

## Health and Human Performance

GEOL 495, 496 Individual Study (2 credits)

GEOL 497, 498 Individual Study (4 credits)

See the description of these courses at the beginning of the “Curricula” section of this catalog.

### German (GERM)

See Modern and Classical Languages

### Greek (GREK)

See Modern and Classical Languages

## Health and Human Performance

College of Arts and Sciences, Department of Health and Human Performance

O’Shaughnessy Hall (OSH) 220, (651) 962-5970

Rohwer (Chair); Carey, Duoos, Gardner, Hodgson, Jacobson, Kavanaugh, Mathre, Mutiga, Oliphant, Pham, Samuelson, Sinn, Skrypek, Stenzel, Sweeney, Treague, Tschida

Health and Human Performance offers the following undergraduate professional programs of study:

1. a major in physical education teaching which leads to licensure at the elementary, middle, and secondary levels. Students graduating with a major in physical education will be able to effectively make application of the skills required for conducting the teaching-learning process in an extended practicum setting. They will also demonstrate the skill and knowledge to evaluate the teaching-learning process, the analysis of motor performance, and an assessment of theory to interface it with practice.
2. a major in health education teaching, which leads to licensure at the middle and secondary school levels. Students graduating with a major in health education will be able to effectively apply the knowledge and skills required for conducting the teaching-learning process in health education.
3. a major in community health education, which prepares the student for work in community health. Students graduating with a major in community health education will be able to effectively apply the knowledge and skills required in community health education settings.
4. a major in health promotion prepares the student for work as a health promotion specialist outside the school setting. Students graduating with a major in health promotion will have had experience either at a work site or fitness setting. They will demonstrate the skill and knowledge expected of the entry-level exercise science professional in the areas of designing, implementing and evaluating health promotion programs, assessing fitness, prescribing exercise and facilitating lifestyle behavior change, both in a normal and special population. They will effectively assess theory and interface it with practice.
5. a major in health promotion science prepares the student for entrance into a doctor of physical therapy program or other related clinical fields. A student graduating with a major in health promotion science will be trained on highly sophisticated laboratory testing equipment and will have gained real-world experience in clinical settings outside the classroom.
6. a non-teaching major in health education or physical education prepares students who have career objectives that include completing teaching licensure in graduate school or at other licensing organizations.
7. a minor in community health education provides student with basic community health education concepts and skills that complement the student’s major.

The department also offers a course to fulfill the Health and Fitness competency of the core curriculum.

### Major in Community Health Education

HLTH 345 Nutrition for Health and Fitness (4 credits)

HLTH 350 Personal Health and Wellness (4 credits)

HLTH 353 Consumer, Community and Environmental Health (4 credits)

HLTH 375 Lifelong Stress Management (2 credits)

HLTH 400 Epidemiology (4 credits)

HLTH 441 Community Health Education: Curriculum, Assessments, and Administration (4 credits)

HLTH 451 Community Health Education: Methods, Resources, and Partnerships (4 credits)

HLTH 462 Human Sexuality Education (4 credits)

HLTH 464 Critical Issues in Health Education (4 credits)

*Plus one of the following:*

HLTH 470 Health Internship I (2 credits)

HLTH 471 Health Internship II extended (4 credits)

### Allied requirements

*Four credits from the following:*

BIOL 101 General Biology (4 credits)

BIOL 105 Human Biology (4 credits)

*Plus four credits from the following:*

BIOL 251C Human Anatomy and Physiology I (CSC) (4 credits)  
PHED 410 Human Anatomy and Physiology (4 credits)

*Plus four credits from the following:*

PSYC 111 General Psychology (4 credits)  
SOCl 100 Introduction to Sociology (4 credits)

*Plus four credits from the following:*

CHEM 100 Chemistry in our World (4 credits)  
CHEM 101 Environmental Chemistry (4 credits)  
CHEM 111 General Chemistry (4 credits)

*Plus four credits from the following:*

COJO 100 Public Speaking (4 credits)  
COJO 105 Communication in the Workplace (4 credits)

*Recommended:*

PSYC 200 Psychology of Infancy and Childhood (4 credits)  
PSYC 203 Psychology of Adolescence (4 credits)  
PSYC 204 Psychology of Adulthood and Aging (4 credits)

### **Major in Health Education 5-12**

*See Education*

### **Major in Health Promotion (B.S.)**

HLTH 345 Nutrition for Health and Wellness (4 credits)  
HLTH 350 Personal Health and Wellness (4 credits)  
HLTH 375 Lifelong Stress Management (2 credits)  
PHED 113 Introduction to Health Promotion (2 credits)  
PHED 205 Principles of Strength Training (2 credits)  
PHED 206 Principles of Aerobic Training (2 credits)  
PHED 250 Emergency Care (First Responder) (4 credits)  
PHED 410 Human Anatomy and Physiology (4 credits)  
PHED 420 Kinesiology (4 credits)  
PHED 426 Biomechanics (4 credits)  
PHED 430 Measurement and Evaluation (2 credits)  
PHED 431 Exercise Physiology (2 credits)  
PHED 432 Advanced Exercise Physiology (4 credits)  
PHED 433 Exercise in Special Populations (2 credits)  
PHED 449 Health Promotion Seminar (2 credits)

*Plus one of:*

PHED 450 Health Promotion Internship I (2 credits)  
PHED 451 Health Promotion Internship II extended (4 credits)

### **Allied requirements**

MGMT 305 Management and Organizational Behavior (4 credits) (or BUSN 201 from previous semesters)  
MKTG 300 Principles of Marketing (4 credits)

*Plus four credits from the following:*

BIOL 101 General Biology (4 credits)  
BIOL 105 Human Biology (4 credits)

*Plus four credits from the following:*

CHEM 100 Chemistry in our World (4 credits)  
CHEM 111 General Chemistry (4 credits)

*Plus four credits from the following:*

COJO 100 Public Speaking (4 credits)  
COJO 105 Communication in the Workplace (4 credits)

*Plus four credits from the following:*

ENGL 251 Writing in the Academy (4 credits)  
ENGL 252 Written Nonfiction Prose (4 credits)

*Note:* Eighty-four credits are required outside the areas of PHED and HLTH.

## Health and Human Performance

### **Major in Health Promotion – Science Emphasis (B.S.)**

This program is designed for students interested in applying to a doctor of physical therapy (DPT) program or other clinical graduate programs, such as physician assistant, chiropractic school or medical school. The University of St. Thomas has a cooperative program with the College of St. Catherine in that the College of St. Catherine holds three places per year for qualified UST students. Completion of this degree also enables students to apply to other DPT schools throughout the country. Students not accepted into a DPT program will be degreed and prepared to work in the field of Health Promotion.

HLTH 345 Nutrition for Health and Fitness (4 credits)  
HLTH 350 Personal Health and Wellness (4 credits)  
PHED 113 Introduction to Health Promotion (2 credits)  
PHED 250 Emergency Care (First Responder) (4 credits)  
PHED 420 Kinesiology (4 credits)  
PHED 426 Biomechanics (4 credits)  
PHED 430 Measurement and Evaluation (2 credits)  
PHED 431 Exercise Physiology (2 credits)  
PHED 432 Advanced Exercise Physiology (4 credits)  
PHED 433 Exercise in Special Populations (2 credits)  
PHED 449 Health Promotion Seminar (2 credits)

*Plus one of the following:*

PHED 450 Health Promotion Internship I (2 credits)  
PHED 451 Health Promotion Internship II extended (4 credits)

#### **Allied requirements**

BIOL 201 Diversity and Adaptation (4 credits)  
BIOL 202 Genetics and Population Biology (4 credits)  
BIOL 251C Human Anatomy and Physiology I (CSC) (4 credits)  
BIOL 252C Human Anatomy and Physiology II (CSC) (4 credits)  
CHEM 111 General Chemistry I (4 credits)  
CHEM 112 General Chemistry II (4 credits)  
IDTH 220 Statistics I (4 credits)  
PHYS 109 General Physics I (4 credits)  
PHYS 110 General Physics II (4 credits)  
PSYC 111 General Psychology (4 credits)  
PSYC 301 Psychopathology (4 credits)

*Plus one of the following:*

MATH 113 Calculus I (4 credits)  
MATH 108 Calculus with Review I (4 credits) *and* MATH 109 Calculus with Review II (4 credits)

*Note:* Eighty four credits are required outside the areas of PHED and HLTH.

#### **Application Procedure for St. Catherine's DPT Program**

A minimum cumulative grade-point average of 3.00 for undergraduate course work is required. Completed applications for admission are due to St. Catherine no later than February 15 of the senior year.

To request an application, please contact Office of Admissions, College of St. Catherine, 2004 Randolph, St. Paul, MN 55105 or phone 651-690-6505. Applicants are informed of their status no later than April 1.

### **Major in Health Education – Non-Licensure**

HLTH 345 Nutrition for Health and Fitness (4 credits)  
HLTH 350 Personal Health and Wellness (4 credits)  
HLTH 353 Consumer, Community and Environmental Health (4 credits)  
HLTH 375 Lifelong Stress Management (2 credits)  
HLTH 400 Epidemiology (4 credits)  
HLTH 440 Health Education: Curriculum, Assessments, and Administration (4 credits)  
HLTH 450 Health Education: Methods, Resources, and Partnerships (4 credits)  
HLTH 462 Human Sexuality Education (4 credits)  
HLTH 464 Critical Issues in Health Education (4 credits)

#### **Allied requirements**

*Four credits from the following:*

BIOL 101 General Biology (4 credits)  
BIOL 105 Human Biology (4 credits)

*Plus four credits from the following:*

BIOL 251C Human Anatomy and Physiology I (CSC) (4 credits)  
PHED 410 Anatomy and Physiology (4 credits)

*Plus four credits from the following:*

PSYC 111 General Psychology (4 credits)  
 SOCI 100 Introduction to Sociology (4 credits)

*Plus four credits from the following:*

CHEM 100 Chemistry in Our World (4 credits)  
 CHEM 101 Environmental Chemistry (4 credits)  
 CHEM 111 General Chemistry (4 credits)

*Plus four credits from the following:*

COJO 100 Public Speaking (4 credits)  
 COJO 105 Communication in the Work Place (4 credits)

**Recommended:**

American Red Cross Instructor Certifications: First Aid, CPR/AED

**Major in Physical Education (K-12)**

*See Education*

**Major in Physical Education - Non-Licensure**

HLTH 350 Personal Health and Wellness (4 credits)  
 PHED 104 Physical Education: Curriculum, Instruction, and Assessment (4 credits)  
 PHED 204 Physical Education: Methods for Elementary (4 credits)  
 PHED 215 Rhythms & Dance (2 credits)  
 PHED 304 Physical Education: Methods for Middle School (4 credits)  
 PHED 311 Motor Development (2 credits)  
 PHED 351 Teaching Special Needs Students (2 credits)  
 PHED 404 Physical Education: Methods for Secondary (4 credits)  
 PHED 405<sup>1</sup> Methods for Teaching WSI and First Aid/CPR/AED (4 credits)  
 PHED 410 Human Anatomy and Physiology (4 credits)  
 PHED 420 Kinesiology (4 credits)  
 PHED 431 Exercise Physiology (2 credits)

<sup>1</sup>Students may complete American Red Cross Certifications in Water Safety Instruction and Basic First Aid/CPR/AED, which when documentation is presented to HHP chair course PHED 405 would be waived.

**Allied Course Requirements:**

PSYC 111 General Psychology (4 credits)

*Plus four credits from the following:*

BIOL 105 Human Biology (4 credits)  
 BIOL 101 General Biology (4 credits)

*Recommended Courses:*

COJO 100 Public Speaking (4 credits)  
 SOCI 100 Introduction to Sociology (4 credits)

**Minor in Community Health Education**

HLTH 350 Personal Health and Wellness (4 credits)  
 HLTH 353 Consumer, Community and Environmental Health (4 credits)  
 HLTH 441 Community Health Education: Curriculum, Assessments, and Administration (4 credits)  
 HLTH 451 Community Health Education: Methods, Resources, and Partnerships (4 credits)  
 HLTH 470 Health Internship I (2 credits)

*Plus four credits from the following:*

HLTH 345 Nutrition (4 credits)  
 HLTH 462 Human Sexuality (4 credits)

**Physical Education Courses (PHED)**

**PHED 100 Foundations for Fitness (0 credit)**

The primary purpose of this course is to provide the student with the knowledge and skills necessary to become a physically educated person; that is, one who is able to design and maintain a lifestyle of fitness. This course seeks to improve the student's knowledge and understanding of the role of physical activity, how it contributes to one's life-long health and how to develop a personal fitness program that will enable the student to effectively integrate physical activity into her or his lifestyle. Students will have an opportunity to participate in moderate to intense physical activity (e.g. walking, running, aerobics, and strength training). The course includes mini presentations and discussions reflecting the principles and dynamics of fitness, as well as other health-related topics, such as nutrition, weight control and stress management. This course fulfills the fitness requirement in the core curriculum. Military veterans will be waived from PHED 100 by submitting a copy of their Form 214 discharge paper and UST student ID number to the HHP chair.

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### PHED 104 Physical Education Curriculum, Instruction, and Assessment (K-12) (4 credits)

Students will examine a variety of curriculum models and look at teaching as a goal-oriented activity, study criteria for learning experiences and the instructional process. Factors that influence learning, designing learning experiences, task presentation, content analysis and development will be experienced. Teaching strategies, teacher responsibilities, student motivation, and establishing goals and objectives for learning will be addressed. Evaluation and assessment of cognitive, psychomotor and affective effects in physical education will be studied. Students will learn how to use the AAHPERD Fitnessgram computer program.

### PHED 113 Introduction to Health Promotion (2 credits)

This course is designed to expose the student to the many different career options available to them, both in health promotion and clinical settings. The student will gain practical experience in designing, implementing and evaluating health promotion programs. This course also exposes the student to the many different internship opportunities available to them later in their degree program. The learner will study the philosophies, theories, and current practices of Health Promotion as a means to gain a better understanding of the field. The student will have the opportunity to listen to and interact with employees in the field as they explain what they do, skills and competencies needed, and job marketability.

### PHED 204 Physical Education Methods for Elementary Level (4 credits)

Orientation to the physical education profession: the nature of the profession, professional opportunities, certification requirements, including current trends and research in elementary physical education. Skills include accelerated units of elementary physical activities and the different methods of presenting lessons. Students learn to perform and teach activities at each of the three developmental levels of elementary school children. Successful completion of a clinical site teaching experience at the elementary level is required.

### PHED 205 Principles of Strength Training (2 credits)

This course provides an overview of the principles of strength training, strength acquisition and program design for diverse populations. Students will be provided with the opportunity to gain practical, hands-on experience in assessing, designing, implementing and evaluating strength training programs for a variety of clients. Additional topics to be discussed include equipment selection and maintenance, facility design, management and safety.

### PHED 206 Principles of Aerobic Training (2 credits)

This course provides an overview of the principles of aerobic conditioning and the various methods used to test and train the general population. Students will be provided with the opportunity to gain practical, hands-on experience in assessing, designing, implementing and evaluating cardiovascular testing and training programs for a variety of clients.

### PHED 215 Rhythms and Dance (2 credits)

This course is designed to introduce future elementary and secondary physical education teachers to rhythms and dance education. Students will participate in and learn how to instruct rhythm activities, folk dance, square dance, creative dance, aerobic dance, and popular dance. Students learn to write lesson plans, teach and assess rhythmic activities and dance.

### PHED 250 Emergency Care (4 credits)

This course is designed to develop the emergency-care skills and understanding currently considered to be within the scope of a first responder. This course consists of classroom, laboratory and internship experience. Upon satisfactory completion of this course, students will be first responder certified.

### PHED 295, 296 Topics (2 credits)

### PHED 297, 298 Topics (4 credits)

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available in the Searchable Class Schedule on Murphy Online,

<https://banner.stthomas.edu/pls/banner/prod/bwckschd>.

### PHED 304 Physical Education Methods for Middle School (4 credits)

Orientation to the physical education profession pertaining to current trends and research in middle school physical education. Factors affecting adolescent and multicultural students in physical education will be discussed and analyzed. Appropriate and effective teaching methods utilizing the Tactical Approach to Teaching Games will be introduced and practiced through peer and clinical site teaching experience. Successful completion of a clinical site teaching experience at the middle school level is required. Concurrent registration with EDUC 383.

### PHED 311 Motor Development (2 credits)

This course provides an overview of the principles of human growth, motor development and motor learning. Fundamental movement abilities, perceptual motor development and developmental physical activity will be studied in depth.

### PHED 351 Teaching of the Special-Needs Student (2 credits)

Education of special-needs students with particular reference to a legal basis, analysis of functional and organic disabilities, assessment procedures, class-activity modification, and mainstreaming principles as related to the role of school health and physical education programs.

**PHED 404 Physical Education Methods for Secondary Level (4 credits)**

Current trends, research, and teaching methods specific to the secondary physical education environment will be identified. Appropriate and effective teaching methods/strategies/curricular choices will be discussed utilizing the Sport Education Model and the Tactical Approach to Teaching Games. Successful completion of a clinical site teaching experience at the middle and/or secondary level is required.

**PHED 405 Physical Education Methods for Teaching Aquatics/First Aid (4 credits)**

Learners will study the biomechanics of swimming, techniques for teaching and analyzing appropriate skill performance for the six strokes, long shallow dive, and standing dive. In addition water safety and victim assistance are addressed. Successful completion of this course will provide the learner with an American Red Cross Water Safety Instructor certification, in addition to one of the following: 1) a current American Red Cross Health and American Red Cross CPR certification, 2) an Instructor Candidate Training Certificate (Cert. 3007), issued within one year, 3) Successfully pass the pre-course written test and skills test. The written test and Skills 1-5 in the skills test are based on a proficiency level equal to the American Red Cross Community Water Safety course. Skills 6-10 in the skills test are based on a proficiency level equal to Level VI of the American Red Cross Learn-to-Swim program. Prospective candidates who hold current certification in Lifeguard Training will exceed the requirements for taking the safety skills pretest. However, all candidates must undergo pretesting.

\*Note: Students who complete American Red Cross Certifications in Water Safety Instruction and Basic First Aid/CPR/AED, which when documentation is presented to HHP chair, course PHED 405 would be waived.

**PHED 410 Human Anatomy and Physiology (4 credits)**

This course is designed to meet the needs of students requiring fundamental knowledge of the structure and function of the human body. The human skeleton, bones, articulations and the muscular system will be examined in regards to human movement. The functions of the cardiovascular, respiratory, nervous, muscular and metabolic systems will be studied.

**PHED 420 Kinesiology (4 credits)**

Structure and function of the human skeletal and muscular systems with respect to movement will be examined. Neuromuscular aspects of movement, forces, torque, balance and stability are studied with applications to sport, physical activity and activities of daily living. Observing and analyzing skill performance are experienced.

Prerequisites: PHED 410 or BIOL 251C

**PHED 426 Biomechanics (4 credits)**

Principles of human movement with applications to sport, activity and activities of daily living are studied through hands-on experiences. Torque, angular momentum, projectiles, fluid forces, aerodynamics, hydrodynamics and throw-like and push-like movement patterns are examined. Research techniques will be covered and students will have the opportunity to design and conduct research in sports biomechanics.

Prerequisite: PHED 420 and PHED 430

**PHED 430 Measurement and Evaluation (2 credits)**

The primary objective of this course is to prepare the student to design, measure and evaluate original research. Topics include study design, descriptive statistics, frequency distribution, percentile ranks, correlation, z-scores, t-scores, and measurement error. This course prepares the student to conduct his/her original research for PHED 449.

**PHED 431 Exercise Physiology (2 credits)**

Application of the principles of anatomy and physiology to the study of metabolic, respiratory, circulatory and nervous adjustments of the body resulting from physical activity. The student will gain an understanding of the acute and chronic long-term adaptation of the cardiovascular, respiratory, nervous, muscular and metabolic systems of the body. In addition, they will gain hands-on experience in testing and measurement in an exercise physiology laboratory.

Prerequisite: PHED 410 or BIOL 251C

**PHED 432 Advanced Exercise Physiology (4 credits)**

This course is designed to prepare the student for certification by the American College of Sports Medicine. Students will apply knowledge and skills of exercise physiology to the practical setting, including fitness assessment, body composition, flexibility, blood pressure measurement, EKG testing, and exercise prescription.

Prerequisites: PHED 410 and PHED 431, or BIOL 251C

**PHED 433 Exercise in Special Populations (2 credits)**

This course is designed to prepare students to evaluate fitness, assess risk factors, and write exercise prescriptions for special populations, including obesity, hypertension, coronary artery disease, and arthritis. Students completing this course will have the knowledge, skills and abilities to pass the American College of Sports Medicine Health Fitness Instructor (HFI) Certification Examination.

Prerequisite: PHED 431

**PHED 449 Health Promotion Seminar (2 credits)**

This seminar course provides Health Promotion majors with opportunities to enhance their expertise in a self-selected field related to their major. The student will choose a research topic in either the field of kinesiology, biomechanics or exercise physiology. The student will design a research study, recruit subjects, conduct testing, evaluate data,

## Health and Human Performance

and give a PowerPoint presentation of their research to the Health and Human Performance Department at the end of the semester. The student must also choose one of a number of options to advance their career and/or to improve their marketability in the field (attain a certification, attend a professional conference, prepare a resume).

Prerequisite: Junior standing and PHED 420, 426, 430, 431 and HLTH 345, 350

### PHED 450 Health Promotion Internship I (2 credits)

This course is one of two courses that meet the internship requirement for majors in the Health Promotion and Health Promotion Science programs. The internship experience provides majors with direct observation in clinic or agency settings so as to better prepare them for careers in health promotion. The required 100 observational hours also fulfills a requirement for application to graduate clinical programs (e.g., physical therapy, chiropractic school, physician assistant school) for the Health Promotion Science majors. For those majors who desire an extended internship experience, PHED 451 serves as an alternative. S-R grading option only.

Prerequisite: Permission of department chair

### PHED 451 Health Promotion Internship II extended (4 credits)

This course is one of two courses that meet the internship requirement for majors in the Health Promotion and Health Promotion Science programs. This internship experience provides majors with direct observation in clinic or agency settings so as to better prepare them for careers in health promotion. The required 200 observational hours also fulfills a current 100 hour requirement for application to graduate clinical programs (e.g., physical therapy, chiropractic school, physician assistant school) for the Health Promotion Science majors. This course serves as an alternative for students who wish an extended internship experience. S-R grading option only.

Prerequisite: Permission of department chair

### PHED 475, 476 Experiential Learning (2 credits)

### PHED 477, 478 Experiential Learning (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

### PHED 483, 484 Seminar (2 credits)

### PHED 485, 486 Seminar (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

### PHED 487, 488 Topics (2 credits)

### PHED 489, 490 Topics (4 credits)

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available in the Searchable Class Schedule on Murphy Online,

<https://banner.stthomas.edu/pls/banner/prod/bwckschd>.

### PHED 491, 492 Research (2 credits)

### PHED 493, 494 Research (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

### PHED 495, 496 Individual Study (2 credits)

### PHED 497, 498 Individual Study (4 credits)

See the description of these courses at the beginning of the "Curricula" section of this catalog.

## Health Courses (HLTH)

### HLTH 345 Nutrition for Health and Fitness (4 credits)

An examination of essential nutrients, energy balancing, metabolism, nutritional deficiencies and over-consumption, diet fads and fallacies, healthful eating patterns and nutritional needs throughout the life cycle. Individual nutritional analysis and prescription will be included.

### HLTH 350 Personal Health and Wellness (4 credits)

This course will entail an examination of the components of a healthful lifestyle. The interrelationship of physical, intellectual, spiritual and emotional health will be the focal point. Specific areas such as mental health, stress and coping, human sexuality, resiliency enhancement, disease prevention, aging, grief and loss will be addressed.

### HLTH 353 Consumer, Community and Environmental Health (4 credits)

Health education as it relates to the consumer, the community, and the environment. Units of study include: consumerism, quackery, control and prevention of infectious and non-infectious diseases, community health services and resources, and current environmental issues.

### HLTH 375 Lifelong Stress Management (2 credits)

This course is open to individuals from all fields. The focus is on exploration of effective, healthful strategies of stress management. This course is an opportunity to expand one's understanding of how to redirect stress responses into positive sources of energy.

### HLTH 400 Epidemiology (4 credits)

Epidemiology provides an overview of the approaches used in epidemiological studies to measure the disease or health state in a population and to identify possible causes of a disease or health state. Included will be an examination of

study designs, strengths and weaknesses of each. The ability to evaluate the findings from epidemiological studies will be emphasized. Learners will explore associations, correlations, between disease or health state and possible causes. The factors of bias, confounding or chance causes will be included. This course invites learners to study causality and criteria for assessing causality.

Prerequisite: a course in BIOL is recommended

**HLTH 440 Health Education: 5-12 Curriculum, Assessment and Administration (4 credits)**

Learners will explore effective strategies for development and evaluation of 5-12 health education curriculum with emphasis on comprehensive and coordinated school health education concepts. This exploration will include growth and developmental concerns, innovative learning theories, learner-centered and proactive learning, dynamic partnerships with families and communities (including medical, business, and health agencies), interactive and interdisciplinary learning paradigms, global networking, appreciation for diversity, and current mind-body-spirit approaches to health care. There will be opportunities for learners to actively engage in review and development of authentic assessment strategies. Learners also will evaluate real-world health programs in the field and demonstrate effective in-service strategies and networking. Within this course, learners will engage in leadership approaches in enhancement of quality coordinated health education programs for families, schools, and communities. This course fulfills the second-level Computer Competency requirement in the core curriculum.

**HLTH 441 Community Health Education: Curriculum, Assessment and Administration (4 credits)**

Learners will explore effective strategies for development and evaluation of Community Health Education curriculum with emphasis on comprehensive and coordinated health education concepts. This exploration will include growth and developmental concerns, innovative learning theories, client-centered and proactive learning, and dynamic partnerships with clients, work sites, and communities (including medical, business, and health agencies). There is an emphasis on interactive and interdisciplinary learning paradigms, global networking, appreciation for diversity, and current mind-body approaches to health care. There will be opportunities for learners to actively engage in review and development of authentic assessment strategies with emphasis on knowledge over information. Learners will also evaluate health delivery programs in the field and demonstrate effective in-service strategies and networking. Included in this course are opportunities to explore and assess various resources from medical, insurance, health agency, business and private organizations that could effectively be used in community health settings. Within this course, learners will engage in virtual administration and leadership approaches in the enhancement of total quality community health education programs. Off-campus observations and presenting of health issues in community settings are required.

**HLTH 450 Health Education: 5-12 Methods, Resources and Partnerships (4 credits)**

Learners will identify, practice, and demonstrate effective methods of facilitating 5-12 health education. Off-campus observations and teaching of health lessons in middle and secondary school settings are included in the requirements. An off-campus tutorial experience with middle school or high school aged learners is required. Learners will also explore and assess various educational resources from medical, insurance, health agency, business and private organizations that effectively could be used with 5-12 learners. This will include development of a professional telecommunications network. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia for 5-12 health education. Learners will also investigate and design active partnerships with parents/guardians and communities.

**HLTH 451 Community Health Education: Methods, Resources and Partnerships (4 credits)**

Learners will identify, practice, and demonstrate effective methods for facilitating community health education. Off-campus observations and presentations of health issues in community settings are required. Learners will explore and assess various resources from medical, insurance, health agency, business and private organizations that could effectively be used in community health settings. This will include development of a professional telecommunications network. Learners will learn strategies for effectively using and evaluating telecommunications and interactive multimedia in community health programs. In addition, learners will investigate and design active partnerships with clients, representatives of the medical field, health insurance agencies and business communities.

**HLTH 462 Human Sexuality Education (4 credits)**

The examination of the strategies and techniques for the development of human sexuality education for personal and professional needs. The course also addresses the needs of 5-12 students and concerns of the community. The nature of sexual functioning, sexual development, ethics and attitudes will be addressed with the cooperation of the nursing, theology and health education disciplines. Effective and appropriate teaching strategies reflecting approved educational guidelines will be examined and practiced.

Prerequisite: Sophomore standing

**HLTH 464 Critical Issues in Health Education (4 credits)**

An in-depth examination of relevant, critical health issues. Techniques for identifying and researching the issues plus appropriate teaching strategies will be addressed along with effective health and wellness promotional strategies. Examples of health issues include stress management, death education, HIV/AIDS, teen pregnancy, national and global health issues, *etc.* Advanced helping skills will be included. Emphasis on mastery of telecommunication including: Web page design, Internet research, grant writing, and computer-enhanced presentations and teaching. This course fulfills the second-level Computer Competency requirement in the core curriculum.

Prerequisites: HLTH 440/441 and 450/451 (may be taken concurrently) or permission of instructor

## Health and Human Performance – History

### HLTH 470 Health Internship I (2 credits)

This is one of two internship courses that meets the internship requirement for a major or minor in Community Health Education. HLTH 470 is designed to provide the student with an opportunity to observe and when appropriate assist with a community health educational program in a medical clinic, community or public health center or agency setting. Students are required to complete 100 hours at a site that is directly involved in some aspect of the community health education field. Students will be under the direct guidance of an on-site community health supervisor. S-R grading option only.

Prerequisite: Permission of department chair

### HLTH 471 Health Internship II extended (4 credits)

This is one of two internship courses that meets the internship requirement for a major or minor in Community Health Education. HLTH 471 is designed as an alternative to HLTH 470. HLTH 471 provides the student with an opportunity to extend the internship experience of observing and when appropriate assisting with a community health educational program in a medical clinic, community or public health center or agency setting. Students are required to complete 200 hours at a site that is directly involved in some aspect of the community health education field. Students will be under the direct guidance of an on-site community health supervisor. S-R grading option only.

Prerequisite: Permission of department chair

### HLTH 475, 476 Experiential Learning (2 credits)

### HLTH 477, 478 Experiential Learning (4 credits)

See the description of these courses at the beginning of the “Curricula” section of this catalog.

### HLTH 483, 484 Seminar (2 credits)

### HLTH 485, 486 Seminar (4 credits)

See the description of these courses at the beginning of the “Curricula” section of this catalog.

### HLTH 487, 488 Topics (2 credits)

### HLTH 489, 490 Topics (4 credits)

The subject matter of these courses will vary from year to year, but will not duplicate existing courses. Descriptions of these courses are available in the Searchable Class Schedule on Murphy Online,

<https://banner.stthomas.edu/pls/banner/prod/bwckschd>.

### HLTH 491, 492 Research (2 credits)

### HLTH 493, 494 Research (4 credits)

See the description of these courses at the beginning of the “Curricula” section of this catalog.

### HLTH 495, 496 Individual Study (2 credits)

### HLTH 497, 498 Individual Study (4 credits)

See the description of these courses at the beginning of the “Curricula” section of this catalog.

## History (HIST)

College of Arts and Sciences, Department of History

John Roach Center for the Liberal Arts (JRC) 413, (651) 962-5730

Foote (chair), Chrislock, Fitzharris, Howe, Hwa, Klejment, Mega, Schrunk, Takim, Woytanowitz, Wright

The Department of History offers courses dealing with the principal periods and topics of American, European and ancient classical history, as well as in selected non-European/non-U.S. fields (such as China, Japan, Latin America, *etc.*). In these classes an effort is made not only to impart information but also to develop the habits of mind needed for the critical investigation and appreciation of the past.

The history major provides a concentration of courses useful as preparation for teaching, for further professional studies or for a variety of careers in business and government. Major requirements are designed to allow the history student the freedom to develop a substantial foundation in another field through elective courses.

Students graduating with a major in history will have knowledge in European, American, and non-Western history. They will demonstrate a proficiency in the methods and techniques of history. They will be conversant with the content of the history of at least one non-Western culture.

The department also offers courses for the non-major in fulfillment of the Historical Studies component of the core curriculum.

### History Honor Society

A campus chapter of *Pbi Alpha Theta*, the national honor society in history, was established at St. Thomas in 1950. Candidates must have completed three courses in history and meet high qualitative standards for membership.

### Major in History

Forty-four credits in major, of which at least four must be from each of four areas:

The Ancient and Medieval World

Modern Europe since 1450

The United States or its Colonial Antecedents

The non-Western World