

PUBLIC HEALTH, BSPH

Program Description

The mission of the Bachelor of Science in Public Health (BSPH) program, which is rooted in the larger University mission, is to educate students from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well-being through public health practice, leadership, and research.

Program Values

The Bachelor of Science in Public Health (BSPH) program's core values stem from the broader University's values, including teaching excellence, the importance of community, service to the poor, and education that fosters spiritual development. Specifically, the program's core values include the following:

- Excellence in teaching that fosters idealism, creativity, and innovation.
- Service to vulnerable and underserved populations that helps promote health and prevent disease.
- Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.
- Ethical decision-making that considers social justice and health equity.
- Respect for cultural and religious values at the individual, family, community, and societal levels.
- Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual preference, or ability.
- Commitment to life-long professional and personal development.

Accreditation

La Salle University is accredited by the Council on Education for Public Health (<https://ceph.org/about/org-info/who-we-accredit/accredited/>).

Requirements to Progress to Graduation

All students in the Bachelor of Science in Public Health (BSPH) Program must meet specific academic standards for continued progression in the major. Students must maintain an overall *and* major GPA of 2.5 at the end of each semester in order to progress. Students not meeting the required GPA will be given one (1) additional semester to achieve the GPA of 2.5. If they are not able to meet the required GPA of 2.5 after this additional semester, the student will no longer be permitted to progress in the Undergraduate Public Health Program and will be advised to choose another major.

Continuation in the Public Health Program requires that a student majoring in Public Health receive a final grade of C or better in all Public Health courses (**effective Fall 2016**). A student is permitted to take a course a maximum of two times to achieve a grade of C or better.

A student must have an overall GPA of 2.5 and a GPA of 2.5 in Public Health to graduate with the BSPH degree.

Why Take This Major?

La Salle University's Bachelor of Science in Public Health Program educates individuals for interdisciplinary, collaborative health care practice in local, regional, national, and global environments. Graduates

plan, implement, and evaluate health programs to improve the health of vulnerable and diverse groups, with a focus on urban populations, social justice, and health education. We are committed to educating students from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well-being through public health practice, leadership, and research. Graduates of the public health program are prepared for graduate study in a variety of health professional fields and for public health practice jobs.

Degree Earned

B.S. in Public Health

Required for Graduation

- Courses
 - Major: 24
 - Total: 41
- Credits
 - Major: 63
 - Total: 123
- GPA
 - Major: 2.5 GPA
 - Cumulative: 2.5 GPA

Student Learning Outcomes

Upon completion of the B.S. in Public Health program, graduates will be able to do the following:

- Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
- Identify the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.
- Identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
- Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course.
- Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.
- Explain the fundamental characteristics and organizational structures of the U. S. health system as well as to the differences in systems in other countries.
- Describe the legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
- Apply public health-specific communication, including technical and professional writing and the use of mass media and electronic technology to promote public health.

Health Education Specific Competencies:

- Assess needs, assets and capacity for health education
- Plan health education.
- Implement health education.
- Conduct evaluation and research related to health education.
- Administer and manage health education.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.

Note: Learning Goals adapted from the Association of Schools and Programs of Public Health (<http://www.aspph.org/>) (ASPPH [Recommended Critical Component Elements of an Undergraduate Major in Public Health]) and the National Commission for Health Education Credentialing (<http://www.nchec.org/>) (NCHEC [Responsibilities and Competencies for Health Education Specialists]).

The B.S. in Public Health curriculum includes general education requirements, science courses, and major courses ranging from basic concepts of public health to epidemiology; health education; behavioral health; violence prevention; race, ethnicity, and public health; health policy; community health; and a capstone in health education and program planning.

Progress Chart

Level One - Core Courses

12 courses and 2 modules required.

Major Requirements

Major requirements include 4 Level Two ILO requirements, *fulfilled through the major*.

Students in this major must complete **41** courses in total in order to graduate. **24** courses will be from this major program.

Code	Title	Credits
Level One - Core Courses		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		
ILO 8.1: Written Communication (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives (https://catalog.lasalle.edu/undergraduate/ilo/)		
FYS 130	First-Year Academic Seminar ¹	3
ILO 2.1: Reflective Thinking and Valuing (https://catalog.lasalle.edu/undergraduate/ilo/)		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs.		
ILO 3.1a: Scientific Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
CHM 161	Chemistry of The Life Sciences	4
ILO 3.1b: Quantitative Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
HSC 217	Statistics for Health Science Profs	3

ILO 6.1: Technological Competency (https://catalog.lasalle.edu/undergraduate/ilo/)		
CSC 154	Healthcare Informatics	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement (https://catalog.lasalle.edu/undergraduate/ilo/)		
COM 150	Presentation Skills	3
<i>Distinct Discipline Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)		
ILO 4.1: Critical Analysis and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 9.1: Creative and Artistic Expression (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 10.1: Ethical Understanding and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 11.1: Cultural and Global Awareness and Sensitivity (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
<i>Universal Required Modules</i>		
Students must complete the following 2 non-credit modules. ²		
ILO 7.1a (https://catalog.lasalle.edu/undergraduate/ilo/)		
Health Literacy Module		
ILO 7.1b (https://catalog.lasalle.edu/undergraduate/ilo/)		
Financial Literacy Module		
Major Requirements		
<i>Level Two</i>		
Students must complete 1 course/learning experience in each of the 4 commitments.		
ILO 2.2: Broader Identity (Capstone Course/Experience) (https://catalog.lasalle.edu/undergraduate/ilo/)		
PHLT 411	Public Health Education Capstone II (ILO 2.2)	3
Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies (https://catalog.lasalle.edu/undergraduate/ilo/)		
PHLT 352	Program Planning and Health Education (ILO 7.2a)	3
ILO 8.2b: Effective Expression (Writing-Intensive Course) (https://catalog.lasalle.edu/undergraduate/ilo/)		
PHLT 408	Research Methods for Public Health (ILO 8.2b)	3
Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility (https://catalog.lasalle.edu/undergraduate/ilo/)		
PHLT 489	Race, Ethnicity, And Public Health (ILO 11.2)	3
<i>All Other Required Courses</i>		
NUTR 165	Principles of Nutrition	3
PHLT 101	Essentials of Public Health	3
BIO 161	Anatomy and Physiology	4
BIO 162	Anatomy and Physiology	4
PHLT 265	Public Health Nutrition	3
PHLT 319	Epidemiology for Health Educators	3

PHLT 301	Theories of Social Behavioral Change in Community Health Education	3
PHLT 352	Program Planning and Health Education	3
PHLT 314	Environmental Health in Urban Communities	3
PHLT 420	Public Health Leadership and Health Education	3
PHLT 315	Violence Prevention and Control	3
PHLT 356	Reproductive Health for The Public Health Practitioner	3
PHLT 410	Public Health Education Capstone I	3
PHLT 411	Public Health Education Capstone II	3
PHLT 451	Introduction to Public Health Policy	3
PHLT 408	Research Methods for Public Health	3
PHLT 489	Race, Ethnicity, And Public Health	3
6 Approved Public Health Supporting Courses		18

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

Total Credits **120**

1

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130 First-Year Academic Seminar: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

2

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

Recommended Course Sequence

Course	Title	Credits
First Year		
First Semester		
FYS 130	First-Year Academic Seminar (ILO 1)	3
REL 100	Religion Matters (ILO 2)	3
ENG 110	College Writing I: Persuasion (ILO 8)	3
CSC 154	Healthcare Informatics (ILO 6)	3
CHM 161	Chemistry of The Life Sciences (ILO 3-Sci)	4
Credits		16
Second Semester		
NUTR 165	Principles of Nutrition	3
ILO 4.1: Critical Analysis and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		3
PHLT 101	Essentials of Public Health	3
HSC 217	Statistics for Health Science Profs (ILO 3-M)	3
COM 150	Presentation Skills (ILO 8/12)	3
Credits		15
Second Year		
First Semester		
BIO 161	Anatomy and Physiology	4
ENG 210	College Writing II: Research (ILO 5)	3
PHLT 319	Epidemiology for Health Educators	3
ILO 11.1: Cultural and Global Awareness and Sensitivity (https://catalog.lasalle.edu/undergraduate/ilo/)		3
General elective		3
Credits		16
Second Semester		
BIO 162	Anatomy and Physiology	4

ILO 9.1: Creative and Artistic Expression (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 10.1: Ethical Understanding and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		3

PHLT 301	Theories of Social Behavioral Change in Community Health Education	3
Supporting elective		3

Credits **16**

Third Year

First Semester

PHLT 352	Program Planning and Health Education	3
PHLT 265	Public Health Nutrition	3
Supporting elective		3
Supporting elective		3
General elective		3

Credits **15**

Second Semester

PHLT 314	Environmental Health in Urban Communities	3
PHLT 420	Public Health Leadership and Health Education	3
PHLT 315	Violence Prevention and Control	3
PHLT 356	Reproductive Health for The Public Health Practitioner	3
Supporting elective		3

Credits **15**

Fourth Year

First Semester

PHLT 410	Public Health Education Capstone I	3
PHLT 451	Introduction to Public Health Policy	3
PHLT 489	Race, Ethnicity, And Public Health	3
General elective		3
Supporting elective		3

Credits **15**

Second Semester

PHLT 411	Public Health Education Capstone II	3
PHLT 408	Research Methods for Public Health	3
General elective		3
General elective		3
Supporting elective		3

Credits **15**

Total Credits **123**

Minors

- Public Health, Minor (<https://catalog.lasalle.edu/undergraduate/nursing-health-sciences/urban-public-health-nutrition/public-health-bsph/public-health-minor/>)

Course Descriptions

Public Health

PHLT 101 Essentials of Public Health

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

PHLT 250 Global Health

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are evaluated.

PHLT 265 Public Health Nutrition

This course allows students to explore and begin to understand how complex and multifaceted public health nutrition programs enhance the health and nutrition of the U.S. population through education, emphasis on health promotion and disease prevention, integrated community efforts and government leadership. Emphasis is placed on policymaking, assessment and intervention methods, special populations, food security and program management. Students will gain understanding of course concepts and ideas presented in the classroom through readings, written assignments, presentations, class discussions, case studies and exams.

Prerequisite(s): Nutr 165

PHLT 270 Special Topics**PHLT 271 Special Topics****PHLT 272 Special Topics****PHLT 280 Special Topics****PHLT 301 Theories of Social Behavioral Change in Community Health Education**

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities. Prerequisite(s): PHLT 101

PHLT 312 Public Health Advocacy**PHLT 314 Environmental Health in Urban Communities**

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

PHLT 315 Violence Prevention and Control

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

PHLT 319 Epidemiology for Health Educators

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course. Prerequisite(s): HSC 217, PHLT 101

PHLT 330 Multivariate Statistics

This course introduces multivariate data analysis methods. The course begins with an introduction to multivariate statistics, including matrix algebra. The course next focuses on multiple regression analysis, and Multivariate Analysis of Variance (MANOVA), along with Analysis of Covariance (ANCOVA), and repeated measures designs. It will also cover exploratory factor analysis, and introduce structural equation modeling. Students will receive extensive experience with data entry and analysis using SPSS and Mplus statistical computer packages. Prerequisite(s): HSC 217

PHLT 350 Health Ed: Principles/Practice

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service learning program for a vulnerable population.

PHLT 351 Intro - Public Health Policy

Students explore major health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

PHLT 352 Program Planning and Health Education

This course provides a comprehensive overview of health education strategies for urban community health settings. This course focuses on: needs assessment and program planning, health education delivery, behavior change interventions and methods, and health disparities. Students will evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments are explored. Prerequisite(s): PHLT 101

PHLT 355 Needs Assessment/Program Plan

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

PHLT 356 Reproductive Health for The Public Health Practitioner
 Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

PHLT 357 Women, Gender, And Public Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being. This course is an elective and is not offered every year, based on demand.

PHLT 361 Hlth Com: Multimedia Approach

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service learning projects emphasize the design of health education programs for urban populations.

PHLT 370 Special Topics

PHLT 377 Special Topics

PHLT 380 Special Topics

PHLT 408 Research Methods for Public Health

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, including the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course. Restriction(s): Public health and/or Nutrition majors only Prerequisite(s): HSC 217

PHLT 410 Public Health Education Capstone I

Part one of this two-part course allows students to begin to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on needs assessment, data collection and program planning. Students discuss actual case studies illustrating the practical challenges of data collection and program development. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 301, 319, 352

PHLT 411 Public Health Education Capstone II

Part two of this two-part course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on program implementation and program evaluation. Students discuss actual case studies illustrating the practical challenges of program implementation and evaluation. As one of the final courses of the Bachelor of Science in Public Health program, students focus on public health workforce development, leadership, professional development, and preparation for entry into the public health education workforce. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 301, 319, 352, 410 and 451 Corequisite(s): PHLT 408 and 420

PHLT 420 Public Health Leadership and Health Education

In this course, one of the final courses taken in the Bachelor of Science in Public Health curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. Restriction(s): Public health majors only Prerequisite(s): PHLT 101, 319, 352

PHLT 439 New Course

PHLT 451 Introduction to Public Health Policy

Students explore key health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization. Prerequisite(s): PHLT 101

PHLT 454 Public Health, Aids, And Society

This course provides an in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS. This class is typically offered as a 1-week winter intersession class before the spring semester.

PHLT 460 Public Health Internship

Internships are off-campus experiential learning activities designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. Internships offer the opportunity to "try out" a career while gaining relevant experience and professional connections. Internships are completed under the guidance of an on-site supervisor and a faculty sponsor, who in combination with the student will create a framework for learning and reflection. For-credit internships are open only to students who have completed at least ten public health course credits. Prerequisite(s): PHLT 420

PHLT 467 Public Health Capstone

Students explore concepts of health promotion and disease prevention for at-risk populations. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community aimed at promoting healthy outcomes. Program evaluation research structures the project.

PHLT 470 Special Topics

PHLT 472 Special Topics

PHLT 489 Race, Ethnicity, And Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities. Prerequisite(s): PHLT 101. Waived for students in the Nutrition - Coordinated Program in Dietetics B.S./M.S. (5-year).

Program Contact Information

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