Health Education and Health Promotion
Department (HED/CHE/SHE/HWM)

College of Science and Health
Department Chair: R Daniel Duquette
124 Mitchell Hall; 608.785.8161
Email: rduquette@uw lax.edu

www.uwlax.edu/health-education-and-health-promotion

Health education is a social science that draws from the biological, environmental, psychological, physical and medical sciences to promote health and prevent disease, disability and premature death by educating individuals and communities to voluntarily change their behaviors to improve their health and well-being. Health education is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The purpose of health education is to positively influence the health behavior of individuals and communities as well as the living and working conditions that influence their health.

Health Education and Health Promotion admission to program policy

All programs in the Department of Health Education and Health Promotion have academic policies and admission requirements. Students are advised to become aware of the application criteria for their program and may refer to program websites for the most detailed information regarding these criteria and procedures.

School health education & public health and community health education programs:

1. Students transferring into a health education program must have a cumulative GPA of 2.50 or higher at the time of transfer.
2. Students must follow the course sequences set up by the department.
3. Students must attain an overall 2.50 grade point average including all 100/200 level required courses before being admitted to the 300 level courses in health education.
4. Students must earn a grade of "C" or better in all required health education courses and the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HPR 105</td>
<td>Creating A Healthy, Active Lifestyle</td>
<td>3</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>ESS 205 &amp; ESS 206</td>
<td>Human Anatomy and Physiology for Exercise Science I and Human Anatomy and Physiology for Exercise Science II</td>
<td>6-8</td>
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<tr>
<td>BIO 312 &amp; BIO 313</td>
<td>Human Anatomy and Physiology I and Human Anatomy and Physiology II</td>
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Admission requirements for school health education majors (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationbs/#majorrequirementstext)

Admission requirements for public health and community health education majors (http://catalog.uwlax.edu/undergraduate/healtheducation/communityhealtheducationbs/#majorrequirementstext)

Admission requirements for health and wellness management majors (http://catalog.uwlax.edu/undergraduate/healtheducation/healthandwellnessmanagementbs/#majorrequirementstext)

General education writing emphasis

This department incorporates a significant amount of writing through the required courses instead of identifying particular courses as writing emphasis courses. Students who complete a major in this department will fulfill the general education writing emphasis requirement (http://catalog.uwlax.edu/undergraduate/generaleducation/#generaleducationrequirementstext).

2017-18 Faculty/Staff

The following is the department’s faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in June.

Professor

R. Daniel Duquette
Gary Gilmore
Keely Rees

Associate Professor

Michele Pettit

Assistant Professor

Anders Cedergren
Robert Jecklin
Lori Reichel
Karen Skemp
Emily Whitney

Lecturer

Gail McCormick
Sarah Pember

Associate Lecturer

Katie Wagener

Administrative Support

Sandra Vinney
Majors

• Public health and community health education - BS (http://catalog.uwlax.edu/undergraduate/healtheducation/communityhealtheducationbs)
• School health education - BS (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationbs)
• Health and wellness management - BS (http://catalog.uwlax.edu/undergraduate/healtheducation/healthandwellnessmanagementbs)

Minors

• School health education minor (early childhood-adolescence certification) (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducationminor)
• School health education minor (middle childhood-early adolescence education certification) (http://catalog.uwlax.edu/undergraduate/healtheducation/schoolhealtheducation-mca-minor)

+ next to a course number indicates a general education course

Community Health Education Courses

CHE 240 Cr.3
Community Health Education Foundations
This course explores community health education as a career option and examines the role of educators in agencies and organizations that address the health needs of individuals and communities. It emphasizes a skill-oriented focus and provides professional preparation for community health education roles and responsibilities. Examination of the role of health educators with regard to the seven responsibility areas is the foundation of this course. Students will be engaged in critical thinking exercises, experiential learning activities, and professional preparation assignments. Offered Occasionally.

CHE 350 Cr.3
Biometry and Research Design
This course is designed to provide the student with an understanding of research procedures and protocol. Through this course, one will develop a better understanding of collecting, analyzing, and interpreting valid, reliable data. The proper and improper uses of statistics, designing research experiments, and data handling will be examined. In addition, the basic procedures involved in the design and implementation of evaluation research will be examined. Prerequisite: admission to the public health and community health education major. Offered Occasionally.

CHE 360 Cr.3
Methods and Strategies for Health Education
The purpose of this course is to help participants develop skills and strategies in relation to facilitation, instruction, as well as the use of theoretical concepts to more effectively implement health education and health promotion programs. Course participants will gain an understanding of the various ways in which people learn and develop a variety of skills to create effective learning strategies. Participants will also comprehend the fundamentals of social marketing as well as health literacy and how these concepts should be used to create more effective health education and health promotion programs. Additionally, participants will learn how to use health behavior theories and models to create culturally appropriate health education materials. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

CHE 370 Cr.3
Motivational Interviewing for Health Educators
This course introduces participants to principles, concepts, and spirit of Motivational Interviewing (MI), which is an evidenced-based method, grounded in theory meant to facilitate behavior change. Participants will learn the process of exploring and resolving the ambivalence that often creates barriers to change in various populations. Participants will also learn how to properly share information, give advice, and plan for action using the spirit and methods of MI. Additionally, participants will also gain an understanding of how to interpret and apply a behavioral screening or diagnostic questionnaire as they relate to the referral individuals for MI with various health concerns that need to be addressed. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

CHE 380 Cr.3
Assessment and Program Planning in Health Education
Grounded in the responsibilities and competencies of a health education specialist, this course will require groups of students to assess community needs and resources as well as plan health education programs. Following models commonly used in public health, students will collect primary data as well as utilize secondary data to perform a comprehensive assessment of a population of interest. Reliable and valid resources that explain the health status of a population from the perspective of theories and ethically conducted research will be used when prioritizing and planning interventions. Students will learn about the necessity of early alignment between assessment and evaluation in health education program planning. Peer reviewed literature, professional competencies, and community involvement will be emphasized as essential to planning best practices solutions to community health needs. Prerequisite: PH 335 or HED 335; PH 340 or CHE 340; CHE 360; CHE 370. Offered Fall, Spring.

CHE 400 Cr.3
Health Policy, Advocacy, and Community Organizations
This course focuses on the process of engaging communities in health education and behavior change programs of various kinds. Several organizing paradigms for fostering healthy communities are examined, and their practical and ethical implications are considered. Skill development for community assessment, constituency-building, and leadership of participatory planning efforts is emphasized. Students are paired with health and human services, health policy and social justice agencies and coalitions to gain an in-depth knowledge of agenda setting, legislative research, and legislative advocacy in relation to specific legislation being proposed in the Wisconsin state legislature. Course will tie policy theory to real-world practice. Prerequisite: PH 335 or HED 335; PH 340 or CHE 340, CHE 360, CHE 370. Offered Fall, Spring.

CHE 430 Cr.3
Grant Writing and Resource Management
The grant seeking enterprise is studied and applied. Community and public health 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, using technology in grant seeking, and implementing and evaluating grant funded projects. Project planning and administrative competencies are incorporated. Budget planning and grant administration is identified and applied. Prerequisite: CHE 350 or CHE 380; CHE 400. Offered Fall, Spring.
CHE 440 Cr.3
Program Development in Community Health Education
Community health analysis specific to community health education program development. Individual students develop knowledge of the following program development components: (1) needs, (2) objectives, (3) learning activities, (4) settings, (5) evaluation. Skills are developed in program planning and program implementing. Two hours for in-class activities are complemented by out-of-class program development experience. Prerequisite: CHE 340 or PH 340; CHE 350 or CHE 380; admission to public health and community health education. Offered Occasionally.

CHE 450 Cr.3
Implementation, Administration, and Evaluation of Health Education Programs
Students will implement, administer, and evaluate a community health education program. Interventions will be based on professional best practices and social and behavioral theories and models. Data will be collected that allow students to evaluate goals, objectives, and activities. Students will be required to generate a report at the end of the semester that can be used to inform decision makers on the success of the program and can be added to the professional evidence base. Prerequisite: CHE 380, CHE 400. Offered Fall, Spring.

CHE 453/553 Cr.1-3
Cultural Issues in Health Education: Ethnic, Racial, Religious, and Familial Groups
A study of cultural influences on health and illness. Values and attitudes held by different groups in America’s pluralistic society need to be considered in health program planning. Various racial, ethnic, and religious groups’ health beliefs and practices will be examined. Cultural influences and patterns of communication within cultures and how these affect health care and utilization of services will be identified. The U.S. health care system will be analyzed in terms of servicing its culturally diverse population. Designed for health professionals, this course will increase their sensitivity in working with people of various cultural origins. Repeatable for credit - maximum three. Prerequisite: junior standing. Offered Occasionally.

CHE 460/560 Cr.1
Medical Terminology for Health Education
Skill development for working with the special language used in clinics, hospitals, and other health agencies. Students in various health fields will learn to use medically related terms in their professional communication. Prerequisite: ESS 205 and ESS 206, or BIO 312 and BIO 313; junior standing. Offered Fall, Spring.

CHE 465/565 Cr.1
Health Education Marketing
Designed for health educators, this course provides a survey of marketing concepts as applied to health education programs. Marketing as part of the health planning and evaluation process will be discussed. Marketing strategies for both public agencies and private businesses will be presented. Prerequisite: CHE 240; junior standing. Offered Occasionally.

CHE 466/566 Cr.1-3
Worksite Health Promotion
This course will focus on building an understanding of the components necessary for successful worksite health promotion. Included will be the development, implementation, and evaluation of worksite health promotion programs. There will be a direct emphasis on actual worksite conditions and situations, including constraints and advantages. The course will examine the relationship of a worksite health promotion program to the organization as a whole and the potential benefits for both the employee and the employer. Not repeatable for additional credit. Prerequisite: junior standing. 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 or letter grade. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

CHE 480 Cr.3
Senior Capstone
This course is designed as a culminating course that will engage participants in applying the skills and concepts they have developed throughout the program curriculum. In particular, students will apply the profession’s areas of responsibility as well as ethical standards in various activities, discussions, and projects. In addition, participants will 1) review selected community health topics in our Public Health and Community Health Education program, 2) be introduced to current issues in community health education, public health and population health, 3) be introduced to the employment, educational, and political dynamics in selected occupational settings, and 4) assess and discuss their specific pre-professional needs at this point in time. Prerequisite: CHE 350 or CHE 380; CHE 400. Offered Fall, Spring.

CHE 491 Cr.2
Senior Seminar in Community Health Education
This seminar is designed to review the areas of responsibility and competencies for health educators, coupled with an overview of the student’s professional preparation, credentialing issues, and professional development opportunities. Through discussion, interaction activities, and project development, students will be prepared to enter into the realistic challenges and opportunities afforded by the community health education preceptorship and eventual employment experiences. Prerequisite: admission to public health and community health education; to be taken final semester prior to PH 498 (preceptorship). Offered Fall, Spring.

Health Education Courses
HED 101 Cr.2
Personal Health
The dynamics of health in modern life in a rapidly changing world; modern concepts of health, disease, and longevity; current medical findings relative to weight control, emotional health, human sexuality, family planning, venereal and other disease control, drug abuse, environmental health and quackery are included. Offered Occasionally.

HED 205 Cr.3
Introduction to Health and Wellness Education
Introductory concepts related to the field of health education are examined. Basic principles, philosophies, and issues related to school health and community health education are presented. This course serves as an entry level course for both the school and community health tracks. Offered Occasionally.

HED 207 Cr.3
Youth Health Issues
This exploratory course is designed to identify the health issues that affect youth throughout various stages of their development. Societal institutions that support the healthy growth and development of youth will be identified, while students consider strategies that enable the healthy mental/emotional, physical, and social development of today’s youth between the ages of 4-18. Offered Fall, Spring.
HED 210 Cr.3

**Foundations of Health Education**

This course explores introductory concepts related to the field of health education. Basic principles, philosophies, and issues related to health education are presented. In addition, health education as a career option is examined and the role of the health educator in numerous settings discussed. Offered Fall, Spring.

HED 230 Cr.2

**Nutrition for Fitness and Health**

This course examines basic principles of nutrition and the implications and effects of these principles on one's diet, fitness level, and thus one's health. Methods for teaching nutrition principles to various age groups will be emphasized. Offered Occasionally.

HED 250 Cr.1-3

**Health Education Forum**

Examination of current issues and problems in health education. Varying topics selected to extend the students’ knowledge in contemporary health issues, as determined by the Health Education Department. Repeatable for credit - maximum six. Offered Occasionally.

HED 320 Cr.3

**The U.S. Health Care System**

This course provides an overview and a developmental summary of the U.S. health care system and its driving forces and offers comparisons to other national health systems. Content includes major elements of the health care system and a consideration of today's major health policy issues in a historical, economic, and political context. The course will also explore current issues confronting the health care system, raise important concerns and questions related to the different approaches to health care delivery, and identify key ethical issues. Offered Fall, Spring.

HED 345 Cr.3

**Issues in Mental and Emotional Health**

This course examines the determinants of emotional and mental health which form a basis for health and healthy choices. A variety of constructs including, but not limited to resiliency, family and social processes, self-concept and learning that form the foundation for emotional and mental health will be presented and discussed. Students will be encouraged to deepen their commitment to effective teaching and learning. Prerequisite: CHE 240 or HED 205 or HED 210. Offered Fall, Spring.

HED 346 Cr.2

**Health Behavior Change**

Skills, concepts, and processes for individualized health teaching. The course will examine health behavior change as a technique in the overall treatment of prevention of health problems. The approach is an integration of education, behavioral intervention, and health counseling. Prerequisite: PSY 100. Offered Occasionally.

HED 408/508 Cr.1-2

**Microcomputer Applications in Health Education**

This course is designed for both school health educators and community health educators. The course will focus on current software programs available for professionals in the health field. Students will be exposed to and learn to utilize a sampling of current software available, as well as assessment techniques to evaluate these programs. Prerequisite: junior standing; health education major or minor. Offered Occasionally.

HED 409/509 Cr.1

**Stress Management and Relaxation Skills**

An introduction to the detrimental effects of stress on an individual and the corresponding benefits of regular relaxation. This course will emphasize the basic skills of relaxation and will provide an experience that focuses on the practical application of these skills in one’s life. Prerequisite: junior standing. Offered Fall, Spring.

HED 412/512 Cr.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. Prerequisite: junior standing. Offered Occasionally.

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. Prerequisite: junior standing. 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. Prerequisite: junior standing. 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; junior standing. 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. Prerequisite: junior standing. Consent of instructor. 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 factors 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. Prerequisite: junior standing. 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; junior standing. Offered Occasionally.

HED 437/537 Cr.3

**Theories of Health Behavior**

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 changes. Prerequisite: admission to the public health and community health education major. Offered Occasionally.
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; junior standing. 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. Prerequisite: junior standing. Offered Occasionally.

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. Prerequisite: junior standing. 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; junior standing. Offered Occasionally.

HED 467/567 Cr.1-2
**Experiential Learning Strategies for Health Education**
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: CHE 240 or HED 205 or HED 210 or SHE 210 or teacher certification; junior standing. 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 105; junior standing. Offered Spring.

HED 471/571 Cr.2
**Health Education Responsibilities, Competency and Certification**
Participants will have the opportunity to review the National Health Educator Competencies Update Project research resulting in a 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. Prerequisite: junior standing. 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 312; ESS 206 or BIO 313; junior standing. Offered Fall, 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: junior standing. Offered Fall, 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. Prerequisite: junior standing. Offered Fall, Spring.

HED 477/577 Cr.3
**Grant Seeking in Health, Human Services and Education Programs**
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: CHE 340 or PH 340; CHE 350 or CHE 380; junior standing; admission to public health and community health education. 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. Prerequisite: junior standing. 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 three. Prerequisite: junior standing. 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. Prerequisite: junior standing. Consent of department. Offered Fall, Winter, Spring, Summer.

Health and Wellness Management Courses

HWM 300 Cr.3

Introduction to Human Health
This course is designed to provide students with a general background knowledge on many of the issues impacting our health today. Topics of study will include issues in mental, physical and social health such as stress, nutrition and fitness, alcohol, tobacco and other drugs, relationships and sexuality and diseases and disorders. An introduction to behavior change theories and the factors contributing to overall wellness will also be included. Prerequisite: Introduction to Biology. Consent of department. Offered Fall, Spring, Summer.

HWM 305 Cr.3

The Wellness Profession
This course explores the definition of wellness, health promotion and the seven dimension model of wellness. Students will learn the professional role and personal commitment required to implement life-style wellness programs. The course includes an overview of the history and philosophy contributing to the success of wellness and health promotion professionals. Students learn through assigned experiential learning the basic wellness principles. Activities explore personal wellness and whole systems healing in the seven-dimensions of spiritual, physical, emotional, career, intellectual, environmental, and social. Prerequisite: Introduction to Psychology. Consent of department. Offered Fall, Spring, Summer.

HWM 310 Cr.3

Changes Across the Lifespan
This course explores research and theory regarding the nature and processes of human development from early adulthood through old age and death. Key topics include biological theories of aging; the changing body; disorders of the brain; personality development; changing memory and thinking skills; relationship issues; careers and retirement, and death/dying. Prerequisite: Introduction to Biology. Consent of department. Offered Fall, Spring, Summer.

HWM 315 Cr.3

Resource Management for Wellness Managers
The objective of this course is to examine the issues in healthcare and defining the quality of care in healthcare programs. The course will focus on health care financing and insurance, objectives of financial management, leadership styles, managing costs, and managing healthcare professionals. Consent of department. Offered Fall, Spring, Summer.

HWM 320 Cr.3

Health and Medical Terminology
The purpose of this course is to introduce the student to basic health terminology. Since health care uses a unique blend of prefixes, suffixes, and terms related to both preventative and clinical care, it is important that the wellness professional has the knowledge and abilities to decipher this information. Consent of department. Offered Fall, Spring, Summer.

HWM 325 Cr.3

Health Literacy
This course will explore the current understandings and work in health literacy research, advocacy, and outreach efforts across the various health education and related fields. It will include readings, discussions, and competencies in evaluation of health information for quality and credibility, locating health information and determining quality resources; identifying and assessing population health literacy; and understanding the networks of agencies working in health settings to address literacy in the health field. Prerequisite: HWM 300. Consent of department. Offered Fall, Spring, Summer.

HWM 335 Cr.3

Worksite Health Environment
This course examines the workplace environment’s influence on daily health decisions and focuses on practical, contextual levers of behavioral change. Novel insights from the fields of behavioral economics and consumer marketing will be reviewed to help students understand the cognitive barriers to health behavior change and the environmental “nudges” that can be leveraged to overcome these barriers at work. Students will explore environmental assessment tools, active design principles, workplace policies, supportive research and real world examples. Prerequisite: HWM 300. Consent of department. Offered Fall, Spring, Summer.

HWM 345 Cr.3

Physical Activity and Nutrition for Wellness Managers
This course presents professional recommendations and guidelines for physical activity and nutrition. Students will design workplace strategies that will meet recommendations and guidelines to support employees. Prerequisite: HWM 300. Consent of department. Offered Fall, Spring, Summer.

HWM 350 Cr.3

Research and Statistics for Wellness Managers
This course is designed to familiarize students with research nomenclature, procedures for the design and evaluation of research and interpretation of statistical analysis in the health field. This course will also provide the tools for critically evaluating the validity of health research. Prerequisite: HWM 305. Consent of department. Offered Fall, Spring, Summer.

HWM 360 Cr.3

Stress, Dependencies, and Addictions
This course examines common behavioral strategies with regard to stress and its management, and the use of alternative remedies for physical and emotional dependencies and addictions. Prerequisite: Introduction to Biology; Introduction to Psychology. Consent of department. Offered Fall, Spring, Summer.

HWM 370 Cr.3

Understanding and Effecting Health Behavior Change
This course provides the basic knowledge of foundational change theories, including the Transtheoretical Stages of Change model, in order to help students understand how health behavior change happens. Included in the course is a self-reflection on personal wellness and strategies for implementing health behavior change. Prerequisite: Introduction to Psychology; HWM 300. Consent of department. Offered Fall, Spring, Summer.
HWM 385 Cr.3
Marketing and Communication for Wellness Managers
Students will develop basic marketing and promotional skills, grounded in the disciplines of social marketing, health communication and business marketing that address consumer health "needs" and customer "wants." Students will be able to assess market opportunities in wellness services, programs and facilities, and create marketing strategies and tactics. Emphases will be placed on best practices for behavior change, increased cost savings for employers, improved customer/employee participation and/or revenues for wellness programs, services and facilities. Prerequisite: HWM 305; HWM 325. Consent of department. Offered Fall, Spring, Summer.

HWM 405 Cr.3
Survey of Information Technology in Wellness
This course is designed to (1) provide students with an overview of various information technology products and mediums impacting the wellness industry, such as (but not limited to): web portals, online health risk assessments, interactive health tools, trackers, videos/podcasts, telephone & digital health coaching, online challenges, social networking, electronic medical records, personal health records, electronic Health (eHealth), mobile Health (mHealth), mobile applications, and portable tracking devices (e.g., pedometers, glucose monitors, etc.); and (2) provide students with the information and resources needed to assess, create and/or select appropriate technologies and vendors. Prerequisite: HWM 325; HWM 335; HWM 385. Consent of department. Offered Fall, Spring, Summer.

HWM 430 Cr.3
Population Health for Wellness Managers
This course introduces the evolution of health problems and services and will examine the methods designed to capture a community health profile. The participant will apply concepts involved in measuring and understanding the health of individuals and populations in order to enhance quality of life. The key social determinants of wellness and their interactions will be considered. Prerequisite: HWM 300; HWM 350. Consent of department. Offered Fall, Spring, Summer.

HWM 460 Cr.3
Leadership and Change Management in Health
This course will examine the various leadership and management styles, including business models of leadership. Organizational behavior, decision-making, and attributes of effective leadership will be reviewed in this course. Understanding the impact of changes in healthcare, wellness, and fitness programs on various organizations is an objective of this course. Prerequisite: HWM 315. Consent of department. Offered Fall, Spring, Summer.

HWM 470 Cr.3
Assessment and Evaluation for Wellness Managers
This course surveys general approaches to assessment, programming and evaluation in health and wellness settings. Participants will explore individual, group, and organizational approaches to assessment, programming, and evaluating planned and organized efforts to promote both health and wellness. Prerequisite: HWM 335; HWM 430. Consent of department. Offered Fall, Spring, Summer.

HWM 475 Cr.3
Employee Health and Well-Being
Successful companies must understand the importance of workplace involvement in health. The relationship of employee health to healthcare costs and productivity will be discussed as a return on investment (ROI) and an investment in human capital. Strategic and product management planning are developed in relationship to disease management versus population wellness theory. Assessments of employer needs, organizational culture, environmental policy, and procedures supportive to desired outcomes are practiced. Professionals learn about aligning client needs and wants with best practice program design, implementation, and evaluation for successful results. Age, gender, race, and issues that affect participation in wellness programs are reviewed. Prerequisite: HWM 385. Consent of department. Offered Fall, Spring, Summer.

HWM 480 Cr.3
Employee Benefits for Wellness Managers
The design and administration of a health care plan plays a key role in attracting and retaining employees and implementing employer’s cost savings. This course is designed to provide students with a solid introduction to the basic issues of health care benefits and teach students how to integrate successful return on investment (ROI) strategies for adopting preventive health benefits that enhance employees’ well-being. Prerequisite: HWM 315. Consent of department. Offered Fall, Spring, Summer.

HWM 485 Cr.3
Health Coaching for Wellness Managers
The course will assist in developing a strong, useful theoretical viewpoint for health coaching as well as understanding the approaches of therapists and how differential treatment therapeutic goals are set. The definition of coaching and diverse methodologies will be taught, practiced, compared, and contrasted. Students will specifically gain an understanding of what treatment and by whom is most effective for individuals displaying specific problems and under what set of circumstances. As a result students will learn a variety of treatment modalities and learn to respect vastly differing world views. Prerequisite: HWM 305; HWM 370. Consent of department. Offered Fall, Spring, Summer.

HWM 492 Cr.1-6
Independent Study in Health and Wellness Management
This course is designed as a supplement to the required course work in HWM to meet special interests and/or needs of the student. Repeatable for credit - maximum six. Consent of department. Offered Fall, Spring, Summer.

HWM 496 Cr.6
Health and Wellness Capstone
Using a case study, students will create the essential components of a strategic plan for a comprehensive corporate wellness program. Students will present their strategic plan and also engage in fieldwork placement (minimum 100 hours) in their communities to gain experience in health and wellness management. Prerequisite: HWM 460; HWM 470; HWM 475; HWM 480. Consent of department. Pass/Fail grading. Offered Fall, Spring, Summer.
Public Health Courses

+PH 200 Cr. 3

Public Health for the Educated Citizen
This course introduces the context and scope of public health from historical, modern, and postmodern perspectives. Historical perspective will be used to explain the philosophical foundations, ethics, methods, and essential services that make up public health. Modern perspectives will be used to explain a century of controlling communicable diseases, lengthening lives, and the emergence of new challenges. A postmodern perspective will be used to explore persistent health disparities, social determinants of health, and public health in an era of globalization. Participants will be challenged to consider their role in public health as citizens and/or professionals in a free society. Offered Fall, Spring, Summer.

PH 204 Cr. 3

Introduction to Global Health
This course introduces participants to global health through its history, definition, determinants, and development as a field of study. The interconnection between health problems in developed and developing countries and the interdisciplinary approach necessary to understand and address health problems and issues will be emphasized. Students will learn about the health status in regions of the world and various populations within those regions, and they will be able to suggest how health indicators are likely to change over time and explain why. They will also develop a basic understanding of the methods used to assess population health, and be able to discuss why some populations are healthier than others and what can be done to reduce health disparities. Offered Fall, Spring.

PH 335 Cr. 3

Environmental Health
This course will examine the interdisciplinary and global impacts of human-environment relationships. Emphasis is placed on the critical nature of our understanding these relationships in order to improve ecosystem health, human health and well-being, global economics and sustainability. Politics, economics, science, technology, human behavior (both individual and collective), history, ethics, and the media are examined for the purpose of improving the quality of life for all people through the creation of a sustainable global society. The science, methods and processes of environmental health will be considered. The role of environmental health in public and population health will be examined. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

PH 340 Cr. 3

Epidemiology and Human Disease Prevention
This course provides an introduction to epidemiology as a basic science for public health. It will address the principles of the quantitative approach to public health. The course will introduce measures of frequency and association, introduce the design and validity of epidemiologic research, and give an overview of appropriate data analysis for understand population health. An introduction to the skills needed by public health professionals to interpret critically the epidemiologic literature. The influence of epidemiology on legal and ethical issues will be presented. Prerequisite: admission to the public health and community health education major. Offered Fall, Spring.

PH 498 Cr.1-15

Community Health Education Preceptorship
Professional experience in a community health education setting for a full semester. The student works under faculty supervision with a professional in health education/health promotion who serves as a mentor. Repeatable for credit - maximum 15. Prerequisite: successful completion of all program course requirements; recommendation of the department; major GPA of 2.75. Consent of department. Offered Fall, Spring, Summer.

School Health Education Courses

SHE 210 Cr. 4

Introduction to Coordinated School Health Programs
This course gives an introduction to coordinated school health programs and the roles teachers play in encouraging healthy practices in the school age population. Skills in identifying health problems, developing an environment conducive to learning and developing health curriculum and instruction to encourage healthy lifestyles are developed. Students will be introduced to National and State Health Standards and national and state models of comprehensive/coordinate school programs. Also included in the course will be the Level I clinical experience in schools. This introductory field experience is designed to help the student identify the role of the school and its staff through observation and participation. It also allows school health education majors to consider the appropriateness of their chosen major in the education framework. Offered Occasionally.

SHE 252 Cr. 2

Introductory Content in Health Education
Disease and intentional and unintentional injury prevention content essential for inclusion in a comprehensive school health curriculum is the course focus. Pre-service teachers will consider effective teaching strategies, resources that support the development and delivery of objectives in these areas, and determine the match to the Wisconsin Academic Standards for Health Education. Prerequisite: HPR 105. Offered Occasionally.

SHE 310 Cr. 4

Introduction to Curricular Processes & Instructional Techniques
Beginning concepts in comprehensive school health education curriculum development and instructional techniques are the core of this course. Skills for delivery of effective health instruction are practiced including assessment, planning, implementation, and reflection. This course also includes an introductory field experience that is designed to help the teacher candidates identify the tile of the school and its staff through observation and participation. Lect 3, Lab 1. Prerequisite: CHE 240 or HED 205 or HED 210; admission to teacher education. Offered Spring.

SHE 312 Cr. 1

Level II Clinical in School Health Education
This clinical experience provides health education majors/minors an increased understanding of how two components, pupil services and healthy school environment, function within the Wisconsin Framework for Comprehensive School Health Programs. Specific attention is given to children and youth who are vulnerable to social, emotional and physical challenges and/or who have an impairment that requires special education. Prerequisite: HED 205; SHE 210. Consent of department. Pass/Fail grading. Offered Occasionally.
SHE 402 Cr.1
Level III Clinical in School Health Education
Designed to focus upon the development of the technical elements of curriculum, instructional systems, interaction-motivation, and management styles. Course activities include development of a philosophical base for teaching elements, observation, participation and performance of a variety of teaching behaviors within the teaching elements. Students will analyze their own teaching performance through simulation, guided practice and other teacher-directed evaluation. Prerequisite: admission to teacher education. Pass/Fail grading. Offered Occasionally.

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; junior standing. Offered Occasionally.

SHE 410/510 Cr.6
Application of Curriculum Processes & 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. Prerequisite: SHE 310 or admitted to EC-MC or MC-EA Certification; must be taken last semester prior to student teaching and concurrently with SHE 415; admission to teacher education; junior standing. Offered Fall.

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; must be taken concurrently with SHE 410; admission to teacher education; junior standing. Offered Fall.

SHE 416/516 Cr.1
Developing Comprehensive School Health 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. Prerequisite: junior standing. Offered Occasionally.

SHE 458/558 Cr.1-2
Imagery Techniques for Health Promotional 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. Prerequisite: junior standing. 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). Prerequisite: junior standing. 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 or letter grade. Prerequisite: junior standing. Consent of instructor. Offered Occasionally.

SHE 492 Cr.1
Student Teaching Seminar in School Health Education
Through this course for student teachers/interns, university coursework 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. Prerequisite: to be taken concurrently with SHE 494 or SHE 495; admitted to EC-MC or MC-EA certification program. Consent of department. Pass/Fail grading. Offered Fall, Spring.

SHE 494 Cr.3-15
Student Teaching in School Health Education: Early Childhood-Adolescence
Student teaching is a full day, full school semester, professional experience in selected elementary and secondary schools with qualified, approved cooperating teachers. Orientation, seminars and classroom projects required. May be repeated for credit in a subsequent semester for each additional licensure. Prerequisite: completion of all requirements in education, including special methods courses; recommendation by the appropriate education program faculty; 2.75 cumulative GPA and a 2.75 GPA in the major, minor, concentration. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.

SHE 495 Cr.3-15
Teaching Internship
Teaching internship is a full day, full school semester, professional experience in selected elementary and secondary schools with qualified, approved cooperating teachers. Orientation, seminars and classroom projects required. Requires selection for Wisconsin Internship Program placement and a state intern license. Prerequisite: completion of requirements in education, including special methods courses; recommendation by the appropriate education program faculty; 3.00 cumulative GPA and a 3.00 GPA in the major, minor, concentration and professional course work; Praxis II. Consent of department. Satisfactory/Unsatisfactory grading. Offered Fall, Spring.