



UNIVERSITY OF WASHINGTON

CREATING AND CHANGING UNDERGRADUATE  
ACADEMIC PROGRAMS

AUG 9 2011

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College/Campus Bothell

Department/Unit Nursing

Date 07/20/2011

## New Programs

- ☒ Leading to a Bachelor of Arts in Health Studies degree.
- ☐ Leading to a Bachelor of \_\_\_\_\_ degree with a major in \_\_\_\_\_.
- ☐ Leading to a \_\_\_\_\_ Option within the existing major in \_\_\_\_\_.
- ☐ Leading to a minor in \_\_\_\_\_.

## Changes to Existing Programs

- ☐ New Admission Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_.
- ☐ Revised Admission Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_.
- ☐ Revised Program Requirements for the Major in \_\_\_\_\_ within the Bachelor of \_\_\_\_\_.
- ☐ Revised Requirements for the Option in \_\_\_\_\_ within the major in \_\_\_\_\_.
- ☐ Revised Requirements for the Minor in \_\_\_\_\_.

## Other Changes

- ☐ Change name of program from \_\_\_\_\_ to \_\_\_\_\_.
- ☐ New or Revised Continuation Policy for \_\_\_\_\_.
- ☐ Eliminate program in \_\_\_\_\_.

Proposed Effective Date: Quarter: ☒ Autumn ☐ Winter ☐ Spring ☐ Summer Year: 20 12

Contact Person: Chris Wade

Phone:

Email:

Box:

## EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

For new program, please include any relevant supporting documentation such as student learning outcomes, projected enrollments, letters of support and departmental handouts. (Use additional pages if necessary).

Please see attached proposal.

## OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. \*See online instructions.

Department/Unit:

Chair/Program Director:

Date:

Department/Unit:

Chair/Program Director:

Date:

**CATALOG COPY**

Catalog Copy as currently written. Include only sections/paragraphs that would be changed if your request is approved. Please cross out or otherwise highlight any deletions.

**PROPOSED CATALOG COPY**

Reflecting requested changes (Include exact wording as you wish it to be shown in the printed catalog. Please underline or otherwise highlight any additions. If needed, attach a separate, expanded version of the changes that might appear in department publications). Please note: all copy will be edited to reflect uniform style in the General Catalog.

**APPROVALS**

Chair/Program Director:

Mary A. Bononi

Date:

7/21/11

College/School/Campus Curriculum Committee:

Steven Halland

Date:

7/21/11

Dean/Vice Chancellor:

Steven Halland

Date:

7-22-11

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Steven Halland

Date:

7/21/11

**POST TRI-CAMPUS APPROVAL (when needed)**

Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:

Date:



UNIVERSITY OF WASHINGTON

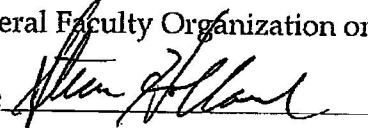
BOTHELL

*Office of the General Faculty Organization*

GFO Executive Council Motion:

The General Faculty Organization's Executive Council endorses forwarding the Nursing Program's proposal for a BA in Health to the UW Registrar for Tri-campus review.

Approved by the Executive Council of the General Faculty Organization on

Date 

6-30-11

Chancellor's Approval:

☐

I approve this action.

☐

I do not approve this action (please include an explanation).

Signed \_\_\_\_\_

Date \_\_\_\_\_

Application to the  
Higher Education Coordinating Board

**Bachelor of Art in Health Studies**

Nursing & Health Studies Program  
University of Washington Bothell  
June 2011



**FORM 2**

**COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL**

**Part I requires the completion of the following forms: Appendices B-4, B-5, and B-6.**

**Program Information**

Program Name: Health Studies

Institution Name: University of Washington Bothell

Degree Granting Unit: Nursing and Health Studies, UW Bothell

(e.g. College of Arts and Science)

Degree: BA Level: Bachelor Type: Arts

(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)

Major: Health Studies

CIP Code: 51.2299

(e.g. Chemistry)

Minor: NA

(if required for major)

Concentration(s): NA

(if applicable)

Proposed Start Date: Autumn Quarter 2012

Projected Enrollment (FTE) in Year One: 30

At Full Enrollment by Year: 60:2016

(# FTE) (# FTE)

Proposed New Funding: 400 K

Funding Source: X State FTE        Self Support        Other

**Mode of Delivery / Locations**

Campus Delivery UW Bothell

(enter locations)

Off-site       

(enter location(s))

Distance Learning       

(enter formats)

Other

Note: If the program is the first to be offered at a given site or location, the submission must also include the information required for the establishment of a new teaching site as outlined in section B.1 of the Program and Facility Approval Policy and Procedures.

**Scheduling**

X Day Classes X Evening Classes        Weekend Classes

Other (describe) On-line courses

**Attendance Options**

☒ Full-Time

☒ Part-Time

Total Credits: 90 Quarter \_\_\_\_\_ Semester

**Contact Information (Academic Department Representative)**

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## I. Introduction

*"Responsible education for citizenship and the well-being of the world will depend on population-based understandings of human sustainability and convergent thinking drawn from the best achievements of the arts and sciences."*<sup>1</sup>

The University of Washington Bothell proposes to offer a Bachelor of Arts degree in Health Studies in Autumn 2012. The proposed program will focus on critical issues in population health with particular emphasis placed on principles of ethics and social justice. The program will be structured to nurture critical thinking, analysis and synthesis of knowledge while building technical and analytical skills to address challenges in protecting the public's health in communities at local to global levels. The degree is designed to attract students from all backgrounds who are interested in learning and understanding current issues in population health at the undergraduate level. Health Studies provides foundational knowledge for career paths including social work, psychology, epidemiology, public service, research, education, and health policy, and prepares students for further study in health-related careers including public health, pharmacology, nursing, allied health, medicine, dentistry, and health administration.

### A. Program Description - Defining Health Studies

In 2008, UW Bothell selected a team of faculty to research developing health studies degree and their report noted, "Having a public/global health major will appeal to many UWB students, including freshmen and transfer students from community colleges, as well as students who desire a dual or a second undergraduate degree—nursing, biology, education, IAS degrees including Global Studies, Community Psychology, etc. Students enrolled in the major will be prepared to pursue further studies or employment in health or a related career that they may not have considered prior to these studies."<sup>2</sup> The proposed program is focused on enhancing student understanding about the challenges, competing interests, and the ethics involved in population health practice, promotion, and improvement.

The degree will be offered through the Nursing and Health Studies Program and complements existing UWB degree programs, particularly Biology, Global Studies, Community Psychology, and Society, Ethics & Human Behavior and Education. This major requires an interdisciplinary approach in order to provide a broad view of population health, and will draw on the strengths of all departments at UW Bothell. Student entering the [Health Studies] program will access prerequisites and electives throughout programs at UWB.

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<sup>1</sup> Susan Albertine, Alfred Persily, and Richard Riegelman, "Back to the Pump Handle, Public health and the Future," *Liberal Education*, v 93.4 (Fall 2007): 39.

<sup>2</sup> Kovalsky, Andrea, "Report of UWB Team Exploring a Public Health Minor at UWB," (2008).

## B. Degree Goals

It is prudent to hold degree programs accountable to students, faculty, the university as well as the community. A measure to assess accountability is to ensure that programs are mission directed. The proposed degree program is presenting this measure for accountability with its mission statement which asserts:

*The Health Studies degree program will provide an interdisciplinary foundation for improving population health in order to ensure a more just and equitable world. We strive to prepare students for opportunities in health-related fields and for advanced education.*

The [Health Studies] program proposes a core curriculum shaped by core competencies to be achieved by degree majors. The core curriculum is supplemented by primary courses that reinforce elements of the core competencies and elective courses reflecting institutional expertise that support student interests. The program is modeled to include recommendations put forth by the Association of American Colleges and Universities and the Association for Prevention Teaching and Research. The proposed degree offers an intentional curriculum that advances the learning of complex interactions that promote, achieve, and maintain health at individual, community, and global levels. Primarily, the proposed degree offers students who have an interest in health issues and careers a way to gain an interdisciplinary synthesis of the historical and societal associations of current trends and debates in global and public health. In general, it encourages students to think ethically, systemically and systematically about health and humanity, producing an “educated and engaged citizenry.”

The program is designed as a Bachelor of Arts and has a strong focus on liberal arts that aligns with UW Bothell’s diverse student population: students who are transferring from community colleges, students who are already working in health-related professions, freshmen who may not be certain that a career in public health is for them, and/or students who are in allied or other health-related professions who want a more specialized approach to health issues.

The program provides a series of core courses grounded in public health concepts and epidemiologic concepts to explore differing contexts in health care delivery and health outcomes across populations. Students will also take a series of courses across four areas of study:

- a) Ethics/Education/Policy/ Management,
- b) Health and Life Sciences,
- c) Social and Historical Issues, and
- d) Health Issues and Interventions at the Local and Global Levels.

Students are offered a combination of hands-on learning, community engagement, and real-time, problem-based learning as ways to explore the current challenges, debates, and interventions in population health.

## **II. Relationship to Institutional Mission**

In 2008 UW Bothell developed a plan, The 21<sup>st</sup> Century Campus Initiative<sup>3</sup>, to define campus priorities through the year 2020. To date, we have excelled at meeting our goals. We have increased enrollment by greater than 100% , implemented fifteen new degree programs, increased research by 100%, launched two centers of study and implemented two successful programs designed to recruit and retain underrepresented and first generation college students. It is a top priority to focus on developing new degree programs that respond to the economic development needs of the state and region and to demographic changes. The proposed degree in Health Studies unequivocally contributes to this response.

### **A. Mission of University of Washington Bothell**

UW Bothell's vision statement proclaims: "The University of Washington Bothell will be a transformational learning community. We will serve as a catalyst to enhance the quality of life throughout our region." <sup>4</sup> Our mission supports the vision by specifying concrete curriculum goals:<sup>5</sup>

- Teaching critical thinking, writing, and information literacy,
- Developing innovative and creative curricula,
- Promoting interdisciplinary teaching and research,
- Incorporating multicultural content and diverse perspectives, and
- Proving the best of educational technology in support of teaching and learning.

The Health Studies degree is structured around these goals. The details of the degree highlights a curriculum that crosses programs at UWB , includes community-based service learning , uses mission and vision directed learning concepts and embraces technology to increase access.

### **B. Strategic Plan**

As noted, the 21<sup>st</sup> Century Campus Initiative outlines UW Bothell's priorities to increase opportunities for students to attain the knowledge, skills and experiences that will prepare them for leadership roles and lifelong learning. Our commitment to serve our students, faculty, staff and community drives us respond to this need by designing programs that build on our academic strengths while fostering community engagement even in these challenging economic times. The areas of Science, Technology, Engineering and Math (STEM) and Health, as well as Social Studies and Culture, were

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<sup>3</sup>21<sup>st</sup> Century Campus Initiative: <http://www.uwb.edu/21stcentury>, accessed April 15, 2010.

<sup>4</sup> UWB Vision Statement: <http://www.uwb.edu/about/vision>, accessed April 15, 2010.

<sup>5</sup> UWB Mission Statement: <http://www.uwb.edu/about/mission>, accessed April 15, 2010.

identified as top priorities for immediate growth.<sup>6</sup> The proposed degree will be housed in the Nursing Program. However, input has been obtained from all of UW Bothell's academic programs as well as from faculty and administrators from the UW Seattle School of Nursing, the School of Public Health, and the Department of Global Health.

The degree program compliments existing majors in Nursing, Biology, Community Psychology, Global Studies, Society, Ethics, and Human Behavior and Nursing. Interdisciplinary scholarship, a campus-wide value, a longstanding history of strong faculty to student mentorship, and the ability to achieve and sustain the types of community partnerships that add strength to student experiences are the foundations on which this program is built. These attributes will help shape a program focused on enriching our students, campus and community. Thus, the proposed degree satisfies our strategic initiatives on many levels and is another building block that will generate a high degree of return on investment for UW Bothell, our students and faculty, and the community we serve.

### **C. Vision and Strategic Goals of Nursing Program**

Nursing Program's vision statement asserts, "Fundamental to our vision of nursing and health is an understanding of community at local, national, and international levels. Community partnerships help us prepare our students for leadership roles in practice, education, research, and policy. By building and maintaining an inclusive learning environment we reflect our commitment and responsibility to our students and the communities served."<sup>7</sup> The proposed degree uses innovative curriculum structured to reach students across a broad range of interests that are supported by faculty expertise and scholarship.

Undergraduate degree programs that provide an in-depth exploration of population health have been scarce; current growth is a recent phenomenon. Presently, organizations such as Association of American Colleges and Universities, American Public Health Association, the Institute of Medicine, and Association of Schools of Public Health are urging schools to incorporate public health in undergraduate education. The UWB Nursing faculty started a process to gather information and move forward on this initiative in 2006. The development of this degree has been a long-term strategic focus that advances Nursing's vision and goals. Our partners at local community colleges and hospitals also support a program that will allow transfer students to receive additional education and training in a general health-related field.

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<sup>6</sup> 21<sup>st</sup> Century Campus Initiative: <http://www.uwb.edu/21stcentury>, accessed April 15, 2010.

<sup>7</sup> Nursing Program Vision Statement: <http://www.uwb.edu/nursing/about/mission>, accessed April 15, 2010.



### III. Documentation for Need of Program

The demand for public health careers is increasing and our proposed degree in Health Studies will provide a strong foundation for a number of related career paths. The degree is a springboard to many careers in health care, education and social services, as well as to careers with private and public organizations that address health issues on a local or global community level. The Health Studies major provides a strong basis for continued education and specialization within the health sciences fields. Regardless of the direction graduates may pursue, current reports and demographics indicate that the demand for personnel with a background in public health is strong nationally, regionally and internationally, and demand will continue to grow.

#### A. Student Demand

*"Today's students want to contribute, to empower individuals and communities to take charge of their own Health."*

Ruth Gaare Bernheim, UVA

UW Bothell has in place an intentional process to develop new degrees. In gathering information from students to determine if a new degree is a priority we survey students, review enrollment data from regional and national schools and gather information on employment potential. Surveys are posted on the UW Bothell website to measure interest in potential degrees and to get student feedback. Surveys are open to potential students who visit the site as well as students currently enrolled at UW Bothell. Students are directed to surveys from UW Bothell's *Academics* homepage of the website. The site includes a general interest survey that lists thirteen potential degrees. The survey limits selection to one potential degree and individuals can not repeat the survey. There are 214 respondents through February 2011. Health Studies was added to the general survey in November 2009 and has remained in the top five of potential degrees selected by 24% of the respondents selecting it as their preferred degree.

Surveys for each potential degree are posted to gauge specific interest. The survey specific to [Health Studies] has fourteen (14) questions and was posted December 2009 and closed March 2011. It has 48 respondents to date. The survey points to strong student interest and in particular, it has attracted students who are planning to transfer to UW Bothell. The table includes some of the responses to key questions on the survey:

#### *Percentage*

#### **Rank    Answer**

Please select the response that best describes your interest in UW Bothell.

1	I am planning on enrolling at UW Bothell as a freshman.	12.50%
2	I am currently enrolled at UW Bothell.	12.50%
3	I am planning to transfer to UW Bothell from a community or technical college.	37.50%
4	I am planning to transfer from another 4 year institution.	25.00%
5	I am planning on enrolling at UW Bothell as a graduate student.	12.50%
6	I am undecided at this time.	0.00%

Are you interested in pursuing a BA in Global and Public Health Studies?

1	Yes	100.00%
2	No	0.00%
3	Undecided	0.00%

How important is it to your decision to enroll at UW Bothell or to remain at UW Bothell if a Global and Public Health Studies degree is not available?

1	Very important	60.00%
2	Somewhat important	40.00%
3	Not very important	0.00%
4	No opinion	0.00%

Table 1 Interest Survey on Health Studies

The last question on the student survey is an open question requesting input on the potential degree. Responses underscore that students prefer that UW Bothell offers this degree:

*"I am a junior this year in high school. This degree sounds really appealing, and the fact that UW Bothell is smaller than UW Seattle is appropriate."*

*"I have graduated from UW Bothell, but wish this degree had been an option when I was there. I would have chosen it!"*

## B. Employer

By 2020 it is projected that the national shortage of professionals will reach crisis proportions. Employment in occupations requiring public health and related degrees is projected to grow faster than the average of all other

occupations from 2008- 2018 with growth rates listed from 19% - 22%.<sup>8</sup> The “health care and social assistance” sector has strong demand and strong growth potential.<sup>9</sup> Employment in public health care will continue to grow for several reasons. They include:

1. Population growth: the number of people in older age groups “will almost double between 2005 and 2030” and the nation is not prepared to meet their social and health needs...[in part due to the] dramatic shortage of all types of health care workers.”<sup>10</sup>
2. Public health and healthy communities: adequate food, shelter, education and environment are all related to public health--these concerns are escalating nationally with unemployment and housing foreclosures.
3. Health disparities: inequalities in health due to race/ethnicity and poverty continue to grow in areas such as infant mortality (King county--4 times higher in Alaskan Native/American Indian population than in white population<sup>11</sup>), mental health, childhood obesity, and chronic illness.<sup>12</sup>
4. Health Protection: as an international community, King County’s population is growing and is vulnerable to communicable diseases from international migration. For example, it is estimated that about 100,000 people have latent or dormant tuberculosis in King County and 83% were born outside of the U.S.<sup>13</sup>
5. Current global/national trends: wars around the world create mass migrations of refugee populations, some of whom seek refuge in the U.S., and simultaneously, wars in Iraq and Afghanistan demand increased health care nationally for returning soldiers; disasters and emergencies on a worldwide level necessitate immediate response from health care workers; maternal child health statistics indicate that maternal and infant mortality remain pressing concerns on a worldwide and a national level (the U.S. maternal mortality rates lags far behind most developed countries including those in central and western Europe, as well as the United Arab Emirates and Canada<sup>14</sup>); and finally, health care reform as well as environmental/ecological concerns demand workers with health education backgrounds.

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<sup>8</sup> “Occupational Outlook Handbook (OOH), 2010-11 Edition,” Bureau of Labor Statistics, 2010, US Department of Labor, March 2010, <[www.bls.gov/oco/ocos060.htm](http://www.bls.gov/oco/ocos060.htm).>

<sup>9</sup> OOH, [http://www.bls.gov/emp/ep\\_table\\_201.htm](http://www.bls.gov/emp/ep_table_201.htm).

<sup>10</sup> “Retooling for an Aging America: Building the Health Care Workforce,” IOM, 2008, March 2010, <<http://www.iom.edu/agingamerica>.>

<sup>11</sup> “Health Disparities,” AIMs High: Annual Indicators and Measures – King County, 2008, Office of Strategic Planning and Performance Management (OSPPM), March 2010, <<http://your.kingcounty.gov/aimshigh/search2.asp?HEHealthDisparity>.>

<sup>12</sup> OSPPM, <http://www.kingcounty.gov/healthservices/health/data/chi2009.aspx>.

<sup>13</sup> “World TB Day: Global Epidemic, Local Threat,” Public Health—Seattle & King County, 2009, March 2010, <<http://www.kingcounty.gov/healthservices/health/news/2010/10032301.aspx>.>

<sup>14</sup> Margaret C. Hogan, et.al, “Maternal mortality for 181 countries, 1980-2008: A systematic analysis of progress towards Millennium Development Goal 5,” The Lancet, 2010, April 2010, <[http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(10\)60518-1/fulltext](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(10)60518-1/fulltext).>

The following table lists occupations that require a minimum of a bachelor's degree and experience.

Occupational Title	Employment	Projected Empl.	Change, 2008-18	
	2008	2018	Number	Percent
Health educators	66,200	78,200	12,000	18
Medical and health services managers	283,500	328,800	45,400	16
Child, family, and school social workers	292,600	328,700	36,100	12
Medical and public health social workers	138,700	169,800	31,100	22
Mental health and substance abuse social workers	137,300	164,100	26,800	20
Social workers, all other	73,400	82,800	9,400	13

Table 2: Health Studies Related Occupations

### C. Washington State

Projections for Washington State mirror national projections for demand and growth. The table below reports the highest percentage changes for health educators and medical, public health social workers. The Health Studies degree will lay the groundwork for further education and training in these professions.<sup>15</sup>

Occupational title	Empl 2008	Projected 2018	# change	%change	Annual Job Openings	Median wage/hr
Medical and health services managers	4,282	5,211	929	21.7	183	53.44
Health and Safety engineers	460	484	24	5.2	15	39.98
Health Educators	1,232	1,463	231	18.8	52	23.01
Health specialties teachers, post-sec	2,917	3,263	346	11.9	88	NA
Medical and public health social workers	2,707	3,295	588	21.7	134	25.74
Emergency Management Specialists	434	485	51	11.8	16	29.86
Mental Health & Substance Abuse	2,367	2,879	512	21.6	116	20.26
Environmental Science & Protection Techs	776	901	125	16.1	48	22.26
Environmental Science & Health Specialists	4,054	4,659	605	14.9	184	33.42
Community & Social Services Specialists	2,787	3,188	401	14.4	103	21.12
Rehabilitation Counselors	7,817	9,018	1,201	15.4	289	19.36

Table 3: Occupational Titles in Washington State from LMEA

<sup>15</sup> Occupation Explorer, Workforce Explorer Washington, LMEA, 2010, February 2010,  
<<http://www.workforceexplorer.com/cgi/databrowsing/occExplorerQSSelection.asp? menuChoice=occExplorer.>>

## D. Region and Community

Regional data shows demand in employment for persons with [Health Studies] related education and skills. The listed occupations for the state and for both King and Snohomish counties are designated as "In Demand." This label is used based on a ranked index:

- Occupational projections,
- Unemployment Data and
- Job Vacancy Rates.

Regional projections for employment also mirror the national demand in terms of projected growth for similar occupations.<sup>16</sup> ONet uses the designation of "Bright Outlook"

King County	Empl 2008	Projected 2018	# change	%change	Annual Job Openings	Median wage/hr
Med and Public Health Social workers	1,078	1,359	281	26.1	59	27.59
Child, Family and school social workers	1,197	1,221	24	1	41	20.01
Substance Abuse and Behavioral Disorder C	657	870	213	32.4	37	18.57
Social and Community service assistants	2,403	2,962	559	23.3	112	27.59
Social and Community service managers	885	1,025	140	15.8	36	35.07
Snohomish County	Empl 2008	Projected 2018	# change	%change	Annual Job Openings	Median wage/hr
Med and Public Health Social workers	299	372	73	24.4	16	27.59
Child, Family and school social workers	299	372	73	24.4	16	20.46
Substance Abuse and Behavioral Disorder C	108	142	34	31.5	6	18.57
Social and Human Service Assistants	509	659	150	29.5	27	15
Social and Community service managers	201	243	42	20.9	10	35.07

Table 4: Regional Occupational Data from LMEA

## IV. Relationship to HECB Master Plan & State and Regional Needs Assessment

The 2008 Strategic Master Plan for Higher Education in Washington focuses on strategies to increase educational attainment in the state. This goal is now more challenging given our current economic situation and the loss of funds to higher education. However, the proposed Health Studies degree is an innovative program that will satisfy many of the strategies identified in the Strategic Master Plan.

### A. HECB Master Plan Strategies

The Health Studies degree promotes the core objectives in the HECB's Master Plan concerning educational attainment while meeting the HEC Board's policy goal of expanding degrees in STEM and health sciences<sup>17</sup>:

<sup>16</sup> ONet: <http://www.onetonline.org/>

<sup>17</sup> HECB, 12.

1. ***Focus on diversity.*** The Nursing Program prioritizes the importance of having a student body that represents the society that we serve. This diverse student body is integral to the collegial exchanges that support the generation and integration of knowledge needed to address the health issues of a diverse population.<sup>18</sup> The proposed curriculum incorporates mechanisms to enhance diversity through outreach and experiential learning.
2. ***Create higher expectations for K-12 students.*** The Health Studies degree will serve as a gateway for students wishing to pursue careers in health and social services fields. The experiential learning component of the program will generate opportunities for engaging regional high school faculty and students. Groups with projects that reach directly into high schools have been invited to discuss their work. Health Studies is designed to look for synergies with existing programs like (Global Washington) and includes external engagement components to generate associations with regional and community programs.
3. ***Create a system of support for lifelong learning and an understanding of the necessary components that support the health and well being of individuals and societies.*** The health and well being of individual and societies is dependent upon education. The Health Studies degree will employ traditional classroom and community-based modes of learning while addressing subject matter using problem-based and integrative approaches. Such a combination of approaches will speak to students with a diversity of learning styles and equip them to tackle a range of future challenges.

## **B. State and Regional Needs Assessment Report 2006(SRNA)**

According to the State and Regional Needs Assessment Report, the state is not producing graduates to meet demand in health professions and notes that the number of degrees awarded in math, physical science, health and engineering have declined.<sup>19</sup>

1. ***Fill unmet needs in high-demand fields.*** The demand for graduates in public and global health has seen an increase across related professions and is projected to remain strong. Undergraduate education in Health Sciences will contribute to meeting this demand. As noted above, undergraduate degree programs in Public Health related fields are a recent phenomenon. This degree puts us in the forefront in addressing demand.
2. ***Promote student enrollment in health and science fields.*** The proposed degree has generated significant support from existing students and Nursing Program partners. The program is being offered as a Bachelor of Arts degree with the intention of attracting students to a curriculum that includes STEM foundation courses. The program will also be interdisciplinary which will extend its attraction to students who may not have considered a health professions or STEM

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<sup>18</sup> "Diversity Statement," Nursing About Us, March 2010, <<http://www.uwb.edu/nursing/about/diversity.>>

<sup>19</sup> HECB, State and Regional Needs Assessment Report, Olympia, 2006, 3-4.

related degree as an option.

**3. Expand research capacity:** The SRNA report refers to a declining number of graduates in research while noting a need for higher levels of education. A focus of Health Studies degree will be to involve faculty and students in collaborative research. There will be opportunities to align with established faculty research in the Nursing Program. Also, UW Bothell's Office of Research Support (ORS) will provide administrative support for research and assist in identifying and connecting the program with relevant research opportunities regionally and nationally.

UW Bothell is in the process of developing graduate education that is consistent with undergraduate education and this translates into strong potential for graduate studies in the future that will support research in public health studies as well.

## V. Relationship to Other Institutions

*"There's high demand: students are clamoring for undergraduate courses, and public health employers are hungry for new graduates to replace retiring baby boomers."* Howard Frumkin, Dean UW School of Public Health

Undergraduate programs in public health are increasing to the point where ASPH is considering developing an accreditation process for these programs to guarantee quality curriculum. A survey prepared by ASPH in 2008 indicated that only twelve (12) schools reported having undergraduate programs in public health.<sup>20</sup> UW Seattle has the only CEPH accredited School of Public Health in the State of Washington. It offers a Bachelor of Science in Health Informatics and Information Management and a Bachelor of Science in Environmental Health. The School does not house an undergraduate Public Health degree program. However, an individualized program of study in Public Health is offered through the School of Arts and Sciences as one of many general studies degrees. The undergraduate programs are included to show the range of degrees that approximate the proposed Health Studies program.

### 1. UW Seattle – Individualized Study in Public Health, BA/BS

The Public Health major introduces undergraduates to public health issues such as emerging infectious diseases, chronic diseases, access to health care and modes of health care delivery, the geography of health, and the effects of environment on health and disease. Students also learn about the tools medical researchers use to understand the biological mechanism of disease and the modes of disease spread, prevention, and cure. The program has two degree options:

- Bachelor of Arts— requiring 10 credits of natural sciences, or
- Bachelor of Science—30 credits from related natural sciences.

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<sup>20</sup> Association of Schools of Public Health, <http://www.asph.org/document.cfm?page=978>.

The program has a 19 credit core curriculum and students must complete 72 0 94 credits for the degree.

## **2. George Washington University - Public Health, BS**

The George Washington University School of Public Health and Health Services first offered the BS Public Health fall semester 2003. The program was designed after the liberal arts tradition associated with small, private colleges, and is a respected and proven model for teaching students to assume responsibility for their own life-long learning. The focus of the degree is to teach students about improving the health of communities at home and abroad through health education, promotion and communication, the use of scientific and epidemiologic methods, policy analysis, environmental tools, and management skills. The core competencies developed by GWU for its curriculum have been adopted by the AACU/LEAP as learning objectives for undergraduate public health studies including programs designed as minors.<sup>21</sup>

## **3. UPENN – Health and Societies, BA**

The Health and Societies program responds to the worldwide nature of modern health problems and the steadily expanding reliance on a multidisciplinary team approach to their solution. Students explore serious intellectual questions in health, the social sciences, and the humanities while acquiring the skills necessary to participate in modern globalized health care and decision-making. The Health and Societies major provides an exciting, intellectually-coherent yet practical education for undergraduates preparing for careers in the health professions or for a health care specialization in fields such as law, government, journalism, and business.

# **VI. Curriculum**

In line with the UWB Priorities Plan 2008-2020 in the 21<sup>st</sup> Century Campus Initiative, the American Public Health Association Policy Statement, and the AACU recommendations, the proposed curriculum is purposely designed to be accessible to a widely diverse group of students. All three of the above directives note the importance of educating students to be global citizens who will contribute to the common good. The proposed curriculum aims to accomplish this through its proposed curriculum. (See Appendix)

The Health Studies program will integrate learning about health problems within the larger framework of the dynamics of an ever-changing global world. This approach has its origins in a liberal arts curricula that integrate the sciences, social sciences, health, humanities, technology and leadership to help students better understand the competing interests and challenges in providing promoting and maintaining health, distributing resources, and providing health care services at a global level. In the Health Studies program, students gain an understanding of the importance of

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<sup>21</sup> AACU and APTR, "Recommendations for Undergraduate Public Health Education." [www.TeachPublicHealth.com](http://www.TeachPublicHealth.com), p3.



current local and global health issues. The curriculum will initially offer a Bachelor of Arts degree in order to encourage students from a variety of backgrounds and interest areas to apply. As UW Bothell's Science and Technology Program matures, we anticipate developing a Bachelor of Science degree in Health Studies to be offered in the future. On completion of the program, students will graduate with a clear focus in population health that is situated within a broad liberal arts framework that will lead to careers and further education in the health sciences, social services and policy fields.

## **A. Bachelor of Arts in Health Studies**

The curriculum will be designed so that students can declare the major after completing the General Education Requirements including foreign language (total credits: 69-91). The program is also designed to accommodate students that transfer to UW Bothell who: 1) have completed the appropriate transfer track at regional community colleges, 2) are out of state transfer students, and, 3) students from other 4 year institutions. The proposed degree requires 85 – 90 credits and a total of 180 credits are required for graduation.

One of the features of the proposed program is a requirement that students will receive an introduction to a broad range of liberal studies, health, and science courses across four concentration areas. The courses for these concentration areas are grouped into courses that focus on:

- Ethics, Education, Policy and Management
- Health and Life Sciences
- Social and Historical Studies
- Local and Global Health Practice

The concentrations allow students to opt for focusing on population health in one of the particular areas, while also providing direction in course selection for students who want to traverse the concentrations for a broader education.

### **1. Learning Objectives**

The learning objectives developed for the Health Studies program are drawn from current learning objectives in other health studies program at similar size university, from the Council on Education for Public Health (CEPH), and the Association of Schools of Public Health's (ASPH) learning outcome domains. We propose that students in the Health Studies program will work to:

- a) Identify the various factors that influence health and wellness at individual, community, and global levels;
- b) Understand the policies and systems that shape our healthcare practices;
- c) Acquire the skills to understand and critique health research at the population level;
- d) Apply methods used in the development and evaluation of public health interventions; and

- e) Partner with individuals and communities to improve health outcomes.
- f) Advocate for ethics in healthcare practice and for the just distribution of health care resources.

## 2. Key Concepts

The curriculum includes “key concepts” that are essential to understanding the issues, commitments and debates in population health. Students graduating from the Health Studies program will acquire the following learning:

- a) A clear understanding of the complexities of populations and cultures, and how these issues can influence their patterns of wellness and illness;
- b) An ability to use population health information that has been generated through epidemiological methods;
- c) Capability of analyzing community needs with respect to health behaviors, health education, and health practices;
- d) The capacity and knowledge to successfully work within the context of current local and global health systems, policy, and management practices;
- e) An understanding of illness surveillance, monitoring, and preventative practices;
- f) An ability to improve and critique healthcare services with attention to social justice considerations such as health equity, social determinants of health, and health resource ethics and management.

It is anticipated that graduates from the UW Bothell Health Studies program will acquire the following skill set:

- a) Foundational skills in scholarly inquiry, critical thinking, and problem-solving;
- b) The ability to work collaboratively and effectively in team settings, with community partners, and other scholars;
- c) Foundational quantitative reasoning and literacy skills;
- d) The ability to communicate using various forms of media and with diverse populations (e.g., health care seekers, providers, policy makers, other stakeholders);
- e) Descriptive and analytic writing skills;
- f) Essential skills in working across differences, with specific attention understanding issues of to cultural sensitivity and safety for vulnerable populations; and
- g) Foundational skills in assessment, intervention, and evaluation of population health related problems.

Pedagogical tools and strategies that will be used in courses for this program include:

- a) Readings and literature review,
- b) Case study review,
- c) Community engagement and service learning, including advocacy,

- d) Integrated student/faculty research and community partnership activities,
- e) Collaborative and group work, and
- f) Team teaching, lecture, and problem-based learning strategies.

### **3. Prerequisite Courses for the Health Studies Program**

We anticipate that students who enter the Health Studies program will be either students who are currently admitted as freshmen to UW Bothell and are therefore, currently taking the General Education Requirements preliminary coursework, or are transfer students from other colleges. Students would apply for admission to the program during their sophomore year.

### **4. Required Courses**

The requirements for the proposed Health Studies program are:

1. One course (from a menu of 3) in statistics - a pre-requisite for Introduction to Epidemiology (5 credits)
2. Three (3) required classes to introduce students to foundational concepts in population health (15 credits):
  - a) Introduction to Public Health
  - b) Community Dynamics, Disparities, and Health
  - c) Introduction to Epidemiology
3. One course (from a menu of 3) in research methods (5 credits)
4. One course from each of the proposed concentration areas (20 credits total)
  - a) Ethics, Education, Policy and Management
  - b) Health and Life Sciences
  - c) Social and Historical Studies
  - d) Health Issues and Interventions at Local and Global Level
5. Four additional courses from the concentration areas (20 credits)
  - a) 4 courses across all concentration areas, or
  - b) 4 in a single concentration area
6. Elective courses across the university (20 credits)
7. Two portfolio courses, Health Studies Pathways and Senior Portfolio (5 - 10 credits)

## **5. Description of the Core Courses**

The Nursing Program faculty will develop 3 core courses focused on the principles of population health, epidemiology, and health diversity and disparity issues.

### **Core Course # 1: Introduction to Public Health**

The proposed course is a survey course examining the principles of current public health practice. The AACU and Association for Prevention Teaching and Research (APTR), in their recommendations for undergraduate public health education recommend that course content be focused on evidence-based and experiential learning. The Introduction to Public Health course will introduce students to context and scope of public health, its history, current issues, health care systems issues and debates, and interdisciplinary approaches to achieving and sustaining the health of populations. Additionally, healthcare cost and quality issues will also be examined in this course.

### **Core Course #2: Community Dynamics, Disparities, and Health**

The proposed course provides an introduction to population diversity and the complex social situations within which health promotion and service provision are offered. Students will be introduced to the concepts of health disparities, community partnership and engagement, advocacy, and the ethics of providing health services for large populations. Students will explore tools for successful communication with vulnerable populations, including aging people, maternal-child health, and economically disadvantaged groups. Disaster preparedness will also be explored in this course.

### **Core Course # 3: Introduction to Epidemiology:**

This course presents the foundational concepts behind the application of scientific methods to monitor, describe, and study population health. It will explore how diseases are distributed non-randomly due to a variety of environmental, genetic, and social factors and explain how different empirical research methods reveal the role that these factors play in health. Specific areas that will be addressed include: historical and ethical issues in population health research, usage of data to describe health, measures of association and causation, potential limitations and biases found in epidemiological research, and strategies for applying evidence to the improvement of healthcare practice. Additionally, real examples and data from epidemiologic practice will be used to develop practical skills in the study of population health risks.

## **6. Areas of Concentrated Study**

In addition to the core concepts, core courses and portfolio work, the Health Studies program will allow students the choice of receiving content and skills from four areas of concentrated study in the liberal arts. These four concentration areas were developed so that students will have a choice of either concentrating their learning in population health in the context of a specific set of problems (e.g., the Health and Life Sciences, or Ethics, Education, and Health Policy Management, etc.) or to allow students to build a broad basis of understanding of the range of contexts within which

health issues for populations occur. One reason for proposing pre-designed areas of concentrated study is that faculty can shepherd students in coursework that will help them understand the complexity of a topic from an interdisciplinary perspective. Another important reason has to do with resources. In a model where students explore a pre-designed concentration, the need for program and faculty advisement personnel is reduced, allowing the program to operate with a higher return on investment. The Health Studies taskforce who worked to develop this proposal reviewed a list of courses offered at UW Bothell to determine how current courses across the campus may fit within a body of knowledge and may provide a useful lens through which to understand population health.

For students who desire building a broader base of liberal studies knowledge, the curriculum allows the choice of taking a series of courses across each of the areas of concentrated study rather than specifically focusing on a single concentration area. The specific areas of concentrated study are described below.

**Ethics, Education, Policy and Management Concentration:** The mission of the Health Studies program includes improving health to ensure a more just and equitable world. The collective focus of this concentration is to support student interests in health care policy and management, the ethics of providing care to large populations, and the challenges and methods of educating populations about health. In this concentration area, courses are primarily drawn from IAS (policy studies), Business, and the Education program. Courses to be developed at a future date are designated with an asterisk.

**Sample Courses: Ethics, Education, Policy & Management**

BIS 281	Global Politics (5) I&S
BISSEB 304	Institutions and Social Change (5) I&S
BIS 445	Meanings and Realities of Inequality (5) I&S
BEDUC 315	History of Education in the US (I & S) 5 Credits
BEDUC 320	Education and Society (I & S)
B BUS 330	Information Management and Analysis (5)
*BHXXX	Clinical Informatics
*BHXXX	Leadership Theory and Practice
BHLTH 456	Representation of Health Policy and Ethics in Contemporary Films

**Health and Life Sciences Concentration:** The Health and Life Sciences concentration is designed for students who are interested in coursework to prepare for advanced study in the health sciences. For example, some students who choose

this concentration area may return to dental, medical, or nursing school, or may go on to Masters in Public Health programs to focus on environmental health issues. In this concentration area, courses are primarily drawn from Science and Technology, Biology, Interdisciplinary Arts and Sciences, and the Nursing program. Courses to be developed at a future date are designated with an asterisk.

### **Public Health & Life Sciences**

<b>B BIO 231</b>	Genes, Genomes and Heredity (5)
<b>B BIO 350</b>	Physiology
<b>B BIO 364</b>	Biochemistry
<b>B BIO 3XX</b>	Human Anatomy
<b>B BIO 460</b>	Developmental Biology
<b>B BIO 4XX</b>	Microbiology
<b>BH XXX</b>	Health Psychology
<b>BST 200</b>	Introduction to Climate Science (5)
<b>BST 322</b>	Exploration of Consciousness (5)
<b>*BHLTH 480</b>	Genetics and Public Health (5)
<b>BHLTH 497</b>	Human Nutrition, Ecology & Health (5)
<b>BIS</b>	Drug & Alcohol Dependence
<b>BHLTH 497</b>	Health Policies & Politics in a Global Context (5)
<b>BHLTH 450</b>	Exploring the Humanities in Healthcare
<b>*BHLTH 497</b>	Mental Health, Addictions and Homelessness (5)
<b>BHLTH 444</b>	Issues in American Indian Health
<b>BHLTH 465</b>	Adolescent Health
<b>BHLTH 452</b>	Nursing History/Women's History
<b>BHLTH 454</b>	Healthcare and the Humanities
<b>BIS 493</b>	Special Topics (3-5, max. 15)

**Social and Historical Studies Concentration:** The Social and Historical Studies concentration area allows students to conduct a deeper exploration into social and historical events of various populations to use as a catalyst for understanding their health needs and problems. This concentration area draws its courses from Education, Interdisciplinary Arts and Sciences (American Studies, Global Studies), and the Nursing program. Courses to be developed at a future date are designated with an \*. The courses students will draw from include:

***Sample Courses: Social and Historical Studies Concentration***

BEDUC 315	History of Education in the US (I & S) 5 Credits
BHLTH 397	Current Health Topics (3-5)
BEDUC 456	Adolescents in School and Society (I & S) 5 Credits
BEDUC 461	Educational Implications of Gender Inequality 5 Credits
BEDUC 320	Education and Society (3 credit seminar and optional 2 credit service learning)
BEDUC 475	Global Perspectives on Diversity and Citizenship Education (I & S) 3 Credits
BEDUC 493	Environmental Education (3 credit seminar and optional 2 credit service learning)
BIS 348	Cultural Psychology (5) I&S
BIS 369	Women Across Cultures (5) I&S
BIS 385	Cross-Cultural Oral Traditions (5) VLPA
BIS 427	Global History I (5) I&S
BIS 431	Issues in Sexual Politics and Cultures (5, max. 10) I&S
BIS 436	Comparative Family Systems (5) I&S
BIS 445	Meanings and Realities of Inequality (5) I&S
BISAMS 364	Public Memory and Dissent in American Culture (5) VLPA/I&S
BISAMS 366	Exploring American Culture: Americans at the Margins (5) VLPA/I&S
BISAMS 367	Exploring American Culture: Race, Ethnicity, and Immigration (5) VLPA/I&S
BISGST 397	Topics in Global Studies (5, max. 15) I&S
BIS 436	Comparative Family Systems (5) I&S
BIS 420	Colonizing History in Sub-Saharan Africa (5) I&S

BIS 438	Prevention and Promotion (5) I&S
BIS 445	Meanings and Realities of Inequality (5) I&S
BHLTH 459	Medicine & Nursing: A Socio-cultural Perspective (5)
BHLTH 455	Women, Culture, and Healing (5)
BHLTH 461	Aging and Health Promotion
BHLTH 462	Global/Local Health Inequalities & Interventions (5)
BHLTH 463	Gerontologic Practice in the Community (5)
BHLTH 444	Issues in American Indian Health (5)
BHLTH 497	Teaching and Learning Strategies for Patient and Family Education (5)
BHLTH 450	Exploring the Humanities in Healthcare
BHLTH 463	Teaching and Learning Strategies for Patient and Family Education (5)
*BHLTH 480	Genetics and Public Health (5)
BHLTH 497	Migration and the Latino Experience in the US (5)
BHLTH 497	Community, Prisons & Health (5)
BHLTH 497	Health Policies & Politics in a Global Context (5)
BHLTH 464	The Environment and the Health of Populations
BHLTH 465	Adolescent Health

**Local and Global Levels Health Practice Concentration:** Improving population health through clearer understandings of community health practice methodology in a range of locations is the focus of this concentration area. Coursework will primarily focus on health improvement through community engagement, community-based interventions, and community evaluation and planning efforts. The ability of students to participate in community health improvement efforts while under the shared direction of faculty and community partners is a feature of this concentration area. In this concentration area, courses are primarily drawn from Nursing, Interdisciplinary Arts and Sciences (Global Studies, Environmental Sciences), Education, and the Business program. Courses to be developed at a future date are designated with an asterisk.

***Sample Courses: Local and Global Health Practice***



BIS 438	Prevention and Promotion (5) I&S
BHLTH 462	Global/Local Health Inequalities & Interventions (5)
BHLTH 445	Health in a Developing Nation (5)
BHLTH 455	Women, Culture, and Healing (5)
BHLTH 463	Teaching and Learning Strategies for Patient and Family Education (5)
BHLTH 497	Health Policies & Politics in a Global Context (5)
BISGST 397	Topics in Global Studies (5, max. 15) I&S
BIS 342	Geographic Information Systems (5) I&S
BIS 337	Risk and Resilience (5) I&S
BIS 314	Topics in Geography: Mapping communities (5, max. 10) I&S
BES 301	Science Methods and Practice (5) NW/QSR
BIS 222	Travel and Cultural Difference (5) I&S
BEDUC 493	Environmental Education (3 credit seminar and optional 2 credit service learning)
B BUS 330	Information Management and Analysis (5)
B BSKL 300	Business Team Skills
BHS 3XX	Service Learning Theory and Fieldwork
BHLTH 464	The Environment and the Health of Populations

**Portfolio:** The two portfolio courses provide a forum for students to articulate who they are in terms of the work they have completed throughout the Health Studies program. The courses will be directed study where students respond to the program learning objectives and program goals.

The initial 2-credit Health Studies Pathways course will be taught in the junior year as a means to help to students begin planning their educational approach.

- a) Students will assess their interests with respect to different areas of health studies
- b) A plan for appropriate elective and concentration area courses will be developed
- c) The concepts of developing a future senior portfolio will be introduced

The proposed Senior Portfolio will be a 5-credit course of 20-25 students based on engagement strategies:

- a) Students may produce a narrative of their educational experience under faculty direction;
- b) Evidentiary constructs of individualized learning will be developed by students; and
- c) Students may complete reflective essays that analyze and synthesize their work and activities throughout the program.

## 5. Program Pathway

The program is structured for four-year students entering UW Bothell as freshmen as well as transfer students from community colleges and other institutions. The table provides a four-year program path. Transfer students may take the Introduction to Statistics prerequisite in the third year as long as it precedes the core course Introduction to Epidemiology.

Year	Autumn Quarter	Winter Quarter	Spring Quarter	Total Credits
1	Discover Core I (e.g. The Natural World and Composition)	Discovery Core II (e.g. Climate Change)	Discovery Core III (e.g. World Literature and Public Activism)	45
	Discovery Core I (e.g. Placing the Americas: Human Rights, Culture, and Ethnicity)	Elective (e.g. General Chemistry II)	Elective (e.g. General Chemistry III)	
	Elective (e.g. General Chemistry I)	Elective (e.g. Elementary Spanish I)	Elective (e.g. Introduction to Psychology)	
Year 2	Autumn Quarter	Winter Quarter	Spring Quarter	
	Introduction to Statistics*	Elective (e.g. Intro to Biology II)	Research Methods*	45
	Elective (e.g. Intro to Biology I)	Elective (e.g. Gender & Globalization)	Elective (e.g. Intro to Biology III)	
	Elective (e.g. Community Psychology)	Elective (e.g. Elementary Spanish II)	Elective (e.g. Introduction to the Global Economy)	
Year 3	Autumn Quarter	Winter Quarter	Spring Quarter	
	Introduction to Public Health	Community Dynamics, Disparities, and Health	Introduction to Epidemiology	45
	H&LS Dist. Req. (e.g. Human Anatomy)	EEP&M Dist. Req. (e.g. Information Management and Analysis)	S&HS Dist. Req. (e.g. Meanings and Realities of Inequality)	

General Elective (e.g. Education and Society)

General Elective (e.g. Media Policy and Institutional Change)

General Elective (e.g. Ethics and Society)

#### Health Studies Pathways

HI&I Dist. Req. (e.g. Health in a Developing Nation)	Senior Portfolio	H.S. Elective (e.g. Health Policies and Politics in a Global Context)		45
H.S. Elective (e.g. Aging and Health Promotion)	H.S. Elective (e.g. Genetics and Public Health)	H.S. Elective (e.g. Health Psychology)		
General Elective (e.g. Science, Technology, and Society)	General Elective (e.g. Operations and Project Management)	General Elective (e.g. Literature, Film, and Consumer Culture)		
Total Credits				180

Table 5: Potential Path for Health Studies

## VII. Faculty

The Nursing faculty is committed to supporting the proposed program and brings a wealth of talent and expertise to the Health Studies major. There are currently eleven (11) full time UWB Nursing Program and four (4) part- faculty members who have advanced expertise in the discipline. Faculty members who are a planning to teach in the program are listed below, with a description of their areas of specialization.

### A. Current Faculty

**Mary Abrams, PhD, RN** is an Associate Professor with a doctorate in Socio-cultural Anthropology and an MN in Maternal/Child Nursing. Her areas of scholarship include cultural/social and discrimination issues in health, race/class/gender studies, global and local health disparities, women's/maternal-child health, African American health, and critical medical anthropology. She has extensive teaching experience in community health and in courses related to culture/diversity/disparity issues in local and global health. She has taken students to Cuba to study health care in a developing country. She has recently published a book, *Moving the Rock: Poverty and Faith in a Black Storefront Church* (2010). This ethnographic and life history research tells the stories of poor and working class African American women who experience disparities related to race, class and gender. She is currently working in the community on maternal/infant mortality and on using global health concepts in developing health care access for refugees and immigrants in Washington State.

**Suzanne Sikma, PhD, RN** is a Professor in the Nursing Program. Dr. Sikma's research has focused on the evaluation of policy and Gerontologic nursing practice in community-based environments, including a specific interest in how care/living environments support the self-determination of older adults. Dr. Sikma has more than 20 years experience in

leadership and/or administration in tertiary care, long term care and academic settings. Her interests include mentoring in practice, academic and research contexts; nursing faculty development; and program planning and evaluation in multiple contexts. Dr. Sikma is responsible for mentoring junior faculty in the Nursing Program and has led strategic planning efforts for the program. Dr. Sikma's teaching has included undergraduate courses in critical thinking, nursing research, community health nursing, caring leadership, gerontological nursing, and nursing leadership/communication. At the graduate level she has taught courses in nursing theory; leadership for advanced practice; program planning & evaluation in health care and both research methods core courses. In addition, she developed a new graduate course in mentoring in nursing education, leadership and clinical practice.

**Andrea Kovalsky, PhD, RN** is an Associate Professor in the Nursing Program and the Associate Director in the Center for University Studies and Programs (CUSP/all pre-majors). Prior to teaching at UW Bothell in 1997, Andrea worked for Public Health Seattle King County in both immunizations and on the infant mortality epidemiology project. She was certified in addictions nursing from 1994 – 2009, having also worked in a State funded home-based program for mothers with addictions. Andrea has taught public health and other community health specialties for 10 years, including supervising students in numerous public health departments throughout Northwest Washington and in several correctional facilities. Andrea also has taught alcohol education and health psychology classes in Lithuania, has participated in a health oriented visit to Moscow and Uzbekistan with the Seattle Sister City Program, and has collaborated on a maternal-child health project with a colleague in Japan (Dr. Taiko Hirose). She currently teaches ethics, research, and aesthetic courses and primarily uses qualitative methodologies in her research about the use of the arts in healthcare.

**Selina Mohammed, PhD, MPH, RN** is an Assistant Professor in the Nursing Program. Her teaching interests encompass diversity, community health, research methodologies, and the health of underserved populations. Her areas of scholarship include racial discrimination and health, as well as the use of critical methodologies and community based participatory research to explore how historical, socio-cultural, political, and economic contexts contribute to health disparities for American Indians.

**Cheryl Cooke, PhD, RN**, is an Assistant Professor in the Nursing Program. Her teaching interests encompass research methods, community health, critical thinking for nurses, and leadership. Her research interests include understanding the effects of incarceration individual, family, and community health, health disparities, and women's health issues. She is trained in critical research methodologies including discourse analysis and ethnography.

**Mabel Ezeonwu, PhD, RN** is an Assistant Professor in the Nursing Program. Her research interests include local and international public health policies as they relate to women's health, nursing workforce issues, community partnerships, and underserved populations. She is trained in both qualitative and quantitative research methodologies. She teaches community health nursing with emphasis on international health and underserved populations – using the core public

health functions as the overarching framework; cultural and social issues in healthcare; healthcare disparities; and global health.

**Christopher H. Wade, PhD, MPH** is an Assistant Professor in the Nursing Program at University of Washington Bothell. He received his B.A. from Wesleyan University, where he later completed his Ph.D. in Molecular Biology and Biochemistry. Dr. Wade was selected for a postdoctoral fellowship at the National Human Genome Research Institute in a dual position with the Social and Behavioral Research Branch and the Genome Technology Branch. While a fellow, he concurrently earned a M.P.H. from the Johns Hopkins Bloomberg School of Public Health. Dr. Wade has interest in working across disciplines to address issues related to public health genomics. Using his knowledge of genomics, health behavior, and social science research methods, he conducts translational research that explores the social and ethical implications of applied genomic technologies. In particular, his research seeks to identify approaches for providing people with personal genomic information that maximize social benefits and public health.

**Linda Westbrook, PhD, RN** is a Senior Lecturer in the Nursing Program. Her area of scholarship includes cognitive psychology of leadership, program evaluation/ methods. Her teaching focuses on community partnerships and population health, environmental health and program planning and evaluation. She uses active and experiential learning strategies to assist students to apply learning and create programs in community settings. She is trained in qualitative and basic quantitative research methodologies and instrument development.

**Jerelyn Resnick PhD, RN** is a Senior Lecturer in the Nursing Program at University of Washington Bothell. Her areas of scholarship include curriculum innovation and the scholarship of teaching and learning. Her teaching focuses on critical thinking, health care ethics, teaching strategies and social and cultural issues in health care. She uses learner-centered and constructivist pedagogies in her courses. She is trained in qualitative research methodologies. Her professional background includes public health nursing.

**Andrea Stone, PhD, RN** received her Ph.D. in Public Health from Johns Hopkins University in 2006. Her doctoral training focused on psychiatric and drug dependence epidemiology, with an emphasis on adolescent substance use and parental relationships. She completed a post-doctoral research fellowship at the University of Washington, School of Nursing, under the direction of Dr. Elaine Thompson. Dr. Stone's post-doctoral research focused on early adolescent depressive and conduct problems in relation to the development of substance use, and she continues to examine risk and protective factors of substance use among young people. Dr. Stone has been a lecturer at the University of Washington Bothell since fall quarter of 2007, teaching courses related to research, statistics, substance use, health policy, and health psychology. She also serves as the faculty advisor of the University of Washington Bothell Policy Journal.

## VIII. Administration

The Health Studies degree program will be housed in the Nursing Program at UW Bothell. (Programs at UW Bothell are similar to Departments at UW Seattle.)

### A. Administrative Structure

The director of the UW Bothell Nursing Program is Dr. Mary Baroni who has served in this role since August 2002. She is a registered nurse and holds a M.S. in Nursing from the University of Rochester and PhD in Human Development and Family Studies from Cornell University. She has held prior faculty appointments at the University of Rochester, the University of Wisconsin-Madison and Marquette University. Much of her career has focused on bridging the gap between practice, education and research through several joint appointments and administrative roles in pediatric practice including co-director of the University of Wisconsin-Madison Interdisciplinary Pediatric Pulmonary Center (PPC) and executive administrative positions supporting nursing research, practice and education at two free-standing children's hospitals. The UW required 5th year administrative review of her leadership was completed in spring 2007 noted that:

*"It is clear to the Committee that Dr. Baroni's accomplishments are numerous and that the Nursing Program and the University of Washington Bothell have benefited from her leadership. Community College relationships have been strengthened, the visibility of the Program has been raised within the State, the academic programs are flourishing and the faculty are productive. Dr. Baroni's ability to connect with external constituencies and engage them in the future of the Nursing Program is outstanding....She is a strong leader who understands the challenges facing Nursing education and who has the vision and skills to lead the Nursing Program's response to those challenges."*

She brings significant expertise in fostering academic-community partnerships which will be helpful as this new degree program is launched. She holds the rank of Professor and area of current research has to do with access to nursing education and nurses perceptions of the value of baccalaureate education. Her teaching in the undergraduate program has been in BNURS 350 Critical Thinking and BNURS 409 Partnerships in Community Health and graduate focus on BNURS 521 Scholarly Inquiry for Nursing Practice and BNURS 507 Advanced Nursing Roles.

Carol Leppa, PhD, RN serves as Associate Director and Professor in the Nursing Program. She has taught courses in comparative health care systems, including a course where students travel to Great Britain to examine health issues and practices. She currently teaches courses ethics and health care policy courses.

The Director of the Nursing Program will appoint a Health Studies Degree Coordinator. The Health Studies Degree Coordinator will work with the Director of the Nursing Program to oversee Health Studies course offerings to determine both which courses will be offered and the frequency of offerings. The Health Studies Degree Coordinator, in consultation with the Director of the Nursing Program will appoint two Health Studies Committees: Program Assessment and Evaluation and Health Studies Admissions. The Degree Coordinator will be responsible for overseeing Health Studies committees, and making recommendations to Nursing Program about the Health Studies curriculum, staffing, admissions, and assessment. While staffing these committees is the responsibility of the Nursing Program faculty, faculty from other UWB programs will be invited to participate to the extent feasible and appropriate.

(Note: At the launch of the degree program, there will be a Nursing Program committee to take on both tasks; this will help the faculty teaching the core courses in the program to establish standards and procedures.)

## **B. Committees**

The Nursing Program conducts ongoing program assessment for its current RN-Bachelor and Master of Nursing programs and will, in addition, gather, analyze, and evaluate assessment information as specified in section 11 (Assessment). Findings from the Health Studies program assessment will be reviewed by program faculty members who will recommend changes in curriculum, sequencing of courses, teaching practices, or staffing. The focus of the Health Studies Program Assessment and Evaluation Committee will be on achieving the Health Studies learning objectives and assessing the degree of effectiveness of the current curriculum.

Additionally, the Health Studies program will work with Academic Affairs at UWB to develop a campus-wide interdisciplinary committee to review the ability of the program in meeting student needs and faculty and institutional burden on departments who consistently provide supporting courses for the Health Studies program. (e.g., the use of resources such as libraries, Writing Center, and Quantitative Skills Center, student advisement, Student Disability Services)

The Nursing Program has 2 admissions committees who will work together to determine standards for admission and who will review all applications Health Studies program.

## **C. Support Staff**

The Nursing Program currently has three Program Advisors (Linda Bale-Masters program, Sandra Maddox and Kerri Hatfield-Undergraduate programs) and administrative assistants support (Judy Lynn and Shirley Lee), serving all degree programs within Nursing. We anticipate a .25 FTE position, possibly shared with another UWB degree program (possibly CUSP) to provide student advising for the Health Studies program. Additionally, a .25 FTE position will be required to provide the Health Studies Program with administrative support.

## **IX. Students**

Nursing is devoted to building a program of excellence in Health Studies. We recognize that success is dependent upon inclusion and that a purposeful effort will achieve benefits for our students, faculty, staff and campus. The following statement on diversity can be found on our website:

A fundamental purpose of nursing is the provision of quality health care to all segments of society. To achieve this purpose, nursing knowledge must be sufficiently broad in perspective and content to meet the requirements of diverse groups. This commitment requires that nursing science be receptive to a wide variety of ideas and viewpoints.

Of primary importance to our educational program is the composition of our student body. In clinical, research and theory building programs, the generation of knowledge and learning is based upon collegial exchanges among and between faculty and students. Such exchanges contribute to openness regarding diverse ideas, viewpoints, and belief systems, which in turn lead to increased knowledge and interest in understanding the varied perceptions of health care needs in a diverse society.

Our recruitment and admission processes are designed to attract and admit a diverse and widely representative student body. To achieve this end, candidates' qualifications will be reviewed for academic and non-academic factors that indicate their potential to be successful in our educational programs and contribute positively to the strength and diversity of the Program. This commitment to diversity is supported by the UW Board of Regents.

### **A. Diversity**

#### **1. Students**

- a) Recruitment: Assertive recruitment and advising programs are in place for Nursing as noted in the above statement and will be used for the proposed program.
- b) Curriculum: pedagogy is designed to reinforce support for diverse learning modes. Curriculum evaluation will be used to assess and update programs as it matures.
- c) Student Groups: The program will provide support for student lead initiatives and students groups that foster identity development and meet program mission and vision.
- d) Community: Community engagement and service learning are integrated in the curriculum and will be utilized for outreach and building relationships.
- e) Workshops & Conferences: Students will be encouraged to develop and attend events and venues that expand diversity in the discipline.
- f) Scholarships: There will be a formal process in place to identify scholarship opportunities and support student applicants in these endeavors.

#### **2. Faculty**

- a) Recruitment: Nursing will follow UW Bothell policy to recruit diverse faculty
- b) Curriculum: The program is structured to ensure that the curriculum and course development explore diversity in all forms.
- c) Scholarship: Research will be encouraged and supported by Nursing & Health Studies and the Office of Sponsored Programs. This office begins looking for grants and projects in conjunction with faculty before new degrees are implemented.



- d) Interdisciplinarity: Health Studies is designed to provide opportunities for shared learning and collaboration with faculty across campus.
- e) Alignment with Nursing: The Health Studies major will increase capacity for collaboration between health practice and Arts & Science.

3. **Campus**

- a) The campus has wrap-around support services for student that are increasing in complexity and scope as the campus grows to include greater numbers of residential and international students. The list includes: Quantitative Skills Center, Writing Center, Technology Support and Library Support.

## **X. Accreditation**

*Given the rapid growth in undergraduate public health in all types of higher education institutions, accreditation might be necessary to assure quality in baccalaureate-level public health majors. CEPH Report, February 2011*

Currently, undergraduate degree programs in Public Health do not require accreditation. While an undergraduate program that is housed in Schools with graduate Public Health programs are included in the accreditation process for the School, we are not planning to seek accreditation for the Health Studies program.

## **XI. Assessment Plan**

Upon approval of the program, a [Health Studies] Assessment committee will be appointed to establish and formalize assessment procedures, collect data, evaluate the effectiveness of the program, and to recommend changes in the curriculum or further refine assessment procedures. This committee will primarily be comprised on Nursing Program faculty in cooperation with interdisciplinary faculty members from other UW Bothell programs.

The University of Washington mandates reviews of all academic units, including undergraduate degree programs, at least every ten years; these reviews are conducted jointly by the Dean of the Graduate School and the Dean of Undergraduate Academic Affairs (<http://www.grad.washington.edu/fac-staff/programreviews/existing.shtml>).

Our overall assessment practices will rely on:

- The use of multiple measures of assessment;
- Formative evaluation;
- The use of data collected for continuous revision and improvement of the degree program;
- Student self-evaluation coupled with an overall evaluation of the Health Studies program

Data to be collected to measure the effectiveness of the degree program in meeting its Learning Objectives will include:

- **Student evaluation** of each course. These forms will provide students the opportunity to directly address course learning outcomes (are they successful?) and program learning objectives addressed in that course. Course evaluations also allow students to comment on the relevance of course content, and the role of the course within the degree program.
- **Student self-evaluation.** Students in the Nursing Program currently complete a self-evaluation of learning objectives following the completion of each core course. This practice will continue with students in the Health Studies program.
- **Peer monitoring** of instruction, through classroom visits, allowing faculty members to better understand both what other courses cover, and the teaching styles used by other instructors. This will be particularly useful in light of the focus of understanding population health issues through the lens of a liberal studies education framework. The cross-disciplinary observation and evaluation of faculty will provide a forum for innovation in pedagogy and will help to keep teaching practices within the program fresh.
- **Course-embedded assessment:** Students will be evaluated using traditional and innovative assessment tools, performance on exams, community engagement activities, papers, and presentations, and overall course grades
- **Student focus groups and exit interviews,**
- **The effectiveness of student-faculty research and community-based health improvement projects measured by:**
  - number of presentations at conferences
  - number of student co-authored abstracts and publications
  - number and nature of community-based health improvement projects
- **The monitoring of student retention** within the program, to evaluate (among other things) student preparation for the program, admission requirements, and the effectiveness of student support services.
- **Tracking of program alumni for:**
  - number of students admitted to health professionals schools
  - number of students admitted to PhD programs
  - surveys sent to alumni 3-5 years after graduation, to monitor
    - the number of students employed (or pursuing further education) in health-related careers, and
    - how former students evaluate the Health Studies program to have prepared them for work in health-related careers.
- **Program evaluation by an outside faculty evaluation group.**

Data collected will be analyzed by the Health Studies Assessment and Evaluation Committee, and used to evaluate the overall effectiveness and success of the program and to recommend changes in program instructional practices, content,

curriculum or other applicable areas. Complementary faculty committees will evaluate curriculum and resources (support staff, budget and equipment). The table below summarizes our anticipated program assessment.

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>▪ program coherence</li> <li>▪ appropriate learning outcomes</li> </ul>	a. student surveys (focus groups, exit interviews), b. alumni surveys, c. course-embedded assessment	Annually
<b>Students</b>	student learning outcomes  <ul style="list-style-type: none"> <li>▪ assessment methods</li> <li>▪ evidence of success</li> </ul>	a. student surveys (course evaluations, focus groups, exit interviews), b. course-embedded assessment, c. alumni surveys	Quarterly course evaluations, annual student surveys
<b>Enrollment</b>	<ul style="list-style-type: none"> <li>▪ enrollment and retention trends</li> <li>▪ diversity of students</li> </ul>	a. data from Office of Institutional Research, UWB Admissions b. recruitment goals	Annually
<b>Faculty</b>	faculty active in: <ul style="list-style-type: none"> <li>▪ research</li> <li>▪ teaching improvement</li> <li>▪ professional organizations</li> <li>▪ college governance:               <ul style="list-style-type: none"> <li>adequate staffing</li> <li>tenure</li> </ul> </li> </ul>	a. faculty self-evaluations, b. personnel committee	Annually
<b>Resources</b>	<ul style="list-style-type: none"> <li>▪ adequate facilities</li> <li>▪ sufficient equipment</li> <li>▪ appropriate technology</li> <li>▪ adequate program budget</li> </ul>	a. faculty self-evaluation, budget/operations committee, b. student surveys (focus groups, research success), c. alumni success, alumni surveys	Annually
<b>Student Services</b>	adequate support: <ul style="list-style-type: none"> <li>▪ recruitment</li> <li>▪ admissions</li> </ul>	a. data from Office of Institutional Research, UWB Admissions (data on admissions, retention), b. student surveys	Annually

	<ul style="list-style-type: none"> <li>▪ advising</li> <li>▪ counseling</li> <li>▪ retention</li> </ul>		
<b>Academic Support</b>	adequate support: <ul style="list-style-type: none"> <li>▪ Quantitative Skills Center</li> <li>▪ Writing Center</li> <li>▪ Library</li> <li>▪ Information Technology</li> <li>▪ Advising</li> </ul>	a. student surveys, b. course-embedded assessment, c. student retention data d. advising report data	Annually

**Table 6: Proposed Assessment Plan**

## **XII. Appendices**

### **A. Academic Services**

Academic Services Health Studies budget request

#### **1. IT**

\$4,520 annually for student hourly to support e-portfolio implementation

#### **2. Library**

\$6,000 annually: books, media, and contributions to e-resources

\$13,750 annually: Library staffing costs will need to adjust based on increases in FTE. The interdisciplinary nature of this degree indicates that students will need to be able to locate, analyze and synthesize research from multiple disciplines, which often requires in-depth assistance from librarians, in the classroom or individually. Increased FTE will also impact Library Reserves and public services. This estimate (with benefits) is calculated based on 1 librarian and .5 classified staff per 250 FTE, and 2 student employee hours per FTE Year 1 of the degree.

#### **3. Quantitative Skills Center**

\$4,520 annually for tutors

To fully prepare students for the epidemiology course, I highly recommend setting a statistics course as a prerequisite. This should assist in the success of data analysis activities within the course. I anticipate that students in the GPH program will require tutoring assistance from the QSC for statistics, GIS, and biology. To support these students, approximately 12 hours per week of tutoring will be needed at a cost of \$4,520 (with benefits) per academic year (Fall-Spring).

#### **4. Writing Center**

\$4,520 annually for tutors

Funding is requested to provide one-on-one tutoring and in-class workshops, approximately 2-3 in-class workshops per quarter and 7-10 hours of tutoring per week. The annual cost (Fall-Spring) would be \$4,520 (including benefits.)

### **B. HEC Board Forms**

#### **1. Form 4 Courses**

<b>Form 4</b>			
<b>Prerequisite Courses</b>			
<b>Course Number</b>		<b>Course Title</b>	<b>Credits</b>
B 2XX		Statistics	5
<b>Total Credits</b>			<b>5</b>
<b>Program Requirements</b>			
<b>Course Number</b>	<b>Area</b>	<b>Course Title</b>	<b>Credits</b>
BHS 2XX - 3XX	Core	Introduction to Public Health	5
BHS 2XX - 3XX	Core	Community Dynamics, Disparities & Health	5
BHS 2XX - 3XX	Core	Introduction to Epidemiology	5
B 2XX - 4 XX	Core	Research Methods	5
B 2XX - 4 XX	Concentration	Ethics, Education, Policy & Management	5
B 2XX - 4 XX	Concentration	Health & Life Sciences	5
B 2XX - 4 XX	Concentration	Social & Historical Studies	5
B 2XX - 4 XX	Concentration	Local & Global Health Practice	5
B 2XX - 4 XX	HS Electives	Courses from Concentrations	20
B 2XX - 4 XX	Electives	General Electives	20
B 2XX - 4 XX	Degree	Health Studies Pathways	2
B 2XX - 4 XX	Degree	Senior Portfolio *	5
<b>Total Credits</b>			<b>87</b>
*Credits can range from 5 - 8			

## 2. Form 5 Enrollment

<b>FORM 5</b>					
<b>ENROLLMENT AND GRADUATION TARGETS</b>					
<b>Part I</b>					
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Headcount</b>	34	60	65	72	74
<b>FTE</b>	30	55	60	65	66
<b>Program Graduates</b>	0	25	30	35	42