

# School of Nursing, Health, and Exercise Science

**CAROLE KENNER, DEAN**

## School Mission Statement

The mission of the School of Nursing, Health, and Exercise Science is congruent with that of The College of New Jersey in promoting excellence, valuing diversity, and providing a service in a community of learners. The School of Nursing, Health, and Exercise Science serves the people of New Jersey and the nation by preparing professional nurses at the baccalaureate level and advanced practice nurses at the master's level, with all graduates prepared to be successful, ethical, and visionary leaders in a multicultural, highly technological, and increasingly global world.

## Master of Science in Nursing (NURS\_MSN01), (NURS\_MSN02), (NURS\_MSN05), (NURS\_MSN04), (NURS\_MSN03), and (NURS\_MSN15)

Constance Kartoz, Coordinator, Graduate Programs in Nursing

The Master of Science in Nursing prepares advanced nurses to care for individuals, families, and school age children. The curriculum builds on the nursing and scientific knowledge base of the baccalaureate-prepared nurse and focuses on advanced clinical decision-making and critical-thinking skills. Graduates are prepared to accurately and critically assess the health and illness experiences of individuals, families, and school age children to develop health interventions, and to evaluate healthcare outcomes.

The program offers six options. Four nurse practitioner options include: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner, Neonatal Nurse Practitioner, and a variation in the Family Nurse Practitioner option for BSN-prepared nurse midwives and nurse practitioners. Two additional MSN options are the Clinical Nurse Leader and the School Nurse. The MSN programs begin in the fall. There is also a bridge sequence of courses leading to the MSN for RNs with a non-nursing baccalaureate.

Three post-MSN certifications are offered: Family Nurse Practitioner, Adult/Gerontological Primary Care Nurse Practitioner and Family Nurse Practitioner for Specialized NPs. Post-MSN programs begin in fall or spring, depending on the specialty track. Two new School Nurse certification programs are available which meet NJ State requirements for school nurse certification. The two programs include: The School Nurse Non-Instructional Certificate and the School Nurse Instructional Certificate. Both school nurse certificate programs have been approved by the Department of Education in the State of New Jersey.

Most classes are offered during the evenings, although some required classes and activities may be offered during the day. All MSN and certificate options include clinical practicum experiences. Clinical practicum hours are during the day, usually on weekdays. Clinical experiences take place under the guidance of experienced advanced practice nurses, school nurses, clinical nurse leaders, physicians, or other advanced nursing practitioners as appropriate to the area of specialization and to the program. Required practicum hours for each course are listed in the course descriptions. Most MSN options may be completed in two years and two summers of full-time study. Students may take up to six years of part-time study to complete any of the options. Faculty advisers work closely with each student to plan an appropriate course of study and to ensure progress through the program. The master degree programs in nursing at The College of New Jersey are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

## Admission Requirements:

Bachelor in Nursing degree from an NLN- or CCNE-accredited program  
Graduate Record Exam (GRE)—For test waiver information, please visit [graduate.pages.tcnj.edu/apply](http://graduate.pages.tcnj.edu/apply).  
Successful completion of one undergraduate statistics course within 5 years prior to matriculation or, for non-matriculated students, prior to taking NURS 506.  
Successful completion of an undergraduate health assessment course or approved equivalent  
Preadmission interview may be required  
Applicants to the School Nurse MSN must demonstrate completion of the TCNJ School Nurse Instructional Certificate or an equivalent post-BSN school nurse certificate program. Practicing School Nurses who were certified prior to 2004 and who hold current NJ School Nurse Certification may be considered on an individual basis for admission to this program.  
Students applying to the NNP program must have one year of experience in a neonatal ICU

## Additional Requirements:

### For entry into the program:

License to practice as a registered nurse in New Jersey  
License to practice in Pennsylvania may be recommended

**Pre-clinical requirements** (See Nursing Department Web site for more details)

CPR certification (BLS or ACLS)  
Criminal Background Check  
Drug Test  
Health and immunization requirements  
Liability Insurance for student nurse practitioner

## Family Nurse Practitioner Option (NURS\_MSN01)

### Graduation Requirements:

47 credits

### Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research  
NURS 501/Perspectives in Advanced Practice Nursing  
NURS 503/Pharmacology for Advanced Nursing Practice  
NURS 504/Advanced Human Pathophysiology  
NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice  
NURS 603/Individual, Family, and Community Systems  
NURS 633/Advanced Holistic Health Assessment  
NURS 636/Primary Care I  
NURS 638/Primary Care II  
NURS 637/Primary Care III  
NURS 643/Primary Care of the Childbearing Family  
NURS 690/Practicum in the Nurse Practitioner Role  
NURS 694/Capstone Seminar  
NURS 705/Capstone Project in Nursing

### Family Nurse Practitioner for Certified Nurse Practitioners Option (NURS\_MSN02)

#### Graduation Requirements:

30-credit minimum

#### Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research  
 NURS 501/Perspectives in Advanced Practice Nursing  
 NURS 503/Pharmacology for Advanced Nursing Practice  
 NURS 504/Advanced Human Pathophysiology  
 NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice  
 NURS 603/Individual, Family, and Community Systems  
 NURS 633/Advanced Holistic Health Assessment  
 NURS 643/Primary Care of the Childbearing Family  
 NURS 690/Practicum in the Nurse Practitioner Role  
 NURS 694/Capstone Seminar  
 NURS 705/Capstone Project in Nursing

#### Clinical Courses:\*

NURS 636/Primary Care I  
 NURS 638/Primary Care II  
 NURS 637/Primary Care III

\*Required clinical courses will be determined based upon area of current certification and practice.

### Adult/Gerontological Primary Care Nurse Practitioner Option (NURS\_MSN05)

#### Graduation Requirements:

43 credits

#### Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research  
 NURS 501/Perspectives in Advanced Practice Nursing  
 NURS 503/Pharmacology for Advanced Nursing Practice  
 NURS 504/Advanced Human Pathophysiology  
 NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice  
 NURS 603/Individual, Family, and Community Systems  
 NURS 633/Advanced Holistic Health Assessment  
 NURS 636/Primary Care I  
 NURS 638/Primary Care II  
 NURS 637/Primary Care III  
 NURS 690/Practicum in the Nurse Practitioner Role  
 NURS 694/Capstone Seminar  
 NURS 705/Capstone Project in Nursing

### Neonatal Nurse Practitioner Option (NURS\_MSN03)

#### Graduation Requirements:

38 credits (23 at The College of New Jersey;  
 15 at Thomas Jefferson University)

#### Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research  
 NURS 501/Perspectives in Advanced Practice Nursing  
 NURS 504/Advanced Human Pathophysiology  
 NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice  
 NURS 603/Individual, Family, and Community Systems  
 NURS 633/Advanced Holistic Health Assessment  
 NURS 690/Practicum in the Neonatal Nurse Practitioner Role

NURS 694/Capstone Seminar  
 NURS 705/Capstone Project in Nursing

#### Clinical Courses:

NURS 662/Diagnostic Reasoning and Clinical Decision Making for NNP I  
 NURS 663/Diagnostic Reasoning and Clinical Decision Making for NNP II  
 NURS 664/Diagnostic Reasoning and Clinical Decision Making for NNP III  
 NURS 665/Comprehensive Assessment for Clinical Decision Making of the Mother and Neonate  
 NURS 667/Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners

### Clinical Nurse Leader Option (NURS\_MSN04)

#### Graduation Requirements:

34.5 credits

#### Required Courses:

NURS 506/Theoretical Foundations of Advanced Nursing Practice and Research  
 NURS 501/Perspectives in Advanced Practice Nursing  
 NURS 511/Introduction to the CNL Role  
 NURS 503/Pharmacology for Advanced Nursing Practice  
 NURS 504/Advanced Human Pathophysiology  
 NURS 604/Research and Evidence-Based Nursing for Advanced Nursing Practice  
 NURS 603/Individual, Family, and Community Systems  
 NURS 633/Advanced Holistic Health Assessment  
 NURS 660/Chronic and Complex Conditions  
 NURS 685/Health Promotion for Advanced Nursing Practice  
 NURS 695/Practicum in the Clinical Nurse Leader Role  
 NURS 694/Capstone Seminar  
 NURS 705/Capstone Project in Nursing

### School Nurse Option (NURS\_MSN15)

#### Graduation Requirements:

40 credits (this includes 23 credits completed for the Non-Instructional and Instructional Certificate). Additional coursework is required for school nurses certified prior to 2004.

#### Required Courses:

17 cr.

NURS 506/Theoretical Foundations for Advanced Practice  
 NURS 604/Research and Evidence Based Nursing  
 NURS 503/Advanced Pharmacology  
 NURS 633/Advanced Health Assessment  
 NURS 504/Advanced Pathophysiology  
 NURS 694/Capstone Seminar  
 NURS 705/Capstone Project

#### Instructional School Nurse Certificate (Required):

10 cr.

NURS 625/School Nurse Practicum II  
 NURS 626/School Nurse Practicum Seminar II  
 NURS 603/Individual, Family, and Community Systems  
 HLED 554/Curriculum and Program Construction in Health and Safety Education

#### Non-Instructional School Nurse Certificate (Required):

13 cr.

NURS 523/School Nursing Foundations  
 NURS 524/Assessment and Management of School Age Children and Adolescents  
 NURS 525/School Nurse Practicum I  
 NURS 526/School Nurse Practicum Seminar I  
 EDFN 500 or 520/Educational Foundations Course

## Bridge to the Master of Science in Nursing for RNs with a Non-Nursing Baccalaureate Degree

This prerequisite sequence of courses is designed for RNs with a non-nursing baccalaureate degree who wish to enter the MSN program at The College of New Jersey. Up to 16 undergraduate credits are taken prior to MSN course content. In addition, students must meet all the requirements for admission to the MSN programs. The bridge option cannot be applied to the School Nurse program. Students must hold a BSN to enter the School Nurse program.

### Admission Requirements:

- Diploma or associate's degree in nursing
- Bachelor's degree from an accredited or approved institution
- Graduate Record Exam (GRE)—For test waiver information, please visit [graduate.pages.tcnj.edu/apply](http://graduate.pages.tcnj.edu/apply).
- Successful completion of an undergraduate statistics course within 5 years prior to taking first graduate nursing course. May be taken concurrently with undergraduate bridge program courses.
- Successful completion of an undergraduate health assessment course or equivalent
- Preadmission interview may be required  
(Also see Graduate Opportunities section of Bulletin)

### Additional Requirements:

#### For entry into the program:

- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

#### Pre-clinical requirements (See Nursing Department Web site for more details)

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

### Bridge Requirements: up to 4 undergraduate units (16 credits)

One of the following Professional Role Courses:

NUR 210/Professional Role I (Learner)

OR

NUR 310/Professional Role II (Clinician)

The following three courses are required\*

NUR 328/Research

NUR 440/Caring in Community Health/Science\*

NUR 444/Caring in Community Health/Practice\*

\*Up to 8 credits of community health (NURS 440 and/or NURS 444) may be waived for applicants with significant community health experience and experience based on a portfolio review by the Department of Nursing faculty.

Following successful completion of the above bridge requirements, the student may enroll in courses required for either the Family Nurse Practitioner Program, the Adult/Gerontological Primary Care Nurse Practitioner Program, the Clinical Nurse Leader Program, or the Neonatal Nurse Practitioner Program, the Clinical Nurse Leader Program, or the Neonatal Nurse Practitioner Program.

## Post-Master's Nurse Practitioner Certificate Program (NURS\_SCT02), (NURS\_SCT03), and (NURS\_SCT04)

These certificate programs are designed for registered nurses who have earned a master's degree in nursing and who wish to become family nurse practitioners or adult/gerontological primary care nurse practitioners. Students may take up to six years of part-time study to complete either option.

### Admission Requirements:

- Master of Science in Nursing from an NLN- or CCNE-accredited program
- An undergraduate health assessment course or approved equivalent
- Preadmission interview may be requested

### Additional Requirements:

#### For entry into the program:

- License to practice as a registered nurse in New Jersey
- License to practice in Pennsylvania may be recommended

#### Pre-clinical requirements (See Nursing Department Web site for more details)

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

## Family Nurse Practitioner Option (NURS\_SCT02)

### Program Requirements:

37 credits

### Required Courses:

- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III
- NURS 643/Primary Care of the Childbearing Family
- NURS 690/Practicum in the Nurse Practitioner Role

## Adult/Gerontological Primary Care Nurse Practitioner Option (NURS\_SCT03)

### Program Requirements:

33 credits

### Required Courses:

- NURS 503/Pharmacology for Advanced Nursing Practice
- NURS 504/Advanced Human Pathophysiology
- NURS 603/Individual, Family, and Community Systems
- NURS 633/Advanced Holistic Health Assessment
- NURS 636/Primary Care I
- NURS 638/Primary Care II
- NURS 637/Primary Care III
- NURS 690/Practicum in the Nurse Practitioner Role

## Family Nurse Practitioner Option for Specialist NPs (NURS\_SCT04) up to 18 cr.

This program is designed for nurse practitioners who have graduated from a master's degree program that prepares adult, geriatric, or adult/gerontological primary care nurse practitioners and who want to expand their scope of practice to include the entire family. This program begins in the spring. This program may be completed in two semesters of part-time study.

### Admission Requirements:

- Master of Science in Nursing from an NLN- or CCNE-accredited program that prepares nurse practitioners
- National certification as an adult, geriatric, or adult/gerontological primary care nurse practitioner

- At least 500 documented clinical practicum hours in an MSN program
- A graduate-level health assessment course that includes all ages and both genders
- A graduate-level general pharmacology course
- A graduate-level general pathophysiology course

**Additional Requirements:****For entry into the program:**

- License to practice as a registered nurse and certification as an Advanced Practice Nurse in New Jersey
- License to practice as a registered nurse and certification as an Advanced Practice Nurse in Pennsylvania may be recommended
- Students who are not certified to practice as an NP in NJ but who are eligible for certification may apply. Certification must be accomplished prior to starting the program.

**Pre-clinical requirements** (See Nursing Department Web site for more details)

- CPR certification (BLS or ACLS)
- Criminal Background Check
- Drug Test
- Health and immunization requirements
- Liability Insurance for student nurse practitioner

**Required Courses:**

- NURS 603/Individual, Family, and Community Systems
- NURS 638/Primary Care II
- NURS 643/Primary Care of the Childbearing Family

**Policy Statement on Minimum Grade in Clinical Courses for Graduate Nursing Students:**

Clinical courses include theoretical learning in the classroom, as well as practice in a clinical setting. Graduate students in courses with a clinical component must achieve a grade of B- or higher in order to continue in the clinical course sequence. Courses with a clinical component include NURS 633, 636, 637, 638, 660, 662, 663, 664, 665, 666, 690 and 695. In addition to courses with a clinical component, students must achieve a B- or higher in the following courses in order to progress in the program: NURS 503, 504, and 643.

A student who earns a C or C+ in any of the above courses may repeat the course once the next time the course is offered. A student who earns a C- or F in a clinical course will be dismissed from the program. A graduate nursing student may only repeat one course in the program one time. If a student repeats a course and subsequently earns a grade of less than B- in that course or in any of the other listed courses, the student will be dismissed from the program. Students who are not meeting the academic requirements of the theoretical component of any clinical course may not be considered safe and may be excluded from clinical experience.

The policy for all Graduate programs at the College of New Jersey is that the graduate student must maintain a GPA of 3.0. Should the student fall below this GPA, the student will be placed on academic probation and given one semester to bring the GPA to a 3.0. If this does not occur, then the student is dismissed from the Program. If there is a course that is responsible for pulling down the GPA and it is only offered once a year, the student may be allowed to stay in the program until that course can be repeated. However, progression may not be allowed until the course is repeated and the GPA is 3.0.

**School Nurse Non-Instructional Certificate (NURS\_SCT08) 13 cr.**

Non-Instructional Certification allows the School Nurse to function at a basic level in the individual schools.

**Admission Requirements:**

The applicant must have successfully completed a BSN program, be a Registered Nurse, and have successfully completed the following courses (each must be at least 3 credits): Human Growth and Development; Health Assessment; Community Health Nursing; Mental Health Nursing; Psychology.

**Required Courses:**

- NURS 523/School Nursing Foundations
- NURS 524/Assessment and Management of School Age Children and Adolescents
- NURS 525/School Nurse Practicum I
- NURS 526/School Nurse Practicum Seminar I
- EDFN 500 or 520/Educational Foundations Course

**School Nurse Instructional Certificate (NURS\_SCT09) 10 cr.**

Instructional Certification allows the School Nurse to function as a Health Educator in addition to the School Nurse role.

**Admission Requirements:**

The applicant must have successfully completed the School Nurse Non-Instructional Certificate program.

**Required Courses:**

- NURS 625/School Nurse Practicum II
- NURS 626/School Nurse Practicum Seminar II
- NURS 603/Individual, Family, and Community Systems
- HLED 554/Curriculum and Program Construction in Health and Safety Education

**Master of Arts in Teaching Health and Physical Education Specialization (HPEM\_MAT01)**

Anne Farrell, Coordinator, Graduate Programs in Health and Physical Education (MAT)

The Master of Art in Teaching Health and Physical Education prepares students to become certified teachers in health and physical education in K–12 programs. The program requires all degree candidates to have completed 45 hours of undergraduate content specific course work. Within these 45 credits, 30 (minimum) must be specific to one of two specified content areas (physical education or health) and 15 credits (minimum) must be specific to the other content area. Within the 45 credits, 12 credits (minimum) must be comprised of upper level courses (300/400 level).

The program is designed to allow a cohort of full-time students to complete the MAT in one calendar year beginning and ending with a summer session. Students who are employed full-time may also elect to complete the program on a part-time basis.

In order to become certified, students successfully completing the Master of Arts in Teaching program must take and pass the PRAXIS Examination in their area of specialization (Health and Physical Education) and must complete the State of New Jersey hygiene-physiological requirement.

**Physical Education and Health Specialization****Admission Requirements:**

- Bachelor's degree from an accredited or approved institution with a grade point average of at least 2.75 (on a 4.0 scale)
- Graduate Record Exam (GRE)—For test waiver information, please visit [www.tcnj.edu/~graduate/application.html](http://www.tcnj.edu/~graduate/application.html).

**Graduation Requirements:**

- Must meet undergraduate content area knowledge requirement of 30 credits
- A cumulative Grade Point Average of 3.0 in the MAT program



Completion of all departmental requirements/prerequisites  
Required undergraduate content areas of study are: for primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

#### Physical Education

Foundations/Introductory Courses  
Health and Wellness  
Developmental\*  
Individual, Dual, Group Activities\*  
Human Structure  
Assessment and Evaluation

An \* denotes content area required.

Required content areas of study are: for primary content, five out of the following six areas must be studied and for secondary content, three out of the following six areas must be studied.

#### Health

Comprehensive Health\*  
Current Health and Wellness  
Family Living and Sexuality  
Drug Prevention and Abuse  
Nutrition  
Injury Prevention

An \* denotes content area required.

<b>Summer I</b>	<b>6 cr.</b>
EDUC 501/Exploring Teaching	3
EPSY 513/Psychology of Learning	3
<b>Fall I</b>	<b>12 cr.</b>
HPEM 694/Internship I	3
RDLG 579/Content Area Literacy	3
HPEM 554/Curriculum and Program Construction in HPE	3
HPEM 590/Methods of Elementary and Secondary HPE	3
<b>Spring I</b>	<b>11 cr.</b>
EDUC 614/Creating and Sustaining Classroom Communities	3
HPEM 695/Internship II (Student Teaching)	6
HPEM 698/Seminar in HPE	2
EDUC 615/Capstone Experience: The Teaching Professional	0
<b>Summer II</b>	<b>6 cr.</b>
EDUC 513/Collaboration, Consultation, and Partnerships	3
HPEM 653/Problems and Issues in HPE	3
HPEM 700/Comprehensive Examination	0

\*Content area required.

## Public Health Department

Brenda Seals, Chair, Department of Public Health

### Mission Statement:

The mission of the Public Health master's programs is to prepare graduates to advance the public's health through education, health communication, health promotion, and the improvement of health outcomes of populations and individuals domestically and globally by fostering the critical thinking, leadership, and decision-making of our students.

### Master of Public Health (PBHL\_MPH01)

Sylvia Twersky, Graduate Director, Department of Public Health

Public Health is a vibrant field of practice and science. Public Health is a broad, interdisciplinary field in the practice and science of protecting and improving the health of families and communities—answering needs on local, national and global levels. Professionals work to preserve wellness, as well as prevent or minimize health problems by implementing intervention programs, recommending policies, administering services, and conducting studies. Public health professionals strive to

decrease health disparities and improve healthcare access, equity, and quality. Students develop the leadership, critical thinking, and research capabilities to pursue a range of public health career options. The TCNJ MPH offers three specialization tracks: 1) Epidemiology and Health Analytics focuses on the determinants and distribution of health as well as building the skill set to interpret and apply data for understanding population level health and the design and implementation of public health initiatives 2) Health Communication explores state-of-the-art social marketing and communication strategies and innovative ways to motivate healthy behavior and reduce health risk. Interpersonal communication, social marketing campaigns and mass communication theories, strategies and methods are explored as health changes are possible via institutions and agencies throughout the nation, and 3) Global Health concentrates on the impact of culture, social structure, economics and politics on health and illness trends, social determinants of health, health disparities and public health policies worldwide. Students choose between the 2 year program as full-time students or an up to 5 year program as part-time students. TCNJ also offers a "4+1" program accelerated program for upper class undergraduates wanting to pursue a combined Bachelors of Science and Masters of Public Health degree over 5 years. Face-to-face classes are offered on the TCNJ campus and at alternate facilities (e.g. Capital Health). Some courses also can be taken online or as hybrid (online/onsite). To accommodate working professionals, most classes are scheduled in two and half (2 ½) hour-blocks during the evening (5:30 pm to 8:00 pm)

**Notice** - Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2019-20 academic year. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

**Revision Advisory** – The School of Nursing, Health, and Exercise Science on behalf of the Masters of Public Health maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

### Admission Requirements:

**2-year MPH (Full time) or Up to 5 year (Part Time) Programs:** To be eligible applicants must complete a Bachelor's degree by the time of matriculation with an overall GPA of 3.0 or better from an accredited or approved institution. Because Public Health is an interdisciplinary field, students from all backgrounds are welcome to apply. Depending on background, some undergraduate courses may be needed before full matriculation into the MPH program. Students who have no prior statistics course (equivalent of STA 115 or 215) may need to take an orientation to statistics and SPSS and/or take an introductory statistics course prior to beginning the Epidemiology/Biostatistics sequence.

**Visit TCNJ's graduate program website to review and complete the application at:** <https://mph.tcnj.edu/admissions/>

Required application materials include:

- 1) Application Form
- 2) Student Essay
- 3) One copy of Curriculum Vitae or Resume
- 4) Official Transcript
- 5) GRE scores submitted through the testing site. (Some exceptions are in TCNJ's waiver policy)
- 6) Two Letters of recommendation
- 7) Payment of US \$75 non-refundable fee

**Additional Requirements:**

In some cases, an interview may be requested.

**Graduation Requirements:**

45 credits; Cumulative GPA of 3.0  
14 courses (5 core courses, 5 specialization track courses, 3 elective courses and completion of the Capstone Internship and Capstone Portfolio)

**For entry into the MPH Program (4+1 MPH)**

Applying students must be in good standing as a rising Junior with a GPA of 2.75 or higher from TCNJ or an accredited or approved institution (transfer applicants only). Students interested in the 4 + 1 option are encouraged to consult with their advisor as early as possible so that their schedule may be arranged to best take advantage of graduate classes to be taken in the Junior and Senior years of study.

**Accelerated 4 + 1 Program:**

**Applications accepted through TCNJ's Department of Public Health via our online form:** [https://tcnj.co1.qualtrics.com/jfe/form/SV\\_57uXdKAAaJNCyLr](https://tcnj.co1.qualtrics.com/jfe/form/SV_57uXdKAAaJNCyLr)

- 1) Application Form
- 2) One Student Essay
- 3) One copy of Curriculum Vitae or Resume
- 4) Two Letters of recommendation
- 5) Unofficial Transcript

**Additional Requirements:**

In some cases, an interview may be requested.

**Under current TCNJ policies, undergraduates in the 4 + 1 or 5-year programs are allowed to double count up to four satisfactorily completed graduate courses (5 units/15 credits) that are applied to both the BS and the MPH degree requirements.**

**For entry into the Regular MPH Program (2-year MPH)**

Bachelor's degree from an accredited or approved institution.  
Preadmission interview may be required.

**Graduation Requirements:**

Cumulative GPA of 3.0  
45 credits  
14 courses (5 core/5 specialization track/3 electives/1 Capstone) within 5 years of matriculation

**Courses and Tracks**

**Required Core and Capstone Courses:** Minimum grades of B+ are required for courses to count.

- PBHG 504 Environmental and Occupational Health (3 credit core)
- PBHG 521 Health Systems and Policy (3 credit core)
- PBHG 540 Intermediate Epidemiology (3 credit core)
- PBHG 652 Biostatistics for Public Health (3 credit core)
- PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credit core)
- PBGH 705 Capstone Internship in Public Health (6 credits)

**Tracks of Specialization:**

Five (5) courses (15 credits) are needed to complete the specialization tracks. Minimum grades of C+ are required for courses to count towards a track.

**Health Communication Track (PBHL\_SUBM1)**

- PBHG 542 Lifespan Communication (3 credits)
- PBHG 545 New Media Innovations in Health Communication (3 credits)

- PBHG 551 Substance Abuse and Addiction: Individual, Family, and Society (3 credit)
- PBHG 560 Counseling Girls and Women (3 credits)
- PBHG 603 Health and Risk Communications Campaigns: A Social Marketing Approach (3 credits)
- PBHG 615 International Communication (3 credits)
- PBHG 660 Global Health, Communication, and Social Change (3 credits)
- PBHG 677 Disclosure, Stigma, Privacy, and Health (3 credits)

\*Can take either 560 OR 561 to count toward Health Comm track but not both

**Epidemiology and Health Analytics (PBHL\_SUBM2)**

- PBHG 501 Research Methods for Public Health (3 credits)
- PBHG 602 Health Analytics: Identifying, Collecting, and Analyzing Big Data (3 credits)
- PBHG 620 Health Economics (3 credits)

Choose 2 of the following:

- PBHG 503 Health Informatics (3 credits)
- PBHG 689 Epidemiology and Aging (3 credits)
- PBHG 566 Epidemiology of Dental Public Health (3 credits)
- PBHG 667 Public Health Genomics (3 credits)
- PBHG 577 Epidemiology and Intervention in Violence and Injury (3 credits)

**Global Health Track (PBHL\_SUBM3)**

- PBHG 565 Social Determinants and Health Iniquities (3 credits)
- PBHG 572 Global Health (3 credits)
- PBHG 615 International Communication (3 credits)
- PBHG 620 Health Economics (3 credits)
- PBHG 675 Critical Issues in Global Health (3 credits)
- PBHG 678 Water, Land, and Air: critical issues in Global Environmental Health (3 credits)

Elective Courses. Three elective courses (totaling 9 credits) are needed to complete the MPH degree. Minimum grades of C+ are required for courses to count towards an elective. Students can choose from the list below or any concentration classes that are a) not part of the student's chosen concentration or b) concentration classes above the 5 required.

- PBHG 591 Graduate Independent Study (3 credits)
- PBHG 606 Grant Writing in Public Health (3 credits)
- PBHG 670 Topics in Public Health (3 credits)

**Graduate Certificate in Public Health (PBHG\_CER01)**

Sylvia Twersky, Graduate Director, Department of Public Health

The graduate certificate in Public Health at TCNJ aims to address the growing population health needs of our state and the nation. The program prepares graduates to meet the complex health needs of populations and individuals by: 1) assessing the social and political determinants of health; 2) critically analyzing data to determine health trends; 3) developing and implementing public health interventions; 4) evaluating policy implications of health trends and health care delivery; 5) creating health risk communication strategies to improve health outcomes and health campaign effectiveness; and 6) synthesizing current population health practices to make recommendations for improvement.

The certificate is designed for working professionals and students preparing for further graduate study, beginning with a broad overview of public and population health. The program is especially useful for school, community and public health nurses; healthcare managers, and other health professionals aspiring to enrich their skills for healthcare delivery in the 21st century. In today's rapidly changing and increasingly technological era, public health (often referred to as population health) is shifting from a focus on the individual to a more comprehensive

approach to addressing population health, requiring hospitals, healthcare systems, government agencies, and employers to work together to manage and prevent chronic disease and promote health and wellness. This shift requires an understanding of emerging and complex trends, challenges in human health, integration of environmental factors, collection and analysis of large data sets to inform evidence-based intervention, designing effective health risk communication, quality management/ prevention of infectious disease, and development of advocacy and policy—all of which are addressed in the programs strategically designed curriculum.

This interdisciplinary program draws on faculty expertise from public health, health and risk communication, nursing, health and exercise science, and economics.

**Notice** - Students follow the degree requirements of the Graduate Bulletin in effect when they begin their matriculation at the College. The information in this document applies to the 2020-21 academic year. Students returning to the College after an absence of two consecutive semesters (not including summer) follow the requirements in effect at the time of their return.

**Revision Advisory** – The School of Nursing, Health, and Exercise Science on behalf of the Public Health Certificate maintains the right and responsibility to revise content as appropriate in response to changes to accreditation requirements or other professional standards in the field.

#### **Admission Requirements:**

Completed or pending Bachelor's degree from an accredited or approved institution. Bachelor's degree must be complete prior to full matriculation. Preadmission interview may be required.

#### **Graduate Requirements:**

Cumulative GPA of 2.75 3.0

Five (5) courses completed with an overall GPA of 3.0 or better to complete the certificate.

For students who complete the certificate and matriculate in the MPH program, courses completed with grades meeting MPH criteria (B- or better core, C+ or better concentration class) may be applied to MPH graduation requirements.

#### **Required Courses:**

- PBHG 521 Health Systems and Policy (3 credits)
- PBHG 540 Intermediate Epidemiology (3 credits)
- PBHG 685 Health Promotion for Individuals, Families, and Communities (3 credits)

#### **Additional Requirements:**

Choose from two of the following

- PBHG 501 Research Methods for Public Health (3 credits)
- PBHG 502 Health Analytics: Identifying, Collecting, and Analyzing Big Data (3 credits)
- PBHG 503 Health Informatics (3 credits)
- PBHG 504 Environmental and Occupational Health (3 credits)
- PBHG 542 Lifespan Communication (3 credits)
- PBHG 545 New Media Innovations in Health Communication (3 credits)
- PBHG 566 Epidemiology of Dental Public Health (3 credits)
- PBHG 577 Epidemiology and Intervention in Violence and Injury (3 credits)
- PBHG 603 Health and Risk Communication Campaigns: A Social Marketing Approach (3 credits)
- PBHG 606 Grant Writing in Public Health (3 credits)
- PBHG 615 International Communication (3 credits)
- PBHG 620 Health Economics (3 credits)
- PBHG 652 Biostatistics for Public Health (3 credit)
- PBHG 655 Social Inequalities in a Developing Context (3 credits)
- PBHG 660 Global Health, Communication, and Social Change (3 credits)
- PBHG 667 Public Health Genomics (3 credits)
- PBHG 670 Topics in Public Health (3 credits)
- PBHG 671 Public Health Approaches to Violence and Injury (3 credits)
- PBHG 675 Critical Issues in Global Health (3 credits)
- PBHG 677 Disclosure, Stigma, Privacy, and Health (3 credits)
- PBHG 678 Water, Land, and Air: Critical issues in Global Environmental Health (3 credits)
- PBHG 689 Epidemiology and Aging (3 credits)

## Nursing & Exercise Science - Public Health - Subject: PUBLIC HEALTH GRADUATE (PBHG)

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**PBHG 501(3)**                      **Course ID:010876**                      **01-AUG-2019**  
**RESEARCH METHODS FOR PUBLIC HEALTH**

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

**Components:** Discussion Lecture

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**PBHG 503(3)**                      **Course ID:010878**                      **01-JAN-2020**  
**HEALTH INFORMATICS**

This course introduces students to the field of health informatics with particular emphasis on evaluating the effectiveness of technology interfaces between health care practitioners and patients. The electronic medical record, electronic health record, personal health record, clinical decision support systems, telemedicine, health literacy and mobile health (m-health) will be explored in detail. The structure of this class is designed so that students are placed in the role of a member of a health informatics team, becoming proficient in the application of the processes of health information technology. As part of the team, students will identify a healthcare process that can be improved through the use of one of the technologies addressed in the course. The primary purpose of the team project is to describe the impact of the process improvement using health information technology on the larger healthcare system, regional, national, and if possible global.

**Components:** Discussion Lecture

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**PBHG 504(3 - 4)**                      **Course ID:011058**                      **24-OCT-2019**  
**Department Consent**

**Required ENVIRONMENTAL AND OCCUPATIONAL HEALTH**

This course will offer an introduction to environmental and occupational health. Students learn about physical, chemical and biological hazards found in the environment including human induced toxins. A special focus will be on occupation risks, particularly for vulnerable populations such as women, migrants, and children as well as occupational groups such as miners, hospital workers and other occupational groups.

**Components:** Discussion Lecture

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**PBHG 521(3)**                      **Course ID:011097**                      **01-AUG-2018**  
**HEALTH SYSTEMS AND POLICY**

This course provides a foundation in Health Services Administration. The course introduces the student to the structure and functions of the U.S. Health Care System. The health care system in the community and its environment are examined to determine how they impact Health Services Administration. Topics to be covered include: overview of the U.S. Health Care System (private and public sectors), interface between Public Health and U.S. Health Care System, various health care delivery structures, health care workforce, health care resources, types of health services, financing of health services and health care coverage, meeting the health care needs of special populations, and critical issues in health services. The student will conduct an organizational assessment and a community health system analysis.

**Components:** Discussion Lecture

**Requirement Group:** Reserved for Graduate Students [RQ443]

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**PBHG 540(3)**                      **Course ID:010886**                      **01-MAY-2019**  
**INTERMEDIATE EPIDEMIOLOGY**

Epidemiology covers the basic principles of epidemiology e.g., study design, measures of association, biases and confounding variables, disease detection, and risk analysis. It emphasizes critical thinking, the limitations of current conceptual and methodological approaches in epidemiology, ethical and social justice considerations and socio-cultural aspects of public health, using examples from epidemiological studies carried out in the United States and internationally.

**Components:** Discussion Lecture

**Attributes:** Behavioral, Social or Cultural Perspectives

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**PBHG 542(3)**                      **Course ID:011231**                      **01-AUG-2019**  
**LIFESPAN COMMUNICATION**

The underlying premise of the life-span perspective is that our potential for human growth extends throughout our life course. Accordingly, lifespan communication examines how communication processes (social support, language skills, and interpersonal relationship management) change across events across a lifespan and acknowledge how our communication processes influence and are influenced by these social experiences.

**Components:** Discussion Lecture

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**PBHG 545(3)**                      **Course ID:011232**                      **01-AUG-2019**  
**NEW MEDIA INNOVATIONS IN HEALTH COMMUNICATION**

The emergence of new media technologies intersects with public health in many ways, raising new questions and affording new opportunities for health communication and intervention. This seminar examines the roles and effects of new media and emerging technologies in a variety of health communication contexts and prepares students to utilize new media tools when designing health interventions through critical reading, intensive discussion, empirical exploration, and hands-on application.

**Components:** Discussion Lecture

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**PBHG 551(3)**                      **Course ID:011144**                      **01-JAN-2019**  
**SUBSTANCE ABUSE & ADDICTION: INDIVIDUAL, FAMILY & SOCIETY**

The effects of alcohol and other drugs, as well as the effects of addiction in general, on the individual, family, and society are presented. Individual, familial, and societal attitudes, and the reinforcement of drinking and drug use, are examined. Basic knowledge and attitudes that are prerequisite to the development of competency in the professional treatment of substance use disorders are stressed.

**Components:** Discussion Lecture

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**PBHG 560(3)**                      **Course ID:011098**                      **01-MAY-2018**  
**COUNSELING GIRLS AND WOMEN**

This course is focused on providing students with the opportunity to gain a greater understanding of the female experience from childhood throughout adulthood. Particular emphasis will be placed on the crucial years during adolescence. Students will be challenged to analyze both societal and personal beliefs, assumptions, and expectations regarding girls and women. In this interactive class, there will be an overview of the many counseling issues presented by female clients and the special needs of diverse populations. Lecture, discussion, readings, presentations, and experiential activities will combine to offer students greater insight into what their female clients bring into the therapeutic setting.



Effective strategies and techniques for counselors working with woman and girls will also be discussed throughout the course

**Components:** Discussion Lecture

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**PBHG 561(3)**                      **Course ID:011145**                      **01-MAY-2019**  
**COUNSELING BOYS AND MEN**

The purposes of this course are to provide students with accurate information about the emotional lives of boys and men and suggest effective strategies for counseling these populations in school and agency settings.

Students will explore their implicit assumptions about boys and men and how those assumptions might impact their work as counselors.

Myths about boys and men will be dispelled, and some of the common problems of boys and men will be described. Cultural variations in masculinity and diverse types of male sexual orientation will be reviewed. Important therapeutic challenges (e.g., using a strength-based approach to counseling and addressing problems such as misogyny and homophobia in males) will be discussed. The contributions of fraternal humanitarian clubs, men's support groups, and profeminist organizations will be highlighted. Students will identify ways to adjust the traditional process counseling to match the relational styles and needs of boys and men and the cultural background of the client. Strategies for

**Components:** Discussion Lecture

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**PBHG 565(3)**                      **Course ID:011193**                      **01-AUG-2019**  
**SOCIAL DETERMINANTS AND HEALTH INEQUITIES**

The purpose of the course is to expose the student to the philosophy, practice, and scope of the social determinants of health-related outcomes, the impact of the lack of the key social factors like education, income, living conditions, sanitation, social networks, among others, over people's lives. Students will deeply comprehend the major causes and roots of health inequities in the United States and worldwide and its consequences to the life of populations.

**Components:** Discussion Lecture

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**PBHG 566(3)**                      **Course ID:011086**                      **01-JAN-2021**  
**Department Consent**

**Required EPIDEMIOLOGY AND DENTAL PUBLIC HEALTH**

The purpose of the course is to expose the student to the philosophy, practice, and scope of dental public health as it exists in the health care system today. Four areas identified by the American Board of Dental Public Health as the knowledge needed for the specialty practice of dental public health-administration, research, prevention, and delivery and financing of dental care-are used as a framework for examining dental public health practice. The organization, delivery, and financing of dental public health care, primarily in the United States, and how public health dentistry does and should fit into the health care system are emphasized.

**Components:** Discussion Lecture

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**PBHG 572(3)**                      **Course ID:011104**                      **01-AUG-2018**  
**Program Planning and Evaluation in Global Health**

This class will prepare students to utilize needs assessments and evidence based practice in different global settings to develop appropriate health interventions, as well as work within real-world conditions to plan and implement program process, impact, and outcome evaluation. Students will understand how to generate and use program data for quality improvement and evidence based decision making taking into account potential constraints in low, middle, and high income settings. Using real-world examples, the class will discuss the impact of culture and socioeconomic conditions on program implementation and evaluation in the context of both chronic and infectious disease, mental health, and other key global health issues.

**Components:** Discussion Lecture

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**PBHG 577(3)**                      **Course ID:011149**                      **01-JAN-2021**  
**EPIDEMIOLOGY & INTERVENTION IN VIOLENCE & INJURY**

Injuries are a leading cause of death for Americans of all ages, regardless of gender, race or economic status. For many, an injury causes temporary pain and inconvenience; but for some, injury leads to disability, chronic pain, and profound changes in lifestyle. The complex nature of injuries and injury prevention research is presented to initiate, develop, and implement successful injury prevention programs. This course is designed to deconstruct epidemiological trends in violence and injury to understand health disparities. Students will critically analyze current theory in light of unintentional and intentional injury prevention strategies. Topics include: the importance of injury as a public health problem, historical and conceptual underpinnings of injury prevention, epidemiology and surveillance of injury, injury prevention and intervention, the role of the law and police in injury prevention, and war.

**Components:** Discussion Lecture

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**PBHG 591(1 - 3)**                      **Course ID:011146**                      **24-OCT-2019**  
**Department Consent**

**Required GRADUATE INDEPENDENT STUDY**

Individual students or small groups of students elect to work with a faculty member on a discrete literature-based or empirical research project. Students may apprentice with a faculty member by working on a faculty-initiated research project, or students may propose a research project and seek mentorship by faculty. In both cases, students will have a substantive and specified role in the research process.

Independent Research requires a formal proposal that is developed in collaboration between the student and faculty mentor and submitted to the Public Health Program Coordinator. The proposal, signed by both the student and faculty mentor, must be submitted in the semester prior to engaging in this learning experience. This proposal becomes the contract for the Independent Research arrangement.

**Components:** Independent Study

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**PBHG 602(3)**                      **Course ID:010877**                      **01-JAN-2021**  
**HEALTH ANALYTICS: IDENTIFYING, COLLECTING, AND ANALYZING BIG DATA**

Evidence-based public health practice relies on systematic collection and analysis of data, including population health surveys, clinical trials, comparative effectiveness research, and social science research. In this course, students will learn to identify, collect, and critically analyze large public health data sets. Students will use publicly available data sets to conduct independent research for a class project testing a hypothesis by analyzing said data and writing up the results. Students will independently choose a hypothesis testable by publicly available data, perform the appropriate data analysis, and write a journal style article.

**Components:** Discussion Lecture

**Requirement Group:** PBHG 540 and PBHG 652 are prerequisites. [RQ#6370]

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**PBHG 603(3)**                      **Course ID:011087**                      **01-AUG-2018**  
**HEALTH & RISK COMMUNICATIONS CAMPAIGNS: A SOCIAL MARKETING APPROACH**

This course examines the impact of public communication campaigns, in particular health communication campaigns, aimed at informing and persuading mass audiences. Special attention is given to the selection of achievable objectives, to the integration of carefully chosen strategies with specific tactics for designing successful campaigns, and to the evaluation of campaign effectiveness.

**Components:** Seminar

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**PBHG 615 (3)**                      **Course ID:011088**                      **01-JAN-2019**  
**INTERNATIONAL COMMUNICATION**

This course examines contemporary issues in international communication with special emphasis on methods for comparing cross-national media coverage of critical issues, along with explanatory explorations in areas such as structural/demographic measures (GDP, literacy rate, infant mortality rate, etc.) and media systems (relatively free, relatively closed).

**Components:** Seminar

**Attributes:** World Views & Ways of Knowing

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**PBHG 620 (3)**                      **Course ID:011148**                      **01-AUG-2019**  
**HEALTH ECONOMICS**

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

**Components:** Discussion Lecture

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**PBHG 630 (3)**                      **Course ID:011147**                      **01-JAN-2021**  
**GRANT WRITING IN PUBLIC HEALTH**

This course will offer an introduction to grant writing for health related agencies interested in small grant and foundation opportunities. Students will be learning how to research a topic in the literature and then use key words to identify potential funding agencies from grants/foundation databases. Interactions with project staff from the funding agencies afford students the opportunity to learn how to develop their proposals. Coordination with agency staff allows students to tailor funding guidelines to agency needs and ideas. By the end of the course, students will be able to write a brief grant including the development of budgets, project timelines, and program outcomes.

**Components:** Discussion Lecture

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**PBHG 651 (3)**                      **Course ID:011147**                      **01-Mar-2021**  
**STRESS MANAGEMENT**

Examine the dimensions of health & wellness and how each of those areas is impacted by stress. Explore and apply a variety of stress management techniques with the goal of improving individual/societal health while addressing social inequalities related to mental health.

**Components:** Discussion Lecture

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**PBHG 652 (3)**                      **Course ID:011151**                      **01-JAN-2019**  
**BIOSTATISTICS FOR PUBLIC HEALTH**

Introduction to the use of statistical methods in the biological sciences. Emphasis is placed upon the application and interpretation of statistical analyses as an aid to drawing meaningful conclusions from field and laboratory investigations. Topics include: sampling methods, descriptive statistics, hypothesis testing, analysis of variance, correlation, regression, frequency analysis, and the design of experiments.

**Components:** Discussion Lecture

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**PBHG 660 (3)**                      **Course ID:011089**                      **01-AUG-2018**  
**GLOBAL HEALTH, COMMUNICATION, AND SOCIAL CHANGE**

This course uses the Johns Hopkins P-Process to help students draft papers that approximate professional papers presented by professionals at USAID, UNICEF, WHO, or other government or NGO agencies.

**Components:** Seminar

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**PBHG 667 (3)**                      **Course ID:011150**                      **01-JAN-2019**  
**PUBLIC HEALTH GENOMICS**

The purpose of this course is to expose the students to the potential possibilities of integrating, Biology, Public Health, and Medicine genetic in favor of life by using genomic and computational approaches to human data and samples and manipulation of model organisms. The course is lab based. Students will learn and practice statistical and computer methods for genomes analysis, theory and evolution of genetics including genome-wide by sequencing, transcriptional and translational analysis, polymorphism detection and identification of complex network interactions.

**Components:** Discussion Lecture

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**PBHG 670 (3)**                      **Course ID:011226**                      **01-AUG-2019**  
**TOPICS IN PUBLIC HEALTH**

This is an individualized tailored course designed for students willing to master their investigation skills on quantitative and/or qualitative methods by conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis. The course will provide MPH students an overview of the important concepts of research design, data collection, statistical and mixed methods interpretative analysis, and final report/paper presentation.

**Components:** Independent Research

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**PBHG 675 (3)**                      **Course ID:011194**                      **01-AUG-2019**  
**CRITICAL ISSUES IN GLOBAL HEALTH**

This course presents an overview of global health issues through an examination of major determinants of health and key areas of global disease burden. Students will be introduced to the complex tapestry of social, economic, political, and environmental factors that affect the health of populations globally. This course highlights contemporary critical global issues such as immigration, war, bioterrorism, multicultural health issues, global mental health, food security and nutrition, and violence, among others.

**Components:** Discussion Lecture

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**PBHG 677 (3)**                      **Course ID:011227**                      **01-AUG-2019**  
**DISCLOSURE, STIGMA, PRIVACY, & HEALTH**

This seminar focuses on the management of privacy within interpersonal relationships. The structure of the course is to first consider processes related to privacy management, and then to explore those processes within different relational contexts (although the readings assigned under each week are not necessarily exclusive to the topic they were assigned). The readings will review theoretical lenses for privacy management, predictors and consequences of concealment and revelations, the management of privacy within dyads, families, and social networks, and the role of the confidant in disclosure contexts. Our goal each week is to synthesize the readings to find commonalities and differences across the articles assigned to that day, as well as to maintain a 'big picture' view of the cumulative topics across weeks. Since the course focuses on privacy management in interpersonal relationships, specifically, disclosures within contexts related to health (e.g., HIV, infertility, cancer), online interactions, divorce, and adoption, are woven

**Components:** Discussion Lecture

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**PBHG 678 (3)**                      **Course ID:011228**                      **01-AUG-2019**  
**WATER, LAND, AND AIR: CRITICAL ISSUES IN GLOBAL ENVIRONMENTAL HEALTH**

This course is designed for Master of Public Health students who are interested in an in-depth examination of selected issues focused on

water, land, and air both globally and locally. Course learning experiences and materials involve students in a range of environmental problems within these domains. Students will consider how environmentally-based problems impact human health and well-being. In addition, students gain facility obtaining information through different data bases, such as National Environmental Health Tracking Network or NIOSH Data and Statistics Gateway for research and surveillance.

Through a problem-based approach, students will evaluate a variety of environmental health hazards and risks connected to chemical, physical, geographic, social and political factors that lead to adverse health outcomes for populations or communities. Students will gain greater competencies in critically appraising data and information sources intended to inform the public and a public health communities about policies

**Components:** Discussion Lecture

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**PBHG 685(3) Course ID:011064 01-JAN-2019**  
**HEALTH PROMOTION FOR INDIVIDUALS, FAMILIES & COMMUNITIES**

This course focuses on health promotion and disease prevention for individuals, families, communities and populations. Primary, secondary, and tertiary prevention will be addressed. Prevention and modification of disease processes through program development, education, counseling, facilitating, stress reduction, and life style changes will be explored. Emphasis is placed upon strategies that promote health and prevent disease at the individual and aggregate levels. Ethical, cultural, economic, and legal issues will be explored.

**Components:** Discussion Lecture

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**PBHG 689(3) Course ID:011242 01-DEC-2020**  
**EPIDEMIOLOGY AND AGING**

The purpose of this course is to introduce the study of aging, its implications for individuals, families, and society, and the background for public health related to older persons. The course provides an overview of research, practice, and policy in the area of epidemiology, aging and public health from different perspectives: demography, biology, epidemiology of diseases, physical and mental disorders, functional capacity and disability, health services, social aspects of aging, and ethical issues in the care of older individuals. It addresses the rapidly increasing need for specialized knowledge among public health professionals in order to effectively promote the health of the aging society worldwide.

**Components:** Discussion Lecture

**Requirement Group:** PBHG 540 is a prerequisite. [RQ#6371]

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**PBHG 705(1 - 3) Course ID:010897 01-JAN-2021**  
**Department Consent Required MPH Capstone Internship**

This 3-credit course covers the capstone internship for Master of Public Health (MPH) students in good standing who have completed specific coursework as noted in prerequisites. The MPH Capstone Internship is a summative experience applying knowledge from coursework and gaining skills to complete selected competencies and products. Students are required to attend the MPH Capstone Orientation at least a semester PRIOR to starting the Capstone internship to review required documentation (TCNJ site agreement, Student Capstone Learning Agreement with selected competencies, timesheets, and journal), discuss the process to identify and secure approval for the site placement and outline paper requirements. Host agencies must have an approved site supervisor who holds an MPH degree or an approved, relevant degree with experience. Students complete at least 120 hours at an approved Public Health agency and submit documentation in a timely manner via CANVAS. Beyond practical field experience, students participate in seminars (once or twice/month), individual

**Components:** Discussion Lecture

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**PBHG 706(1 - 3) Course ID:011340 01-JAN-2021**  
**Department Consent Required MPH CAPSTONE PAPER**

This 3-credit course is the second part of the capstone requirement. Course requirements include: 1) writing an MPH Capstone paper; 2) delivering a professional oral or poster presentation at an approved forum; 3) attending capstone seminars and individual meetings (at least twice/month); and 4) completing leadership training (see CANVAS modules). The Capstone Paper Guidance includes: 1) a thorough literature review of the disease, intervention or health area; 2) description of the agency and how Capstone activities fit into Public Health; 3) a discussion of highlights and challenges from the internship experience and leadership, 4) A review of policy issues linked to the health disease, intervention or health area, locally, national and/or global significance for research or practice; 5) A conclusion providing recommendations for future internships; 6) references in APA or an approved style; and 6) An appendix including outcome products linked to competencies (e.g. best practices paper, policy or white paper, community assessment, paper for

**Components:** Discussion Lecture