



**Hawai'i Pacific University
College of Health and Society**

**Public Health Department
Student Handbook**

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PUBLIC HEALTH DEPARTMENT FACULTY AND STAFF

Faculty bios may be found in [Appendix I](#).

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WELCOME MESSAGE FROM THE DEPARTMENT CHAIR

E komo mai to the Public Health Program at Hawai'i Pacific University!

We are proud and pleased to welcome you into our 'ohana. We are a family of faculty, students, and staff learning and growing and dedicating ourselves to making the world a better place. You will be challenged and supported in your growth as an individual and public health professional during your time with us, and you will take these relationships, understandings, and skills with you for the rest of your life.

This Handbook will help guide your success in your program, but it is just a start. The resource links included will take you further into understanding and accessing important student academic and support services available to you. Be sure to stay in contact with your academic advisors throughout your degree progression. These advisors are crucial to preventing and solving problems that, without their help, can cause things like delayed graduation. The appendices provide important context for our curriculum and your professional development.

Another crucial resource for your success are your public health faculty and staff – we are here for you (literally!). Don't hesitate to seek advice, direction and support for your academic, professional, and yes, even personal, life while you are within our 'home.' We have dedicated *our* personal and professional lives to public health, to education, to our communities, and to you and your success.

Together we will *lawe i ka ma'alea a ku'ono'ono* (acquire skill and make it deep).

With aloha,

Lyndall Ellingson, PhD, CHES
Chair & Professor, Public Health Department
Hawai'i Pacific University

VISION, MISSION, GOALS, VALUES, AND ETHICS OF THE PROGRAM

Vision:

Our vision is robust health throughout Hawai'i, the Pacific region, and the world, achieved through broad institutional and community collaboration.

Mission:

Our mission is to promote health locally, nationally, regionally, and globally through innovative educational and experiential opportunities for our students, by supporting our faculty in teaching excellence and scholarship, and as community partners in public health in Hawai'i and the Pacific region.

Goals:

Our goals are to:

1. Improve student learning and academic success via exposure to a wide variety of experiential learning opportunities in public health.
2. Provide a curriculum that is responsive to public health workforce and community needs.
3. Recruit, retain, and promote high quality Career-Track, Lecturer, and Adjunct Faculty.
4. Instill the core principles of diversity, inclusion, and equity among departmental faculty, staff, and students via student recruitment and support and the purposeful design of course curricula, experiential learning opportunities, community service activities, and faculty scholarship.
5. Support the production, dissemination, and application of public health scholarship among full-time faculty.
6. Involve students, staff, and faculty in service activities that advance public health in local, regional, and global contexts.
7. Graduate students who are well prepared for continued career and educational success following program completion.

Values:

The faculty, staff, and students in the Public Health Department join the rest of the Hawai'i Pacific University community in embracing the following values as representative of the spiritual, ethical, and philosophical principles that support our community, as well as of the aspirational ideals to which we collectively aspire.

PONO, meaning righteous, honest and moral, and an energy of necessity.

KULEANA, meaning responsibility and rights, and concern for all interests, property, and people.

ALOHA, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.

Ethics:

In addition to the above statements, the Public Health program at HPU supports the [Principles of the Ethical Practice of Public Health](#), a community-wide Code for the field of Public Health:

1. Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.
2. Public health should achieve community health in a way that respects the rights of individuals in the community.
3. Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.
4. Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.
5. Public health should seek the information needed to implement effective policies and programs that protect and promote health.
6. Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.
7. Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.
8. Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.
9. Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.
10. Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.
11. Public health institutions should ensure the professional competence of their employees.
12. Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.

STUDENT ENGAGEMENT

The Public Health Department is committed to giving students the opportunity to participate in decision and policy making within the program. To that end, we have one undergraduate and one graduate student representative on the Public Health Department Curriculum Committee, which also includes regular faculty and advising staff. The Committee discusses and makes recommendations on issues such as assessment data and actions, disciplinary evaluations, enrollment trends, accreditation criteria, and faculty resources. See [Appendix II](#) for the Bylaws of the Department of Public Health.

Please contact the Department Chair if you are interested in this opportunity. Any undergraduate intended or declared Public Health major may serve (or the position defaults to the President of the Public Health Club). A graduate student may serve after completing one semester of the program.

THE BACHELOR OF SCIENCE IN PUBLIC HEALTH (BSPH) DEGREE

Students pursuing the Bachelor of Science in Public Health (BSPH) degree build a knowledge base about the science, philosophy, and role in society of public health while also practicing the fundamental skills of the field. The details of this knowledge and skills base can be found in [Appendix III](#). The BSPH also includes the General Education (GE) requirements common to all programs at HPU as well as elective courses from across the university. The BSPH degree culminates with two semesters of practicum and a capstone project. The practicum allows students to gain real experience working in the community on current public health issues. The capstone project allows students to synthesize the knowledge and experience gained during their time at HPU.

BSPH Degree Planning

Bachelor's degrees at HPU consist of 120 credits, at least 36 of which are upper division (courses numbered 3000 and above). Classes are split among courses required for the student's major, required GE courses, and electives.

A sample BSPH degree plan is shown on the next page. Remember this is only a sample plan which may not accurately reflect recent curricular changes, so please meet with your academic advisor to craft a personal degree plan. The document is also available from the registrar's office: <https://www.hpu.edu/registrar/4-year-sample-plan/2018-2019/sample-4-year-guided-pathway-bsph-2018-20191.pdf>

For details on any public health, GE, or elective course, please see the academic catalog: <https://www.hpu.edu/registrar/academic-catalog/index.html>

The courses required for the public health major are shown here: <https://www.hpu.edu/registrar/academic-catalog/view-undergrad.html#?p=BSPH>

The GE courses are shown on the page after the degree plan. More detail about these requirements are given at: <https://www.hpu.edu/gen-ed/index.html>

Sample 4-year Guided Pathway for **Bachelor of Science in Public Health** Academic Catalog Requirements **2018-2019**

*This is **ONLY a sample** pathway. Please meet with your academic advisor prior to registration to formulate your own plan, and for additional information refer to the [academic degree requirements](#).*

**If you were placed into foundational Writing and/or Mathematics courses based on your placement and/or test scores, please consult with your academic advisor to develop a degree plan.*

Year	Fall Semester	Spring Semester
1st	WRI 1100 (GE WC&IL 1) 3	WRI 1200 (GE WC&IL 2) 3
	PH 1000 Intro to Personal and Com Health 3	PH 1300 Public Health Ethics 3
	PH 1200 Intro to PH Profession 3	BIOL 2030 Anatomy & Physiology I 3
	GE CA 3	MATH 1123 Statistics (GE QA&SR) 3
	GE NW 3	GE T&I 3
	Total Credits 15	Total Credits 15
Year	Fall Semester	Spring Semester
2nd	BIOL 2032 Anatomy & Physiology II 3	PH 2020 Human Health & Disease 3
	BIOL 2040 Microbes & Human Health 3	PH 2060 Comparative Healthcare Systems 3
	PH 2010 Drugs & Society 3	GE H&P 3
	GE SW 3	GE T&M 3
	GE AE 3	GE CT&E 3
	Total Credits 15	Total Credits 15
Year	Fall Semester	Spring Semester
3rd	PH 3025 Sexuality in Health & Society 3	PH 3030 Hlth Behavior Theory Prog Plan 3
	PH 3001 Research, Eval, & Plan Hlth Sci 3	PH 3050 Global Health 3
	PH 3015 Culture and Health 3	PH 3090 Public Health Communications 3
	PH 3020 Epidemiology 3	PH/SWRK 3700 Special Topics 3
	GE GC&D 3	Unrestricted Elective - Any course/minor 3
	Total Credits 15	Total Credits 15
Year	Fall Semester	Spring Semester
4th	PH 4000 Environmental Health 3	PH 4910 Practicum II 3
	PH 4010 Health Policy Analysis 3	PH 4920 Public Health Capstone Seminar 3
	PH 4030 Practicum I 3	Unrestricted Elective - Any course/minor 3
	Unrestricted Elective - Any course/minor 3	Unrestricted Elective - Any course/minor 3
	Unrestricted Elective - Any course/minor 3	Unrestricted Elective - Any course/minor 3
	Total Credits 15	Total Credits 15

***This schedule is only a suggestion; make sure you understand the necessary prerequisites for each course and consult with your Academic Advisor. Course availability subject to change; actual degree audits may change depending on course availability in a given semester.*

Baccalaureate Requirements

- Total Degree Credits Required = 120 credits of which a minimum of 36 are Upper-Division Credits (level 3000 and above)
- Completion of Major Requirements (*as indicated above*)
- Completion of General Education Requirements (*as indicated above*)
- Cumulative GPA of at least 2.00; Major GPA of at least 2.00
- Residency Requirements: 12 credits of major course work and the last 30 credits immediately preceding graduation (*Service member's Opportunity College students please see your academic advisor*).

General Education Curriculum

Academic Catalog 2018-2019

This general education worksheet illustrates our general education curriculum requirements for any of our Bachelor's degree programs. Please utilize this worksheet in addition to the Sample Degree Plans to identify the GE categories and their offerings.

Hawai'i & the Pacific (GE H&P)	
AL 1050	Languages in the Pacific
ANTH 1500	Contemporary Social Activism in Hawai'i
ARTH 1001	Arts of Oceania
BIOL 2170	Ethno-biology: People and Plants
ENG 1101	Representations of Pacific Life
HAWN 1100	Beginning Hawai'ian I
HIST 1558	Living History of Hawai'i
PHIL 1001	Philosophies of Hawai'i & the Pacific

Quantitative Analysis & Symbolic Reasoning (GE QA&SR)	
CSCI 1534	Data Analysis and Visualization
MATH 1120	How Numbers Shape Our Lives
MATH 1123	Statistics
MATH 1130	Pre-Calculus I
MATH 1150	Pre-Calculus I & II
MATH 2214	Calculus I
PHIL 2090	Principles of Logic
PSY 1100	Probabilistic Thinking

Written Communication & Information Literacy I (GE WC&IL 1)	
WRI 1100	Analyzing & Writing Arguments
WRI 1150	Literature & Argument

Written Communication & Information Literacy II (GE WC&IL 2)	
WRI 1200	Research, Argument & Writing
WRI 1250	Introduction to Research in the Humanities

American Experience (GE AE)	
AMST 2000	Topics in American Studies
HIST 1401	American Stories: Themes in American Hist. to 1877
HIST 1402	The American Experience: 1865 to Present
HUM 1270	Intro. to Gender & Women's Studies
PADM 1000	Intro. to Leadership in America
PHIL 2500	Ethics in America
PSCI 1400	American Political System
SOC 1000	Introduction to Sociology

Creative Arts (GE CA)	
ARTH 2301	Topics in World Art History
ARTS 1000	Intro. to Visual Arts
ARTS 2150	Intro. to Design
ENG 2000	The Art of Literature
MUS 1000	Intro. to Western Classical Music
MUS 2101	Music in World Culture
THEA 2320	Acting I: Basic Acting for Stage & Screen
WRI 2601	Intro. to Creative Writing

Critical Thinking & Expression (GE CT&E)	
COM 1000	Intro. to Communication Skills
COM 2000	Public Speaking
ECON 2010	Principles of Microeconomics
ENG 2100	Ways of Reading: Film, Literature & Culture
GEOG 2000	Visual Human Geography
HIST 1717	Reacting to the Past
PH 1300	Public Health Ethics
PSY 1000	Intro. to Psychology

Global Crossroads & Diversification (GE GC&D)	
AL 2000	Intro. to Linguistics
ANTH 2000	Cultural Anthropology
GEOG 1500	World Regional Geography
HIST 1002	Global Crossroads: 1500 to Present
INTR 1000	The International System
MULT 2000	Global Cinema Studies
PH 2060	Comparative Healthcare Systems
REL 1000	Intro. to World Religions

Natural World (GE NW)	
BIOL 1000	Intro. Biology
BIOL 1300	Nutrition: Eat Smarter
CHEM 1000	Intro. Chemistry
CHEM 2050	General Chemistry I
GEOG 1000	Intro to Physical Geography
GEOL 1000	The Dynamic Earth
MARS 1000	Intro. Oceanography
PHYS 1020	Astronomy

Sustainable World (GE SW)	
AQUA 1200	Global Aquaculture for Food Security & Conservation
ARTS 1003	Sustainable Art & Design
BIOL 1500	Conservation Biology
ENVS 1000	Intro. to Environmental Science
ENVS 1030	Tropical Ecology & Sustainability
MARS 1500	Marine Biology and the Global Ocean
SWRK 2010	Social Sustainability, Social Work & Entrepreneurship

Technology & Innovation (GE T&I)	
CSCI 1041	Digital Literacy in a Global Society
CSCI 1061	Mobile Technology for the 21 st Century
CSCI 1611	A Gentle Intro. to Computer Programming
ENGE 1000	Intro to Engineering Systems & Prof. Practice
HIST 2630	The History of Science & Technology
MATH 1234	Intro. to Cryptology
MIS 2000	Information Tools for Business
MULT 1100	Foundations of Multimedia Production

Traditions & Movements that Shape the World (GE T&M)	
AL 1100	Language, Power, and Identity
CLST 1000	Great Books East and West
ECON 2015	Principles of Macroeconomics
ENG 2500	World Literature
HIST 1001	Traditions & Encounters: World Cultures to 1500
PH 1200	Intro. to Public Health Professions
PSCI 2000	Intro. to Politics
SOC 2600	Peace Studies

For more information on our General Education curriculum please refer to our Academic Catalog or you may refer here: <https://www.hpu.edu/gen-ed/index.html>

The Public Health Club

The Public Health Club is a student-led organization dedicated to spreading information about healthy living to the community and participating in activities that encourage healthy living. The Public Health Club is open to all HPU undergraduate students, whether they are Public Health majors or not.

For more information, contact the student officers at phc.hpu@my.hpu.edu.

THE MASTER OF PUBLIC HEALTH (MPH) DEGREE

Students pursuing the Master of Public Health (MPH) degree study specific fields of knowledge within public health and learn to apply the skills of the field. The details of this knowledge and skills base can be found in [Appendix III](#). The MPH culminates with a semester of field training and a capstone project. Field training allows students to work in the community on current public health issues. The capstone project allows students to synthesize the knowledge and experience gained during the degree program.

MPH Degree Planning

Courses for the MPH program are conducted in two 8-week sessions in the fall semester and two 8-week sessions in the spring semester. The sessions are referred to as terms “8A” and “8B”. Some courses are also conducted during the summer semester and may be 7, 8, or 14 weeks long.

Please note that the dates for these terms are usually slightly different than the undergraduate semesters; for example, term fall 8A typically starts a week before the undergraduate fall semester. Check the academic calendar carefully, scrolling down to the sections on the 1st and 2nd 8-Week Sessions (or as appropriate for a summer class):

<https://www.hpu.edu/registrar/academic-calendar.html>

Sample MPH degree plans for those starting in the fall semester and those starting in the spring semester are shown on the next page. This is an accelerated program where not every course is offered every session, so progression is fairly prescribed unless there are extenuating circumstances which must be discussed with Department Chair. Electives and non-Public Health courses may be changed as needed.

The two last courses of the degree are described below. For all other current course descriptions, please see the MPH page of the academic catalog:

<https://www.hpu.edu/registrar/academic-catalog/view-grad.html?p=MPH>

Fall Admission	Year 1			Year 2	
	Fall	Spring	Summer	Fall	Spring
8A (1st 8-week session)	<ul style="list-style-type: none"> • PH 6100 * (Foundations of Public Health) • PH 6220 (Health Behavior Change Theory and Program Planning) • PH 6260 (Environmental Health) 	<ul style="list-style-type: none"> • PH 6120 (Biostatistics) • PH 6200 (Human Diseases and Conditions) 	<ul style="list-style-type: none"> • PH 6300 (Public Health Research Methods) • PADM 6000 (Public Administration and Public Service) 	<ul style="list-style-type: none"> • PH 6500 (Public Health Field Training) • PH 6999 (Special Topics in Public Health) 	<ul style="list-style-type: none"> • PH 7000 (Public Health Capstone)
8B (2nd 8-week session)	<ul style="list-style-type: none"> • PH 6400 (Health Policy, Law, and Advocacy) • PH 6460 (Public Health Program Planning) 	<ul style="list-style-type: none"> • PH 6140 (Epidemiology) • PH 6160 (Social Determinants of Health) 		<ul style="list-style-type: none"> • PH 6500 (Public Health Field Training): <i>continued</i> • Elective 	<ul style="list-style-type: none"> • PH 7000 (Public Health Capstone): <i>continued</i>

Spring Admission	Year 1		Year 2		
	Spring	Summer	Fall	Spring	Summer
8A (1st 8-week session)	<ul style="list-style-type: none"> • PH 6100 * (Foundations of Public Health) • PH 6120 (Biostatistics) • PH 6200 (Human Diseases and Conditions) 	<ul style="list-style-type: none"> • PH 6300 (Public Health Research Methods) • PADM 6000 (Public Administration and Public Service) 	<ul style="list-style-type: none"> • PH 6220 (Health Behavior Change Theory and Program Planning) • PH 6260 (Environmental Health) 	<ul style="list-style-type: none"> • PH 6500 (Public Health Field Training) • PH 6999 (Special Topics in Public Health) 	<ul style="list-style-type: none"> • PH 7000 (Public Health Capstone)
8B (2nd 8-week session)	<ul style="list-style-type: none"> • PH 6140 (Epidemiology) • PH 6160 (Social Determinants of Health) 		<ul style="list-style-type: none"> • PH 6400 (Health Policy, Law, and Advocacy) • PH 6460 (Public Health Program Planning) 	<ul style="list-style-type: none"> • PH 6500 (Public Health Field Training): <i>continued</i> • Elective 	<ul style="list-style-type: none"> • PH 7000 (Public Health Capstone): <i>continued</i>

*As needed. See the MPH page of the academic catalog: <https://www.hpu.edu/registrar/academic-catalog/view-grad.html?p=MPH>

Field Training and Capstone

Field Training and Capstone are the culmination of the MPH and together fulfill the applied practice experience and integrative learning experience requirements of the degree.

Public Health Field Training (PH 6500)

The applied practice experience requirement for the Hawai'i Pacific University MPH program is fulfilled via a required 6-credit Field Training course, PH 6500. In this course, MPH students demonstrate graduate public health competency attainment through applied practice experiences, which may include the following: an internship completed during an academic term; course-based activities (such as performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or as part of a group); co-curricular activities (such as those organized by a student association); and/or a blend of for-credit and/or not-for-credit activities.

Field Training placement begins the semester before registering for the course, during which time it is the student's responsibility to arrange to meet with the Field Training Faculty Advisor (who is also the PH 6500 course Instructor) to plan, prepare, and develop their Field Training projects. The Field Training Faculty Advisor meets in person, via phone, or via Skype with the student to discuss and assess individual interests, skills, scheduling considerations, and career goals and determine how to incorporate these factors into Field Training planning. From there, students work with the Field Training Faculty Advisor to identify, apply, and interview for a field-based internship or other applied practice experience at a public health agency or program. Typically, this initial identification and preparation process includes approximately 3-5 check-in meetings over the course of several weeks involving students and/or host sites to facilitate and assess student progress as projects are identified and negotiated.

Field training is intended to provide on-the-ground learning, application and experience in public health. Students are responsible for working with Field Training Site Supervisor(s) (i.e. the individual(s) at the field placement site deemed responsible for overseeing student internships or applied practice experience product development) and the Field Training Faculty Advisor to develop and produce a minimum of two original products demonstrating mastery of at least five MPH competencies (see [Appendix III B](#)). Examples of original products demonstrating MPH competency attainment include written assignments, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. These products must demonstrably be of benefit to (and preferably directly requested by) the Field Training site. They must also be completed or delivered over the course of one sixteen-week academic semester.

Public Health Capstone (PH 7000)

The Public Health Capstone (PH 7000) is an original, high quality written product which the student also presents to his or her peers, professors, and the larger HPU/public health

community. Unless there are extenuating circumstances, the Capstone is based on the student's Field Training. There are many different possible formats for the Capstone, depending on the type of Field Training and ideally, what would be the most useful output for the placement site.

The Capstone allows students to demonstrate synthesis of specific foundational and concentration competencies, which are selected in consultation with the Capstone Faculty Advisor (who is also the PH 7000 course instructor). See [Appendix III B](#) for details on the competencies.

PH 6500 and the approval of the Public Health Graduate Advisor are prerequisites to PH 7000.

UNIVERSITY POLICIES AND RESOURCES

Students are expected to be familiar with and abide by university policies. We also encourage you to explore the myriad resources available to you. Three policies and one resource are highlighted below. All others may be found in the university Student Handbook:

www.hpu.edu/studenthandbook

Academic Integrity

Both Hawai'i Pacific University and the Public Health Department are dedicated to providing a learning environment based not only upon academic excellence but academic integrity as well. In all courses it is expected that you will adhere to all Hawai'i Pacific University guidelines regarding academic dishonesty. It is Hawai'i Pacific University policy that any act of Academic Dishonesty will incur a penalty up to and including expulsion from the University. Any student who cheats on an academic exercise, lends unauthorized assistance to others, or who hands in a completed assignment that is not his or her work will be sanctioned. The term 'academic exercise' includes all forms of work submitted for points, grade, or credit. Please see the Student Handbook for the full policy.

Accessibility Services (ADA Accommodations)

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act Amendments Act 2008 (ADAAA), and Title III (Public Accommodations) Hawai'i Pacific University does not discriminate against individuals with disabilities. Any student who feels he/she may need an accommodation based on the impact of a disability is invited to contact Accessibility Services at HPU (808-544-1197); at access@hpu.edu, or at the LB Bldg., Suite 602, 1060 Bishop Street). This is a necessary step in order to ensure reasonable accommodations in a course. Students are not expected to disclose their specific disability to the professor; Accessibility Services will provide a letter for an instructor explaining the accommodations and NOT the nature of the disability. If you would like to discuss other concerns, such as medical emergencies or arrangements in the event of an emergency evacuation, please make an appointment to talk with the professor as soon as possible.

Student Grievance Procedure

Students are encouraged to express concerns about class-associated concerns (including assessment, educational approaches, classroom climate, etc.) with their instructor in a timely manner so that both parties can work together to seek solution. If a student is not satisfied with the solution, or if the student feels uncomfortable expressing concerns to their class instructor, the student should bring these to Department Chair. The Chair will seek to mediate and resolve the matter. If this step is unsuccessful, the procedure becomes a formal grievance and is submitted to the academic dean describing the issue, including all supporting documentation. The dean will then forward all grievance materials to the instructor within five working days with a request for a response within five working days. If the student wishes to request a

hearing, it must be a written request submitted to the Office of the Provost within 10 working days of receiving the materials with the instructor's response.

Counseling & Behavioral Health Services (CBHS)

CBHS provides current HPU students with free and confidential psychological counseling. Sometimes the stress of school along with personal issues can be too much to handle. CBHS provides the opportunity for students to discuss any personal problems or concerns and explore solutions. Appointments can be scheduled by phone at (808) 687-7076 or in person at the Downtown campus at UB 905. Office hours are Monday – Friday, 8:00 a.m. – 5:00 p.m.

APPENDIX I: PUBLIC HEALTH FACULTY BIOS

Dr. Lyndall Ellingson, PhD, CHES: Chair and Professor of Public Health

Dr. Ellingson has been teaching, mentoring, and publishing in public health, health education and health promotion for over 25 years. Dr. Ellingson earned her doctorate from Indiana University, and her Bachelor and Master of Science degrees from the University of Oregon. She is a proud graduate of Kailua High, Kailua Intermediate, and Lanikai Elementary schools, and is overjoyed to be back home in Hawai'i. Her professional life encompasses working as developer and CDC evaluator of culturally competent health promotion programs among indigenous, and sexual and gender minority, communities; as a Maternal and Child Health Peace Corps Volunteer in Zaire, and as sexuality educator across the age span. Dr. Ellingson's scholarly pursuits include research and publication in sexual health and sexuality education, women's health, and evidenced-based culturally competent program development and evaluation. These experiences and foci highlight Dr. Ellingson's commitment to community development, participatory research, and reduction of health disparities among vulnerable populations. In her spare time, Dr. Ellingson enjoys family time in the ocean and exploring hidden valleys on O'ahu, singing in church and community choirs, and playing the ukulele, guitar and banjo.

Dr. Gillian Dunn, DrPH: Assistant Professor of Public Health

Dr. Dunn earned her doctorate in public health from the City University of New York and also holds an MS in Earth & Environmental Sciences and a BS in Oceanography. Prior to joining HPU, Dr. Dunn spent over 18 years managing emergency programs in response to disasters, wars, and outbreaks of disease. Her main interests in public health center around the interaction of the environment and health, including disasters and climate change, ecosystem services, water and sanitation, and vector-borne diseases. She is especially interested in child health within at-risk communities. Dr. Dunn also works with spatial methodologies to better understand the influence of place on health.

Dr. Christian Gloria, PhD, CHES: Associate Professor of Public Health

Dr. Gloria earned his BS in Kinesiology: Health Promotion & Fitness, MA in Health Education, and PhD in Health Behavior and Health Education from The University of Texas at Austin. Born and raised in Metro Manila, Philippines, he is excited to be living again in the Pacific and working at HPU, where he could finally pursue his life's calling of teaching, conducting research, and providing services to developing countries and at-risk populations throughout Asia and the Pacific. Dr. Gloria's recent research examines the protective factors that foster adaptation, resilience, and well-being among individuals who experience detrimental levels of stress and adversity. Other professional and scholarly interests include weight management, physical activity, nutrition, as well as employee-work engagement. He has developed public health programs and conducted studies with a variety of organizations including community health centers, hospitals, NGOs, the State Department of Health, private/corporate institutions, and school systems. Dr. Gloria likes to spend his free time reading at coffee shops, watching horror movies, singing in the car, learning to play the ukulele, and practicing yoga. He was honored with the National Herff Jones Teacher Shout Out Award in 2013, and was recently appointed as the Vice President of the Hawai'i Public Health Association (2016).

Dr. Emily K. Roberson, PhD, MPH: Assistant Professor of Public Health

Dr. Roberson has been working in the field of public health for over 10 years, primarily focused on maternal and child health and epidemiology, and has been teaching at Hawaii Pacific University since January 2016. She has a BS in Physical Anthropology and Latin American Studies from Tulane University, an MPH in Global Maternal and Child Health from Tulane University School of Public Health and Tropical Medicine, and a PhD in Epidemiology from the University of Hawai'i at Manoa. Prior to joining Hawaii Pacific University, Dr. Roberson was the Program Coordinator for the Hawaii State Department of Health's Pregnancy Risk Assessment Monitoring System (PRAMS) from 2008 until 2015, during which the program won multiple awards for original research presentations, innovative community partnerships, and successful "Data to Action" activities. Additionally, from July 2016 until June 2017, Dr. Roberson served as a Public Health Advisor as part of the Centers for Disease Control and Prevention (CDC) Zika Emergency Response in the Pacific Region. While Dr. Roberson has published research on a wide variety of topics related to maternal and child health, mental health, substance use, and risk behaviors, her most recent research has focused on substance use (legal, illegal, and prescription) before, during, and after pregnancy in Hawaii. Her other research interests include: health disparities (especially regarding understudied populations in Hawaii and throughout the Pacific), sexual and reproductive health, chronic disease epidemiology, emerging and re-emerging infectious diseases, and all things maternal and child health.



College of Health and Society

**BYLAWS OF THE DEPARTMENT OF PUBLIC HEALTH
COLLEGE OF HEALTH AND SOCIETY
HAWAI'I PACIFIC UNIVERSITY
(2018)**

Preamble

The Bylaws of the Department of Public Health are established as a guide for its members. They define the duties of its administrators, faculty, staff, students, committees, and others involved in departmental affairs.

Article I – Name

The name of the organization shall be known as the Department of Public Health (DPH).

Article II – Purpose

The purpose of the Bylaws is to facilitate shared governance among members of the DPH, including administrators, faculty, staff, and students with regards to communications and joint planning to achieve the goals of the department, college, and university.

Article III – Guiding Principles

Recommendations, decisions, and actions on policies approved by the DPH must be consistent with the College Faculty Assembly Bylaws, University Faculty Senate Bylaws, University Faculty Handbook, the Academic Affairs Policies and Procedures Manual (AAPP), and relevant accrediting bodies. Members of the DPH are responsible for such matters including (but not limited to) the following:

- A. Contributing to the DPH strategic planning that reflects the mission and goals of the college and university.
- B. Defining criteria for the promotion and reappointment of faculty.
- C. Developing, implementing, and evaluating curricula.
- D. Recommending and formulating policies that contribute to the coordinated functioning of the DPH.
- E. Participating in DPH governance.

Article IV – Membership

The DPH shall be composed of voting and non-voting members as follows:

- A. Regular faculty, as defined in the University Faculty Handbook, shall be voting members.

- B. Special appointment faculty, administrators, staff, and students may be invited by the DPH chair to attend and speak in meetings but shall be non-voting members unless otherwise specified here in the Bylaws.
- C. The DPH Administrative Assistant shall participate in meetings, but as a non-voting member.

Article V – Meetings

The DPH shall meet at least three times per fall and spring semester and the date shall be determined by the DPH Chair. Special meetings may be called by the Chair or petitioned by at least one-half (1/2) of the voting members and shall be scheduled and held within seven (7) business days of the call. The goal of the special meeting must be disseminated to all DPH members at least two (2) business days prior to the meeting.

- A. Quorum – A quorum of fifty percent plus one (50%+1) of all voting members shall be necessary to conduct an official meeting. A simple majority of voting members present shall carry a motion. Voting may be held electronically by e-ballot (see Article VII).
- B. Procedures – Voting members shall seek to reach consensus. Any voting member can move to invoke Robert’s Rules of Order (11th Edition).
- C. Agenda – The DPH Chair or their designee shall prepare and electronically distribute the agenda and related items/documents to all members at least two (2) business days prior to the meeting date.
- D. Minutes – The DPH Administrative Assistant (or a Chair appointee in their absence) shall record minutes of all meeting proceedings and discussions, and post them to the department shared drive within two (2) business days after the meeting. The minutes shall be reviewed and approved during the next DPH meeting. Final approved minutes shall be posted to the department shared drive.
- E. Meetings – All DPH meetings shall be open to all voting members identified under Article IV. When student and personnel issues are deemed confidential, a closed session shall be declared by a majority vote of members present. This closed session shall be noted in the minutes but not the reason.
- F. Attendance – Attendance (in person or via pre-approved alternative method) of all voting members is expected except for those who have been excused for their absence. The DPH Chair authorizes excused absences for emergencies, illness, University/College/School/Department business, or other pre-approved reasons. All other absences will be noted in the minutes as unexcused.

Article VI – Committees

- A. Committee Formation/Dissolution – The DPH Chair or any voting member may move to establish or dissolve a standing or ad hoc committee.
- B. Nomination and Election Guidelines
 - 1. Any regular faculty member may self-nominate for any position in the department committees.
 - 2. Consent of the nominee must first be obtained by the nominator when one faculty nominates another faculty member.

3. The nominees shall be voted upon by secret ballot and be elected with the most votes; or by acclamation if there is only one (1) nominee.
4. Election of a Chair and a Secretary shall be conducted during the last regularly scheduled committee meeting of the academic year.
5. Term of office for all members shall be two (2) years.

C. Meetings

1. The committees may determine their own meeting schedules and frequency, but shall meet at least once per fall and spring semester. The Chair has the obligation to call the meetings when critical issues make them necessary.
2. Attendance is expected for all meetings except for illness or emergency reasons. The Chair shall be notified as soon as the reason for the absence is experienced. An absence is excused or unexcused and will be noted in the minutes.
3. The Secretary shall record minutes of all committee meeting proceedings and discussions, and post them to the department shared drive within two (2) business days after the meeting. The minutes shall be reviewed and approved during the next committee meeting. Final approved minutes shall be posted to the department shared drive.
4. Program-level recommendations shall be brought to the DPH Chair for consideration.

D. Decisions – The DPH renders final decisions on committee recommendations.

E. Standing and ad hoc committees – The DPH committees, their areas of responsibility, and composition shall be as follows:

1. **Accreditation**

Coordinate faculty participation in Council on Education for Public Health (CEPH) accreditation activities, including onsite consultant and site visits and submission of Self-Study and other materials required for accreditation.

2. **Admissions**

Develop criteria, review applications, and make admission decisions for MPH and Graduate Assistantship candidates for fall and spring admission cycles.

3. **Program Evaluation**

Coordinate development of program learning outcomes and student learning objectives; develop assessment plan and measures; collect and interpret assessment data; facilitate faculty discussion and actions per relevant assessment bodies and cycles.

4. **Cumulative and Experiential Activities**

Develop, evaluate, and modify policies, procedures, and materials related to BSPH and MPH student cumulative and experiential activities; review any reported conflicts, complaints, or other issues and make recommendations.

5. **Curriculum**

Annually review curricula for both the BSPH and MPH programs considering assessment data and actions, disciplinary evaluations, enrollment trends, accreditation criteria, and faculty resources; recommend any needed changes. Shall consist of at least three regular faculty members; one advising staff; one

undergraduate student; and one graduate student. All members of this committee shall have the right and privilege to vote.

6. **Faculty Promotion and Reappointment (ad hoc)**
Review faculty files and make recommendations for retention and promotion per Faculty Handbook, Academic Affairs Policies and Procedures Manual, and DPH Rubric for Evaluation of Faculty for Promotion and Reappointment.
7. **Professional Development (ad hoc)**
Review and approve faculty applications for departmental professional development funds.
8. **Bylaws (ad hoc)**
Develop, review, and modify DPH bylaws.
9. **Student Public Health Club Faculty Advisors**
Serve in an advisory capacity to the Student Public Health Club as they plan events and activities.

Article VII – Electronic Voting

- A. The DPH Chair shall develop the timeframe for the e-vote.
- B. A minimum notice of two business (2) days shall be provided by the Chair via email to all members for voting on a motion that has been moved and discussed at a previous meeting. Such email notice shall include the motion, supporting documentation for the e-vote, and the deadline for the vote. Voting can immediately take place if the motion has been made and discussed in a previous meeting.
- C. New motions that have not been discussed by the faculty will carry a discussion through email.
 1. Each new main motion must be made in a separate, new email message with no other message thread included. The subject line must include the word “Motion.”
 2. For a debate of the motion, members shall use “Reply All” in all messages.
- D. The chair shall close the debate by either a previously stated timeframe for discussion or by asking, “Are you ready for the question on Motion X?” in the subject line.
- E. The chair shall put the question to a vote by restating the pending question and requesting the member to vote now. The word “vote” shall be in the subject line, Example: Motion X Vote.
- F. The chair shall include the timeframe/deadline for the vote.
- G. Members shall state, “I vote yes” or “I vote no” in the first line of the response and use “Reply All.”
- H. If the vote needs to be by secret ballot rather than open view, the vote will be conducted through pipeline “e-ballot.”
- I. The chair shall announce the results of the vote within two business (2) days after the voting deadline.
- J. The chair shall either state the next pending motion and open debate, or shall declare the thread on “Motion X” closed.

Article VIII – Amendments

- A. Amendments may be proposed through a petition to the DPH Chair.

APPENDIX III: PUBLIC HEALTH KNOWLEDGE AND COMPETENCIES

The Council on Education for Public Health ([CEPH](#)), the accrediting body for public health programs, has identified general areas of knowledge and specific competencies (skills) for both undergraduate and graduate public health degrees. These are integrated into the curricula at HPU, ensuring that upon graduation, you will be able to demonstrate a certain level of knowledge and skill. The areas of knowledge and competencies are informed by traditional public health core domains (e.g., environmental health sciences, epidemiology) as well as cross-cutting and emerging public health concerns (e.g., systems thinking, the evolving US healthcare system).

Appendix IIIA: BSPH Knowledge and Competencies

Public Health Bachelor's Degree Foundational Domains

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
2. The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
3. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
4. The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
5. The socioeconomic, behavioral, biological, environmental and other factors that impart human health and contribute to health disparities
6. The fundamental concepts and features of project implementation, including planning, assessment and evaluation
7. The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries
8. Basic concepts of legal, ethical, and economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of the government
9. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Public Health Bachelor's Degree Foundational Competencies

1. The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
2. The ability to locate, use, evaluate and synthesize public health information

Appendix IIIB: MPH Knowledge and Competencies

MPH Foundational Public Health Knowledge

Profession & Science of Public Health

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)

MPH Foundational Competencies

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health

8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

MPH Generalist Concentration Competencies

These competencies are specific to the HPU MPH program.

1. Assess the public health implications of the environmental conditions, political landscape, population characteristics and movement, and vulnerabilities and capacities unique to Hawai'i and the Pacific region
2. Design an original research study, including instrument development, sample selection, and analysis plan
3. Apply Geographic Information Systems techniques to health data, including joining data, manipulating layers, and creating maps

4. Assess the unique physical, mental, and occupational health aspects associated with military service
5. Evaluate the significance of diseases that thrive in the tropics and subtropics with a focus on the Pacific region