

# HEALTH SCIENCE (HSC)

## HSC 101 Essentials of Public Health

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

## HSC 217 Statistics for Health Science Profs

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking are presented as a means of using data for problem solving. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Examples of statistical applications in nursing and allied health research are provided. As part of this course, the students are introduced to the Statistical Package for the Social Sciences (IBM SPSS).

## HSC 220 Constructing Madness

Students will employ basic strategies of film analysis to examine mainstream films that portray: 1) individuals who are designated 'mentally ill'; 2) the therapists who treat them; and, 3) selected treatment modalities. While an intensive review of the formal psychiatric diagnoses system (DSM-IV-TR) is beyond the scope of this class, students will critique the accuracy of the representation of psychiatric conditions, the effect of these conditions on individuals and families, and the roles of therapists and psychiatric interventions. The primary emphasis of this course is the effect of film on attitudes toward mental illness and the degree to which mainstream films both reflect and shape our attitudes toward individuals experiencing mental illness, toward those who treat it and toward the mental health treatment process.

## HSC 301 Theories of Social Behavioral Change in Community Health Education

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

## HSC 314 Env Health in Urban Community

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

## HSC 315 Violence Prevention/Control

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

## HSC 319 Epidemiology/Health Educators

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

## HSC 351 Intro - Public Health Policy

Students explore key health policy issues in the United States and the outcomes of policies for public, private, and not-for-profit settings. They examine the influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

## HSC 355 Needs Assessment/Program Plan

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

## HSC 356 Reprod Hlth for Practitioners

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

**HSC 357 Women, Gender, & Public Health**

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

**HSC 361 Hlth Com: Multimedia Approach**

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

**HSC 408 Research Mtds in Public Health**

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

**HSC 420 Public Health Ldrshp & Edc**

In this course, one of the final courses taken in the curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. Restrictions: Public Health or Health Studies Majors

**HSC 451 Health of Urban Men**

This course explores growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments which challenge urban men's access to health care. A service-learning project for urban men is implemented.

**HSC 489 Race/Ethnicity/Public Health****HSC 493 Holistic Health Approach**

This course explores philosophical, theoretical, and the practice of holistic health care. The foundations of holistic health care lies in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. A focus of this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, and therapeutic touch.