

HEALTH SCIENCES

Professional Studies Building, Room 219
201-200-3431
<http://www.njcu.edu/department/health-sciences>

The Department of Health Sciences offers a Master of Science with specializations in:

- Community Health Education
- Health Administration
- School Health Education

Requirements for Matriculation

Students seeking admission to the Master of Science program must demonstrate aptitude and promise of successful advanced work in the area of community health, health administration, or school health education, and by meeting the following criteria:

1. A bachelor's degree with a major in Health Sciences (or its equivalent). Students not meeting this requirement may be required to take courses at the undergraduate level in Health Sciences.
2. A minimum of six semester hours in the natural sciences and nine semester hours in the behavioral sciences must be completed at the undergraduate level. Students not meeting this requirement may be required to take undergraduate courses in the natural and/or behavioral sciences.
3. A cumulative grade point average of 3.0 or above for all undergraduate work. Students not meeting this requirement may be admitted conditionally.
4. Satisfactory completion of the verbal and quantitative aptitude tests of the Graduate Record Examination or the Miller Analogies Test.
5. Acceptance into the program is contingent upon the successful completion of twelve credits of graduate Health Sciences courses with a minimum grade point average of 3.0 or above.
6. Students must submit a short resume, including work and educational experience.
7. An essay of 250-500 words must be submitted outlining the student's professional goals and objectives, including reasons for pursuing a Master of Science degree.
8. Students must submit the names of two references, preferably faculty members or employers, who would be willing to complete the Health Sciences Graduate Admissions Recommendation Form.
9. A personal interview with the chairperson and/or the graduate coordinator may be required. During the interview, the applicant will be asked to write a short essay.

Course Requirements

All students seeking a Master of Science degree from the Department of Health Sciences must complete a core of required courses, as well as the sequence of restricted electives and specialized major courses in their selected specializations (Community Health Education, Health Administration or School Health Education). In addition, elective courses may be taken in the student's area of interest.

Field Experiences

A supervised, field training experience is an integral part of the Master of Science specializations in Community Health Education and Health Administration.

The experience, which is designed to suit the individual needs of the student, offers an opportunity to apply, in an actual work situation, the principles, techniques, and procedures learned in the classroom. The field training experience is initiated once all course work has been completed.

The field training requirement may be waived for students who have a minimum of two years of professional experience in a health setting as an educator for the Community Health Education specialization or as an administrator for the Health Administration specialization.

Students are typically placed in hospitals, health maintenance organizations, insurance companies, or other community settings to complete their field training requirements.

Master's Thesis/Project

A culminating activity for all students in the graduate program is the preparation of a master's thesis or project. In order to complete this requirement a student may conduct original research, an in-depth policy analysis or design a project that addresses an important health issue. After the successful completion of thirty graduate credits, students may obtain the approval of their graduate advisor and initiate work on the thesis or project. Guidelines for the master's degree thesis/project are available from the Department of Health Sciences upon request.

Online Courses

A substantial number of health sciences courses are available online. Many students who are able to work with minimal supervision choose this option. Thirty-six credits in the Community Health and School Health Education specializations can be taken online.

Transfer of Credits

Students may transfer a maximum of nine credits towards the fulfillment of requirements for the Master of Science. Only courses completed for graduate credit, with a grade of "B" or better, at an accredited college or university, will be accepted.

Professional Development

Courses in the Community Health Education, School Health Education and Health Administration specializations are approved under the guidelines of a teacher's Professional Improvement Plan (as this relates to the requirement that all New Jersey public school teachers achieve one hundred hours of professional development training).

Erin O'Neill, Chairperson (eoneill@njcu.edu)
Assistant Professor of Health Sciences
University of Delaware, B.S.; Virginia Tech, M.S., Ph.D.

Lorraine Chewey, Coordinator of School Nurse Certificate Program
(lchewey@njcu.edu)
Assistant Professor of Health Sciences
Seton Hall, B.S.N., New Jersey City University, M.S.; Teachers College
Columbia University, Ed.D.

Lee-Ann Halbert (lhalbert@njcu.edu)
Assistant Professor of Health Sciences

Emory University, B.B.A.; University of Pennsylvania, B.S.N.; Widener University, J.D.; Case Western Reserve University, M.S.N.; Rowan University, Ed.D.

Lilliam Rosado-Hollenbach (lrosado1@njcu.edu)

Professor of Health Sciences

Brooklyn College, B.S.; Hunter College, M.S.; Columbia University, Ph.D.

Danny Schieffler

Assistant Professor of Health Sciences

Northeast Louisiana University, B.S.; Tulane University, Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Completing a Graduate Program (<https://catalog.njcu.edu/graduate/academic-requirements-policies-procedures>)."

- Health Sciences—Health Administration, M.S. (<https://catalog.njcu.edu/graduate/professional-studies/health-sciences/health-sciences-health-administration-ms>)
- Health Sciences—Public Health Education, M.S. (<https://catalog.njcu.edu/graduate/professional-studies/health-sciences/health-sciences-public-health-education-ms>)
- Health Sciences—School Health Education, M.S. (<https://catalog.njcu.edu/graduate/professional-studies/health-sciences/health-sciences-school-health-education-ms>)
- Driver Education Certification (<https://catalog.njcu.edu/graduate/professional-studies/health-sciences/new-jersey-certification-driver-education>)
- School Nursing, Graduate Certificate (<https://catalog.njcu.edu/graduate/professional-studies/health-sciences/school-nursing-graduate-certificate>)
- Continuing for a Master's Degree (<https://catalog.njcu.edu/graduate/professional-studies/health-sciences/continuing-masters-degree>)

Health Sciences (HLTH)

No more than three 500-level courses may be counted towards any master's degree.

HLTH 500 Managed Health Care (3 Credits)

This course examines the history, organization, cost and quality of managed health care in the United States. The perspectives of hospitals, physicians, nurses, managed care administrators, and government agencies will be addressed. Important and controversial issues will be examined such as: the role of profit-making in health care, private health care delivery versus public accountability, the interface between funding sources and institutions, threats to the professional autonomy of health professionals and ethical dilemmas raised by these new developments.

HLTH 501 The Administration of Managed Health Care Plans (3 Credits)

This course is intended to provide students with an in-depth understanding of the administration of managed care plans in several key areas. First, the process of claims and benefit administration is discussed including claims processing, benefit determination, authorization, and appeals. The contracting with hospitals and physicians is reviewed including a discussion of reimbursement arrangements and negotiating strategies. Physician profiling, peer review, and accreditation are discussed part of a quality assurance program. Finally, the importance of member services is examined including grievance processing and outreach. Students analyze the forces influencing the administration of managed care health plans by looking at the interests of the consumer, physician, institution, and insurance sectors.

HLTH 503 Defensive Driving Teaching Techniques (3 Credits)

The purpose of the course is to develop classroom and behind-the-wheel perceptual (IPDE) instructional skills. Students explore the habits, attitudes, and practices confronting drivers. Instructional strategies that can be applied to a six hour defensive driving course are also developed.

HLTH 504 Adolescent Health Psychosocial and Physical Health (3 Credits)

This course prepares teachers, health educators, administrators, school nurses, and other providers in the identification, promotion and evaluation of adolescent health. Course content equips educators with knowledge of behaviors that place adolescents at risk of social/health problems, chronic diseases and premature death. There is an emphasis on developmental theorists and theories as they relate to social, historical, and cultural constructs in adolescent health.

HLTH 505 Contemporary Methods, Materials and Evaluation in Driver Education (3 Credits)

This course is designed to enrich the background of certified traffic safety educators. The latest instructional materials (audio-visual and computer software) are reviewed. Behind-the-wheel time is also included.

HLTH 506 Trends and Issues in Driver Education (3 Credits)

This is a seminar on current issues confronting traffic safety educators. Presentations and reports from the U.S. Department of Transportation provide the focus of group discussions and reports. Insight into the needs and problems of both schools and community traffic programs is the primary goal. The course helps traffic educators design more effective courses of study. The course is required for permanent New York State certification.

HLTH 507 Principles of Safety and Accident Prevention (3 Credits)

The psychology of human behavior as it relates to risks individuals take and to safety in school and community is the focus of this course. Domestic, industrial and school safety problems are studied. Liability issues relevant to education are also explored. This is a required course for permanent New York State certification.

HLTH 509 Driver Education for the Physically Disabled (3 Credits)

Designed as an introduction to preparing instructors to teach the handicapped to operate effectively, this course offers students the opportunity to develop materials for behind-the-wheel instruction. An overview of various health problems requiring special aids is the focus of instructional attention. The course includes observation experience at a rehabilitation center.

HLTH 510 Health Sciences Field Study (3 Credits)

This advanced course examines the history, organization, cost and quality of managed health care in the United States with a special emphasis on New Jersey. The perspectives of hospitals, physicians, nurses, managed care administrators and government agencies are addressed.

HLTH 512 School Nursing (3 Credits)**HLTH 515 Curriculum Development in Health Education (3 Credits)**

This course examines the school health curriculum in relation to curriculum development, design, planning and implementation for teachers, school nurses and school administrators in all levels of education K-12 grades.

HLTH 517 Methods of Teaching Health Education (3 Credits)

Instructional methodology, design, production, validation, utilization and evaluation of materials for use in community health, patient education and school health programs are studied.

HLTH 603 Coordinating School and Community Health Programs (3 Credits)

This course prepares teachers, health educators, administrators, school nurses, and other school health team members to implement, coordinate, and integrate an eight-component action model into their district schools (K-12). The course is designed to guide school health teams from elementary, middle and secondary schools through a planning process. Participants prepare to design and implement a quality, coordinated school health program systematically linking their school with the community it serves.

HLTH 604 Community Nutrition (3 Credits)

This course reviews human nutritional requirements and the relation of diet to human health and well-being. Health delivery systems with nutrition components are studied. Methods of determining nutritional status of at-risk groups: infants, preschool children, teenagers, pregnant women, and the elderly are included. Current community nutrition issues: food faddism, weight control, food misinformation, and nutrition legislation are discussed.

HLTH 605 Environmental Occupational Health and Safety (3 Credits)

This course deals with the economic and health impacts of exposure to environmental and occupational hazards. In addition, there is a review of the laws, regulations and regulatory agencies related to this issue. An emphasis will be placed on methods of preventing disease caused by exposure to these hazards.

HLTH 609 Supervised Field Training for Residency (6 Credits)

This is a directed field experience, which can take place within official, quasi-official, voluntary, proprietary, and tax supported agencies or health related organizations. Field training is supervised jointly by departmental faculty and agency personnel. Written reports and projects as well as regular meetings with a faculty supervisor are required.

HLTH 610 Contemporary Trends in Community Mental Health (3 Credits)

This course examines concepts of mental health, mental illness evaluation, and prevention of mental disorders. Mental health in public health programs, legal aspects of mental health programs, and program planning are discussed.

HLTH 612 Community Organization for Health (3 Credits)

This course focuses on various methods of organizing for community health action. Educational processes will be stressed and procedure planning will be practiced. An overview of grant writing is included.

HLTH 614 Advanced Epidemiology (3 Credits)

Epidemiologic methods and their application to both infectious and noninfectious diseases are analyzed. Emphasis is placed on critical analysis of the epidemiologic process as well as original problem formulation and solution.

HLTH 615 Measurement and Interpretation of Data for Health Professionals (3 Credits)

This course covers the basic tools for the collection, analysis, and presentation of data in Health Sciences. Central to these skills is assessing the impact of chance and variability on the interpretation of research findings and subsequent recommendations for health practice and policy.

HLTH 616 Techniques Of Health Research (3 Credits)

Students are required to review and critically analyze research in health and health education. Applications of research techniques used in problems selected from student's interest areas culminate in the preparation of a research proposal.

HLTH 617 Health Admin Theory&Practice (3 Credits)

This course examines support of effective administrative behavior focusing on decision-making, planning, organizing, and evaluating. Other factors in administration considered are: analyzing situations, directing work of others, maintaining organizational relationships, and improving communication. Models and case studies are used, and "in-basket" exercises are related to broader organization and administration theory.

HLTH 618 Health Economics (3 Credits)

The study of demand, supply and price determinants in the public and private health sectors. Economics analysis is applied to the health service industry. Need and demand for medical care; financing medical care; supply and distribution of manpower and facilities; application of cost-benefit and input-output analysis to evaluating and planning medical programs are covered.

HLTH 621 Seminar in Comprehensive Health Planning (3 Credits)

This seminar explores concepts and methods of community, regional, and national health planning. Topics include: consideration of the social, economic, structural, and political aspects of the planning agencies; budgetary and political constraints; accountability; and feasibility of implementation.

HLTH 622 Health Personnel Management (3 Credits)

Philosophy, structure and processes of health personnel management in health care are reviewed. Topics covered include position classification, recruitment, job allocation, orientation and training, performance evaluation, and collective bargaining.

HLTH 625 Principles of Health Informatics (3 Credits)

This course provides students with a basic understanding of "informatics" and its application in the fields of school health and community health education. It will focus on the collection, organization, evaluation, interpretation and communication of health information. Students will be required to develop skills and strategies for effective use through hands-on experience with relevant software.

HLTH 626 Health Care Organization (3 Credits)

This course explores the organizational patterns for the delivery of medical care and personal health services in the United States. Through assigned readings, independent research, and class discussions, the following topic areas are among those covered: health facilities and their functions, supply and distribution of health personnel and evaluation of organized medical programs.

HLTH 629 Health Education Theory and Practice (3 Credits)

This course is designed to examine the theoretical bases for the development of health education programs. Students will be expected to translate general principles of health education and learning theory to their own community and area of interest.

HLTH 630 Trends and Issues in Substance Abuse (3 Credits)

Course provides an overview of the biological, psychological, and social dimensions of substance use, abuse, and dependency. Students will gain a comprehensive and realistic perspective of the multifaceted nature of drug-related problems as they impact the individual and society.

HLTH 632 Long Term Care Administration (3 Credits)

This course is designed to give students a basic understanding of the administrative and policy issues related long term care. An in-depth analysis is made of nursing home structure and operations, including governance and personnel. The course includes a discussion of the present status of the elderly in society and attitudes towards aging.

HLTH 633 Consumer Health (3 Credits)

This course provides an in-depth examination of the problems consumers face when attempting to seek health care services and the solutions to those problems. Assessing health fads and quackery are also covered.

HLTH 635 Public Health Issues of Immigration (3 Credits)

This course will prepare administrators, health educators, school nurses, social workers, teachers and other health/medical care providers to detect, identify and assess issues and trends that impact on the health of immigrant populations, particularly children. The role of culture and/or religion on the health and medical practices of several of those populations will also be discussed.

HLTH 636 The Role of the School Nurse in the Coordinated School Health Program I (3 Credits)

This course is designed for nurses interested in pursuing a career in school nursing. Students will analyze the role of the school nurse in a Coordinated School Health Program. Focus is on health assessment for the school-aged child and evidence based practice. The impact of cultural, economic, and racial diversities will be highlighted. The nursing process as it relates to school nursing practice will be explored. Special emphasis will be placed on resource management, care planning, research, and interventions.

HLTH 637 Health Law (3 Credits)

This course gives students a comprehensive understanding of the managed care movement. Topics include the history, organization, management, financing, staffing, and oversight of managed care. Students analyze the advantages and disadvantages of managed care. They are given the tools to become facilitators and change agents in developing managed care plans that are responsive to the needs of society.

HLTH 638 Fiscal Management (3 Credits)

This course offers an introduction to financial and accounting principles for the health care administrator. Topics include: third party reimbursement, accounting theory, budgets, financial planning, grants management, and long-term financing.

HLTH 641 Methods and Curriculum Development in Health Education (3 Credits)

Course provides instruction in the methodology, design, implementation and assessment of health education lessons and programs. Students will be taught effective strategies for teaching sensitive health issues to diverse populations in school. Additional emphasis will be placed on addressing the cognitive and affective domains in designing, developing, implementing and evaluating health curriculum in the school setting for all levels of education (Pre-School - Grade 12).

HLTH 642 The Role of the School Nurse in the Coordinated School Nurse Program II (3 Credits)

This course is a second component of foundation coursework for school nurses. Focus is on the school nurses role in the coordinated school health program, including: caring for special needs students, participation in the intervention and referral services, counseling and intervention in meeting the psychosocial needs of students, and legal/confidential issues affecting practice. Special emphasis will be placed on the school nurse's leadership role in the school community, particularly regarding professional affiliation, legislation, visibility in the school and community, and building a power base for action.

Pre-Requisite(s): HLTH 636

HLTH 643 Graduate School Nurse/Health Education Practicum (6 Credits)

Supervised practicum experience that exposes the student to both the school health office and the health education classroom. Students will experience the multidimensional role of the school nurse in the coordinated school health program. Students will actualize the role of the school nurse according to National Guidelines for School Nursing Practice.

Pre-Requisite(s): HLTH 636 and HLTH 641

HLTH 645 Family Life and Sex Education (3 Credits)

This course is designed for school personnel who are responsible for implementing, teaching and evaluating family life and sex education programs.

HLTH 647 Health Disparities Among Diverse Populations: Class, Race, and Gender. (3 Credits)

This course will examine the social factors that contribute to racial, ethnic, socio-economic, and gender disparities in health. There will be an emphasis on inequalities in socioeconomic status, social identity such as race, gender and sexuality, and how inequalities determine access to individual wellness and access to health services. This course will be an elective in the graduate School Health, Community Health tracks, and School Nurse Certificate program. Therefore, there are no prerequisites or co-requisites needed for this course.

HLTH 648 Contemporary Issues in Family Life Education (3 Credits)

This course offers a study of the role of teachers and schools in providing education on current issues in family life education. A theory and method for examining topics of vital public concern in a rapidly changing society are developed. Each issue is investigated using three domains of learning: cognitive, affective, and skills.

HLTH 650 Development of Substance Awareness Programs (3 Credits)

This course is designed to develop school and family programs which focus on substance abuse prevention and intervention.

HLTH 654 Public Health Leadership (3 Credits)

This course is designed for graduate students in the Public Health Education track of the Master's Degree in Health Sciences. The purpose of the course is to expose students to leadership theory, to apply that theory to examples of public health practice and to discover personal leadership qualities.

HLTH 655 Health Care Information Systems for Health Administrators (3 Credits)

The selection, procurement, implementation and security of clinical and administrative health information systems are examined. Governance, organization, budget, management and evaluation of IT departments are reviewed. Major emphasis is given to the analysis and evaluation of the components of health information systems.

Pre-Requisite(s): HLTH 500 Managed Health Care

HLTH 660 Thesis or Departmental Projects (3 Credits)

Students prepare an acceptable master's thesis or project under the guidance of an advisor.