - St. Francis and Capital Health, the Federally Qualified Health Center, Henry J. Austin, and 29 community and social service agencies (Trenton Health Team, 2014). The five priorities were: 1. Health Literacy & Disparities; 2. Safety & Crime; 3. Obesity & Healthy Lifestyles; 4. Substance Abuse & Behavioral Health, and 5. Chronic Disease: Diabetes, Hypertension, and Cancer (Trenton Health Team, 2014). These priorities led to a Community Health Improvement Plan (CHIP). This plan was aligned with the New Jersey Department of Health Strategic Plan, 2012-2015 and the State's Health Promotion Plan: *"Partnering for a Healthy New Jersey: New Jersey Chronic Disease Prevention and Health Promotion Plan, 2013-2018."* To address these needs, social determinants of health and health disparities must be addressed. The health improvement plan is focused on the population of the City of Trenton. It requires an understanding of health, health risk and health communications, environmental factors, infectious disease prevention and management, policy changes, and how to collect and analyze "big data" to determine from large data sets trends in health or human behavior-all aspects of public health.

Interest in a certificate program has been expressed by school health nurses and community health nurses in particular. In light of enterovirus death, the Ebola crisis, and concerns of low levels of immunizations as highlighted in the recent measles outbreak, these nurses believe they need more solid information about public health and that this knowledge may lead to career advancement. At present at least 10 nurses have expressed an interest in the certificate program.

Themes: The courses will reflect the themes supported by the association of Schools of Public Health (ASPH) (2012) *Framing the Future: The Second 100 years of Education for Public Health*. This

document outlines the knowledge, skills, and outcomes expected in Public Health programs. These themes are:

1. **Overview of Public Health:** History and Philosophy of Public Health
2. **Roles and Importance of Data in Public Health:** Methods and tools of Public Health
3. **Identifying and Addressing Population Health Challenges:** Interventions to identify health risks
4. **Human Health:** Health promotion across the lifespan
5. **Determinants of Health:** Socio-economic, behavioral, biological, and environmental factors affecting health
6. **Project Implementation:** Project management-assessment, planning, and implementation
7. **Overview of the Health System:** U.S. Health care delivery systems
8. **Health Policy, Law, Ethics, and Economics:** Basic legal, ethical, economic, and regulatory facets of health care and public policy
9. **Health Communication:** Communication including technical and professional writing and the use of social media, mass media, and technology (ASPA, 2012).

Field Experiences: An important feature of the proposed programs will be the incorporation of applied/experiential experiences. Many of the courses will require a community-engaged project/paper. Students in this graduate certificate program will typically have worked for a number of years in a certain career path and want to retool or add the population health knowledge for their existing job. However the certificate will not be restricted to those who have been out of their undergraduate program a specified number of years.

Students in the certificate program will be expected in each course to conduct a community-engaged project/paper. They also will be given the opportunity as a fifth course- an internship or capstone project that is community based. This elective course could also be one of the courses out of the proposed specializations or one of the three proposed new courses. Every student will do additional work that has a component of applied public health or a community-engaged project. This will be done using a model similar to an honor by contract model whereby the student must submit a proposal for a community project/paper to the professor and then determine the number of hours over the semester that will be devoted to this project. This project will extend the courses beyond the expectations of the undergraduate courses.

After completing the coursework for the graduate certificate program in public health, the students will graduate with a graduate certificate, which is a transcript reflecting the courses taken. They will also have an e-portfolio of experiences to assist the graduate with career advancement.

Course Sequences: To ensure the graduate certificate in public health students gain a broad perspective in public health, the ASPH (2012) framework as outlined under the themes section of this document will be followed. The specific courses can be found in Appendix A. The proposed course sequence is in Appendix B.

Program Outcomes: Graduates of the certificate in public health program will be qualified to work in community agencies focusing on population health, quality improvement, health communication, journalism, and policy. However, most will continue in their current jobs but have an opportunity for career advancement.

Capacity and Resource Consideration

Faculty and Support of Instruction: The proposed program for the most part utilizes courses already in existence but will be slightly modified to comply with the ASPH (2012) framework. These courses are currently taught by full time faculty and a few adjunct faculty from all seven schools across TCNJ. The Deans of the respective Schools have made a commitment to offer these courses. For course syllabi please see Appendix C. The Provost has authorized a new position to support the start of this program for FY16-17. Drs. Lynn Gazley and Rachel Adler have extensive backgrounds in public health. They have co-led the minor. Dr. John Pollock from health communications has a long history of work in public health and public policy at national and global levels. Professor Susan Mitchell has a background in public health and nursing and has taught the Wellness and Health Promotion course for a number of years. All four of these individuals will be teaching in the undergraduate program and graduate certificate in public health program. For a complete list of the Public Health Task Force and community members that have developed these programs please see Appendix D.

Administration

The public health minor currently housed in the School of Humanities and Social Sciences will move with the major and the certificate programs to the School of Nursing, Health, and Exercise Science. There will continue to be major, minor, and certificate programs that are interdisciplinary but will be administered from the School of Nursing, Health, and Exercise Science as the alignment with health as a focus of this school is a good fit. While the locus of control for individual courses will reside in department in which they are housed, the administration and budget for programmatic support will be allocated to the School of Nursing, Health, and Exercise Science. Course coverage/staffing will be the responsibility of this School in consultation with the other department chairs whose faculty are teaching in courses used in the program. The tracking of student academic progression and the evaluation of students and faculty ultimately will reside in the School of Nursing, Health, and Exercise Science.

However as is policy now, responsibility for the teaching evaluations, and any remediation that is deemed necessary, for faculty will reside with department chairs.

Evaluation

Commitment to students is reflected in the mission and strategic plan of the College and School of Nursing, Health, and Exercise Science. It is operationalized through the shared governance model that includes students and through the systematic, ongoing evaluation of the curriculum and faculty. Our programs focus on leadership development in addition to the professional roles. For example, all students are aware of the importance of academic integrity at TCNJ, and all course syllabi must include information on the academic integrity policy. Each School has an academic integrity officer, designated by the dean. Faculty report cases of intentional academic dishonesty to the School's academic integrity officer. If necessary, such as in cases where there is a prior record of an academic integrity violation, the academic integrity officer refers the case to the All-College Academic Integrity Board. Student academic grievances are handled with a fair and impartial process which is articulated in two policies available to students. Grievances arising within a program that are not resolved locally can be progressively appealed through a series of deliberative bodies ultimately ending with the president of the College.

TCNJ students are entitled to fair and consistent evaluation in their courses. Instructors are required to list clear course requirements and grading criteria in the course syllabus distributed to all students in the beginning of the semester. Students receive a mid-semester evaluation from their instructor, informing them of their performance in each course and providing them ample time to seek assistance as needed. A newly-created Assistant Director for Mentoring provides additional input mid-semester for cohorts who, historically, have lower persist rates than the overall TCNJ population. At the end of the semester, the final examination policy ensures that students have sufficient time to prepare

for the final evaluation and receive their course grade promptly after the final examination period ends. This is just one example of supports that demonstrates TCNJ's commitment to students. In the School of Nursing, Health, and Exercise Science there is an Assistant Dean for Student Affairs. This office along with the department chairs and faculty advisors support students in their major and assist them as they consider their career options. Each student is assigned a faculty advisor who guides the student's academic progression. Teaching and course evaluations are taken very seriously and are part of the tenure and promotion guidelines. Time to graduation and to employment data are collected as are employer comments to determine how well TCNJ's graduates perform following graduation. Program objectives are examined annually at the curriculum workshop day. Appendix E: Outcomes Assessment Plan.

Library Resources: The library resources are adequate because the existing public health minor, nursing, and health and exercise science in particular have already been requesting resources for a number of years. Please see Appendix F.

Equipment, Laboratory Support, and Computer Support: Students and faculty already have access to computer labs, smart classrooms, and technology support through TCNJ Information Technology Department.

Facilities: No additional facilities will be required. The School of Nursing, Health, and Exercise Science, houses a computer lab, a state of the art simulation center, with a second simulation center to open in the fall of 2016, and other existing classrooms. Since these programs are interdisciplinary and for the most part use existing courses, the classroom spaces currently used for these courses will be available for these students. There is adequate office space available for additional faculty and staff that will be increased as enrollment grows. Classrooms and buildings are ADA compliant.

Administrative Costs (including Accreditation Costs): A joint request for one additional visiting tenure track FTE between the Schools of Humanities and Social Sciences (where the current minor resides) and Nursing, Health, and Exercise Science has been approved to support the student advisement, teaching, and assist in coordination of the proposed program. There is a program assistant available to support the program.

Financial Impact on the Institution and Programs within the Institution: At least 20 individuals have expressed interest in the graduate certificate in public health program. Any of these students that formally apply will be additional or new students. The attraction of the TCNJ program is the reputation of the institution, the involvement of all seven schools, and the offer of experiential learning. The revenue from these students will afford us the opportunity to grow the resources while maintaining quality education.

References

Association of Schools of Public Health (ASPH). (2012). *Framing the future: The second 100 years of education for public health*. Washington DC: Author.

Drehobl, P.A., Roush, S.W., Stover, B.H., & Koo, D. (2012). Public health surveillance workforce of the future. *Morbidity and Mortality Weekly Report (MMWR)*, 61(03), 25-29.

Frenk, J., Chen, L., Bhutta, Z.A., Cohen, J., Crisp, N., Evans, T., Findeberg, H., Garcia, P., Ke, Y., Kelley, P., Kistnasamy, B., Meleis, A., Naylor, D., Pablos-Mendez, A., Reddy, S., Scrimshaw, S., Sepulveda, J., Serwadda, D., & Zuarayk, H. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. *The Lancet*, 376, 1923-1958.

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Trenton Health Team. (2014). *Community health improvement plan: Making the City of Trenton the healthiest city in New Jersey: Creating a culture of health.* Trenton: Author.

APPENDIX A: REQUIRED COURSES

Post Bachelor's and Post Master's Graduate Certificate Program in Public Health

Proposed Courses

The proposed certificate program will consist of five core courses.

1. ANT/PBH 240 Epidemiology
2. ANT/SOC/PBH 373 Public Health and Social Policy
3. NUR 220 Wellness and Health Promotion Across the Lifespan
4. PH???COM 345: Health, New Media, and Culture; or COM 403: Health and Risk Communication Campaigns.
5. This course would be one selected from a few options. This may be an internship or a capstone.

Three new courses are proposed that can be used as optional courses undergraduate majors in public health or graduate certificate students in public health. They are as follows:

Public Health 301: Research Methods for Public Health

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to critically analyze public health research, including study designs, generalizability of findings, and ethics. Students will then conduct independent research by formulating and testing hypotheses using a quantitative data set such as Add Health, and will develop a research proposal for original data collection.

Public Health 302: Health Analytics: Identifying, Collecting, and Analyzing Big Data

How has the “big data revolution” affected the practice of public health? How do healthcare organizations, community groups, researchers and others find, collect, analyze, and use data to understand and improve population health? In this course, students will become familiar with key big

data sources and analytic techniques, understand the differences between big data approaches and traditional statistics, and apply these techniques in various arenas including policy, health systems, and community health. Through case studies and examples, students will evaluate the application, ethics, and effectiveness of big data strategies.

Public Health 303: Health Informatics

Contemporary health organizations require sophisticated analysis of “big data” to improve operations, understand changing patterns of community health, and inform policy. In this course, students will gain facility with key tools used to analyze data found in electronic medical records, health systems, and other sources. Students will work with community partners to execute an informatics project such as identifying data needs, developing data strategies, and/or creating tools such as quality metrics.

APPENDIX B: PROPOSAL SEQUENCE OF COURSES

20 Course Units

Year 1	
Fall	Spring
*NUR 220: Wellness Promotion	*ANT/SOC/PBH 240: Epidemiology
Year 2	
Fall	Spring
*ANT/SOC/PH 373: Public Health and Social Policy	PH404/*COM 345: Health, New Media, and Culture, or COM 403: Health and Risk Communication
Year 3	
Fall	Spring
PH 401: Research Methods for Public Health (Public Health Option from a restricted list of options drawn from the full BA list)	None

*Courses will have a 400 level number for these courses

APPENDIX C: COURSE SYLLABI

CORE COURSES

PUBLIC HEALTH 401: RESEARCH METHODS FOR PUBLIC HEALTH (NEW COURSE)

PROFESSOR

OFFICE ADDRESS

EMAIL ADDRESS

OFFICE HOURS

COURSE DESCRIPTION

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to critically analyze public health research, including study designs, generalizability of findings, and ethics. Students will then conduct independent research by formulating and testing hypotheses using a quantitative data set such as Add Health, and will develop a research proposal for original data collection.

COURSE MATERIALS

Required texts:

Guest, Gregory S. and Elizabeth Namey. 2014. Public Health Research Methods. Thousand Oaks, CA: Sage Publications.

All other readings will be posted on CANVAS

COURSE PURPOSE & LEARNING GOALS

- Practice the steps of writing a mixed methods research project including proposing, conducting, and writing up research results (*Critical Analysis and Reasoning, Written Communication*)
- Apply the tools and concepts of epidemiology and public health research methods to the understanding and amelioration of health disparities and the embodiment of inequality (*Applying Public Health Knowledge*)
- Recognize the impact of social structure on health patterns and health decision making (*Ethical Reasoning and Compassion*)
- Practice presenting scholarly research and giving feedback (*Oral Communication*)
- Gain facility with quantitative and qualitative analysis software packages (SPSS, Atlas.ti) and important public health databases such as Add Health to conduct original research (*Quantitative Reasoning, Technological Competence*)

- Build skills around finding, comparing, critiquing, and drawing on scholarly literature (*Information Literacy*)

COURSE POLICIES

4th Hour Statement: Although this class meets for three hours each week, it is a 4-credit (1 unit) course that offers a depth of learning with additional learning tasks unfolding in the equivalent of a fourth hour. Students will engage in group or individual learning projects outside of class and/or additional learning experiences occurring multiple times during the semester on or off-campus, including community-engaged learning activities and/or campus-wide events.

Academic Integrity: Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral. Papers with insufficient, inappropriate, or missing citations will receive no credit, and the student will have no opportunity to make up the work. When in doubt, cite. TCNJ's academic integrity policy is available on the web: [Academic Integrity](#).

Americans with Disabilities Act (ADA) Policy: Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's Americans with Disabilities Act (ADA) policy is available on the web: [Americans with Disabilities Act](#).

Attendance, Participation, and Class Citizenship: This course models membership in a scholarly community, and therefore assumes students will follow rules of decorum and active participation. For example, ringing cell phones, texting, arriving late/leaving early, and using lab time for outside of class computer work are all disruptive to an engaged academic environment. In addition, each week of material in this course builds on previous weeks. Therefore, students will be best served by being in class at every session and paying close attention. TCNJ's absence and attendance policy is available on the web: [Absence and Attendance](#).

Paper Format: Papers should be formatted with regular margins and a typeface no smaller than 11 points. References should be formatted in ASA style (see the guide on CANVAS).

Paper Submission: Students are responsible for submitting papers to CANVAS in a readable file format by the time class begins on the day the paper is due (readable formats include .doc, .docx, and .pdf). Papers should be submitted with a title that includes the student last name and references the specific assignment (for example: Gazley_Paper A). If you miss an assignment for a legitimate reason, please secure the necessary documentation before you try to turn in a late assignment. Without documentation, assignments lose 10% per calendar day until they are received in a readable format on CANVAS. Please note that I will not accept papers submitted via email, nor will I accept internet problems as a reason for late submissions.

COURSE REQUIREMENTS

Exam 1 (February 27): This in-class exam will assess your knowledge of basic statistics and the SPSS computer program. Part of this exam grade (20%) may reflect the score of in-class activities and quizzes. A practice exam will be posted on CANVAS. The actual exam will follow this format but with new variables that will not be accessible until the exam time.

Exam 2 (Final Exam Calendar): This in-class exam will assess your knowledge of social scientific methodology. It will not have a component related to SPSS. Part of this exam grade (20%) may reflect the score of in-class activities and quizzes.

Independent Quantitative Research Project (Papers A, B, C)

These papers will allow you to develop and test your own hypotheses using the Add Health dataset (Proposal, Papers A, B, C). Paper grades will follow a similar pattern, with roughly 80% of the final grade based on the quality of the content required for each paper and 20% based on clarity, style, and grammar. See separate guides on CANVAS for each paper, which outline the specific requirements for each assignment.

Paper A: The front matter your research article, including the introduction, literature review, and description of methods.

Paper B: The findings section of your research article

Paper C: The complete article, in standard sociological format.

Proposal for Original Research & Data Collection (Paper D):

This paper allows you to design and propose an original research project, using quantitative or qualitative methods. These proposals are suitable to form the basis of a Fulbright Grant application, MUSE proposal, or thesis research project.

GRADING

Students in this course will be assessed based on their content knowledge, speaking and writing skills, and participation in course projects and class discussion.

Overall grades will be awarded as follows:

Assignment	Points Per Assignment	Cumulative Points
Exam 1	100	100
Exam 2	100	100
Paper A	75	275
Paper B	50	325
Paper C	75	400
Paper D	100	500

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Percentage	Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
0-63	F

COURSE SCHEDULE:

Tuesday	Friday
January 27: Welcome, Intro, & Arguments (classroom) READ: Belcher (on arguments)	January 30: Intro to Research & SPSS (computer lab) READ:
February 3: Descriptive Stats (computer lab) READ: DUE: Background	February 6: Conceptualization (computer lab) READ:
February 10: Finding Literature (Library classroom) READ: DUE: Proposal	February 13: Causation (computer lab) READ:
February 17: ANOVA (computer lab) READ: DUE: Variables & Model	February 20: Linear Regression (computer lab) READ:
February 24: Logistic Regression (computer lab) Read: DUE: Works Cited	February 27: (computer lab) DUE: EXAM 1
March 3: Peer Review (computer lab) READ: DUE: Paper A	March 6: Multiple Regression, revisited (computer lab) READ: Allison 1 DUE: Paper A (revised)
March 10: Interpreting Regressions (computer lab) READ: Allison 2	March 13: Peer Review (computer lab) READ: Booth, Colomb & Williams DUE: Paper B
March 17: SPRING BREAK!	March 20: SPRING BREAK!
March 24: From Research to Article (computer lab)	March 27: More on Articles (computer lab)

READ: DUE: Paper B (revised)	READ: DUE: NIH online tutorial (see link through CANVAS)
March 31: Peer Review (computer lab) DUE: Paper C	April 3: Surveys (classroom) READ DUE: Paper C - final
April 7: Writing Proposals (classroom) READ:	April 10: Interviews & Ethnography (classroom) READ: DUE: Paper D: Concept Proposal
April 14: Sampling (classroom) READ C&S 5; Miller & Shriver 2012	April 17: Evaluation Research (classroom) READ: DUE: Sampling Methods Statement
April 21: Research Ethics (classroom) READ: IRB Tutorial; DUE: IRB Proposal	April 24: Presenting Scholarly Work (classroom) READ: *tba (on CANVAS)/Presentation workshop DUE: Paper D Presentation (draft)
April 28: Student Presentations (classroom) DUE: Paper D	May 1: Student Presentations (classroom)
May 5: Student Presentations (classroom)	May 8: Student Presentations (classroom)
FINAL EXAM TIME ACCORDING TO TCNJ CALENDAR AND POLICIES	
TCNJ's final examination policy is available on the web: Final Examination-Evaluation-Reading Days	

Introduction to Epidemiology

The College of New Jersey

Department of Sociology and Anthropology

ANT 240-01

Spring 2014

Professor J. Lynn Gazley Time: Tuesday & Friday (10:00-11:20)

Office: Social Science Building 338 Location: SSB 325

Phone: (609) 771-2930 Office Hours: Tuesdays 2:00-5:00

E-mail: gazleyj@tcnj.edu

Course Description:

What is an epidemic? How do epidemiologists determine causes, risks, and patterns of disease?

This course approaches epidemics from multiple perspectives, including a “germ’s eye” and “society’s eye” view. Using a combination of biological information, social analysis, and epidemiological tools, students will analyze historical and contemporary outbreaks of infectious disease, as well as noncommunicable diseases.

Course Materials:

All course materials available on CANVAS. Although readings are available electronically, please make sure to have access to the material during class.

Learning Goals:

This course focuses on the interdisciplinary tools of contemporary epidemiology. By the end of the course, students will:

- 1) Be familiar with and able to calculate the measures used to explain disease patterns
- 2) Have experience integrating social and biological information to create multifaceted explanations for disease patterns
- 3) Be introduced to key events in the epidemic history of the U.S.

Course Assessment:

Your course grade will be based on the following elements:

- 1) Germ Description paper (50 points)
- 2) Modern Plagues presentation & class discussion (50 points)
- 3) Midterm Exam (100 points)
- 4) Final Paper (100 points)

Grades

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Class Points

282-300	A
270-281	A-
261-269	B+
252-260	B
240-251	C+
231-239	C
222-230	C-
201-209	D+
192-200	D
0-191	F

U.S. Health Policy

The College of New Jersey

Department of Sociology and Anthropology

SOCANTH 373-01

Fall 2013

Professor J. Lynn Gazley Time: Tuesday 4-6:50

Office: Social Science Building 338 Location: SSB 321

Phone: (609) 771-2930 Office Hours: Thursdays, 12:30-3:30

E-mail: gazleyj@tcnj.edu

Course Description:

This speaking intensive course focuses on the structure and practice of U.S. public health. Students will assess public health policy within a historical and institutional framework, and deal with major areas of contemporary debate, including health inequalities, the organization of medical insurance, and the social organization of healthcare.

Course Materials:

All assigned course materials available on SOCS. Although readings are available electronically, please make sure to have access to the material during class. In addition to assigned readings, students will be required to seek out additional resources, including opinion pieces, recent reports and other data sources useful for in class discussion.

Learning Goals:

This speaking-intensive course focuses on the interdisciplinary tools of health policy analysis and advocacy. By the end of the course, students will:

- 1) Understand the policy process and its relationship to U.S. government organization and politics
- 2) Recognize the core tenets of key legislation shaping health policy in the U.S., and their influence on future policy.
- 3) Identify and advocate for a particular public health policy in a public campaign, and among experts.
- 4) Gain facility with the tools of informal communication (speaking and writing) for persuasion.

Course Assessment:

Students in this course will be assessed based on their content knowledge, speaking and writing skills, and participation in course projects.

Article practice & presentation: 10%

Public Opinion Fact Sheet: 15%

Issue Brief: 15%

Policy Brief: 15%

Public Advocacy Campaign Materials: 15%

Expert Testimony: 15%

Summary Policy Brief: 15%

Grades

Course grades will be calculated using the scheme below. In borderline cases, I will use participation in class to adjudicate the final grade.

Total Class Points

94-100	
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
0-63	F

PH 404/COM 345: Health, New Media, and Culture

The College of New Jersey

Time & Venue: TBA

Instructor: Dr. Yifeng Hu

Office: 244 Kendall Hall

Office Hours: TBA

Phone: 609-771-2373

Email: hu@tcnj.edu

Course Description

Contemporary health communication research and practice is strongly influenced by technology and culture. Through critical reading, critiques, case studies, and hands-on applications, this advanced interdisciplinary seminar intends to examine cutting-edge research and practice regarding roles and effects of new media and emerging technologies with cultural influence in a wide variety of health communication contexts.

Course Objectives

- 1) Help students learn roles and effects of new media and emerging technologies with cultural influence in various health communication contexts.
- 2) Enable students to draw out theoretical, methodological, and practical implications of new media and culture in health communication through readings and discussions.
- 3) Expose students to research and practice on a variety of health conditions around the world influenced by new media and culture.
- 4) Provide students with hands-on opportunities for designing, implementing, analyzing, evaluating, and reporting real-life health communication initiatives influenced by new media and culture.
- 5) Shed light on future research and practice in health communication influenced by new media and culture.

Required Readings

There is no textbook for this class. However, we will be relying heavily on readings selected from a wide variety of journals. They are available on Canvas on a weekly basis.

Grading Structure

Class Participation 15%

Mini Applications 35%

Motivated Discussion Questions 30%

Real World Group Project 10%

Take-Home Final Exam 10%

Course Requirements**1. Class Participation (15%)**

This is a seminar rather than a lecture. The class will be as good as the discussion! I will try not to lecture, but will rather rely on the class to help you work your ways through the

critique, analyze the research, and brainstorm ideas. As a consequence, active participation on the part of all class members is essential to the success of the seminar. Class participation accounts for 15% of the final grade. Everyone should be prepared with questions, comments, and examples of the topic under consideration. Similarly, everyone should be prepared to answer my questions. This requires that all class members carefully read the assigned materials and contribute during the class. Please note that people typically *think* that they are contributing more than they actually are. You should speak up!

Your class participation also includes attending all guest speeches and writing short reflections as required. Throughout the semester, there will be a number of guest speeches delivered either face-to-face or via technology (e.g., Skype, Second Life). The guest speakers are from a variety of countries and are pioneers who conduct cutting edge research in their own specialty.

2. Mini Applications (35%)

There is one mini application for each topic discussed. Some sample applications are as follows:

- Research a controversial health topic online
- Create an innovative and easy-to-understand ehealth infographic
- Bring online health information to and discuss it with your health provider
- Explore a telemedicine device or visit a nursing home
- Give online support to patients like you
- Compare and contrast different Web-based intervention programs
- Experiment with a texting intervention program
- Design a health app for the TCNJ community
- Try a health game
- "Build" a health-related space in a 3D virtual world
- Interview medical/nursing school students on technology-based medical education
- Create a social media campaign for a TCNJ health issue (Group Competition)
- "Help" a real public health emergency with technology
- Gain global perspectives on health technology

Detailed instructions and due dates will be given out throughout the semester on Canvas.

If you turn in a good job, you will receive the full points. If I perceive that you put your full effort in completing the assignment but need to improve it, I will let you know and you will have an opportunity to redo your assignment. Only minimal points will be deducted if the revised work is satisfying. If it is still not satisfying, or if you choose not to revise, however, more points will be deducted. If the work you turn in shows that you did not put your full effort in the very beginning, however, I give only minimal points and there is no redo chance.

3. Motivated Discussion Questions (MDQs) (30%)

To promote critical thinking, facilitate your learning of the material, and guide class participation and discussion, you are required to write MDQs for five topics of your

choice throughout the semester. You should write MDQs for at least two topics before Mid-Semester Break (Oct 13).

Whatever topics you choose, they should not be consecutive ones. You can write MDQs for one additional topic in order to better your grade, and I will record your best five grades.

In general, for each topic, I will put two articles on Canvas. If you decide to write MDQs for this topic, you should write a question and response for each article. Therefore, every MDQ submission is comprised of two questions and responses (600-800 words, or 2-3 pages in total).

Your question may deal with any aspect of the article that is relevant and of interest, such as concepts, variables, premises or assumptions, competing hypothesis, theories, methodologies, alternative explanations, implications, weaknesses, extensions, future research ideas, taking sides, challenges, and solutions. However, if the article has already touched upon certain limitations or future research directions, then you should avoid repeating those ideas, unless you have something new to say.

Your response should include (1) significance of your question (i.e., why should we bother to discuss your question) and (2) your own answer to your question.

MDQs account for 30% of the final grade, with each submission accounting for 6%.

MDQs that are relevant to the readings, reflect a thorough reading of the materials, are thoughtful and thought-provoking, demonstrate a high level of profound curiosity, and are well written will receive the full credits. Points will be deducted for MDQs that show a need for more thorough reading and greater reflection, that require only minimal responses (e.g., "yes/no" answers), that perfunctorily seek factual answers, or that are poorly worded. Class discussion will center on these MDQs, so be open-ended in the queries. Try also to incorporate concepts from other classes and readings outside of the class. To assist you in writing questions, I encourage you to read with a pen in hand so as to write your questions as you read.

If you choose to write MDQs for a topic that will be first discussed on a Monday, submit MDQs

on Canvas by 9:30am the previous Saturday; If you choose to write MDQs for a topic that will be first discussed on a Thursday, submit MDQs on Canvas by 9:30am the previous Wednesday.

Each question and response will receive a check+ (5 points), a check (4 points), or a check- (3 points). Therefore, for every MDQ submission with two questions and responses:

2 check+ 10 points

1 check+, 1 check 9 points

2 checks 8 points

1 check+, 1 check- 8 points

1 check, 1 check- 7 points

2 check- 6 points

4. Real World Group Project (10%)

This semester this course is partnered with a local startup company specializing in strategies and solutions for healthcare companies. You will work on a project called

“Reviving Healthcare Terms” – using innovative and effective ways to communicate healthcare terms to consumers.

Details will be given out with time going on. This is a semester-long project.

Course Policies

Please read these policies carefully. Staying in the class after reading the policies signifies your willingness to abide by them.

1. Attendance

Since this class is based heavily on discussion, class attendance is expected and noted. If you cannot make class, you must contact me prior to class. You must have excusable reasons (e.g., medical emergencies, school activities) and proper documentations (e.g., coach’s notes, doctor’s notes) to justify your absences.

2. Written Work

All papers must be in WORD format. Put your name, professor’s name, class name, and date on the upper left corner of the papers. All text should be Times New Roman, 12-point font, doublespaced.

All margins should be 1 inch. You should carefully proofread for grammar, spelling, and punctuation. Failing to do so may result in deduction of points. Follow this example when saving your paper: “Sam Ryan’s MDQ on Online Health Search” or “Kay Lin’s Mini Assignment #1.”

3. Late work

Late work will be marked down 1 percent of your final grade for each day late, including the due day and weekend days.

4. Technology

You are encouraged to have a general back-up plan for electrical or technological failures. If technical emergencies arise, you should contact me as soon as possible to determine the best means for completing assignments.

5. Conduct in a College Classroom

When you enter college classrooms, I expect that you come prepared to learn and will exhibit behaviors conducive to learning. The general rule is to be present and be on time. Absences and excessive tardiness will cost you in your participation grade. Late arrivals to and early departures from class are distracting. You should let me know if you foresee such an occurrence.

Cell phone use in class is disrupting. Keep your cell phone to silence. NO texting. If you expect a call/message that is more important than the class, you should 1) let me know before the class, and 2) quietly step out of the classroom.

6. Other Important College Policies

Absence and Attendance Policy: <http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>

Americans with Disabilities Act Policy:

<http://policies.tcnj.edu/policies/digest.php?docId=8082>

Tentative Schedule

Week 1 Where Have We Been? A Systematic Review

Surveys the current status and trends of the field.

Week 2 Online Health Information: The Good, the Bad, and the Ugly

Examines online health information quality and credibility.

Week 3 eHealth Literacy: Essential Skills in a Digital World

Explores different aspects of consumer health literacy in the digital age.

Week 4 ePatient-Provider Relationship: Participatory Medicine

Evaluates changed dynamics between empowered patients and providers.

Discusses impact of online health search, electronic health records, and open clinical notes on provider-patient relationship.

Week 5 Telemedicine: Bringing Healthcare Home

Looks at technology-based healthcare delivery innovations.

Week 6 Online Support Groups: Connecting with Patients Like Me

Assesses online patient support groups.

Week 7 Web-Based Interventions: Convenient, Confidential, and Customized

Researches Web-based health interventions.

Week 8 Mobile Health: Anytime, Anywhere, on Any Device

Inspects mobile technology such as texting and apps for health interventions and self-management.

Week 9 Games for Health: Changing Behaviors in a Fun Way

Scrutinizes effects of serious games in changing health behaviors.

Week 10 3D Virtual Worlds for Health: Making Real Change

Investigates 3D virtual world-based social support and health interventions.

Week 11 New Media for Continued Medical Education: Innovative Training

Introduces technology-based medical education innovations such as 3D virtual worlds simulations and virtual standardized patients.

Week 12 Social Media for Health: Campaigns Go Viral

Creates social marketing campaigns with social media and evaluates effects.

Week 13 New Media for Public Health Emergencies: Before, During, and After

Studies use of technology for public health emergency preparation and aftermath, as well as detecting and tracking disease outbreaks using big data mapping.

Week 14 New Media in Developing Nations/Across the Globe: A Trend, Not a Fad

Discusses how other nations across the globe utilize health technology in their respective healthcare systems to increase communication and streamline the healthcare process.

Week 15 Where Should We Go? Looking Into the Future

Predicts new directions for future research and practice.

The instructor reserves the right to alter the syllabus during the semester.

A SOCIAL MARKETING APPROACH

Dr. John C. Pollock

MR 3:30-4:50 PM

COM 403:01

Office Hours: Kendall #210, **by appointment**; by telephone at office or home -- Tel (Off) 609-771-2338 (Cell) 732-371-7022; or by e-mail: pollock@tcnj.edu. For ongoing information about the course, please access: www.tcnj.edu/~pollock .

Introduction

This course examines the impact of public communication campaigns, in particular health communication campaigns, aimed at informing and persuading mass audiences. Special attention is given to a wide range of strategies and tactics for designing effective campaign strategies. Since most campaigns are targeted to mass audiences, the primary emphasis will be on communication through mass media channels. The following lists of core concepts, understandings, technical knowledge and skills and common misunderstandings represent opportunities and challenges addressed in this course on public communication campaigns:

A. Core Concepts

The course is intended to help you learn:

- 1) A theoretical understanding of how campaigns influence audiences.
- 2) A substantive familiarity with the effects of various types of socially significant campaigns in recent years.
- 3) Practical guidance and experience in analyzing and constructing campaign plans and messages in applied settings.

B. Understandings

This course also seeks to help you acquire key understandings, specifically:

- 1) Understanding theoretical frameworks of mediated and non-mediated campaigns
- 2) Understanding concepts of mass communication processes and effects
- 3) Understanding variations in audience responses, channel differences, communication sources and message appeals
- 4) Awareness of research literature on campaign effectiveness regarding specific health issues (including smoking, drugs, heart disease, drunk driving or other health topics).
- 5) Detailed criteria used to evaluate success or failure of communication campaigns.

C. Technical Knowledge and Skills

- 1) Craft a thorough literature review/information search addressing a specific campaign issue.
- 2) Design a strategic health promotion campaign, including general goals, measurable objectives, broad strategies and specific tactics for each strategy.
- 3) Outline the advantages and disadvantages of distinct target audiences.
- 4) Explain rationales for using three theories of behavior change (e.g., health belief, theory of planned behavior, social cognitive learning theory)
- 5) Develop pre-tests of message concepts, including questionnaire construction, data collection and data analysis
- 6) Construct multimedia materials after evaluating pre-test results, for example: brochures, videos, radio spots, press kits.
- 7) Fashion and make an oral presentation using PowerPoint, making a case for a sophisticated, integrated public information campaign

- 8) Write results into a formal grant proposal worthy of submission to a grant funding organization

D. Common Misunderstandings

- 1) *Group Work and Responsibility.* Since most of the coursework is a group process – crafting a strategic public communication campaign plan, isolating key strategies, elaborating imaginative tactics, devising evaluation programs, designing and implementing pre-tests, crafting message materials – it is important that individuals be available to meet with one another to compare ideas. Any one who fails to meet regularly with others in the group jeopardizes both the morale of the members and the quality of the final product. Please remember that students will evaluate the contribution of each of their group members at the end of the semester, providing feedback to the instructor on individual contributions.
- 2) *Division of Work by Skill, not by Section.* Sometimes students mistakenly regard themselves as responsible only for a particular section of the course, resulting in uneven, sometimes inaccurate products. Instead, rather than dividing work by “sections” of the course, individuals should divide work by “skill” categories. If someone is an especially good writer, that person should do most of the writing. If others are particularly good at database searches or data entry or data analysis or telling stories from numbers – all useful in launching and analyzing message pre-tests, those skillful at those endeavors should do most of the work in those areas. The result is typically far better than if individuals simply divide the semester-long project into discrete sections, paying attention only to a single slice of the entire enterprise.
- 3) *Immediate Revision after Ongoing Deadlines.* Since feedback on the ongoing project is offered frequently for each of the project’s sections, it is important to adopt an “incremental” mindset, reviewing instructor comments and revising each section immediately. Sometimes groups mistakenly wait until the end of the term to revise sections of the project, resulting in hurried, less than optimal revisions because so many other analysis and interpretation tasks require attention at the end of the semester.
- 4) *Quickly Shift Gears from “Research” to “Production”.* One of the opportunities this course affords is the possibility of “applying” what students learn to the actual “production” of communication campaign materials. These can take the form of brochures, posters, radio spots, short videos or a host of other communication vehicles. Sometimes students have difficulty making a transition from strategic campaign “planning” to “production”. The planning phase is quite rigorous, with many clear deadlines to maintain student focus; while the “production” phase is perhaps more creative, with more flexible deadlines. It is important that students not lose focus or momentum in the “production” phase of the course. Otherwise, all of the useful work that led to clear conceptions of an effective health campaign may be diminished. It is essential that groups maintain momentum as they

approach the final, more creative phase of the course.

- 5) *Class Attendance is Critical*. Since there will be additional course readings and case studies assigned or discussed in class, class attendance is imperative. Class attendance is also important for another reason: Each student/team will be asked to lead discussion of an assigned article at least once. Elementary courtesy suggests that everyone listen to everyone else's presentations.

Required Textbooks

Rice, Ronald E., and Atkin, Charles, K. (Eds.). (2001). *Public communication campaigns, 2nd Edition*. Newbury Park, CA: Sage Publications (labeled **PCC** in syllabus)

Weinreich, Nedra Kline. (1999). *Hands-on social marketing*. Thousand Oaks, CA: Sage Publications (labeled **SOMARK** in syllabus).

Atkin, Charles and Lawrence Wallack (Eds.). (1990). *Mass communication and public health: complexities and conflicts*. Newbury Park: Sage Publications (labeled **MC** in syllabus)

Recommended Supplement

Lederman, Linda C. (Ed.). (2007). *Beyond these Walls: Readings in health communication*. NY: Oxford U. Press (labeled **Walls** in the syllabus)..

Other Recommended Texts:

Haider, Muhiuddin (Ed.). (2005). *Global public health communication: Challenges, perspectives and strategies*. Sudbury, MA: Jones and Bartlett (labeled **GPHC** in syllabus)

Piotrow, Phyllis Tilson, Kincaid, D. Lawrence, Rimon II, Jose G., & Rinehart, Ward. (1997). Health Communication: Lessons from Family Planning and Reproductive Health. Westport, CN: Praeger. (This book describes lessons from Johns Hopkins researchers.)

Wallack, Lawrence, Lori Dorfman, et. al. Media Advocacy and Public Health: Power for Prevention. Newbury Park, CA: Sage Publications, 1993. (labeled **ADVOCATE** in syllabus)

Office of Cancer Communications. Making Health Communication Programs Work. Bethesda, MD: National Cancer Institute, 1992. (NIH Publication # 92-1493 (labeled **MAKING**))

Donohew, Lewis, Sypher, H.E., & Bukoski, W.J., eds. Persuasive Communication and Drug Abuse Prevention. Hillsdale, NJ: Lawrence Erlbaum and Associates, 1991 (or latest edition.) (labeled **PERSUASIVE** in syllabus)

Ratzan, Scott, ed. AIDS: Effective Health Communication for the 90s. Washington, D.C.: Taylor & Francis, 1993. (labeled **AIDS** in syllabus)

Ray, Eileen Berlin, and Donohew, Lewis, eds. Communication and Health: Systems and Applications. Hillsdale, NJ: Lawrence Erlbaum Associates, 1990 (**COMHEALTH** in syllabus)

U.S. Dept. of Health and Human Services. Healthy People 2010: National Health Promotion and Disease Prevention Objectives. Washington, D.C. U.S. Government Printing Office (DHHS Publication No. (PHS) 91-50212), 1990. (labeled **HEALTHY** in syllabus)

ASSIGNMENTS

(Dates refer to Monday of the weeks in which the topic will be discussed, except for Sept. 2.)

Week I	Sept. 2	<i>Intro to Public Communication Campaigns: Learning the Lingo; Templates from Previous Classes; The Johns Hopkins P-process; Healthy People 2010 Objectives</i>	
Week I	I	Sept. 6	<i>Processes and Principles of Strategic Health Communication</i>

PCC, Chpts. 1, 3 (Paisley, Atkin); MC, Chpts. 3,4 (Meyer, Klaidman); SOMARK, pp. 1-32; Rec: HEALTHY, Chpts. 1-5; Health Images in Media: COMHEALTH 7

Week III	Sept. 13	<i>Designing a Campaign/Designing Research / Statistical Issues</i> PCC, Chpts. 2, 4 (McGuire, Dervin & Frenette); MC, Chpt. 1 (Atkin & Bratic); SOMARK, pp. 51-78; Rec: MAKING, pp. 1-16
Week IV	Sept. 20	<i>Strategic Design; Doing a Study</i> PCC, Chpts. 5, 10 (Stephenson & Witte, Snyder); MC, Chpts. 2, 8 (Wallack, Signorelli); SOMARK, pp. 79-115; Rec: MAKING, pp. 21-27: Selecting Channels and Materials; AIDS (Maibach, et. al.)
Week V	Sept. 27	<i>Campaign Design (who, what, where, when, how and why)</i> <i>Targeting Audiences and Behaviors</i> PCC, Chpts. 11,12 (Flora, Capella, et. al); MC, Chpt. 10 (Flay & Burton); GPHC – to be assigned; Rec: MAKING, pp. 31-51; AIDS (Hein, et. al.; Fabj & Sobnosky)
Week VI	Oct. 4	<i>Source/Channel/Destination and Message/Product Variables</i> PCC, Chpts. 14, 27 (Piotrow & Kinkaid, Bracht); MC, Chpt. 5, 6 (Stuyck, Novelli); GPHC - to be assigned; Rec: AIDS (Ratzan); PERSUASIVE, Chs. 9, 10
Week VII	Oct. 11	<i>Entertainment Education, Web-based Tobacco Cessation for kids</i> <i>12-15; Interactive Media for Children; Media Advocacy</i> PCC, Chpts. 28, 29, 30, 31; GPHC – to be assigned
Week VIII	Oct. 18	MID-SEMESTER BREAK

Week IX	Oct. 25	<i>VD, AIDS and Crime Prevention</i> PCC, Chpts. 15, 24, 16; MC, Chpt. 7 (Silverglade); ADVOCATE, Chpt. 3; Rec: HEALTHY, pp. 391-413; AIDS (Marlier; Ratzan & Payne)
Week X Nov. 1		<i>Fire Prevention, Littering, Rat Control</i> PCC, Chpts. 17, 18, 19; MC, Chpt. 9 (Montgomery); ADVOCATE, Chpt. 4; Rec: HEALTHY, pp. 415-440
Week XI	Nov. 8	<i>Government Incentives & Punishments, Designated Driver, Campus Drinking</i> PCC, Chpts. 20, 21, 22; ADVOCATE, Rec: Chp. 5; HEALTHY, pp. 391-413; COMHEALTH, Ch. 8; PERSUASIVE, Chs. 8, 14, 15
Week XII	Nov. 15	<i>Anti-drug Sensation Seeking, Milk, Nazi Antitobacco Campaign</i> PCC, Chpts. 23, 25, 26; MC, Chpt. 11 (Wallack); ADVOCATE, Ch. 6 (Beer - Spuds McKenzie); Rec: HEALTHY, 93-110;185-206
Week XIII	Nov. 22	<i>Campaign Evaluation (formative, summative) presentations</i> PCC, Chpts. 6, 7 (Atkin & Freimuth, Valente); MC(Arkin, et. al.); ADVOCATE, Ch. 6 (MADD – Ryan White). Student presentations.
Week XIV	Nov. 29	Student presentations
Week XV	Dec. 6	Student presentations/
Week XVI	Dec. ?	Final/Student presentations

COURSE EVALUATION:

1. Ongoing Reading Presentations, Outline, Handouts and Participation (15%): Each student or team: a) will be assigned a specific reading assignment to present to the class, as well as; b) select a current health communication campaign (domestic or international) to present to the class. The assignment includes a presentation, an outline and handouts used to present the case. Sources worth consulting for this assignment include: Piotrow, et. al. Health Communication: Lessons from Family Planning and Reproductive Health. Praeger, 1997; Eileen Berlin Ray, ed. Case Studies in Health Communication. Hillsdale, NJ: Lawrence Erlbaum Associates, 1993; and Thomas E. Backer, Everett M. Rogers and Pradeep Soporty. Designing Health Communication Campaigns: What Works? Newbury Park, CA: Sage, 1992. These presentations are due on dates assigned to each team. Failure to make a scheduled presentation can result in an automatic deduction of one grade for the course. Teams themselves, not the instructor, are responsible for rescheduling with one another

Because this course involves a significant amount of in-class participation, your verbal participation in class discussions and your work on any additional assignments for this class (such as finding and documenting various communication library sources, critiquing an article in a communication journal, summarizing optional readings for presentation in class, etc.) will be evaluated. Class attendance is expected and noted. Any absences beyond four missed classes can result in a deduction of one full grade from the final grade.

2. Major Project:(85%)

The assignment has five parts:

a. Information Search (15%): Each student will identify a health related topic (subject to instructor approval) and compile a lengthy organized and annotated list of sources of information related to that topic, using the APA Style Manual, 4th Edition. The sources should include, but not necessarily be limited to: professional journals, organizations, support and self-help groups, government agencies, toll-free numbers, etc. The annotation will describe the types of information available from that source and appropriate audiences for the source. Include sources appropriate for the general population as well as sources for patients, families and friends; health care professionals; and scholars. Each student is expected to engage in a computer search of the Library holdings as well as Internet sources.

Some typical database and website sources for searching include the following in the library:

CommSearch: a database produced by the National Communication Association, it indexes at least 22 journals in communication studies.

ComIndex: provides complete bibliographic information for at least 65 key international journals and annuals from the communication field.

Found on the Internet:

CIOS (Communication Institute for Online Scholarship). Since TCNJ is an institutional member of CIOS, students can go from the library's home page to "Electronic Resources", then to the CIOS link. This site contains an abundance of resources, including ComAbstracts, web sites, forums, tables of contents and a wide range of periodicals. CIOS has an excellent hotline resource and keyword assisted searches. This service is a superb place to begin looking for significant communication topics.

Topics for the search must be approved no later than **Sept. 6. Due Date: September 20.**

b) Design a Strategic Health Promotion Campaign – Steps One and Two of the Johns Hopkins P-process, URL to be supplied in class (25%): In teams of two, students will design a strategic plan for a hypothetical health communication campaign. In designing the plan, students will develop a written project plan that includes:

- o identification of a general objective, plus an explanation of its importance;
- o one or more specific and related objectives, and rationales for their selection;
- o a target audience (or subset of an audience), and reasons for its selection;
- o one or more specific "messages" (statement of message), and reasons;
- o exploration of at least three theories (e.g., health belief, theory of planned behavior, social cognitive learning theory); and
- o a rationale for the completed final product (leaflet or video) in a professional format

Due: October 14

c) Pre-test Procedures: Questionnaire Development, Data Collection, and Brochure (25%)

Teams will develop questionnaires, administer them to a target population, and develop materials, at minimum a leaflet, to use in a public communication campaign:

- o) Develop a questionnaire operationalizing three theories to administer to a target population;
- o) Administer the questionnaire in face-to-face interviews with at least 20-30 members of the target population;
- o) Develop a leaflet (or if you wish, an audio or video PSA).

Due: November 9

d) Designing a Health Promotion Campaign - Steps Three and Four of the P-Process (5%)

Due: November 29

e) Develop Formal Oral Report and Research Proposal – Report on all Six Steps of the P-process (15%)

This final portion of public communication campaign design asks students to:

- o) Complete and present a formal oral report (typically using PowerPoint), making a case for a sophisticated, integrated public information campaign; and
- o) Write the results of the presentation into a formal grant proposal worthy of submission to a grant funding organization.

The final portion of the assignment requires the team to organize the results of the pretest evaluation and leaflet (audio/video) into a formal oral report and a formal grant proposal. These projects will be presented to the class.

Due by December 9, and two copies are due December 15.

COURSE EXPECTATIONS AND ASSUMPTIONS

The dates on the syllabus refer to the Monday meetings of the weeks in which the topics will be discussed. Come to class having studied and prepared to discuss the assigned material.

Research projects will progress simultaneously with readings and class lectures/discussions. Each student will be asked to report on work in progress periodically, with an overall oral report due in the last half of the course.

Since each of you will be pursuing different areas of investigation, you will be expected to read far beyond the formal assignments, sharing your progress and dilemmas with the class. Your project work increases in importance in the last half of the semester. Do not underestimate the importance of integrating reading and primary research in the final phase of the course.

Some students encounter trouble by not keeping in touch with me or by not coming to class. Please make appointments with me or come in during my office hours to talk with me about any aspect of the course, in particular the semester research project. Please take full advantage of this offer. The more I know about your progress and problems, the better you are likely to do in the course. Remember: There are three ways to contact me:

- o by appointment during the following office hours: Mon, Thurs 2- 3:15 PM, Tues. 1-4 PM;
(please look for me in any of the following: my office in Kendall #210; the Kendall student lounge; or Brower cafeteria);
- o by telephone at office or home -- Tel (Off) 609-771-2338 (Cell) 732-371-7022; or
- o by e-mail: pollock@tcnj.edu; or jcp3rd@earthlink.net

Sample topics:

- Affordable Care Act
- Pediatric Immunization
- Water contamination
- Posttraumatic Stress
- Alcoholism (in general, or DWI in particular)
- Various proposals for a “public option” for health insurance
- Health insurance reform requiring each person to have/carry health insurance

- Health insurance reform preventing insurance companies from using “pre-existing conditions” to exclude coverage of policy-holders.
- Portable health insurance (portability from one employer to another)
- Regulating the co-pays insurance companies are allowed to charge.
- Various kinds of abuse (e.g., drugs such as cocaine, extreme dieting – bulimia, anorexia)
- Various kinds of addiction (e.g., gambling, fast food)
- Partner addiction (high abuse tolerance)
- Tobacco use
- Obesity and/or nutrition (especially in children)
- Improving physician-patient interaction
- Reducing the risk of coronary disease
- Depression
- Autism or Asperger’s conditions
- Safe sex, or preventing the spread of STDS and HIV/AIDS
- Plan B (emergency contraception, or the “morning after” pill)
- Early detection exams (e.g., breast, colon, prostate, skin)
- Fast-food (or even fast-food relationships)

GOOD LUCK!

Public Health 402: Health Analytics: Identifying, Collecting, and Analyzing Big Data

The College of New Jersey

Time & Venue: TBA

Instructor: TBA

Course Description

How has the “big data revolution” affected the practice of public health? How do healthcare organizations, community groups, researchers and others find, collect, analyze, and use data to understand and improve population health? In this course, students will become familiar with key big data sources and analytic techniques, understand the differences between big data approaches and traditional statistics, and apply these techniques in various arenas including policy, health systems, and community health. Through case studies and examples, students will evaluate the application, ethics, and effectiveness of big data strategies.

Course Objectives

1. Describe the role of big data in public health.
2. Analyze data silos that impact health outcomes and how integrated systems could change population health.
3. Analyze how social media and trends can be linked.
4. Evaluate big data’s role in quality improvement.

Required Readings

There is no text for this class. Readings will be selected from a wide variety of journals.

Grading Structure

Class Participation	15%
Paper I Data Silos	25%
Paper II Application of Big Data to Public Health	35%
Presentation	25%

Course Requirements

1. Class Participation
This class depends on interactivity of the students and faculty. Come prepared with questions and commons related to the topical area.
2. Paper I Data Silos
This paper should present an analyzation of data silos that occur in public health. The potential impact that these silos have on health outcomes should be addressed along with possible solutions.
3. Paper II Application of Big Data to Public Health

This paper should address a public health problem or potential policy that takes into consideration the use of big data. This might include implications of personalized health/medicine, the human genome project, use of social media, quality improvement projects, health trends, etc.

4. Presentation On a Topic of Choice

This presentation can be done for the class in any fashion desired. Topics can include but are not limited to:

- Outbreaks-Ebola, Measles, etc.
- Health Communication
- Bioinformatics and computational models
- Mobile devices and big data
- Data Science
- Public Health Interventions and Big Data

Course Policies

1. Attendance

Attendance is expected. If you must miss a class, please let the instructor know before class time.

2. Papers

All papers should be APA style and no more than 20 pages in length.

College Policies

Absence and Attendance Policy: <http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>

Americans with Disabilities Act Policy: <http://policies.tcnj.edu/policies/digest.php?docId=8082>

Course Schedule

Week 1	What are “Big Data”?
Week 2	Data and Predictions of Pandemics
Week 3	Data Silos
Week 4	Use of Social Media, Electronic Devices in Relationship to Big Data
Week 5	Human Genome and Personalized Medicine/Health
Week 6	Quality Improvement
Week 7	Transitions in Care and Use of Big Data
Week 8	Policy Implications of Trending Data
Week 9	Data Science

Week 10	Interdisciplinary Work
Week 11	Exemplars from the Immediate Community and the Globe
Week 12	Population Health, Health Care Delivery, and Big Data
Week 13	Presentations
Week 14	Future Careers
Week 15	Wrap Up and Reflection

The syllabus may be altered during the semester.

Public Health 403: Health Informatics

The College of New Jersey

Time & Venue: TBA

Instructor: TBA

Course Description

Contemporary health organizations require sophisticated analysis of “big data” to improve operations, understand changing patterns of community health, and inform policy. In this course, students will gain facility with key tools used to analyze data found in electronic medical records, health systems, and other sources. Students will work with community partners to execute an informatics project such as identifying data needs, developing data strategies, and/or creating tools such as quality metrics.

Course Objectives

5. Describe the role of informatics in surveillance and health statistics/reports.
6. Analyze health disparities, social determinants of health within the context of health informatics.
7. Analyze how creation of relational databases can answer health questions.
8. Evaluate the use of health informatics in patient safety and quality.

Required Readings

There is no text for this class. Readings will be selected from a wide variety of journals.

Grading Structure

Class Participation	15%
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Paper I Integrative Review	25%
Community Based Project	60%

Course Requirements

5. Class Participation
This class depends on interactivity of the students and faculty. Come prepared with questions and commons related to the topical area.
6. Paper I Integrative Review
This integrative review should examine the use of health informatics-technology and communication techniques in relationship to health outcomes.
7. Community Based Project
This project can take many forms such as identifying data needs, developing data strategies, and/or creating tools such as quality metrics. Emerging technologies, data management, personalized medicine, policy work, are other areas.

Course Policies

3. Attendance
Attendance is expected. If you must miss a class, please let the instructor know before class time.
4. Papers
All papers should be APA style and no more than 20 pages in length.

College Policies

Absence and Attendance Policy: <http://policies.tcnj.edu/policies/digest.php?docId=9134>

Academic Integrity Policy: <http://policies.tcnj.edu/policies/digest.php?docId=7642>

Americans with Disabilities Act Policy: <http://policies.tcnj.edu/policies/digest.php?docId=8082>

Course Schedule

Week 1	What is Health Informatics?
Weeks 2-4	US Health Care Systems and Health Care Reform
Week 5	Population Health Departments-Role of Informatics
Week 6	IOM Competencies
Week 5	Wellness Programs
Week 6	Design and Evaluation of Information Systems
Week 7	Adjacency of Services, Care Coordination
Week 8	Clinical Decision Making

Week 9	Quality Indicators
Week 11	Mobile Apps for Health
Week 12	Technology Driven Health Campaigns
Week 13	Patient/Family Centered Care
Week 14	Future Careers
Week 15	Wrap Up and Reflection

The syllabus may be altered during the semester.

Course Syllabus

Course: PH????, Public Health Internship

Instructors: TBS

Phone: (609) 771-2541

Email:

Office _____

Office Hrs: _____ Monday & Thursday 11:00-12:30 or by appointment

I. PURPOSE OF COURSE

The purpose of this internship program is to provide students with an opportunity to gain experience in the field of public health, research or a health-related profession (e.g. nursing, exercise science). Emphasis is placed on practical experience, participation, administration, data collection, and experience in, for example, domestic or global policy, population health, big data, informatics, community quality agencies, public health agencies.

II. COURSE DESCRIPTION

This course is a 2 unit *non-paid* internship for seniors who have completed all course work as outlined in the public health course of study. **Students are required to complete at least 450 hours over ~15 weeks at an agency/affiliation that has been approved by the Public Health Internship Coordinator.** In addition to the practical field experience, students will participate in on-campus seminars (once per month) as directed by the Internship Coordinator. These seminars will provide a forum for sharing

experiences, further developing career objectives, and stimulating creative thinking related to their professional development. Students will also be required to attend at least one local or regional professional conference. Prerequisites: Seniors in good academic standing who have completed all coursework required for graduation (as noted on the exercise science course of study), an overall grade point average of 2.0 or better, a “C” or better in all major courses, and a cumulative grade point average of 2.75 in Public Health required courses. All students must have current certification in Professional CPR/AED and knowledge of HIPAA legal liability issues (TCNJ DVD 1157) and universal precautions (TCNJ DVD 3077). In addition, all students may be required to complete several health requirements, drug testing and a criminal background check before the internship commences. This depends on the placement for the internship.

III. LEARNING GOALS

The major goal of this course is for students to gain hands-on practical experience in field of public health while observing and participating in policy, global, quality improvement, data analysis, health, or research activities. This will take place in the form of practicum experiences, seminars, class discussions, written assignments and presentations. Students will apply and integrate knowledge gained in public health. This information will provide them with the knowledge and skills necessary to meet the challenges and demands encountered in their own careers. By the end of this course, students will enhance their knowledge of public health.

PROFESSIONAL GOALS (depending on internship placement)

Subject Matter Expertise – Knowledge and Inquiry

1. Students will know and understand in depth the subject matter of this course.
 - a). Students will gain practical experience in programs of public health include population health, quality improvement, domestic and international policy, health risk communication, and related fields.
 - b). Students will participate in the organization, administration and delivery of programs of public health.
 - c). Students will enhance their knowledge, skills and in health risk communication, health policy, public health delivery, population health models.
 - d). Students will demonstrate the ability to design and implement a public health program that includes, but is not limited to, staffing needs, marketing, and program evaluation.
 - h). Students will further develop their professional etiquette and interpersonal skills when working with public health officials, legislators, or clients
 - i). Students will learn about professional competencies and opportunities in the field of public

health according to the American Public Health Association identified guidelines.

Dynamic Knowing

2. Students will recognize the evolving nature of public health and the need for keeping abreast of new ideas and concepts.

IV. COURSE APPROACH

1. Provide students will an opportunity to gain practical experience in public health.
2. Teach students the skills needed to organize, administer and delivery programs of public health programs or policy initiatives.
3. Teach students about professional competencies and opportunities in public health.
4. Teach students what skills and qualifications are necessary to become competent in public health.

IV. LEARNING ACTIVITIES

The learning activities selected for this course specifically target the learning and performance goals. Content knowledge and dynamic knowing will be enhanced through internship experiences, on-campus lectures, written assignments, class discussions, student presentations, and attending professional conferences. Projects will be helpful for complimenting student knowledge pertaining to exercise science and professional development. On-campus class discussions and presentations will facilitate student interactions, thereby creating a medium for critical thinking and scholarly thought. In addition, the written projects and oral presentation will facilitate the enhancement of writing and speaking skills.

- A. Practical hands-on experience organizing, administrating and delivering programs of public health
- B. Performance Evaluations by Site Supervisor
- C. Performance Evaluation by Internship Coordinator
- D. Seminar discussions (monthly)

E. Written assignments and oral presentation

Transformation. *Since all undergraduate courses were transformed and redesigned in 2004 to provide richer, more in-depth learning experiences, they were all made 1 course unit or 4 credits. All courses now meet for 3 hours each week with a 4th hour used for additional class time, recitation, group meetings, discussion, projects, simulations, community service, and other collaborative projects and student engagement. Note PH??? is 2 course units or 8 credits.*

V. COURSE CALENDAR (due dates for assignments will be announced in class)

In addition to completing at least 450 internship hours at an approved agency or clinic, students will be required to return to TCNJ campus once per month for on-campus seminar meetings. Attendance at the seminar meetings is mandatory. Topics and specific dates for the seminars will be announced prior to commencing the internship. Students will also be required to attend one full-day (> 6 hr) professional health/fitness/medical conference during the semester.

VI. COURSE REQUIREMENTS

1. **Hours:** The student will complete at least 450 hours over approximately 15 weeks at the site or facility (summer interns will need to complete the required hours in 12 to 15 weeks). It is the responsibility of the student to keep a weekly log of the number of hours completed and to receive signed confirmation of these hours from the site supervisor. A grade of *Incomplete* will be given if the required 450 hours are not completed during the designated time period.

2. **Attitude, demeanor and professional behavior.** Professional behavior and interactions with all site supervisors, clients, members and patients must be consistently demonstrated at all times. Although attire may vary depending on the site students are required to maintain a professional appearance and conversation while at the internship facility. Note that t-shirts and jeans are never considered professional attire. It is the intern's responsibility to review the assessment form to fully comprehend the extent of the evaluation process. However, all behaviors and dispositions will be evaluated and if any behavior is considered unbecoming of a TCNJ intern, the site supervisor will contact the internship coordinator. The behavior will be documented and the intern will meet with the internship coordinator. A remediation plan will be developed and put in place.

HES has a ***TWO-STRIKE POLICY*** whereby a TCNJ intern will NOT be given additional opportunities to proceed with the experience after a remediation is conducted. For example, if the internship coordinator is informed that a TCNJ intern has been unprepared, unprofessional, or has been tardy, the internship coordinator will document the behavior and will discuss the situation with the intern. A remediation of what is expected will be created and will be discussed with the intern before returning to the internship site. However, if the site supervisor notifies the internship coordinator for any additional issues, the intern will be removed from the internship experience site and will receive a letter grade of

“F” for PH ???. In cases where there is egregious behavior, the intern will be removed immediately from the site and the intern will receive a letter grade of **“F” for PH ???**. This determination is made by the HES internship coordinator in consultation with the site supervisor.

3. Seminar meetings: Meetings will be held in the School of Nursing, Health, and Exercise Science (or a previously determined classroom) on one day of each month during the internship. Attendance at the seminar meetings is mandatory. Late arrivals and “no shows” will be documented and points will be deducted from the course grade. Two or more unexcused absences will result in a grade of “0” for seminar meetings.

4. Impact Project: Each student will complete a comprehensive impact project during the semester. This project should be a special event, innovative program, or research experience that contributes to the ongoing mission of the agency. The project must be approved by the site supervisor and the Internship Coordinator. The student should begin planning the project during the first few weeks of the internship. A typed **project summary** (about 1-2 paragraphs) of the approved impact project topic is due at the second class meeting. A typed 1 to 2 page (double spaced) **project update** will be due at the third class meeting. Any late assignment will incur a 3 point deduction. **Students who do not submit a summary or a proposal will receive a grade of “0” for the impact project even if the final project is submitted at the end of the semester.** Details of this assignment will be discussed at the first monthly meeting. Projects will be due at a pre-determined date at the end of the semester. Late projects will not be accepted. Any change to a topic must be approved in writing by the site supervisor and course instructor.

5. Presentation (Internship Description): The student will present a power-point presentation of their internship experience including history of the organization, type of clients, programs offered, staff, and an evaluation of the internship experience (benefits and negatives). Details of this assignment will be discussed at the first monthly internship meeting. **If a student is ill-prepared for the presentation or absent, he or she will earn a grade of “0”.**

6. Site Supervisor Evaluations: The site supervisor will complete an online evaluation of the student at the midpoint of the semester and another one at completion of the internship. The supervisor should go over the evaluations with the student prior to emailing the completed forms to the Public Health Internship Coordinator or faculty assigned to the internship. The purpose of the evaluations is to assess the student's professional strengths and weaknesses and can be used as a valuable tool to assist the student in strengthening his/her professional growth and development. It is the student's responsibility to make sure that the on-site supervisor completes the evaluations, discusses them with the student, and returns them to the Public Health Internship Coordinator or faculty of record by the specified dates.

7. On-site Evaluation. The Public Health Internship Coordinator or faculty of record will observe and evaluate students on-site at least once during the internship experience. Students will be notified by the

Internship Coordinator prior to the observation. **Students who are not present at the site on the day of a pre-determined site visit will receive a grade of “0”.**

8. Attendance at Professional Conference. Students will be required to attend one **full-day** conference, workshop or seminar (≥ 6 hrs) during the fall or spring semester. Attendance at a public health conference will be encouraged. Students will be required to write a 2 to 3 report (typed, double-spaced) on the background of the speaker, information discussed, quality of presentation, and at two “take home” points. If a student attends two half-day conferences instead of one full-day conference, a 2 to 3 page report for each conference is required along with proof of attendance for each conference.

VII. METHODS OF EVALUATION

Learning Activity	Assessment of Student Learning	Points
Public Health Supervisor Evaluation	The site supervisor will complete a comprehensive evaluation of the student at the midpoint and another at completion of the internship experience.	120
Impact Project	Each student will develop an innovative project, event or program that contributes to ongoing programs at the agency, center or clinic, and prepare a final written report	30
Internship Presentation	Each student will deliver a presentation of their internship experience which describes the type of clients/patients, programs offered, staff career advice, and an evaluation of the experience.	15
Student evaluation	The course instructor will complete an evaluation of the student’s internship performance	15
Conference Attendance	Each student will attend a professional conference (> 6 hrs) and write a ~ 2-3 page report (typed-double-spaced) that summarizes key points, interesting findings, and practical applications	10
Class attendance & attitude	On-campus class attendance, participation, and attitude	10
Total Points		200

IX. GRADING CRITERIA*

A:	200-188	B+:	179-174	C+:	159-156	D+:	139-134
A-:	187-180	B:	173-166	C:	155-146	D:	133-120
B-:	165-160	C-:	145-140			F:	<120

***ALL of the aforementioned areas under section VII (methods of evaluation) are required and ALL areas must be completed successfully to fulfill the requirements for PH ????. Failure to meet the minimum for any item will lead to course failure. For example, a grade of "F" will be earned if a student does not attend a professional conference but fulfills all other course requirements.**

X. CLASS POLICIES

Attendance and participation. (<http://www.tcnj.edu/~recreg/policies/attendance.html>)

It is expected that every student will be present, on time, and prepared to participate in internship activities. Students who must miss a class or an internship experience due to participation in a field trip, athletic event, or other official college function should arrange with the instructor and internship supervisor well in advance. In every instance, the student has the responsibility to initiate arrangements for make-up work. In addition, texting and related behaviors during class meetings or the internship experience are not permitted. **Texting during any class or using a cellphone or laptop for any purpose not related to the course will result in a participation grade of 0/10. Students who miss two or more classes (unexcused absences) will receive a grade of "0" for attendance and participation. Late arrival to class will result in a 1 point deduction from the attendance and participation grade**

All late assignments will incur a 3 point deduction. **Assignments will not be accepted after 3 days and a grade of 0 will be recorded.** No extra credit will be given to compensate for poor performance. For any group assignment, it is expected that students will work collaboratively and the division of labor will equal on all aspects of the project or report. Any issues related to group work should be brought to the attention of the professor immediately.

Academic Integrity (<http://www.tcnj.edu/~academic/policy/integrity.html>)

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his/her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course at the start of the semester and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. TCNJ's

Americans with Disabilities Act (ADA) policy is available:

<http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>

Professionalism

Students are required to wear professional attire during the internship experience, act in a responsible, courteous, and cooperative manner, and pay strict attention to HIPAA regulations. Students who are removed from the internship site for lack of professionalism, lackadaisical attitude, unethical behavior or any other reason will receive a letter grade of "F".

PUBLIC HEALTH INTERN SUPERVISOR ASSESSMENT

School of Nursing, Health, and Exercise Science

Intern's Name: _____ Site _____ Date _____

Supervisor's Name: _____ Telephone _____

Please check the box for the statement that best describes the intern's performance in each of the following boxes. If you feel you cannot fairly rate the intern on any item, please select 'not applicable.'

Please note the following evaluation system:

Exceptional – Top 5% of all undergraduate public health interns: consistently exceeds expectations

Above Average – Top 10% of all undergraduate public health interns: excellent performance

Proficient - Top 20% of all undergraduate public health interns: typically meets expectations

Needs improvement - does not meet expectations

Not applicable or not observed

PERSONAL ASSESSMENT

	Exceptional	Above Average	Proficient	Needs Improvement	Not Applicable
FOLLOWS ESTABLISHED DRESS CODE AND CONVENTIONS					
IS RELIABLE AND PUNCTUAL					
EXHIBITS A POSITIVE ATTITUDE					
EXHIBITS AN APPROPRIATE DEMEANOR					
IS SENSITIVE TO DIVERSITY					
DEMONSTRATES PROFESSIONAL HONESTY					
HAS CONFIDENCE					

ACCEPTS CONSTRUCTIVE CRITICISM AND FEEDBACK					
FOLLOWS THROUGH ON COMMITMENTS					
KNOWS WHEN TO ASK FOR HELP					
DEMONSTRATES LEADERSHIP QUALITIES					

Additional Comments:

continued >>

PROFESSIONAL ASSESSMENT

	Exceptional	Above Average	Proficient	Needs Improvement	Not Applicable
KNOWLEDGE OF SUBJECT MATTER					
DISPLAYS COMMITMENT IN ACQUIRING NEW CONTENT KNOWLEDGE					
IS A SELF-STARTER WHO BEGINS PROJECTS					
VOLUNTEERS TO PARTICIPATE IN PROFESSIONAL GROWTH OPPORTUNITIES					
DEMONSTRATES EFFECTIVE WRITING SKILLS					
DEMONSTRATES EFFECTIVE EXERCISE LEADERSHIP SKILLS					
METHODS OF INSTRUCTION ARE APPROPRIATE					
FOLLOWS DIRECTIONS & INITIATES TASKS					

ANTICIPATES PROBLEMS AND OFFERS SOLUTIONS					
POSITIVE RAPPART WITH CLIENTS & STAFF					
STIMULATES NEW IDEAS					
SEEKS FEEDBACK FROM SUPERVISOR					

Additional comments (attach additional sheet if necessary)

Overall Performance Assessment: The grade **circled** below reflects the intern's overall performance:

A A- B+ B B- C+ C C- D F

Supervisors Signature, Date

Interns Signature

Return Form to: **Email:** **Fax:**

PH ??? Internship Presentation Grading Rubric

Name _____ **Site** _____ **Date** _____

The presentation should be a well-prepared, thoughtful, and purposeful event that is designed to increase knowledge about the internship experience, foster understanding about a student's chosen field of study and promote interest in the listeners' attitudes and beliefs. The presentation should be 12 min followed by 3 minutes for questions and discussion. The powerpoint slides should be professionally prepared and consistent with guidelines discussed in class (-1 for each slide ill-prepared). **The student should upload the ppt on canvas (3 slides/page, at least 24 hours before the presentation (-1 point if late)).**

Innovative (INN-2 points): central message is compelling and memorable; supporting material is appropriate; delivery techniques make the presentation compelling; speaker appears confident.

Proficient (PRO-1.5 points): central message is clear; supporting material generally supports the presentation; delivery techniques make the presentation interesting; speaker appears comfortable.

Benchmark (BEN-1 point): central message is understandable but not memorable; supporting material partially supports the presentation; delivery techniques make the presentation understandable; organizational pattern is inconsistent; speaker appears tentative.

Inadequate (INAD-0 point): Presentation does not meet minimal benchmark standard

<u>Topic/Objective</u>	PTS	COMMENT
General Introduction When I was a freshman; description of site (2 photos) & staff supervisor	2 max	
Description of programs: Mission statement; services offered and types of clients/patients	2 max	
Educational impact: Link to chosen field of study; What are you learning?	2 max	
Internship highlight: Staff advice and recommendations; professional development	2 max	
Story time: Personal thoughts and lessons learned from staff, patients and/or clients	2 max	
Where do I go from here? Career goals and personal advice	2 max	
Delivery style and confidence. Tone, pace & body language;	2 max	
12 min time limit	0 or 1	

TOTAL POINTS EARNED (15 max)		
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Questions/Summary: _____

The College of New Jersey

Public Health Intern Observation Summary Sheet

Intern: _____ Observation #: _____

Date: _____ Site _____ Impact Project: _____

E=EXCEPTIONAL (2 pts) A= ABOVE AVERAGE (1.5 pts)

P=PROFICIENT (1 pt) NI=NEEDS IMPROVEMENT (0 pts)

Planning	E	A	P	NI	COMMENTS
Desired professional attitude, on-time, reliable and dependable					
Appropriate preparation for daily internship responsibilities					
Responsiveness to staff, clients & patients; accepts constructive feedback					
Implementation of Exercise/Lesson/Project					
Summary of initial steps and					

challenges; progress towards personal goals for PH ???					
Knowledge of subject matter as it relates to internship experience					
Differentiated instruction for individuals with special needs					
Effective communication and interaction with staff, clients/patients					
Impact project (1 point)					
Update on impact project (draft of report; sample protocols, etc)					

Comments _____

Future Goals _____

Grading Rubric for Impact Project

The impact project should be a special event, new program, or research experience that contributes to the ongoing mission of the agency, clinic or college. While many different topics may be explored for this project, all topics must be approved by the course instructor and internship supervisor. A typed summary and proposal will be due at the beginning of the semester. A 10 to 15 page typed (double-spaced) final report will be due at the end of the semester. **Note that final projects submitted late will not be graded and students will receive a grade of "0"**. Specific details regarding format and style are outlined on another document.

<u>Topic/Objective</u>	<u>Points</u>	<u>Grade</u>
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<p style="text-align: center;"><u>Abstract</u></p> <p>A one paragraph summary (< 250 words) of the entire project.</p>	2	
<p style="text-align: center;"><u>Introduction</u></p> <p>Why did you pick this topic? How will this project benefit the site? What was the purpose? Discuss current trends, unanswered research questions or other training protocols; If appropriate, support the need for your impact project with research</p>	3	
<p style="text-align: center;"><u>Methods</u></p> <p>The methods section should describe what was actually done. It should include a description of the procedures used so others could replicate the project.</p>	3	
<p style="text-align: center;"><u>Results</u></p> <p>Discuss the results and findings. Was the program successful? Support your answer with qualitative and quantitative data; Summarize the main findings in the text and use tables and figures to illustrate important findings.</p>	3	
<p style="text-align: center;"><u>Discussion</u></p> <p>Summarize important findings/observations and explain your conclusions. Compare and contrast your findings with previous reports. How do your results fit into the “big picture” of the center or clinic?</p>	4	
<p style="text-align: center;"><u>Reflective Analysis</u></p> <p>If you had to do it again what would you do differently? Include feedback from your supervisor as well as previous drafts of your project with specific feedback; Include summary of surveys; What worked? What was the biggest challenge?</p>	5	
<p style="text-align: center;"><u>Practical Application</u></p> <p>End with a one-two paragraph summary of your project, emphasizing why it is relevant and how the results may influence practice at the center.</p>	2	
<p style="text-align: center;"><u>References</u></p> <p>Cite references in proper format within the text and listed by number on the citation page</p>	2	
<p style="text-align: center;"><u>Appendix</u></p> <p>Include a copy of all material (photos if appropriate) developed for this project</p>	2	
<p style="text-align: center;">Creativity, presentation, and originality</p>	4	
<p style="text-align: center;">GRADE</p>	30 Pts	

NUR 220
FALL 2014

THE COLLEGE OF NEW JERSEY
SCHOOL OF NURSING

COURSE OVERVIEW

TITLE: NUR 220-Wellness Promotion Across The Life Span

CREDITS: 4 Credits/ 1 Course Unit (and 30 hours of community-engaged learning)

PLACEMENT: Level I, Fall Semester, Sophomore Year

Open to non-nursing majors (with permission)

Fulfills 'Community' requirement for Civic Responsibilities (Liberal Learning approved course)

PREREQUISITES: NUR 110

(This course (NUR 220) is to be taken in the semester *immediately preceding* anticipated entry into NUR 240) or permission of instructor

FACULTY: Susan E. Mitchell, MSN, RN
 Assistant Professor
 Loser 221; Extension 2130
 smitchel@tcnj.edu

COURSE DESCRIPTION: This course addresses human activities that are directed toward sustaining, developing, and enhancing wellness and self-actualization at all stages of development and across the life span. Topics include: concepts of health, wellness assessment, introduction to teaching and learning theory, values clarification, and communication and facilitative interaction focused on wellness promotion. In addition, students will discuss family systems theory and social, environmental and economic issues relative to wellness promotion and to access to health care. An underlying theme in this course is wellness promotion of the student with a focus on the use of self in wellness promotion across the life span. Specific interventions for lifestyle changes will be explored: stress and stress management, health education, strategies for disease prevention and specific protection, sexuality, social support, exercise and physical fitness, family and community violence, and issues related to smoking, alcohol and other forms of substance abuse. Opportunities for interactive and experiential learning are provided in the Nursing Clinical Laboratory and through community-engaged learning.

COURSE

OBJECTIVES: At the completion of this course the student will:

1. Discuss and analyze the various determinants and dimensions of health and wellness.
2. Recognize how individual and professional values influence wellness promoting behaviors.

3. Discuss the relationships that exist among wellness protecting behaviors, wellness promoting behaviors, and stress and coping across the life span.
4. Discuss the importance of the context of family, social groups, culture and the larger environment, in wellness protecting and wellness promoting and disease preventing behaviors of individuals, families, groups, and communities.
5. Define and discuss wellness behaviors, wellness values, self-responsibility, and self-caring and empowerment in shaping wellness choices.
6. Explore and experience a variety of wellness strategies that may be used across the life span.
7. Discuss diverse lifestyles, support systems, and multicultural and global issues, as they impact on wellness and wellness promotion.
8. Evaluate wellness in self, others, family and community systems.
9. Analyze the role of the nurse in wellness promotion and protection and disease prevention.
10. Analyze the role of the individual, the family, and the community in wellness promotion and protection and in disease prevention.
11. Apply knowledge of teaching-learning theories, values clarification, and communication theory to the development of a caring relationship with self and other.
12. Discuss the importance of human development as a framework for assessing and promoting health.
13. Explore the concept of caring in regard to self and others in wellness promotion.
14. Discuss the U.S. health care delivery system and its impact on wellness and wellness promotion of individuals, families and communities.
15. Discuss global trends and directions for health promotion and disease prevention.
16. Gain professional nursing and relationship building experiences, practice prevention and wellness promotion, and fulfill the needs of underserved vulnerable populations by engaging in an informed and academically based service experience.

TEACHING
STRATEGIES:

Lecture, dialogue, discussion, laboratory exercises, service-learning experiences, audio-visual aids, textbooks, periodicals and written course materials.

COURSE

REQUIREMENTS: Two examinations, community-engaged learning, genogram, service learning presentation, service learning paper, group presentation, and class/laboratory participation.

REQUIRED TEXTS:

Alters, S. and Schiff, W. (2013). *Essential concepts for healthy living* (6th ed.). Burlington, MA: Jones and Bartlett.

Edelman, C. L., & Mandle, C. L. (2014). *Health promotion throughout the lifespan* (8th ed.). St. Louis: Mosby

Watson, J. (2012). *Human caring science: A theory of nursing* (2nd ed.). Burlington, MA: Jones and Bartlett.

COMPUTATION

<u>OF GRADES:</u>		
	Midterm Exam*	275 points
	Genogram	75 points
	Final Exam*	300 points
	Service Learning Presentation	50 points
	Field Experience Paper	125 points
	Group Presentation	125 points
	<u>Class Participation</u>	<u>50 points</u>

Total

* Students must attain a minimum average of 75% on exams (Mid-term and Final) in order to achieve a passing grade in this course. If that average is not attained, the student will receive a D+ in the course, even if the total points achieved in the course are in excess of 749.

GRADING POLICY:

<u>Letter Grade</u>	<u>Points</u>
A	950-1000
A-	900- 949
B+	870-899
B	830-869
B-	800-829
C+	780-799
C	760-779
C-	750-759

D+	700-749
D	650-699
F	649 and below

ATTENDANCE POLICY:

Students are expected to attend every class. The professor expects that students will come to class **on time**, prepared to think critically, listen attentively, speak thoughtfully to the issues addressed in class and in readings, respect the ideas of your colleagues, and participate in all verbal, written, and experiential work. Seven (7) points will be deducted from the class attendance and participation grade for each class missed. Points will also be deducted from this grade if student is late for class and/or does not actively participate in classroom discussions and other activities. For additional information about College attendance policy, see 'Selected TCNJ Policies', below.

ADDITIONAL COURSEPOLICIES:

1. Students are accountable for all information presented in the syllabus.
2. Course faculty must approve of any extension regarding course requirements prior to the scheduled due date. Course requirements will not be accepted after the due date without prior approval from course faculty.
3. All students must adhere to the standards of academic integrity as found in the Undergraduate Bulletin (see reference below under 'Selected TCNJ Policies').
4. All students must be prepared to complete the midterm and final exams during the scheduled meeting time. Students will receive 0 points for an exam not taken during the scheduled meeting time. If a student knows in advance that he/she will be absent for an exam, he/she must discuss this issue with the course faculty prior to the scheduled exam date so that other arrangements can be made. In the case of illness, course faculty must be notified by office voice mail or email prior to the scheduled exam time. A note from a health care professional must be presented to course faculty by the next class meeting. A make-up exam will be given at a time agreed upon by the course faculty and the student. This exam may be different from the original exam given to the class.
5. All written assignments are due on the date specified in the syllabus or other materials used to support the course. **Ten (10) points** per day will be deducted from written assignments that are not handed into the course faculty on the due date: Genogram, Service Learning Paper, and Field Experience Contract (points for late contracts, or contracts without attached goals, will be deducted from final grade).

6. All oral presentations are to be given on the date specified in the syllabus. A student who is not present for his/her presentation (Service Learning Marketing Presentation and Group Presentation) will receive 0 points for this course requirement. If a student knows in advance that he/she will be absent for a presentation, he/she must discuss this issue with the course faculty prior to the scheduled date so that other arrangements can be made. In the case of illness, course faculty must be notified by office voice mail or email prior to the scheduled presentation time. A note from a health care professional must be presented to course faculty by the next class meeting.

7. The use of **cell phones and other electronic devices is prohibited** in the classroom. Please make sure all devices are turned off prior to entering the classroom. This is a Department of Nursing policy (see VI I, Academic Policies and Program Requirements; September, 2013).

COURSE EVALUATION:

Students will be expected to evaluate the course and the professor (using the College's standard form) prior to the examination period.

SELECTED TCNJ POLICIES

Attendance

Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, studio practice, field experience, or other activities which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

Students are expected to attend class and complete assignments as scheduled, to avoid outside conflicts (if possible), and to enroll only in those classes that they can expect to attend on a regular basis. Absences from class are handled between students and instructors. The instructor may require documentation to substantiate the reason for the absence. The instructor should provide make-up opportunities for student absences caused by illness, injury, death in the family, observance of religious holidays, and similarly compelling personal reasons including physical disabilities. For lengthy absences, make-up opportunities might not be feasible and are at the discretion of the instructor. The Office of Academic Affairs will notify the faculty of the dates of religious holidays on which large numbers of students are likely to be absent and are, therefore, unsuitable for the scheduling of examinations. Students have the responsibility of notifying the instructors in advance of expected absences. In cases of absence for a week or more, students are to notify their instructors immediately. If they are unable to do so they may contact the Office of Records and Registration. The Office of Records and Registration will notify the instructor of the student's absence. The notification is not an excuse but simply a service

provided by the Office of Records and Registration. Notifications cannot be acted upon if received after an absence. In every instance the student has the responsibility to initiate arrangements for make-up work.

TCNJ's attendance policy is available on the web:

<http://www.tcnj.edu/~recreg/policies/attendance.html>

Academic Integrity Policy

Academic dishonesty is any attempt by the student to gain academic advantage through dishonest means, to submit, as his or her own work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.

TCNJ's academic integrity policy is available on the web:

<http://www.tcnj.edu/~academic/policy/integrity.html>.

Americans with Disabilities Act (ADA) Policy

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

TCNJ's Americans with Disabilities Act (ADA) policy is available on the web:

<http://www.tcnj.edu/~affirm/ada.html> .

TCNJ's final examination policy is available on the web:

<http://www.tcnj.edu/~academic/policy/finalevaluations.htm>

APPENDIX D: TCNJ PUBLIC HEALTH TASK FORCE AND COMMUNITY MEMBERS

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APPENDIX E: OUTCOMES AND ASSESSMENT PLAN

The College of New Jersey
School of Nursing, Health, and Exercise Science

GRADUATE CERTIFICATE OUTCOMES ASSESSMENT PLAN SUMMARY

To determine achievement of Program Outcomes and Program Effectiveness for
Continuous Quality Improvement

Measurable Indicators of Program Effectiveness in the Aggregate	Expected Outcomes	Data to be Collected Timelines/Reporting	Actual Outcomes CQI (Analysis/Review)
Program completion/Graduation Rates ≥ 70%	1. Graduation rates for Graduate Public Health students will be 70% or above.	Annually Public Health Curriculum Workshop · Graduation Rates	
Employment Rates ≥ 80%	3. Employment rates for new graduates will be 80% or above, within 1 year of graduation.	Annually Graduate Public Health Curriculum Workshop · Employment rates at graduation, End of Program Survey, 1-Year Alumni Survey, and TCNJ Alumni Survey Determine a job change occurred due to the certificate completion	
Achievement of	Expected	Data to be Collected	Actual Outcomes

Program Outcomes / End of Program Objs.	Outcomes	Timelines/Reporting	CQI (Analysis/Review)
Student/ Graduate Satisfaction	4. Graduates of TCNJ Graduate Public Health program will be satisfied with program as evidenced by mean scores of "satisfied" (≥ 4.00) or above on End of Program Evaluation.	Annually Graduate Public Health Curriculum Workshop <ul style="list-style-type: none"> · End of Program Evaluation End of last semester, spring, senior year	End of Program Evaluation (Scale 1 dissatisfied to 5 – very satisfied/mean scores) Overall Program Effectiveness / Quality of Instruction
Alumni Satisfaction	5. Alumni will be satisfied with the Public Health program as evidenced by mean scores of "satisfied" or above on 1-year and 5-year Alumni Surveys.	Annually Graduate Public Health Curriculum Workshop <ul style="list-style-type: none"> · 1-Year Alumni Survey · 5-Year Alumni Survey 	
Employer Satisfaction	6. Employers will be satisfied with TCNJ Graduate Public Health graduates as evidenced by mean scores of "satisfied" or above on Employer Surveys.	Employer surveys sent out with 1-Year and 5-Year Alumni Surveys Annually BSN Curriculum Workshop	Overall high levels of satisfaction measured
Commitment to life-long learning	7. Alumni will enroll in graduate programs and continuing education as	Annually Graduate Public Health Curriculum Workshop <ul style="list-style-type: none"> · End of Program Evaluation · 1-Year and 5-Year 	

	evidenced by data obtained from alumni surveys and other communication	Alumni Surveys	
Student Learning Outcomes Based on Mission, Philosophy, Goals/objectives and professional standards and guidelines and needs of community of interest. Social and Political determinants of Health-Population Health Challenges Roles and Importance of Data Policy Health Risk Communication	8. At the completion of the Graduate Public Health Program students will demonstrate intended learning outcomes as evidenced by performance criteria on the multiple assessments through the program.	Annually Graduate Public Health Curriculum Workshop	Value-added marked improvement
Faculty Accomplishments related to: Teaching Scholarship Service Practice	9. Faculty will meet or exceed the requirements established by the College for reappointment, tenure, promotion and 5-year review.	Student Evaluation of Teaching Forms Peer-Evaluation of Teaching Reappointment applications Promotions applications	Reviewed by individual faculty and by Chair and Dean after each course and each semester Completed on pre-tenured faculty; faculty going up for promotion, and at request of individual faculty as needed Reviewed by Department Promotion Reappointment

		5-year reviews	Committee as defined by College <i>Promotion and Reappointment Document 2011</i>
		Updated Vita	In review by College and AFT Unit
		Committee membership	Annually – compiled by Dean’s office Drafted annually at
		Faculty Professional Activity Form (FPAF) Faculty	School of Nursing, Health, and Exercise Science Annual Meeting (May) and finalized at September meeting
		Competency Plan and Activities Sheet (NFCAS)	
		Service	Completed annually by individual faculty and submitted to and compiled by Dean’s office
		Publications	Completed annually by individual faculty and submitted to and compiled by Dean’s office Identified on faculty Curriculum Vita submitted annually

			Identified on faculty Curriculum Vita submitted annually
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APPENDIX F: LIBRARY RESOURCES

Records added to TCNJ Library catalog between January 1, 2010, and February 5, 2015, for titles classified in RA

(RA: Library of Congress class for "Public aspects of medicine"), Databases and Other Resources

TITLE

1. Howard Dean's prescription for real healthcare reform : how we can achieve affordable medical care for every American and make our jobs safer / Howard Dean ; with Igor Volsky and Faiz Shakir.
2. Communication perspectives on HIV/AIDS for the 21st century / edited by Timothy M. Edgar, Seth M. Noar, Vicki S. Freimuth.
3. Dead on arrival : the politics of health care in twentieth-century America / Colin Gordon.
4. Handbook of home health care administration / [edited by] Marilyn D. Harris.
5. Health care for us all : getting more for our investment / Earl L. Grinols, James W. Henderson.
6. Wellbeing : a cultural history of healthy living / Klaus Bergdolt ; translated by Jane Dewhurst.
7. Will to live : AIDS therapies and the politics of survival / Joaño Biehl ; photographs by Torben Eskerod.
8. Bacterial infections of humans : epidemiology and control / edited by Philip S. Brachman and Elias Abrutyn ; form
9. Toward the healthy city : people, places, and the politics of urban planning / Jason Corburn.
10. Body in medical culture / edited by Elizabeth Klaver.
11. Fat economics : nutrition, health, and economic policy / Mario Mazzocchi, W. Bruce Traill, Jason F. Shogren.
12. Checklist manifesto : how to get things right / Atul Gawande.
13. Infectious ideas : U.S. political responses to the AIDS crisis / Jennifer Brier.
14. Medical uses of statistics / edited by John C. Bailar III, David C. Hoaglin.
15. Fat studies reader / edited by Esther Rothblum and Sondra Solovay ; foreword by Marilyn Wann.
16. Health and wellness for life / Human Kinetics.
17. Dread : how fear and fantasy have fueled epidemics from the Black Death to avian flu / Philip Alcabes.
18. Boundaries of contagion : how ethnic politics have shaped government responses to AIDS / Evan S. Lieberman.
19. Body in medical culture / edited by Elizabeth Klaver.
20. History of infectious diseases and the microbial world / Lois N. Magner.
21. Just caring : health care rationing and democratic deliberation / Leonard M. Fleck.
22. Changing the course of AIDS : peer education in South Africa and its lessons for the global crisis / David Dickinson ; foreword by Charles Deutsch.
23. Smallpox : the death of a disease : the inside story of eradicating a worldwide killer / D.A. Henderson ; foreword b
24. Mental health aspects of women's reproductive health : a global review of the literature.
25. Principles of health care management : foundations for a changing health care system / Seth B. Goldsmith.

26. Price of perfection : individualism and society in the era of biomedical enhancement / Maxwell J. Mehlman.
27. Dynamic health and human movement / Human Kinetics.
28. Contagion and chaos : disease, ecology, and national security in the era of globalization / Andrew T. Price-Smith.
29. American public opinion and health care / Robert J. Blendon ... [et al.].
30. Bodies and language : health, ailments, disabilities / Vaidehi Ramanathan.
31. Fluoride deception / by Christopher Bryson.
32. Health issues in Latino males : a social and structural approach / edited by Marilyn Aguirre-Molina, Luisa Borrell,
33. Health disparities in the United States : social class, race, ethnicity, and health / Donald A. Barr.
34. Hying health risks : environmental hazards in daily life and the science of epidemiology / Geoffrey C. Kabat.
35. Prescribed norms : women and health in Canada and the United States since 1800 / Cheryl Krasnick Warsh.
36. Conflicts of interest and the future of medicine : the United States, France, and Japan / Marc A. Rodwin.
37. Healing traditions : African medicine, cultural exchange, and competition in South Africa, 1820-1948 /
Karen E. Flint.
38. Doubt is their product : how industry's assault on science threatens your health / David Michaels.
39. Healing the body politic : El Salvador's popular struggle for health rights--from civil war to neoliberal peace /
Sandy Smith-Nonini.
40. Panic virus : a true story of medicine, science, and fear / Seth Mnookin.
41. Miraculous plagues : an epidemiology of early New England narrative / Cristobal Silva.
42. Miraculous plagues : an epidemiology of early New England narrative / Cristobal Silva.
43. Mental health and development : targeting people with mental health conditions as a vulnerable group.
44. Pox : an American history / Michael Willrich.
45. NIH vs. NSF : special report : a comparison & guide for biomedical researchers seeking grants.
46. Surviving HIV/AIDS in the inner city : how resourceful Latinas beat the odds / Sabrina Marie Chase.
47. Aids : science and society / Hung Y. Fan, Ross F. Conner, Luis P. Villarreal.
48. Cambridge handbook of forensic psychology / edited by Jennifer M. Brown and Elizabeth A. Campbell.
49. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen.
50. Saturday is for funerals / Unity Dow & Max Essex.
51. Nation's health.
52. Twenty-four hour mind : the role of sleep and dreaming in our emotional lives / Rosalind D. Cartwright.
53. Yoga body : the origins of modern posture practice / Mark Singleton.
54. Integrative women's health / edited by Victoria Maizes, Tieraona Low Dog.
55. Practice under pressure : primary care physicians and their medicine in the twenty-first century /
Timothy Hoff.
56. War machine and global health : a critical medical anthropological examination of the human costs of armed con
57. Ancient bodies, modern lives : how evolution has shaped women's health / Wenda Trevathan.
58. Fitness for life / Charles B. Corbin, Ruth Lindsey.
59. Women's health research : progress, pitfalls, and promise / Committee on Women's Health Research,
Board on Population Health and Public Health Practice, Institute of Medicine of the National Academies.
60. Women's health research : progress, pitfalls, and promise / Committee on Women's Health Research,

Board on Population Health and Public Health Practice, Institute of Medicine of the National Academies.

61. HIV/AIDS, health, and the media in China : imagined immunity through racialized disease / Johanna Hood.
62. Men's health : body, identity and social context / edited by Alex Broom, Philip Tovey.
63. Counselor educator's survival guide : designing and teaching outstanding courses in community mental health counseling and school counseling / Dilani M. Perera-Diltz, Kathryn C. MacCluskie, editors.
64. Women and health : today's evidence, tomorrow's agenda.
65. Rethinking aging : growing old and living well in an overtreated society / Nortin M. Hadler.
66. Sexually transmitted infections : diagnosis, management, and treatment / edited by Jonathan M. Zenilman, Mohsen Shahmanesh.
67. Neoliberalism, globalization, and inequalities : consequences for health and quality of life / edited by Vicente Navarro.
68. Health literacy from A to Z : practical ways to communicate your health message / Helen Osborne.
69. Epidemiology for advanced nursing practice / edited by Kiran Macha, John P. McDonough.
70. Revolutionary doctors : how Venezuela and Cuba are changing the world's conception of health care / by Steve Brouwer.

71. Origins of AIDS / Jacques Pepin.
72. Disease eradication in the 21st century : implications for global health / edited by Stephen L. Cochi and Walter R. Dowdle ; program advisory committee, R. Bruce Alyward ... [et al.].
73. Global health 101 / Richard Skolnik.
74. Changing planet, changing health : how the climate crisis threatens our health and what we can do about it / Paul R. Epstein and Dan Ferber ; foreword by Jeffrey Sachs.
75. Challenging operations : medical reform and resistance in surgery / Katherine C. Kellogg.
76. Inside national health reform / John E. McDonough.
77. Health care in Canada : a citizen's guide to policy and politics / Katherine Fierlbeck.
78. Health policy : the decade ahead / James M. Brasfield.
79. Imagining illness : public health and visual culture / David Serlin, editor.
80. Why calories count : from science to politics / Marion Nestle and Malden Nesheim.
81. Weighing in : obesity, food justice, and the limits of capitalism / Julie Guthman.
82. Sick from freedom : African-American illness and suffering during the Civil War and Reconstruction / Jim Downs.
83. Doctoring freedom : the politics of African American medical care in slavery and emancipation / Gretchen Long.
84. AIDS at 30 : a history / Victoria A. Harden.
85. AIDS conspiracy : science fights back / Nicoli Nattrass.
86. Women, poverty, and AIDS : sex, drugs, and structural violence / edited by Paul Farmer, Margaret Connors, Janie Simmons.
87. AIDS, behavior, and culture : understanding evidence-based prevention / Edward C. Green and Allison Herling Ruark.
88. Obesity and the economics of prevention : fit not fat / Franco Sassi.
89. Paradox of hope : journeys through a clinical borderland / Cheryl Mattingly.
90. Africa in the time of cholera : a history of pandemics from 1817 to the present / Myron Echenberg.
91. Oxford handbook of stress, health, and coping / edited by Susan Folkman.
92. Oxford handbook of the social science of obesity / edited by John Cawley.
93. Fighting for our health : the epic battle to make health care a right in the United States / Richard Kirsch.
94. Beyond humanity? : the ethics of biomedical enhancement / Allen Buchanan.

95. Forensic psychiatry / Nigel Eastman ... [et al.].
96. Dose makes the poison : a plain-language guide to toxicology / Patricia Frank, M. Alice Ottoboni.
97. Caring self : the work experiences of home care aides / Clare L. Stacey.
98. Dementia care with Black and Latino families : a social work problem-solving approach / Delia Gonzalez Sanders, Richard H. Fortinsky.
99. Battle over health care : what Obama's reform means for America's future / Rosemary Gibson and Janardan Prasad Singh.
100. Complete guide to core stability / Matt Lawrence.
101. Community psychology and the socio-economics of mental distress : international perspectives / edited by Carl Walker, Katherine Johnson and Liz Cunningham.
102. Anatomy of stretching : your illustrated guide to flexibility and injury rehabilitation / Brad Walker.
103. Development and public health communication / edited by K. Tomaselli and C. Chasi.
104. Bending the aging curve : the complete exercise guide for older adults / Joseph F. Signorile.
105. Bending the aging curve : the complete exercise guide for older adults / Joseph F. Signorile.
106. Health and social justice / Jennifer Prah Ruger.
107. Measurement in sport and exercise psychology / editors, Gershon Tenenbaum, Robert C. Eklund, Akihito Kamata.
108. Global health : an introduction to current and future trends / Kevin McCracken and David R. Phillips.
109. Physical activity guidelines for Americans and a review of scientific literature used / editor, Hailey A. Cowell.
110. Physical activity guidelines for Americans and a review of scientific literature used / editor, Hailey A. Cowell.
111. Population mental health : evidence, policy, and public health practice / edited by Neal Cohen and Sandro Galea.
112. U.S. health policy and politics : a documentary history / Kevin Hillstrom.
113. Leveraging consumer psychology for effective health communications : the obesity challenge / edited by Rajeev Batra, Punam Anand Keller, and Victor J. Strecher.
114. Medicine and social justice : essays on the distribution of health care / edited by Rosamond Rhodes, Margaret P. Battin, Anita Silvers.
115. Salt, sugar, fat : how the food giants hooked us / Michael Moss.
116. Growing global public health crisis and how to address it / David H. Stone ; foreword by Michael Marmot.
117. Intervention research : designing, conducting, analyzing, and funding / Bernadette Mazurek Melnyk, Dianne Morrison-Beedy, editors.
118. Public health for an aging society / edited by Thomas R. Prohaska, Lynda A. Anderson, and Robert H. Binstock.
119. Addressing the social determinants of health : the urban dimension and the role of local government.
120. Gay, lesbian, bisexual, & transgender aging : challenges in research, practice, and policy / edited by Tarynn M. Witten and A. Evan Eyler.
121. Pick Your Poison : How Our Mad Dash to Chemical Utopia is Making Lab Rats of Us All / Monona Rossol.
122. Science of yoga : the risks and the rewards / William J. Broad ; illustrations by Bobby Clennell.
123. Our unsystematic health care system / Grace Budrys.
124. Black and blue : the origins and consequences of medical racism / John Hoberman.
125. Cultural fault lines in healthcare : reflections on cultural competency / Michael C. Brannigan.
126. Global public health : ecological foundations / Franklin White, Lorann Stallones, John Last.

127. American pandemic : the lost worlds of the 1918 influenza epidemic / Nancy K. Bristow.
128. Affordable excellence : the Singapore healthcare story : how to create and manage sustainable healthcare systems / William A. Haseltine.
129. Deluxe Jim Crow : civil rights and American health policy, 1935-1954 / Karen Kruse Thomas.
130. Disease maps : epidemics on the ground / Tom Koch.
131. Something to chew on : challenging controversies in food and health / Mike Gibney.
132. Health care reform and disparities : history, hype, and hope / Toni P. Miles.
133. Long shot : vaccines for national defense / Kendall Hoyt.
134. Human right to health / Jonathan Wolff.
135. Ugly beauty : Helena Rubinstein, L'Oreal, and the blemished history of looking good / Ruth Brandon.
136. Behavioral health response to disasters / edited by Julie Framingham, Martell L. Teasley.
137. Cultural diversity in health and illness / Rachel E. Spector.
138. Affordable excellence : the Singapore healthcare story : how to create and manage sustainable healthcare systems / William A. Haseltine.
139. Environmental health ethics / David B. Resnik.
140. Health care for some : rights and rationing in the United States since 1930 / Beatrix Hoffman.
141. New directions in conservation medicine : applied cases of ecological health / edited by A. Alonso Aguirre, Richard S. Ostfeld, and Peter Daszak.
142. Spillover : animal infections and the next human pandemic / David Quammen.
143. Transcultural health care : a culturally competent approach / [edited by] Larry D. Purnell.
144. Taking improvement from the assembly line to healthcare : the application of lean within the healthcare industry / Ronald Bercaw.
145. World's health care crisis : from the laboratory bench to the patient's bedside / by Ibis Sañchez-Serrano.
146. Therapeutic stretching / Jane Johnson.
147. Women's health : a primary care clinical guide / [edited by] Ellis Quinn Youngkin ... [et al.].
148. Predictive health : how we can reinvent medicine to extend our best years / Kenneth Brigham and Michael M.E. Johns.
149. Community organizing and community building for health and welfare / [edited by] Meredith Minkler.
150. Forensic nursing : a handbook for practice / edited by Rita M. Hammer, Barbara Moynihan, Elaine M. Pagliaro.
151. Food rules : an eater's manual / Michael Pollan.
152. Fat / Deborah Lupton.
153. Comparative health policy / Robert H. Blank and Viola Burau.
154. Statistics in medicine / R.H. Riffenburgh, Clinical Investigation Department, Naval Medical Center San Diego.
155. Tapping into The Wire : the real urban crisis / Peter L. Beilenson and Patrick A. McGuire ; featuring a conversation with...
156. In the kingdom of the sick : a social history of chronic illness in America / Laurie Edwards.
157. Sex work politics : from protest to service provision / Samantha Majic.
158. Health care "safety net" in a post-reform world / edited by Mark A. Hall and Sara Rosenbaum.
159. Health care reform and American politics : what everyone needs to know / Lawrence R. Jacobs and Theda Skocpol.
160. Governing health : the politics of health policy / William G. Weissert and Carol S. Weissert.
161. When people come first : critical studies in global health / edited by Joaño Biehl & Adriana Petryna.

162. Our bodies, ourselves and the work of writing / Susan Wells.
163. It's enough to make you sick : the failure of American health care and a prescription for the cure / Jeffrey M. Lobosky.
164. Teaching in counselor education : engaging students in learning / edited by John D. West, Ed. D., Donald L. Bubbenzer, Ph. D., Jane A. Cox, Ph. D., Jason M. McGlothlin, Ph. D.
165. Managing madness in the community : the challenge of contemporary mental health care / Kerry Michael Dobransky.
166. Reimagining global health : an introduction / [edited by] Paul Farmer, Jim Yong Kim, Arthur Kleinman, Matthew Basilio.
167. Women's global health : norms and state policies / edited by Lyn Boyd-Judson and Patrick James.
168. Vulnerable empowered woman : feminism, postfeminism, and women's health / Tasha N. Dubriwny.
169. Precarious prescriptions : contested histories of race and health in North America / Laurie B. Green, John Mckiernan-Gonzalez, and Martin Summers, editors.
170. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen, PhD.
171. Casarett and Doull's toxicology : the basic science of poisons / editor, Curtis D. Klaassen, PhD.
172. Fragile wisdom : an evolutionary view on women's biology and health / Grazyna Jasienska.
173. Handbook of home health care administration / [edited by] Marilyn D. Harris.
174. Doctors without borders : humanitarian quests, impossible dreams of Médecins sans frontières / René C. Fox.
175. Death before dying / Gary S. Belkin.
176. Virus hunt : the search for the origin of HIV / Dorothy H. Crawford.
177. Affordable Care Act : a missed opportunity, a better way forward / Guy B. Faguet.
178. Lead wars : the politics of science and the fate of America's children / Gerald Markowitz and David Rosner.
179. Comparative effectiveness research : evidence, medicine, and policy / Carol M. Ashton, Nelda P. Wray.
180. Best evidence structural interventions for HIV prevention / Rachel E. Golden, Charles B. Collins, Shayna D. Cunningham, Emily N. Newman, Josefina J. Card.
181. Ship of death : a voyage that changed the Atlantic world / Billy G. Smith.
182. Whole : rethinking the science of nutrition / T. Colin Campbell, PhD ; with Howard Jacobson, PhD.
183. Social movements and the transformation of American health care / Jane C. Banaszak-Holl, Sandra R. Levitsky, Mayer N. Zald.
184. What's wrong with fat? / Abigail C. Saguy.
185. Me medicine vs. we medicine : reclaiming biotechnology for the common good / Donna Dickenson.
186. Financing Medicaid : federalism and the growth of America's health care safety net / Shanna Rose.
187. Challenges of mental health caregiving : research, practice, policy / Ronda C. Talley, Gregory L. Fricchione, Benjamin G. Druss, editors.
188. Caring for America : home health workers in the shadow of the welfare state / Eileen Boris and Jennifer Klein.
189. Lethal but legal : corporations, consumption, and protecting public health / Nicholas Freudenberg.
190. Mother of invention : how the government created free-market health care / Robert I. Field.
191. Contagion : how commerce has spread disease / Mark Harrison.
192. Evaluation of PEPFAR / Committee on the Outcome and Impact Evaluation of Global HIV/AIDS Programs Implemented under the Lantos-Hyde Act of 2008, Board on Global Health, Board on Children, Youth, and Families, Institute of Medicine of the National Academies
193. Vaccine nation : America's changing relationship with immunization / Elena Conis.

194. Of medicines and markets : intellectual property and human rights in the free trade era / Angelina Snodgrass Godoy.
195. Selling our souls : the commodification of hospital care in the United States / Adam D. Reich.
196. Free clinics : local responses to health care needs / edited by Virginia M. Brennan.
197. Noncommunicable diseases in the developing world : addressing gaps in global policy and research / edited by Louis Galambos and Jeffrey L. Sturchio with Rachel Calvin Whitehead.
198. Violence of care : rape victims, forensic nurses, and sexual assault intervention / Sameena Mulla.
199. Food police : a well-fed manifesto about the politics of your plate / Jayson Lusk.
200. Unmanageable care : an ethnography of health care privatization in Puerto Rico / Jessica M. Mulligan.

Databases

[Applied Social Sciences Index and Abstracts \(ASSIA\)](#)

[CINAHL \(Cumulative Index to Nursing and Allied Health\)](#)

[Communication and Mass Media Complete](#)

[EconLit](#)

[ICPSR Data Archive](#)

[Nursing Resource Center with Nursing & Allied Health Collection](#)

[PAIS International](#)

[ProQuest Congressional](#)

[ProQuest Statistical Insight](#)

[PsycINFO](#)

[PubMed](#)

[Social Services Abstracts](#)

[Sociological Abstracts](#)

[WestLaw Campus](#)

TCNJ Journal Subscriptions

These are titles to which TCNJ directly subscribes and whose records include the Library of Congress Subject heading “public health.” The Journal of the American Medical Association & New England Journal of Medicine seemed like such basic sources that they should be included as well.

[American Journal of Epidemiology](#)

[American Journal of Public Health](#)

[Annual Review of Public Health](#)

[Canadian Journal of Public Health](#)

[Epidemiologic Reviews](#)

[Journal of the American Medical Association](#)

[Morbidity & Mortality Weekly Report](#)

[Nation’s Health](#)

[New England Journal of Medicine](#)

[Social Science & Medicine](#)

Serials Solutions of TCNJ access subject listing

Serials Solutions is the service the TCNJ Library uses to consolidate access to journals to which we directly subscribe or which are included in databases to which we subscribe. The subject break-down and titles included in each category are generated by Serials Solutions.

- Public Health
 - [Adolescent & Adult Public Health \(2\)](#)
 - [Aged Public Health \(3\)](#)
 - [Communicable Diseases \(30\)](#)
 - [Emergency Medical Services \(8\)](#)
 - [Environmental Health \(19\)](#)
 - [Epidemiology & Epidemics \(29\)](#)
 - [Ethnic Minorities & Public Health \(6\)](#)
 - [Gender Specific Public Health \(32\)](#)
 - [Government Health Agencies, U.S. \(14\)](#)
 - [Home Health Care Services \(3\)](#)
 - [Hospitals & Medical Centers \(99\)](#)
 - [Legal & Forensic Medicine \(17\)](#)
 - [Long-Term Care Facilities \(6\)](#)
 - [Medical Care Plans \(8\)](#)
 - [Medical Economics \(32\)](#)
 - [Medical Geography \(4\)](#)

- [Medical Statistics \(16\)](#)
- [Mental Illness Prevention \(36\)](#)
- [Public Health - General \(304\)](#)
- [Regulation of Health Care \(3\)](#)
- [Social Medicine \(16\)](#)
- [Toxicology & Public Health \(51\)](#)
- [Transmission of Disease \(3\)](#)
- [World Health \(53\)](#)

Government documents

TCNJ Library's subscription to MARCIVE's Documents Without Shelves Service provides records which are added monthly to the TCNJ catalog with links for electronic federal government documents issued by agencies including divisions and agencies of the US Health & Human Services, US Senate, US House, Executive Office of the President, etc. Tens of thousands of records are in the catalog.

Book collection

The Library of Congress class RA is defined as "Public aspects of medicine." To give a sense of the kinds of material added to the library's collection in the past 5 years, the accompanying spreadsheet shows the book titles added to our catalog between January 1, 2010, and February 5, 2015 (file name: *Class RA - added 01-01-2010 thru 02-04-2015.xlsx*). There are additional titles of potential support to the study of public health scattered in other parts of the collection. For example, a very simplistic search on the keywords "public health" and "2014" brings up titles classified outside the "public health" area, such as the following:

Health inequalities and people with intellectual disabilities / Eric Emerson, Chris Hatton. Cambridge; New York: Cambridge University Press, 2014. Call number: RC570 .E54 2014 (psychiatry)

Childhood obesity in America: biography of an epidemic / Laura Dawes. Cambridge, MA; London, England: Harvard University Press, 2014. In cataloging for RJ399 (pediatrics)

Media and the well-being of children and adolescents / edited by Amy B. Jordan and Daniel Romer. New York, NY: Oxford University Press, 2014. Call number: HQ784.M3 M4193 2014 (family studies)

Global health law / Lawrence O. Gostin. Cambridge, MA: Harvard University Press, 2014. Call number: K3570 .G67 2014 (Law)

Schools and public health: past, present, future / Michael Gard and Carolyn Pluim. Lanham, MD: Lexington Books, 2014. In cataloging for LB3409 (education)

Titles from this discipline are being purchased both for the print collection and as e-books, primarily on a title-by-title basis but in FY14 a bundle of public health e-book titles was purchased. The 34 titles in the

bundle, published between 2012 and 2014, are shown in the table below. These e-books are included in the library's catalog and are accessed through the EbscoHost platform.

Introduction to Public Health	Churchill Livingstone Australia
What Makes Health Public?	Cambridge University Press
Essential Public Health	Cambridge University Press
Environmental Noise Pollution	Elsevier
Social Injustice and Public Health	Oxford University Press
Sprawling Cities and Our Endangered Public Health	Routledge
International Perspectives on Public Health and Palliative Care	Routledge
Healthy Cities	Edward Elgar
The Essential Guide to Public Health and Health Promotion	Routledge
European Union Public Health Policy	Routledge
Structural Approaches in Public Health	Routledge
Environmental Tracking for Public Health Surveillance	CRC Press
An Introduction to Global Health Ethics	Routledge
Ethics in Public Health and Health Policy	Springer
Introduction to Health Policy	Health Administration Press
Public Health Entomology	CRC Press
Environmental Policy and Public Health	Jossey-Bass
Building American Public Health	Palgrave Macmillan
Race, Ethnicity, and Health	Jossey-Bass
Public Health and Social Justice	Jossey-Bass/John Wiley & Sons
Transdisciplinary Public Health	Jossey-Bass
Public Health Policy	Jossey-Bass
Animals and Public Health	Palgrave Macmillan
Epidemiological Criminology	Jossey-Bass
Governing How We Care	Temple University Press
Public Health Practice	Oxford University Press
The Built Environment and Public Health	Jossey-Bass
When People Come First	Princeton University Press
Community Engagement, Organization, and Development for Public Health Practice	Springer Pub.
Handbook for Public Health Social Work	Springer Pub.
Lethal but Legal	Oxford University Press
Negotiating Public Health in a Globalized World	Springer
Public Health and Epidemiology at a Glance	Wiley-Blackwell
Contemporary Public Health	The University Press of Kentucky

Zimbra**jrussell@tcnj.edu**

SOC/ANT and PBH

From : Elizabeth Borland <borland@tcnj.edu>

Fri, Mar 27, 2015 09:29 AM

Subject : SOC/ANT and PBH**To :** Benjamin Rifkin <rifkin@tcnj.edu>, John Sisko <sisko@tcnj.edu>, Carole Kenner <kennerc@tcnj.edu>**Cc :** Rachel Adler <radler@tcnj.edu>, Joan Russell <jrussell@tcnj.edu>, Gazley, Lynn FSM <l-gazley@northwestern.edu>

Dear Carole, Ben and John:

After our discussion clarifying the logistics of cross-listing core courses in the proposed Public Health programs, the Department of Sociology and Anthropology endorses the proposals for a major in Public Health and a post- bachelor's and post-master's graduate certificate program in Public Health. We look forward to working together to make these interdisciplinary programs a success.

Elizabeth Borland
Associate Professor and Chair
Department of Sociology and Anthropology
