Health Education - School Health Graduate Program

School Health Education Program
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http://www.uwlax.edu/school-health-education/

Graduate programs leading to a Master of Science degree are available in two areas of concentration in health education:

- **School health education** (thesis and non-thesis options), which is designed to prepare certified public school personnel for teaching, administration, and/or curriculum coordination of school health programs.
- **Community health education** (non-thesis only), which is designed to prepare individuals for employment in community health agencies, and

Information about the Master of Science in School Health Education Program is on the following tab. The Community Health Education Program (http://catalog.uwlax.edu/graduate/programrequirements/healtheducation) is a separate program.

For each program, students must complete individually prescribed undergraduate course work to meet prerequisite requirements. Graduate students from other programs are not allowed to enroll in health education graduate courses unless departmental approval has been given. Graduate credit will not be awarded for any course in which undergraduate credit was received.

**Graduate degree**

- Health education - MS: school health education concentration (http://catalog.uwlax.edu/graduate/programrequirements/schoolhealth/school-health-education-concentration)

**Health Education Courses**

**HED 412/512 Cr.1-3**
**Women's Health Issues**
This course will provide an opportunity for participants to identify major health issues confronting women today and to examine appropriate health prevention and health promotion lifestyle choices. It will explore health issues from the traditional medical model to the holistic model and provide a comprehensive overview of critical, contemporary women’s health issues. Repeatable for credit - maximum three. Offered Spring.

**HED 417/517 Cr.1**
**Understanding Child Abuse**
This course will provide an opportunity for students to develop an understanding of the dynamics of child abuse as well as a practical framework from which to provide services to abused children and their families. Offered Occasionally.

**HED 418/518 Cr.1**
**Youth Health Issues**
An overview of youth health issues examining such topics as anorexia, drug abuse, suicidal tendencies, diseases, violence and emotional health problems. Effective ways of dealing with these issues in both the community and school setting will be discussed. Offered Occasionally.

**HED 422/522 Cr.1**
**Sexual Abuse of Children**
This course will provide an opportunity for participants to develop an in-depth understanding of child sexual abuse. Theoretical and research perspectives on the nature of abuse and its dynamics will be included as well as an update of available educational materials. Prerequisite: HED 417/517. Offered Occasionally.

**HED 423/523 Cr.1**
**Sexual Health Promotion Persons with Disabilities**
This course is designed to provide health care and allied health professionals and teachers with an overview of sexuality issues regarding persons with physical disabilities, chronic illnesses, and developmental disabilities. Offered Occasionally.

**HED 425/525 Cr.3**
**Violence and Injury Prevention**
Participants will review the major forces leading to violent behavior and injury in the United States and globally. Trends over time will be carefully reviewed and analyzed in order to detect risk and protective factors. Violence and injury prevention strategies will be reviewed, resulting in the development of prevention and intervention proposals using community-based programming and curriculum development strategies. Offered Fall, Spring.

**HED 436/536 Cr.1**
**Alcohol, Health and Behavior**
This course is intended to help individuals develop a more complete understanding of alcohol as a public health problem. Alcohol’s impact on individuals, families, and society will be examined. Emphasis will be placed on information that will assist individuals in making intelligent decisions regarding the use of alcohol. Prerequisite: HPR 105; PSY 100 or PSY 212. Offered Occasionally.

**HED 437/537 Cr.3**
**Theories of Health Behavior**
This course is an overview of health behavior through the examination of health behavior theoretical constructs. Emphasis is on the application of behavior change theories and models to facilitate healthy behavior. Prerequisites: HED 205, CHE 240. Offered Fall.
HED 439/539 Cr. 1
Teaching Stress Management and Relaxation Skills
This course examines both theory and cognitive information regarding stress and relaxation and the practical application of this information in a professional setting. The main thrust of the class is on how to develop, implement, teach and evaluate stress management and intervention programs. Prerequisite: HED 409/509. Offered Occasionally.

HED 441/541 Cr. 3
Human Disease Prevention and Control
Presentations by medical experts in the recent progress in disease prevention and control. Knowledge of many disease processes and treatments will be discussed. Primarily designed for prospective health educators, to explore in-depth, selected topic areas of communicable and chronic diseases. HED 541 Prereq Offered Fall, Spring.

HED 447/547 Cr. 1
The Body/Mind Connection in Health
Recent developments in health related research are demonstrating a close functioning relationship between the nervous, endocrine, and immune body systems. As the field of psycho-neuroimmunology expands, applications in health promotion, health care and education are being developed. Many of the findings and applications verify health and healing practices from alternative health traditions. This course provides an opportunity to study many of the developments in psychoneuroimmunology and their application in health, healing and learning. Implications for health education methods will also be explored. Health care, human service and education professionals will benefit from the practical information provided. A series of case studies will be the center of the learning experience. Offered Occasionally.

HED 449/549 Cr. 1
Value Development for Health
Practical systematic process in values formulation for healthy living. Decision-making and problem solving strategies for understanding of beliefs, attitudes and perception that affect health status. Experiential skill learning applicable to professional health promotion and personal well-being. Prerequisite: HPR 105; PSY 100. Offered Occasionally.

HED 467/567 Cr. 1-2
Experiential Learning Strategies for Health Educ
This course examines emerging educational processes, strategies, and issues and how they can be applied in the facilitation of health education and health promotion programs in the school and/or community setting. Topics will vary per offering and target audience. Prerequisite: SHE 210 or CHE 240 (or equivalent) or teacher certification. Offered Occasionally.

HED 469/569 Cr. 3
Drugs, Society, and Human Behavior
This course is directed at introducing social, psychological, pharmacological, and cultural aspects of drug use, misuse, and abuse. In addition, the methods, materials, and theories of drug abuse prevention in the school and community will be introduced. Prerequisite: BIO 100 or BIO 103 or BIO 105. Offered Spring.

HED 471/571 Cr. 2
Health Education Responsibilities, Competencies, and Certification
Participants will have the opportunity to review the National Health Educator Competencies Update Project research resulting in a new hierarchical model that serves as a framework for the responsibilities and competencies comprising the Entry, Advanced 1, and Advanced 2 levels. Each one of the seven responsibilities will be examined with practitioner examples, and a review will be conducted for the Certified Health Education Specialist (CHES) national examination. Weekend and online formats. Offered Occasionally.

HED 472/572 Cr. 3
Sexual Health Promotion
A review of current information on health and human sexuality. Emphasis is given to biological, psychosocial and educational aspects of human sexuality with special emphasis on instructional activities related to interpersonal communication, decision-making ability and clarification of values. Prerequisite: ESS 205 or BIO 313, ESS 206 or BIO 312. Offered Spring.

HED 473/573 Cr. 3
Health Aspects of Aging
An exploration of the lifelong aging process and an examination of health factors affecting the elderly. Emphasis is given to the changes in a variety of health areas including, but not limited to, physical activity, nutrition, mental health, long-term care, sexuality, and death, dying and grief. The course will also include a service-learning component. Prerequisite: HED 205 and CHE 240. Offered Spring.

HED 474/574 Cr. 3
Nutrition Education
Basic principles of nutrition are covered as well as current problems and topics regarding both personal and world nutrition today. Designed for the public school teacher, the community health educator, or those in related fields. Offered Spring.

HED 477/577 Cr. 3
Grant-Secting in Health, Human Services, and Educational Professions
The grant-seeking enterprise is studied and applied. Generic grant-seeking content, practices, and concepts are presented for application in most disciplines and areas of interest. Content includes locating and communicating with funding agencies, writing and reviewing grant proposals, analyzing requests for proposals (RFPs), using technology in grant-seeking, and implementing and evaluating grant funded projects. Prerequisite: HED 205, CHE 240, CHE 340, CHE 350. Offered Occasionally.

HED 485/585 Cr. 1-3
Confrontations of Death
This course is designed to allow students to consider death both generally and on an individual basis. Various programs and experiences will be used to help individuals confront their own mortality and its relationship with the vitality of life. Offered Occasionally.

HED 486/586 Cr. 1
Introduction to International Health
An introduction to the world health conditions/status; the different health care delivery systems, manpower and resources of selected countries in Asia, Europe and Africa in comparison to the United States. The course is designed as a survey of the condition of health and health care in the international setting. The roles/functions/ responsibilities of the major international agencies and the governments will also be discussed as they relate to health. Repeatable for credit - maximum 3. Consent of instructor. Offered Occasionally.

HED 495/595 Cr. 1-3
Independent Study in Health Education
Individualized study of areas not available in existing courses. Repeatable for credit - maximum six. Offered Fall, Winter, Spring, Summer.
HED 619 Cr.1-2

Health Curriculum Development: From Theory to Practice
This course establishes a theory base for the effective implementation of Comprehensive School Health Education (CSHE) complementing primary prevention and health promotion strategies for youth. This training experience incorporates selected curricular materials which provide the format to assess, design and implement curricular plans reflecting effective theory in CSHE. The class structure highlights experiential, interactive and integrative approaches which provide a model for effective curriculum implementation. Prerequisite: SHE 407 or commensurate course. Offered Occasionally.

HED 701 Cr.3

Contemporary Issues in Health Education
Current basic issues and problems in health education. Designed to reinforce and extend the student’s knowledge of contemporary health issues as they apply to the improvement of personal, family, and community health. Offered Fall.
CI/HED 702 Cr.1-3

Health Issues and Resources for Teachers and Other School Professionals
Current health issues and available community resources will be addressed. Representatives from community agencies and the facilitating faculty will clarify the meaning of specific health issues related to the school setting along with various ways to address them through available agency resources. Repeatable for credit - maximum six. (Cross-listed with CI/HED; may only earn credit in one department.) Offered Occasionally.

HED 703 Cr.3

Foundations in Health Education
A study of scientific, social, psychological, ethical, legal, and educational foundations of health education. Professional competencies and practice settings will be reviewed. Applications of health concepts and effective educational strategies will increase the competencies of health education planning and program implementation. Offered Fall.

HED 706 Cr.3-6

Research Tools and Processes
The design, analysis, and interpretation of quantitative and qualitative data relative to health education, health promotion, public health, medicine, and epidemiology are covered. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: CHE 350 or equivalent. Offered Fall, Spring.

HED 710 Cr.1

Risk Reduction for Adult Fitness and Cardiac Rehabilitation
A study of health risk reduction strategies for adult fitness and cardiac rehabilitation program participants. Provides an overview of health promotion concepts for professional application in health care and worksite settings. Offered Occasionally.

HED 712 Cr.1-3

Selected Health Topics for Elem School Teachers
An in-depth study of research and trends in selected health topics. A variety of instructional techniques and resources will be used to focus upon the current theories suggested for the most effective coverage of these topics in the elementary school. Delimited to elementary teachers only. Offered Occasionally.

HED 725 Cr.1-3

Seminar in Health Education
Reading and reports on selected topics in health education. Repeatable for credit - maximum six. Prerequisite: permission of advisor. Consent of instructor. Offered Occasionally.

HED 752 Cr.3

Mental Health
Theory and application of principles of mental health in human relationships. Offered Occasionally.

HED 770 Cr.3

Health Counseling
This course is designed to develop basic skills in interviewing and counseling for the health educator. Three basic components include an understanding of self, knowledge of helping skills, and experience in applying these skills. Offered Occasionally.

HED 798 Cr.1-4

Graduate Project in Health Education
This capstone experience provides the health education master’s degree candidate with an opportunity for in-depth individual study of a health education problem and demonstration of advanced professional program development, implementation, and evaluation. The project will be planned and carried out under graduate faculty approval and supervision. An oral and written project presentation will be required. Repeatable for credit - maximum four. Offered Fall, Spring, Summer.

HED 799 Cr.1-4

Research: Master’s Thesis
Independent study on a problem selected for a thesis under the direction of a graduate faculty member. Repeatable for credit - maximum four. Prerequisite: HED 706. Offered Fall, Spring, Summer.

School Health Education Courses

SHE 407/507 Cr.3

Health Education in the Elementary School
Introduction of the school health program for the elementary education major and physical education major. Consideration is given to school health services and healthy school living, with a further emphasis on health instruction and health content for the elementary school. Prerequisite: admission to teacher education. Offered Occasionally.

SHE 410/510 Cr.6

Application of Curriculum Processes and Instructional Techniques
This senior level experience provides an opportunity to apply the knowledge, skills, and dispositions of the Interstate Teacher Assessment and Support Consortium Standards (InTASC). The primary focus is on a teacher candidate’s growth and development in the InTASC standards. The traditional field experience or participation in a Professional Development School experience will address how the InTASC standards impact teaching and learning. Further analysis of method selection and instructional strategy development is included from a practical as well as philosophical point of view. Lect 4, Lab 2. Offered Fall, Spring.

SHE 415/515 Cr.3

School Leadership for Health Educators
This course will develop teacher candidates’ leadership skills in school health programming. An overview will be included on the following topics: group dynamics, leadership theories and styles, resources and grants, curriculum assessment and analysis, administration and coordination of health curriculum, and professional skills. Prerequisite: SHE 310 or equivalent. Must be taken concurrently with SHE 510 and acceptance into teacher education program. Offered Fall, Spring.

SHE 416/516 Cr.1

Developing Comp School Health Education Programs
Procedures for comprehensive health education curriculum development - from philosophy through identifying sources, to developing objectives - will be considered in discussion and group interaction. Final projects will include the writing of a partial curriculum. Not applicable for credit in school health education major or minor. Offered Occasionally.
SHE 458/558 Cr.1-2
**Imagery Techniques for Health Promotion and Sport Skill Development**
This course examines the concepts and theories of autogenic training and mental imagery as applied to maximizing inner potentials for performance excellence. The first credit focuses on the learning and experiencing of the developmental phases of relaxation training, mental practice, concentration, confidence-building through positive affirmation, and maintaining personal rhythm. The second credit focuses on developing the competencies necessary to develop and implement a mental practice program for those in pursuit of excellence. Offered Occasionally.

SHE 460/560 Cr.1-2
**Health Promotion and Preference**
This course is designed to enable participants to understand and apply Jungian concepts as one approach to health promotion. The Myers-Briggs Type Indicator (MBTI) is used as a springboard for creating awareness and understanding for the application of typology to health promotion. The focus of the course is experiential in nature and the goal is to gain a better understanding of self and others in relation to health promotion issues (i.e., stress management, heart disease, relationships, and team building). Offered Occasionally.

CHE/SHE 475/575 Cr.1-3
**Workshop in Health Education**
Group study of varying health education topics, community agencies, and educational institutions. Repeatable for credit under different topics - maximum six credits combined CHE/SHE. (Cross-listed with CHE/SHE.) Departmental option for pass/fail grading. Consent of instructor. Offered Occasionally.

SHE 705 Cr.2
**Introduction to School Health Education**
This introductory course will cover the components of Comprehensive School Health Education programs including: basic health knowledge, central health concepts, health tools of inquiry, and pedagogical practices within the field of health education; the role, function, and responsibility of a health education teacher; an overview of health content and common teaching strategies; history of health education; common school health education philosophical and theoretical approaches; and National and State Health Education Standards. Prerequisite: admission to school health education 910 or master's degree program. Offered Spring.

SHE 710 Cr.3
**Leadership in Health Education**
This course will provide graduate students with the knowledge and skills necessary to provide leadership for health education in their schools and communities. Included will be an overview of comprehensive/ coordinated school health programs, behavioral change theory, leadership skill development, community partnership development, and program planning and administration. Offered Summer.

SHE 715 Cr.3
**Health Education Curriculum and Pedagogy**
This course will provide graduate students with the knowledge and skills necessary to develop effective curriculum and learning strategies for health education. The course will provide a hands-on atmosphere where knowledge is used and skills are practiced. Offered Summer.

SHE 720 Cr.4
**Health Issues of Youth & Adults**
This exploratory course is designed to identify health issues affecting youth throughout various stages of their development. Societal institutions supporting the healthy growth and development of youth will be identified, while students consider strategies to enable the healthy mental, emotional, physical, social, spiritual, and environmental development of today’s youth between the ages of 1-21 years. In addition, this course will provide graduate students who do not have an undergraduate major in health education with the necessary background in health content areas (nutrition, physical activity, sexuality, stress, violence/abuse, substance use and abuse, disease prevention, environmental health, consumer health and mental and emotional health), with application to their own lives. This course will function as a hybrid course with both classroom instruction and distance learning. Prerequisite: SHE 705; admission to school health education 910 certification or master’s degree program. Offered Spring.

SHE 792 Cr.1
**Student Teaching/Intern Seminar**
Through this course for student teachers/interns, university course work is correlated with successful teaching practices in the schools. Students build on their knowledge base, reflect on their teaching, and analyze school culture with their peers. Each seminar aligns with the InTASC Model Core Teaching Standards based on the needs of the student teachers/interns. To be taken concurrently with SHE 494 or 495. Pass/ Fail grading. Offered Fall, Spring.