



2025-2026

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DEAN's WELCOME

Welcome to the School of Nursing at Hawai'i Pacific University (HPU). The School of Nursing includes Public Health. The two departments will build on each other's strengths.

Nursing is a very exciting and rewarding major. Learning to become a nurse should be taken seriously as there are many challenges that may come your way. One of the challenges is being able to balance your studies with family and work life. Making time to study efficiently is the key. Critical thinking is crucial to one's preparation to pass the NCLEX exam to be able to practice as a future nurse. Each semester in your nursing education allows you to build the necessary knowledge and skills to succeed. I suggest that at the beginning of every semester set some measurable goals for yourself and at the end of every semester evaluate your progress.

Who are you? Why did you want to become a nurse? These questions should help you refocus when you are having one of those challenging moments in your nursing journey. Lean on your peers and faculty who should understand what you are going through. Surround yourself with positive people who will always uplift you and be honest with you. Take advantage of all the opportunities you are provided. Try something new even if you are uncomfortable. Be active in co-curricular activities and service to your community. Be involved in student research. Seek mentorship from your peers and/or faculty. There is always growth in any activities one gets involved in intentionally.

As a nursing student, your actions of Kuleana (shared responsibility), Pono (integrity), Aloha (kindness and humility) are the pillars of your identity as a future HPU nurse. We expect that your commitment to these values is exemplified in your actions towards your peers, faculty, patients and community. It is a privilege and a gift to be a nurse.

As part of the HPU School of Nursing ohana (family), we wish you a very smooth sailing nursing journey!

Always grateful,
Dr. Edna Magpantay-Monroe

WELCOME MESSAGE FROM Your CHAIR, PUBLIC HEALTH PROGRAMS

Aloha and welcome to the Public Health Programs at Hawai'i Pacific University!

Whether you are beginning your academic journey or continuing your studies with us, we are delighted to have you as part of our vibrant and diverse community.

Public health plays a vital role in shaping the health and well-being of communities locally, nationally, and globally. As future leaders, practitioners, and scholars in this field, you are entering a discipline that is both intellectually rigorous and deeply impactful.

This Handbook will help guide your success in your program, but it is just a start. The resources included will take you further into understanding and accessing important student academic and support services available to you. Be sure to stay in contact with your academic and faculty advisors throughout your degree progression. These advisors are crucial to preventing and solving problems that, without their help, may cause challenges like delayed graduation. The appendices provide important context for our curriculum and your professional development.

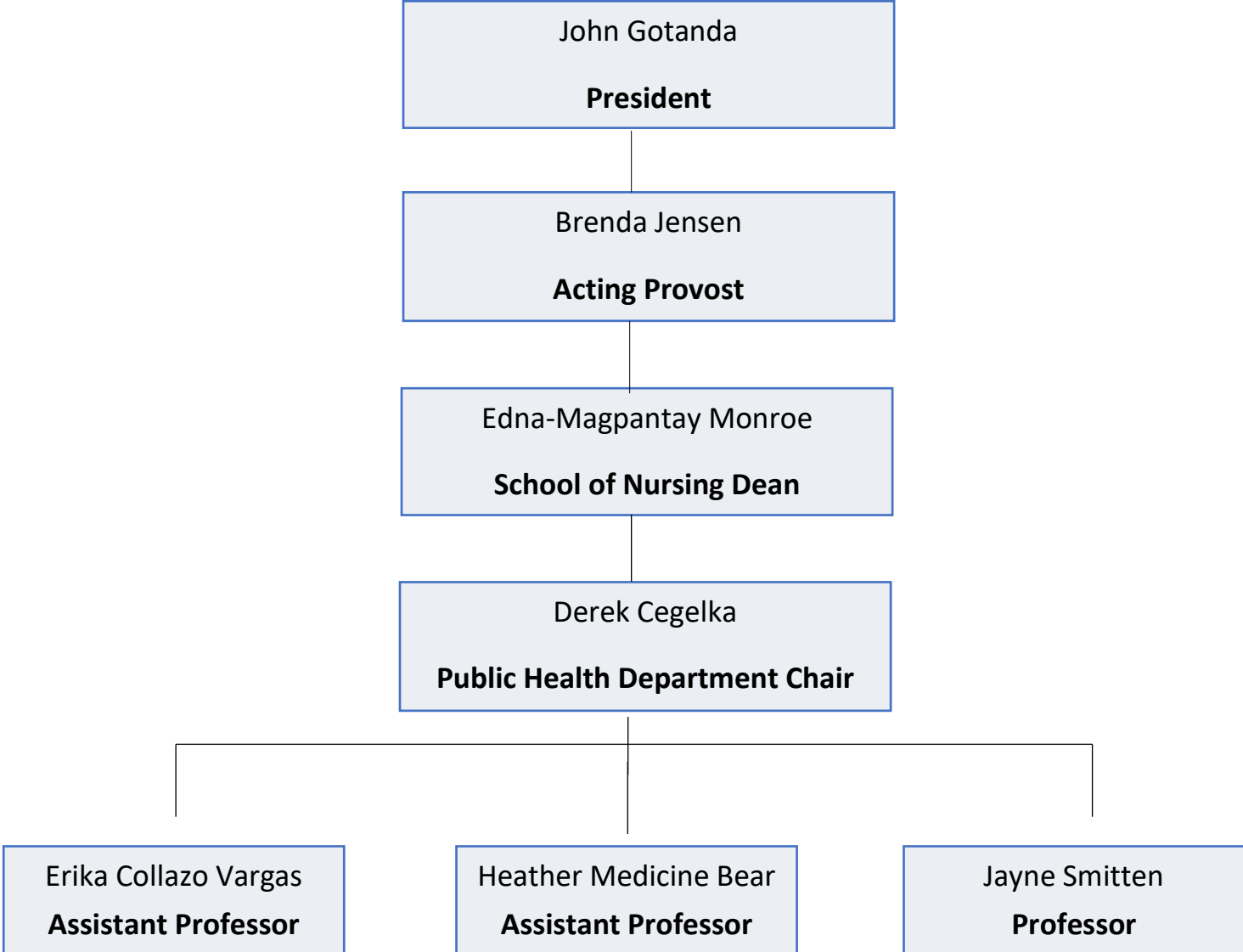
Our department is committed to providing you with a high-quality education, grounded in evidence-based practice, community engagement, and a strong foundation in public health. You will have opportunities to collaborate with passionate faculty, engage in meaningful research, and apply your knowledge to real-world challenges.

I encourage you to make the most of your time here—ask questions, seek mentorship, and support one another. Together, we can advance the mission of public health and make a lasting difference in the lives of others.

On behalf of the faculty and staff, I extend my warmest aloha and best wishes for a successful and inspiring academic year.

Mahalo,
Dr. Derek Cegelka
Chair, Public Health Programs

School of Nursing – Public Health Department



VISION, MISSION, GOALS, VALUES, AND ETHICS OF THE PROGRAM

Vision:

Our vision is robust health throughout Hawai'i, the Pacific region, and the world, achieved through broad institutional and community collaboration.

Mission:

Our mission is to promote health locally, nationally, regionally, and globally through innovative educational and experiential student-centric opportunities, by supporting our faculty in teaching excellence and scholarship, and as community partners in public health in Hawai'i and the Pacific region.

Goals:

Our goals are to:

- Improve student learning and academic success via exposure to a wide variety of experiential learning opportunities in public health.
- Provide a curriculum that is responsive to public health workforce and community needs.
- Recruit, retain, and promote excellent Career-Track, Lecturer, and Adjunct Faculty.
- Instill the core principles of diversity, inclusion, equity (DEI) and belonging through learning and working together with faculty, staff, and students from culturally, geographically, and academically diverse backgrounds.
- Support the application, mentorship, production, and dissemination of public health scholarship among full-time faculty.
- Involve students, staff, and faculty in service and scholarship activities that advances public health in local, regional, and global contexts.
- Prepare students for continued career and educational success following program completion.

Values

The faculty, staff, and students in Public Health join the rest of the Hawai'i Pacific University community embracing the following values representative of the spiritual, ethical, and philosophical principles that support our community:

PONO, meaning righteous, honest and moral, and an energy of necessity.

KULEANA, meaning responsibility and rights, and concern for all interests, property, and people.

ALOHA, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.

Ethics:

In addition to the above statements, the Public Health program at HPU supports the [Principles of the Ethical Practice of Public Health](#), a community-wide Code for the field of Public Health:

-Public health should address principally the fundamental causes of disease and requirements for health, aiming to prevent adverse health outcomes.

-Public health should achieve community health in a way that respects the rights of individuals in the community.

-Public health policies, programs, and priorities should be developed and evaluated through processes that ensure an opportunity for input from community members.

-Public health should advocate and work for the empowerment of disenfranchised community members, aiming to ensure that the basic resources and conditions necessary for health are accessible to all.

-Public health should seek the information needed to implement effective policies and programs that protect and promote health.

-Public health institutions should provide communities with the information they have that is needed for decisions on policies or programs and should obtain the community's consent for their implementation.

-Public health institutions should act in a timely manner on the information they have within the resources and the mandate given to them by the public.

-Public health programs and policies should incorporate a variety of approaches that anticipate and respect diverse values, beliefs, and cultures in the community.

-Public health programs and policies should be implemented in a manner that most enhances the physical and social environment.

-Public health institutions should protect the confidentiality of information that can bring harm to an individual or community if made public. Exceptions must be justified on the basis of the high likelihood of significant harm to the individual or others.

-Public health institutions should ensure the professional competence of their employees.

-Public health institutions and their employees should engage in collaborations and affiliations in ways that build the public's trust and the institution's effectiveness.

STUDENT ENGAGEMENT

Our HPU Public Health Program is committed to giving students the opportunity to participate in decision and policy making within the program. To that end, we will endeavor to include one undergraduate and one graduate student representative on the Public Health Council and Public Health Curriculum Committees. The Public Health Council updates areas that affect faculty, program and student educational progression, professional development and advancement of public health research, and promote the profession of public health through standards and ethics. The Public Health Curriculum aims to align educational content with current public health competencies, assessment data and actions, enrollment trends, emerging trends, accreditation standards, and resources of the program.

Please contact the Public Health Chair if you are interested in Public Health Committee representation or any specific opportunities you learn that are available to you in the Public Health Program. Any undergraduate intended or declared Public Health major may serve (or the position defaults to the President of the Public Health Club). A graduate student may serve after completing one 8- week term of the program.

HPU courses will typically be offered in one of the following Instructional Methods:



In Person/Face-to-face (**F2F**): most of the instruction will be in person/in the classroom with synchronous delivery



Online (**ONL**): instruction is 100% online and is delivered asynchronously. Students are not required to be on campus at any point and are not required to be available on a specific day or time.

In some circumstances, the following instructional methods may be offered:



Hybrid (**HYBRD**): instruction will be some combination of in person and online. Students will be expected to be physically on campus every week. Check with your instructor to confirm the precise requirements of your class.



Virtual (**VIRT**): instruction is all online and content is delivered, at least partially, in a synchronous format where you will be expected to attend the class online on a specific day and time.

THE BACHELOR OF SCIENCE IN PUBLIC HEALTH (BSPH) DEGREE

The Bachelor of Science in Public Health (BSPH) at HPU is a flexible degree program that prepares students for entry-level careers in health and wellness industries focusing on health promotion and disease preventing, program management, scientific research, and community health services.

Students pursuing the Bachelor of Science in Public Health (BSPH) degree build a knowledge base about the science, philosophy, and role in society of public health while also practicing the fundamental skills of the field. The BSPH also includes the General Education (GE) requirements common to all programs at HPU as well as elective courses from across the university. The BSPH degree culminates with a semester of practicum and a capstone project. The practicum allows students to gain real experience working in the community on current public health issues. The capstone project allows students to synthesize the knowledge and experience gained during their time at HPU.

BSPH Learning Outcomes

Bachelor of Science in Public Health graduates will be able to:

- 1. Integrate knowledge from General Education courses and biological, physical, social and health sciences to synthesize skills in computing, speaking, writing and analysis, research, and critical thinking in daily tasks and activities related to public health practices.*

2. *Apply acquired knowledge and communication skills to work effectively individually and in teams toward accomplishing goals in public health.*
3. *Apply knowledge of public health issues and cultural competency and the impact of cultural values and ethnicity on understanding health and illness, wellness management, and the utilization of public health services to improve population health.*
4. *Analyze current federal and state health legislation, regulations, and standards, and their effect on public health professional practice.*
5. *Evaluate population-based data and patterns of morbidity and mortality using epidemiological methods.*
6. *Analyze health-related theories that drive health-behavior change interventions and programs.*
7. *Utilize scientific research methods to evaluate efficacy of health promotion, wellness management and disease prevention programs.*

BSPH Degree Planning

Bachelor's degrees at HPU consist of 120 credits, at least 36 of which are upper division (courses numbered 3000 and above). Classes are split among courses required for the student's major, required GE courses, and electives.

A sample BSPH degree plan is shown on the next page. Remember this is only a sample plan which may not accurately reflect recent curricular changes, so please meet with your academic advisor to craft a personal degree plan. The document is also available from the registrar's office

For details on any public health, GE, or elective course, please see the academic catalog at: <https://www.hpu.edu/registrar/academic-catalog/index.html>

The GE courses are shown on the page after the degree plan. More detail about these requirements are given at: <https://www.hpu.edu/gen-ed/index.html>.

Sample 4-Year Degree Plan
Bachelor of Science in Public Health (BSPH)
Academic Catalog Requirements

Year	Fall Semester	Cr	Spring Semester	Cr
1st	PH 1000 Intro to Personal Health	3	WRI 1200 Rsrch, Argmt, Wri (GE WC&IL II)	3
	PH 1200 Intro to Public Health (GE T&M)	3	BIOL 1300 Nutrition: Eat Smarter (GE NW)	3
	MATH 1123 Statistics (GE QA&SR)	3	BIOL 2030 Anatomy & Physiology I	3
	GE WC&IL I	3	PH 2020 Human Diseases & Conditions	3
	GE CA	3	GE H&P	3
	Total Credits	15	Total Credits	15

Year	Fall Semester	Cr	Spring Semester	Cr
2nd	BIOL 2032 Anatomy & Physiology II	3	PH 2060 Comparative Healthcare Systems	3
	PH 2010 Drugs & Society	3	GE CT&E	3
	GE AE	3	GE T&I	3
	GE GC&D	3	GE SW	3
	Unrestricted Elective	3	Unrestricted Elective	3
	Total Credits	15	Total Credits	15

Year	Fall Semester	Cr	Spring Semester	Cr
3rd	PH 3015 Culture & Health	3	PH 3030 Health Behavior Theory & Plan	3
	PH 3020 Epidemiology	3	PH 3050 Global Health	3
	PH 3025 Sexuality in Health & Society	3	PH 3090 Public Health Communications	3
	PH 3065 Environmental Health	3	PH 3999 Special Topics in Public Health	3
	Unrestricted Elective	3	Unrestricted Elective	3
	Total Credits	15	Total Credits	15

Year	Fall Semester	Cr	Spring Semester	Cr
4th	PH 4010 Health Policy Analysis	3	PH 4910 Practicum	3
	PH 4030 Pre-Practicum	3	PH 4920 Public Health Capstone Seminar	3
	PH 4040 Public Health Research Methods	3	Unrestricted Elective	3
	Unrestricted Elective	3	Unrestricted Elective	3
	Unrestricted Elective	3	Unrestricted Elective	3
	Total Credits	15	Total Credits	15

The Public Health Students' Association

Purpose

*To improve the quality of life for ourselves and our university, by spreading awareness, implementing choices and ideas that will benefit everybody, and fulfilling our student leader roles in correlation with the professionals we hope to become.

Mission

To spread awareness, knowledge and enthusiasm to promote healthy living on/off-campus. Our club strives to actively participate in creating a positive lifestyle for HPU students, partake in employer networking, and familiarize with qualities, skills, and experiences to be professionals after graduation. All of our work and contributions will be towards benefitting the community and overall campus; to make differences and advocate health topics/ issues.

Objectives

- A. To work to unify the campus community by creating a healthier campus lifestyle
- B. To promote student self-worth, dignity, and confidence
- C. To promote healthy initiatives on and off campus
- D. To cultivate student leadership, dedication, time management, and responsibility
- E. To promote and provide education, service, and research across the wide spectrum of health areas
- F. To support the planning, implementation and evaluation of health education programs and resources
- G. To stimulate and disseminate scientific research;
- H. To motivate and provide health education services
- I. To recognize academic achievement
- J. To support health education advocacy initiatives
- K. To promote professional standards and ethics
- L. To promote networking activities among health educators and related professionals

Sample 16-Month Plan:

Students requested classes be offered in both (Spring and Fall) or summer sessions.

Emergency and Safety Information

Update emergency and safety information, including RAVE Alert advertising to be clearer (bold)

For more information about HPU Registered Student Organizations, go to <https://www.hpu.edu/student-activities/clubs/index.html>

THE MASTER OF PUBLIC HEALTH (MPH) DEGREE

Master of Public Health (MPH) is an interconnected and multi-faceted field that operates in private and public sectors to improve the well-being of individuals, families, communities and nations.

Students pursuing the Master of Public Health (MPH) degree study specific fields of knowledge within public health and learn to apply the skills of the field. The MPH culminates with a semester of field training and a capstone project. Field training allows students to work in the community on current public health issues with supervision and mentorship by experienced public health professionals. The capstone project allows students to synthesize the knowledge and experience gained during the degree program.

MPH Learning Outcomes

Master of Public Health graduates will be able to:

- 1. Design evidence-based health promotion and disease prevention programs, grounded on comprehensive public health knowledge, skills, and abilities, for professional practice, research, planning, and evaluation.*
- 2. Collaborate with individuals, teams, and organizations toward accomplishing public health goals using effective written, oral, and online communication skills.*
- 3. Reflect on their own cultural biases in the development of cultural humility, sensitivity, and competencies in addressing public health issues to improve population and global health.*
- 4. Explicate the social, occupational, environmental, behavioral, psychological, and physiological determinants of individual and population health.*
- 5. Integrate theories, empirical evidence, and best practices in the development and evaluation of programs or interventions to effectively change the determinants of health.*
- 6. Utilize public health research methods to understand health determinants, co-factors, and resiliencies and to evaluate public health efforts towards improving population health.*
- 7. Propose public health programs focused on improving community health using principles and theories of social justice.*

8. *Produce a community-based capstone project that demonstrates integration and application of program learning outcomes 1–7.*

MPH Degree Planning

Courses for the MPH program are conducted in two 8-week sessions in the fall semester and two 8-week sessions in the spring semester. The sessions are referred to as terms “8A” and “8B”. Some courses are also conducted during the summer semester in two 7-week sessions (terms 7A and 7B). A few classes span both the A and B terms.

Please check the relevant academic calendar for specific dates:

<https://www.hpu.edu/registrar/academic-calendar.html>

Sample MPH degree plans for those starting in the fall semester and those starting in the spring semester are shown on the next page. This is an accelerated program where not every course is offered every session, so carefully plan your degree progression with your Graduate Faculty Advisor

The two last courses of the degree are described below. For all other current course descriptions, please see the MPH page of the academic catalog:

<https://www.hpu.edu/registrar/academic-catalog/view>

<https://www.hpu.edu/registrar/academic-catalog/view-grad.html?p=mph2020grad.html#?p=mph2020>

MASTER OF PUBLIC HEALTH (MPH)

Sample 12-month Degree Plan for students who begin during the Fall term.

Term	Course
Pre-requisites	MATH 1123 Statistics (3 credits)* PH 6100 Foundations of Public Health (0)*
Fall 8A Term August to October	PH 6220 Health Behavior Change Theory (3) PH 6260 Environmental Health (3)
Fall 8B Term October to December	PH 6400 Health Policy, Law, & Advocacy (3) PH 6460 Public Health Program Planning (3)
Spring 8A Term January to March	PH 6160 Social Determinants of Health (3) PH 6200 Human Diseases & Conditions (3)
Spring 8B Term March to May	PH 6140 Epidemiology (3) PH 6300 Public Health Research Methods (3)
Summer Term May to August	PH 6500 Public Health Field Training (6) PH 7000 Public Health Capstone (6)
Required Electives: Students must also earn 6 credits from elective courses, which can be taken any time during this plan.	
TOTAL 42 CREDITS	
<p style="color: #a52a2a;">*Required for students who lack previous education or experience in these courses.</p>	

SAMPLE 16-MONTH PLAN FOR MPH STUDENTS STARTING IN SPRING 8A

SPRING 8A (Jan – Mar)	SPRING 8B (Mar – May)	SUMMER (May – Aug)	FALL 8A (Aug – Oct)	FALL 8B (Oct – Dec)
<p>MATH 1123* Statistics (3)</p> <p>PH 6100* Foundations of Public Health (0)</p> <p>PH 6160 Social Determinants of Health (3)</p> <p>PH 6200 Human Diseases & Conditions (3)</p>	<p>PH 6140 Epidemiology (3)</p> <p>PH 6300 Public Health Research Methods (3)</p>		<p>PH 6220 Health Behavior Change Theory (3)</p> <p>PH 6260 Environmental Health (3)</p>	<p>PH 6400 Health Policy, Law, & Advocacy (3)</p> <p>PH6460 Public Health Program Planning (3)</p>
<p>PH 6500 Public Health Field Training (6)</p> <p>PH 7000 Public Health Capstone (6)</p>				
<p>Required Electives: Students must also earn 6 credits from elective courses, which can be taken anytime during this plan.</p>				

*MATH 1123 Statistics (3) = Required for students who lack previous education or experience in undergraduate level statistics.

*PH 6100 Foundations of Public Health (0) = Required for students who lack previous education or experience in undergraduate public health.

*Ideally completed during the 4-week Winter Term (December 9- January 5).

(#) = Number of credits

Approved Elective Courses for the Master of Public Health (MPH) Program

MPH Students must complete at least 6 credits from elective courses.

NOTE: Carefully plan your courses in advance with your Advisor. The courses listed might not be offered every term or semester. Some courses are only offered in-person (although many are fully-online), and some might be 16-weeks instead of 8-weeks long.

PADM 6000 Public Administration and Public Service

PADM 6100 Public Personnel Management

PADM 6300 Statistical Analysis for Effective Decision Making

PADM 6400 U.S. Public Policy

PADM 6500 Economics for Decision-Makers

PADM 6200 Nonprofit Organizations

PADM 6270 Strategic Thinking for Nonprofit Organizations

PADM 6220 Staff and Volunteer Management

PADM 6210 Grant Writing and Fundraising

PADM 6510 Public Finance

PADM 6610 City Management and Urban Policy

PADM 6640 Diversity in the Workplace

CJ 6700 Leadership and Ethics

CJ 6710 Civil Liability and Civil Rights Challenges

CJ 6720 Criminal Justice Organizations

CJ 6730 Contemporary Issues in Criminal Justice

CMGT 6500 Construction Safety Compliance (public health environmental issues)

HMLD 6000 Homeland Security

PSCI 6610 Seminar: Politics of Developing Nations

PSCI 6620 Peace Building & Conflict Management

PSCI 6630 National and International Security

PSCI 6650 Seminar: Foreign Intelligence

PSCI 6670 Seminar: Democratization and Human Rights

INTR 6300 International and Domestic Emergency Management

- SUST 6000** Sustainable Human Systems
- SUST 6001** Seminar in Environmental Governance
- SUST 6360** Sustainability Strategies and Indicators
- SUST 6340** Environmental History of the Modern World

- SUST 6500** Ecological Economics and Sustainable Development

- SUST 6330** Industrial Ecology and Sustainability

- SUST 6920** Special Topics in Global Leadership and Sustainable Development
- SUST 6950** Globalization, Environment, and Sustainability Development Practicum

- ENVS 6010** Global Climate Change
- ENVS 6030** Sustainable Energy Systems
- ENVS 6040** Sustainable Building Science

- HR 6400 Human Resource Management
- HR 6420 Compensation Management
- HR 6450 Safety and Health Management
- HR 6460 Human Resource Development
- COM 6000 Communication Theory
- COM 6310 International Communication
- COM 6311 Health Crisis Communication
- COM 6780 Media and Globalization
- COM 6030 Writing for Communication Professionals
- COM 6305 Crisis Communication
- DSCI 6000 Applied Stats and Data Science
- DSCI 6300 Data Visualization
- DSCI 6400 Ethics in Data Science and AI
- DSCI 6800 AI and Machine Learning
- ECON 6000 Economics for Business
- ED 6200 Introduction to Educational Research
- ED 6605 Practical Research in Education
- ED 6671 Instructional Design
- ED 6310 Culturally Responsible Education
- ED 6650 Self-Management in Education
- ED 6660 Diversity and Social Change
- ED 6675 Theory and Practice of E-Learning
- MGMT 6331 Managing Across Borders
- MGMT 6900 Strategic Management

Field Training and Capstone

Field Training and Capstone are the culmination of the MPH and together fulfill the applied practice experience and integrative learning experience requirements of the degree.

Public Health Field Training (PH 6500)

The applied practice experience requirement for the Hawai'i Pacific University MPH program is fulfilled via a required 6-credit Field Training course, PH 6500. In this course, MPH students demonstrate graduate public health competency attainment through applied practice experiences, which may include the following: an internship completed during an academic term; course-based activities (such as performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or as part of a group); co-curricular activities (such as those organized by a student association); and/or a blend of for credit and/or not-for-credit activities.

Field Training placement begins the semester before registering for the course, during which time it is the student's responsibility to arrange to meet with the Field Training Faculty Advisor to plan, prepare, and develop their Field Training projects. The Field Training Faculty Advisor meets in person, via phone, or via Skype with the student to discuss and assess individual interests, skills, scheduling considerations, and career goals and determine how to incorporate these factors into Field Training planning. From there, students work with the Field Training Faculty Advisor to identify, apply, and interview for a field-based internship or other applied practice experience at a public health agency or program. Typically, this initial identification and preparation process includes approximately 3-5 check-in meetings over the course of several weeks involving students and/or host sites to facilitate and assess student progress as projects are identified and negotiated.

Field training is intended to provide on-the-ground learning, application and experience in public health. Students are responsible for working with Field Training Site Supervisor(s) (i.e. the individual(s) at the field placement site deemed responsible for overseeing student internships or applied practice experience product development) and the Field Training Faculty Advisor to develop and produce a minimum of two original products demonstrating mastery

of at least five MPH competencies (see [Appendix IIB](#)). Examples of original products demonstrating MPH competency attainment include written assignments, completed tests, projects, videos, multimedia presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. These products must demonstrably be of benefit to (and preferably directly requested by) the Field Training site. They must also be completed or delivered over the course of one sixteen-week academic semester.

Public Health Capstone (PH 7000)

The Public Health Capstone (PH 7000) is an original, high quality written product which the student also presents to his or her peers, professors, and the larger HPU/public health community. Unless there are extenuating circumstances, the Capstone is based on the student's Field Training. There are many different possible formats for the Capstone, depending on the type of Field Training and ideally, what would be the most useful output for the placement site.

The Capstone allows students to demonstrate synthesis of specific foundational and concentration competencies, which are selected in consultation with the Capstone Faculty Advisor. See [Appendix IIB](#) for details on the competencies.

Executive Option for the MPH

In recognition that some students may already have experience in the field or are currently working in public health, HPU has an Executive Option for the MPH. The main difference between the standard program and the executive program is that the student would not be required to put in specific Field Training hours, though they must enroll in and complete the other requirements of Field Training.

UNIVERSITY POLICIES AND RESOURCES

Students are expected to be familiar with and abide by university policies. We also encourage you to explore the myriad resources available to you. Three policies and one resource are highlighted below. All others may be found in the university Student Handbook:

www.hpu.edu/studenthandbook

Academic Integrity

Both Hawai'i Pacific University and the Department of Public Health are dedicated to providing a learning environment based not only upon academic excellence but academic integrity as well. In all courses it is expected that you will adhere to all Hawai'i Pacific University guidelines regarding academic dishonesty. It is Hawai'i Pacific University policy that any act of Academic Dishonesty will incur a penalty up to and including expulsion from the University. Any student who cheats on an academic exercise, lends unauthorized assistance to others, or who hands in a completed assignment that is not his or her work will be sanctioned. The term 'academic exercise' includes all forms of work submitted for points, grade, or credit. Please see the Student Handbook for the full policy.

Accessibility Services (ADA Accommodations)

Under the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act Amendments Act 2008 (ADAAA), and Title III (Public Accommodations) Hawai'i Pacific University does not discriminate against individuals with disabilities. Any student who feels he/she may need an accommodation based on the impact of a disability is invited to contact the Specialist of Accessibility Services at 808-544-1197; access@hpu.edu; or at Waterfront Plaza Building 6, Office 440. This is a necessary step in order to ensure reasonable accommodations in a course. Students are not expected to disclose their specific disability to the professor; the Specialist will provide a letter for an instructor explaining the accommodations and not the nature of the disability. If you would like to discuss other concerns such as medical emergencies or arrangements in the event of an emergency evacuation, please make an appointment as soon as possible.

Student Grievance Procedure

Students are encouraged to express concerns about class-associated concerns (including assessment, educational approaches, classroom climate, etc.) with their instructor in a timely manner so that both parties can work together to seek solution. If a student is not satisfied with the solution, or if the student feels uncomfortable expressing concerns to their class instructor, the student should bring these to Department Chair. The Chair will seek to mediate and resolve the matter. If this step is unsuccessful, the procedure becomes a formal grievance and is submitted to the academic dean describing the issue, including all supporting documentation.

Complaints may be filed by currently enrolled students or by formerly enrolled students. Complaints should be filed as soon as possible in order to ensure prompt handling and resolution. Except for complaints of sex discrimination or sexual harassment, formerly enrolled students should initiate a complaint within 45 days of the end of the semester in which they were most recently enrolled. Complaints involving sex discrimination and sexual harassment and how to make a report is referenced in the Sex Discrimination and Sexual Harassment policy in the Student Handbook (<https://studenthandbook.hpu.edu>).

Complaints against Faculty or Staff: Complaints regarding Faculty and Staff are covered by the respective handbooks and Code of Ethical Conduct. Students should contact the faculty member's supervisor (usually the department chair) or staff member's supervisor to address the matter. If the complaint is received by another office/department, it will be forwarded to the appropriate supervisor to address. If the complaint alleges discrimination and/or harassment, follow the procedures in the Discrimination or Harassment Complaints section.

Discrimination or Harassment Complaints: Any student who believes they have been discriminated against or harassed based upon their sex, race, age, color, disability, religion, sexual orientation, gender identity or expression, national or ethnic origin, or any other characteristic protected by applicable law may initiate a complaint by reporting the matter to the appropriate authorities, including but not limited to Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors and other university administrators.

Complaints of sex discrimination or sexual harassment by a student, employee or vendor/supplier should be directed to the Title IX Coordinator and/or via an online report

at www.hpu.edu/titleix. For specifics, reference the Sex Discrimination and Sexual Harassment policy in the Student Handbook (<https://studenthandbook.hpu.edu>).

HPU will keep confidential the identity of complainants, respondents, and witnesses, except as may be permitted by FERPA, or as required by law, or as necessary to carry out a Title IX proceeding. In the process of handling complaints, certain information may be distributed to appropriate administrators, respondents and/or witnesses in order to conduct fact finding, institute remedial actions or to informally resolve the complaint. Records of formal complaints will be kept for a minimum of five years.

All Other Student Complaints: For complaints involving grades or academic integrity, please reference the Academic Integrity Policy or Academic Grade Appeal Procedures for Students in the Student Handbook. For other academic complaints students should initiate the complaint through the appropriate academic department chair or academic program supervisor.

Complaints of a non-academic nature may be initiated by any student of Hawai'i Pacific University to the appropriate authorities, including but not limited to Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors and other university administrators. Student complaint procedures regarding prohibited behavior are covered by the Code of Student Conduct.

Students may also file a complaint with the Dean of Students. Complaints must be in writing, which can be sent directly to the Dean of Students or dropped off to the Dean of Students Office at Aloha Tower Marketplace, Ste. 1314, dated, signed by the complainant, and addressed to the Dean of Students who, upon receipt, will forward the complaint to the appropriate HPU authority. A response by the appropriate authority will be sent in writing to the complainant within 30 days from the date the written complaint is received by the Dean of Students. Depending on the nature of the complaint, interviews, statements, informal or formal hearings may be required. The complainant has the right to redirect the complaint to the Dean of Students for further action if he or she is not satisfied with the initial response from the appropriate HPU authority. In addition, an anonymous complaint may be recorded at www.hpu.ethicspoint.com.

Every effort will be made to resolve the complaint in a confidential manner and as expeditiously as possible; however, complete confidentiality cannot always be guaranteed. In the process of handling complaints, certain information may be distributed to appropriate administrators, respondents and/or witnesses in order to conduct fact finding, institute remedial actions or to informally resolve the complaint. Records of formal complaints will be kept for a minimum of five years.

File a Complaint to a Regulatory Agency

After exhausting all administrative remedies available at HPU and a complaint or problem is not satisfactorily resolved, students can contact the University accreditor, the Western Association of Schools and Colleges (WASC) Senior College and University Commission or one of the following agencies in Hawaii.

WASC Senior College and University Commission

1001 Marina Village Parkway Suite 402

Alameda, CA 94501

Phone: 510-748-9001

Fax: 510-748-9797

www.wscuc.org

Hawaii Postsecondary Education Authorization Program (HPEAP)

P.O. Box 541

Honolulu, HI 96809

Phone: 808-586-7327

hpeap@dcca.hawaii.gov

The Hawaii Post-Secondary Education Authorization Program (HPEAP)

[<http://cca.hawaii.gov/hpeap/>] was created in 2013 by Act 180 to provide regulatory oversight of certain post-secondary educational institutions that have a physical presence in the state. The Act was then codified as Hawaii Revised Statutes Chapter 305J.

Students participating in online programs may contact the National Council for State Authorization Reciprocity Agreements (NC-SARA) entity in Hawaii.

Bobbi Lum-Mew, Program Administrator

Hawaii Postsecondary Education Authorization Program

Department of Commerce and Consumer Affairs

P.O. Box 541

Honolulu, HI 96809

Phone: 808-586-7327

hpeap@dcca.hawaii.gov

Online students residing outside Hawai'i may contact the entity that handles complaints in their state. You may also visit <https://nc-sara.org/> for all U.S. State contacts.

Note: This list includes contact information for agencies that handle complaints in each state, but is not meant to be a definitive list of those agencies that regulate the University nor a statement as to those states in which the University is authorized to operate. Many states, through the relevant agencies or Attorneys' General Offices will accept complaints regardless of whether an institution is authorized to operate in that state. Also, the University does not maintain these state websites and information may change without the University's knowledge.

Counseling & Behavioral Health Services (CBHS)

CBHS provides current HPU students with free and confidential psychological counseling. Sometimes the stress of school along with personal issues can be too much to handle. CBHS provides the opportunity for students to discuss any personal problems or concerns and explore solutions. Appointments can be scheduled by phone at (808) 687-7076 or in person at Waterfront Plaza (Building 6, Room 402). Office hours are Monday – Friday, 8:00 -5:00 p.m.

If you are experiencing an emergency or crisis and we are unavailable during business hours, or if it is after business hours or the weekend, please call the Mobile Crisis Hotline at (808) 8323100, or call 911, or go to the nearest hospital emergency room for assistance.

Financial Assistance and Scholarships

The Financial Aid Office of the University is “headquarters” for learning about assistance with the costs of school, including programs administered by the federal government, private agencies, and HPU. Refer to the website: <http://www.hpu.edu/financialaid>, or contact the Financial Aid Office at financialaid@hpu.edu. Loan “forgiveness” for social workers is pending in Congress. The NASW website is usually up- to date on this topic. HPU Graduate

Assistantship. The University offers graduate assistantship to new, full-time, degree-seeking graduate students. Eligible students must be U.S. citizens, permanent residents, and international students who have a demonstrated financial need. Contact the HPU Financial Aid Office for further eligibility criteria and scholarship application process.

Library

Hawai'i Pacific University has two libraries – Waterfront Plaza Library, Building 6 (WP-6), 3rd floor at the downtown campus (500 Ala Moana Blvd., Honolulu), and at the Learning Commons, Aloha Tower Marketplace. Social Work students primarily utilize the Waterfront Plaza Library, as its circulation service unit is primarily devoted to Business, Social Sciences and Computer Sciences. The libraries are generally open six days a week, including weekend hours. Online databases are available via the HPU Libraries' Tab on HPU website. For assistance, contact Ms. Elizabeth Torres, the Social Sciences Librarian, at: etorres@hpu.edu.

University Computer Center and Wireless Network

The University Computer Centers, located on the downtown campus and Hawai'i Loa Campus, provides a networked environment of personal computer stations for students. Students must present their student ID card to access to the University Computer Center.

In addition, HPU wireless network is available in all buildings on the downtown campus and in the Academic Center. For additional information and instructions as to how to connect to the wireless network, contact the University Computer Centers or contact the ITS Help Desk by e-mail (help@hpu.edu), or by telephone at (808)566- 2411.

Alumni

HPU provides more than 40,000 alumni all across the globe with programming and events that advance our core mission-to serve all alumni by connecting them to the university and to each other, today and throughout their lives. We encourage

you to connect with each other, give back to the university and current students, and take advantage of the HPU continues to offer.

It is the council's mission to keep alumni around the world informed and engaged so we can collectively support the next generation of Sharks! Email us at alumni@hpu.edu to get involved.

Emergency and Safety Information

As a critical, primary component of the HPU emergency communication plan, HPU urges all students to participate in an important system called Rave Alert. This system allows the University to instantly send emergency information to students, faculty, and staff via text messaging and email. There is no additional cost to students to participate in this program; regular text rates with their mobile service providers apply. Sign up by visiting <http://phone.hpu.edu>, where you will be prompted to enter your MyHPU ID and Password to enter the system.

APPENDICES

[Appendix IA: The 10 Essentials of Public Health Services](#)

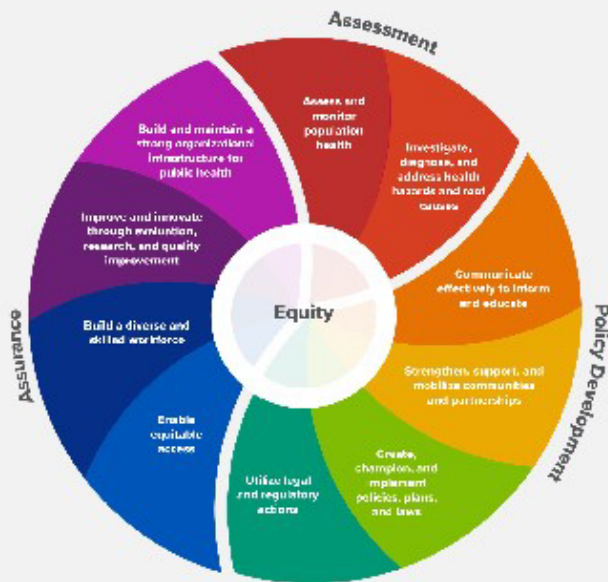
Appendix II: Department of Public Health List of Adjuncts

Appendix III: Academic Forms <https://www.hpu.edu/registrar/academic-forms.html>

THE 10 ESSENTIAL PUBLIC HEALTH SERVICES

To protect and promote the health of all people in all communities

The 10 Essential Public Health Services provide a framework for public health to protect and promote the health of all people in all communities. To achieve equity, the Essential Public Health Services actively promote policies, systems, and overall community conditions that enable optimal health for all and seek to remove systemic and structural barriers that have resulted in health inequities. Such barriers include poverty, racism, gender discrimination, ableism, and other forms of oppression. Everyone should have a fair and just opportunity to achieve optimal health and well-being.



ESSENTIAL PUBLIC HEALTH SERVICE #1

Assess and monitor population health status, factors that influence health, and community needs and assets

ESSENTIAL PUBLIC HEALTH SERVICE #2

Investigate, diagnose, and address health problems and hazards affecting the population

ESSENTIAL PUBLIC HEALTH SERVICE #3

Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it

ESSENTIAL PUBLIC HEALTH SERVICE #4

Strengthen, support, and mobilize communities and partnerships to improve health

ESSENTIAL PUBLIC HEALTH SERVICE #5

Create, champion, and implement policies, plans, and laws that impact health

ESSENTIAL PUBLIC HEALTH SERVICE #6

Utilize legal and regulatory actions designed to improve and protect the public's health

ESSENTIAL PUBLIC HEALTH SERVICE #7

Assure an effective system that enables equitable access to the individual services and care needed to be healthy

ESSENTIAL PUBLIC HEALTH SERVICE #8

Build and support a diverse and skilled public health workforce

ESSENTIAL PUBLIC HEALTH SERVICE #9

Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement

ESSENTIAL PUBLIC HEALTH SERVICE #10

Build and maintain a strong organizational infrastructure for public health

Created 2020

ESSENTIAL PUBLIC HEALTH SERVICE #1

Assess and monitor population health status, factors that influence health, and community needs and assets



THIS SERVICE INCLUDES:

- **Maintaining an ongoing understanding of health** in the jurisdiction by collecting, monitoring, and analyzing data on health and factors that influence health to identify threats, patterns, and emerging issues, with a particular emphasis on disproportionately affected populations
- **Using data and information** to determine the root causes of health disparities and inequities
- **Working with the community** to understand health status, needs, assets, key influences, and narrative
- **Collaborating and facilitating data sharing** with partners, including multi-sector partners
- **Using innovative technologies**, data collection methods, and data sets
- **Utilizing various methods and technology** to interpret and communicate data to diverse audiences
- **Analyzing and using disaggregated data** (e.g., by race) to track issues and inform equitable action
- **Engaging community members** as experts and key partners

Created 2020 2

ESSENTIAL PUBLIC HEALTH SERVICE #2

Investigate, diagnose, and address health problems and hazards affecting the population



THIS SERVICE INCLUDES:

- **Anticipating, preventing, and mitigating emerging health threats** through epidemiologic identification
- **Monitoring real-time health status and identifying patterns** to develop strategies to address chronic diseases and injuries
- **Using real-time data** to identify and respond to acute outbreaks, emergencies, and other health hazards
- **Using public health laboratory capabilities and modern technology** to conduct rapid screening and high-volume testing
- **Analyzing and utilizing inputs** from multiple sectors and sources to consider social, economic, and environmental root causes of health status
- **Identifying, analyzing, and distributing information** from new, big, and real-time data sources

Created 2020 3

ESSENTIAL PUBLIC HEALTH SERVICE #3

Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it



THIS SERVICE INCLUDES:

- **Developing and disseminating accessible health information** and resources, including through collaboration with multi-sector partners
- **Communicating with accuracy and necessary speed**
- **Using appropriate communications channels** (e.g., social media, peer-to-peer networks, mass media, and other channels) to effectively reach the intended populations
- **Developing and deploying culturally and linguistically appropriate and relevant communications** and educational resources, which includes working with stakeholders and influencers in the community to create effective and culturally resonant materials
- **Employing the principles of risk communication, health literacy, and health education** to inform the public, when appropriate
- **Actively engaging in two-way communication** to build trust with populations served and ensure accuracy and effectiveness of prevention and health promotion strategies
- **Ensuring public health communications and education efforts are asset-based** when appropriate and do not reinforce narratives that are damaging to disproportionately affected populations

Created 2020 4

ESSENTIAL PUBLIC HEALTH SERVICE #4

Strengthen, support, and mobilize communities and partnerships to improve health



THIS SERVICE INCLUDES:

- **Convening and facilitating multi-sector partnerships** and coalitions that include sectors that influence health (e.g., planning, transportation, housing, education, etc.)
- **Fostering and building genuine, strengths-based relationships** with a diverse group of partners that reflect the community and the population
- **Authentically engaging with community members** and organizations to develop public health solutions
- **Learning from, and supporting, existing community partnerships** and contributing public health expertise

Created 2020 5

ESSENTIAL PUBLIC HEALTH SERVICE #5

Create, champion, and implement policies, plans, and laws that impact health



THIS SERVICE INCLUDES:

- **Developing and championing policies, plans, and laws** that guide the practice of public health
- **Examining and improving existing policies, plans, and laws** to correct historical injustices
- **Ensuring that policies, plans, and laws provide a fair and just opportunity for all** to achieve optimal health
- **Providing input into policies, plans, and laws** to ensure that health impact is considered
- **Continuously monitoring and developing policies, plans, and laws** that improve public health and preparedness and strengthen community resilience
- **Collaborating with all partners,** including multi-sector partners, to develop and support policies, plans, and laws
- **Working across partners and with the community** to systematically and continuously develop and implement health improvement strategies and plans, and evaluate and improve those plans

ESSENTIAL PUBLIC HEALTH SERVICE #6

Utilize legal and regulatory actions designed to improve and protect the public's health



THIS SERVICE INCLUDES:

- **Ensuring that applicable laws are equitably applied** to protect the public's health
- **Conducting enforcement activities** that may include, but are not limited to sanitary codes, especially in the food industry; full protection of drinking water supplies; and timely follow-up on hazards, preventable injuries, and exposure-related diseases identified in occupational and community settings
- **Licensing and monitoring the quality of healthcare services** (e.g., laboratory, nursing homes, and home healthcare)
- **Reviewing new drug, biologic, and medical device applications**
- **Licensing and credentialing the healthcare workforce**
- **Including health considerations in laws from other sectors** (e.g., zoning)

Created 2020 7

ESSENTIAL PUBLIC HEALTH SERVICE #7

Assure an effective system that enables equitable access to the individual services and care needed to be healthy



THIS SERVICE INCLUDES:

- **Connecting the population to needed health and social services** that support the whole person, including preventive services
- **Ensuring access to high-quality and cost-effective healthcare and social services**, including behavioral and mental health services, that are culturally and linguistically appropriate
- **Engaging health delivery systems** to assess and address gaps and barriers in accessing needed health services, including behavioral and mental health
- **Addressing and removing barriers to care**
- **Building relationships with payers and healthcare providers**, including the sharing of data across partners to foster health and well-being
- **Contributing to the development of a competent healthcare workforce**

Created 2020 8

ESSENTIAL PUBLIC HEALTH SERVICE #8

Build and support a diverse and skilled public health workforce



THIS SERVICE INCLUDES:

- **Providing education and training** that encompasses a spectrum of public health competencies, including technical, strategic, and leadership skills
- **Ensuring that the public health workforce is the appropriate size** to meet the public's needs
- **Building a culturally competent public health workforce and leadership** that reflects the community and practices cultural humility
- **Incorporating public health principles in non-public health curricula**
- **Cultivating and building active partnerships with academia and other professional training programs** and schools to assure community-relevant learning experiences for all learners
- **Promoting a culture of lifelong learning in public health**
- **Building a pipeline of future public health practitioners**
- **Fostering leadership skills at all levels**

Created 2020 9

ESSENTIAL PUBLIC HEALTH SERVICE #9

Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement



THIS SERVICE INCLUDES:

- **Building and fostering a culture of quality** in public health organizations and activities
- **Linking public health research with public health practice**
- **Using research, evidence, practice-based insights, and other forms of information to inform decision-making**
- **Contributing to the evidence base of effective public health practice**
- **Evaluating services, policies, plans, and laws continuously** to ensure they are contributing to health and not creating undue harm
- **Establishing and using engagement and decision-making structures** to work with the community in all stages of research
- **Valuing and using qualitative, quantitative, and lived experience as data and information** to inform decision-making

Created 2020 10

ESSENTIAL PUBLIC HEALTH SERVICE #10

Build and maintain a strong organizational infrastructure for public health



THIS SERVICE INCLUDES:

- **Developing an understanding of the broader organizational infrastructures and roles** that support the entire public health system in a jurisdiction (e.g., government agencies, elected officials, and non-governmental organizations)
- **Ensuring that appropriate, needed resources are allocated equitably** for the public's health
- **Exhibiting effective and ethical leadership, decision-making, and governance**
- **Managing financial and human resources effectively**
- **Employing communications and strategic planning capacities and skills**
- **Having robust information technology services** that are current and meet privacy and security standards
- **Being accountable, transparent, and inclusive** with all partners and the community in all aspects of practice

Created 2020 11

The 10 Essential Public Health Services

Glossary

Community is a group of people who have common characteristics; communities can be defined by location, race, ethnicity, age, occupation, interest in particular problems or outcomes, or other similar common bonds. Ideally, there would be available assets and resources, as well as collective discussion, decision-making and action. (Turnock, B.J. *Public Health: What It Is and How It Works*. Jones and Bartlett, 2009)

Equity is defined as a fair and just opportunity for all to achieve good health and well-being. This requires removing obstacles to health such as poverty and discrimination and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and healthcare. It also requires attention to health inequities, which are differences in population health status and mortality rates that are systemic, patterned, unjust, and actionable, as opposed to random or caused by those who become ill.

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The bibliographic citation for this definition is: Preamble to the Constitution of WHO as adopted by the International Health Conference, New York, 19 June - 22 July 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of WHO, no. 2, p. 100) and entered into force on 7 April 1948. The definition has not been amended since 1948.

Healthcare sector is defined as entities that provide clinical services, mental health services, oral health services, provide or pay for services for individuals, or facilitate the provision of services to individuals. Entities in this sector may include hospitals, health systems, health plans, health centers, behavioral health providers, oral health providers, etc. **Law(s)** refer to the aggregate of statutes, ordinances, regulations, rules, judicial decisions, and accepted legal principles that the courts of a particular jurisdiction apply in deciding controversies brought before them. The law consists of all legal rights, duties, and obligations that can be enforced by the government (or one of its agencies) and the means and procedures for enforcing them. (Garner, B.A. editor. *Black's Law Dictionary*. 8th ed. West Group; 2004)

Law(s) refer to the aggregate of statutes, ordinances, regulations, rules, judicial decisions, and accepted legal principles that the courts of a particular jurisdiction apply in deciding controversies brought before them. The law consists of all legal rights, duties, and obligations that can be enforced by the government (or one of its agencies) and the means and procedures for enforcing them. (Garner, B.A. editor. *Black's Law Dictionary*. 8th ed. West Group; 2004)

Population health is the health outcomes of a group of individuals, including the distribution of such outcomes within the group. The field of population health includes health outcomes, patterns of health determinants, and policies and interventions that link these two. Population health approaches are community or policy non-clinical approaches that aim to improve health and wellbeing of a group of individuals. This differs from population health management which refers to improving clinical health outcomes of individuals through improved care coordination and patient engagement supported by appropriate financial and care models. (Adapted from Kindig and Stoddart).

Created 2020

The 10 Essential Public Health Services

Glossary

Public health is defined as the science of protecting the safety and improving the health of communities through education, policy making and research for disease and injury prevention. (CDC Foundation).

Research is a systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalized knowledge. (United States Department of Health and Human Services. *Healthy People 2020*. Washington, DC)

- Community-based Participatory Research (CBPR) is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities. (W. K. Kellogg Foundation, Community Health Scholars Program, 2001 quotes from Minkler M, and Wallerstein N, editors. *Community-Based Participatory Research for Health*. San Francisco, CA: Jossey-Bass Inc.; 2003)

To view the complete 10 Essential Public Health Services, visit <https://phnci.org/uploads/resource-files/EPHS-English.pdf>.

APPENDIX III: DEPARTMENT OF PUBLIC HEALTH LIST OF ADJUNCTS (UPDATED 2024.25)

Name	Email
Sean Beeman, PhD	sbeeman@hpu.edu
Augustina Manuzak, PhD	amanuzak@hpu.edu
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Bryan Sarte, MPH	bsarte@hpu.edu
Jacob Schafer, MPH	jschafer@hpu.edu
Amy Woron, PhD	aworon@hpu.edu