

# Health Sciences (HSCI)

---

## **HSCI-107. Health For Effective Living. 3 Hours.**

Consideration of concepts related to the physical, mental and social dimensions underlying personal health. Emphasis upon motivation for intelligent self-direction of health behavior based upon current scientific facts.

## **HSCI-109. First Year Experience: Health And Wellness In Chicago. 3 Hours.**

In this course the four foundations (Future planning, Academics, Self-discovery and Transitions) of the First-year Experience are interwoven with the field specific concepts of health, wellness, and the urban environment of Chicago. Students will learn basic skills and identify resources throughout the city to help them become successful students. Students will learn the importance of addressing issues related to health in the urban environment and the professions they might pursue to address these issues.

## **HSCI-200. Community Health. 3 Hours.**

This course is an introduction to community health, public health, and health education that includes health services, environmental health, behavioral health, public policy, healthcare systems, occupational health and other subfields. Students will explore the concepts of advocacy and health disparities on local and global levels in the context of historical and contemporary events. Students will locate and interpret valid health information, practice assessment skills, develop educational interventions for priority populations, act as a resource person, and advocate for the profession and health of others. This will be accomplished through course discussions, assignments, and presentations.

## **HSCI-203. Fitness Education. 3 Hours.**

This course will cover the development and implementation of numerous fitness-related activities and current trends in fitness for physical education. Students will be introduced to the components of health and skill related fitness, principles of training and fitness pedagogy through experiential activities. Students will achieve a thorough understanding of fitness.

## **HSCI-303. Human Sexuality And Sex Education. 3 Hours.**

This course provides a foundation for educating others in the area of human sexuality. Students will acquire knowledge about anatomy, pregnancy, childbirth, contraception, sexually transmitted infections, and the consequences of inadequate sex education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs and apply health education, learning, and behavior principles to the design and development of sex education.

## **HSCI-307. Human Diseases. 3 Hours.**

This course uses a multidisciplinary approach to discuss the etiology, the major underlying determinants, transmission, prevention, control, and treatment of communicable, chronic, and degenerative diseases. It examines the relationship between disease and political, social and economic development. Drawing upon the sciences, social sciences and humanities, students are introduced to the nature and determinants of communicable, non-communicable, and neglected tropical diseases; and they explore the factors shaping the distribution of disease, as reflected in local, national, and international health goals and research. They also will examine modern approaches disease prevention and health promotion priorities.

## **HSCI-309. Nutrition And Health. 3 Hours.**

This course provides a foundation in nutrition through the examination of the connection between eating and personal health. It also discusses the biological, socioeconomic, cultural, environmental and psychological factors that impact dietary intake. Using a prevention framework, students will explore chronic diseases and intuitive eating. Emphasis will be placed on the relationships between dietary nourishment, health, and quality of life.

## **HSCI-312. Global And Environmental Health. 3 Hours.**

This course will address the relationships between global health, environmental health, and political, social and economic development. Drawing upon the biological, social, and behavioral sciences, students will examine the determinants related to population health throughout the world. Understanding historical context and applying theoretical constructs are critical to this process. Local, national, and international goals, as well as current research, serve as both evidence and resources.

## **HSCI-314. Epidemiology And Human Diseases. 3 Hours.**

Presents principles and practices related to the cause, prevention and control of disease. Emphasis is placed on understanding the occurrence and distribution of disease, incidence and prevalence rates and descriptive and analytic epidemiological studies. Additional emphasis is placed on the application of epidemiologic data to primary, secondary and tertiary prevention.

## **HSCI-315. Writing Intensive Program: Writing In The Health Sciences And Physical Education. 3 Hours.**

This course is a writing intensive experience, offering students the opportunity to develop written communication skills in their profession. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, memo, article critiques, newsletter articles, a grant application, resume, and cover letter in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

**Prerequisite:** ENGL-101 with a minimum grade of C.

**HSCI-316. Health Disparities: Individual, Communities, And Systems. 3 Hours.**

In this course, learners will examine how health disparities are defined and discuss the major underlying determinants of poor health and the relationship between health and key socio-demographic variables, including race, sex/gender, age, income, education, and immigrant status. It explores the factors shaping the distribution of poor health, locally and globally, and their connection with historical, social, environmental, economic, and political systems. It also considers the impact of global income inequality on health risks, availability and access to health resources. Learners will explore local and global efforts to narrow and eliminate inequalities via a variety of interventions.

**HSCI-317. Age, Death, And Dying. 3 Hours.**

This course will provide students with an interdisciplinary understanding of the human experiences of aging, death and dying, focusing primarily on psychosocial, mental health, behavioral, and ethical issues. Students will examine the way individuals, communities, and societies perceive and manage the elderly and the issues surrounding the end of life. The causes and effects of attitudes towards these subjects will be explored as well as how these perceptions relate to health behavior.

**HSCI-318. Consumer Health. 3 Hours.**

Prepares the student to make wise choices in the selection of health products and health services. Emphasis on proper utilization of the health care system and evaluation of products and services with regard to cost and impact on physical and mental health. Includes identification of reliable sources of health-related information, laws and agencies to protect the consumer.

**HSCI-319. Substance Use And Abuse Education. 3 Hours.**

This course provides a foundation for educating others in the area of substance use and abuse. Students will acquire knowledge about addiction and legal/illegal drug use and the consequences of inadequate drug education at the individual, community, and societal levels. An emphasis will be placed on social, cultural, political, and religious influences and historical context. Students will evaluate their own values and beliefs about substance usage and apply health education, learning, and behavior principles to the design and development of drug education.

**HSCI-320. Cancer Health Policy. 3 Hours.**

This course on cancer-related policy cross-examines topics related to cancer as a chronic degenerative disease from diverse disciplinary lenses including public health, biology, economics, and social science. Students will be exposed to various cancer-related issues under the guidance of an instructor and experts in the oncological, social sciences and health policy fields. This course will also explore socio-political issues that influence cancer related policy in United States and other countries.

**HSCI-323. Mental And Emotional Health. 3 Hours.**

This course will cover the principles of mental disorders and mental, emotional, and social well-being. Employing a socio-ecological approach, students will be introduced to the protective and risk factors that impact the mental well-being of themselves and society. By examining underlying causes, students will be better able to extrapolate the connections between experiences and outcomes. Also, students learn how to improve mental health through prevention and by ensuring access to appropriate, quality mental health services.

**HSCI-340. Health Behavior Theory & Practice. 3 Hours.**

This course is an introduction to the fundamental theories in behavior. Because theory and practice are driven by research, the course will also introduce students to examples of health promotion research. Students will analyze constructs that explain or predict behavior including intrapersonal capacity, interpersonal supports, and environmental contexts. They also will apply individual and community-based theories to the design of a community health intervention.

**HSCI-350. Health Program Planning, Design & Development. 3 Hours.**

This course is part one of a two-part course series in which students plan an evidence-based, community health program that addresses population needs. In this course, students will evaluate primary and secondary data to identify population needs and capacity for health programming. They will also develop the mission statement, goals, and objectives for a health program that addresses identified needs for a selected population. Finally, they will design a theory-driven health education intervention and impact evaluation. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to this course.

**Prerequisite:** College of Education Admission with a score of Y and HSCI-340 with a minimum grade of C.

**HSCI-355. Organization & Administration Of School Health. 3 Hours.**

This course introduces students to the connections between health and student learning and to the components of a coordinated school health approach. Students will explain the role of the school health coordinator, assess and advocate for school health needs, plan a school health initiative, and identify opportunities for professional growth. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

**HSCI-357. Introduction To Health Care Management And Leadership. 3 Hours.**

This course will provide a general introduction to leadership and management in the field of health care. Students will explore concepts, processes, and theoretical content considered necessary for persons who intend to practice in a health care administrative position. Emphasis is placed on the differences between leadership and management, profit and nonprofit, and health care and other commodities with ongoing attention to social, cultural, economic, and environmental accountability.

**HSCI-360. Health Program Management & Evaluation. 3 Hours.**

This course is part two of a two-part course series in which students plan an evidence-based, community health program that addresses population needs. In this course, students develop skills to manage a health program via fiscal, capital, and human resource planning. This includes identifying stakeholders and community partners. Also, students design a marketing plan to promote their program and advocate for a target audience. Additionally, they practice program evaluation and research design. Finally, students prepare a professional development plan. Ethical use of technology to support learning, reflection, communication, and collaboration is foundational to the course.

**Prerequisite:** HSCI-340 with a minimum grade of C or HSCI-350 with a minimum grade of C.

**HSCI-364. Theories And Concepts Of School Health Education. 3 Hours.**

This course introduces theories and concepts of health education. Students will explain the role of the health education teacher as a resource person and consider professional and ethical issues in health education. Students also will apply principles and procedures for planning, implementing, and evaluating school health education. This process includes utilizing best practices in instructional and assessment strategies to foster health literacy in the health education classroom. Collaboration and the ethical use of technology to support learning, reflection, and communication is foundational to this course.

**HSCI-365. Health Education For The High School. 3 Hours.**

This course provides future and practicing educators the functional knowledge and skills needed to teach high school health education effectively. Developing a health education learning segment, that aligns with state and national standards, integrates technology to improve learning outcomes, and meets the needs of a diverse student population will form the focus of the course. Inquiry and theoretical approaches, collaboration, and reflective practice are employed.

**HSCI-370. Field Experience: Community Health. 9 Hours.**

The-200- hour community health field experience affords students the opportunity to integrate concepts and skills, learned in the curriculum, while immersed in a community and public health setting. A weekly seminar provides interns a forum to debrief field experiences, learn about the profession, and prepare for a job search. Completion of performance-based assessments aligned with public health competencies support the development of a professional portfolio.

**Prerequisite:** HLED-360 with a minimum grade of C.

**HSCI-375. Health Promotion Field Experience. 3 Hours.**

This course provides a 100-hour field experience for Community Health minors. Students meet weekly to share and debrief their field experiences, collectively solve instructional and site management problems, revisit research and theory regarding addressing the needs of a diverse learning audience, and learn about the health promotion profession. Observation, reflection, presenting, and assessment are critical activities in this course.