

Division of Public Health

Public Health Education Major/Public Health Minor

Essential Functions, Technical Standards, Competencies and Code of Ethics

Mission Statement

“The mission of CMU’s Public Health Program is to promote and protect the health of rural and underserved communities in Michigan, the nation, and the world through education, research, and service.”

Vision Statement

“Healthy people in healthy communities.”

Core Values

We adhere to the university core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence, ethical conduct and innovation as well as the values of diversity, collaboration and accountability.

Introduction

The Division of Public Health is committed to helping students who choose Public Health Education as a profession. The Public Health Education Major and Public Health Minor are part of the Division of Public Health curriculum in the School of Health Sciences at Central Michigan University. The demands placed on students during their academic preparation are designed to reflect those encountered in the field upon graduation. Our courses educate students in the skills, knowledge, and abilities to perform the required functions associated with the entry level Public Health Education Specialist. This document will identify the essential functions, technical standards and code of ethics required of students as stipulated by the faculty of the Division of Public Health. The student is expected to be able to meet these standards in order to remain in the Public Health Education Major/Public Health Minor and maintain these standards throughout his/her academic program.

If a student has a disability which may require special accommodation to perform the tasks listed, it is the student's responsibility to contact the Director of the Division of Public Health and the Student Disabilities Services Office so appropriate steps can be taken to determine whether reasonable accommodations may be made. In the event that a student is unable to fulfill these essential functions and technical standards or they have a breach of the Code of Ethics they may be asked to leave the program.

ESSENTIAL FUNCTIONS

It is expected that students will continue to develop and improve these abilities. Those listed below are the minimal expectation for entry-level students. Candidates for selection to the Public Health Education Major/Public Health Minor must:

1. Possess effective verbal and written communication skills in English and appropriate nonverbal demeanor in order to interact and develop rapport with faculty, students, staff, administrators, program participants and others which may include individuals from different cultural and social backgrounds.
2. Demonstrate the mental capacity to assimilate, analyze, synthesize, and integrate concepts in the classroom and then be able to solve simple and complex problems likely to be encountered in work/practice settings.
3. Maintain a GPA of 2.5 or higher. Pre-requisites to be completed prior to declaring a major include: completion of at least 30 credit hours and the following courses with a grade of B- or higher plus an overall GPA of 2.50 – HSC 106 Healthy Lifestyles, PSY 211 Introduction to Psychological Statistics or STA 282 Introduction to Statistics, ENG 101 Freshmen Composition and ENG 201 Intermediate Composition.
4. Demonstrate emotional maturity, composure and patience and the ability to be flexible under stress in a variety of situations.

5. Demonstrate honesty, integrity, professionalism and maintain a high personal code of conduct both on and off campus. Therefore, it is the student's responsibility to self-disclose of any behaviors of which the Public Health faculty should be aware. For example, felonies and misdemeanors may affect an individual's ability to get an internship placement. These should be disclosed to the student's advisor and internship coordinator.

6. The Division of Public Health embraces the diversity of collective personal experiences and is inclusive and values all regardless of age, religion, gender identity, sexual orientation, language, race, ethnicity, geographic origin, values, abilities/disabilities, or socio economic status. Our collective views and diversity of thought also enrich our ability to excel in research teaching & service.

As future professionals, students are expected to be involved and stay up-to-date in current issues in the Public Health/Health Education profession. This includes teaching, research and service commitments as part of our essential functions. These are based on the Division's mission, vision and core values.

Teaching excellence: Excellence in teaching is determined by a multitude of factors. The primary focus of the School of Health Sciences is promoting quality teaching and learning. Instructor characteristics include: passion, cultural competence, being up-to-date and well-informed, well-prepared for classes, and reflective. Instructional practices include: clear expectations, focus on knowledge, acquisition, skill development and critical thinking, use of a variety of instructional activities, active engagement of student in learning, formative assessment with feedback, alignment of objectives with instructional activities and assessments, access and engagement between students and instructor.

Student expectations include:

1. Each CMU student is encouraged to help create an environment during class that promotes learning, dignity and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abuse, display defiance or disrespect to others, or behave aggressively toward others could be asked to leave the class and subjected to disciplinary action under the Central Michigan

University Code of Student Rights, Responsibilities and Disciplinary Procedures.
(<https://www.cmich.edu/ess/studentaffairs/Pages/Code-of-Student-Rights.aspx>)

2. A student's participation grade will be based on the Instructor's assessment of the quality of the student's constructive contributions to the learning experiences of all course participants and submission of assignments. Participation will be evaluated on the basis of:
 - a. the regularity of a student's participation,
 - b. whether the student takes the leading roles in certain discussions,
 - c. asking reading-informed questions about course subject matter, and
 - d. group roles, how the student plays the roles of leader and follower.

Service Commitment: Service is an essential role of the Division of Public Health. Service to the department, college, university, community and profession contributes to professional development while expanding and reinforcing teaching, learning, and research activities. Committed and engaged faculty members and students enhance the department teaching and learning community and help create an equitable and healthy society. The Division of Public Health faculty and students value service that is exemplified by character, commitment, cultural competency, diversity, engagement, excellence, integrity and leadership.

Research: Faculty research in the Division of Public Health is evaluated primarily through the regular output of peer-reviewed publications in respected national and international journals, peer-reviewed presentations at national and international conferences and ongoing activity related to securing external funding or implementing externally funded research projects. We value: rigorous research design, ethical research practice, contributions to evidence-based practice, translation of research to practice, dissemination through quality outlets, involvement of stakeholders, interdisciplinary collaboration, students as research partners, qualitative and quantitative inquiry and primary and secondary data analysis. The Division of Public Health faculty and students value research that is exemplified by character, commitment, cultural competency, diversity, engagement, excellence, integrity and leadership.

Students are expected to be active in at least one of the following professional organizations: Great Lakes Chapter Society for Public Health Education (GLC SOPHE), Society for Public Health Education (SOPHE), American Public Health Association (APHA-Public Health Education and Promotion Section), the Michigan Public Health Association (MPHA), SHAPE America, and/or Eta Sigma Gamma (ESG). Possible activities include being a member of a committee, task force or interest group; attending professional conferences; and presenting at

professional conferences. We want our students to be visible within the Health Education profession.

Students are strongly encouraged to take the CHES® or MCHES® examinations; beginning in Spring 2023 sitting for the CHES® exam will be required.

TECHNICAL STANDARDS

To perform the essential functions of the role of health education specialist and be successful in this educational curriculum, an individual must possess specific skills and abilities. These technical skills are outlined below for each of the four categories.

To accomplish the essential function of the role of entry-level Public Health Education Specialist, the student must be able to apply observational, psychomotor, cognitive and affective skills.

1. Observational skills- those skills which help maintain awareness of people and situations in the context of the classroom and field experiences.

- Focus on knowledge acquisition, skill development and critical thinking.
- Become up-to-date and well informed in subject areas.
- Come to class well-prepared.
- Observe changes in individual or community which may require modification of activity or intervention.

2. Psychomotor skills- those skills needed to carry out the activities required of a student in Health Education courses and programs.

- Attend lecture classes and access laboratories, classrooms and work stations.
- Attend internships in assigned locations.
- Accomplish required physical tasks for assessment, demonstration, leadership, and assistance in academic and internship settings.

3. Cognitive skills- those skills tied to thinking and include such areas as focusing, organizing, recording, evaluating, communicating and applying.

- Comprehend, integrate, and synthesize a large body of knowledge and technical skill in a short period of time.
- Analyze complex social problems.
- Understand theory, research literature, and principles that apply to Health Education and Public Health.
- Reflect on classroom and academic performance accurately for self-assessment, identifying problems, pose and implement remedies for improvement.
- Use appropriate written, verbal and non-verbal formats and skills for communication. Students must be able to understand and speak the English language at a level consistent with competent professional practice.

4. Affective /behavioral skills- those skills tied to social and emotional skills including interaction with others and ethical beliefs that are consistent with those who work with and are role models for the community.

- Demonstrate a collaborative work ethic.
- Demonstrate professionally appropriate behaviors, emotional status, and attitudes to protect the safety and wellbeing of patients, community and classmates.
- Display tolerance for individual, social, gender, and cultural differences in fellow students, colleagues, faculty, patients/clients and community members.
- Demonstrate the ability to professionally cope with situations that may be physically, emotionally, and/or intellectually stressful.
- Behave in an ethical and moral manner, upholding professional and community standards.
- Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in an academic or internship environment.
- Accept critical feedback and respond by appropriate modification of behavior.
- Demonstrate the ability to work effectively alone as well as in small and large groups.

***NATIONAL COMMISSION FOR HEALTH EDUCATION CREDENTIALING, INC.
COMPETENCIES***

The Eight Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® and MCHES® exam beginning 2022.

Eight Areas of Responsibility:

Area I: Assessment of Needs and Capacity

Area II: Planning

Area III: Implementation

Area IV: Evaluation and Research

Area V: Advocacy

Area VI: Communication

Area VII: Leadership and Management

Area VIII: Ethics and Professionalism

Source: National Commission for Health Education Credentialing. <http://www.nchec.org>

COUNCIL ON EDUCATION FOR PUBLIC HEALTH DOMAINS- Undergraduate Public Health Students:

General Knowledge SLOs

1. Foundational Scientific Knowledge
2. Foundations of Social and Behavioral Sciences
3. Basic Statistics
4. Humanities and Fine Arts

Public Health Specific SLOs

5. Global Awareness of Public Health History and Philosophies
6. Knowledge of Research Methods
7. Application of Research Methods
8. Application of Population Health Concepts
9. Knowledge of Health and Diseases
10. Identification of Health Factors and Evaluating the Impact of Health Disparities
11. Knowledge of Project Assessment, Planning, Implementation and Evaluation
12. Apply Project Assessment, Planning, Implementation and Evaluation
13. U.S. and Foreign Health Systems
14. Health Care Policy and Roles of Governmental Agencies
15. Knowledge of Public Health Specific Communication Concepts
16. Oral and Written Communication
17. Public Health-Specific Critical Thinking Skills
18. Technology Skills
19. Team-Based Leadership Skills

HEALTH EDUCATION CODE OF ETHICS

The faculty in the Division of Public Health believes in and promotes the Health Education Code of Ethics as a central guide and reference for making day-to-day decisions. This code of Ethics clarifies our mission, values and principles and links them to our standards of professional conduct. The below information is a condensed version of the 2020 Code of Ethics for the Health Education Profession.

Article I: Core Ethical Expectations.

1. Health Education Specialists display personal behaviors that represent the ethical conduct principles of honesty, autonomy, beneficence, respect, and justice. The Health Education Specialist should, under no circumstances, engage in derogatory language, violence, bigotry, racism, harassment, inappropriate sexual activities or communications in person or through the use of technology and other means.
2. Health Education Specialists respect and support the rights of individuals and communities to make informed decisions about their health, as long as such decisions pose no risk to the health of others.
3. Health Education Specialists are truthful about their qualifications and the qualifications of others whom they recommend. Health Education Specialists know their scope of practice and the limitations of their education, expertise, and experience in providing services consistent with their respective levels of professional competence, including certifications and licensures.
4. Health Education Specialists are ethically bound to respect the privacy, confidentiality, and dignity of individuals and organizations. They respect the rights of others to hold diverse values, attitudes, and opinions. Health Education Specialists have a responsibility to engage in supportive relationships that are free of exploitation in all professional settings (e.g.: with clients, patients, community members, students, supervisees, employees, and research participants.)
5. Health Education Specialists openly communicate to colleagues, employers, and professional organizations when they suspect unethical practices that violate the profession's Code of Ethics.
6. Health Education Specialists are conscious of and responsive to social, racial, faith-based, and cultural diversity when assessing needs and assets, planning, and implementing programs, conducting evaluations, and engaging in research to protect individuals, groups, society, and the environment from harm.
7. Health Education Specialists should disclose conflicts of interest in professional practice, research, evaluation, and the dissemination process.

Article II: Ethical Practice Expectations.

- **Section I. Responsibility to the Public.** Health Education Specialists are responsible for educating, promoting, maintaining, and improving the health of individuals, families, groups, and communities. When a conflict of issue arises among individuals, groups, organizations, agencies, or institutions, Health Education Specialists must consider all issues and give priority to those that promote the health and well-being of individuals and the public, while respecting both the principles of individual autonomy, human rights, and equity as long as such decisions pose no risk to the health of others.
- **Section II. Responsibility to the Profession.** Health Education Specialists are responsible for their professional behavior, the reputation of their profession, promotion of certification for those in the profession, and promotion of ethical conduct among their colleagues.
- **Section III. Responsibility to Employers.** Health Education Specialists are responsible for their professional behavior in the workplace and for promoting ethical conduct among their colleagues and employers.
- **Section IV. Responsibility in the delivery of Health Education/Promotion.** Health Education Specialists deliver evidence informed practices with integrity. They respect the rights, dignity, confidentiality, inclusivity, and worth of all people by using strategies and methods tailored to the needs of diverse populations and communities.
- **Section V. Responsibility in Research and Evaluation.** Through research and evaluation activities, Health Education Specialists contribute to the health of populations and the profession. When planning and conducting research or evaluation, Health Education Specialists abide by federal, state, and tribal laws and regulations, organizational and institutional policies, and professional standards and ethics.
- **Section VI. Responsibility in professional preparation and continuing education.** Those involved in the professional preparation and training of Health Education students and continuing education for Health Education Specialists, are obligated to provide a quality education that meets professional standards and benefits the individual, the profession, and the public.

Code of Ethics for the Health Education Profession®. (2020). Coalition for National Health Education Organizations (CNHEO). [Document]. <http://cnheo.org/ethics-of-the-profession.html> This Code was updated from a Task Force in 2011 and adopted by the CNHEO in February 2020.

NCHEC has been given permission to reprint the Code of Ethics by the **Coalition of National Health Education Organizations** <http://www.cnheo.org/>.

I _____ have read and understand the Essential Functions, Technical Standards and the Code of Ethics expected of me as a Public Health Education Major or Public Health Minor in the Division of Public Health and indicate that I am able to meet these Technical Standards, Essential Functions and Code of Ethics or can be terminated from the Major or Minor. By signing below, I attest to having reviewed this document and initialing each page prior to this last in the document.*

Student Signature _____ Date _____

Printed name _____

Faculty _____

Major/Minor _____

*Faculty advisor should make a copy of this back page to return to the student, along with the initialed document for his/her files. The original of this page should be included in the student's academic file kept by the advisor.