HEALTH (HEA)

College of Health Sciences

Courses

HEA 500. DISEASES. 3 Credits.
Provides a contemporary view of disease and prevention, and a more precise understanding of disease processes. Body systems are reviewed, and the etiology, pathophysiology, symptoms, diagnostic techniques, and treatment methods used in selected diseases are studied. Illnesses most frequently found in our society are explored.

HEA 501. Integrative Health. 3 Credits.
A comprehensive evaluation of alternative and complementary medicine aimed at describing how these modalities are being integrated with allopathic care. Focus will be on Eastern, African, and Native American traditions; homeopathy; naturopathy; botanical medicine; energetic work; and mind/body health.
Typically offered in Spring.

HEA 502. Human Development Implications Health Education. 3 Credits.
This course examines human development from an applied perspective. Health educators and others working with preschool and school-aged children, as well as adolescents will examine physical, cognitive, and emotional development. Course participants will explore developmentally appropriate approaches to education and mentoring of children and youth. The course includes the use of readings on contemporary issues and policy initiatives affecting children and youth, along with case studies.

HEA 511. Stress Management Techniques and Program Development. 3 Credits.
The first half of the course is devoted to examining basic stress concepts, the psychophysiology of stress, common stressors and their effect, and the relationship between stress and disease. The second half consists of a comprehensive review of stress management techniques that deal with cognitive restructuring, relaxation, and relationship building. Considerable emphasis is placed on personal application and group interaction in the classes.
Typically offered in Spring.

Epidemiology of HIV/AIDS; natural history of HIV infection, psychosocial, economic, educational, ethical, legal, and health care issues related to HIV/AIDS will be addressed. Impact on social groups (minorities, women, and adolescents) will be discussed. Health promotion and disease prevention strategies will be highlighted.
Typically offered in Fall.

HEA 513. Legal Aspects of Health Care. 3 Credits.
An analysis of the basic legal concepts and major legal issues that are important to and directly affect the health services administrator. Topics include legal frameworks of health organizations and health practitioners, administrative policy, contracts, consent, patient's rights, legal death, insurance, liability, and research.
Distance education offering may be available.
Typically offered in Spring.

HEA 514. Approaches to Health Care Delivery. 3 Credits.
The future of managed care depends on the performance of the managed care industry, especially the goal of providing high quality health care at the lowest costs possible. This course will discuss the challenges faced by managed care organizations and strategies used to overcome them.
Distance education offering may be available.
Typically offered in Summer.

HEA 516. Health Care Management. 3 Credits.
Administrative and management techniques acquired in the administrative core are applied to the problems involved in health administration/management. Topics will include federal, state, and local health agencies; health care centers; organization principles; personnel factors; public relations; and fiscal management.
Distance education offering may be available.
Typically offered in Fall, Spring & Summer.

HEA 520. Public Health Epidemiology. 3 Credits.
An overview of the epidemiological model of disease causation. Various epidemiological study designs and their applications will be presented.
Pre / Co requisites: HEA 520 requires a prerequisite of MAT 121 or equivalent.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 526. Biostatistics for Public Health. 3 Credits.
An overview of scientific methods, research designs, sampling, and survey techniques pertinent to the study of health issues will be presented. Choice and use of epidemiological and statistical software to analyze health data sets will be emphasized.
Pre / Co requisites: HEA 526 requires a prerequisite of MAT 121 or equivalent.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 527. Human Sexuality & Family Life Education. 3 Credits.
This course will address current trends in family life education and the development and implementation of programs in schools and community settings. Emphasis will be placed on developing appropriate content and strategies useful in the classroom.

HEA 529. Mental Health Issues & Sch Hea Program. 3 Credits.
This course provides an overview of mental health and counseling issues affecting children and youth in today's school and communities. The goal of the course is to broaden the student's understanding of key mental health issues children face in school and community settings.
This course will provide relevant background information that will be used to promote positive mental health in the school, clinic, and community setting.

HEA 531. The Community as a Basis for Health. 3 Credits.
An analysis of the community with its diverse population and its response to critical and current health problems. Emphasis will be placed on the need for balance between individual and community needs, rights, and responsibilities.
Typically offered in Fall.

HEA 537. Women's Health Issues A Transcultural Perspective. 3 Credits.
Using a life cycle approach, a comparative analysis of women's lives and their health status across different cultures and nations will be made. Women's health status as related to their multiple roles in the family and society.

HEA 538. Evaluation of Health Programs. 3 Credits.
Emphasis will focus on the procedures essential to the evaluation of health programs in a variety of settings (community, medical, school, worksite). Major areas include conducting needs assessments, quality assurance measures, data collection methods, and preparation of final reports. Includes both theoretical and practical experience.
Typically offered in Spring.

HEA 539. Health Promotion Program Planning. 3 Credits.
An advanced program planning course that provides students with an opportunity to apply theories, principles, teaching strategies and methods by developing a comprehensive plan for a health promotion program.
Typically offered in Spring.

HEA 543. Transcultural Health Practices. 3 Credits.
An introduction to the role of culture in health and illness, and its role in accessing and utilizing health care in the United States.
Typically offered in Fall.

HEA 544. Program Administration in Health and Human Service. 3 Credits.
This course will provide students with the skills needed to administer community health programs in a non-profit setting with a focus on program management in non-profit agencies.
Typically offered in Summer.

HEA 545. Mind/Body Medicine. 3 Credits.
A comprehensive evaluation of the mind's role in disease prevention and healing. Emphasis will be placed on learning and practicing mind/body techniques and assessing the mind's role in preventing disease and promoting healing.
Typically offered in Spring.

HEA 546. Medical Geography for Management. 3 Credits.
This course is a survey of medical geography which includes a broad range of geographical work in health care. Emphasis is placed on human-environment interactions and their influence on public health. Medical geography distinguishes itself from the discipline of geography by its thematic focus, not its methods or theoretical grounding. In this course, students will learn course content and in addition, develop their mapping skills through a computer-based program with the idea of helping students understand the importance of medical geography through the hands-on application of medical geography research.
Distance education offering may be available.
Typically offered in Summer.

HEA 547. Principles Of Botanical Medicine. 3 Credits.
A comprehensive evidence-based assessment of botanical medicines in health promotion, disease prevention and symptom management.
HEA 548. A Life Span Approach to Public Health. 3 Credits.
Using a life span approach, this course will examine how disability, disease and other poor health outcomes at end of life are associated with a range of adverse social and behavioral health risks incurred across the life span and stemming from early life conditions and experiences. Using this approach students will learn about current public health programs for older adults, develop and evaluate such programs and refine or develop interventions designed to prevent/delay poor health outcomes.
Distance education offering may be available.
Typically offered in Fall & Spring.

HEA 550. Evidence-Based Medicine and Public Health. 3 Credits.
A seminar on learning salient principles of evidence-based medicine and evidence-based public health and their applications to improve health of individuals and populations.
Typically offered in Spring.

HEA 551. Science and Theory of Applied Mindfulness. 3 Credits.
Creates a historical context for the current growth of secular programs of applied mindfulness, examines the historical and theoretical underpinnings for applications of mindfulness meditation in health and wellness programs and educational settings, presents and critiques the robust scientific evidence base for such applications, and surveys the scholarly literature on pedagogy of mindfulness. Students acquire a facility in accessing and assessing multidisciplinary sources of knowledge, including scientific research-based knowledge, theoretical insights, and historical practices, to assist them in development, justification, and promotion of applied mindfulness programs for a wide range of potential audiences. As a final project, students complete a comprehensive literature review for applying mindfulness with a population that fits their professional interests.
Typically offered in Fall.

HEA 552. Applied Mindfulness I. 3 Credits.
This introduction to mindfulness practice and teaching assists students in developing and maintaining a personal mindfulness practice, and defines four essential skill sets of teaching mindfulness programs: stewardship, homiletics, guidance, and inquiry. The course includes experience of the full, eight-week Mindfulness-Based Stress Reduction (MBSR) curriculum, with students as the participants. Students have the opportunity to reflect on and critique the MBSR course, class by class. In the other six weeks of the course, students work to develop basic competence in two of the four essential skill sets: homiletics, which is the preparation and delivery of informational talks on mindfulness and its applications, and guidance, which is the process of leading a group or individual in formal or informal mindfulness practice. Additionally, to ensure that safety is a focus of students’ future curriculum development and teaching, all will be certified through the Mental Health First Aid® program, which is embedded in the course. As a course-long project, students design a 90-minute mindfulness workshop for a population that fits their professional interests.
Typically offered in Fall.

HEA 555. Women’s Health Issues A Transcultural Perspective. 3 Credits.
Using a life span approach, a comparative analysis of women’s lives and their health status across different cultures and nations will be made. Women’s health status as related to their multiple roles in family and society.

HEA 581. Special Topics: Health. 1-3 Credits.
In-depth study of selected health topics current to the interests and needs of professionals serving in various health and health-related areas. Topics will be announced prior to the first day of each semester.
Typically offered in Spring & Summer. Repeatable for Credit.

HEA 601. Research/Report Writing. 3 Credits.
The M.Ed. candidate selects a school health issue or a critical topic for review of the literature and produces a scholarly manuscript for publication in a professional journal. Consent: Permission of the Department required to add.
Typically offered in Fall, Spring & Summer.

HEA 609. Independent Study and Special Projects. 1-3 Credits.
Research projects, seminar papers, reports of special conferences, and reading in health. Consent: Permission of the Department required to add.

HEA 611. Field Placement. 3 Credits.
A project for students in health concentrations. All core course work should be completed before beginning the project.
Consent: Permission of the Department required to add.
HEA 649. Applied Learning Experience I. 3 Credits.
This course prepares students for the Applied Learning Experience II which includes the culminating experience (research report) and practicum. This preparation will include a comprehensive and integrated application of MPH curriculum in the development of the research and major project plan.
Typically offered in Fall, Spring & Summer.

HEA 650. Applied Learning Experience II. 3 Credits.
This course is intended as a capstone experience in the M.S. in health program. It is intended to bring students together from a wide array of subdisciplines in public health, and through field and research experience explore and share common principles of public health practice. Students will choose a project within their area of expertise and, under faculty guidance, produce an end product that meets professional standards. A formal student presentation of the final product is the culminating experience of the seminar.
Typically offered in Fall, Spring & Summer.

HEA 652. Applied Mindfulness II. 3 Credits.
Building on HEA 552, this course continues the development of personal mindfulness practice, through deepening commitment and self-inquiry, to better ensure that students have encountered, first hand, a broad array of potential experiences in meditation, thereby improving their understanding and teaching. Reviews and advances the student’s levels of confidence and competence in the skill sets of homiletics and guidance. Emphasizes the skill sets of stewardship, which shapes the relational dynamics of the group in which mindfulness is applied, and inquiry, which is the non-judgmental, dialogical exploration of another’s moment-to-moment mindfulness experience. Offers the experience of being a participant observer and a research subject in a six-week, low-dose Mindfulness-Based Stress Reduction training (MBSR-ld; an evidence-based curriculum) in a group with participants from the local community. Explores the ethics of teaching mindfulness in relation to the codes of ethics of students’ particular professions. Ultimately, the course prepares students to develop and deliver their own multi-session curricula. Final project is development of a curriculum and research project for a population that fits the student’s professional interests.
Pre / Co requisites: HEA 652 requires prerequisites of HEA 551 and HEA 552.
Typically offered in Spring.

HEA 653. Applied Mindfulness Practicum. 3 Credits.
Delivered as individual instruction, this course offers the opportunity for the student to apply and refine the four skill sets of stewardship, homiletics, guidance, and inquiry, through supervision, self-reflection, and empirical research on the student’s own teaching. Students will deliver their applied mindfulness curriculum as developed in HEA 652 to the group or individuals of their choice, while receiving teaching supervision from certified faculty to ensure fidelity, safety, and refinement of skills of teaching. Students will maintain a reflective journal about the teaching experience, and will perform the mixed methods research study designed and submitted for IRB approval in HEA 652. Final project is a >5,000-word paper integrating personal reflections on mindfulness practice and pedagogy, the supervision process, analysis of participant evaluations, and analysis of the outcome data of the research study. Paper will include plans for improving the structure, content, and delivery of the curriculum.
Pre / Co requisites: HEA 653 requires prerequisites of HEA 551, HEA 552, and HEA 652.
Typically offered in Fall, Spring & Summer.