



**Connecticut
State
University**

Central ▪ Eastern ▪ Southern ▪ Western

BR#90-86

P.O. Box 2008, New Britain, Connecticut 06050
Phone: (203) 827-7700
Fax: (203) 827-7406

RESOLUTION

concerning

LICENSURE AND ACCREDITATION

for a

MASTER OF PUBLIC HEALTH

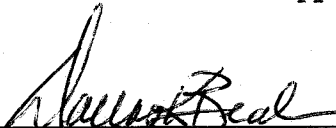
at

Southern Connecticut State University

June 15, 1990

RESOLVED, That under the authority granted to the Board of Trustees of Connecticut State University in Chapter 185b, Sections 10a-87 and 10a-149 of the Connecticut General Statutes, the President of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Master of Public Health (MPH) degree to be presented by Southern Connecticut State University.

A Certified True Copy:



Dallas K. Beal
President



An Equal
Opportunity
Employer



Res



**Connecticut
State
University**

Central • Eastern • Southern • Western

P.O. Box 2008, New Britain, Connecticut 06050
Phone: (203) 827-7700
Fax: (203) 827-7406

August 9, 1990

Dr. Norma Foreman Glasgow
Commissioner of Higher Education
61 Woodland Street
Hartford, CT 060105

Dear Norma,

On behalf of the Board of Trustees of Connecticut State University and Southern Connecticut State University, I am pleased to submit to you Southern's request for licensure and accreditation of a Master of Public Health degree.

I am enclosing the application, the program summary, and a copy of the authorizing resolution of the Board of Trustees.

Please let us know if any additional information is needed for your consideration of this program.

Sincerely,

Dallas K. Beal
President

cc: President Adanti



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Employer

1



BOARD OF GOVERNORS FOR HIGHER EDUCATION

PROGRAM SUMMARY

61 WOODLAND STREET
HARTFORD, CONNECTICUT 06104

ATTACHMENT TO BR#90-86

DESCRIPTION OF PROPOSED ACADEMIC PROGRAM OR DEGREE

PROGRAM NAME Public Health	DATE OF SUBMISSION TO BHE
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OF DEGREE (and abbreviation) Master of Public Health (M.P.H.)
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PROGRAM CODE NO. 1 : 8 : 2 : 2 : 0 : 4	TITLE Public Health Practice and Management
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DEPARTMENT AND SCHOOL OR COLLEGE Department of Public Health, School of Social Work and Human Services

APPLICANT INSTITUTION Southern Connecticut State University	PROPOSED INITIATION DATE Fall 1991
--	---------------------------------------

GEOGRAPHIC LOCATION OF PROGRAM New Haven 06515

INSTITUTIONAL LIAISON PERSON Dr. Anthony V. Pinciario	TITLE Vice President for Academic Affairs	TELEPHONE 397-4320
--	--	-----------------------

BOARD OF TRUSTEES STAFF LIAISON (if applicable) Dr. Thomas A. Porter, Provost, Connecticut State University (827-7700)

SUPPORT (Describe the proposed academic program below and on a separate page if necessary.) PLEASE FOLLOW THE GUIDELINES ON THE ATTACHED SHEET

Purpose and Objectives

The Master of Public Health (M.P.H.) program will address manpower needs by providing advanced training in public health. This program will carry a specialization in health promotion/health education, defined as a complex process of enabling people to increase control over, and to improve, their health. It includes the actions recommended by the World Health Organization in its Ottawa Charter for Health Promotion (1986): 1) building healthy public policy, 2) creating supportive environments, 3) strengthening community action, 4) developing personal skills, and 5) reorienting health services. The specialization will denote professional preparation that culminates in the ability to engineer and critically appraise health-promotion interventions.

Consistent with the recommendations of the Institute of Medicine's report, The Future of Public Health (1988), the program's objectives include addressing:

1. the biological, physical, environmental, and social factors which affect the health of the community;
2. the components, operation, and financing of health services delivery systems, including facilities and personnel;
3. planning, policy analysis, and administration of community health service programs;
4. processes for identifying and measuring community health needs; and
5. relevant concepts from the social and behavioral sciences.

Curriculum

The Master of Public Health program will consist of a minimum 48-credits of study. It will be comprised of 18 credits of core requirements, 12 credits of specialization courses, 12-15 credits of guided electives, and 3-6 credits for a culminating experience.

Core Requirements (18 credits)

- PCH 500 - Foundations of Public Health (3 credits)
- PCH 516 - Public-Health Research (3 credits)
- PCH 548 - Health Services Systems (3 credits)
- PCH 551 - Principles of Epidemiology (3 credits)
- PCH 564 - Health Policy (3 credits)
- PCH 585 - Seminar for Public-Health Practice (3 credits)

DO NOT FILL IN	LICENSURE ACTION	ACCREDITATION ACTION
These items will be completed by the BHE staff.	SCA _____	SCA _____
	PAAC _____	PAAC _____
	BHE _____	BHE _____

* Note: Code to be selected from the CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (as provided by HEGIS).



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Specialization Requirements (12 credits)

PCH 520 - Health Behavior (6 credits)
 PCH 576 - Health Promotion (6 credits)

Guided Electives (12-15 credits)Required Culminating Experience (3-6 credits)

PCH 590/591 - Thesis Seminar (6 credits)
 OR
 PCH 594 - Practicum in Public Health (3 credits)
 OR
 PCH 595 - Public-Health Internship (6 credits)

The program of study is designed for both full-time and part-time students. Students will be accepted into the program in cohorts, which will proceed through prescribed sequences of courses. Students with health backgrounds will be sought, along with others who will take preliminary course work to familiarize themselves with the field of public health.

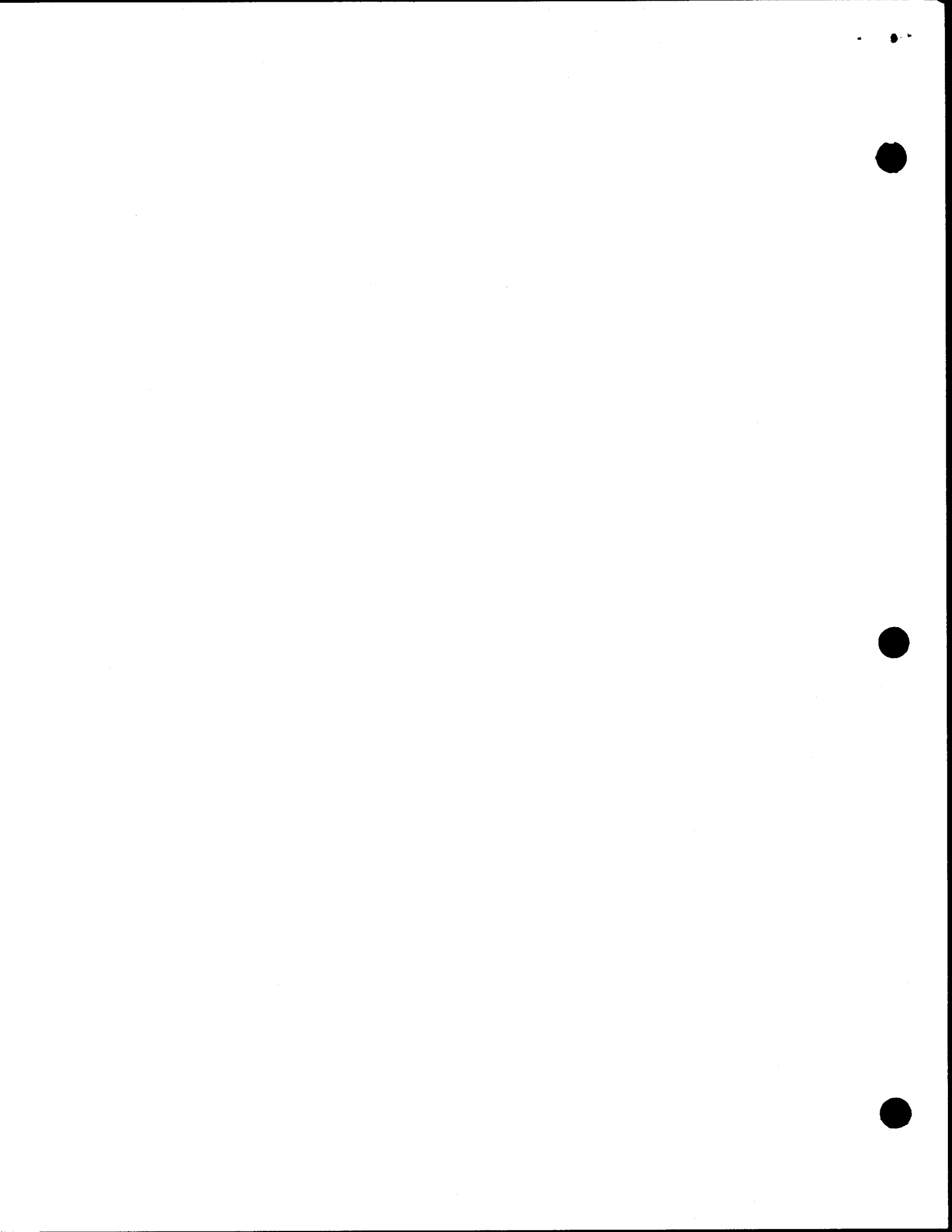
Need for Proposed Program

There are only two M.P.H. programs in Connecticut, one at Yale University and the other at the University of Connecticut. While both programs offer strong curricula, neither offers a specialization in health promotion/health education. Notably, the proposed program adheres to the World Health Organization's charter on health promotion, and provides an ideal opportunity to break new ground in public-health training.

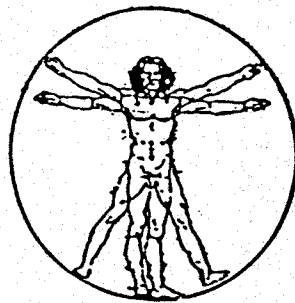
Given the magnitude and nature of southern Connecticut's public-health problems, the region desperately needs public-health professionals trained in health promotion and health education. An M.P.H. program at Southern Connecticut State University will dramatically improve access and convenience to part-time and full-time, evening graduate study in public health for health and human-service professionals employed and residing in southern Connecticut.

The proposed program has been well-received by the professional health community. A significant number of public-health experts have endorsed the program in writing. Their letters cite the importance of health promotion and health education to the field. They further emphasize the need for an M.P.H. program located in southern Connecticut and a program available on a part-time basis to practicing health professionals, to create increased access to health training. These experts include local health directors and others who are in a position to evaluate the health field and training requirements realistically.

The demand for public-health professionals trained as health promotion/health education specialists will grow enormously as the Federal government continues to extend and expand its commitment to health promotion and disease prevention into the twenty-first century. As evidenced in its draft, Promoting Health/Preventing Disease: Year 2000 Objectives for the Nation (1990), the United States Public Health Service (PHS) has placed new emphasis on health-promotion/health-education expertise. In the document, the PHS states, "attainment of the year 2000 national health objectives relies substantially on improvements in health education strategies and enhanced access to and utilization of clinical preventive services." PHS has set service objectives for increased community-based health-promotion programs, comprehensive school health education, worksite health-promotion programs, health-promotion programs in institutions for higher education, community-based health promotion for minorities, and patient-education programs. Pursuit of the national health objectives must be accompanied by a significantly increased demand for health-promotion/health-education specialists to plan, manage, conduct, and evaluate these new offerings.



A PROPOSAL FOR
THE CREATION OF
A MASTER OF PUBLIC HEALTH DEGREE PROGRAM



PRESENTED BY
DEPARTMENT OF PUBLIC HEALTH
SCHOOL OF SOCIAL WORK AND HUMAN SERVICES
SOUTHERN CONNECTICUT STATE UNIVERSITY

MAY 1990

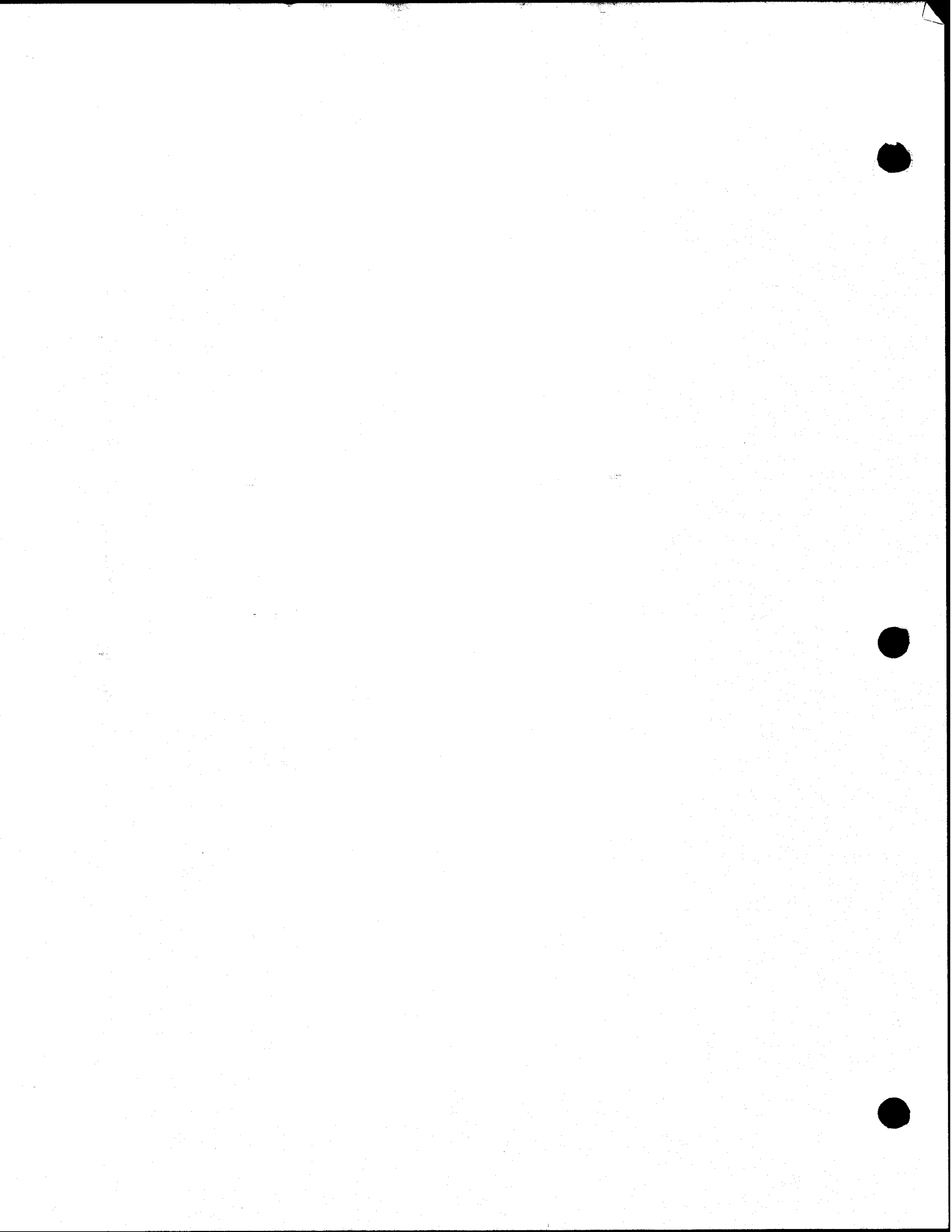


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1. Purpose and Objectives

a. State the purpose and objectives of this program in relation to the goals and objectives of the institution.

In 1986 the Board of Governors for Higher Education adopted its strategic plan for higher education, Investing in Connecticut's Future. The plan recognizes the economic and social ills that threaten Connecticut's health. Institutions of higher education are challenged to conduct instruction, public service, and research that will promote Connecticut's economic prosperity, break the poverty cycle of its disadvantaged population, and protect the quality of life of all its citizens.

Southern Connecticut State University (SCSU) of the Connecticut State University has responded and will continue to respond to these challenges. SCSU is sensitive and responsive to the needs of the State, particularly the southern region. It is heavily involved in the economic and social development of southern Connecticut, and also makes contributions to the rest of Connecticut. Through its teaching, community service, and research, SCSU serves the needs of business, industry, governmental and social agencies, and the elementary and secondary schools.

Consistent with the strategic plan of the Board of Governors of Higher Education and the mission of the Connecticut State University, Southern Connecticut State University proposes the establishment of a Master of Public Health (M.P.H.) program. The M.P.H. program will provide the State, particularly southern Connecticut, with the public-health professionals it needs to promote economic prosperity, break the poverty cycle, and protect the quality of life. These professionals will be graduate-level health-promotion/health-education specialists dedicated to improving and protecting the health of the public and trained in methods to establish healthy policy, create supportive environments, strengthen community action, empower citizens, and increase responsiveness of health services to health promotion and disease prevention.

The program will be housed in the Department of Public Health in the School of Social Work and Human Services. The proposal is compatible with the School's purpose to train health and human-services professionals to promote the health and welfare of individuals, families, and communities. The M.P.H. program will complement and strengthen, and be supported by, the School's other graduate degree programs in social work, marriage and family therapy, and recreation and leisure studies.

The purpose of the M.P.H. program will be to address manpower shortages and training deficits, and to provide advanced and specialized learning in public health. The M.P.H. program will carry a specialization in health promotion/health education. The term health promotion/health education, as used here, refers to a complex process of enabling people to increase control over, and to improve, their health. It includes the

actions recommended by the World Health Organization in its Ottawa Charter for Health Promotion (1986). These are: 1) building healthy public policy, 2) creating supportive environments, 3) strengthening community action, 4) developing personal skills, and 5) reorienting health services. The specialization will denote professional preparation that culminates in the ability to engineer and critically appraise health-promotion/health-education interventions.

Consistent with the recommendations of the Institute of Medicine's report, The Future of Public Health (1988), the program's objectives will address:

1. the biological, physical, environmental, and social factors which affect the health of the community;
2. the components, operation, and financing of health services delivery systems, including facilities and personnel;
3. planning, policy analysis, and administration of community health service programs;
4. processes for identifying and measuring community health needs; and
5. relevant concepts from the appropriate social and behavioral sciences.

In addition, the program will provide students with the opportunity to apply their knowledge and skills to conducting research in health promotion and/or to engineering health-promotion/health-education interventions for health-promotion/risk-reduction policies and programs.

- b. State why this program is considered to be an appropriate offering for this institution at this time. Include reference to supporting information such as an institutional master plan.

Southern Connecticut State University has systematically developed graduate professional-preparation programs in the human services that exceed the requirements of traditional thirty-credit programs. Master's degree programs in Marriage and Family Therapy, Social Work, Communications Disorders and Nursing fit into this category. These programs exemplify the purpose of graduate studies, i.e., to provide advanced and specialized learning accompanied by high expectations of students and faculty. The Master of Public Health, a minimum forty-eight credit program, will fit into the University's plan for graduate studies.

There are twenty-three universities that comprise the Association of Schools of Public Health. In addition to

the graduate programs offered by these schools, there are over three-hundred graduate programs in public health offered outside of schools of public health. A review of graduate catalogs revealed that the range of minimum credits for these programs is from 30 to 60 credits. The norm, however, for both programs offered inside and outside of schools of public health is 45 to 48 credits.

On June 1, 1988, the Health Sciences Department was re-named the Department of Public Health and became an academic unit of the School of Social Work and Human Services. The intent of the changes was to focus better the mission of the Department and to align the Department with other units/disciplines committed to the health and welfare of the public.

The Department has offered a Bachelor of Science program in Public Health--the only one of its kind in the State--since 1982. Today, the undergraduate program in public health has over one-hundred majors. The offering of a Master of Public Health program would be a natural and logical extension of study in the Department of Public Health. No other institution of higher education in Connecticut offers an M.P.H. program with a specialization in health promotion/health education. Notably, the proposed program adheres to the World Health Organization's charter on health promotion, and provides an ideal opportunity to break new ground in public-health training.

2. Administration

- a. How were the program plans developed and approved? Give the dates of approval by the institution and the governing board

In 1984 an ad hoc committee of members of the Department of Public Health (then Health Sciences) was formed to study the need for, and feasibility of, an M.P.H. program at Southern. Careful review of existing programs in the United States, trends in Public Health, and specific needs in Connecticut led to the development of this proposal over a three-year period. In the course of this review specific needs for specialization were determined by examining regional and local programs. On the basis of this review the program was approved by the Department of Public Health.

In November, 1987, the proposal was submitted to the Graduate Council of Southern Connecticut State University. This body approves courses and programs internal to Southern. The council unanimously approved the proposal in December, 1987.

- b. Who is directly responsible for the administration of the program and supervision of its faculty.

Under the direction of the Dean of the School of Social Work and Human Services and the Vice President for Academic Affairs, the Department Chairperson maintains direct line authority for program administration and faculty supervision. Given

consultation with the Dean, the Chairperson will delegate program management to a program director from among the Public Health faculty.

- c. List (1) any accrediting agencies which already have accredited the institution and (2) any accrediting agency to which you plan to apply for program accreditation.

- 1) Southern Connecticut State University is a fully-accredited institution, having met the standards of the Connecticut Board of Governors for Higher Education and the Connecticut State Board of Education. Its membership in the New England Association of Schools and Colleges, one of six regional accrediting associations in the United States, indicates that the University has been evaluated carefully and found to meet standards agreed upon by qualified educators.

The University also is accredited by the American Library Association, the National League of Nursing, the American Speech, Language, and Hearing Association, the American Chemical Society, the Council on Social Work Education, and the American Association of Marriage and Family Therapy.

- 2) The excellence of the program will be attested to by meeting the standards of the Connecticut Board of Governors for Higher Education and the Connecticut State Board of Education. In addition, the program will pass scrutiny as part of the next accreditation review of the University by the New England Association of Schools and Colleges.

3. Finance

- a. Describe the amount of financial support committed to the program by the administration and trustees. Indicate the date(s) these funds will be available.

Southern Connecticut State University is fully committed to supporting the proposed M.P.H. program. Two full-time faculty positions have been added to the Department of Public Health since January, 1989. A significant expansion of library resources was accomplished during Academic Year 1988-1989 (see Appendix C). Through continued support of the Department of Public Health, office space, equipment, and supplies will be provided.

- b. Complete a Fiscal Statement form provided and make it available to staff and the Board.

Please see pages 5 and 6.

REVISED
FISCAL STATEMENT

Proposed New Academic Program: Master of Public Health

Institution: Southern Connecticut State University

	Year 1 1991	Year 2 1992	First Year of Full Operation 1991
<u>Estimated New Expenditure</u> (private institutions list expenditures on General Fund Lines)			
Personnel (Faculty and Support)			
Full-Time Positions			
Number	0	0	0
Salaries - General Fund	0	0	0
Salaries - Extension Fund	0	0	0
Part-Time Positions			
Number	2*	0	2*
Salaries - General Fund	12,000	0	12,000
Salaries - Extension Fund	10,000	0	10,000
Other Expenses			
General Fund	0	0	0
Extension Fund	0	0	0
Equipment (incl. Library Bks)			
General Fund	5,000	0	5,000
Extension Fund	0	0	0
TOTAL NEW EXPENDITURES-GEN. FUND:	\$ 17,000	0	17,000
TOTAL NEW EXPENDITURES-EXT. FUND:	10,000	0	10,000
TOTAL NEW EXPENDITURES FOR YEARS 1 AND 2: \$27,000			

*Secretary II (half-time, \$12,000);
University Assistant (half-time, \$10,000)

Faculty, professional, managerial, clerical and other persons employed by the institution in support of the proposed new academic program.

Compensation for services secured by contract with firms or individuals not employed by the institution and purchases of supplies, materials, and equipment not normally regarded as capital items.

Items of equipment with a normal useful life of three years or more and a value of \$100 or more or, if the useful life is less than three years, a value of \$250 or more.

Board of Higher Education
61 Woodland Street
Hartford, Connecticut 06105

REVISED

FISCAL STATEMENT

Proposed New Academic Program: Master of Public Health

Institution: Southern Connecticut State University

	Year 1 19 <u>91</u>	Year 2 19 <u>92</u>	First Year of Full Operation 19 <u>91</u>
<u>Estimated Revenue and Enrollment</u>			
Projected Enrollment (Headcount)*	30	70	30
Full-time Students	15	35	15
Part-time Students	15	35	15
Income from Students	35,790	83,510	35,790
Tuition	17,250**	40,250**	17,250**
Extension Fund Fees	18,540***	43,260***	18,540***
Funds Available from Other Sources (Federal, Private, Corporate, Foundation, etc.)	N/A	N/A	N/A

*Indicate what portion of projected enrollment, if any, represents students transferring from other programs. Tuition and fee revenue should be based upon new enrollments only.

**Based on 1900 full-time, graduate fee schedule (\$575/student/semester)

***Based on 1990 part-time fees (\$618 for 6 credits/student/semester)

Use of Current Resources: Identify, describe, and estimate cost (prorated) of existing personnel and other resources which will be used in connection with this program. If existing personnel and resources are to be reallocated from other programs, indicate from where the resources will be diverted and what impact this action will have on any other activity within the institution.

During the first year of operation, twelve course sections will be offered. This will require the use of 1.5 full-time equivalent (FTE) faculty members. These will be drawn from existing faculty at the prorated salary cost of approximately \$45,000. In the second year, twenty course sections will be offered, requiring the use of 2.5 FTE faculty members. Existing faculty will be utilized at a prorated salary cost of approximately \$75,000.

Current library holdings are sufficient to commence the program, however, maintenance of reasonable library resources will require an additional annual allocation of \$5,000 (see previous page).

	Year 1 19 <u>91</u>	Year 2 19 <u>92</u>	First Year of Full Operation 19 <u>91</u>
<u>Cost Summary</u>			
New Expenditures	-0-	-0-	-0-
Cost of Existing Resources	45,000	75,000	45,000
Total Program Cost	45,000	75,000	45,000

William R. Brown
Signature of Institutional Fiscal Officer

VP Finance + Admin.
Title Date 7/27/90

Antoinette M. Basetta
Signature of Chief Fiscal Officer (for system, if different than above)

VP for Finance + Mgt.
Title Date 8/9/90

4. Faculty

- a. List the name, title and qualifications for each person involved in the program, including degrees with areas of specialization, institutions at which the degrees were earned, pertinent experience and professional publications.

A complete vita for each current faculty member is contained in Appendix B.

Faraclas, William, G., Chairperson, Associate Professor
Education: Dr. P.H. Candidate, Yale University; M.P.H., Yale University; B.A., University of Connecticut
Specialization: Health policy and resources, epidemiology
Course assignment(s): Foundations of Public Health; Seminar for Public-Health Practice

Gonsalves, Danny, Associate Professor
Education: M.P.H. Candidate, Yale University; M.S., B.S. Southern Connecticut State University
Specialization: Demography, environmental health
Course Assignment(s): Electives

Keiser, A. Kay, Associate Professor
Education: Sc.D., Harvard University; M.P.H., Yale University; B.S., Seton Hall University
Specialization: Health services administration
Course Assignments: Health-Services Systems; Health Policy

McDonald, Catherine, Assistant Professor;
Education: Ph.D., University of Connecticut; M.A., University of Hartford; B.A., University of Connecticut
Specialization: Social science and health care
Course Assignment(s): Public-Health Research

Perlin, Michael J., Professor
Education: Ed.D., Columbia University; M.P.H., University of California; M.S. and B.S., Brooklyn College
Specialization: Community health/behavioral science, human sexuality
Course Assignment(s): Health Behavior; Public-Health Internship

Stambler, Moses, Professor
Education: Ph.D., New York University; M.P.H. candidate, University of Connecticut; M.S.W., University of Connecticut; M.A., Teachers College, Columbia University; B.A., New School for Social Research
Specialization: Social foundations, gerontology, community health
Course Assignment(s): Electives

Stohler, William Lee, Jr., Associate Professor
Education: Ph.D., University of Toledo; M.Ed., Trenton
State College; B.S., West Chester University
Specialization: Health education
Course Assignment(s): Health Promotion; Practicum in Health

Thiel, Robert P., Associate Professor
Education: Ph.D., University of Pennsylvania; M.P.H.
Candidate, Yale University; M.S., Southern
Connecticut State University; M.S., B.S., Drexel
University
Specialization: Psychometrics, counseling, physics
Course Assignment(s): Electives

In addition to full-time faculty, the Department utilizes occasional adjunct faculty to teach courses. Adjuncts are selected, according to their credentials, to offer instruction in areas of expertise complementary to that of the full-time faculty. The use of adjunct faculty allows students to have contact with public-health practitioners who bring to the classroom their unique sets of experiences. The practice of utilizing occasional adjunct faculty will be continued in the M.P.H. program.

The New Haven area is rich with public-health personnel who have made outstanding contributions to the field and who have achieved regional and national reputations. To enhance instruction, the Department intends to establish a bureau of lecturers who would offer occasional assistance to the program. Rather than to assume responsibility for specific courses, this elite group would be available to give lectures upon invitation or to give consultation to students where possible. This linkage with practitioners in the field will lead to extremely valuable educational experiences and interactions.

- b. For each vacant or proposed position provide title, position qualification and proposed date of appointment.

In support of the Department's current and proposed offerings, the University Administration has added two full-time faculty positions to the Department of Public Health. The doctoral-level appointees have been selected specifically for their expertise and potential contributions to the M.P.H. program.

Additional secretarial support will be required by the Department to administer properly an accredited program. A half-time Secretary II position will be required from the onset of the program. In addition, a half-time University Assistant will be needed to assist with program administration.

5. Curricula & Instruction

- a. (1) Give a number and description for each course in the proposed program noting which courses are new.

Core Requirements:

PCH 500 - Foundations of Public Health

The student is introduced to the historical and contemporary perspectives of, and future scenarios for, public health. The investigation of public health as a discipline, as a profession, and the programmatic attempts to improve health status are presented. This course introduces the students to the field of public health and is considered basic. (3 credits)

PCH 516 - Public-Health Research

This course uses a developmental approach to the issues of research in public health. The students are presented with information and problems that allow them to develop skills in each area of the research process. Each student is required to develop a proposal that incorporates the skills developed in the classroom. (3 credits)

PCH 548 - Health Services Systems

The components, operation, and financing of health services delivery systems are investigated. Emphasis is placed on organizational theory and managerial (administrative and supervisory) functions. (3 credits)

PCH 551 - Principles of Epidemiology

The methods of epidemiologic investigation are presented. These include discussions of descriptive techniques and analytical designs. The application of rates, life tables and measures of association to epidemiologic problems are used to assess the risk of disease for individuals and populations. Prerequisite: PCH 516. (3 credits)

PCH 564 - Health Policy

The dynamics, structures, issues, and legislative procedures and enactments shaping health policy-making in our pluralistic society are investigated. (3 credits)

PCH 585 - Seminar for Public-Health Practice. (New)

The purpose of this course is to synthesize professional considerations through issue analyses, development of position statements and review and articulation of ethical concerns. The course will focus prior course preparation on professional skills and responsibilities. As a seminar, the course will include didactic instruction, group discussion, individual research and participant presentations. A regular academic

schedule will be maintained (40 class hours), complemented by substantial independent work. Departmental permission. (3 credits)

Required Culminating Experience:

PCH 590/591 - Thesis Seminar

The two independent-study courses help the student develop the skills necessary to produce a major health-research project. During PCH 590, a research proposal is developed that is acceptable to the thesis sponsor, department, and graduate school. In PCH 591, the student produces the final essay. Departmental permission. (3 credits each)

PCH 594 - Practicum in Public Health

The practicum is a culminating project in which the student demonstrates mastery of acquired knowledge and skills. Through the articulation of a specific public-health problem, problem analysis and design of response, the student creates the practicum "product." Working independently under the direction of a University-faculty preceptor, the student defines an area of concern, develops and conducts a research plan, and presents findings for implementation. Examples of acceptable practicum projects would be: creation of health-promotion/health-education materials; policy-related position paper for legislative review; establishment of an agency program; provision of "expert" consultation to a public-health agency. Departmental permission. (3 credits)

PCH 595 - Public-Health Internship

The internship allows the student to work in a public-health setting under the direct supervision of an experienced public-health professional. The student uses acquired knowledge and skills to conduct a project which addresses a specific public health problem or program need as defined by the hosting agency. Projects are agreed upon by the student and agency preceptor and approved by the supervising University faculty member. A weekly seminar, conducted by the University supervisor, is attended by all interns to process experiential learning. Departmental permission. (6 credits)

Required Specialization Courses:

PCH 520 - Health Behavior

The determinants of health-related behaviors are examined in this course. A systems approach to behavioral and social change that examines the

effects of direct, indirect and interactive factors (such as intrapsychic, social-structural, environmental-structural) on health is presented. Prerequisite: PCH 500. (6 credits)

PCH 576 - Health Promotion

The foundations, nature, and scope of health promotion are presented. Health-promotion strategies and methodologies, and the processes used to plan, implement, manage, and evaluate/control health-promotion interventions are addressed in detail. Prerequisite: PCH 520. (6 credits)

Guided Electives:

PCH 510 - Health and Its Determinants
PCH 515 - Biostatistics
PCH 532 - Programs of Maternal and Child Health
PCH 533 - Teenage Pregnancy and Parenting
PCH 540 - Nutrition Institute
PCH 546 - Contemporary Issues in Substance Abuse
PCH 555 - Consumerism in Health
PCH 562 - Public Health Education
PCH 565 - Drinking-Driving Prevention Institute
PCH 566 - Thanatology Institute
PCH 567 - Alcohol Studies
PCH 570 - International Field Studies in Health
PCH 575 - International Health Institute
PCH 577 - Health Planning
IDS 545 - Human Sexuality

(2) Describe the course numbering system

The course numbers are consistent with the University's course numbering system for graduate courses. All courses are at the five-hundred level and are sequenced within the existing public-health course framework.

(3) Indicate the required "core" courses and those courses from which electives may be selected. Stipulate the number of hours or courses and their distribution required to complete the program.

The Master of Public Health will be a minimum 48-credit program of study. It will consist of 21-24 credits of core requirements, 12 credits of specialization requirements, and 12-15 credits of guided electives.

Core Requirements (21-24 credits)

PCH 500 - Foundations of Public Health (3 cr)
PCH 516 - Public-Health Research (3 cr)
PCH 548 - Health-Services Systems (3 cr)
PCH 551 - Principles of Epidemiology (3 cr)
PCH 564 - Health Policy (3 cr)
PCH 585 - Seminar for Public-Health Practice (3 cr)

Required Culminating Experience (3-6 cr)

- PCH 590/591 Thesis Seminar (6 cr)
OR
PCH 594 - Practicum in Public Health (3 cr)
OR
PCH 595 - Public-Health Internship (6 cr)

Specialization Requirements (12 cr)

- PCH 520 - Health Behavior (6 cr)
PCH 576 - Health Promotion (6 cr)

Guided Electives (12-15 cr)

(See Section 5.a.(1) for Electives listing)

The program of study is designed for both full-time and part-time students. Students will be accepted into the program in cohorts of full-time and part-time students. The cohorts will proceed through the following prescribed sequences of courses.

Cohort of Full-Time Students

First-year Fall Semester (9-12 credits)

- PCH 500 - Foundations of Public Health (3 cr)
PCH 516 - Public-Health Research (3 cr)
PCH 548 - Health-Services Systems (3 cr)
Elective (0-3 cr)

First-year Spring Semester (12-15 credits)

- PCH 520 - Health Behavior (6 cr)
PCH 551 - Epidemiology (3 cr)
PCH 564 - Health Policy (3 cr)
Elective (0-3 cr)

First-year Summer Sessions (0-9 credits)

Electives (0-9 cr)

Second-year Fall Semester (9-12 credits)

- PCH 576 - Health Promotion (6 cr)
Elective(s) (3-6 cr)

Second-year Spring Semester (9-15 credits)

- PCH 585 - Seminar for Public-Health Practice (3 cr)
AND
PCH 590/591 - Thesis Seminar (6 cr)
OR
PCH 594 - Practicum in Public Health (3 cr)
OR
PCH 595 - Public-Health Internship (6 cr)
Elective(s) (3-6 cr)

Cohort of Part-Time Students

First-year Fall Semester (6 credits)

- PCH 500 - Foundations of Public Health (3 cr)
PCH 516 - Public-Health Research (3 cr)

First-year Spring Semester (6 credits)

PCH 551 - Epidemiology (3 cr)
PCH 564 - Health Policy (3 cr)

First-year Summer Session (0-12 credits)

Electives (0-12 cr)

Second-year Fall Semester (6 credits)

PCH 548 - Health-Services Systems (3 cr)
Elective (3 cr)

Second-year Spring Semester (6 credits)

PCH 520 - Health Behavior (6 cr)

Second-year Summer Session (0-12 credits)

Elective(s) (0-12 cr)

Third-year Fall Semester (6 credits)

PCH 576 - Health Promotion (6 cr)

Third-year Spring Semester (6-9 credits)

PCH 585 - Seminar for Public-Health Practice (3 cr)
AND
PCH 590/591 - Thesis Seminar (3 credits)
OR
PCH 594 - Practicum in Public Health (3 cr)
OR
PCH 595 - Public-Health Internship (6 cr)

Third-year Summer Session (0-6 credits)

Electives (0-6 cr)

The regular rotation of courses is presented below. The sequence of courses for both cohorts will necessitate that each required course be offered once during the fall or spring semester of each academic year.

Fall Offering of Required Courses

PCH 500 - Foundations of Public Health
PCH 516 - Public-Health Research
PCH 548 - Health-Services Systems
PCH 576 - Health Promotion

Spring Offering of Required Courses

PCH 520 - Health Behavior
PCH 551 - Epidemiology
PCH 564 - Health Policy
PCH 585 - Seminar for Public-Health Practice
PCH 590/591 - Thesis Seminar
PCH 594 - Practicum in Health
PCH 595 - Public-Health Internship

- b. How do the institution's policies regarding transfer of credit, credit by examination, or crediting experiential learning and noncollegiate sponsored instruction apply to program?

The Graduate School of SCSU permits the transfer of up to nine credit hours of coursework. Courses presented for transfer credit must be graduate-level study completed with a grade of "B" or better at an accredited institution authorized to grant graduate degrees. Appropriateness and acceptability of courses presented for transfer credit will be evaluated by the academic advisor and approved by the Program Director and Graduate School Dean.

Credit by examination, credit for experiential learning and credit for noncollegiate-sponsored instruction will not be granted. However, where recommended by the advisor and approved by the Program Director and Graduate School Dean, specific courses may be waived from the program if compelling circumstances exist. Waiver of courses would not diminish the number of credits required for program completion.

- c. Indicate any requirements and arrangements for clinical applications, internships, and practica or work experience. Describe how these will be administered and furnish the following assurances:

- (1) The courses of the program, and the related clinical or work experience, have been articulated with appropriate credits assigned.

The Department of Public Health currently administers an extensive internship program at the senior undergraduate level; hence, there exists a diversified and comprehensive network of placement opportunities and supervisory mechanisms. The practicum and thesis are offered presently in the Department's existing graduate program; faculty expertise has been established and demonstrated for facilitating work in these areas.

Students will culminate their programs of study by writing a thesis (PCH 590/591, Thesis Seminar) or by completing a special project (PCH 594, Practicum in Public Health or PCH 595, Public Health Internship). The options share the same purpose of requiring students to demonstrate their knowledge and skills related to planning, managing, and/or evaluating health-promotion/health-education interventions. Yet, the options allow students to select experiences which best match their professional status and future goals. Credits assigned for the respective options are consistent with established University practice and are in appropriate proportion to the credits

allocated to required and elective courses. Program sequence will assure that a student will have completed necessary skill and content courses prior to participation in the culminating courses.

- (2) The institution has or will have a qualified staff coordinator for the program before its inception.

The M.P.H. Program Director will be appointed by the Chairperson, in consultation with the Dean of Social Work and Human Services, from among the faculty and will report directly to the Chairperson of the Department of Public Health.

- (3) The institution will provide appropriate arrangements for student work experiences.

As previously discussed, students have the option of completing a thesis, practicum or internship. For those students selecting the internship there is in existence a statewide network of health and health-related field-work experiences that have been utilized for the past thirteen years. All students are required to complete PCH 585 - Seminar for Public-Health Practice which involves a synthesis of the philosophy, ethics, concepts, skills and strategies applied to public-health practice. Problem analysis and seminar presentations will be concerned with actual public-health issues and therefore will involve a familiarity with, or research of, typical public health work experiences.

- (4) The work activities of the students will be structured by the college as an educational experience with supervision, teaching, and evaluation under control of the college.

PCH 595 - Public-Health Internship is a six (6) credit, three-hundred (300) hour course that involves two-hundred-seventy (270) hours of field work and a total of thirty hours (30) of seminar. A student selecting the internship option will be assigned to an approved public-health-related placement at an agency or program where an onsite preceptor will be assigned. Periodic, onsite visits will be conducted by a graduate-faculty member who will monitor the student's progress. Attendance at a weekly seminar will be required in which students will have the opportunity to share their field-work experiences

and present case studies that will be analyzed by the seminar participants. Supervision, teaching and evaluation will be conducted by both the preceptor and the course instructor(s) with a final grade assigned by the course instructor(s).

6. Resource Centers and Library

- a. What library and other learning resources are available at the institution or elsewhere which support the program? Describe the accommodations in terms of study space, professional assistance, and time schedule of availability.

Southern Connecticut State University's Hilton C. Buley Library is a 72,800-square-foot multipurpose facility. The main library area has a study seating capacity of 1,240 of which 210 are individual study carrells. The Learning Resources Center portion of Buley Library can accommodate an additional 50 students.

Buley Library and the Learning Resources Center are staffed by 19 FTE librarians. The library is a member of the Online Computer Library Center (OCLC), a network system which links libraries throughout the United States. Through the OCLC network system, the University community has access to over 16 million books and periodicals. In the near future, an "online" circulation system will link Buley Library via computer with the other three Connecticut State University libraries and the Homer Babbidge Library at the University of Connecticut. These systems allow for a fast and easy sharing of library resources.

Buley Library Reference Department subscribes to DIALOG Information Retrieval Service. DIALOG offers access to over 230 computerized data bases containing in excess of 120,000,000 records. One of the available data bases is MEDLINE, which corresponds to 3 printed indices: Index Medicus, International Nursing Index, and Index to Dental Literature. MEDLINE is available without charge to SCSU graduate students. The Library also has access to two other retrieval services, Bibliographic Research Services and Wilson Line.

The Learning Resources Center also has 30 individual carrells which house slide projectors, audio cassettes, personal computers (Rainbow, TRS 80 and APPLE IIC), and printers. The Center includes a soundproof room for tape recordings, which is primarily utilized by the

visually impaired. It also houses a wide range of cassette tapes, 16mm films, records, TV cassette tapes and reel tapes, filmloops, micro-computer disks, transparencies, slide and art prints along with the necessary equipment required for their use. The Center also has equipment to aid the handicapped student and faculty in their study and research. Equipment includes Visualitek print enlargers, Kurzweil reading machines and Lexicon-varispeech tape recorders. Most audio tapes are marked with braille characters for use by the visually impaired.

Buley Library and Learning Resources Center hours are as follows:

8 a.m. - 11 p.m.	Monday through Thursday
8 a.m. - 5 p.m.	Friday
1 p.m. - 5 p.m.	Saturday
1 p.m. - 9 p.m.	Sunday

These hours are extended to midnight every day, the week before and during final exams each semester.

In addition to the on-campus library resources, other resource centers are accessible in the greater New Haven and greater Hartford areas. On a small fee-for-service basis, Yale Medical Library may be utilized. For no fee, students and faculty may use the University of Connecticut Medical Library in Farmington, the Hartford Hospital Medical and Nursing Libraries in Hartford, and The Hospital of Saint Raphael Library in New Haven. For health-related legal and legislative materials the Connecticut State Library is located in Hartford. It is difficult to imagine not being able to obtain a public-health/medical resource with the facilities available in the State of Connecticut.

- b. Report as accurately as practicable the number of volumes, periodicals and other materials, by subject area, which directly support the program.

The Buley Library collection includes over 500,000 volume-equivalents. This number includes over 330,000 microform documents (66,000 volume-equivalents), a government document section with over 88,000 volumes, and a periodical subscription list of 2,163.

In general circulating and reference collection there are over 20,000 volumes which directly would support the Master of Public Health program. This includes volumes in public health, health promotion, health education, health administration, health sociology, mental health, health law, health economics, health policy, medicine, and other aspects of health.

The periodical collection consists of over 275 subscriptions which directly support the program, ranging from general medicine to public health. The government-documents collection includes most United States government material, as well as United Nations and World Health Organization volumes. In addition to this printed collection, Buley Library contains over 8,000 volume-equivalents in microform.

- c. Provide a representative listing of periodical literature in the library which will support the program.

Listed below is a sample of our library holdings.
Title and Date:

American College Health Journal (1966-present)
American Geriatric Society Journal (1970-present)
American Journal of Medicine (1955-present)
American Journal of Mental Deficiency (1876-1908;
1940-present)
American Journal of Nursing (1957-present)
American Journal of Psychiatry (1844-1884; 1934-present)
American Journal of Psychology (1946-present)
American Journal of Public Health (1931-present)
American Medical Association, Journal/JAMA
(1883-present)
American Psychologist (1947-present)
American Water Works Association Journal (1970-present)
Archives of Environmental Health (1960-present)
Brain (1878-present)
Community Mental Health Journal (1968-present)
Geriatrics (1970-present)
Health Education (1975-present)
Health Education Quarterly (1987-present)
Health Education Reports (1986-present)
Health and Social Work (1976-present)
Hospitals (1970-present)
HYGIE (1982-present)
Journal of Chronic Diseases (1970-present)
Journal of Drug Education (1974-present)
Journal of Environmental Health (1970-present)
Journal of Gerontology (1976-86)
Journal of Health Politics, Policy and Law
(1980-present)
Journal of Health and Social Behavior (1960-present)
Journal of Nutrition (1966-present)
Journal of Psychology (1935-present)
Journal of School Health (1966-present)

Journal of Studies on Alcohol (1981-present)
Lancet (1823-1958; 1966-present)
Law, Medicine, and Health Care (1981-present)
Medical Clinics of North America (1970-present)
National Cancer Institute, Journal of the (1968-present)
New England Journal of Medicine (1970-present)
Science (1883-present)
Social Science and Medicine (1982-present)
Water Resources Bulletin (1927-present)

Periodical reference volumes include the Cumulative Index to Nursing and Allied Health, Index Medicus, and the Medical Library Association Bulletin.

A complete list of Journals can be found in Appendix C.

7. Admission, Student Personnel, and Graduation Policies

- a. Describe the admission requirements for the program, the policies and requirements for academic achievement to remain enrolled in good standing, and the requirements for graduation. Note any differences from general institutional policies.

Admission requirements will include a minimum of a Bachelor's degree from an accredited institution and a cumulative quality-point-ratio (CQPR) of 2.5 or higher. Students will be admitted as a cohort in the spring semester for the fall semester of the subsequent academic year. It will be a priority of the Department to employ affirmative-action strategies to attract qualified minority students.

To remain in good standing, a student shall maintain a minimum 3.0 CQPR, and will have grades of C or higher in all of the courses in his/her program of study. A CQPR of 3.0 or higher will be required for graduation eligibility. This conforms to the University Policy on academic standards.

- b. What academic and career counseling or other services will be provided for students who may enroll in this program?

Each cohort will be assigned an advisor. The advisor will be responsible for designing planned programs of study, and for providing academic and career advise-ment/counseling. In addition, the Department will es-tablish a job listing for use by students and alumni.

- c. How many students are expected to enroll in the program? List the numbers by part-time and full-time.

It is estimated that the number of students accepted for the first year of the program will be fifteen full-time

and fifteen part-time students. In the second and third years of operation, twenty full-time and twenty part-time students will be accepted. During the third year, an evaluation will be conducted to determine the number and nature of students to be accepted into subsequent cohorts.

8. Student and Alumni Records

How is the program going to be evaluated internally? What criteria have been established? Where will the program records be kept?

Program evaluation will be the responsibility of the Program Director. A combination goal-attainment and system-resource approach to evaluation will be used. Input, process, output and outcome objectives/evaluations will be used as the basis for controlling the program. Input objectives/evaluations will address the number and nature of students, faculty, and courses in the program, as well as other resource requirements. Process objectives/evaluations will focus on the scheduling of courses, the assignment of faculty, course instruction, and the matriculation, registration, and graduation of students. Students' competencies and satisfaction will be addressed by the output objectives/evaluations. Outcome objectives/evaluations will give attention to employer satisfaction and student satisfaction (as practicing professionals). All program records will be kept on file in the office of the Program Director.

In addition to the departmental evaluation, program reviews will be initiated by the School of Social Work and Human Services and the University's Graduate Council. The School's Dean will arrange for periodic outside review. The Graduate Council requires periodic review of all graduate programs.

9. Physical Plant and Facilities

Describe the physical facilities (classroom, laboratories, offices) and specialized equipment now available, or which will be provided (including schedule for acquisition) to initiate and maintain the program.

The program would have access to appropriate classroom and laboratory space as needed. Sufficient classroom, laboratory and office space is available to initiate the program. Future renovations to the Rocco Orlando Public Health Building will provide the additional office space needed to maintain the program.

The Department of Public Health has been aggressive in establishing computer capability. By the date of implementation of this program the Department will have a micro-computer in every faculty office and will seek to expand its number of resident terminals hard-wired to the University mainframe computer. This is in accordance with the stated

University goal of having a computer terminal in each faculty office. In addition, the University supports several computer laboratories with personal computing/word-processing capabilities.

10. Catalog and Publication (see 10-330-20)

List and submit copies of any catalog(s), brochure(s) or other publications in which the program is listed or described or will be listed or described.

The program will be listed and/or described in:

SCSU Graduate Catalog;
Department graduate brochure;
Course-schedule Bulletin;
Newspaper advertisements;
Periodic announcements in professional journals.

11. Certification

Provide certification that program and institutional hiring and admission practices are in compliance with all applicable state and federal laws, regulations, and orders; and that the institution will operate under the provisions of approved nondiscrimination plans including consideration for women and minorities and accessibility for the handicapped.

SCSU complies with equal-opportunity practices with regard to employment and student admissions. No applicant is accepted or rejected because of race, color, sex, age, creed, national origin or physical handicap. The Department of Public Health desires a student body which reflects a wide range of cultural backgrounds and values, and will recruit aggressively to achieve such a diversity.

12. Time Schedule and Authorizations

- a. Indicate any specialized approval, licensure or accreditation, by any agency other than the Board of Higher Education, to the extent that it is related to this program.

The program will be a part of the University's accreditation by the New England Association of Schools and Colleges.

- b. Indicate the earliest date on which students may be expected to complete the program.

If program licensure is received by September 1990, the first full- and part-time classes of students will be admitted for Fall 1991: full-time students will complete the program in May 1993; part-time students will complete the program in May 1994.

13. Educational Planning Statement

The Board will take into account that there may be a difference in the types of data and justification for different levels of programs. Provide the following information:

- a. The relationship of the proposed program to other programs and resources in the institution, and any institutional plan.

Establishment of an M.P.H. program is the next logical step in the growth and development of the Department of Public Health, which operates successful programs in public health (B.S.) and health education (M.S.). SCSU has demonstrated a commitment to the education of health and human-services professionals and has emerged as a regional leader in such studies. The M.P.H. program will complement and strengthen, and be supported by, other human-services programs currently offered at SCSU.

- b. Data and commentary to indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing or proposed academic programs or degrees in Connecticut in public, independent or proprietary institutions.

There are currently only two M.P.H. programs in the State of Connecticut. Yale University offers an M.P.H. program with specializations in a variety of areas, including health-services administration, infectious-disease epidemiology, chronic-disease epidemiology, biostatistics and environmental health. The University of Connecticut Health Center offers a general M.P.H. program with optional areas of emphasis in health administration, health research and other areas. Behavioral science is covered in the core curriculum but is not offered as a specialization.

The Yale program defines its geographic area served in global terms. UConn advertises its program as being "tailored to the needs of working health professionals who intend to pursue part-time evening studies." Greatest access to the UConn program, as such, would be for students in the geographic areas convenient to Farmington, Connecticut.

A significant proportion of potential candidates for an M.P.H. degree remain unserved by the two existing programs. Admission to Yale's program is highly competitive; part-time programs are the exception. Geographically, the UConn program is inconvenient to

large portions of the southern part of the State. Working health professionals (and others unable to afford or gain admission to Yale's program) in New Haven, Fairfield, Middlesex and New London Counties, and part of Litchfield County, are not served by an accessible M.P.H. program in a reasonably close location.

The proposed program has been well-received by the professional health community. A number of public-health experts have endorsed the proposal in writing (see Appendix A). Their letters cite the importance of health promotion/health education to the field. They further emphasize the need for an M.P.H. program located in southern Connecticut and a program available on a part-time basis to practicing health professionals, to create increased access to health training. These experts include local health directors and others who are in a position to evaluate the health field and training requirements realistically.

c. Data and commentary regarding the relationship of the proposed program to further educational opportunities and current employment trends.

The public-health workforce functions in a wide range of settings, including professional associations; foundations; voluntary agencies; Federal, State, and local governments; profitmaking and nonprofit organizations; and educational institutions. A large majority of the public-health workforce functions in government agencies. Also, public-health personnel deal with the public and community implications of health and disease, and take a community or population-based approach to solutions. Therefore, the size, numerical adequacy, training, and competency of the public-health work force are matters of direct public concern. In addition to preparing public-health professionals to function in traditional public-health agencies (as mentioned above), the proposed program would prepare individuals to conduct health-promotion programs in agencies not traditionally thought of as settings for public-health practice.

The responsibilities of public-health personnel are interdisciplinary and multidisciplinary and include detection, assessment, and monitoring of health problems in populations; prevention of illness, disability, and premature death; health education and health promotion; control or elimination of environmental or occupational factors which result in health problems; health-services administration and planning; and planning organization, and delivery of personal-health services by public-health agencies; and public-health policy analysis.

The choice of specialization for the degree program, health promotion/health education, is a purposeful selection.

The need and demand for this concentration can be inferred from its prevalence among existing public-health programs. According to the Association of Schools of Public Health, 21 of its 23 member universities offer concentrations in behavioral sciences and health education/health promotion. The Association of Schools of Public Health predicts that, given the contemporary significance of the public-health field's efforts to focus attention on lifestyle-related precursors to health problems, the need and demand for health educators will grow rapidly in this decade. This has been borne out in written communications from numerous local health directors who indicate a need for training in health promotion/health education. These letters are presented in Appendix A.

National Indicators for Manpower Needs:

Students graduating from this program will be prepared to enter graduate programs that offer doctorates in the public-health areas. In addition, employment opportunities are consistent with the opportunities discussed in the following narrative excerpted from "The Fifth Report to the President and Congress on the Status of Health Personnel in the United States" (1986):

National Public Health Vacancy Reporting System

The American Public Health Association (APHA) has been studying the feasibility of establishing and operating a national computerized system of reporting budgeted vacancies for public health personnel in the United States (APHA, 1983). APHA's preliminary study found that on any given day 5 to 10 percent of budgeted positions in the State and local health departments are unfilled. Conservatively estimating that 50,000 budgeted positions require credentials at the baccalaureate level or above, there should be 2,500 to 5,000 vacant public health positions throughout the country on any given day. APHA is now examining the feasibility of establishing a permanent vacancy reporting system.

Needs of Working Professionals

In 1980 it was estimated that of a primary public health workforce of approximately 250,000 individuals, about 25 percent had graduate training in public health. Estimates for 1985 suggest that approximately 75,000 personnel or about 30 percent have such training. Although precise data are not available, experts contend that large proportions of the environmental health, public health nursing, nutrition, and health education personnel currently in the workforce have not received formal basic preparation in public health principles, theory, and methods.

Beyond deficiencies in basic preparation, public health employers are concerned that information and technology are being transferred too slowly from academic and research settings to agencies that have operating responsibilities for public health programs. Many individuals who were initially well trained and highly competent may not have access to education in new technologies over the course of their careers. It is recommended that increased emphasis be given to professional development programs for practicing public health professionals.

Health Promotion and Disease Prevention

In September 1984 a series of five workshops was conducted by the Bureau of Health Professions to develop recommendations for training health professionals to be more effective in health promotion and disease-prevention activities. The workshop series, titled "Health Promotion/Disease Prevention: Impact on Health Professions," covered allied health, public health, and primary care personnel working in various health care settings such as private practice, health maintenance organizations, hospitals, State and local governments, voluntary health organizations, and industry. The recommendations addressed the following areas: increasing the effectiveness of faculty in teaching preventive concepts; developing curricula to allow more meaningful material in didactic and experiential education; selecting students who demonstrate positive attitude and behavior toward health promotion and disease prevention; including these concepts in accreditation standards and certification and licensure examinations; expanding research in these areas; and developing close links between industry, the public health profession, and the community. The recommendations represent a comprehensive strategy for health professionals to address health promotion and disease prevention concepts through the educational process. It is recommended that the strategy of incorporating health promotion and disease prevention concepts in the education of health professionals (as proposed by five workshops in 1983) be implemented.

Further career articulation is provided in section 13.e.

- d. A description of any efforts made to identify student demand for the program and an estimate of enrollments for the first five years.

Over the last five years, various means have been used to identify student demand. Data have been collected during interviews with applicants to the Department's

Master of Science degree program, from letters and phone calls of inquiry from students regarding the Department's graduate degree offering and from discussions with health professionals and managers of health-related organizations. More than half of all interviewees and inquiring students indicated that they were looking for a "degree in public health." A number of Connecticut's leading health professionals recognize southern Connecticut's need for an affordable and accessible program of graduate studies in public health, and are supportive of SCSU's proposal.

Given the Department's attempts to identify student demand, it is confident that a total enrollment can be reached of thirty students in the first year, seventy students in the second year, ninety-five students in the third year, one-hundred-ten students in the fourth year and one-hundred-twenty students in the fifth year, as demonstrated below.

TOTAL ENROLLMENT

<u>Year</u>	<u>Full-time</u>			<u>Part-time</u>			<u>Total</u>
	<u>New</u>	<u>2nd Year</u>	<u>Total</u>	<u>New</u>	<u>2nd Year</u>	<u>3rd Year</u>	
1st	15	0	15	15	0	0	30
2nd	20	15	35	20	15	0	70
3rd	20	20	40	20	20	15	95
4th	25	20	45	25	20	20	110
5th	25	25	50	25	25	20	120

GRADUATES

<u>Year</u>	<u>Full-time</u>	<u>Part-time</u>	<u>Total</u>	<u>Cumulative Total</u>
1st	0	0	0	0
2nd	15	0	15	15
3rd	20	15	35	50
4th	20	20	40	90
5th	25	20	45	135
6th	25	25	50	185

- e. A description of program and career articulation noting career opportunities as applicable (local, regional, state and/or national estimates), according to the nature and goals of the program.

Since 1987, the Public Health Service, Department of Health and Human Services, has coordinated a nationwide process to formulate national health-promotion and disease-prevention objectives for the year 2000. Included in the report is a section on system-improvement priorities. It is recognized that the attainment of year 2000 national health objectives will rely heavily on improvements in health-education strategies and enhanced access to and utilization of clinical prevention services. The year 2000 objectives related to "improved health education and preventive services" suggest significantly increased need for health personnel with health-promotion/health-education expertise. The following national health (service-related) objectives are extracted from the United States Department of Health and Human Services Public Health Service's draft, Promoting Health/Preventing Disease - Year 2000 Objectives for the Nation (1990).

- 20.13 Establish in all States community-based health-promotion programs that collectively address at least three of the year 2000 priority areas and reach at least 40 percent of each State's population.
- 20.14 Increase to at least 50 percent the proportion of the Nation's elementary and secondary schools that provide a planned and sequential kindergarten through grade 12 program of comprehensive school health education. (Baseline: About 5 percent in 1988.)
- 20.15 Increase to at least 75 percent the proportion of workplaces with 50 or more employees that offer a health-promotion program in which 20 percent or more of employees participate regularly and of which 50 percent include activities for family members and/or retirees (Baseline: 65 percent offered at least one health-promotion activity in 1985; 63 percent had a wellness program in 1987.)
- 20.16 Increase to at least 30 percent the proportion of hourly workers who participate regularly in health-promotion activities at the workplace. (Baseline data unavailable.)
- 20.17 Increase to at least 50 percent the proportion of higher education institutions with institution-wide programs that provide health education and health-promotion activities for students, faculty and staff. (Baseline data unavailable.)

20.18 Increase to at least 90 percent the proportion of hospitals that provide patient-education services and increase to at least 90 percent the proportion of community hospitals that offer community health-promotion programs addressing the priority health needs of their communities. (Baseline: 65.6 percent of 6,821 registered hospitals provided patient-education services in 1987 and 60.3 percent of 5,677 community hospitals offered community health-promotion programs in 1987.)

Regional Needs For M.P.H. Program:

In its most recent position statement on health-promotion/disease-prevention manpower, the Society for Public Health Education stated,

Federal studies have warned of shortages in public health professionals since 1979. The Department of Health and Human Services recently stated, 'the size, numerical adequacy, training and competency of the public health workforce are matters of direct public concern.' In that same report, (Fifth Report to the President and Congress on the Status of Health Personnel in the United States, 1986), HHS asserted, 'the Federal government's responsibilities and objectives in the field of health promotion and disease prevention warrant a continued high level of concern for manpower resources in public health. Adequately trained public health professionals, effectively utilized, are essential to progress in prevention of disease, identification and control of environmental health goals.' The Year 2000 Objectives cannot be fully realized without attention to adequate training, recruitment and retention of public health personnel. (April 1988)

This warning and statement of need is especially relevant to Connecticut. The State's health objectives will not be realized fully without well-marshalled forces of professionally prepared public-health workers, especially those trained in health promotion and disease prevention.

Particularly at risk is southern Connecticut. With two of Connecticut's three poorest cities within its boundaries, the region's health risks and problems are greater in comparison to the rest of the State. In the subsequent section, a brief description of the health status of southern Connecticut is presented. Inferences based on the nature and scope of the region's most pressing health problems make it clear that more public-health professionals trained in health promotion/health education are needed.

Health Status in Southern Connecticut - New Haven and Bridgeport, respectively Connecticut's third and first largest cities, are located in southern Connecticut. Both are recognized as being among the poorest cities in the nation, let alone Connecticut. According to the Connecticut Conference on Children, the poverty rates of New Haven and Bridgeport exceed twenty percent, with nearly one of every two children in New Haven living in poverty. Socioeconomic status (in particular poverty) often is the most powerful demographic predictor of poor health.

On April 12, 1988, the State Department of Health Services' Center for Policy Development and Community Relations released a report entitled, "Health Profile of Connecticut's Five Largest Cities." The report makes evident the strong association between poverty and poor health. In the report, New Haven and Bridgeport are identified respectively as the second and third poorest (estimated per capita income) major cities in Connecticut. Consistently, these two cities experience significantly higher mortality and morbidity rates than the State average, significantly higher rates of potential years lost, and significantly lower infant health status as indicated by higher rates of infant mortality, births to teenagers, and low-birth-weight infants.

In addition to the complex problems described above, Connecticut now is struggling to address the epidemic of AIDS. Together, New Haven and Bridgeport house nearly one-third of the State's total diagnosed cases of AIDS. New Haven alone has a rate five times higher than the State average, possessing nearly one-fourth of the State's diagnosed cases. Given that the number of diagnosed cases is far exceeded by the number of symptomless and undiagnosed cases, (who unknowingly are transmitting the disease), AIDS represents an explosive and urgent health problem for southern Connecticut. To date public health education has been cited as the only effective response to the AIDS crisis. Health education can be most successful in the context of health promotion/primary prevention.

Because AIDS represents a contemporary, deadly, public-health problem of seemingly unprecedented proportions, it justifiably has captured the attention of the health-care sector. However, the more traditional health problems, (e.g., drug abuse, malnutrition, homicide, suicide, and other sexually transmitted diseases), remain as major public-health concerns. These problems continue to haunt cities like New Haven and Bridgeport,

and to cheat them of their most valuable resources, productive citizens. These and other health problems of our urban areas must be addressed if the cities, regions and State are to prosper.

In addition to problems unique to urban areas, suburban and rural southern Connecticut pose public-health challenges as well. The Connecticut State Department of Health Services has worked diligently in recent years to encourage the establishment of health districts--regional departments of health--so that all towns in Connecticut would eventually be protected by full-time health departments. Southern Connecticut enthusiastically accepted this concept early in its history.

The nature of health districts--being comprised of towns with some overlapping and some individual health concerns, and working in large areas with limited resources--requires the utilization of public-health professionals with expertise in assessing need, planning responses and maximizing health-promotion potential. Health promotion encompasses many of the activities presently offered or targeted by health districts, such as health education, health planning and primary prevention. However, a need for better trained individuals in these areas exists.

Empowerment for Change

As already stated, poverty is associated strongly with the health status of southern Connecticut's major cities. However, personal lifestyle/behaviors also can be identified as a primary contributing factor. Since 1979, the United States Public Health Service has recognized personal lifestyle/behaviors as the most important direct precursor to health status. This belief serves as the foundation for our present national-health-policy statements that favor priority to be given to health-promotion/disease-prevention activities.

The leading health problems of southern Connecticut have important behavioral components. That is, people are contributing greatly to their own health problems by their own health-damaging actions. Given this aspect of prevalent health problems, the urgency of southern Connecticut's need for public-health workers trained in health-promotion becomes even more obvious. The most likely and feasible means for helping disadvantaged populations to improve their health status is to create social-environmental structures and health programs which maximize the likelihood that health-benefitting behaviors will be adopted. Health-promotion interventions are meant to do just that. By creating a predisposing, enabling, and reinforcing environment towards health-benefitting behaviors, people are empowered to accept more responsibility for improving their health status.

Two recently-released, national-level reports support the need for, and effectiveness of, health-promotion efforts. A prestigious 26-member panel representing the Institute of Medicine released its report, The Future of Public Health.

With regard to programmatic issues, the report states, "The Committee recommends that public-health professionals place more emphasis on factors that influence health-related behavior and develop comprehensive strategies that take these factors into consideration." This report followed closely behind another important release, this one from the National Center for Health Statistics. It presented evidence attesting to the effectiveness of health-promotion/health education interventions to make a major difference in people's actual health behaviors.

Need for Professional Preparation Program in Southern Connecticut
Southern Connecticut, with the nature and scope of its health problems, is in desperate need of a public-health work force that is well-prepared to address lifestyle and behavior-related problems. To establish and maintain the required workforce, southern Connecticut must have an accessible professional-preparation program in public health, which offers pre-professional training and continuing-education opportunities in health promotion/health education.

As evident in the program proposal, the Department of Public Health of Southern Connecticut State University is in a unique position to provide this much needed program of study in public health. The establishment of a Master of Public Health degree program, specialization in health promotion/health education, at Southern would represent a greatly needed investment in Connecticut, in its cities and in its people.

APPENDIX A
LETTERS OF SUPPORT



DEPARTMENT OF HEALTH

CITY OF NEW HAVEN
ONE STATE STREET
NEW HAVEN, CONNECTICUT 06511

WILLIAM P. QUINN, M.P.H.
DIRECTOR OF HEALTH

October 10, 1989

William G. Faraclas, Chairperson
Health Sciences Department
Southern Connecticut State University
144 Farnham Avenue
New Haven, Connecticut 06515

Dear Bill:

In 1979, as a member of the site visit team for the Connecticut Board of Higher Education, I reviewed for accreditation the Bachelor of Science degree program in public health proposed by the Health Sciences Department of Southern Connecticut State University. Since that time, I have watched the growth and development of the B.S. program as an interested observer. Through the strong success of the program, the Health Sciences Department has become firmly established as a leader in public health education and training, with its B.S. graduates placed in key public health positions throughout the state of Connecticut.

Hence, I am pleased to know that the Health Sciences Department is in the process of developing a Master of Public Health (M.P.H.) degree program. Establishment of the proposed program, with a specialization in behavioral science, will be a major contribution to public health in Connecticut for the following reasons:

1. There exists an urgent need for training at the graduate level in behavioral science/health promotion which addresses social-based theories of health predictors and determinants and can be vital to improvements in the public's health. The program would complement the other areas of public health addressed programs at Yale University and the University of Connecticut where behavioral science/health promotion is not offered as a specialization.
2. The program, as presented, provides opportunities for graduate study for those involved in the health professions who are employed full or part time. Heretofore, such opportunities have been limited.

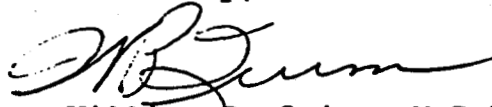
"Your Health is our Community's Wealth"

October 10, 1989

3. Geographically, the program would be in an ideal location, offering access to prospective students from throughout Connecticut, but particularly from the underserved southern part of the state.
4. The job market in public health remains strong, yet the lack of training in behavioral science/health promotion has left an important area of the field understaffed by appropriately trained individuals with specific expertise.

I would predict strong interest in the proposed program by prospective students. Knowing the high quality of public health programming of the Health Sciences Department, I would be happy to recommend M.P.H. study at SCSU to current and prospective members of the public health field.

Sincerely,



William P. Quinn, M.P.H.
Director of Health

WPQ/bl

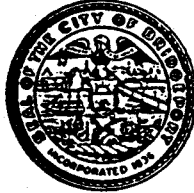
CITY OF BRIDGEPORT
OFFICE OF HUMANE AFFAIRS

DEPARTMENT OF HEALTH
752 EAST MAIN STREET
BRIDGEPORT, CONNECTICUT 06608

TIMOTHY J. CALLAHAN, R.S., M.P.H.
Director of Health

Commissioners

WALTER G. SPINELLI, Pres.
DENISE DANIELS, Vice Pres.
MARTIN SANTIAGO, Treas.
JACKIE COCCO
YOLANDA M. RICCIO
RAMON DeJESUS
ROLAND WILSON



October 12, 1989

William G. Faraclas, M.P.H.
Chairperson
Department of Public Health
Southern Connecticut State University
501 Crescent Street
New Haven, Connecticut 06515

Dear Bill:

I fully endorse proposal to develop a Master of Public Health degree program at Southern Connecticut State University. As the administrator of the public health programs in Connecticut's largest city, I am well aware of the need for well trained professionals. A local educational program will afford Connecticut residents this opportunity. I'm certain many health professionals working in Fairfield County will look to SCSU for their education.

During the past few years I've had the good fortune of being involved with your student interns and recent graduates. Their sound knowledge of public health issues and practices speak well for your undergraduate program. I'm certain your commitment to excellence will be an integral element of the MPH program.

I would like to offer the Bridgeport Health Department as a training site for your students. This venture would be mutually beneficial. Please keep me abreast of all developments.

Very truly yours,

Timothy J. Callahan
Director of Health

TJC:dbd

EAST SHORE DISTRICT HEALTH DEPARTMENT
23 Hillside Avenue
Branford, CT 06405
(203) 481-4233

October 12, 1989

Mr. William Faraclas, Chairperson
Health Science Department
Southern Connecticut State University
144 Farnham Avenue
New Haven, CT 06515

Dear Mr. Faraclas:

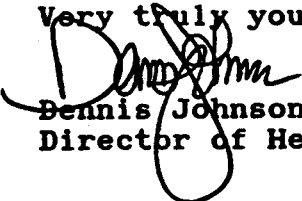
I am writing this letter to support the development of a Master's Degree in Public Health program at Southern Connecticut State University.

The proposal of a curriculum which emphasizes behavioral science and health promotion would benefit our communities by providing an accessible and unique alternative to local graduate education programs.

I have observed the frustration of many local health professionals who are denied the post graduate experience due to restrictions on class scheduling and commuting distances associated with the Connecticut universities offering similar public health degrees.

Please let me know if I can be of assistance with the development of this program.

Very truly yours,


Dennis Johnson
Director of Health

DJ:mam



Naugatuck Valley Health District

470 Howe Avenue, Shelton, Connecticut 06484 - (203) 735 - 9548
Naugatuck Satellite Office - (203) 723 - 1297

Leon J. O'Connor, M. P. H., *Director of Health*

October 12, 1989

Mr. William Faraclas, M.P.H.
Southern Connecticut State University
Health Sciences Office
144 Farnham Street
New Haven, CT 06515

Re: Proposed M.P.H. Program S.C.S.U.

Dear Mr. Faraclas:

It is with great pleasure that I am given the opportunity to write a letter of support for the proposed M.P.H. program at Southern Connecticut State University (S.C.S.U.).

Specifically I am impressed with the proposal since the M.P.H. program is one that is designed to allow affordable access to students seeking an M.P.H. on a part time basis. As we know, many M.P.H. candidates are already employed in the public health field and because of financial constraints are required to hold down a full time job.

It is my understanding that the S.C.S.U. program would accommodate students with a need to be gainfully employed with enough time to manage an M.P.H. program.

In this sense, the proposed M.P.H. program should forge a unique blend of student experience and increased education skills, all which should work towards providing competent public health professionals in the work place.

Further, I believe that the program, as proposed, will focus on behavioral science practices as this discipline relates to health promotion. This emphasis on M.P.H. training should go a long way towards generating the necessary emphasis on the most primary method necessary to prevent premature morbidity and mortality due to unhealthful lifestyles and habits.

William Faraclas, M.P.H.
October 12, 1989
Page 2

In conclusion, I strongly support the implementation of an M.P.H. program at S.C.S.U., which is designed to provide access to part time employees in the public health field and with a programmatical emphasis on behavioral science prevention and promotion.

Sincerely,



Leon O'Connor, M.P.H.
Director of Health

LJO:kac



DEPARTMENT OF HEALTH

CITY OF MIDDLETOWN
MUNICIPAL BUILDING
P.O. BOX 1300

MIDDLETOWN, CONNECTICUT 06457-1300

TELEPHONE 344-3474

Leon F. Vinci, M.P.H.
Director of Health

November 14, 1989

William G. Faraclas, M.P.H., Chairman
Health Sciences Department
Southern Connecticut State University
501 Crescent Street
New Haven, Connecticut 06515

Re: Application for MPH Graduate Program

Dear Mr. Faraclas:

I encourage and support the efforts of the Health Sciences Department at Southern Connecticut State University to offer a Master of Public Health Program.

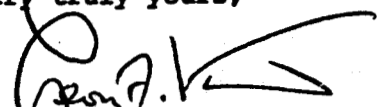
It is most important for our citizens in the State of Connecticut to have the opportunity to choose an educational institution offering advanced degree programs in the area of their choice. A program such as this at Southern would provide this choice. In addition, with an emphasis on Health Promotion and Health Education areas, the Southern program would be most unique in the Northeast.

Another consideration is one of geography. Southern would offer a flexible, and evening, schedule for Connecticut citizens living in the south central and southern parts of our State. This would provide better access and a greater opportunity for Connecticut citizens to advance their education.

Educational costs are also an important consideration. The program at Southern would provide a reasonable cost for an important advanced degree in health.

I support the creation of this program at Southern Connecticut State University and urge your prompt implementation of this valuable service.

Very truly yours,


Leon F. Vinci, M.P.H.
Director of Health

LFV/ss



City of Milford, Connecticut

Founded 1639

DEPARTMENT OF HEALTH
MEDICAL DIVISION
2051 BRIDGEPORT AVENUE
MILFORD, CONNECTICUT 06460
TELEPHONE (203) 783-3285

GEORGE KRAUS, M.D., M.P.H.
DIRECTOR OF HEALTH

October 12, 1989

Mr. William Faraclas
Chairperson
Health Science Department
Southern Connecticut State University
144 Farnham Avenue
New Haven, Ct. 06515

Dear Mr. Faraclas:

There is a strong need for additional MPH training in Connecticut.

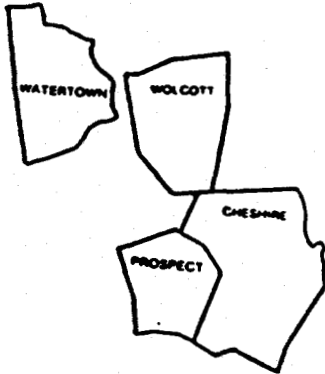
As a Director of Health in this state, for many years and a faculty member of the Yale University Department of Public Health, I have found that many professionals in the field, especially those working in local health departments in this state have no opportunity to achieve an MPH on a part time basis.

Continuing education in the areas of Health Promotion and Protection and Environmental Health, as related to the functions of a local health department, are essential. If there were courses leading to an MPH which were given during the evenings, it would provide an opportunity for employees of local health departments, or those wishing such employment, to continue their professional education.

Sincerely yours,

George Kraus, M.D.
Director of Health

GK:ap



CHESPROCOTT HEALTH DISTRICT

1247 HIGHLAND AVENUE, CHESHIRE, CT 06410 (203) 272-2761

Patrick Accardi, M.A., M.P.H., Director of Health

October 11, 1989

Mr. William Faraclas, M.P.H.
Health Sciences Department
Southern Connecticut State University
144 Farnham Avenue
New Haven, CT., 06515

Dear Mr. Faraclas:

The establishment of a M.P.H. degree program in Health Promotion/Behavior at the Southern Connecticut State University would fill an unmet need in the public health community and would be most welcomed by local health agencies.

I fully support the planning and initiation of such a program.

Sincerely yours,

A handwritten signature in cursive script that reads "Patrick Accardi".

Patrick Accardi, M.P.H., R.S.
Director of Health

bk



CITY OF DANBURY

DANBURY, CONNECTICUT 06810

HEALTH AND HOUSING DEPARTMENT
20 WEST STREET

(203) 797-4625

September 21, 1989

William G. Fraclas, M.P.H., Chairperson
Department of Public Health
Southern Connecticut State University
144 Farnham Avenue
New Haven, Connecticut 06515

Dear Mr. Fraclas:

It is with pleasure that I write to support the establishment of a Masters of Public Health degree program Southern Connecticut State University. Your planned emphasis on health promotion will make the program a particularly valuable addition to those programs presently available.

Graduates of your proposed program will meet a growing need. This department and agencies in the community with which we work are recruiting for health promotion related positions on a regular basis. Your proposal has my strong support. I look forward to working with the program and employing your graduates.

Sincerely,

William Campbell
William J. Campbell, M.P.H.
Director of Health

ts



TOWN OF STRATFORD

CONNECTICUT
06497

HEALTH DEPARTMENT
2730 MAIN STREET
STRATFORD, CT 06497
(203) 385-4090

October 11, 1989

Southern Connecticut State University
William G. Faraclas, M.P.H.
Chairperson, Health Sciences Department
144 Farnham Avenue
New Haven, CT 06515

Dear Mr. Faraclas:

I am delighted that you are contemplating a Masters of Public Health Program at Southern Connecticut State University, especially, the time frame that the Program is offered.

I know many people working in the field who can ill afford to leave their positions to attend a day time program but would be eager to attend your part time options.

Again, congratulations on your endeavors.

Very truly yours,

William J. Watson
Director of Health

WJW:pb



"COUNCIL-MANAGER GOVERNMENT SINCE 1921"

CITY OF WEST HAVEN, CONNECTICUT

DEPARTMENT OF HEALTH

BOARD OF PUBLIC HEALTH

Harold Allen
Maureen Grether
Kathryn McDonough



DIRECTOR OF PUBLIC HEALTH

Leslie A. Balch

October 26, 1989

William Faraclas, Chair
Dept of Public Health
Southern Conn. State University
144. Farnham Ave.
New Haven, Ct. 06515

Dear Mr. Faraclas:

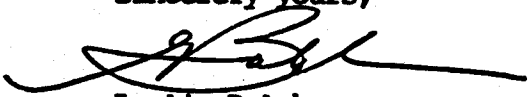
The West Haven Health Department has a positive and longstanding relationship with the Department of Public Health at Southern Connecticut State University. We would like to offer our steadfast support for the proposed Masters Program in Public Health and Health Promotion.

The Public Health Department has grown steadily over the years, bringing forth student interns and graduates into a promising and vital area of public health need. Health promotion should be the cutting edge of the Public Health field in years to come and the West Haven Health Department would like to encourage Southern's practical and knowledgeable approach in student training. We see many capable graduates continuing their careers in this area.

An expanded Master's program in Health Promotion will bring valuable expertise and attention to this important field. The economics of disease prevention as well as health enhancement are sure to come to the fore as the need for cost savings becomes more critical.

Again, we look forward to the possibilities inherent to such a program and offer our unwavering support, looking forward to working with students and networking with graduates.

With our sincere wishes for success, we remain
Sincerely yours,


Leslie Balch,
Director of Health


Eric Triffin,
Health Promotion Specialist

APPENDIX B
CURRICULUM VITAE

CURRICULUM VITA (1985 to Present)

WILLIAM G. FARACLAS
CHAIRPERSON AND ASSOCIATE PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Dr. P.H. Candidate, Yale University.
M.P.H., Yale University
B.A., University of Connecticut.

PROFESSIONAL EXPERIENCE:

1975-present Chairperson and Associate Professor, Department of Public Health, School of Social Work & Human Services, Southern Connecticut State University

1989-present Education and Evaluation Consultant, Preventive Pulmonary Academic Award, Occupational Medicine Program, Yale University School of Medicine, New Haven, Connecticut

1988-present Lecturer in Laboratory Medicine, Department of Laboratory Medicine, Yale University School of Medicine, New Haven, Connecticut

1987-present Education and Evaluation Consultant, Transfusion Medicine Academic Award Program, Department of Laboratory Medicine, Yale University School of Medicine, New Haven, Connecticut

1986-present Education and Evaluation Consultant, Yale Behavioral Pediatrics Training Program, Department of Pediatrics, Yale University School of Medicine, New Haven, Connecticut

1984-1987 Education Consultant, Yale Residency Training Program in General Pediatrics, Department of Pediatrics, Yale University School of Medicine, New Haven, Connecticut

RESEARCH:

1989-present Preventive Pulmonary Academic Award Program, Occupational Medicine Program, Yale University School of Medicine, Education and Evaluation Consultant, Funded by the Department of Health and Human Services National Heart, Lung and Blood Institute
Activities: Program evaluation, curriculum development

1987-present Transfusion Medicine Academic Award Program, Department of Transfusion Medicine, Yale University School of Medicine, Education and

Evaluation Consultant. Funded by the Department of Health and Human Services, National Heart, Lung and Blood Institute
Activities: Needs assessment, program evaluation, curriculum development

1986-present Yale Behavioral Pediatrics Training Program, Department of Pediatrics, Yale University School of Medicine, Education and Evaluation Consultant. Funded by the Department of Health and Human Services, Bureau of Health Care Delivery and Assistance.
Activities: Program evaluation, resident training

1984-1987 Yale Residency Training Program in General Pediatrics, Department of Pediatrics, Yale University School of Medicine, Education Consultant. Funded by the Department of Health and Human Services, U.S. Public Health Service.
Activities: Program development, trainee evaluation, program evaluation

PUBLICATIONS

Simon, T. and the Curriculum Committee of the Transfusion Medicine Academic Award Group: Comprehensive curricular goals for teaching transfusion medicine. TRANSFUSION, 29(5):438-446, 1989.

Baldwin, S.E., McCarthy, P.L., Faraclas, W.G., et al: A novel approach to primary-care residency training. Submitted to: American Journal of Diseases of Children, 1989. (Pending publication)

Faraclas, W.G. and Keiser, A.K.: The doctor-patient relationship: major theories and implications. (Paper in progress)

PRESENTATIONS

October 10, 1989 - "Development of Basic, Pre-clinical Curricular Goals and Objectives for Preventive Pulmonary Medicine." Presented at the Annual Meeting of the National Heart, Lung and Blood Institute Preventive Pulmonary Academic Award Program, Portland, Oregon (with Dr. William Stohler).

October 10, 1989 - "Primary Prevention: A Challenge for Medical Education." Presented at the Annual Meeting of the National Heart, Lung and Blood Institute Preventive Pulmonary Academic Award Program, Portland, Oregon (with Dr. William Stohler).

MEMBERSHIPS

American Public Health Association; American Association of Sex Educators, Counselors, and Therapists; Connecticut Public Health Association.

CURRICULUM VITA (1985 TO PRESENT)

DANNY GONSALVES
ASSOCIATE PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

M.P.H. Candidate, Yale University
M.S., Southern Connecticut State University
B.S., Southern Connecticut State University

PROFESSIONAL EXPERIENCE:

1986-Present Associate Professor, Department of Public Health,
Southern Connecticut State University

1973-1985 Assistant Professor, Geography Department,
Southern Connecticut State University

PUBLICATIONS:

Gonsalves, D.: Historical Background of Emergency Medical Services in the United States, Emergency Care Quarterly, 4(3):73-82, November, 1988.

Jacobs, L.M., Jacobs, B.B., Schwartz, R., Gonsalves, D.: LIFE STAR: The Critical Care Helicopter System of Connecticut - Three Year Report, 1985-86, Hartford Hospital, October, 1988.

Jacobs, L.M., Jacobs, B.B., Schwartz, R., Gonsalves, D., Sargent, K.: LIFE STAR: The Critical Care Helicopter System of Connecticut Two Year Report, 1985-1987, Hartford Hospital, September, 1987.

Jacobs, L.M., Jacobs, B.B., Schwartz, R., Gonsalves, D., Gemmell, C.: Annual Report of Life Star: A Critical Care Helicopter and Transport Service 1986, Hartford Hospital, August, 1986.

MEMBERSHIPS:

American Public Health Association
Connecticut Public Health Association
Connecticut Environmental Health Association
National Environmental Health Association

CURRICULUM VITA (1985 TO PRESENT)

A. KAY KEISER
ASSOCIATE PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Sc.D., Harvard University
M.P.H., Yale University
B.S., Seton Hall University

PROFESSIONAL EXPERIENCE:

1989-Present Associate Professor, Department of Public Health,
Southern Connecticut State University

1974-Present Associate Clinical Professor and Lecturer, Yale
University, Department of Epidemiology and Public
Health, New Haven, CT

1988-1989 Lecturer, Sacred Heart University, Graduate School
of Business and Health, Fairfield, CT.

Lecturer, University of New Haven, Graduate School
of Public Administration, New Haven, CT

1986-1987 Consultant, Connecticut State Department of Mental
Retardation, Hartford, CT

1985-1986 Interim Chief Executive Officer (Acting Director
of Health), Westport/Weston Health District,
Westport, CT

1971-1985 President and Chief Executive Officer, Health
Dynamics, Inc., New Haven, CT

RESEARCH:

1989-Present Developing Grant Application for funding by the
National Center for Health Services Research,
Washington, D.C. for a 3-year study of "Small Area
Variations in the Use and Costs of Home Health
Services."

1989-Present Consultant, Westport/Weston Health District.
Activities: Evaluating Quality and Costs of Home
Health Services.

1989 Consultant, Waterbury Health Department.
Activities: Designed written and oral
examinations to determine knowledge and skills of
applicants for position of Public Health
Administrator.

- 1987-1988 Consultant, Connecticut Legislative Task Force on Mental Health and Rehabilitative Services, Connecticut General Assembly, Public Health Committee, Hartford, CT.
Activities: Identified Connecticut residents who were uninsured or underinsured for mental health and rehabilitation services.
- 1984-1986 Principal Investigator of 2-year research project on "The Feasibility of Developing Ambulatory Patient Groups," funded by private industry through Yale University, Office of Grants and Contracts.
Activities: Demonstrated feasibility of applying the concept of Diagnosis-Related Groups (DRGs) to ambulatory care settings.

PUBLICATIONS:

Keiser, A. Kay, "The Cost Implications of Geographic Variations in the Use of Home Health Services." Submitted to the New England Journal of Medicine, September, 1989.

Faraclas, William G. and Keiser, A. Kay, "The doctor-patient relationship: major theories and implications." (Paper in Progress)

Keiser, A. K. and Thiel, R.P., "Ability Profiles of Public Health Graduate Students: A Comparison of Public and Private Education." (Work in progress)

Keiser, A. Kay, "Orchestrating the Reorganization of an HMO Under the Federal Bankruptcy Law." In Cases in Health Care Financial Management, by Suver, James D., Kahn, Charles N., III and Clement, Jan P. (Editors). Ann Arbor, MI: University of Michigan, Health Administration Press, July, 1985.

PRESENTATIONS:

October 20, 1989 - Keynote speaker, "Managed Care: Past, present and Future." Presented at a Regional Conference on Managed Care sponsored by a consortium, Chicago, IL.

August 9, 1989 - Moderator, "Reality and Myths of Preventive Services in Managed Care Settings." A symposium sponsored by the University of New Haven.

May 12, 1989 - "The Feasibility of a Statewide Data Base for Monitoring Managed Care Programs." A seminar sponsored by the Office of Policy and Management, State of Connecticut.

March 19, 1989 - "Ambulatory Patient Groups (APGs), the Analog of DRGs in Community Health." Community Nursing and Home Health Conference, State of Connecticut, Department of Public Health, Hartford, CT

MEMBERSHIP:

Editorial Board, The Journal of Ambulatory Care Management
Board of Directors, Gaylord Hospital
Fellow, American Public Health Association
Member: Alpha Epsilon Mu Business Society
Association of American Health Care Executives
Connecticut Association of Public Health
Connecticut Women in Health Care Management
Group Health Association of America
Medical Group Management Association
Society for the Advancement of Management

CURRICULUM VITA (1985 TO PRESENT)

CATHERINE A. McDONALD
ASSISTANT PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Ph.D., University of Connecticut
M.A., University of Hartford
B.A., University of Connecticut

PROFESSIONAL EXPERIENCE:

1989-Present Assistant Professor, Department of Public Health,
Southern Connecticut State University

1986-Present Clinical Instructor, University of Connecticut
School of Medicine, Department of Community
Medicine

1986-Present Director, Connecticut Public Health Association
Member, Nominating Committee and Program Committee

1978-Present Reviewer, Qualitative Sociology, American Journal
of Public Health, Social Forces, Current
Anthropology

1987-1989 Gubernatorial Appointee, Connecticut General
Assembly Task Force on Teenage Suicide

1980-1989 Lecturer, University of Connecticut, Department of
Sociology

1988 Member, UCONN Health Center, Department of
Community Medicine Task Force on Ph.D. Program in
Social Sciences and Health Care. Paper on
strategic program initiatives

1988 Consultant, Connecticut Primary Care Association,
Connecticut Department of Health Services. Com-
prehensive AIDS Education Program

1988 Project Consultant, New Britain (CT) Consolidated
School District School Based Health Clinic
Steering Committee

1988 Coordinator, State-wide Clearinghouse of School-
Based Health Clinic Network. CT Department of
Health Services

1987 Consulting Grant Writer, Hartford Primary Care
Association, University of Hartford School of
Nursing. Provision of Health/Social Services
to the Homeless.

RESEARCH:

- 1990-1991 "Status of Local Health Departments: Full-time Health Directors," Connecticut Public Health Association.
Activities: Principal investigator.
- 1989-1990 "Post Adolescent Health Risks: A College Population," Connecticut Department of Health Services and Southern Sociological Society.
Activities: Principal investigator.

PUBLICATIONS:

Connecticut General Assembly, Suicide Prevention Task Force.
Legislative Report: "Suicide Attempts - A Needs Assessment," 1988.

"Commentary - The Health of Traditional Societies and Changes Due to Acculturation," Current Anthropology, August, 1985.

PRESENTATIONS:

- 1989 Connecticut Legislative Conference on Youth Suicide, Facilitator/Moderator
- 1989 Connecticut Public Health Association Conference, "Volunteers in Public Health." Facilitator/Moderator/Presenter
- 1988 Connecticut Public Health Association Conference, CT Children in Crisis. "Caring for Children: The School as Focus, New Community/School Partnership." Organizer/Moderator/Presenter.
- 1987 Brown University Center for Long-Term Care and Health Services Research. Seminar, "AIDS: The Connecticut Story."
- 1987 Connecticut Public Health Association Conference. Plenary Summation: "AIDS, Models of Care."
- 1986 "Political Economy, Health Care, and Applied Medical Sociology: Quo Vadis?" Presented at the Southern Sociological Society Annual Meeting, New Orleans.

MEMBERSHIPS:

American Public Health Association
New England Public Health Association
Connecticut Public Health Association
International Sociological Association
Eastern Sociology Society
Southern Sociological Society
Sociologists for Women in Society

CURRICULUM VITA (1985 TO PRESENT)

MICHAEL J. PERLIN
PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Dr.Ed, Columbia University
M.P.H., University of California at Los Angeles
M.S., Brooklyn College
B.S., Brooklyn College

Clinical Internship in Counseling and Psychotherapy, Center for Professional Counseling, Elmhurst, NY

Certified Health Education Specialist, The National Commission for Health Education Credentialing

PROFESSIONAL EXPERIENCE:

1987-Present Consulting Psychotherapist, Choate Rosemary Hall, Wallingford, CT

1980-Present Professor of Public Health, Southern Connecticut State University

1984-Present Director of Education, Alcohol Counselor Certification Program, Human Services, Elmhurst, NY

RESEARCH:

1989 Residence Hall Health Promotion Project, SCSU, Co-Director.

PUBLICATIONS:

1989 "Factorial Matrix of Factors Affecting Alcohol Impaired Driving Behavior," Contemporary Drug Problems Law Quarterly. (Submitted September, 1989)

1989 "The Role of Prevention Management in Reducing Susceptibility to Alcohol Impaired Driving Behavior," Contemporary Drug Problems Law Quarterly. (Submitted September, 1989)

1989 "Prevention Management Strategies Related to Specific Predisposing and Enabling Factors Affecting Susceptibility to Alcohol Impaired Driving Behavior," Contemporary Drug Problems Law Quarterly. (Submitted September, 1989)

PRESENTATIONS:

- 1989 Residence Hall, Southern Connecticut State University: "Drinking and Driving," "Reconceptualization of Human Sexology," "Dating in the Age of AIDS," "Sexuality and the College Student," "Enhancing Relationships."
- 1987-Present Choate Rosemary Hall, Wallingford CT: "Focus on Feelings."
- 1987-Present Cheshire Academy, Cheshire CT: "Focus on Feelings," "Teenage Sexuality," "Redefining Human Sexuality."

MEMBERSHIPS:

American Association of Sex Educators, Counselors and Therapists
(Certified)
American Public Health Association
Board Diplomate in Sexology
Flying Samaritans (Airborne Medical Professionals)
LIGA (Airborne Medical Professionals)

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CURRICULUM VITA (1985 TO PRESENT)

MOSES STAMBLER
PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Ph.D., New York University
M.P.H. Candidate, University of Connecticut
M.S.W., University of Connecticut
M.S., Teachers College, Columbia University
B.A., New School for Social Research
Fellowship, Purdue University
Gerontology Certificate Program, Wurtzweiler School of Social Work

PROFESSIONAL EXPERIENCE:

1987-1989 Professor, Department of Public Health, Southern Connecticut State University

1989 (Spring) Adjunct Professor, Extension Services, Wesleyan University

1967-1986 Professor, Educational Foundations/Research and Measurement Department, Southern Connecticut State University

1988 (July) Adjunct Professor, American University, Haiti

1987 (Nov.) Assistant to Congressman Bruce Morrison, Washington, D.C. (On Sabbatical)

1987 (Sept.) Assistant, Office of Senator Edward Kennedy, U.S. Senate Labor & Human Resources Committee, Washington, D.C. (On Sabbatical)

1988 (May-July) School Social Worker, Bronx School District #10, NYC.

1986-1987 (Dec.-June) School Social Worker, Prince Vocational-Technical School, Hartford, Connecticut

1980-1986 Social Worker, New Jersey "Y" Senior Adult Camp, Lake Como, Pennsylvania

1985 (Oct-Nov) Social Worker, Park City Hospital, Bridgeport, CT

RESEARCH:

1989 Recipient of Connecticut State University Grant: "The History of Medical Ethics."

1989

Recipient of Fulbright Research Award: "Health Care Systems and Services in Brazil."

PUBLICATIONS:

"U.S. Flirts with Disaster by Not Regulating Genetic Science," The New Haven Register, May 4, 1988, 15p.

Reports that Appear in ERIC-RIE

"Review of Literature on Coping with Teenage Pregnancy," Jan. 1986, ED 261-012, 40p.

"Occupational Health Education, A Vital Topic for Adding to the School Curricula," July 1986, ED 267-173, 27p.

"Mexico, The Socio-Economic and Cultural Environment for Health," March 1987, ED 275-482, 108p.

"Providing Health Care for Israel's Diverse Ethnic and Religious Populations: Needs, Perceptions, Services, Structures and Administrative Changes," July 1987, ED 279-586, 115p.

"A Conceptual Model for a Holistic Approach to the American Sea Experience: American Seafaring Songs as Maritime Expressions of the Unique American Experience," Nov. 1987, ED 283-769, 10p.

"Historical Context and Realities of Polish Nonformal and Formal Education: A Book of Readings," July 1988, ED 290-656, 241p.

MEMBERSHIPS:

American Political Science Association
American Public Health Association
Latin American Studies Association

CURRICULUM VITA (1985 TO PRESENT)

WILLIAM STOHLER
ASSOCIATE PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Ph.D., University of Toledo
M.Ed., Trenton State College
B.S., West Chester University

Certified Health Education Specialist, The National Commission for
Health Education Credentialing

PROFESSIONAL EXPERIENCE:

1976-Present Associate Professor and Coordinator of Graduate
Studies, Department of Public Health, Southern
Connecticut State University

1989 Curriculum-Development Consultant, Preventive
Pulmonary Academic Award, Occupational Medicine
Program, Yale University School of Medicine, New
Haven, Connecticut

~~1989~~ Education Consultant, Yale Behavioral-Developmental
Training Program, Department of Pediatrics, Yale
University School of Medicine, New Haven,
Connecticut

1987 Appointed Member, Connecticut State Department of
Education, Health and Safety Advisory Committee

1985-1987 Staff Development and Supervisory Consultant, Area
Cooperative Educational Services, North Haven,
Connecticut

1984-1986 Faculty, Quinnipiac College and Southern CT State
University Consortium, Master of Science Degree
Program in Allied Health Sciences Education

RESEARCH:

1989 Preventive Pulmonary Academic Award Program, Oc-
cupational Medicine Program, Yale University School
of Medicine, Education and Evaluation Consultant.
Funded by the Department of Health and Human
Services National Heart, Lung, and Blood Institute.
Activities: Curriculum development.

- 1989 Yale Behavioral-Developmental Pediatric Training Program, Department of Pediatrics, Yale University School of Medicine, Education and Evaluation Consultant. Funded by the Department of Health and Human Services, Bureau of Health Care Delivery and Assistance. Activities: Resident training.
- 1988-Present Resident-Hall Health-Marketing Study/Project, Housing Office and School of Social Work and Human Services, Southern CT State University. Activities: Principal Investigator and Project Director.

PRESENTATIONS:

- Oct. 1989 "Development of Basic, Pre-clinical Curricular Goals and Objectives for Preventive Pulmonary Medicine." Presented at the Annual Meeting of the National Heart, Lung and Blood Institute Preventive Pulmonary Academic Award Program, Portland, Oregon (with William Faraclas).
- Oct. 1989 "Primary Prevention: A Challenge for Medical Education." Presented at the Annual Meeting of the National Heart, Lung and Blood Institute Preventive Pulmonary Academic Award Program, Portland, Oregon (with William Faraclas).
- March 1987 "Public Health Cooperative-Education Program." Presented to Northeast Area Health Education Center, Moorehead, Kentucky.
- 1986 "Drug-Attitudes Reassessment Education Program." Presented at Drug-Free Schools and Communities Act Conference, Connecticut State Department of Education.
- Sept. 1986 "Communication, Consultation, and Consensual Decision-Making." Presented at Area Cooperative Educational Services Staff-Development Conference.

MEMBERSHIPS:

American Public Health Association
Connecticut Public Health Association
Society for Public Health Education

CURRICULUM VITA (1985 TO PRESENT)

ROBERT P. THIEL
ASSOCIATE PROFESSOR
DEPARTMENT OF PUBLIC HEALTH
SOUTHERN CONNECTICUT STATE UNIVERSITY

EDUCATION:

Ph.D., University of Pennsylvania
M.P.H. Candidate, Yale University
M.S., Southern Connecticut State University
M.S., Drexel University
B.S., Drexel University

PROFESSIONAL EXPERIENCE:

1985-Present Associate Professor, Public Health, Southern
Connecticut State University

1989 Statistician/Expert Systems Analyst, Easter Seals
Foundation of Connecticut

RESEARCH:

1989 Connecticut State University Committee on
Mathematics Basic Skills. Funded by Connecticut
State University. Activities: Psychometrician

1988-1989 Easter Seals Foundation of Connecticut. Transition
and recreation activities for the physically
handicapped. Funded by U.S. Department of
Education. Activities: Program evaluation

1985-1987 Southern Connecticut State University "ISIS"
Science Program. Funded by the U.S. Department of
Education and New Haven Foundations. Activities:
Program evaluation

PUBLICATIONS:

Thiel, Robert P., "The Prevalence of Alcoholism in College
Students." Submitted to the Journal of Alcohol Research, 1989
(Pending publication)

Keiser, A.K. and Thiel, R.P., "Ability Profiles of Public Health
Graduate Students: A Comparison of Public and Private Education."
(Work in progress)

Thiel, R.P. and Petrini, J., "Depression and Exercise in a College
Population: A Prevalence Study." Journal of Health & Social
Behavior, 1989. (Pending publication)

Cipriano, R., Macauley, K. and Thiel, R., "Behavioral Assessment of
Severely Handicapped Individuals," Connecticut Review, 1989. (In
press)

APPENDIX C

JOURNALS

BULEY LIBRARY PERIODICALS IN PUBLIC HEALTH AND RELATED FIELDS

Abstracts of Health Care Management Studies

ASHA/American Speech and Hearing Association, Journal

Administration in Mental Health

Advances in Nursing Science

American Academy of Child Psychiatry Journal

American Behavioral Scientist

American College Health Journal

Formerly: Student Health

Formerly: American College Health Association Journal

American Dietetic Association Journal

American Geriatric Society Journal

American Heart Journal

American Journal of Clinical Nutrition

American Journal of Diseases of Children

American Journal of Medicine

American Journal of Mental Deficiency

Formerly: Journal of Psychoasthenics

Formerly: Association of Medical Offices of American Institutions for
Idiotic and Feeble-minded Persons, Proceedings

American Journal of Nursing

American Journal of Obstetrics and Gynecology

American Journal of Orthopsychiatry

American Journal of Physical Medicine

American Journal of Physiology

American Journal of Psychiatry

American Journal of Psychology

American Journal of Public Health

American Journal of Science

American Medical Association Journal/JAMA

American Nurse

American Psychologist

American Scientist

American Water Works Association Journal

Annals of Dyslexia

Annals of Human Genetics

Annals of Internal Medicine

Annals of Otology, Rhinology and Laryngology

Annals of Science

Archives of Environmental Health

Archives of General Psychiatry

Archives of Neurology

Archives of Otolaryngology

Archives of Physical Medicine and Rehabilitation

Audiology

Formerly: International Audiology

Behavior Science Research

Formerly: Behavior Science Notes

Behavior Research and Therapy

Behavioral Neuroscience

Biomedical Communication

Brain

British Association for the Advancement of Science

British Journal of Disorders of Communication

British Journal of Psychology

Bulletin of the History of Medicine

Canadian Journal of Behavioral Science

Canadian Journal of Psychology

Canadian Nurse

Cancer Nursing

Cancer Research
Cell
Child Psychiatry and Human Development
Child Study
Child Welfare
Circulation
Cleft Palate Journal
Community Mental Health Journal
Computers in Nursing
Connecticut Medicine
 Formerly: Connecticut State Medical Journal
Connecticut Nursing News
Critical Care Quarterly
Cumulative Index to Nursing and Allied Health
 Formerly: Cumulative Index to Nursing Literature
Cytogenetics
Demography
Endocrinology
Environment
 Formerly: Scientist and Citizen
 Formerly: Nuclear Information
Environment and Behavior
Environment Monthly
Environment Quarterly
Environment, Science and Technology
Experimental Cell Research
Family and Community Health
Family Systems Medicine
Family Planning Perspectives
Food Chemical News
Genetics

Genetics Abstracts

General and Comparative Endocrinology

Geriatric Nursing

Geriatrics

Gerontologist

Growth

Hasting Center Report

Health

Formerly: Family Health

Health and Social Work

Health Care Management Review

Health Care Supervisor

Health Education

Formerly: School Health Review

Health Education Reports

Health Education Quarterly

Health Matrix

Heart and Lung

Hospitals

Hygie

Formerly: International Journal of Health Education

Image: The Journal of Nursing Scholarship

International Journal of Aging and Human Development

International Journal of Health Services

International Nursing Index

International Nursing Review

Index Medicus

Journal of Abnormal Psychology

Journal of Advanced Nursing

Journal of Auditory Research

Journal of Bacteriology

Journal of Biomechanics
Journal of Chronic Diseases
Journal of Communications Disorders
Journal of Continuing Education in Nursing
Journal of Drug Education
Journal of Emergency Nursing
Journal of Endocrinology
Journal of Environmental Health
Journal of Gerontological Nursing
Journal of Gerontology
Journal of Health and Human Behavior
Journal of Health and Social Behavior
Journal of Health Politics, Policy and Law
Journal of Holistic Nursing
Journal of Laryngology and Otology
Journal of Medicine and Philosophy
Journal of Nervous and Mental Disorders
Journal of Neurophysiology
Journal of Nurse Midwifery
Journal of Nursing Administration
Journal of Nursing Education
Journal of Nutrition
Journal of Nutritional Education
Journal of Parasitology
Journal of Pediatrics
Journal of Physical Education, Recreation and Dance
 Formerly: Journal of Physical Education and Recreation
 Formerly: Journal of Health, Physical Education and Recreation
Journal of Prosthetic Dentistry
Journal of Psychoactive Drugs

Journal of Psychology

Journal of Psychosocial Nursing

Formerly: Journal of Psychiatric Nursing and Mental Health Services

Journal of School Health

Journal of Social Issues

Journal of Social Psychology

Journal of Social Service Research

Journal of Soil and Water Conservation

Journal of Speech and Hearing Disorders

Journal of Speech and Hearing Research

Journal of Sports Medicine

Journal of Sports Medicine and Physical Fitness

Journal of the History of Medicine and Allied Science

Lancet

Laryngoscope

Law Medicine and Health Care

MCN: American Journal of Maternal Child Nursing

MH

Formerly: Mental Hygiene

Medical Clinics of North America

Medical Library Association Bulletin

Medical World News

Medicine

Mind and Mental Health

Formerly: Mental Health (London)

National Academy of Sciences, Proceedings

Neurology

New England Journal of Human Services

New England Journal of Medicine

New Scientist

Formerly: Science Journal

New York Academy of Sciences, Transactions

Nurse Educator

Nursing

Nursing Abstracts

Nursing Administration Quarterly

Nursing and Health Care

Nursing Clinics of North America

Nursing Economics

Nursing Forum

Nursing Management

Nursing Outlook Nursing Research

Nursing Success Today

Formerly: Nursing Leadership Monthly

Nutrition Reviews

Oncology Nursing Forum

Ophthalmology Journal

Formerly: American Academy of Ophthalmology and Otolaryngology
Transactions

Pediatric Clinics of North America

Pediatric Nursing

Pediatrics

Personal Psychology

Perspectives in Biology and Medicine

Perspectives in Psychiatric Care

Pharmacology, Biochemistry and Behavior

Physical Therapy

Physician and Sports Medicine

Population Bulletin

Population Index

Prevention

Psychiatry

Psychological Abstracts

Psychology

Psychosomatic Medicine

Quarterly Journal of Studies on Alcohol

Recreation

Rehabilitation Counselling Bulletin

Remote Sensing of Environment

Research in Nursing and Health

Research Quarterly for Exercise and Sport

Formerly: Research Quarterly of the American Association for Health,
Physical Education and Recreation/AAHPER

Residential Group Care and Treatment

Resources for the Future

Risk Management

Safety

School Safety

Formerly: Safety Education

Science

Science and Society

Science Digest

Science News

Formerly: Science Newsletter

Science Progress

Science Today

Sciences

Scientific American

Scientific Information Notes

Scientific Monthly

Sexuality and Disability

Social Science and Medicine

Society for Experimental Biology and Medicine, Proceedings

Soil Science
Sports Medicine
Suicide and Life-Threatening Behavior
Surgical Clinics of North America
Today's Health
Topics in Clinical Nursing
Topics in Emergency Medicine
Traffic Safety
Victimology
Virology
Water Pollution Control Federation Journal
Water Resources Bulletin
Western Journal of Nursing Research
Women and Health
Yale Scientific Magazine

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