

**Health Science Program
Department of Environmental and Health Sciences
Comprehensive Program Review**

1. Mission

The Bachelor of Science (BS) degree program in health science is designed so students can use prior education and/or experience to realize their career goals in a health/human service field. Graduates have the knowledge of available resources and practices and the ability to assess needs to enable them to fill the role of the health professional. The program also provides opportunities for the entering freshman or transfer students from a non-health related field.

Expected outcomes:

- Graduates will understand the role of the health professional in the provision of services to clients/patients.
- Graduates will compile, calculate and use health-related data to identify and evaluate health needs, interests and concerns of individuals and/or groups.
- Graduates will be able to function as providers of assistance for the health-related problems of individuals and/or groups.
- Graduates will be able to identify and describe components of good mental and physical health.
- The program will provide a flexible degree program that enables students to prepare for a health-related career of their choosing.
- The program will provide a quality educational experience for its students.

Upon completion of this program students will be eligible for employment in positions such as wellness coordinator, health educator, patient educator, research assistant, wellness project specialist, environmental health specialist, as well as other health-related occupations.

2. Teaching

Assessment of and Reward for Good Teaching and Good Advising

Student advisement and teaching are the primary functions of the health science department faculty. Students use advising sessions to determine degree progress, discuss career and educational opportunities, and any other concerns. Through personal, one-on-one interaction with the students, the health science department is able to retain and recruit students in the field of health science. The Department Chairperson through student evaluations and interactions with faculty evaluates the performance of advisors and teaching.

Opportunities for Student-Faculty Interaction

Students and faculty members have opportunities to connect outside of the classroom in several ways that include the following:

Seminars - Students are encouraged to attend seminars that are announced in a variety of courses related to their major. Upcoming events are also posted on a bulletin board dedicated to the students of the health science program. The local Three Rivers Area Health Education Center keeps faculty members aware of upcoming events.

Community Events - Students are urged to serve as volunteers during the annual Health Expo in order learn about and retain skills related to the community health field.

Professional Associations - Students are encouraged to join other organizations such as the Georgia Public Health Association, the Society for Public Health Education and other entities that will contribute to their career advancement upon graduation.

Internships – Students work closely with faculty members in order to be placed in their areas of interest. Faculty members meet with students and internship site preceptors in order to establish the relationships that are needed in order to ensure an educational experience for the student outside of the classroom.

Internships at the Columbus Health Department include:

- Tobacco Use Prevention Program
- Cancer Treatment Program
- HIV Education
- Adolescent Health/ Youth Development Program
- Safe Kids Program
- Health Education
- Environmental Health Program
- Teen Pregnancy Program
- Epidemiology

Other Internship sites are at the following locations:

- Safe & Drug-Free Kids, Muscogee County School District
- Mental Health/ Developmental Disabilities/ Addictive Diseases, New Horizons Community Service Board
- Columbus Hospice
- Education Department, Columbus Regional Hospital
- Three Rivers Area Health Education Center
- Valley Healthcare System, Inc.

Eta Sigma Gamma – Future opportunities for interaction between faculty and students include forming a student chapter of the Eta Sigma Gamma Professional Health Education Honorary. As stated in the Eta Sigma Gamma administrative guide, “the objectives of Eta Sigma Gamma are to further the professional competence and dedication of the individual members in and for the Health Education discipline and the promotion of this discipline by stimulating scientific research; facilitating communication and discussion between individuals, agencies and governmental jurisdiction through the exchange of practices and philosophies; motivating service and academic achievement; recognizing service and academic achievement; developing methods, materials and programs; and raising professional standards and ethics. Current costs: new chapter-\$250.00, initiation fee-\$35.00, annual national dues-\$30. At the current time there are approximately 111 chapters located at colleges and universities around the nation.

CHES - In the future, students will be encouraged to take the an examination facilitated by the National Commission on Health Education Credentialing in order to become certified in the field. Opportunities for the preparation of this examination are currently held at Emory University in Atlanta, Georgia. In the future, Columbus State University may become a prime location for this same opportunity as well as a test site for students, and other health professionals, desiring the chance to become a nationally certified health education specialist (CHES).

Availability of Tutoring

Students are encouraged to consult with faculty members during office hours for additional assistance. The Writing Center has staff available for those requiring assistance when preparing research papers.

Opportunities for Students

All students have the opportunity to participate in community events related to health science. Announcements of upcoming events related to health and disease prevention are made every semester. Students also received additional training as a health professional during their internship.

3. Curriculum

The relationship between the program's curriculum and its outcomes

As stated in the mission of the program, the purpose of the health science curriculum is to produce graduates that are educated in a variety of health related areas. Students leave the program with a great understanding of the importance health education, disease prevention, and environmental hazards that tend to have an impact on the public's health.

Statement of expected outcomes

At the end of a student's matriculation through the health science program they will have:

- the ability to understand and analyze data related to disease occurrence in a community
- the ability to think critically and understand scientific research methodology
- the skills needed to create a health promotion program within a school, business or other setting
- the knowledge needed to understand the issues surrounding diverse populations as it relates to disparities in health status.

Incorporation of technological skills into the program of study

E-mail – Students are encouraged to e-mail faculty for a variety of purposes including clarification of subject matter in a course, updates on progress during the Independent Study and Internship courses, indication of intentions for volunteering in health events and other reasons as needed.

Harvard Risk Assessment – Students are/ will be required to become familiar with the Harvard Risk Assessment in order to learn how to assess a potential client's risk for cancer. This assessment tool is used during the annual community Health Expo.

Internet/ Health-Related Website databases- Students are urged to utilize resources such as the Georgia County Guide, the Georgia Statistics System, and the Centers for Disease Control and Prevention website in order to stay updated on health-related issues.

Calculators – Calculators are a requirement for the Principles of Epidemiology course. Students become familiar with a variety of equations and formulas that used in order to calculate morbidity and mortality rates of populations in a designated geographic area.

Relevance of the program to student needs

Challenging students to think across disciplines

Students are urged to think across these boundaries to determine how they could utilize their degree in their career of choice.

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3145	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
3165	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
4105	0	1	0	0	2	0	0	1	0	0	1	0	0	1	0
4106	0	2	0	1	1	0	1	0	0	1	0	0	1	0	0
4107	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0
4115	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
4129	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0
4145	1	1	0	1	1	0	0	1	0	0	1	0	0	1	0
4698	0	0	0	1	1	0	1	1	0	1	1	0	0	1	0
4795	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0
4899	0	1	1	1	1	0	1	1	0	1	0	0	0	1	0
5106U	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0
5106G	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0
5107U	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
5107G	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
5108U	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
5108G	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
5125U	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0
5125G	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0
5188U	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
5188G	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
5795U	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
5795G	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
6105	0	0	0	0	0	0	0	0	0	0	00	0	0	0	0

The role of the department in serving general education and other programs.

Health Science courses are required outside of areas A through D for those students seeking degrees in Health and Physical Education (at both the Bachelor of Science and Master of Education levels) and for those majoring in Exercise Science. The Health Science program also provides supporting courses as prerequisites for the cooperative program in occupational therapy between Columbus State University and the Medical College of Georgia.

Health Science Enrollment Trends Fall 1998 – Summer 2003															
Course	F 98	SP 99	SU 99	F 99	SP 00	SU 00	F 00	SP 01	SU 01	F 01	SP 02	SU 02	F 02	SP 03	SU 03
HESC 1105 Introduction to the Health Professions	24	0	0	30	29	0	45	0	0	32	0	0	44	0	0
HESC 1115	0	19	0	0	21	0	15	0	0	15	0	0	36	0	0

Interpersonal Relations															
HESC 1116 Interviewing Techniques	0	9	0	0	13	0	0	16	0	0	25	0	0	0	0
HESC 2105 Personal Health	27	0	21	31	0	14	30	0	14	30	0	16	41	31	13
HESC 2115 Group Communication	0	15	0	0	15	0	0	15	0	0	15	15	0	0	22
HESC 2125 Applied Nutrition	0	40	19	0	26	0	17	0	0	36	0	0	40	0	0
HESC 3105 Survey of Environmental Health	35	0	0	17	0	0	17	0	0	28	0	0	25	0	0
HESC 3107 Habit Forming Substances	0	53	0	0	52	0	0	33	25	0	35	13	0	35	0
HESC 3125 (Crisis Intervention) ****Also listed as HESC 5125.	50	0	0	25	0	0	0	0	0	0	0	0	0	0	0
HESC 3145 The Dysfunctional Personality	20	0	0	29	0	0	17	0	0	24	0	0	29	0	0
HESC 3165 Working with the Aged	25	0	0	11	0	0	9	0	0	22	0	0	26	0	0
HESC 4105 Community Health Organization	0	23	0	0	24	0	0	25	0	0	28	0	0	33	0
HESC 4106 Method and Materials in Health Education	0	42	0	16	0	0	21	0	0	20	0	0	19	0	0
HESC 4107 Fundamentals of School Health	0	0	0	0	9	0	0	17	0	0	30	0	0	34	0
HESC 4115 Principles of Epidemiology	21	0	0	17	0	0	25	0	0	21	0	0	26	0	0
HESC 4129 Death and Dying	0	20	0	0	21	0	0	23	0	0	24	0	0	38	0
HESC 4145 Working with Families	16	26	0	16	12	0	0	23	0	0	24	0	0	32	0

HESC 4698 Internship	0	0	0	1	0	0	1	2	0	1	2	0	0	12	0
HESC 4795 Seminar in Health Science	11	0	0	14	3	0	4	0	0	18	0	0	12	0	0
HESC 4899 Independent Study	0	16	16	11	18	0	4	4	0	3	0	0	0	19	0
HESC 5106U Behavioral Determinants of Health & Disease (undergrad. level)	0	0	0	0	0	0	0	8	0	0	17	0	0	31	0
HESC 5106G Behavioral Determinants of Health & Disease (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7
HESC 5107U Human Sexuality (undergrad. level)	0	0	0	0	0	0	0	0	0	0	0	27	0	0	35
HESC 5107G Human Sexuality (graduate level)	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0
HESC 5108U Consumer Health (undergrad. level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	22
HESC 5108G Consumer Health (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
HESC 5125U Crisis Intervention (undergrad. level) ***Also listed as HESC 3125.	0	0	0	0	0	0	18	0	0	13	0	0	21	0	0
HESC 5125G Crisis Intervention (graduate level)	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0
HESC 5188U Contemporary Health Problems (undergrad.	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0

level)																
HESC 5188G Contemporary Health Problems (graduate level)	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
HESC 5795U Seminar in Alcohol & Drug Abuse (undergrad. level)	0	0	0	0	0	0	0	0	0	0	25	0	0	0	0	0
HESC 5795G Seminar in Alcohol & Drug Abuse (graduate level)	0	0	0	0	0	0	0	0	0	0	8	0	0	0	0	0

Health Science Enrollment Trends Fall 1998 – Fall 2003
Exercise Science Majors

Course	F 98	SP 99	SU 99	F 99	SP 00	SU 00	F 00	SP 01	SU 01	F 01	SP 02	SU 02	F 02	SP 03	SU 03	F 03
HESC 1105 Introduction to the Health Professions	1	0	0	3	3	0	3	0	0	0	0	0	3	0	0	2
HESC 1115 Interpersonal Relations	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
HESC 1116 Interviewing Techniques	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
HESC 2105 Personal Health	1	0	0	2	0	0	3	0	0	2	0	0	1	7	0	2
HESC 2115 Group Communication	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
HESC 2125 Applied Nutrition	0	14	1	0	8	0	6	0	0	7	0	0	21	0	0	15
HESC 3105 Survey of Environmental Health	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1
HESC 3107 Habit Forming Substances	0	1	0	0	3	0	0	1	0	0	5	1	0	4	0	0
HESC 3125 (Crisis Intervention) ****Also listed as HESC 5125.	2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
HESC 3145 The Dysfunctional Personality	3	0	0	2	0	0	2	0	0	1	0	0	3	0	0	0
HESC 3165 Working with the Aged	2	0	0	1	0	0	1	0	0	1	0	0	5	0	0	0
HESC 4105 Community Health Organization	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0

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Health Science Enrollment Trends Fall 1998 – Fall 2003

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HESC 4899 Independent Study	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5106U Behavioral Determinants of Health & Disease (undergrad. level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5106G Behavioral Determinants of Health & Disease (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5107U Human Sexuality (undergrad. level)	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
HESC 5107G Human Sexuality (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5108U Consumer Health (undergrad. level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5108G Consumer Health (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5125U Crisis Intervention (undergrad. level) ***Also listed as HESC 3125.	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
HESC 5125G Crisis Intervention (graduate level)	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
HESC 5188U Contemporary Health Problems (undergrad. level)	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
HESC 5188G Contemporary Health Problems (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5795U Seminar in Alcohol & Drug Abuse (undergrad. level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 5795G Seminar in Alcohol & Drug Abuse (graduate level)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Health Science Enrollment Trends Fall 1998 – Fall 2003
Health Service Administration Majors

Course	F 98	SP 99	SU 99	F 99	SP 00	SU 00	F 00	SP 01	SU 01	F 01	SP 02	SU 02	F 02	SP 03	SU 03	F 03
HESC 1105 Introduction to the Health Professions	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0
HESC 1115 Interpersonal Relations	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HESC 1116 Interviewing Techniques	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0
HESC 2105 Personal Health	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0

[illegible]

[illegible]

& Drug Abuse (undergrad. level)																
HESC 5795G Seminar in Alcohol & Drug Abuse (graduate level)	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0

Inclusion of diversity, multiculturalism and international perspectives in the program

While enrolled in the Behavioral Determinants of Health and Disease course, students are required to identify and share a focus on the social determinants of health and disease among other nations. During this time students become familiar with a more global perspective of health related issues in foreign countries that are both developed and underdeveloped in nature.

More specifically, a study of the bubonic plague and cholera in London, England, Severe Acute Respiratory Syndrome (SARS) in China, the Chernobyl Accident in Russia, and many more historical events that contributed to the development of the health science world as we presently understand this field are mentioned and discussed in detail.

4. Students

Student Diversity

Age	1999-2000	2000-2001	2001-2002	2002-2003
Under 21	23	24	22	17
21-25	35	39	40	44
26-30	14	13	12	21
31-40	16	11	9	10
41-50	8	11	6	7
51-60	2	3	3	3
Over 60	1	1	0	0
Total	99	102	92	102
Average Age:	27.6	27.4	26.0	26.6

Gender	1999-2000	2000-2001	2001-2002	2002-2003
Females	79	86	77	88
Males	20	16	15	14
Total	99	102	92	102

Race	1999-2000	2000-2001	2001-2002	2002-2003
International	0	1	0	1
Asian	1	2	1	1
Black	41	42	36	45
Hispanic	2	2	3	2
American Indian	0	0	0	0
Multi-Racial	3	3	5	3
White	52	52	47	50
Total	99	102	92	102

Student Learning, Satisfaction, and Success

Our graduates are currently employed at the following locations: Juvenile Court services, Columbus Health Department, Blue Cross Blue Shield, Department of Family and Children Services, Medical Center, Hospice, the Bradley Center, Columbus Regional Health Care System, St. Francis Hospital, Columbus Technical College, and the Muscogee County School District.

5. Faculty

Faculty Training and Specializations

The department of environmental and health sciences is made up of a combination of tenured and non-tenured track faculty. Two PhD, tenure-track faculty left CSU for new positions in 2000 and two tenured faculty retired. Only one of these positions has been filled. The rest of these positions are open or have been eliminated. The two remaining tenure-track faculty are currently working on doctoral degrees in addition to teach full-time loads. The recommendations of the external review committee and the Comprehensive Review Plan committee will be considered when a decision is made to fill the open positions.

Tenure track faculty, full-time faculty:

James Hiers, M.Ed., Associate Professor Columbus State University-respiratory therapy
Tara Redmond, M.S. CHES, Assistant Professor, Old Dominion University-community health

Part time faculty:

1. Jackie Titus, MEd. Georgia State University (retired)-counseling
2. Laura Yates, MEd, nutrition

Faculty Available to Support Course Offerings

Historically, the department has used a combination of four full-time tenure track faculty, and a cadre of part time faculty in delivering its courses. In 2001, two of those full-time faculty retired and, in 2002, the remaining full-time faculty accepted positions at other institutions. *Only one* of those faculty have been replaced. As a result, not all courses can be offered to the current field of Health Science majors. The CSU administration has suggested that the Health Science degree program be terminated or replaced with a more timely and focused degree program. The review of this document, the recommendations of the external review committee, and the recommendations of the Comprehensive Program Review committee will be used by the administration to make the decision on the termination of the program, the transition to a more focused and timely degree program (see Appendix 4, describing the proposed degree program), and replacement of faculty.

A normal teaching load, for full-time faculty consists of 12 semester credit hours (usually four courses). The instructors utilized in Fall 2003 are listed below, along with their highest degree obtained, primary specialty, and secondary fields.

Course	Faculty available to teach that course
HESC 1105 Introduction to the Health Professions	Hiers, Redmond
HESC 1115 Interpersonal Relations	Redmond
HESC 1116 Interviewing Techniques	Redmond
HESC 2105 Personal Health	Hiers, Redmond, Titus
HESC 2115 Group Communication	Titus
HESC 2125 Applied Nutrition	Yates
HESC 3105 Survey of Environmental Health	Redmond
HESC 3107 Habit Forming Substances	None
HESC 3125 (Crisis Intervention) ****Also listed as HESC 5125.	Titus
HESC 3145 The Dysfunctional Personality	None
HESC 3165	Redmond, Hiers

Working with the Aged	
HESC 4105 Community Health Organization	Redmond
HESC 4106 Method and Materials in Health Education	Redmond
HESC 4107 Fundamentals of School Health	Redmond
HESC 4115 Principles of Epidemiology	Redmond
HESC 4129 Death and Dying	None
HESC 4145 Working with Families	Titus
HESC 4698 Internship	Redmond, Hiers
HESC 4795 Seminar in Health Science	Redmond
HESC 4899 Independent Study	Redmond
HESC 5106U Behavioral Determinants of Health & Disease (undergrad. level)	Redmond
HESC 5106G Behavioral Determinants of Health & Disease (graduate level)	Redmond
HESC 5107U Human Sexuality (undergrad. level)	Redmond
HESC 5107G Human Sexuality (graduate level)	Redmond
HESC 5108U Consumer Health (undergrad. level)	Redmond
HESC 5108G Consumer Health (graduate level)	Redmond
HESC 5125U Crisis Intervention (undergrad. level) ***Also listed as HESC 3125.	Titus
HESC 5125G Crisis Intervention (graduate level)	Titus
HESC 5188U Contemporary Health Problems (undergrad. level)	Redmond
HESC 5188G Contemporary Health Problems (graduate level)	Redmond
HESC 5795U Seminar in Alcohol & Drug Abuse (undergrad. level)	Redmond
HESC 5795G Seminar in Alcohol & Drug Abuse (graduate level)	Redmond

Faculty Development

As in previous years, the FY2004 department budget allocates \$2000 for faculty and student travel. This money also supports two full-time faculty in Health Science. Additional institutional support might be obtained through the College of Science funds and faculty development grants awarded by the Vice President for Academic Affairs. These funds are available for faculty to participate in conferences, workshops, seminars, and other approved activities.

Since research and scholarship are fundamental to providing current and timely information to the undergraduate Health Science, faculty also attempt to obtain external funding on a regular basis to support their own research as well as independent research projects of undergraduate students in the program. However, with the lack of replacement faculty and the need to provide as many courses as possible to the large body of undergraduate majors, faculty have been unable to spend the time necessary to acquire these grants and contracts in the past few years.

Tara Redmond

- Certified Health Education Specialist (CHES) preparation session, Emory University, Atlanta, Georgia, February 2003
- Aligning Faith and Health Conference, Barnesville, Georgia, May 2003

Integration of Part-Time Faculty

Several of our part-timers are former faculty. They provide continual input into the development and progress of the program.

6. Facilities

Space in the Faculty Office Building and Clearview II Building are used as offices for faculty members. See details below:

ROOM	FUNCTION
FOB 105	Office
CLV II 104	Office
Lenoir Hall 153	Office
Lenoir Hall 158	Office
FOB 206	Office

Computers

All full time faculty members and staff are equipped with a Dell Computer, a printer and access to the Internet via the campus network system.

Software

I would like to purchase SPSS for student research purposes in the future.
The use of SPSS can be incorporated into the Principles of Epidemiology class.

Library Facilities

The library has a limited number of health science-related publications. The Journal of Health and Social Behavior and Journal of Health and Human Behavior are the only two journals that can actually be utilized for the students' purpose. Students are encouraged by faculty members to utilize on-line resources that are provided which include the following:

Medline – <http://www.ncbi.nlm.nih.gov/PubMed>
CHID (Combined Health Information Database) – <http://www.chid.nih.gov>
Health Finder – <http://www.healthfinder.gov>
Centers for Disease Control and Prevention- <http://www.cdc.gov>
Environmental Protection Agency- <http://www.epa.gov>
Medline Plus - <http://www.nlm.nih.gov/medlineplus>
National Center for Chronic Disease Prevention and Health Promotion - <http://www.cdc.gov/nccdphp>
Anorexia Nervosa and Related Eating Disorders, Inc. - <http://www.anred.com>
AAAAI Patient/Public Resource Center - <http://www.aaaai.org>
About Diabetes - <http://diabetes.about.com>
American Heart Association - <http://www.americanheart.org>
Epilepsy.com-<http://www.epilepsy.com>
NINDS Chronic Pain Information Page- http://www.ninds.nih.gov/health_and_medical/disorders/chronic_pain.htm

Additional Infrastructure Support

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7. Research and Scholarship

Student Involvement in Research

Enrollment into the Independent Study allows students to become involved in the process of basic research. Students who are paired with preceptors during their internship also receive the opportunity to become more involved with the research process. As of fall, 2003, there were two students involved with research dealing with the prevalence prostate cancer in African American men in the West Central Georgia region. There is also another student intern working closely with an epidemiologist at the Columbus Health Department. She is learning about the research process and its importance in the control of potential epidemics in the community.

See Appendix for research opportunities as part of the Eta Sigma Gamma Professional Health Education Honorary.

Faculty Research and Its Relation to the Program Mission

Tara Redmond

- Tobacco Use Prevention program at Booker T. Washington housing authority (pending due to state budget cuts)

Mentoring and Professional Development Opportunities for Faculty

Mentoring services for faculty are provided by the department chairperson as requested.

Faculty Publications, Papers Given, and Public Lectures

Tara Redmond, Assistant Professor of Health Science

Presentations:

1. "Yersinia enterocolitica Infections"-Morris Brown College Research Presentation Contest Winner; November 1990
2. "Black-White Disparities in the Prevalence of Coronary Heart Disease Risk Factors"-Centers for Disease Control and Prevention Internship; August, 1991

3. "Indoor Airborne Microorganisms and Their Effects on Children" Mathematical Science and Technology Research (MASTERS) Institute Internship; August 1992

James Hiers,

Publications

1. Hiers, J. (1997). Operating Modes of Mechanical Ventilation. In D. Chang (Ed.), *Clinical Application of Mechanical Ventilation* (pp. 48-86). Albany, NY: Delmar.
2. Hiers, J. (1997). Initiation of Mechanical Ventilation. In D. Chang (Ed.), *Clinical Application of Mechanical Ventilation* (pp. 118-142). Albany, NY: Delmar.
3. Hiers, J. (1997). Weaning from Mechanical Ventilation. In D. Chang (Ed.), *Clinical Application of Mechanical Ventilation* (pp. 289-311). Albany, NY: Delmar.

Presentations

Exam Reliability. Presented at the American Association for Respiratory Care Annual Meeting held December 1993 in Atlanta, Georgia.

8. Service

Individual's Service Contributions

Tara Redmond

1. Judge, Posters for Teens Against Tobacco Contest, Spring 2003
2. Member, Tobacco-Free Action Coalition, Fall 2002 - present
3. Member, West Georgia Cancer Coalition, Fall 2002-present
4. Member, Georgia Public Health Association, Spring 2003-present
5. Member, Facilities and Safety Committee at CSU, Fall 2003
6. Member, International Education and Exchange Committee at CSU, Fall 2003
7. Member, American Health Care Executives, Summer 2003-present
8. Member, Columbus Health Expo committee, Summer 2003-present
9. Reviewer of Tobacco Use Prevention grants, Fall 2003

Appendix 1

**Columbus State University Comprehensive Program Review
Department of Environment & Health Sciences
Programs: BS Health Science
Quantitative Measures**

Measure	1999/2000	2000/2001	2001/2002	2002/2003
Number of Declared Majors – Fall Semester				
Full-Time	47	53	65	64
Part-Time	52	49	27	38
Total	99	102	92	102

Number of Degrees Conferred-Fiscal Year	22	18	16	20
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Credit Hour Production – Fall Semester				
Below 1000 Level Courses	0	0	0	0
1000 Level Courses	90	180	141	240
2000 Level Courses	93	141	198	243
3000 Level Courses	246	129	225	240
4000 Level Courses	226	166	189	197
5000U Courses	0	66	42	63
5000G Courses	0	9	3	6
6000 Level Courses and Above	0	0	0	0

Average Course Enrollment – Fall Semester				
Below 1000 Level Courses	0.0	0.0	0.0	0.0
1000 Level Courses	30.0	20.0	23.5	40.0
2000 Level Courses	31.0	23.5	33.0	40.5
3000 Level Courses	16.4	14.3	24.7	26.7
4000 Level Courses	12.5	11.0	12.6	19.0
5000U Courses	0.0	11.0	13.0	21.0
5000G Courses	0.0	3.0	1.0	2.0
6000 Level Courses and Above	0.0	0.0	0.0	0.0

Number of Faculty/Staff by EFT – Fall Semester – Prorated	1999/2000	2000/2001	2001/2002	2002/2003
Full – Time Faculty	2.25	2.25	2.25	2.25
Part-Time Faculty	0.36	0.85	3.66	3.66
Full-Time Staff	0.66	1.00	1.00	1.00
Part-Time Staff	0.00	0.00	0.00	0.00
Student Assistants	0.00	0.36	2.16	2.82

Prorated Departmental Budget – Fiscal Year	1999/2000	2000/2001	2001/2002	2002/2003
State Funds	\$217,381	\$199,228	\$243,258	\$276,919
Private\ Grant Funds	\$5,247	\$44,205	\$264,342	\$132,303
Total	\$222,628	\$243,433	\$507,600	\$409,222

	1999/2000	2000/2001	2001/2002	2002/2003
Prorated Personal Service Budget – Fiscal Year	\$211,003	\$226,298	\$387,534	\$375,684
Prorated Operating Expense Budget – Fiscal Year	\$8,269	\$13,878	\$99,517	\$25,954
Prorated Travel – Fiscal Year	\$3,356	\$456	\$20,549	\$7,584
Prorated Equipment Expenditures – Fiscal Year	\$0	\$2,801	\$0	\$0
Cost per Major – Fiscal Year (Total Expenditures/ Number of Declared Majors)	\$2,249	\$2,387	\$5,517	\$4,012
Credit Hours Taught Fall and Spring Semesters	1,384	1,191	1,497	1,761
Cost per Credit Hour Fall and Spring Semesters	\$161	\$204	\$339	\$232
Program-Specific Scholarship Funds Awarded				
Fall Semester	\$0	\$0	\$500	\$0
Spring Semester	\$0	\$0	\$1,000	\$0
Percent of Non-Productive Grades (i.e., W, WF, F, and U)				
Lower Division Courses	16.0%	9.5	6.5	6.3
Upper Division Courses	12.0%	9.0	9.0	2.8
Graduate Courses	NA	0.0%	0.0%	66.7%

Averages for Declared Majors – Fall Semester				
Average SAT Verbal Score	480, n=70	466, n=69	478, n=61	471, n=61
Average SAT Math Score	449, n=70	442, n=69	453, n=61	445, n=61
Average Undergraduate GPA	2.54, n=99	2.70, n=102	2.60, n=91	2.76, n=102

Gender	1999-2000	2000-2001	2001-2002	2002-2003
Females	79	86	77	88
Males	20	16	15	14
Total	99	102	92	102

Race	1999-2000	2000-2001	2001-2002	2002-2003
International	0	1	0	1
Asian	1	2	1	1
Black	41	42	36	45
Hispanic	2	2	3	2
American Indian	0	0	0	0
Multi-Racial	3	3	5	3
White	52	52	47	50
Total	99	102	92	102

Age	1999-2000	2000-2001	2001-2002	2002-2003
Under 21	23	24	22	17
21-25	35	39	40	44
26-30	14	13	12	21
31-40	16	11	9	10
41-50	8	11	6	7
51-60	2	3	3	3
Over 60	1	1	0	0
Total	99	102	92	102
Average Age:	27.6	27.4	26.0	26.6

Appendix 2

Major Programs Assessment

Appendix 3

Health Science Graduate Survey Results

A survey was sent to over 150 graduates from the program. All graduates expressed their complete satisfaction with health science department. Strengths of the program that were mentioned in the responses include the undying dedication from the faculty members. Graduates appreciate the willingness of faculty members to provide sound advice and encouragement into a health professions field. Faculty members were also praised for their role as a resource into many health profession fields. Suggestions that were offered by respondents in order to enhance the program and assistance in the preparation for the outside working world included: 1) requiring basic business courses (eg. accounting or management) and 2) offering more courses via the Internet.

Appendix 4

Proposal for offering a Bachelor of Science Degree in Health Science Emphasis: Community Health

The field of Community Health, with the role of a Health Education Specialist as the key individual, is becoming a more popular area of study to pursue in academia than ever before. With the current focus on recent outbreaks of the West Nile Virus, tobacco use prevention, and efforts to decrease the transmission of sexually transmitted diseases and unplanned pregnancies, Health Education Specialists are busy advising and informing local organizations on the importance of prevention and awareness. The responsibilities of an entry level Health Education Specialist, as identified by the National Commission for Health Education Credentialing, Inc., include:

- Assessing individual and community needs for health education
- Planning effective health education programs
- Implementing health education programs
- Evaluating effectiveness of health education programs
- Coordinating provisions of health education services
- Acting as a resource person in health education
- Communicating health and health education needs, concerns, and resources

With over 186,000 residents, Columbus is the third largest city in Georgia. It is also a city that is growing more diversified every year. With an ever-increasing population, many of whom are residents of the Fort Benning military base and migrant workers from Mexico, it has become important to train individuals in the area of community health. Although the city is graced with 4 large health care facilities, one of which houses a trauma unit, and a comprehensive public health department, Columbus, for the most part, lacks individuals with formal training in community health. Most of the current Health Education Specialists in the area hold degrees in Social Work, Nursing, or Communications.

According to a variety of health-related resources and publications, health disparities commonly exist among those in the minority groups, elderly, and low-income populations. The 2001 Georgia County Guide indicates 11.7% of the population is aged 65 and older and 19.3% of the population in this area falls below the poverty level. Individuals that fall into these groups are the primary target for health educators. Whether it is advising industries on proper waste management, consulting with employers on the importance of stress management among workers or helping to devise measures of providing health care to the poor and uninsured in a way that will not result in a fiscal collapse, the

role of a community health practitioner is vast and is crucial to the development of practices that will secure the health of entire populations.

Health Education Specialists, who are formally trained in the area of community health, serve as a vital part of the Health Care professional team. They possess the capability and knowledge needed to understand the various types of research methodology associated with chronic and acute diseases, illnesses, and risky health behaviors in populations. They are also equipped to plan, define, implement and evaluate health education programs in a variety of settings which include schools, faith organizations, corporations, and health care facilities.

The proposal of this community health program as an element within the College of Science is consistent with Columbus State University's mission and with goals of its strategic plan. These plans include diversifying the clientele it serves by amplifying program offerings, providing programs that will most meet the needs of the growing population, increasing enrollment, improving its visibility and external image, and improving the quality of life in its service area.

The below table is a suggested curriculum in order to properly educate students seeking a Bachelor of Science Degree in Health Science with an Emphasis in Community Health Education at Columbus State University.

Courses Requirements:

Area A- Essential Skills	Course Title	Credits
ENGL 1101	English Composition 1	3
ENGL 1102	English Composition 2	3
<i>Select one of the following:</i>		
MATH 1101/ 1111/ 1112/ 1113/ 1125	Mathematical Modeling/ College Algebra/ Trigonometry and Analytical Geometry/ Pre-Calculus/ Applied Calculus	3
MATH 1131	Calculus with Analytical Geometry	3
		Req.Hrs. 9
AREA B- Institutional Options		
COMM 1110	Public Speaking	3
<i>Select one of the following courses:</i>		
FOREIGN LANGUAGE 1001/1002/2001/2002	Spanish, French	3
<i>Or select one of the following:</i>		
ITDS 2726/2727/2735/2745	Intro to Cultural Diversity and/or Personal Development	1
ITDS 2726/2727/2735/2745	Intro to Cultural Diversity and/or Personal Development	1
LEAD	Servant Leadership Courses	1

1705/1706/2705/2706		
LIBR 1105	Introduction to Library and Information Science	1
<i>Note: extra hour(s) of foreign language can be used as an elective</i>		
		Req. Hrs. 4
Area C- Humanities/ Fine Arts		
<i>Select one of the following:</i>		
ENGL 2111/2112	World Literature	3
*ITDS 1145/1155	Comparative Arts/Western Intellectual Tradition	3
Phil 1105	Survey of Philosophical Thought	3
<i>Select one of the following:</i>		
ARTH 1100	Art Appreciation	3
*ITDS 1145	Comparative Arts	
MUSC 1100	Music Appreciation	3
THEA 1100	Theatre Appreciation	3
<i>*ITDS 1145, though listed under both Humanities and Fine Arts, may be taken only once</i>		
		Req. Hrs. 6

Wellness Requirement		
PELM 1205	Concepts in Fitness	2
PEDS (choose one course)	Jogging/Walking for Fitness, Weight Training, Basketball, Gymnastics, etc.	1
		Req. Hrs. 3
Area D- Science/ Math/ Tech		
<i>Select two science courses with lab.</i>		
ASTR 1105/1305 (with lab)	Descriptive Astronomy: The Solar System	3/1
ASTR 1106/1305 (with lab)	Descriptive Astronomy: Stars and Galaxies	3/1
BIOL 1215 (lab included)	Principles of Biology w/ Lab	4
BIOL 1225 (lab included)	Contemp Issues Biology w/ Lab	4
CHEM 1151&1151L / 1152&1152L	Survey of Chemistry	3/1
CHEM 1211&1211L / 1212&1212L	Principles of Chemistry	3/1
GEOL 1121 (lab included)	Introductory Geo-Sciences	4
GEOL 2225 (lab included)	The Fossil Record	4
ITDS 1215 (lab included)	Introduction to Life in Space	4
PHYS 1125/1325 (with lab)	Physics of Color and Sound	3/1
		Req. Hrs. 11
Area E- Social Science		
HIST 2111/2112	U.S. History to 1865/Since 1865	3
POL 1101	American Government	3
<i>Select one of the following courses:</i>		
ECON 2105/2106	Principles of Macroeconomics / Microeconomics	3
PHIL 2135	Theories/ Issues – Moral Philosophy	3
PSYC 1101	General Psychology	3
SOCI 1101	Introduction Sociology	3
<i>Select one of the following courses:</i>		
ANTH 1105	Cultural Anthropology	3
ENGL 2136	Language and Culture	3
GEOG 1101	Introduction to Human Geography	3
HIST 1111/1112	Survey of World Civilizations	3
ITDS 1146/1156	Introduction to African and African-	3

	American Culture/Understanding Non-Western Cultures	
		Req. Hrs. 18
Area F – Courses Related to the Major		
HESC 1***	Introduction to Health Needs Assessment (New Course offering)	3
HESC 1***	Introduction to Evaluation Methods (New Course offering)	3
HESC 2105	Personal Health	3
HESC 2125	Applied Nutrition	3
HESC 2***	Survey of Health Education Professions (New Course Offering)	3
<i>Select one of the following:</i>		
BIOL 2221/2222	Human Anatomy and Physiology	4
BIOL 2225	Microbiology for the Health Sciences	4
		Req. Hrs. 19
Area G – Program Requirements		
HESC 3105	Survey of Environmental Health	3
HESC 3107	Habit Forming Substances	3
HESC 3145	The Dysfunctional Personality	3
HESC 4105	Community Health Organization	3
HESC 4106	Methods & Materials in Health Education	3
HESC 4115	Principles of Epidemiology	3
HESC 4145	Working with Families	3
ITDS 2106	Medical Terminology	2
		Req. Hrs. 23
Area H –Program Electives		
HESC 3165	Working with the Aged	3
HESC 4107	Fundamentals of School Health	3
HESC 4698	Internship	3
HESC 5106	Behavioral Determinants of Health & Disease	3
HESC 5107	Human Sexuality	3
HESC 5795	Seminar in Alcohol and Drug Abuse	3
	Stress Management	3
ACCT 2101	Principles of Accounting 1	3
		Req. Hrs. 24

Area I – General Electives		12
Total Credits		125

Expected Outcomes:

- Graduates will be eligible to pursue their certification as a Health Education Specialist through the National Commission for Health Education Credentialing Corporation
- Graduates will be able to effectively execute a health promotion or health education program in a variety of settings
- Graduates will be able to assist in the research efforts and obtain grant funds that address issues regarding the health behaviors of our citizens
- Graduates will be familiar with the various methodologies and techniques that should be utilized when interacting with citizens in order to build a health-focused community program

Career Opportunities

Examples of employment sites that currently employ staff in the position of a Health Educator include:

Centers for Disease Control and Prevention
Columbus Health Department
St. Francis Hospital
Doctors Hospital
The Medical Center
Columbus Regional
Hughston Sports Medicine Hospital
Phenix Regional Hospital
Three Rivers Area Health Education Center
Nursing Homes