

SCHOOL OF HEALTH SCIENCES

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Departments

Behavioral and Environmental Health
Communicative Disorders
Epidemiology and Biostatistics
Health Policy and Management

The School of Health Sciences was formed in July 2003 under the University's 20th year strategic plan, Vision 2020, and located in the College of Public Service. The School was renamed from the former School of Allied Health Sciences and initially consisted of three departments: Communicative Disorders, Healthcare Administration, and Public Health. The Department of Communicative Disorders began enrollment in 1998-99 and offered the master of science degree in communicative disorders. The Department of Healthcare Administration also began enrollment in 1998-99 and offered the baccalaureate degree in health care administration. In 1999-2000 the Department of Public Health began enrollment and offered the master of public health in five concentrations. The Department of Communicative Disorders added the baccalaureate degree in speech pathology with an emphasis in communicative disorders in 2003-2004. In 2004-2005 the School was restructured into the following departments: Department of Behavioral and Environmental Health, Communicative Disorders, Epidemiology and Biostatistics, and Health Policy and Management. The School was approved to offer its first Doctor of Public Health degree in 2005-2006.

School Mission

The mission of the Jackson State University School of Health Sciences is to provide quality education and leadership in community-based research and practice. Through collaboration with communities, the School will promote health and prevent disease and disability with special emphasis on the underserved and at-risk populations in Mississippi, the nation, and the global society.

DEPARTMENT OF COMMUNICATIVE DISORDERS

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Faculty

Dr. N. Radford, Professor
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Dr. B. Sutton, Assistant Professor

The Department of Communicative Disorders offers programs leading to the Master of Science degree in Communicative Disorders and the Bachelor of Science degree in Speech with a concentration in Communicative Disorders. Students enrolled in the master's program are trained to prevent, screen, assess, identify, diagnose, refer, and provide intervention, habilitation/rehabilitation to persons of all ages and cultural/ethnic backgrounds, with, or at risk for, disorders of articulation, fluency, voice, cognition, language, swallowing, hearing and other disabilities. They learn to counsel individuals with communicative disorders and their families, caregivers and other service providers, and to select, prescribe, dispense, assistive, augmentative and alternative communication devices and other communication prostheses, and to provide services supporting the effective use of these devices.

Accreditation

The Master of Science degree program in Communicative Disorders is accredited in Speech-Language Pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA). Students who successfully complete the program meet the academic and clinical requirements for a license in Speech-Language Pathology granted by the Mississippi State Board of Health, for the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA, and the Mississippi Educator Standard Class AA Vocational license.

Mission

The mission of the Department of Communicative Disorders is to provide quality education to preprofessional and graduate students who are majoring in Communicative Disorders. The program will: (a) prepare preprofessional students for entry into graduate program; and, (b) guide graduate students to (i) acquire the knowledge and develop the skills, competencies and attitudes that are essential for the safe and effective practice of entry-level speech-language pathology, (ii) develop the ability to analyze,

synthesize, and evaluate data, and to conduct research, (iii) provide professional and public services to local, state, national, and world communities, (iv) continue their professional growth by exploring developments in the profession and learning new models of management, and (v) develop an understanding and appreciation of ethnic and cultural diversity, and the impact of such diversity on normal and disordered communication.

Program Objectives

The objectives of the Master of Science in Communicative Disorders Program are to:

Educate students to independently, effectively and safely: (a) differentiate between normal and abnormal communication, as well as normal and abnormal swallowing patterns; (b) diagnose and treat persons of all ages who have speech, voice, cognitive, language, communication and swallowing disorders; and, (c) habilitate / rehabilitate infants, children and adults with hearing loss.

Equip students to ask relevant questions and provide appropriate information to patients, their families, care givers and other service providers regarding the prevention, diagnosis and management of disorders of human communication and swallowing.

Facilitate clinical experiences that will train students to provide clinical services in a variety of settings including community clinics, hospitals, private practices, and university settings.

Prepare students to meet the academic and clinical requirements for licensure granted by the Mississippi State Department of Health and the Certificate of Clinical Competence in Speech-Language Pathology awarded by ASHA.

Guide students to evaluate developments in the professions, and conduct research in (a) the normal processes of language, speech, hearing and swallowing; and, (b) the prevention, diagnosis and treatment of disorders of human communication and swallowing.

Assist students to develop sensitivity to and an appreciation of diversity in society, so that they (a) take into consideration individual differences in the provision of clinical services, (b) do not discriminate in the delivery of services on the basis of race or ethnicity, age, gender, religion, national origin, sexual orientation or disability; and, (c) work effectively with other professionals who may be different from them in respect to race or ethnicity, age, gender, religion, national origin, sexual orientation or disability.

Encourage students to develop high standards of integrity, responsibility and ethics, so that they (a)

hold paramount the welfare of patients they serve; (b) provide services only in areas in which they are competent; and, (c) adhere to the fundamentals of ethical conduct.

Prepare students for advanced programs of study in communicative disorders.

Advocate the pursuit of continued professional growth through continuing education.

Offer educational programs that will (a) promote the maintenance of current knowledge and skills of speech-language pathologists in the Jackson area, state, national and world communities; and (b) provide the general public with information regarding the prevention, nature, diagnosis and treatment of communication and swallowing disorders.

Provide professional and public services to local, state, national and world communities.

Admission Requirements

Admission is competitive. Applicants must meet the following requirements for regular admission:

A baccalaureate degree in speech-language pathology from a regionally accredited college or university. Students may be admitted with baccalaureate, master's or specialist degrees in professions other than speech-language pathology but first must complete specified prerequisite courses with a grade of "B" (on 4-point scale) or better.

A cumulative grade point average (GPA) of 3.0 (on 4-point scale) for courses completed during the junior and senior years, and a cumulative GPA of 3.0 (4-point scale) at the undergraduate level.

A satisfactory Graduate Record Examination (GRE) score.

A personal typewritten statement that includes the applicant's (a) understanding of the profession of speech-language pathology; (b) reasons for pursuing graduate study in speech-language pathology; (c) professional goals; (d) strengths that will contribute to success in the graduate program at Jackson State University; (e) limitations, if any, that may need to be addressed in order to successfully pursue graduate studies in speech-language pathology; and (f) past work experiences, if any, that have helped to prepare the applicant for graduate studies.

At least three letters of recommendation from speech-language pathology instructors and/or clinical supervisors. (Students with degrees in professions other than speech-language pathology may obtain these letters from instructors in their major area of study.)

A satisfactory score on the Test of English As A Foreign Language (TOEFL) from international

applicants and those for whom English is a second language.

[Conditional admission may be given to a student who has earned a cumulative GPA of at least 2.50 - 2.99 (on 4-point scale) for courses completed during the junior and senior years. The student must earn regular status with a GPA of 3.00 in the first semester of full-time enrollment or the first 12 hours of graduate work.]

Prerequisites

Applicants with baccalaureate, master’s or specialist degrees in professions other than speech-language pathology must complete courses in the areas listed below with a grade of “B” or better, before regular admission is obtained:

Courses	Semester Hours
Anatomy and physiology of the speech mechanism	3
Speech science	3
Phonetics	3
Normal language development	3
Audiology	3

Additionally, applicants must have successfully completed:

- a. One course in biological science, **and** one course in physical sciences, **and** one course in college level mathematics.
- b. Courses in behavioral and/or social sciences for a total of 6 semester hours.

Prerequisite courses in the professional area taken more than 10 years before the initiation of the graduate program may not be accepted.

Transfer of Credits

The Department of Communicative Disorders may allow the transfer of a limited number of credit hours providing criteria specified by the Graduate School and the Department are met. A maximum of 9 graduate semester hours of course credit earned with a grade of B (on 4.0 scale) or better in approved speech-language pathology or audiology courses may be transferred providing the course content is commensurate with the requirements of this program and the credit hours were earned within the immediate past five years from a program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. The applicant must apply for transfer of credit with 30 days of notification of acceptance into the program and prior to enrollment. A maximum of 25 clinical observation hours and 50 clinical clock hours obtained in another program may be allowed providing national certification and state licensure criteria for clinical supervision were met. A student who wants to transfer clinical clock hours from another program must have that program’s director verify the number of clock hours in each

clinical category, the amount of supervision that was provided, and the names and ASHA membership numbers of the clinical supervisor(s) before or at the time the student enrolls in the graduate program at Jackson State University. Transfer of academic (course) credit and clinical clock hours must be approved in writing by the Department of Communicative Disorders.

Degree Requirements

A student pursuing the Master of Science degree in Communicative Disorders is required to:

1. Complete at least 51 semester hours (including no more than 6 semester hours of clinical practicum) with a cumulative average of B (on a 4.0 scale) or better. In addition to the core curriculum (45 semester hours), the student **must** successfully complete a thesis, or a project, or additional coursework.
 - Thesis Option.** The student must enroll in CMD 590: Thesis, for a total of 6 semester hours, successfully complete a thesis, and the Final Oral Examination.
 - Project Option.** The student must enroll in CMD 589: Master’s Project, for 6 semester hours, and successfully complete a project.
 - Additional Coursework Option.** The student must successfully complete an additional 6 semester hours of electives within the Department, selected with the approval of the academic advisor.
2. Acquire the knowledge and skills required for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) by ASHA. Additionally, the student must successfully complete all clinical clock hours required at the time of graduation by (a) the Department of Communicative Disorders, (b) the Mississippi State Board of Health for licensure, and (c) ASHA for the CCC-SLP.
3. Successfully complete the Graduate English Competency (and ENG 500, if required) and written Comprehensive Examinations. Students who choose the thesis option must successfully complete a Final Oral Examination.

Academic Requirements

Core CoursesHours

CMD 510	Advanced Articulation and Phonological Disorders	3
CMD 525	Dysphagia	2
CMD 527	Seminar in Child Language Disorders I	3
CMD 528	Seminar in Child Language Disorders II	2
CMD 530	Seminar in Acquired Disorders of Language I	3
CMD 531	Seminar in Acquired Disorders of Language II	3

CMD 532	Methods of Research	3
CMD 535	Augmentative and Alternative Communication	3
CMD 537	Neuroanatomy and Neurophysiology	3
CMD 565	Seminar in Fluency Disorders	2
CMD 570	Seminar in Aural Rehabilitation	3
CMD 575	Seminar in Organic Speech Disorders	3
CMD 578	Seminar in Voice Disorders	3
CMD 540	Advanced Clinical Practice in Speech-Language Pathology	6

Electives

CMD 515	Counseling in Speech-Language Pathology	1
CMD 519	Audiology for the Speech-Language Pathologist	3
CMD 523	Assessment and Evaluation in Speech-Language Pathology	3
CMD 550	Professional Issues in Speech-Language Pathology	1
CMD 555	Speech-Language Pathology in the Medical Setting	2
CMD 558	Seminar in Multicultural Issues	2
CMD 563	Research & Clinical Instrumentation	2
CMD 572	Communication Behaviors and the Aging Process	2
CMD 580	Business and Management Aspects of a Speech-Language Pathology Practice	2
CMD 582	Special Problems in Speech-Language Pathology	2-4
CMD 585	Independent Study	3-6
CMD 589	Master's Project	3-6
PHS 500	Introduction to Public Health Disciplines	3

NOTE: During each semester in which clinical clock hours are earned, the student must enroll in Advanced Clinical Practice in Speech-Language Pathology (CMD 540-549). However, no more than 6 semester hours may be counted towards the required 51 semester hours.

Clinical Practicum Requirements

The student must successfully complete all clinical clock hours required at the time of graduation by (a) the Department of Communicative Disorders, (b) Mississippi State Board of Health for licensure, and (c) ASHA for the Certificate of Clinical Competence in Speech-Language Pathology. Additionally, the student must acquire all required clinical skills specified in the new certification standards before the student will be cleared for graduation. The Department operates the Central Mississippi Speech, Language and Hearing Clinic. The student must complete the clinical clock hours at this Clinic and at other off-campus clinical sites assigned by the Department.

The current cumulative clinical practicum requirements are specified below:

At least 25 clock hours of clinical observation must be completed before beginning the clinical practicum.

In addition to the observation, a minimum of 375 clock hours of supervised clinical practicum must be successfully completed, of which 325 clock hours must be earned in the graduate program.

DESCRIPTION OF COURSES

CMD 510 Advanced Articulation and Phonological Disorders: (3 Hours) Prerequisites: Course in phonetics. Students will develop the skills to effectively assess, plan, and implement appropriate intervention strategies for persons presenting with articulation and/or phonological disorders (including with functional or organic etiology) as well as regional or cultural dialectal variations of speech sound production.

CMD 515 Counseling in Speech-Language Pathology: (1 Hour) Prerequisites: Permission of instructor and academic advisor. This course will explore the social, emotional, cultural and vocational effects a communication disorder may have on individuals, their families and significant others. Students will learn appropriate techniques and strategies for counseling children, adolescents and adults presenting with conditions impacting communication. Students will also learn how to counsel and interact with families (immediate and extended), case managers and other service providers.

CMD 519 Audiology for the Speech-Language Pathologist: (3 Hours) Prerequisite: Course in speech/hearing science or permission of instructor. Students will learn the etiology, signs, symptoms, and differential audiological findings in infants, children and adults with a variety of auditory disorders. The theory, methodology and procedures in differential diagnosis and test interpretation, including the appropriate modification of test procedures to accommodate the patient's chronological age, intellectual age, cultural differences, physical and emotional states will be examined. The assessment and management of persons with central auditory processing disorders will be explored.

CMD 523 Assessment and Evaluation in Speech-Language Pathology: (3 Hours) Prerequisites: Courses in normal language development, articulation disorders, and language disorders or permission of instructor and academic advisor. Students will learn to select, critique, administer, score and interpret standardized tests while also learning compensatory strategies to help reduce the impact of cultural bias. Procedures for informal and naturalistic assessment will be reviewed. The

integration of informal and formal data to develop appropriate recommendations will be emphasized.

CMD 525 Dysphagia: (2 Hours) Prerequisite: Course in anatomy and physiology of the speech mechanism. Students will learn the normal anatomy and physiology of swallowing in infants, children and adults. The etiology, signs and symptoms of dysphagia, as well as screening, instrumental assessment and non-instrumental evaluation procedures will be explored. Management, including counseling and sensitivity to cultural differences, models of service delivery, indications and methods of oral and non-oral feeding, nutritional issues, and prevention of complications will be investigated. The student will learn to assess the effectiveness of treatment by using relevant outcomes.

CMD 527 Seminar in Child Language Disorders I (3.0 Hours) Prerequisite: Course in normal language development. This course will address normal communication development in children from birth to age three. Students will develop an understanding of the major etiologies of language disorders in infants and toddlers across cultures. Assessment and strategies, including the infusion of technology, for those presenting with disorders as well as for the at-risk child will be discussed. Skills to informally and formally determine the present communicative level of an infant or toddler using non-standard methods, such as play-based assessment will be addressed. Strategies for helping families from diverse backgrounds participate in the successful implementation of speech and language services to infants and toddlers will be shared. Policies impacting service delivery to this population and their families will be explored.

CMD 528 Seminar in Child Language Disorders II: (2 Hours) Prerequisites: Course in normal language development. Students will develop an understanding of the etiologies of language delay and disorders in children, and the impact of language impairment on the learning process. Formal and informal assessment and intervention strategies as well as treatment outcomes will be discussed. Students will develop awareness of issues pertinent to service delivery including cultural diversity, preparation of individualized educational programs, literacy, assessment of progress, behavior management, collaboration and infusion of technology. Various group processes and structures required for successful service delivery will be recognized. Legislation and policies impacting services to school aged children will be explored.

CMD 530 Seminar in Acquired Disorders of Language I: (3 Hours) Prerequisites: CMD 537 or equivalent. This course will explore the incidence, ethnocultural differences and etiology of impairments that jeopardize acquired language as a result of insult to the central nervous system. The characteristics of different types of aphasias, as well as the effects of right hemisphere damage, including neglect, attention, linguistic, communicative, cognitive and affective deficits will be

explored. Students will acquire knowledge of standardized and functional assessment of communication to ascertain the individual's abilities and impairments. Treatment approaches and strategies (including the infusion of technology) that promote compensation for deficits and promote recovery of function will be explored. Issues including counseling and educating patients, family members, significant others and care givers specific to the patient's diagnosis, management plan, prognosis and discharge will be discussed.

CMD 531 Seminar in Acquired Disorders of Language II: (3 Hours) Prerequisites: CMD 537 or equivalent. This course will address the incidence, pathophysiology, as well as communicative, mood and behavior changes in persons with dementia (including Alzheimer's disease), and those with traumatic brain injury across various cultures. The physiologic, cognitive, auditory and motor speech characteristics, as well as the language, pragmatic and discourse abilities of these individuals will be investigated. The social impact on the individual and the family will be reviewed. Professional services provided to the individual and care giver, including differential diagnosis, assessment and rehabilitation, and the infusion of technology will be discussed. Direct and indirect communication management approaches, including individual and group therapy, stabilization strategies, the use of assistive and augmentative devices, and collaboration with other health care professionals will be explored. Educational intervention and transition to school/work after traumatic brain injury, as well as efficacy, ethical and legal issues pertaining to both disorders will be examined.

CMD 532 Methods of Research: (3 Hours) The student will learn to read critically and evaluate research in normal and disordered speech, language, hearing and swallowing processes. The principles of research, research designs, issues in conducting unbiased research, types of research, observation, measurement, statistical treatment and reporting of data will be explored. The student will be guided in developing an intuitive understanding of clinical research methodology and integrating it with core statistical concepts and techniques.

CMD 535 Augmentative and Alternative Communication: (3 Hours) This course focuses on approaches to the development of augmentative and alternative modes of communication for individuals of all ages with limited oral communication. The skills to effectively evaluate, select and properly use a variety of gestural and symbol-based communication systems will be developed. Factors that affect assessment and treatment, such as, severity, age, cultural differences, nature of disorder, etc. will be discussed.

CMD 537 Neuroanatomy and Neurophysiology: (3 Hours) The neuroanatomy and neurophysiology of the central and peripheral nervous systems will be discussed with emphasis on structures that

control language, speech and swallowing. The student will learn about the normal embryonic development of the nervous system, and the critical periods of susceptibility to teratogenic agents. The neurological examination and pertinent diagnostic issues including variations in different countries and cultures will be investigated. Signs, symptoms and sequelae of pathological agents will be correlated with clinical implications. Rehabilitation issues will be addressed.

CMD 540-549 Advanced Clinical Practice in Speech-Language Pathology: (1-6 Hours) The student will provide supervised screening, diagnostic and treatment services to persons of all ages, from culturally diverse backgrounds, presenting with speech, language, cognitive, swallowing, or hearing disorders. Clinical experiences will include assessment and treatment planning, report writing, oral and written communication with other professionals and family members, client/family education, and counseling. Clinical sites will vary depending on student needs, interest, competency, and availability.

CMD 550 Professional Issues in Speech-Language Pathology: (1 Hour) Prerequisite: Permission of instructor and academic advisor. This course will focus on topics such as professional standards, quality improvement, outcome measures, ethical considerations, funding sources, third party reimbursement, work force issues, health care legislation, as well as the role of professional organizations in developing policies that impact speech-language pathology. Approaches to planning, managing and marketing speech-language pathology services in various communities, cultures and practice settings will be discussed.

CMD 555 Speech-Language Pathology in the Medical Setting: (2 Hours) This course will prepare students to work in medical settings with professionals and patients of all ages and cultural backgrounds. The organizational structure of institutions such as managed care organizations, home-health agencies, long-term care facilities, and acute, subacute and rehabilitation hospitals will be explored. Students will learn appropriate protocols, abbreviations, and universal precautions used in most medical settings.

CMD 558 Seminar in Multicultural Issues: (2 Hours) This course will focus on the historical origins, rules and features of nonstandard English dialects. Normal language and speech acquisition in speakers from culturally/ethnically and linguistically diverse groups will be examined. Strategies to distinguish individuals with communication differences from those with communication disorders will be identified. Students will learn about current clinical standards and practices associated with service delivery to speakers from different backgrounds in respect to race or ethnicity, age, gender, national origin, sexual orientation and disability.

CMD 563 Speech and Clinical Instrumentation: (2 Hours) This course includes work in the speech science lab and in the clinic where students will obtain hands on experience in the use of equipment to study the acoustics of speech and hearing. Students will also learn the proper use of instruments in research activities and clinical assessment/intervention procedures. Experience in instrumental measurement and analysis of physical, physiological, perceptual and acoustical aspects of normal and abnormal speech production will provide valuable insight in understanding theoretical concepts introduced in other courses.

CMD 565 Seminar in Fluency Disorders: (2 Hours) Prerequisites: Permission of instructor and academic advisor. Current as well as historically relevant theories of stuttering and its etiology will be considered. Students will develop skills to identify and classify various types of dysfluencies as well as the social, emotional, cultural, vocational, and economic impact of stuttering. Assessment and intervention strategies for children, adolescents and adults who stutter will be presented.

CMD 570 Seminar in Aural Rehabilitation: (3 Hours) Prerequisites: Courses in audiology and normal language development. This course is an advanced exploration of the critical role of hearing in normal language, speech and psychosocial development. The effects of hearing loss on communication across the life span, and the importance of early intervention and counseling will be investigated. Assessment of oral, signed and written language, speech and voice production, auditory discrimination and perception, and speech reading skills will be discussed. Scales used to assess specific communication breakdown and resultant attitudes will be identified. Treatment options and communication strategies, including the use of amplification systems, assistive listening devices, sensory aids and cochlear implants will be explored. Pertinent legislative and multicultural issues will be reviewed. Assessment and management of auditory processing disorders will be addressed.

CMD 572 Communication Behaviors and the Aging Process: (2 Hours) Current research and theory concerning age-related changes in communication and swallowing due to anatomical, physiological and cognitive changes will be reviewed. The influence of attitudes and expectations, the effects of cultural, psychological and pharmaceutical variables, the role of genetic factors and deleterious environmental influences will be analyzed. Appropriate modifications in assessment and management procedures to meet individual needs in different health care settings, including the use of group treatment and a collaborative management approach will be discussed. Counseling and assistance provided to caregivers and members of the extended social support network will be explored.

CMD 575 Seminar in Organic Speech Disorders: (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism, neuroanatomy, neurophysiology and articulation disorders or permission of instructor. This course is a comprehensive study of the theory and research related to underlying neurological pathology, salient features, confirmatory signs, diagnosis and treatment of motor speech disorders across the life span. The etiology and classifications of congenital orofacial anomalies and dentofacial growth problems, genetics of clefting and associated syndromes, including those typically associated with specific racial and ethnic groups will be explored. Acoustical, perceptual and instrumental measures in assessment, as well as models of service delivery and management procedures will be discussed. Pediatric care and feeding of the newborn with a cleft, and complications associated with clefting and craniofacial disorders will be reviewed.

CMD 578 Seminar in Voice Disorders: (3 Hours) Prerequisites: Courses in anatomy and physiology of the speech mechanism and speech science. This course includes a comprehensive study of the models of voice production, as well as organic and functional voice disorders across the life span in culturally diverse populations. Etiology, signs, symptoms, and perceptual correlates of vocal pathologies and management will be discussed. The art of assessment including perceptual ratings and the use of contemporary equipment will be explored. Interdisciplinary collaboration in planning and monitoring treatment will be investigated. Communication and swallowing management of tracheotomized and ventilator dependent children and adults, as well as assessment and rehabilitation of head/neck cancer patients will be examined.

CMD 580 Business and Management Aspects of a Speech-Language Pathology Practice: (2 Hours) This course provides business and practice management principles and procedures for starting and managing a speech-language pathology practice, or in buying/selling an existing private practice. Topics of discussion include market analysis, marketing plan, operation and organizational plan, financial analysis, risk management, office automation, and personnel issues. Procedures for proper bookkeeping and accounting, strategies in pricing, and financial planning will be examined. Issues such as reimbursement, negotiating service contracts, continuous quality improvement, and risk abatement will be discussed.

CMD 582 Special Problems in Speech-Language Pathology: (2-4 Hours) Prerequisite: Permission of academic advisor and instructor. This course has varying content dealing with issues, trends and topics of current interest. Content will be developed based on assessed needs, interests and goals of a group(s) of students.

CMD 585 Independent Study: (3-6 Hours) Prerequisite: Permission of academic advisor and instructor. This course allows for the exploration of topics and/or issues based upon assessed needs, interest and goals of the individual student under the guidance of a faculty member. Typically, such a study will concentrate on an area not covered in other courses, or an area in which the individual student has developed particular interest and wishes to explore beyond what was covered in another course(s).

CMD 589 Master's Project: (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to complete a creative project within the student's professional area under the supervision of a graduate advisor within the Department. It is expected that this project will contribute to the knowledge base of the profession.

CMD 590 Thesis: (3-6 Hours) Candidates for the Master of Science degree in Communicative Disorders may choose to present a thesis that embodies independent research. The topic must be within the student's major professional area and must be approved by the student's thesis advisor within the Department. It is expected that the research will contribute to the knowledge base of the profession.

GRADUATE PROGRAMS IN HEALTH SCIENCES

Master of Public Health
Doctor of Public Health

DEPARTMENT OF BEHAVIORAL AND ENVIRONMENTAL HEALTH

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Dr. S. Omari, Associate Professor
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Dr. J. Bennett, Assistant Professor
Dr. J. Buckner-Brown, Associate Professor
Dr. M. Younis, Associate Professor

MASTER OF PUBLIC HEALTH

This range of work includes multiple public and private settings, healthcare, preventive and regulatory, personal and community health promotion service applications. The concentrations for the Master of Public Health are as follows.

Concentration in Behavioral Health and Promotion

Behavioral Health Promotion and Education focuses on the health related behavior of individuals in the context of sociocultural structures, communities, healthcare systems, and family units. Of particular interest is how health-related behaviors of individuals are determined by and interact with conditions in the social, political, cultural, economic, physical, and biological environment to influence health status. Emphasis is placed on identifying, evaluating, and diminishing unhealthy behaviors and promoting positive personal health. This concentration seeks to integrate and apply public health theories and methods to problems of human health. Assessment, planning and evaluation with emphasis on sociocultural aspects of health are the core themes of the study of health promotion and education.

Concentration in Epidemiology

Epidemiology is a basic science of public health that prepares students for careers as scientific researchers, practical field investigators, health officers, research program directors and managers, and other research areas of public health. Epidemiologists work closely with biostatisticians in designing and analyzing research studies. This concentration is designed for students to acquire a thorough understanding of epidemiological methods, statistical principles, and computer software applications to apply to the practical fields of public health. It offers students an opportunity to acquire specific skills in designing research studies and knowing how to collect data, analyze, and interpret research studies. Specific areas include Chronic Disease Epidemiology, Infectious Disease Epidemiology, Environmental and Occupational Epidemiology, Genetic Epidemiology, Epidemiology of Minorities and Special Populations, Psychosocial Epidemiology, and Statistical Methods for Applied Epidemiology.

Concentration in Health Policy and Management

Health Policy and Management prepares students for careers in the healthcare market in the arena of public health policy and healthcare management. The role of the health professional in the development of public health policy, planning for social change, and influencing social policy is examined. Students evaluate the role of governmental institutions in the policy process; examine policy models, and learn how health policy in the United States is uniquely different from other countries. This concentration provides core competency in management skills and knowledge. Students learn about strategic planning, marketing, human resource management and motivation strategies. Financial aspects of health care are offered to those in the discipline that plan to be future managers. Social and legal principles impacting healthcare delivery in the United States are other core requirements.

Accreditation

The MPH Program is in the process of receiving national accreditation review by the Council on Education for Public Health (CEPH) which accredits MPH programs and schools of public health.

Mission

The MPH program is dedicated to providing quality graduate instruction, scientific inquiry and public service to a) guide students to acquire the knowledge and develop the skills, competencies and attitudes that are essential for public health professional practice; b) encourage and promote student and faculty research; c) develop an understanding and appreciation of ethnic and cultural diversity and the impact of such diversity on personal and community health; d) to establish collaborations linkages with the community; and e) promote lifelong learning and professional growth. The mission of this program is consistent with and is dedicated to executing and advancing the goals of Jackson State University.

Objectives

The objectives of the graduate program in public health are to:

1. Meet the accreditation criteria of the CEPH, the accrediting body for public health programs and schools of public health.
2. Provide an innovative curriculum in public health through strategic alliances with public and private sector healthcare organizations and the community.
3. Foster collaboration between Jackson State University and other institutions offering public health and related healthcare studies to ensure efficient use of state resources and enhancement of mutual academic partnerships.

4. Educate students in the application of the knowledge and skills necessary to address community health problems and increase the pool of qualified health professionals, especially underrepresented minorities, in Mississippi and the nation.

Admission Requirements

Admission to the program is on a selective basis, with preference given to applicants with at least one or more years of public health or related experience as determined by the following criteria:

Regular Status

1. Baccalaureate degree from an accredited college or university with a 3.00 cumulative grade point average. International students must meet equivalent standards and possess a satisfactory score on the Test of English as a Foreign Language (TOEFL) Examination.
2. A satisfactory score on the Graduate Record Examination (GRE) or the equivalent national standardized examination score is required, except for applications with a doctorate (e.g., PhD or MD) or other master's degrees.
3. A personal statement of professional goals.
4. Three letters of reference must be submitted with the completed application forms, which may be obtained from the Graduate School.

Conditional Status

Students not meeting regular admission requirements may be considered for preliminary or non-degree seeking admission with a GPA of 2.50-2.99 (on a 4.0 scale) and a satisfactory GRE score or equivalent national standardized examination score. Students admitted in this status can earn regular status after completing 12 credit hours of program courses with a 3.0 or higher GPA.

Advanced Standing

Admission to the Advanced Standing M.P.H. Program is determined on a selective basis according to the following criteria:

1. Applicant must be a graduate of an accredited doctoral degree program within the last seven years or a graduate of an accredited doctoral degree program with health related work experience within the last five years.
2. A cumulative grade point average of 3.0 on a 4.0 scale for graduate coursework.

Transfer of Credits and Other Requirements

A maximum of 9 graduate semester hours earned with a "B" or higher may be transferred from Jackson State University programs and other institutions toward MPH graduation credits. Transfer credit is made upon the recommendation

of the chairperson of the major department, the academic college dean or designee and approval of the Dean of the Division of Graduate Studies.

Scholarship Assistance

Scholarships and other financial support may be offered to matriculating students holding regular admission status and maintaining a 3.30 program GPA as determined by the department through the application review process.

Academic Performance

Once admitted to the MPH program, graduate students are required to maintain a 3.0 GPA to continue studies in good academic standing.

MPH Curriculum

Full-time students can usually complete the curriculum in two years or less. Part-time usually requires two additional semesters. Most students are expected to graduate within three years. Students acquire the necessary professional knowledge, skills and competencies that qualify them for employment in public health and health service organizations in their specialized disciplines. The program must be completed with a 3.0 or higher cumulative GPA for the minimum 45 credit hours. The curriculum has four major components: core courses, required concentration courses, electives, and the field practicum.

The core courses include the following basic subject studies as required by the CEPH: a) philosophy and historical basis of public health concepts; b) statistical basis of population health demography and quantitative, computer-based problem solving; c) epidemiological foundations of public health; d) social and behavioral determinants of community and personal health status; e) environmental and biological factors in public health; and f) management theory and practice of health and human services.

Required courses in each of three concentrations assure thorough grounding in the particular public health discipline in which the student chooses to qualify. Additional elective courses may be taken in the student's concentration or from other specializations of individual preference. All students must complete integrating experiences through one of the "capstone" opportunities: field residency, applied master's project or thesis demonstrating scientific public health processes.

The MPH curriculum requires 6 core courses or 18 credit hours (3 hours per course) for all students. Each department offers 5 required specialization courses or 15 credit hours

for the advanced study in a specific public health concentration.

Elective courses are offered in each concentration. Students may complete their three courses or 9 credit hours of electives within these specializations or other graduate level courses by advisor approval.

The school will assist in placement of students in field training which will account for 3 credit hours. Students will work at least one full semester and commit a minimum of 400 clock hours during the semester under the supervision of a professional public health preceptor and faculty oversight. The location and specific residency activities will be worked out individually between the student and field work organization. Comprehensive "guidelines" following the requirements of CEPH accreditation will be employed by the program. They will include appropriate covenants of mutual obligation between the university and field agency through a written of affiliation agreement. The purpose of this experience is to provide students with opportunities to apply and demonstrate their acquired knowledge and skill competencies in a public health setting as practice preparation for professional employment or doctoral studies upon graduation

Graduation Requirements

Students culminate their study program by taking PHS 508 the field practicum. PHS 506 must be completed in the semester prior to taking the field practicum. A minimum of 45 semester hours with a cumulative average of 3.0 or 'B' (on a 4.0 scale) or higher are required to earn the MPH degree. The Graduate Comprehensive Examination must be taken before graduation. The Graduate English Competency Examination must be taken during the first semester of graduate studies at Jackson State University. Students who fail this test must successfully complete English 500-Advanced Laboratory Writing during their second semester of enrollment.

Master of Public Health Curriculum**Behavioral Health Promotion and Education**

Core Courses		Semester
Course	Title	Hours
PHS 501	Public Health and Behavioral Science	3
PHS 502	Public Health Policy and Administration	3
PHS 503	Biostatistics and Computer Applications	3
PHS 504	Environmental and Occupational Health	3
PHS 505	Principles of Epidemiology	3
PHS 506	Research and Quantitative Methods	3
<i>Hours</i>		18

Required Courses

PHS 531	Health Behavior, Promotion and Education	3
PHS 532	Community and Patient Health Education	3
PHS 533	Wellness and Health Promotion Management	3
PHS 534	Communication and Health Education Marketing	3
PHS 535	Behavioral Change Program Strategies	3
<i>Hours</i>		15

***Elective Courses**

Any combination of approved electives	9
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Capstone Course

PHS 508	Public Health Residency	3
<i>Total Hours</i>		45

*Elective may be selected from any concentration area in the School of Health Sciences at Jackson State University with prior approval from the course faculty and student advisor.

Epidemiology Concentration

Core Courses		Semester
Course	Title	Hours
PHS 501	Public Health and Behavioral Science	3
PHS 502	Public Health Policy and Administration	3
PHS 503	Biostatistics and Computer Applications	3
PHS 504	Environmental and Occupational Health	3
PHS 505	Principles of Epidemiology	3
PHS 506	Research and Quantitative Methods	3
<i>Hours</i>		18

Required Courses

PHS 521	Advanced Seminar in Epidemiology	3
PHS 522	Multivariate and Probabilistic Statistics	3

PHS 523	Chronic and Infectious Disease Epidemiology	3
PHS 524	Statistical Methods for Applied Epidemiology	3
PHS 525	Epidemiology of Minority and Special Populations	3
<i>Hours</i>		15

Elective Courses*

9

Capstone Course

PHS 508	Public Health Residency	3
<i>Total Hours</i>		45

*Elective may be selected from any concentration area in the School of Health Sciences at Jackson State University with prior approval from the course faculty and student advisor.

Health Policy and Management

Core Courses		Semester
Course	Title	Hours
PHS 501	Public Health and Behavioral Science	3
PHS 502	Public Health Policy and Administration	3
PHS 503	Biostatistics and Computer Applications	3
PHS 504	Environmental and Occupational Health	3
PHS 505	Principles of Epidemiology	3
PHS 506	Research and Quantitative Methods	3
<i>Hours</i>		18

Required Courses

PHS 511	Organizational Design and Behavior	3
PHS 512	Public Health Policy, Law and Ethics	3
PHS 513	Financial Management of Health Services	3
PHS 514	Health Information Management Systems	3
PHS 515	Marketing Public Health and Strategic Planning	3
<i>Hours</i>		15

***Elective Courses**

Any combination of approved electives	9
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Capstone Course

PHS 508	Public Health Residency	3
	<i>Total Hours</i>	<u>45</u>

*Elective may be selected from any concentration area in the School of Health Sciences at Jackson State University with prior approval from the course faculty and student advisor.

DESCRIPTION OF COURSES**Core Courses****PHS 501 Public Health and Behavioral Science**

(3 hours) This course introduces public health organization and practice, including history, concepts, legal basis, purposes, programs and trends in the evolving of public and private sectors of social and preventive medicine in America. It discusses various behaviorally-related health determinants, and presents a number of theories/models to change behaviors at individual and group levels.

PHS 502 Public Health Policy and Administration

(3 hours) This course presents an overarching introduction to national legislative issues and policy processes together with the managerial functions and practices in public and private healthcare organizations. Study emphasis is on the essentials of how executive and supervisory managers professionally perform their roles in the work of leading systemwide teamwork, strategy building, reengineering, resource acquisition, and market effectiveness in competitive environments.

PHS 503 Biostatistics and Computer Applications

(3 hours) This course introduces the principles and methods of statistical analysis. Topics include hypothesis testing, confidence limits, sample size, statistical tests of inferences, and simple linear and multivariate analysis. Statistical software packages such as SPSS and Stata will be used in illustrating the basic principles of data analysis.

PHS 504 Environmental and Occupational Health

(3 hours) This course introduces major community health concerns and problems in the related fields of environmental and occupational health with an emphasis on disease and disability. Students will review and analyze the policy and ecological change implications of these two public domains.

PHS 505 Principles of Epidemiology

(3 hours) This course explores the science and practice of epidemiology and its contributions to disease detection, measurement, and prevention in clinical and public health settings. Specific topics includes measurement of disease frequency, measurement of disease association,

standardization, bias, and study designs. This course also introduces the practical fields of epidemiology.

PHS 506 Research and Quantitative Methods

(3 hours) This course introduces students to applied research methods in public health. It emphasizes essential concepts, techniques and methods of research practice. Basic measurement procedures for analyzing health data are examined through SPSS computer software, and the student is required to complete the design of a research study. Prerequisites: PHS 503 and PHS 505.

Capstone Courses**PHS 507 Applied Master's Project**

(3 hours) The Masters' Research Project provides a culminating experience of the student's scientific and professional practice preparation, including proposal formulation of the problem to be studied or an operational project to be implemented with the evaluating conclusion and defending report of the outcome. Prerequisite: PHS 506 Research and Quantitative Methods

PHS 508 Public Health Residency

(3 Hours) Students conclude their MPH studies with a supervised field experience in their respective specializations. This supervised residency practice operates for the full semester with a student commitment of a minimum of 400 clock hours with the placement organization, recognizing flexible arrangements for the mutual benefit of all parties and including possible compensation. The department, student, preceptor and field setting will abide by a formal affiliation agreement which provides policies and guidelines for the placement expectations and responsibilities. It culminates with a final report of accomplishments and the preceptor's evaluations. Requires permission of advisor, instructor and chair.

Required Courses**Health Policy and Management****PHS 511 Organizational Design and Behavior**

(3 hours) This course examines universal organizational theories which adapt to private healthcare and public health services. Students study a framework of analysis looking at the management science explanations of human behavior in these settings from the perspectives of individual worker and patient roles, group and team relationships, and global systems. Topics include professional understanding of organizational culture, conflict, strategic design, change, measuring performance, and creating alliances.

PHS 512 Public Health Policy, Law and Ethics

(3 hours) This course provides an overview of principles and policies relating to public health law and ethical applications. This course will explore federal laws and

directives, along with state statutes and local ordinances. Recent case law from federal and state courts will be used as illustrations.

PHS 513 Financial Management of Health Services (3 hours) This course explains important financial management techniques applicable to health care settings. Course materials will include the language and function of financial management, analysis of an organization's financial position, management of working capital and current assets, budgeting, and the use of financial data for decision making. Students will further their knowledge of computerized information systems through class exercises. Emphasis will be placed on the application of techniques to health services organizations. Students will synthesize techniques through completion of an analysis project and/or research paper in health economic and financing. Prerequisite: HCA 450 or instructor approvals.

PHS 514 Health Management Information Systems (3 hours) This course introduces students to systems in managing for-profit and not-for-profit organizations (such as manufacturing, banking, and health care organization) and emphasizes the role of information systems to increase productivity, to improve quality of products and services, and to insure overall effectiveness or organizational operations. Appropriate application software will be used to analyze cases and complete the class project. Prerequisite: Basic knowledge of computing skills.

PHS 515 Marketing Public Health and Strategic Planning (3 Hours) This course examines an overview of the strategic planning process and state-of-the-art marketing applications used by community health organizations. Marketing is viewed as a social change opportunity for public health practitioners and the analysis and design of market plans are studied. As an extension of the marketing audit, several key planning strategies and methods are critically reviewed for their relative value to managers and stakeholders in decision making of long-range and short-terms system futures.

Epidemiology and Biostatistics

PHS 521 Advanced Seminar in Epidemiology (3 hours) The hallmark of the course is designing and presenting an epidemiological research study. Emphasis will be placed on the major types of epidemiological study designs: cross-sectional, case-control, cohort, and intervention studies. In addition, diagnostic studies to evaluate screening programs will be discussed. Prerequisite: PHS 505.

PHS 522 Multivariate and Probabilistic Statistics (3 hours) This course addresses modeling and practical application of statistical principals in data analysis. Statistical Software packages such as SAS and SPSS will be used. Topics include probability distributions, simple linear regression, multiple linear

regression, log linear modeling, logistic recession, Poisson, and Cox-Proportional Hazard modeling. Prerequisites: PHS 503 and PHS 505.

PHS 523 Chronic and Infectious Diseases Epidemiology (3 hours) This course introduces students to various fields of practical epidemiology. This course primarily addresses the epidemiology of cancer, cardiovascular, and infectious diseases. Prerequisite: PHS 505.

PHS 524 Statistical Methods for Applied Epidemiology (3 hours) This course reviews the basic statistical tools used in epidemiology research. The course includes: sampling and sample size determination, methods to compute confidence intervals and p-values for key epidemiological measures of association, and an overview of regression and statistical methods for analysis of data. Prerequisite: PHS 503 and PHS 505.

PHS 525 Epidemiology of Minority and Special Populations (3 hours) This course introduces the salient features of conducting epidemiological research in special populations with a particular emphasis on African Americans. This course covers the epidemiology of diseases and conditions affecting racial/ethnic minorities, children and the elderly. Other components include psychological and behavioral factors and preventive services. Prerequisite: PHS 505.

Behavioral Health Promotion and Education

PHS 531 Health Behavior, Promotion and Education (3 hours) This course provides a comprehensive understanding of health promotion and health education, concepts and applications. It offers students an opportunity to develop a broad understanding of social, cultural and psychological factors as they affect health and health-related behaviors and outcomes at individual, family, and group/community levels. Areas of responsibilities for health educators, as required by the National Commission for Health Education Credentialing (NCHEC) body, are discussed, and students gain competencies essential to pass the Certified Health Education Specialist (CHES) examination. The CHES related skills and competencies in combination with an MPH degree create better job opportunities at state and national levels.

PHS 532 Community and Patient Health Education (3 hours) This course examines professional health education practices in most community and individual settings where opportunities exist to acquire and behaviorally deploy personal health knowledge into action. Health risk factors are studied using the socioecological paradigm as applied to a selected community. Furthermore, the roles of the health educator as a community advocate, facilitator and collaborator are explored. Patient education in clinical settings focuses on equipping clinical personnel in the competencies and skills of health promotion techniques. Prerequisites:

Completion of all MPH core courses and PHS 531.

PHS 533 Wellness and Maternal Child Health Promotion (3 hours) This course provides the historical perspective, organization and delivery of maternal child health services as well as an analysis of the major health determinants associated with the system of health care and health promotion for this population. Ethical issues, cultural diversity, special and vulnerable populations, disparate health outcomes, environmental health and nutritional issues will be emphasized while highlighted strategies to overcome barriers in health promotion and provision of care.

PHS 534 Communication and Health Education Marketing (3 hours) This course provides an overview of communication and marketing within a health education context. This course examines communication in health care settings, public health campaigns, and cultural differences in communication. Prerequisites: Completion of all MPH core courses, and PHS 531.

PHS 535 Behavioral Change Program Strategies (3 hours) This course examines the behavioral science theories which underpin the fundamental ingredients of most change strategies in continuous health program development. Several models/theories that are designed to alter behaviors are discussed. Theories and models of health perception, health promotion and education along and program planning, research and evaluation are explored. Theories of individual health behavior (e.g., Health Belief Model); interpersonal theories (e.g., Social Cognitive Theory), and models for community level behavioral change (e.g., PRECEDE-PROCEDE Model) are discussed; and their applications are shown through research, practices, and actual projects that students undertake in targeted populations. Students also evaluate both classroom case studies and the actual community implementation of health behavior change programs. Prerequisite: PHS 531 Health Behavior Promotion and Education.

Electives

PHS 516 Human Resources Management in Public Health (3 hours) This course examines the role of healthcare administrators and supervisors with respect to personnel interviewing, selection, orientation, performance counseling and appraisal; staff development; leadership development; and related functions of human resources management. Issues of job analysis, labor relations, performance appraisal, training and development, and other concerns are studied in relationship to the human resource process system.

PHS 517 Managed Care Networks and Public Health (3 hours) This course introduces the dynamic impact that managed care has had on the delivery of healthcare services and cost containment features of the health plans that thrived in the 1990's. The student will become familiar with all aspects of managed care (HMOs,

PPOs, and POS) from effectiveness measurement of these health care plans medical/loss ratios, profit margins and outcomes measurement to the effect on access to quality healthcare services.

PHS 518 Policy Analysis of Health Legislation and Regulation (3 hours) This course identifies public policies that direct and or influence health care in the United States. Health legislation and regulations that support the implementation of policies will be analyzed. Policies will also be analyzed to determine their strategic importance an implications for individuals, communities and organizations.

PHS 519 Health Program and Evaluation (3 hours) This course provides an overview of theories and application of program planning, implementation, and evaluation for public health programs while emphasizing essential components of program planning models and a range or evaluation objectives and designs.

PHS 526 Environmental and Occupational Epidemiology (3 hours) This course introduces the student to the application of epidemiological principles to environmental and occupational health problems. Topics include exposure assessment, study design, and conduct of epidemiological studies in the environment and work place, and the effect on the healthy worker. Also examined will be epidemiological research on a range of known environmental and occupational hazards. Prerequisite: PHS 505.

PHS 527 Occupational Disease and Injury Prevention (3 hours) This course introduces students to concepts and challenges of work related diseases and injury prevention. Students learn a systematic approach to the identification and clarification of occupation risks and hazards and the quantification of exposure effects relationships with a view towards prevention.

PHS 528 Genetic Epidemiology (3 hours) This course focuses on the pattern of disease incidence in populations in order to infer the genetic basis of the disease. This course includes studying the extent to which environmental risk factors interact with genetic risk factors to increase susceptibility and manifestation of disease. Prerequisite: PHS 505.

PHS 529 Psychosocial Epidemiology (3 hours) This course provides an overview of the literature incorporating social and personality factors, cultural influences upon individual behavior, stress, and related psychosocial factors as determinants of health. Health and illness determinants are multi-factorial and enmeshed in the social fabric and psychologic constitution of the person and may involve a complex interaction of the person and environment. Psychosocial epidemiological models of chronic disease will be discussed. Prerequisites: PHS 505.

PHS 536 Health Education Competencies for Clinical Professionals (3 hours) This course examines the principles, methods and skills of education and promotion practices in alternative health services and

medical care settings. Students learn why and how health professionals are able to teach and influence patient clientele roles and behaviors in supportive healing interventions of the healthcare environment. Clinical applications of health promotion and education address risk factor assessment, self-care, patient-program readiness, institutional decision making, consumer culture, and emotional stress management. This study leads to the professional acquisition of skills to design and implement effective program planning, evaluation, and training of healthcare personnel and their patients.

PHS 537 Medical Anthropology in Public Health (3 hours) This course explores the fundamental relationship of anthropology to the art and science of medicine and public health, broadly defined. Readings and lectures emphasize the impact of anthropology on current modes of biomedical research; alternative systems of health and healing including culture-bound syndromes; the role of anthropologists in biomedicine and public health; critical medical anthropology and the political economy of health; and the interplay between anthropology and other components of public health. Concepts of efficacy, outcome, and healing are also examined.

PHS 539 Pain Issues in Public Health (3 hours) This course exposes students to the cross-cultural and public health aspect of pain and pain related issues like assisted suicide, substance abuse, narcotic regulation, alternative therapy, palliative care and disability. Students will explore the roadblocks to better pain management as they relate to the public and providers, discuss evidence based outcome measures, cost control issues, and pain in special groups including minority populations.

PHS 541 Environmental Management and Industrial Hygiene (3 hours) This course introduces students to the basics of Environmental Management and Industrial Hygiene. The course will be divided into two parts. Part I will help students understand the regulatory approaches, effects of pollution and the source of pollutants, and the various environmental management issues. Part II will place an emphasis on control of occupational health hazards that arise as a result of work or during work. Prerequisites: PHS 504.

PHS 542 Environmental and Occupational Health Risk Assessment (3 hours) This course assists the student in developing the skills necessary to assess, evaluate and recommend control measures to reduce environmental and occupational risks. This course will involve the study of chemical exposures and the harmful actions of chemicals on humans. Students will study scientific methods currently employed to assess human risks to environmental and occupational contaminants.

PHS 543 Occupational Health and Safety Management (3 hours) This course introduces the field of safety, prevention management, and issues in occupational health. This course will provide the opportunity for the student to apply public health

principles and decision making skills with relation to prevention of injury and disease, health promotion, and protection of worker populations from occupational hazards.

PHS 544 Environmental and Occupational Toxicology (3 hours) This course examines the basic concepts of toxicology and demonstrates how the basic principles are applied in occupational and environmental regulations. Toxicology, the study of the adverse effects of chemical or physical agents on biological systems, is a pillar of both clinical medicine and public health. Students will acquire the armament to develop, interpret, and utilize toxicological data for solving environmental and occupational health problems.

PHS 545 Environmental Policy and Occupational Health Regulations (3 hours) This course examines Federal laws and regulations concerning environmental and occupational health. This course will introduce students to State environmental policies and occupational health regulations while and emphasize implementation and compliance with environmental and occupational health regulations and laws. Prerequisites: PHS 543.

PHS 551 MCH-Nutrition Program Management (3 hours) This course provides application of core public health functions to the field of maternal and child health and nutrition. Emphasis is on assessing community nutrition-related assets and problems, principles of grant writing, program planning, administration, budgeting, and evaluation; and leadership skills. Use of the media and social marketing is also covered.

PHS 552 Women's Health and Preventive Medicine (3 hours) This course addresses determinants of health, morbidity, and mortality across several transitions of the life-span of women; explores biological, behavioral, environmental and societal influences; and provides an integrated approach to women's health issues and public health policy, practice, and research.

PHS 553 Child - Adolescent Health and Preventive Medicine (3 hours) This course analyzes child and adolescent public health issues, stressing the social, developmental, and environmental determinants of health status. The interrelationship of developmental issues, risk behavior, care-seeking behavior, and the effectiveness of adolescent programs and services will be examined.

PHS 554 MCH/Nutrition Programs and Public Policy (3 hours) This course integrates maternal and child health and nutrition programs and policies to provide the foundation for advocacy and the development of health services for women, children, and their families. The historical foundation, organization, and delivery of maternal and child health and nutrition services and the influence of public policy are reviewed. Major issues such as cultural sensitivity, financing, unique needs of vulnerable groups (such as minority populations and

children with special health care needs) and the social and environmental influences on health and the delivery of services are covered.

PHS 555 Maternal and Child Nutrition (3 hours) This course presents important aspects of growth and development, nutritional requirements and concerns, and dietary recommendations from conception to adulthood. Emphasis is on the special nutritional concerns of minorities and the medical, psycho-social, and environmental factors influencing nutritional status. Topics in current controversies, chronic disease prevention, nutrition education, and health promotion are also covered.

PHS 556 Cultural Nutrition and Health Disparities (3 hours) This course addresses food and its role in the culture and food beliefs and practices of various religious and ethnic groups in the United States. It emphasizes the impact of culture, socio-economic differences, and other factors on food practices and health beliefs to prepare students to provide culturally sensitive services to communities and clients.

PHS 557 Sports, Wellness, and Contemporary Nutrition Issues (3 hours) This course examines the scientific basis for diet and exercise recommendations, nutritional needs and concerns of athletes, ergogenic aids and nutrition supplements, eating disorders, health benefits and risks of vegetarian diets, and promotion of physical activity and healthy eating habits. Current nutrition issues and controversies covered include research in weight management and obesity treatment, high protein, low carbohydrate and other weight loss diets, health benefits of phytoestrogens and functional foods, food irradiation and biotechnology, dietary supplements and alternative nutrition and herbal therapies. Modern and ancient approaches to diet and exercise are explored.

PHS 561 Administration of Integrated Health and Hospital Systems (3 hours) This course focuses on the complex and essential interrelationships that exist within and among healthcare entities. The course will (1) identify and study components of the healthcare system (hospitals, clinics, home care agencies, hospice care, emergency medical services, etc.) and discuss the interrelationships necessary for their survival and (2) explore the variety of arrangements (networks, systems, alliances, etc.) used to integrate and manage these entities. The course illustrates that survival within the healthcare industry is largely predicted upon an entity's ability to partner with other healthcare providers.

PHS 562 Nursing and Mental Health Facilities Administration (3 hours) This course focuses on the essential function of management and administration within nursing and mental health facilities. Attention will be given to the multitude of facets of management and administration and the theoretical and practical foundation of each facet. Attention will also be given to environmental factors, both internal and external, that

managers must attend to within the nursing and mental health environment.

PHS 563 Primary Care and Group Practice Management (3 hours) This course focuses on management issues pertaining to the primary care and group practice settings in healthcare. This course will deeply explore a variety of management aspects, stressing management implementation strategies and techniques in the practice setting.

PHS 564 Comparative and International Health Systems (3 hours) This course introduces important methodological approaches to comparative analyses. For analytical purposes, the health systems of the world will be classified into four major categories. Important examples from each of these categories will be discussed. Specific objectives of the course are: to discuss the health system categories and their determinants; to identify important components of a health system; and to illustrate the health system categories by selecting country case studies. Health care reform proposals of various countries will also be discussed.

PHS 565 Health Care in Developing Countries (3 hours) This course introduces the students to health care in settings with severe resource constraints, rapid population growth, critical competing priorities, poor data collection, and high disease burden. Students are prepared for effectiveness in international health by studying infectious disease control, nutrition, environmental health, health practices, and needs for sustainability as they apply to the tropical setting.

PHS 571 Statistical Theory (3 hours) This course is an introduction to the mathematical foundation of statistics and statistical theory. It provides an in depth coverage that includes probability theory, probability distributions, random variables, theories of statistical testing, interval estimation, and hypothesis testing. The course starts with defining a sample space and the random variable then expounds to include distribution and density functions and concludes with applications of hypothesis testing and confidence interval estimation. Prerequisites: PHS 503 or an equivalent introductory course in biostatistics.

PHS 572 Statistical Computer Applications (3 hours) The purpose of this course is to teach two statistical computing applications: Statistical Packages for the Social Sciences (SPSS) and Statistical Analysis Software (SAS). This course covers the basic and intermediate applications of these two statistical programming applications. For SPSS, students will learn the following: the basic components of the software (input, analysis and output interfaces), using the data editor, creating SPSS data file, create and recode variables, and set properties of variables. For SAS, students will learn the following: components to a SAS program, syntax of SAS program, comment statements, the various features of the Data Step, Procedure (PROC) Steps, common features of both Steps, and SAS Utilities will be covered in much detail. Students will

apply the knowledge and skills acquired to the generation of statistical reports using descriptive statistics and related charts. The common feature of the PROC Step of statistical methods ranging from Descriptive Statistics through Analysis of Variance.

PHS 598 Contemporary Issues in Public Health (1-3 hours) This course highlights selective topics in public health relevant to today's changing public health forum and environment. The topics are designed to encompass a broad range of public health issues. Thus, topics for discussion are addressed within each of the following core areas of public health: Behavioral Health, Biostatistics, Environmental Health, Epidemiology and Health-Related Conditions, and Health Care Planning and Organization.

PHS 599 Independent Study (1-3 hours) This is an individual directed study in a specific concentration of public health selected by the student and approved by the professor.

PHS 601 Advanced Biostatistics and Computer Science Applications (3 hours) This course is an advanced, intermediate level course in biostatistics with emphasis on statistical and analytical techniques important to researchers and practitioners within the public health setting. This course provides in depth coverage of biostatistical methods including statistical inference, sample size calculation, and multivariate regression techniques. This course is offered as an advanced PSH 701 with modification in the theoretical exercises and course expectations for examinations. Prerequisites: PHS 503, PHS 506 and PHS 572.

DOCTOR OF PUBLIC HEALTH

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The Doctor of Public Health is offered in a specific concentration through the following departments:

Behavioral and Environmental Health

Dr.P.H. with a concentration in Behavioral Health
Promotion and Education

Dr.P.H. with a concentration in Environmental and
Occupational Health

Department of Epidemiology and Biostatistics

Dr.P.H. with a concentration in Epidemiology

Department of Health Policy and Management

Dr.P.H. with a concentration in Health Policy and
Management

Interdisciplinary Faculty (listed by Department)

Behavioral Health Promotion and Education

Dr. M. Shahbazi, Associate Professor
Dr. G. Cannon-Smith, Assistant Professor
Dr. S. Omari, Associate Professor
Dr. G. Prater, Professor
Dr. S. Spence, Associate Professor

Health Policy and Management

Dr. J. Buckner-Brown, Associate Professor
Dr. E. Nwagwu, Professor
Dr. E. Semko, Professor
Dr. M. Younis, Associate Professor

Environmental and Occupational Health

Dr. I. Eriator, Assistant Professor
Dr. S. Leggett, Assistant Professor
Dr. M. Payton, Associate Professor

Epidemiology and Biostatistics

Dr. E. Keku, Adjunct Faculty
Dr. A. Mawson, Professor
Dr. M. Payton, Associate Professor
Dr. I. Perkins, Associate Professor
Dr. A. Sallar, Assistant Professor
Dr. D. Sarpong, Adjunct Faculty
Dr. H. Taylor, Clinical Professor

Overview

The Doctor of Public Health degree provides a foundation of core and elective courses beyond the master's degree that will prepare the student for leadership in public health research and/or practice. This includes a dissertation that involves independent study under a faculty mentor. The specific program at Jackson State University focuses on eliminating disparities in health and healthcare.

The Dr.P.H. Degree Program will prepare students to assume leadership roles in public health, especially as research scientists, administrators, educators, or practitioners. Such roles can be expected to include, but not be limited to, positions in organizations and agencies such as universities, public health agencies, hospitals, managed care organizations, pharmaceutical companies, research firms, and other settings where public health specialists are employed.

The program will include advanced theoretical and practical studies in the specialized fields of public health as well as the preparation of a dissertation. The dissertation will establish the student as a competent researcher and scholar, capable of conducting and supervising independent research studies. Students will be trained to study public health from a multidisciplinary perspective to appreciate the disparities affecting minorities in terms of health and healthcare services.

Students will master core competencies in public health as well as specialized courses in their chosen concentration. They will develop a high level of analytical (quantitative and qualitative research) skills, complemented by extensive breadth of relevant leadership knowledge in research grant preparation, management, study implementation and evaluation.

Accreditation

The School of Public Health is seeking pre-accreditation by the Council of Education for Public Health.

Mission

The mission of the Dr.P.H. Program is to prepare students at Jackson State University to become competent practitioners, research scientists and educators in the specific disciplines in public health – including behavioral health promotion and education, environmental and occupational health, epidemiology, and health policy and management. The Dr.P.H. degree programs help prepare students to compete effectively in the job market and respond to the changing environment and challenges of public health. A specific focus of the program will be preparing students to be culturally and skillfully competent to address issues such as disparities in health and healthcare affecting minorities and other historically underserved populations. The program will provide students with an

experience that is multi-disciplinary, problem-centered, and integrative of the diverse elements needed in the education of today's public health practitioner.

Program Objectives

The goal of the program is to develop competent practitioners, research scientists and educators in various disciplines of public health. The educational objectives of the DrPH degree program are to:

Provide students with knowledge and skills to perform independent research and effective teaching in public health.

Enable students to master the theoretical, conceptual and research perspectives in the different concentrations of public health, including epidemiology, biostatistics, behavioral health promotion and education, health policy and management, and environmental and occupational health.

Support the development and implementation of clearly defined and focused action-research initiatives to address existing and pressing health challenges, such as chronic diseases and health services affecting minorities.

Create a culture that supports intellectual inquiry as well as professional development and lifelong learning.

The specific objectives for the Dr.P.H. concentrations are described below:

Behavioral Health Promotion and Education – studies the role of behavioral (social and psychological) factors in disease causation, prevention, and health services, with application to public health promotion and education for the prevention of disease and injury. The specific objectives for this concentration are to:

Develop, implement, and evaluate programs in health promotion and education through collaborative partnerships.

Establish and maintain community partnerships.

Apply theoretical perspectives in analyzing the behavioral, cultural and ethical dimensions of community health problems.

Identify and assess the determinants of community and population health, including social and behavior factors contributing to health related behaviors.

Conduct scientific investigations and publish the findings across the spectrum in behavioral health and promotion.

Environmental Occupational and Health Science – provides students with the competence to study the impact

of biological, chemical and radiological factors on disease and health outcomes. The specific objectives for this concentration are to:

Provide outstanding scholarship across the spectrum of environmental and occupational health sciences through courses and research activities, with the focus of improving the quality of the environment.

Obtain skills necessary to understand the basic scientific principles of how contaminants are introduced into the air, water, soil, and food, and transported through the environment.

Recognize chemicals, physical, and biological environmental stressors, and evaluate their potential hazard to humans.

Utilize epidemiological, toxicological, and exposure assessment techniques to determine the risks associated with environment and occupational health.

Epidemiology – is concerned with methods for elucidating the causes of disease and for evaluating health services, programs and treatments. Students will be provided with the conceptual knowledge and statistical skills to study, analyze and monitor the distribution and determinants of disease occurrence and other outcome measures in human populations. The specific objectives for this concentration are to:

Provide knowledge on methods for elucidating the causes of disease and for evaluating health services, programs, and treatments.

Develop concepts and statistical skills to conduct, study, analyze and monitor the distribution and determinants of disease awareness and other outcome measures in human populations.

Apply basic methodological skills to analyze discrete problems in health.

Acquire critical thinking for problem-solving and development of research protocol.

Use the problem-solving approach for collection, analysis, and synthesis of data.

Health Policy and Management – exposes students to a curriculum designed to provide them with skills of contemporary public health administration and management as well as analytical skills for designing, developing, implementing and evaluating public health interventions, including financial and human resource management, comprehensive policy and program planning, analysis, evaluation, development, and implementation.

Emphasis will be placed on learning that creates a balance between comprehensive understanding and specialization, between theory and practice, and between academic inquiry and professional pragmatism. An innovative attitude toward current and future public health needs and issues is emphasized and explored through classroom instruction, group projects and field studies. The specific objectives for this concentration are to:

Provide knowledge of the managerial process and functions of management.

Utilize state-of-the-art systems and tools in policy formulation and implementation and managerial decision-making.

Critically evaluate current and future public health problems and to develop and implement sound policies.

Admission Requirements

Requirements for admission to the DrPH program include dual admission to the Graduate School and to the program itself, together with two official copies of transcripts from all colleges and/or universities attended, a master's or baccalaureate degree from an accredited college or university, specific program requirements, and a minimum GPA of 3.0 on the highest degree earned.

All students seeking admission to the program must meet the following criteria:

1. Earned baccalaureate or master's degree from an accredited college or university.
2. Completed DrPH program and Graduate School applications.
3. Overall GPA of 3.0 or above (on a 4.0 scale) on the highest earned degree.
4. Transcripts from universities or colleges prior to program application.
5. A satisfactory score on the GRE.
6. Three letters of recommendation with at least two from academic professionals.
7. Statement of purpose reflecting applicant's career goals in public health.
8. Recommendation by the program steering committee.
9. For international applicants, satisfactory performance on TOEFL by demonstrating oral and written proficiency.

Admission to the Division of Graduate Studies does not automatically guarantee admission to the Dr.P.H. Program. Applications are accepted year round for admission each Fall. The priority deadline for the Fall admission is March 1. Applications received after that date cannot be guaranteed review for the current year Fall admission.

Degree Requirements

The DrPH curriculum provides a broad grounding in overall public health knowledge and skills in addition to an in-depth learning experience within the program concentrations. The curriculum represents an interdisciplinary approach and bridging of academic core areas.

The Doctor of Public Health Degree Program comprises two tracks. The first track (Dr.P.H.) is for students who have received a master of public health degree or a master's degree in a public health related discipline within the last 10 years. The second track (MPH-DrPH) is for students who have not earned a master's degree in public health or related discipline and who seek both the Master and Doctor of Public Health Degrees. The second track allows students to graduate in approximately four years.

Community Research Practicum.

Students are required to spend a minimum of 100 clock hours per semester in the community health research practicum. A minimum of three hours per week must be on site. The research practicum which begins the second semester of enrollment requires three continuous, one-semester hour courses which culminates in a capstone experience during the final semester. A written and oral presentation of the community research project and the submission of a manuscript to a refereed journal for publication review are required to complete the third course.

Comprehensive Examination

To become a candidate for the DrPH degree a student must take and pass a written comprehensive examination. The comprehensive examination must be passed prior to approval of the dissertation proposal. The examination will include core doctoral courses and information from each concentration. A score of eighty-percent or higher will be required for passing.

Transfer of Credits

Students accepted into the program can transfer up to nine (9) credit hours from previous graduate work from a regionally accredited institution of higher education. A maximum of nine graduate credit hours may be transferred subject to the discretion of the faculty, department chair, and dean.

Course Requirements

The course requirements for the two tracks of the Dr.P.H. program are described below.

Track 1. Candidates with a Master of Public Health degree or a master's degree in a public health discipline.

The curriculum is divided into advanced core courses (18 credit hours), concentration courses (24 credit hours), a community research practicum (3 credit hours), and a

dissertation. The advanced core courses (18 credit hours) are required for each concentration. The required concentration courses are specific to each concentration. Electives (9 credit hours) expand the student's focus within a specific concentration. Although electives may be selected from other disciplines, including non-public health degree programs, they must be related to the concentration of interest and approved by the doctoral program advisors.

The community research practicum – the field residency – is based on research and issues related to each student's concentration. The practicum allows students to develop insight into planning their dissertation so that research can be focused on addressing practical concerns in public health and the community.

Students are required to complete a minimum of 45 credit hours plus a dissertation. Students with an MPH or master's degree in a public health-related discipline may transfer up to nine credit hours as electives. For successful completion of the program, all students are required to have taken an introductory course in each of the five core areas of public health: epidemiology, biostatistics, environmental and occupational health, health policy and management, and behavioral health. Students who have not completed introductory core courses must complete the courses prior to beginning their dissertation or taking any advanced courses in the concentration.

Upon admission into the program, students must choose a concentration in public health for their doctoral studies. The course requirements for the concentrations of Behavioral Health Education and Promotion, Environmental and Occupational Health, Epidemiology, and Health Policy and Management are listed in the Table below.

Advanced Core Courses

Semester	Course	Title	Hours
	PHS 701	Advanced Biostatistics and Computer Science Applications	3
	PHS 702	Disease Pathogenesis and Behavioral Risk Factors	3
	PHS 703	Designing Research Studies on Minorities and Special Populations	3
	PHS 704	Survey and Qualitative Research Methods	3
	PHS 705	Advocacy and Public Health Policies	3
	PHS 711-713	Advanced Biostatistics Laboratory (I-III) Hours	3
			<hr/> 18

Concentration Courses	
Required Courses (See Specific Concentrations Below)	15
Electives (Related to the concentration) Hours	9 — 24
Community Research Practicum	3
Dissertation (maximum 15 credit hours)	15
Total Hours (not including dissertation)	— 45
Concentration Courses	
The course requirements for the concentrations of Behavioral Health Promotion, Environmental and Occupational Health, Epidemiology, and Health Policy and Management:	
Behavioral Health Promotion and Education 15 (Required Concentration Courses)	
BHS 711 Advanced Theories and Scientific Principles for Health Promotion and Education	3
BHS 712 Behavioral and Psychosocial Epidemiology	3
BHS 713 Qualitative Research Methods (SW 742)	3
(Two of the following)	
BHS 714 Clinical Trials and Interventional Study Designs	3
BHS 715 Research Seminar in Health Promotion	3
BHS 716 Social and Cognitive Bases of Behavior (PSY 606)	3
BHS 717 Data Base Management Systems (CSC 520)	3
Environmental and Occupational Health 15 (Required Concentration Courses)	
EHS 711 Environmental and Occupational Health Risk Assessment	3
EHS 712 Occupational Health and Safety Management	3
EHS 716 Environmental Epidemiology (ENV 780)	3
(Two of the following)	
EHS 713 Environmental and Occupational Toxicology	3
EHS 714 Water Quality Management (ENV 751)	3
EHS 715 Air Quality Management (ENV 755)	3
EHS 717 Environmental and Land Use (URP 730)	3
Epidemiology 15 (Required Concentration Courses)	
BIOS 711 Categorical Data Analysis	3
EPI 711 Behavioral and Psychosocial	

Epidemiology	3
EPI 712 Clinical Trials and Interventional Study Designs	3
(Two of the following)	
BIOS 712 Multivariate Analysis I (PSY 635)	3
EPI 713 Infectious Disease Epidemiology	3
EPI 714 Nutrition and Genetic Epidemiology	3
EPI 717 Environmental Epidemiology (ENV 780)	3
Health Policy and Management 15 (Required Concentration Courses)	
HPM 711 Strategic Leadership in Management of Human Resources	3
HPM 712 Public Health Economics	3
HPM 713 Analysis of Health Legislation and Regulations	3
(Two of the following)	
HPM 714 Evaluation of Performance and Quality of Health Service Organizations	3
HPM 715 Decision Modeling	3
HPM 716 Seminar in Strategic Management (MNGT 723)	3
HPM 717 Managed Care Networks and Public Health	3

Track 2. Candidates without a Master of Public Health Degree or a master's degree in a public health discipline.

Eligible students without a Master of Public Health degree or a master's degree in a public health related discipline may be admitted into the combined track for the Master of Public Health and Doctor of Public Health Degree Program. These students will be able to apply for the MPH degree by the end of the third year, and the DrPH degree during the fourth year of matriculation.

The combined track contains all the course requirements necessary for the completion of the doctor of public health program, except the three electives (9 credit hours total). Thus, 36 credit hours plus the dissertation will be required from the doctoral curriculum. The five core courses (15 credit hours) and three concentration courses (9 credit hours) selected from the master's program curriculum will also be required, for a total of 24 credit hours. (Note that additional concentration courses will be taken in the doctoral program curriculum.) Therefore, the MPH-DrPH track can be completed in four years with a minimum of 60 credit hours plus the dissertation.

DESCRIPTION OF COURSES

Interdisciplinary Courses

PHS 701 Advanced Biostatistics and Computer Science Applications (3 Hours) This is an advanced course in biostatistics with emphasis on statistical inference, sample size calculations, and multiple regression techniques. The course emphasizes the use of computer software packages in conducting statistical

procedures. The software packages include SPSS, SAS, Epi Info, GIS, and others. Emphasis is placed on selecting the appropriate statistical test and the most appropriate analytical procedure. Advanced Biostatistics Lab I course (PHS 711) must be taken simultaneously with this course.

PHS 702 Disease Pathogenesis and Behavioral Risk Factors (3 Hours) This course addresses the major behavioral factors causing diseases in the nation. The course focuses on cardiovascular disease, cancer, HIV, and other chronic diseases. Disease pathology and pathogenesis are described, and their major determinants and behavioral risk factors are examined. Current models and theories of disease prevention and health promotion are addressed. Students will learn how to implement effective strategies and interventions to reduce risk factors and diseases.

PHS 703 Designing Research Studies for Minorities and Special Populations (3 Hours) This course examines unique health problems and concerns among African Americans, rural populations, women, children, other minorities and special populations. It describes basic study designs and their strengths and limitations, and addresses specific cultural competencies, research codes of ethics, and health disparities. It also addresses strategies for designing studies and interventions involving lay community leaders, faith-based organizations, and innovative means to reach special communities.

PHS 704 Survey and Qualitative Research Methods (3 Hours) This course explores descriptive research methods and emphasizes the importance of using a mixed approach of qualitative and quantitative techniques. Students are provided with an overview of survey research methodology. Questionnaire and interview design, scale construction, methods of administration, response rate, reliability measurements, scale construction and validity are discussed. Also, specific qualitative methods and techniques such as participant observation, interviewing, focus groups, and use of personal documents and records are discussed.

PHS 705 Advocacy and Public Health Policies (3 Hours) This course introduces advocacy and support measures for the promotion and formation of new legislation and the establishment of public health policies. Important federal, state, and international legislation is analyzed. The course also addresses the trends and processes by which public health programs are established in the United States and around the world.

PHS 711-712-713 Advanced Biostatistics Lab I, II, and III (1 Hour per lab course) These laboratory courses accompany the Advanced Biostatistics and Computer Applications courses. The computer laboratory courses provide practical experience with the computer software programs discussed in the class. The biostatistics course (PHS 701) and Lab I must be taken at the same time. Lab II and Lab III are taken during the following semesters.

Each lab course is a one-hour credit.

PHS 750 Community Research Practicum (1-3 Hours) This is a supervised community experience where students participate in a community-oriented service or practice to gain first hand knowledge of community issues and decision-making processes. In the context of this experience, the student begins developing a research agenda that should be relevant to community needs and/or practices. Students are required to register for the 1-credit hour practicum during the second semester and maintain enrollment each semester for three consecutive semesters, with the third semester culminating as the capstone experience. A final paper of publishable quality is required for completion of the course and registering for the dissertation.

PHS 755 Independent Study (Variable Hours) This is an individually directed study in a specific concentration in public health selected by the student and approved by the professor.

PHS 798 Dissertation (3-15 Hours) Students will complete doctoral level research that demonstrates the ability to conduct a rigorous project within a specific concentration. The research topic, approved by the dissertation committee, should reflect the candidate's interest in a problem unique to public health. The completion of a minimum of 45 semester credit hours is required before enrolling in this course. Enrollment must be continuous until the research experience culminates in the successful defense of the dissertation. Prerequisite: Consent of the Chair of the Dissertation Committee each semester of enrollment.

Behavioral Health Promotion and Education Concentration

BHS 711 Advanced Theories and Scientific Principles for Health Promotion and Education The course provides an extensive overview of current theories and models of health promotion and education. In addition, it reviews the scientific evidence and principles supporting the foundation of health promotion and educational programs.

BHS 712/EPI- 711 Behavioral and Psychosocial Epidemiology (3 Hours) This course provides an overview of social, personality, and cultural factors influencing behavior. It also addresses stress and related psychosocial factors as determinants of health and disease. Psychosocial and behavior models are also discussed. Doctoral students are required to analyze a specific data set and prepare a research literature report on a specific topic in behavioral and psychosocial epidemiology. A prerequisite for the master's students is PHS 505 Principles of Epidemiology. Prerequisite for doctoral students is PHS 702 Disease Pathogenesis and Behavioral Risk Factors.

BHS 713/SW 742 Qualitative Research Methods (3 Hours) This course examines major qualitative approaches that are most frequently applied to

the study of process in human service settings. Students learn how to conduct systematic investigations of in-depth, non-quantitative studies of individuals, groups, organizations, or communities.

BHS 714/EPI 712 Clinical Trial and Interventional Study Designs (3 Hours) This course reviews in greater detail the design, conduct, and evaluation of clinical trials and cohort studies. In addition it addresses errors and common methodological pitfalls using practical illustrations. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study Designs and PHS 703 Designing Research Studies on Minorities and Special Populations.

BHS 715 Research Seminar in Health Promotion (3 Hours) This course exposes graduates to current research methods and practice in health promotion. The course will consist of a series of guest lecturers.

BHS 716/PSY 606 Social and Cognitive Bases of Behavior (3 Hours) This course addresses the theories and research on attitude formation and change, attributional styles, prejudice, interpersonal perception, group dynamics, self-regulation, and cognitive styles.

BHS 717/CSC 520 Database Management Systems (3 Hours) This is an introduction to database concepts including data independence, relations, logical and physical organizations, schema, and subschema. Hierarchical, network, and relational models, with description of logical and physical data structure representation of the database system are discussed. Finally, normalization: first, second, and third normal forms of data relation and relational algebra, relational calculus, data structure for establishing relations, and query functions are addressed.

BHS 718/EPI 712 Clinical Trials and Intervention Study Designs (3 Hours) This is an in-depth course on the design, conduct, and evaluation of clinical trials and cohort studies. In addition, it addresses systemic errors and common pitfalls using practical illustrations from various sources. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study Designs and PHS Designing Research Studies in Minorities and Special Populations.

BHS 719/SW 744 Clinical Practices with Urban Poor and Underserved Populations (3 Hours) This course examines a range of modalities used in working with urban poor populations, including the use of empowerment strategies with women of color and victims of urban violence, use of group work models with parenting teens, and the diagnosis and treatment of Posttraumatic Stress Disorders (PTSDs). Theoretical models and social work strategies that have been applied in urban settings are critically analyzed.

Environmental and Occupational Health Concentration

EHS 711 Environmental and Occupational Health Risk Assessment (3 Hours) This advanced course addresses the skills necessary to critically assess, evaluate and recommend control measures to reduce environmental and occupational risks. It will also involve the study of chemical exposures and harmful actions of chemicals on humans and the scientific methods to assess human risk to environmental and occupational contaminants.

EHS 712 Occupational Health and Safety Management (3 Hours) This course introduces the field of safety, prevention management and related issues in occupational health. It will provide opportunities for students to apply public health principles and decision-making skills to the prevention of injury and disease, health promotion, and protection of worker populations from occupational hazards. The course will offer a 30-hour OSHA certificate of General Safety Training.

EHS 713 Advanced Environmental and Occupational Toxicology (3 Hours) This is an advanced level course on environmental and occupational toxicology. It also presents students with theories and methods of injury prevention and disease pathogenesis and protection of workers from occupational hazards.

EHS 714/ENV 751 Water Quality Management (3 Hours) This course provides students with basic concepts and principles in water quality management. The effects of organic, inorganic, biological and thermal pollutants/contaminants in various systems of the hydrologic cycle, including streams, reservoirs, and estuaries; eutrophication; water quality criteria and standards; monitoring concepts; methods in water quality management; regulatory considerations; and non-point source pollution control are discussed.

EHS 715/ ENV 755 Air Quality Management (3 Hours) This course provides students with basic concepts and principles of air quality management. Contaminant classification, pollutant sources, criteria pollutants, health effects, exposure and risk assessment are discussed. Pollutant measurement and air quality assessment techniques are considered with regard to the effects of the atmosphere on dispersion and transport. Identification of, and control strategies for stationary and mobile sources and environmental regulations are studied, and indoor air quality considered.

EHS 716/ ENV 780 Environmental Epidemiology (3 Hours) This course is designed to provide students with the basic knowledge and skills required to develop and apply epidemiologic principles and concepts to the study of adverse effects of environmental factors on both human and ecological health. Emphasis is placed on the study of the health effects of physical,

chemical and biological factors in the external environment, broadly conceived from the epidemiological point of view. As such, it enables students to interpret epidemiological data and understand the approaches used in epidemiological investigations of acute and chronic diseases. The course also covers the basic methods and issues involved in epidemiologic investigations of disease conditions in human populations.

EHS 717/ URP 730 Environmental and Land Use (3 Hours) This course investigates the major competing theories and policies related to the built environment and natural world. Methods of classifying and evaluating the effects of air pollution upon natural and social systems are discussed.

EHS 718 Occupational Diseases and Injury Prevention (3 Hours) This course introduces students to concepts and challenges of work related diseases and injury prevention. Students learn a systematic approach to the identification and clarification of occupational risks and hazards and quantification of exposure-effects relationship, with a view toward prevention. Doctoral students are required to write a report on prevention using a specific occupational disease or injury.

Epidemiology Concentration

EPI 711 Behavioral and Psychosocial Epidemiology (3 Hours) This course provides an overview of social, personality, and cultural factors influencing behavior. It also addresses stress and related psychosocial factors as determinants of health and disease. Psychosocial and behavior models are discussed. Doctoral students will be required to analyze a specific data set and prepare a research literature report on a specific topic in behavioral and psychosocial epidemiology. A prerequisite for the master's students is PHS 505 Principles of Epidemiology. Prerequisites for doctoral students include PHS 505 and PHS 702 Disease Pathogenesis and Behavioral Risk factors.

BIOS 711 Categorical Data Analysis (3 Hours) This course provides an in-depth review of the appropriate biostatistical techniques for analyzing categorical data. Included will be chi-square statistics, log-linear analysis, and logistic regression. SPSS and/or SAS statistical software packages will be utilized. Prerequisites: PHS 503 Introduction to Biostatistics and Computer Applications, PHS 701 Advanced Biostatistics and Computer Applications, and a multiple regression analysis course.

EPI 712 Clinical Trial and Interventional Study Designs (3 Hours) This course provides an in-depth review of the design, conduct, and evaluation of clinical trials and cohort studies. In addition it addresses errors and common methodological pitfalls using practical illustrations. The first half of the course addresses clinical trials and the second half focuses on other interventional study designs. Prerequisites include PHS 521 Epidemiological Study Designs and PHS 703 Designing Research Studies on Minorities and Special Populations.

EPI 713 Infectious Disease Epidemiology (3 Hours) This course reviews infectious agents of public health importance. Included are vaccine-preventable infectious diseases; diseases spread by personal contact, water, and food; and arthropod-borne diseases and nosocomial infections. In addition, the emergency preparedness system will be discussed and agents involved in bioterrorism will be addressed regarding treatment and (PHS 702) prevention. Prerequisites are PHS 505 Principles of Epidemiology, and Disease Pathogenesis and Behavioral Risk Factors.

EPI 714 Nutrition and Genetic Epidemiology (3 Hours) This first half of the course addresses nutritional factors and their relationship to disease. The second half involves a review of genetics, inheritance, and molecular factors causing disease. Prerequisites are PHS 505 Principles of Epidemiology, and PHS 702 Disease Pathogenesis and Behavioral Risk Factors.

EPI 715/ MNGT 712 Applied Multivariate Analysis (3 Hours) This course offers doctoral students a thorough analysis of the theory and applications of multivariate methods. Topics to be covered include matrix algebra, factor analysis, canonical correlation, discriminant function analysis and multivariate analysis of variance. Prerequisite: MNGT 710 or equivalent. May substitute PSY 635.

EPI 716/PPAD 610 Epidemiology and Toxicology for Public Managers (3 Hours) This course introduces and teaches the concepts, theories, facts, and principles of the study, prevention and treatment of disease and poisons. The course includes conducting an epidemiological study.

BIOS 712/PSY 635 Multivariate Method I (3 Hours) This course covers multivariate analysis of variance and covariance, canonical correlation, factor analysis, discriminant function analysis, and selected advanced topics. Prerequisite: PSY 502 may be substituted for MNGT 712.

BIOS 713/ PSY 665 Multivariate Methods II (3 Hours) Structural-equation models, log-linear models, and selected advanced topics based on student needs and interests. Prerequisite: PSY 635.

EPI 717 / ENV 780 Environmental Epidemiology (3 Hours) This course is designed to provide students with the basic knowledge and skills required to develop and apply epidemiologic principles and concepts to the study of adverse effects of various environmental factors on both human and ecological health. Emphasis is put on the study of the health effects of physical, chemical and biological factors in the external environment, broadly conceived from the epidemiological point of view. As such, it enables students to interpret epidemiological data and understand the approaches used in epidemiological investigations of acute and chronic diseases. The course also covers the basic methods and issues involved in epidemiologic investigations of disease

conditions in human populations.

Health Policy and Management Concentration

HPM 711 Strategic Leadership in Management of Human Resources (3 Hours) This course provides theoretical and practical knowledge for managing the human resources of public health organizations. Topics include cultural and psychological factors affecting recruitment, selection, placement, and promotion; training and development processes; performance appraisal methodologies; and job evaluation methods and compensation practices. Factors promoting employee productivity and job satisfaction are explored. Legal concerns, including the requirements for the validation of selection tools, are covered.

HPM 712 Public Health Economics (3 Hours) This course examines factors determining the supply and demand for healthcare services. Markets for professional services, drugs, and insurance are discussed. Competitive effects on efficiency, effectiveness, and access are examined. The class discusses relevant theories of production, cost curves, market structure, and factor price determination.

HPM 713 Analysis of Health Legislation and Regulations (3 Hours) This course identifies and analyses legislation and regulations that determine and/or influence healthcare access, delivery and practice. It focuses on the factors that influence policy formulation and implementation. Students are expected to analyze laws and regulations affecting the health of populations at risk for major health problems. Examples of current issues covered are Medicaid, Medicare, HIV/AIDS, family planning, and cardiovascular disease.

HPM 714 Evaluation of Performance and Quality in Health Service Organizations (3 Hours) This course provides an overview of theories and designs used for measurement and evaluation of the performance of healthcare organizations. Emphasis is given to the importance of quality as a measure of performance. Strategies to insure continuous performance improvement and excellence in delivery of services are explored.

HPM 715 Decision Modeling (3 Hours) This course describes the application of the techniques of analytical modeling to managerial decisions. The course offers a study of data collection, presentation, and analysis including Bayesian inference, decision matrices, and decision trees.

HPM 716 Administration of Integrated Health and Hospital Systems (3 Hours) The course focuses on the complex and essential interrelationships that exist within and among healthcare entities. This course will 1) identify and study components of the healthcare system (hospitals, clinics, home care agencies, hospice care, emergency medical services, etc.) as well as the interrelationships necessary for their survival. 2) It will explore the variety of arrangements (networks, systems, alliances, etc.) used for integrating and managing these

entities. This course will also illustrate the fact that survival within the healthcare industry is largely predicated upon an entity's ability to partner with other healthcare providers.

HPM 717 Managed Care Networks and Public Health (3 Hours) This course introduces the dynamic impact of managed care on the delivery of healthcare services and the cost containment features of health plans that thrived in the 1990s. The student will become familiar with all aspects of managed care (HMOs, PPOs, and POS) from effectiveness including of these healthcare plans medical/loss ratios, profit margins and outcomes measurements to their effects on access to quality of healthcare services.

HPM 720/ PPAD 607 Management of Information Systems (3 Hours) This course familiarizes students with quantitative approaches that can be used to solve problems in public sector management.

HPM 723/ PPAD 660 Financial Management in Public Organizations (3 Hours) The management of organizational resources is the focus of this course. While local governments will be highlighted, the principles and techniques have applications to all public and quasi-public organizations. Prerequisite: PPAD 549 - Public Finance Administration or equivalent.

HPM 724/ MNGT 723 Seminar in Strategic Management (3 Hours) This course offers special topics dealing with important issues in strategic management. The course emphasizes global and technological perspectives of strategic management issues.

HPM 725/ MNGT 725 Seminar in Organizational Change (3 Hours) This course focuses on the human aspects of problems arising in technical, social, and organizational arenas faced with the need to change. The course includes detailed analyses of organizations as systems, organizational leadership and change.

HPM 726/ MNGT 726 Seminar in Organizational Strategy and Decision Making (3 Hours) This course offers an overview of the theory and research in strategic management with a scholarly research orientation on issues of both strategic content and process. The empirical study of these issues is emphasized.

HPM 727/ SW 724 Policy and Practice Issues in Family and Children's Services (3 Hours) This seminar is designed to provide students with an opportunity to explore policies, programs, services, and related practice issues affecting families and children. It focuses on the nature of selected policies, the policy-making process, factors that influence policy formulation, implementation, and evaluation and approaches to policy analysis. Particular emphasis is placed on the critical examination of selected policy and practice issues related to families and children. Students are expected to prepare a major analytical policy or practice issue paper. Examples of current issues covered are the

impact of welfare reform, Medicaid coverage, managed care, homelessness, permanency planning for children at risk, and research on the prevention of family and /or youth violence.

HPM 728/SW 762 International Health Policy and Practice Issues in Social Welfare (3 Hours)

This course examines international health policy issues and trends and their implications for access to healthcare at the international level. It explores issues of accessibility, affordability, attitudes and belief systems, and indigenous governmental and non-governmental organizations. The course provides a seminar setting for conceptualization and organization of theoretical concepts and constructs related to healthcare policy and service delivery paradigms with implications for practical utilization.

SCHOOL OF SOCIAL WORK

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Programs

Master of Social Work

Doctor of Philosophy in Social Work

Accreditation

The Master of Social Work is accredited by the Council on Social Work Education (CSWE).

Mission

The mission of the School of Social Work is to provide opportunities for a multicultural student population to earn social work degrees at the baccalaureate, master, and doctoral levels. Students are provided a supportive academic environment in which to acquire the knowledge, skill, values and ethics of the social work profession.

The School's goals are to produce graduates who will apply their knowledge and skills toward enhancing the quality of life in the urban and rural environments and to equip graduates to promote empowerment of vulnerable individuals, families, groups, organizations, and communities at the local, national, and international levels. Graduates will be prepared to address issues of social responsibility by demonstrating a commitment to economic, political, and social justice and develop as leaders in social work practice, service, and scholarly activities.

The mission of the Master of Social Work Program is to provide leadership to clinical social work practice with children, youth, and families which is responsive to the need for empowering services to promote economic, political, and social justice for all groups, especially those groups confronting discrimination and oppression. Thus, the program seeks to increase the pool of graduate social workers by recruiting the most promising students who reflect the diversity of the state, the nation, and the world, and who have the capacity for successful scholarship and advanced clinical social work practice. The Master of Social Work Program supports the implementation of the missions of both the University and the School of Social Work.