Programs

Master's Programs

- M.Ed. in School Health (http://catalog.wcupa.edu/graduate/health-sciences/health/school-health-med/) (no longer accepting new students)
- Master of Public Health (M.P.H.) (http://catalog.wcupa.edu/graduate/health-sciences/health/master-public-health-mph/)

Certificates

- Emergency Preparedness in Public Health (http://catalog.wcupa.edu/graduate/health-sciences/health/graduate-certificate-emergency-preparedness-public-health/) (no longer accepting new students)
- Health Care Management (http://catalog.wcupa.edu/graduate/health-sciences/health/graduate-certificate-health-care-management/)
- Integrative Health (http://catalog.wcupa.edu/graduate/health-sciences/health/graduate-certificate-integrative-health/)
- Applied Mindfulness (http://catalog.wcupa.edu/graduate/health-sciences/health/applied-mindfulness-graduate-certificate/)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (http://catalog.wcupa.edu/graduate/academic-policies-procedures/). When applicable, additional requirements for admission into specific department program(s) may be listed below.

Admission Requirements for the Master of Public Health

Applicants must meet the basic requirements of the University for admission to graduate study and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field, and two letters of recommendation. Students applying to the M.P.H. program need an undergraduate course in statistics. Students who do not have adequate academic and professional preparation in the desired program of study will be required to take foundation courses. WCU undergraduates may be eligible to fast track into the M.P.H. program. Contact the department for details.

Admission Requirements for the M.Ed. in School Health

In addition to meeting the basic requirements of the University, applicants must present a baccalaureate degree attained in the field of health, or equivalent preparation in a related field and two letters of recommendation.

Admission Requirements for the Graduate Certificate in Health Care Management

Applicants must meet the basic requirements of the University and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation.

For more information contact Dr. Harry Holt at hholt@wcupa.edu.

Admission Requirements for the Graduate Certificate in Emergency Preparedness

Applicants must meet the basic requirements of the University and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation.

For more information contact Dr. Charles Shorten, 610-436-2860; fax, 610-436-2860; or e-mail, cshorten@wcupa.edu.

Admission Requirements for the Graduate Certificate in Integrative Health

Applicants must meet the basic requirements of the University and must present either a baccalaureate degree attained in their anticipated major area of health or equivalent preparation in a related field. They must also submit a one-page statement of career objectives and arrange for two letters of recommendation.

For more information contact Dr. Donald McCown at dmccown@wcupa.edu.

Policies

All graduate students are held to the academic policies and procedures (http://catalog.wcupa.edu/graduate/academic-policies-procedures/) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Requirements for the M.P.H.

Requirements for Admission to Degree Candidacy in the Master of Public Health

Within the 12-15 semester hours of precandidacy, majors in health must complete departmental and concentration core courses with a
minimum grade point average for these and all other courses during precandidacy of 3.0.

**M.P.H. Community Service Requirement:**
All students need to complete at least 6 hours of community service. Courses where the M.P.H. Community Service Requirement is met are noted on the M.P.H. Track Advising Sheets.

**Graduation Requirement**
Students must complete the M.P.H. curriculum with a minimum overall grade point average (GPA) of 3.0.

**Requirements for the M.Ed.**
1. Satisfactory completion of the M.Ed. curriculum, with a minimum overall GPA of 3.0 in the concentration
2. Successful completion of the research project

**Registration Policy for Research Credits**
Research credits for the M.Ed. are earned in HEA 601. These credits must be preceded by successful completion of the degree core, concentration core, and concentration electives taken under advisement. The student can enroll in HEA 601 only once.

**Requirements for Admission to Degree Candidacy for the M.Ed. in School Health**
Within the 12-15 semester hours of precandidacy, the student must complete departmental and concentration core courses with a minimum grade point average (GPA) of 3.0. Students who do not have adequate professional and/or academic preparation for the desired program of study will be required to take foundation courses. Teaching certification is not offered through this program.

**Accelerated Programs Policy**
Refer to the Accelerated Programs page (http://catalog.wcupa.edu/undergraduate/accelerated-programs/) for more information.

**Faculty**

**Professors**
James W. Brenner (jbrenner@wcupa.edu) (2004)
Chairperson, Health
B.S., West Chester University; M.Ed., College of New Jersey; Ph.D., Temple University
Tammy C. James (tjames@wcupa.edu) (1994)
B.S., M.E., Ph.D., Kent State University
Stacie Metz (smetz@wcupa.edu) (2006)
Graduate Coordinator, Health
B.A., Bloomsburg University; M.A., Towson University; M.P.H., M.S.W., Ph.D., Saint Louis University
Gopal Sankaran (gsankaran@wcupa.edu) (1989)
B.S., M.B., Maulanaazad Medical College (India); M.D., All India Institute of Medical Sciences; M.P.H., Dr.P.H., University of California, Berkeley
Christine Williams (cwilliams3@wcupa.edu) (2009)
B.S., M.S., University of Delaware; Ph.D., Middle Tennessee State University

**Associate Professors**
Sharon Bernecki Dejoy (sdejoy@wcupa.edu) (2012)
A.S., Miami-Dade College; B.A., Columbia University; M.P.H., Ph.D., University of South Florida
Harry Holt (hholt@wcupa.edu) (2016)
B.S., Indiana University; Juris Doctorate, MBA, Case Western University; Ph.D., Pennsylvania State University
Whitney Katarai (wkataira@wcupa.edu) (2016)
Assistant Chairperson, Health

**Assistant Professors**
Lorenzo Cena (lcena@wcupa.edu) (2016)
B.S., Brigham Young University; M.S., Iowa State University; Ph.D., University of Iowa
Heather B. Edellblute (heedellblute@wcupa.edu) (2018)
B.A., College of William and Mary; M.A., M.P.H., University of Georgia; Ph.D., University of North Carolina at Chapel Hill
Michael Markowski (mmarkowski@wcupa.edu) (2017)
A.B., Kings College; M.A., George Mason University; Ph.D., Pennsylvania State University
Zeinab Mohamad Baba (zbaba@wcupa.edu) (2018)
B.A., The University of Kansas; M.S., The University of Iowa; Ph.D., Drexel University
Chiwoneso Tinago (ctinago@wcupa.edu) (2016)
B.S., William Carey University; M.P.H., University of Southern Mississippi; Ph.D., University of South Carolina
Melanie A. Vile (mvile@wcupa.edu) (2020)
B.S., M.S., Villanova University; Ph.D., University of Notre Dame

**Courses**

**ENV**

**ENV 524. Industrial Hygiene. 3 Credits.**
A study of the recognition, evaluation, and control of health hazards in the work environment.
Pre / Co requisites: ENV 524 requires prerequisite of ENV 530.
Consent: Permission of the Department required to add.
Typically offered in Fall.

**ENV 530. General Environmental Health. 3 Credits.**
This course will address the protection of human health from environmental disease agents. Students will learn current issues in environmental risk assessment, air and water pollution, waste management, and workplace health and safety. Students will use this information to communicate effectively the relevant environmental risk to populations they serve. Training and education strategies and the use of instructional resources, including the Internet, will be integrated into the learning experience.
Distance education offering may be available.
Typically offered in Fall.

**ENV 532. Hospital Environment. 3 Credits.**
A comprehensive assessment of the environmental health aspects of hospitals, including micro-biologic considerations, environmental hygiene, safety, general sanitation, and administration.

**ENV 533. Water Quality and Health. 3 Credits.**
An examination of the physical, chemical, and biological characteristics of natural waters and their significance for human health; methods of water treatment and distribution also will be considered.
Typically offered in Summer.

**ENV 538. Ground Water Contamination. 3 Credits.**
Provides a qualitative and quantitative examination of the fate, transport, and remediation of contaminants in ground water.

**ENV 545. Risk Assessment. 3 Credits.**
Provides a qualitative and quantitative examination of hazard, toxicity, and exposure assessment to establish human health and ecological risk from environmental contamination.
Typically offered in Spring.
ENV 547. Environmental Regulations. 3 Credits.
Provides a fundamental overview of major environmental law principles. Focuses on a wide range of air, waste, water, transportation, and occupational regulations.
Typically offered in Fall.

ENV 551. Environmental Toxicology. 3 Credits.
A multifaceted investigation of the health problems caused by various toxins and hazards found in the general environment and the workplace. The human body's reactions to environmental toxins; how suspected environmental toxins are experimentally investigated and the specific health effects of critical environmental toxins will be emphasized.
Pre / Co requires: ENV 551 requires prerequisite of ENV 530.
Typically offered in Spring.

ENV 553. Occupational Safety. 3 Credits.
A study of the practices to reduce safety risks in the work environment through recognition, evaluation, and control of safety hazards.
Pre / Co requires: ENV 553 requires a prerequisite of ENV 530.
Consent: Permission of the Department required to add.
Typically offered in Spring.

ENV 570. Emergency Preparedness. 3 Credits.
This course examines the historical, legal, and regulatory framework for dealing with emergencies emphasizing the four phases of emergency management. It addresses emergency preparedness by schools, businesses, communities, and counties for natural disasters, failures of technology (spills, accidents, and explosions), and acts of war or terrorism. The course is designed for professionals in environmental and public health, emergency responders (police, fire, hazmat, and medical), planners, educators, and others who may serve in a leadership capacity.
Typically offered in Summer.

ENV 575. Bioterrorism Bio-Crises & Public Health. 3 Credits.
This course addresses the protection of the public's health and that of workers such as first responders from biological agents that cause disease and/or death. Students will learn scientific concepts, issues and techniques currently used in disaster mitigation and response for vio-crises such as disease outbreaks, epidemics and pandemics as well as bioterrorism emergencies. Students will manage scenarios to enhance leadership skills. As available, a service learning research project will be incorporated.
Typically offered in Fall.

ENV 581. Special Topics: ENV. 1-3 Credits.
An in-depth study of selected, current topics relevant to the development of environmental health professionals. Specific topics will be noted in the master schedule.
Pre / Co requires: ENV 581 requires prerequisite of ENV 530.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.
Repeatable for Credit.

HEA 501. Integrative Health. 3 Credits.
A comprehensive evaluation of alternative and complementary medicine aimed at describing how these modalities are being integrated with allopathic care. Focus will be on Eastern, African, and Native American traditions; homeopathy; naturopathy; botanical medicine; energy work; and mind/body health.
Typically offered in Spring.

HEA 502. Human Development Implications Health Education. 3 Credits.
This course examines human development from an applied perspective. Health educators and others working with preschool and school-aged children, as well as adolescents will examine physical, cognitive, and emotional development. Course participants will explore developmentally appropriate approaches to education and mentoring of children and youth. The course includes the use of readings on contemporary issues and policy initiatives affecting children and youth, along with case studies.

HEA 503. Foundations of Public Health. 1 Credit.
This course is designed to provide foundational public health knowledge for students who have not completed a degree from a program accredited by the Council on Education for Public Health (CEPH). It will provide a foundation for public health practice by exposing students to the factors related to human health and the profession and science of public health. This course must be completed in the first year of the MPH program.
Consent: Permission of the Department required to add.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 511. Stress Management Techniques and Program Development. 3 Credits.
The first half of the course is devoted to examining basic stress concepts, the psychophysiology of stress, common stressors and their effect, and the relationship between stress and disease. The second half consists of a comprehensive review of stress management techniques that deal with cognitive restructuring, relaxation, and relationship building. Considerable emphasis is placed on personal application and group interaction in the classes.
Typically offered in Spring.

Epidemiology of HIV/AIDS; natural history of HIV infection, psychosocial, economic, educational, ethical, legal, and health care issues related to HIV/AIDS will be addressed. Impact on social groups (minorities, women, and adolescents) will be discussed. Health promotion and disease prevention strategies will be highlighted.
Typically offered in Fall.

HEA 513. Legal Aspects of Health Care. 3 Credits.
An analysis of the basic legal concepts and major legal issues that are important to and directly affect the health services administrator. Topics include legal frameworks of health organizations and health practitioners, administrative policy, contracts, consent, patient's rights, legal death, insurance, liability, and research.
Distance education offering may be available.
Typically offered in Spring.

HEA 514. Approaches to Health Care Delivery. 3 Credits.
The future of managed care depends on the performance of the managed care industry, especially the goal of providing high quality health care at the lowest costs possible. This course will discuss the challenges faced by managed care organizations and strategies used to overcome them. Distance education offering may be available.
Typically offered in Summer.

HEA 516. Health Care Management. 3 Credits.
Administrative and management techniques acquired in the administrative core are applied to the problems involved in health administration/management. Topics will include federal, state, and local health agencies; health care centers; organization principles; personnel factors; public relations; and fiscal management.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 520. Public Health Epidemiology. 3 Credits.
An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented. Pre / Co requires: HEA 520 requires a prerequisite of MAT 121 or equivalent.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 526. Biostatistics for Public Health. 3 Credits.
An overview of scientific methods, research designs, sampling, and survey techniques pertinent to the study of health issues will be presented. Choice and use of epidemiological and statistical software to analyze health data sets will be emphasized.
Pre / Co requires: HEA 526 requires a prerequisite of MAT 121 or equivalent.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 527. Human Sexuality & Family Life Education. 3 Credits.
This course will address current trends in family life education and the development and implementation of programs in schools and community settings. Emphasis will be placed on developing appropriate content and strategies useful in the classroom.

HEA 531. The Community as a Basis for Health. 3 Credits.
An analysis of the community with its diverse population and its response to critical and current health problems. Emphasis will be placed on the need for balance between individual and community needs, rights, and responsibilities.
Typically offered in Fall.

HEA 537. Women's Health Issues A Transcultural Perspective. 3 Credits.
Using a life cycle approach, a comparative analysis of women's lives and their health status across different cultures and nations will be made. Women's health status as related to their multiple roles in the family and society.
HEA 538. Evaluation of Health Programs. 3 Credits.
Emphasis will focus on the procedures essential to the evaluation of health programs in a variety of settings (community, medical, school, worksite). Major areas include conducting needs assessments, quality assurance measures, data collection methods, and preparation of final reports. Includes both theoretical and practical experience.
Typically offered in Spring.

HEA 539. Health Promotion Program Planning. 3 Credits.
An advanced program planning course that provides students with an opportunity to apply theories, principles, teaching strategies and methods by developing a comprehensive plan for a health promotion program.
Typically offered in Spring.

HEA 543. Transcultural Health Practices. 3 Credits.
An introduction to the role of culture in health and illness, and its role in accessing and utilizing health care in the United States.
Typically offered in Fall.

HEA 544. Program Administration in Health and Human Service. 3 Credits.
This course will provide students with the skills needed to administer community health programs in a non-profit setting with a focus on program management in non-profit agencies.
Typically offered in Summer.

HEA 545. Mind/Body Medicine. 3 Credits.
A comprehensive evaluation of the mind’s role in disease prevention and healing. Emphasis will be placed on learning and practicing mind/body techniques and assessing the mind’s role in preventing disease and promoting healing.
Typically offered in Spring.

HEA 546. Medical Geography for Management. 3 Credits.
This course is a survey of medical geography which includes a broad range of geographical work in health care. Emphasis is placed on human-environment interactions and their influence on public health. Medical geography distinguishes itself from the discipline of geography by its thematic focus, not its methods or theoretical grounding. In this course, students will learn course content and in addition, develop their mapping skills through a computer-based program with the idea of helping students understand the importance of medical geography through the hands-on application of medical geography research.
Distance education offering may be available.
Typically offered in Summer.

HEA 547. Principles Of Botanical Medicine. 3 Credits.
A comprehensive evidence-based assessment of botanical medicines in health promotion, disease prevention and symptom management.

HEA 548. A Life Span Approach to Public Health. 3 Credits.
Using a life span approach, this course will examine how disability, disease and other poor health outcomes at end of life are associated with a range of adverse social and behavioral health risks incurred across the life span and stemming from early life conditions and experiences. Using this approach students will learn about current public health programs for older adults, develop and evaluate such programs and refine or develop interventions designed to prevent/delay poor health outcomes.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 551. Science and Theory of Applied Mindfulness. 3 Credits.
Creates a historical context for the current growth of secular programs of applied mindfulness, examines the historical and theoretical underpinnings for applications of mindfulness meditation in health and wellness programs and educational settings, presents and critiques the robust scientific evidence base for such applications, and surveys the scholarly literature on pedagogy of mindfulness. Students acquire a facility in accessing and assessing multidisciplinary sources of knowledge, including scientific research-based knowledge, theoretical insights, and historical practices, to assist them in development, justificatation, and promotion of applied mindfulness programs for a wide range of potential audiences. As a final project, students complete a comprehensive literature review for applying mindfulness with a population that fits their professional interests.
Distance education offering may be available.
Typically offered in Fall.

HEA 552. Applied Mindfulness I. 3 Credits.
This introduction to mindfulness practice and teaching assists students in developing and maintaining a personal mindfulness practice, and defines four essential skill sets of teaching mindfulness programs: stewardship, homiletics, guidance, and inquiry. The course includes experience of the full, eight-week Mindfulness-Based Stress Reduction (MBSR) curriculum, with students as the participants. Students have the opportunity to reflect on and critique the MBSR course, class by class. In the other six weeks of the course, students work to develop basic competence in two of the four essential skill sets: homiletics, which is the preparation and delivery of informational talks on mindfulness and its applications, and guidance, which is the process of leading a group or individual in formal or informal mindfulness practice.
Additionally, to ensure that safety is a focus of students’ future curriculum development and teaching, all will be certified through the Mental Health First Aid program, which is embedded in the course. As a course-long project, students design a 90-minute mindfulness workshop for a population that fits their professional interests.
Typically offered in Fall.

HEA 555. Women’s Health Issues A Transcultural Perspective. 3 Credits.
Using a life cycle approach, a comparative analysis of women’s lives and their health status across different cultures and nations will be made. Women’s health status as related to their multiple roles in family and society.

HEA 581. Special Topics: Health. 1-3 Credits.
In-depth study of selected health topics current to the interests and needs of professionals serving in various health and health-related areas. Topics will be announced prior to the first day of each semester.
Typically offered in Spring & Summer.
Repeatable for Credit.

HEA 601. Research/Report Writing. 3 Credits.
The M.Ed. candidate selects a school health issue or a critical topic for review of the literature and produces a scholarly manuscript for publication in a professional journal.
Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

HEA 605. Utilizing Systems Thinking in Public Health. 1 Credit.
The purpose of this course is to introduce MPH students to concepts of systems thinking and demonstrate how it may be used in public health policy with applications to community health, environmental health, and healthcare administration. Many health problems are intertwined and connected in a series of complex relationships. Failure to understand these relationships may lead to unintended consequences. The process of developing a system model far outweighs the actual model itself. In this process, professionals and lay people reach across discipline boundaries and each make contributions to understanding the nature of the problem and its system components, which will present opportunities for policies and interventions. The model development process engages a multitude of skills, perspectives, and tacit knowledge that incorporates the reality of socioeconomic relationships, political structure, and social institutions.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 609. Independent Study and Special Projects. 1-3 Credits.
Research projects, seminar papers, reports of special conferences, and reading in health.
Consent: Permission of the Department required to add.

HEA 611. Field Placement. 3 Credits.
A project for students in health concentrations. All core course work should be completed before beginning the project.
Consent: Permission of the Department required to add.

HEA 612. Health Care Financial Analysis and Management. 3 Credits.
This course is an introductory health care finance course for graduate students. Emphasis is placed on the most important accounting and financial management principles and concepts relevant to organizations that provide health care services.
Distance education offering may be available.

HEA 613. Advocacy and Quality of Health Care Services. 3 Credits.
An introduction to patient advocacy for graduate students in health professions. Topics include ethics, health care financing and policy, health advocacy for special populations, and key strategies for system change.
Distance education offering may be available.
Typically offered in Fall.
HEA 614. Health Care Technology and Information Management. 3 Credits.
This course will provide future health care managers with the knowledge and skills they need to work effectively with information systems technology. Topics covered in this course include emerging technology, information systems, the internet’s impact on health care organizations, and system standards, among others.
Distance education offering may be available.
Typically offered in Fall.

HEA 615. Policy in Public Health. 3 Credits.
This course is designed to generate competencies in (1) discussing the public health policy process including the roles of ethics and evidence in the development of policy options; (2) proposing strategies to identify stakeholders and develop coalitions to influence public health policy; (3) advocacy for political, social, or economic policies and programs that will improve health in diverse populations; and (4) evaluating policies for their impact on public health and health equity. The course contributes to these competencies by (1) building the knowledge base for health policy issues using an economic perspective as a foundation for evaluating policy; (2) exploring aspects of the health policy process including the use of evidence and political feasibility; (3) practicing policy analysis on a topic of choice using a defined sequence of stages from problem statement to recommendation; and (4) examining the art of political decision-making via values and narratives used in the policy development process.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 616. Strategic Leadership in Health Care. 3 Credits.
Healthcare industry requires visionary, creative, and transformational leaders who can navigate effectively through a dynamic and complex landscape. This course will provide foundational concepts and principles necessary for exercising strategic leadership.
Distance education offering may be available.
Typically offered in Spring.

HEA 620. School Health Programs. 3 Credits.
This course provides the theoretical underpinnings of the profession, professional responsibilities, and programmatic and critical issues in comprehensive school health programs.
Typically offered in Fall.

HEA 622. Principles of Curriculum and Instruction for Health. 3 Credits.
This course will address the foundation, philosophy, and practice of comprehensive school health education. Major focus is on the development, implementation, and evaluation of K-12 comprehensive school health education.
Typically offered in Fall.

HEA 623. Substance Abuse Prevention. 3 Credits.
Designed for future and present school and public health educators, this course includes content and program planning skills for community and school: tobacco, alcohol, and other drug prevention curriculum and programs.
Typically offered in Spring.

HEA 632. Social and Behavior Aspects of Public Health. 3 Credits.
An advanced course on current theories in health behavior and the application of these theories to management methods in the health care field. Topics include trends in health behavior, health concerns, analysis of the decision-making process, and factors affecting health behavior.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 645. Global Community Health Promotion. 3 Credits.
Global Community Health Promotion (3) This course focuses on the core concepts involved in the planning, assessment and implementation of global community health promotion among different cultures from around the world. Topics will include key concepts in global community health, how to measure global community health, tools to assess a specific country’s health status, culture, and resources, as well as strategies to improve a specific country’s health status, issues of health equity and aging around the world, and key organizations involved in global community health. Students will be asked to develop a country-specific community health promotion plan from a global community health perspective.
Typically offered in Fall and Winter.

HEA 648. Research Methods in Public Health. 3 Credits.
This course focuses on the theory and practice of research applied to public health problems. Students will be exposed to the design and implementation of public health research projects. The course is centered on the tools and techniques of research and their application to formal research design.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 649. Applied Learning Experience I. 1-3 Credits.
During this course students will participate in planning activities that will prepare students for ALE II - The MPH Practicum. The purpose of the MPH Practicum is to meet the needs of the participating organization or agency while the student learns to apply public health skills and competencies. Students will select their ALE placement prior to the start of this course. This course will include a comprehensive and integrated application of the MPH foundational and track competencies (selected by students) in the planning phase of assignments completed during ALE II. Students will also be introduced to the role of the host agency in the community setting with completion of the Agency Interview Reaction Paper, the Agency Report, and the Professional Practice Activities Plan. Students will select their professional practice products along with the required competencies (3 MPH foundational competencies and 2 MPH track competencies). Students will complete the products at the agency during ALE II. Students will need to commit to 200 on-site hours to complete ALE II. Students are required to complete ALE I and II in the last two semesters of the MPH program.
Pre / Co requisites: HEA 649 requires prerequisites of HEA 520 and HEA 526.
Typically offered in Fall, Spring & Summer.

HEA 650. Applied Learning Experience II. 3 Credits.
This course is intended as a capstone experience in the M.S. in health program. It is intended to bring students together from a wide array of subdisciplines in public health, and through field and research experience explore and share common principles of public health practice. Students will choose a project within their area of expertise and, under faculty guidance, produce an end product that meets professional standards. A formal student presentation of the final product is the culminating experience of the seminar.
Typically offered in Fall, Spring & Summer.

HEA 652. Applied Mindfulness Practicum. 3 Credits.
Building on HEA 552, this course continues the development of personal mindfulness practice, through deepening commitment and self-inquiry, to better ensure that students have encountered, first hand, a broad array of potential experiences in meditation, thereby improving their understanding and teaching. Reviews and advances the student’s levels of confidence and competence in the skill sets of homiletics and guidance. Emphasizes the skill sets of stewardship, which shapes the relational dynamics of the group in which mindfulness is applied, and inquiry, which is the non-judgmental, dialogical exploration of another’s moment-to-moment mindfulness experience. Offers the experience of being a participant observer and a research subject in a six-week, low-dose Mindfulness-Based Stress Reduction training (MBSR-IId; an evidence-based curriculum) in a group with participants from the local community. Explores the ethics of teaching mindfulness in relation to the codes of ethics of students’ particular professions. Ultimately, the course prepares students to develop and deliver their own multi-session curricula. Final project is development of a curriculum and research project for a population that fits the student’s professional interests.
Pre / Co requisites: HEA 652 requires prerequisites of HEA 551 and HEA 552.
Typically offered in Spring.

HEA 653. Applied Mindfulness Practicum. 3 Credits.
Delivered as individual instruction, this course offers the opportunity for the student to apply and refine the four skill sets of stewardship, homiletics, guidance, and inquiry, through supervision, self-reflection, and empirical research on the student’s own teaching. Students will deliver their applied mindfulness curriculum as developed in HEA 652 to the group or individuals of their choice, while receiving teaching supervision from certified faculty to ensure fidelity, safety, and refinement of skills of teaching. Students will maintain a reflective journal about the teaching experience, and will perform the mixed methods research study designed and submitted for IRB approval in HEA 652. Final project is a >5, 000-word paper integrating personal reflections on mindfulness practice and pedagogy, the supervision process, analysis of participant evaluations, and analysis of the outcome data of the research study. Paper will include plans for improving the structure, content, and delivery of the curriculum.
Pre / Co requisites: HEA 653 requires prerequisites of HEA 551, HEA 552, and HEA 652.
Typically offered in Fall, Spring & Summer.