Course Listing

HAD

HAD  210  Introduction to Clinical Laboratory Sciences
Defines basic clinical laboratory sciences terminology and application. Introduces the specialties within the clinical laboratory sciences profession including microbiology, hematology, chemistry, immunohematology, and immunology and their roles in patient care. Reviews professional organizations and licensures. Examines employment opportunities. Visitation of clinical laboratories included. This course is not eligible for the G/P/NC option. Open to west campus students.
1 credit

HAD  302  Fundamental Concepts in Forensic Science
Introduces specialties within the broad definition of forensic science including criminalistics, crime scene analysis, physical evidence, instrumentation, drug analysis, and biological sciences. Explores up-to-date technologies utilized in crime laboratories to apprehend criminals and to exonerate the innocent. Includes DNA testing, the DNA national database (CODIS), finger print data bank (AFIS), the fired bullet data bank (IBIS), trace evidence techniques, and high-tech advances in crime scene investigation. Not to be taken for credit if completed HAD 304. This course is not eligible for the G/P/NC option. Open to west campus students.
3 credits

HAD  304  Intro to Forensic Science
Introduces the student to forensic science. Describes the interesting and diverse disciplines that comprise the field. Addresses the value of all physical evidence to criminal and civil investigations. Emphasizes forensic biology and chemistry, and the role of the forensic laboratory in the process of criminal investigation. This course is not eligible for the G/P/NC option. Open to west campus students.
1 credit

HAD  313  Clinical Biochemistry I
Examines the physiological, biochemical and mathematical relationships involved in the establishment and utilization of laboratory procedures in the clinical chemistry laboratory. Includes, principles of routine clinical chemistry analytical methods of analysis and the clinical significance of routine clinical chemistry analytes. Prerequisite: Admission to Undergraduate CLS Program.
3.5 credits

HAD  315  Hematology I
A comprehensive study of the human hematopoietic system and its relationship to other organ systems. Includes morphological identification and biochemical relationships of erythropoiesis and leukopoiesis in healthy vs. disease states. Includes principles and applications of current methods in hematologic analysis, techniques and technology. Prerequisite: Admission to Undergraduate CLS Program.
4 credits

HAD  316  General Microbiology
Presents the biology of eukaryotic and prokaryotic microorganisms with special consideration to the microbial form, structure, function, physiology, metabolism, growth and genetics of bacteria, parasites, fungus and viruses. Introduces the world of microbiology with a human perspective providing a solid foundation in health related aspect of microbiology. Prerequisites: BIO 202, CHEM 132. Open to Non HSC students. This course is not eligible for the G/P/NC option. Open to west campus students.

3 credits

HAD  324  Pathology
Offers a comprehensive overview of human pathology and emphasizes the mechanisms of disease and diagnostic medicine. Provides two major categories: Part I introduces general pathology including the study of basic pathology processes that underlie all disease such as cellular pathology, inflammation, infection, immunology and neoplasia. Part II examines the pathology of major organ systems, and review of diagnostic tools. Prerequisite: Admission to Undergraduate CLS Program (HHCZB students only)
3 credits

HAD  330  Foundations in Phlebotomy
Introduces the student to the theory, principles and procedures of blood collection. Course is divided into a didactic portion for theory and principles of blood collection and a laboratory portion for blood collection procedures and techniques. Prerequisite: Admission to Undergraduate CLS Program
1.5 credits

HAD  331  Introduction to Biochemistry for CLS
Introduces biochemistry including all aspects of metabolism and the synthesis, structure and function of DNA, RNA and protein. Emphasizes the medical and clinical significance of these aspects of biochemistry. Prerequisite: Admission to Undergraduate CLS Program
3 credits

HAD  335  Medical Ethics in Health Care for CLS
Introduces health care professional students in clinical laboratory sciences to basic concepts and challenges in medical ethics. Provides overview of the ethics of health care in a rapidly changing society. Approaches ethical dilemmas using theoretical frameworks and decision making processes. Explores ethical issues surrounding health care changes and public health policy. Includes distribution of resources and rationing of services. Includes varied topics such as euthanasia, reproduction, transplants, cloning and genetics from ethical perspectives. Reviews classic cases in health care ethics and their impact on health policy. Discusses
professional code of ethics and standards. Prerequisite: Admission to Undergraduate CLS Program

1 credit

HAD 340 Foundations in Clinical Laboratory Sciences
Introduces the student to important issues in clinical laboratory sciences. Addresses personal and professional developments facing the clinical laboratory scientist. Includes the performance of basic laboratory techniques. Prerequisite: Admission to Undergraduate CLS Program.

1.5 credits, S/F graded

HAD 350 Systems Physiology
Introduces the basic foundation of human integrative/systems physiology. Includes exposure to physiological control systems, while covering in detail each organ system. These will include membrane, muscle, central nervous system, sensory, cardiovascular, respiratory, renal, gastrointestinal, and endocrine physiology. The course utilizes didactic lecture material, the discussion of pathophysiology, and completion case study examples. The ultimate aim of the course is to solidify the structure and function of the human body under normal conditions and in response to disease states. Prerequisite: Admission to Undergraduate CLS Program (HHCZB students only).

4 credits

HAD 351 Research Literacy and Design
Provides necessary tools for students to evaluate research as well as to initiate and complete appropriate quantitative research methods. Main objective is to help students write a research proposal to prepare them to test their own research hypothesis. Provides basic skills to enhance interpretation, evaluation and analysis of research articles, including hypothesis, literature review, design, methodology and date analysis. Prerequisite: Admission to Undergraduate CLS Program.

1 credit

HAD 363 Computer Applications in Clinical Laboratory Sciences
Introduces various computer hardware systems and software applications used in both business and clinical laboratory settings. Includes utilization and multiple functions of computers in the clinical laboratory. Prerequisite: Admission to Undergraduate CLS Program

2 credits

HAD 380 Clinical and Medical Microbiology I
Lectures cover the medical aspects of disease-causing bacteria, including the nature and epidemiology of infectious diseases and the role of microorganisms in health and disease. Emphasizes the related theory of microbiological procedures such as collection of specimens, staining techniques, culturing methods, biochemical basis of media and reagent tests, identification of commonly cultured bacteria, and antimicrobials used in clinical microbiology. Simulated clinical laboratory includes practical experience in the isolation, identification and antimicrobial susceptibility testing of microorganisms commonly encountered. Includes morphologic, biochemical and serologic clinical laboratory techniques using microorganisms involved in human disease. Prerequisite: Admission to Undergraduate CLS Program.

4 credits

HAD 381 Clinical and Medical Microbiology II
Covers the classification, identification, and pathology of disease-causing bacteria. Emphasizes the related theory and performance of microbiological procedures such as collection of specimens, staining techniques, culturing methods, identification of commonly cultured bacteria, and antibiotic susceptibility testing. Prerequisites: Admission to Undergraduate CLS Program; HAD 380

4 credits

HAD 390 Independent Study in Diagnostic Technologies
Proposals for special projects involving advanced readings, reports and discussions, or research on selected topics must be submitted to the program director for approval prior to registration for this course. Prerequisite: Admission to Undergraduate CLS Program

1-6 credits

HAD 397 Clinical Microbiology Practicum
Full-time instruction and practice of laboratory procedures in clinical microbiology in an approved hospital laboratory for a six-week period. Practice in the proper techniques for collection of specimens, staining techniques, culturing methods, biochemical basis of media and reagent tests, identification and susceptibility testing of microorganisms commonly encountered in infectious processes. Instruction and practice in appropriate techniques for antimicrobial

4 credits

HAD 398 Clinical Hematology I Practicum
Full-time instruction and practice of laboratory procedures in hematology and special hematology in an approved hospital laboratory for a three-week period. Prerequisites: Admission to Undergraduate CLS Program; HAD 315.

3 credits

HAD 399 Clinical Continuation
This course is for clinical laboratory sciences students continuing with clinical.

0 credit, S/F graded

HAD 403 Medical Molecular Biology
Provides an overview of the structure and function of genes. Includes theory and laboratory practice of diagnostic molecular biology techniques utilized in the clinical laboratory to analyze DNA. Prerequisites: Admission to Undergraduate CLS Program.

3 credits
HAD 406 Introduction to Clinical Cytogenetics
Introduces the student to cytogenetic principles utilized in the clinical laboratory. The lecture course is designed to introduce the theories, concepts and techniques applicable to the practice of clinical cytogenetics. Topics include morphology and behavior of human chromosomes, cytogenetic nomenclature, cytogenetic syndromes and cancer cytogenetics. Laboratory techniques such as fluorescence in situ hybridization (FISH) and various banding techniques are discussed. Prerequisites: Admission to Undergraduate CLS Program; Program Consent Required
1 credit

HAD 411 Clinical Biochemistry II
A continuation of HAD 313. Prerequisites: Admission to Undergraduate CLS Program; HAD 313
2.5 credits

HAD 412 Clinical Biochemistry III
Covers the clinical significance and analytical methods for special biochemistry analytes including hormones and metabolites, amino acids, trace elements and vitamins, porphyrins, etc. Prerequisites: Admission to Undergraduate CLS Program; HAD 313 and HAD 411
2 credits

HAD 414 Coagulation, Urinalysis and Body Fluids
A comprehensive study of the function and disorders of hemostasis and thrombosis and anticoagulant therapy. Laboratory diagnosis and laboratory applications are presented. Includes the fundamental principals of urine and body fluid analysis with correlation of laboratory methods and practice. Prerequisites: Admission to Undergraduate CLS Program; HAD 315 and HAD 398
4 credits

HAD 415 Applied Immunology
Introduces the applications of clinical immunology in the diagnosis and prognosis of human diseases and the fundamental working knowledge of basic principles of the human immune system function. Prerequisite: Admission to undergraduate CLS program
3 credits

HAD 416 Immunohematology
Examines basic immunology, the human blood groups and blood group genetics, hemolytic disease of the newborn, transfusion therapy and current blood bank practice. Includes the performance of clinical laboratory techniques that are routinely performed in an immunohematology laboratory and the interpretation of results. Prerequisites: Admission to Undergraduate CLS Program; HAD 315
3.5 credits

HAD 425 Parasitology/Mycology
Encompasses two specialty areas in clinical microbiology, parasitology and mycology. The first part of the course consists of a comprehensive study of parasites of human and related hosts with a special emphasis on those of medical importance. Host parasite relationships and the role of the parasite in pathogenesis are addressed in lecture. Laboratory exercises demonstrate current methods for identification of parasites of medical importance using prepared slides. The second part of the course consists of lecture and laboratory studies of fungi of medical importance.Prerequisite: Admission to Undergraduate CLS Program.
3 credits

HAD 432 Pharmacology
Describes the basic concepts in pharmacology as they relate to the clinical toxicology laboratory. Presents principles and applications of therapeutics in clinical pharmacology. Prerequisite: Admission to Undergraduate CLS Program.
1.5 credits

HAD 440 Forensic Sciences Clinical
Full time instruction and practice in a section of the medical examiner's office (e.g., forensic biology, forensic toxicology) to acquire hands-on experience with techniques utilized in the investigation of criminal activities. Prerequisites: Admission to Undergraduate CLS Program; HAD 304; Instructor Consent Required
3-5 credits

HAD 445 Selected Topics in Toxicology
Familiarizes students with basic concepts of pharmacology and toxicology. Covers methods of analysis and interpretation of laboratory data. Prerequisites: Admission to Undergraduate CLS Program; HAD 331 and HAD 432; Program Consent Required
1.5 credits

HAD 460 Clinical Laboratory Quality Management
Introduces students to total quality managed environments and provides tools to affect quality management programs as their careers progress into leadership roles. Prerequisite: Admission to Undergraduate CLS Program
1 credit

HAD 468 Laboratory Information Systems Internship
Familiarizes students with responsibilities of a laboratory information systems (LIS) manager. Provides exposure to various operations involved with developing, maintaining and troubleshooting an LIS in the laboratory and medical informatics setting. Prerequisites: Admission to Undergraduate CLS Program; HAD 363; Additional Prerequisite Track Courses Required; Instructor Consent Required
1 credit

HAD 490 Independent Study/ Clinical Laboratory Sciences
Proposals for special projects in clinical laboratory sciences involving readings, research, and laboratory problems must be submitted to the program director for approval prior to
registration for this course. Prerequisites: Admission to Undergraduate CLS Program; Instructor Consent Required. 1-6 credits

**HAD 492 Research Tutorial**

Provides students with an opportunity to apply both skills and knowledge acquired during their studies to formulate and design a research project. Students will then, under faculty mentorship, execute their project using appropriate research methods. They will also be expected to write and present a scientific paper on the completed research. Prerequisites: Admission to Undergraduate CLS Program. 2 credits

**HAD 493 Advanced Seminar in Clinical Laboratory Sciences**

Prepares students for transition to entry-level clinical laboratory scientist employment. Exposes students to information on NY State licensure, and National Board of Certification (BOC) examination preparation, job search strategies including resume writing, and interviewing preparation. National BOC and other published examination review sources will be used as framework for students to practice and develop experience with the dynamics of analysis and synthesis of laboratory produced data from multiple clinical laboratory areas (i.e. chemistry, immunohematology, microbiology, etc.) and professional organizations. Case study methods will be used for didactic content regarding teaching techniques. Students will create and present a case study unit. Prerequisites: Admission to Undergraduate CLS Program; HAD 313, 315, 380, 381, 411, 412, 414, 416, and 425. 2 credits

**HAD 494 Clinical Chemistry Practicum**

Full-time instruction and practice of laboratory procedures in clinical chemistry and automation in an approved hospital laboratory. Prerequisites: Admission to Undergraduate CLS Program; HAD 313 and HAD 411 4 credits

**HAD 496 Histocompatibility Practicum**

Full-time instruction and practice to introduce and expose the student to various methodologies and instrumental techniques used in a histocompatibility laboratory. Prerequisites: Admission to Undergraduate CLS Program; Program Consent Required 1 credit

**HAD 497 Immunohematology Practicum**

Full-time instruction and practice of laboratory procedures in immunohematology (blood banking) in an approved laboratory. Emphasizes laboratory techniques used in the identification and resolution of problems encountered in current blood bank practice. Prerequisites: Admission to Undergraduate CLS Program; HAD 416 3 credits

**HAD 498 Coagulation and Urinalysis Practicum**

Full-time instruction and practice of laboratory procedures in coagulation and urinalysis in an approved hospital laboratory. Prerequisites: Admission to Undergraduate CLS Program; HAD 414 1 credit

**HAD 506 Clinical Cytogenetics Internship**

Introduces the students to clinical cytogenetic techniques and standard operating procedures utilized in a clinical cytogenetic laboratory. Permission of department is required. Prerequisites: Admission to Undergraduate CLS Program; HAD 406; Program Consent Required 3-5 credits, Letter graded (A, A-, B+, etc.)

**HAD 590 Independent Study/ Clinical Laboratory Sciences**

Proposals for special projects in clinical laboratory sciences must be submitted to the program director for approval prior to registration. Prerequisites: Admission to Undergraduate CLS Program; Program Consent Required 1-6 credits, Letter graded (A, A-, B+, etc.)

**HAL**

**HAL 510 Strength and Conditioning for the Healthcare Practitioner**

Designed to provide a comprehensive overview of strength and conditioning for the future or practicing healthcare practitioner. Emphasizes exercise sciences (including anatomy, exercise physiology, and biomechanics), nutrition, exercise technique, program design, organization, administration, testing, and evaluation. Prepares students for nationally- accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. Open to non SHTM students Prerequisite: ANP 300, HAN 200 or Equivalent Anatomy Course; Instructor Consent Required 3 credits, Letter graded (A, A-, B+, etc.)

**HAL 515 Foundations of Athletic Training**

Introduces the student to athletic training and the role of the athletic trainer. Topics include the historical development of the profession, concept of the sports medicine team, and injury documentation. Emphasizes strategies for injury prevention, assessment, and treatment. Focuses instruction on the recognition and management of medical emergencies, training and conditioning techniques, and the fabrication and application of taping, wrapping, supportive, and protective devices. 4 credits, Letter graded (A, A-, B+, etc.)

**HAL 520 Principles of Physical Agents**

Introduces the use of therapeutic interventions to manage a variety of musculoskeletal conditions. Emphasizes an evidence-based practice approach to making sound clinical decisions for the use of therapeutic modalities. Topics include tissue response to injury, pain physiology, psychological response to injury, and therapeutic interventions for inflammatory and non-inflammatory conditions. 3 credits, Letter graded (A, A-, B+, etc.)
### HAL 525 Evidence Based Practice

Introduces concepts of evidence based practice (EBP) in athletic training. The student will learn how to obtain, process, examine, and appraise peer reviewed journal articles. The students will become a consumer of literature and form a foundation for clinical practice as well as identifying areas of interest for future research projects through literature searches and round table discussions of literature.

1 credit, Letter graded (A, A-, B+, etc.)

### HAL 530 Critical Care

Instructs the student in the recognition and management of emergent medical conditions in persons experiencing acute trauma or critical illness. Topics include patient assessment, head and spine injury management, basic life support measures, environmental emergencies, and sudden cardiac arrest. Prerequisite: Current certification in Basic Life Support (CPR).

3 credits, Letter graded (A, A-, B+, etc.)

### HAL 535 Clinical Diagnosis & Treatment I

Focuses on the principles of clinical diagnosis and treatment of orthopedic injuries to the lower extremity. Emphasizes the components of the comprehensive orthopedic clinical evaluation and diagnosis including history, inspection, palpation, functional testing, special evaluation techniques, and the establishment and implementation of therapeutic interventions.

5 credits, Letter graded (A, A-, B+, etc.)

### HAL 540 Clin Diagnosis & Treatment II

Focuses on the principles of clinical diagnosis and treatment of orthopedic injuries of the head, cervical spine, and upper extremity. Emphasizes the components of a comprehensive orthopedic clinical evaluation and diagnosis including history, inspection, palpation, functional testing, special evaluation techniques, and the establishment and implementation of therapeutic interventions. Prerequisite: Year 1 Summer Courses

5 credits, Letter graded (A, A-, B+, etc.)

### HAL 545 Clin Diagnosis & Treatment III

Focuses on the principles of clinical diagnosis and treatment of orthopedic injuries of the thoracic and lumbosacral spine. Emphasizes the components of a comprehensive orthopedic clinical evaluation and diagnosis including history, inspection, palpation, functional testing, special evaluation techniques, and the establishment and implementation of therapeutic interventions. Prerequisite: Year 1 Fall Courses

3 credits, Letter graded (A, A-, B+, etc.)

### HAL 550 Advanced Therapeutic Interventions

Progression of previously learned therapeutic interventions. Emphasizes the use of therapeutic exercise and manual therapy techniques in order to rehabilitate patients from both surgical and non-surgical orthopedic conditions. Prerequisite: Year 1 Spring Courses

5 credits, Letter graded (A, A-, B+, etc.)

### HAL 555 Healthcare Management for Athletic Training

Provides students with the ability to analyze various issues, policies, and procedures encompassing the ethical administration of athletic training in a managed-care model. Includes US federal healthcare laws, legal liability, issues, personnel management, facility organization and design, equipment maintenance, budgeting, record keeping, health care services, informatics, counseling, and public relations. Exposures students to principles that enhance their networking, professional development, and personal branding skills. Prerequisite: Year 1 Spring Courses

3 credits, Letter graded (A, A-, B+, etc.)

### HAL 560 Nutrition And Supplement Use for Sport Performance

Provides an understanding of basic nutrition science as well as the use of supplements to enhance athletic performance. Students will become familiar with the principles of diet planning, food labeling, biological functions and food sources of primary nutrients, energy balance, weight management and physical activity; the role of nutrition in chronic disease development; nutrition throughout the life cycle and current nutrition-based controversies. Reviews the advantages and disadvantages to using dietary supplements. Addresses scientific research on recommended dosage and potential side effects. Addresses both the needs of competitive athletes and everyday needs and concerns. Upon completion of this course, students should be able to evaluate and make recommendations about diet plans, dietary supplements, as well as maintaining a healthy lifestyle. Focuses on the analysis of needs of various athletes to determine if specific supplements should be recommended to improve performance. Prerequisite: Year 2 Fall Courses

3 credits, Letter graded (A, A-, B+, etc.)

### HAL 565 Research Design for Athletic Training

Presents research design and related methods commonly used to contribute to the evidence-based practice of athletic training. Provides the necessary tools for students to process and apply the skills needed to develop independent research studies. Includes literature searches, appraising scientific literature, formulating a research question or hypothesis, and selecting appropriate research designs and methods. Presents information in the context of protecting human subject and health information based on the policies and procedures of the Committee on Research Involving Human Subjects (CORIHS) and IACUC. Prerequisite: Year 1 Fall Courses

2 credits, Letter graded (A, A-, B+, etc.)

### HAL 570 Research Methods for Athletic Training

Introduces the student to research in athletic training. Includes the research process, read, examine, and comprehend peer reviewed journal articles. Students will begin assembling a research project on a topic related to athletic training through the development of a research question and the composition of a literature review and methodology based on their proposed topic. The culmination of this course will result...
This course provides the student with their capstone clinical experience. The student will be supervised by a preceptor at all times during their clinical experience. The student will practice comprehensive patient care and professional skills and behaviors on a daily basis in preparation for independent clinical practice upon graduation. Prerequisite: Year two Summer I courses
3-5 credits

HAL 584 Athletic Training Clinical IV
This course provides the student with their capstone clinical experience. The student will be supervised by a preceptor at all times during their clinical experience. The student will practice comprehensive patient care and professional skills and behaviors on a daily basis in preparation for independent clinical practice upon graduation. Prerequisite: Year 2 Summer Courses
7 credits, Letter graded (A, A-, B+, etc.)

HAL 585 Athletic Training Clinical V
This course provides the student with their capstone clinical experience. The student will be supervised by a preceptor at all times during their clinical experience. The student will practice comprehensive patient care and professional skills and behaviors on a daily basis in preparation for independent clinical practice upon graduation. Prerequisite: Year 2 Fall Courses
7 credits, Letter graded (A, A-, B+, etc.)

HAL 586 General Medical Clinical
This course provides the student with general medical clinical experience through rotations with health care providers in different settings. The student will be supervised by a preceptor at all times during their clinical experience. The student will practice comprehensive patient care and professional skills and behaviors on a daily basis in preparation for independent clinical practice upon graduation. Prerequisite: Year 2 Fall Courses
1 credit, Letter graded (A, A-, B+, etc.)

HAN 200 Human Anatomy and Physiology for Health Science I
This is the first course in a two-part sequence that introduces the study of human anatomy and physiology at cell, tissue, and organ system levels of organization, with emphasis on understanding disease processes associated with systems. Laboratory sessions include virtual on-line exercises designed to illustrate principles learned and computer simulations in physiology and anatomy dissection. G/P/NC grade option is not available. Open to non HSC students. Prerequisite: one natural science course; U2 Standing
4 credits

HAN 202 Human Anatomy and Physiology for Health Science II
This is the second course in a two-part sequence that continues the study of human anatomy and physiology.
Topics include the endocrine system, blood composition, the cardiovascular system, the lymphatic system, the immune system, the respiratory system, the digestive system, nutrition, the urinary system, the reproductive system, fluid, electrolyte, acid-base balance, and heredity. Laboratory sessions entail virtual online exercises designed to illustrate principles learned and computer simulations in physiology and anatomy dissection. G/P/NC grade option is not available. Open to non-HSC students. Prerequisite: HAN 200

4 credits

HAN 220 Fundamentals of Human Anatomy and Physiology for the Health Professions I

This is the first course in a two-part sequence that introduces fundamentals of the study of human anatomy and physiology at the cell, tissue, and organ system levels of organization with emphasis on understanding disease processes associated with systems. Topics include the integumentary system, muscular system, skeletal system, peripheral, central, and autonomic nervous system, and special senses. On-site laboratory sessions are designed to give an in-depth understanding and illustrate principles learned during lecture with emphasis for students pursuing clinical fields. G/P/NC grade option is not available; this course cannot be taken for credit in addition to HAN 200. Open to non-HSC students. Prerequisite: college biology or chemistry course with lab; U2 standing or higher.

4 credits

HAN 222 Fundamentals of Human Anatomy and Physiology for the Health Professions II

This is the second course in a two-part sequence that continues the study of human anatomy and physiology. Topics include the endocrine system, blood composition, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, nutrition, urinary system, reproductive system, fluid, electrolyte, acid-base balance, and heredity. On-site laboratory sessions offer an in-depth understanding designed to illustrate principles presented during lecture with emphasis for students pursuing clinical fields. G/P/NC grade option is not available; cannot be taken for credit in addition to HAN 202. Open to non-HSC students. Prerequisite: HAN 220

4 credits

HAN 251 Research Methods in Health Science

Provides a foundation in quantitative, qualitative and mixed methods research design and methods. Emphasizes the relationship between literature review and the research process and the elements of a research proposal. Requires on-line CITI training in the protection of human subjects. G/P/NC grade option is not available. Open to non-HSC students.

3 credits

HAN 300 Health Care Issues

Provides students with an overview of the organization of the health care delivery system. Includes the role of health care professionals and health care organizations. Explores issues regarding health care insurance, the uninsured and underserved, managed care and changes in the health care marketplace. Provides an overview of major diseases including epidemics, chronic and acute illness. Discusses the role of health promotion and disease prevention as well as alternative and complementary medicine. Prerequisite: Advancement to Health Science Senior Year Curriculum - HANBS

3 credits

HAN 312 Human Anatomy, Health and Medical Language

Develops a deeper knowledge of human anatomy and a working medical vocabulary that applies to clinical scenarios. Builds on a foundation of anatomy and physiology. Emphasizes the interrelationships among human anatomy, body systems, pathophysiology, and clinical medicine. Introduces the medical professionals and the technology utilized to diagnose and treat patients. G/P/NC grade option is not available. Open to non-HSC students. Prerequisite: HAN 200 or ANP 300.

3 credits

HAN 333 Communication Skills

Introduces the principles of effective communication and stages of group development. Offers theory and practice of interpersonal communication and groups. Provides specific topics related to health care teams. Prerequisite: Advancement to Health Science Senior Year Curriculum - HANBS

3 credits

HAN 335 Professional Ethics

Provides students with a framework for identifying ethical dilemmas in professional settings. Through the use of case studies and role-playing, students simulate ethical situations relating to confidentiality, informed consent and truth-telling, and explore various approaches for resolving these conflicts. Presents professional codes of ethics using small and large group discussions. Presents and discusses ethics-related topics such as genetics, transplants, cloning, advance directives, and health care accessibility. Prerequisite: Advancement to Health Science Senior Year Curriculum - HANBS

3 credits

HAN 364 Issues in Health Care Informatics

Acquaints students with the use and application of personal computers and medical information systems used in health care. Emphasizes the optimization and customization potential of computer functions for standard and specialized tasks. Examines the present and potential use of the Internet in the health care arena. Presents the application of medical informatics to health care delivery through classroom demonstrations and discussions. Prerequisite: Advancement to Health Science Senior Year Curriculum - HANBS

3 credits
HAN 383 Scholarly Writing in Health Science

This course is designed to challenge the undergraduate student to improve their skills in scholarly writing and professional communications through a variety of written and verbal formats in a logical, straightforward style. Students will be shown strategies for writing with purpose, supporting detail, and organization. Students will be required to write for a variety of audiences and will conduct a limited literature review, design a research proposal, and create an evidence-based program to be presented to the class. Prerequisite: HAN 251; WRT 102; Advancement to Health Science Senior Year Curriculum - HANBS
3 credits

HAN 395 Radiation Physics in Medicine

Provides an introduction to radiological and radiation oncology physics for students interested in a career in either medical imaging or radiation therapy/oncology. Presents elements of mathematics and general physics relevant to the radiological sciences. Topics include production of radiation, radioactivity, interaction of radiations with matter, radiation detection, characteristics of high energy medical LINAC radiation, absorbed dose calculation and measurement, radiography, radionuclide imaging, imaging with ultrasound, imaging with magnetic resonance, and basic medical radiation safety. Prerequisite: Advancement to Health Science Senior Year Curriculum - HANBS
4 credits

HAN 401 Radiobiology and Health Physics

Presents an overview of the biological effects of radiation by examining the interaction of radiation with matter, macromolecules, cells, tissue and the whole body. Studies the clinical impact of responses to radiation. Introduces students to radiation safety through topics such as biologic consequences of irradiation, regulatory limitation of exposure, methods for exposure minimization, and radiation monitoring. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395
3 credits

HAN 402 Radiographic Anatomy and Pathology

Provides basic radiographic anatomy from both the projection and cross sectional point of view. Introduces basic disease processes, including the nature and causes of disease and injury. Examines these processes on medical images acquired through radiography, computed tomography, angiography, magnetic resonance, scintigraphy, emission computed tomography and ultrasonography. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395
3 credits

HAN 404 Radiology Instrumentation

Expands imaging physics into the area of Radiologic Technology. Studies the physical basis, construction, operation, and quality control of radiographic, fluoroscopic, computed radiographic, direct radiographic, digital subtraction, and computed tomography systems. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395
3 credits

HAN 405 Radiographic Technique

Focuses on production of radiographic image. Includes rationale for selection of technical factors, issues of image resolution and contrast, image receptor technology; film sensitometry; image intensification; film processing; grids; automatic exposure control; portable/surgical procedures; and basic contrast agent pharmacology, and administration directly related to the production of radiographic images. Presents an overview of the special modalities of computed radiography (CR), direct radiography (DR), fluoroscopy, digital fluoroscopy, digital subtraction angiography (DSA), computed tomography (CT), and picture archive communication systems (PACS). Special emphasis is placed on reducing patient exposure to radiation. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395
3 credits

HAN 406 Radiologic Procedures and Positioning I

Examines routine clinical radiographic positioning of the upper and lower extremities, shoulder, spine, chest, pelvis skull, abdomen, and digestive and urinary systems. Includes portable studies, operating room applications, angiography and advanced imaging techniques. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395
6 credits

HAN 409 Basic CPT Coding

Provides comprehensive introduction to the purpose and basic applications of the Healthcare Common Procedure Coding Set (HCPCS), which includes Current Procedural Terminology (CPT-4). Topics include coding conventions; formats and instructional notations; definitions of the classification system; and HCPCS/CPT nomenclature. Students will also apply basic guidelines from medical, surgical, evaluation/management, and diagnostic services to identify procedures and services which would be appropriate to code in various healthcare settings. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisites: HAN 200, HAN 202, HAN 312 & HAN 424.
3 credits

HAN 410 ICD-10-CM for Coders

Focuses on the ICD-10-CM classification systems. Introduces the student to the professional standards for coding and reporting of diagnostic inpatient and outpatient services. Coding characteristics, conventions, and guidelines will be applied in identifying and accurately assigning codes to diseases and conditions. Health records, manual and computerized coding methods, and coding references will be utilized in the coding process. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisites: HAN 200, HAN 202, HAN 312 & HAN 424.
3 credits
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<tr>
<td>HAN 416</td>
<td>Special Issues in Emergency Care and Resuscitation</td>
<td>Explores issues in special patient populations and areas in emergency care. Covers pediatric emergencies, obstetric emergencies, neonatology, and geriatric emergencies. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<td>HAN 417</td>
<td>Cardiac Emergencies</td>
<td>Exposes students to concepts and issues critical to assessment and care of patients presenting with cardiac emergencies. Covers cardiovascular pathophysiology; cardiac patient assessment and management; cardiac electrophysiology; cardiopulmonary resuscitation; and advanced cardiac life support. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<tr>
<td>HAN 420</td>
<td>ICD-10-PCS for Coders</td>
<td>Focuses on the ICD-10-PCS classification system. Introduces professional standards for coding and reporting of inpatient procedure services. Coding characteristics, conventions and guidelines will be applied in identifying and accurately assigning codes to procedures. Health records, manual and computerized coding methods, and coding references will be utilized in the coding process. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<td>HAN 421</td>
<td>Advanced CPT Coding</td>
<td>Provides comprehensive advanced coding for the purpose of application of the Healthcare Common Procedure Coding Set (HCPCS), which includes Current Procedural Terminology (CPT-4). Topics include advanced coding conventions; formats and instructional notations; application of the complex areas of the classification system; and HCPCS/CPT nomenclature. Students will also apply advanced coding guidelines from medical, surgical, evaluation/management, and diagnostic services to identify complex procedures and services appropriate to code in various healthcare settings. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<tr>
<td>HAN 422</td>
<td>Healthcare Reimbursement</td>
<td>Introduces the basics of healthcare reimbursement. Includes commercial, managed care and federal insurance plans and how reimbursement systems affect providers, payers and consumers. Emphasizes the prospective payment system, uniform hospital discharge data set, and utilizing inpatient coding knowledge to understand payment methodologies in acute care settings. Incorporates current reimbursement and payment issues mandated by the affordable care act, including accountable care organizations, value-based purchasing and recent PPS rules and regulations. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<tr>
<td>HAN 423</td>
<td>Coding Practicum</td>
<td>This 45 hour practicum capstone experience will require students to apply knowledge and skills acquired during the spring concentration's course work. The student will code actual medical records including physician's billing, facility emergency department, facility ambulatory surgery, and facility inpatient. The student will also shadow the Clinical Documentation Improvement staff to fully understand the physician query process and how it interacts with coding. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<tr>
<td>HAN 424</td>
<td>Pathophysiology for Healthcare Professionals</td>
<td>Provides broad but significant immersion in pathophysiology to develop an understanding of common conditions treated in the inpatient and ambulatory settings. Emphasizes a systems based approach to disease states. Highlights the pathophysiology, clinical presentation, diagnostic evaluation, and pharmacologic treatment and monitoring of the common diseases within each body system that coders encounter in the medical record. Prerequisite: Advancement to Health Sciences Senior Year Curriculum - HANBS.</td>
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<tr>
<td>HAN 426</td>
<td>Instrumentation for Nuclear Medicine Technology</td>
<td>Expands on HAN 395, specifically in the area of Nuclear Medicine Technology. Examines the physical basis, construction, operation and quality control of radiation detection, pulse height analysis, planar imaging, Single Photon Emission Tomography (SPECT) imaging and Positron Emission Tomography (PET) imaging devices. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<tr>
<td>HAN 427</td>
<td>Nuclear Medicine Procedures</td>
<td>Covers principles, methods and instrumentation used in Nuclear Medicine imaging. Examines the preparation and performance of planar, Single Photon Emission Tomography (SPECT) and Positron Emission Tomography (PET) nuclear medicine imaging procedures. Provides information needed to perform a variety of imaging and/or functional studies (e.g. liver, spleen, hepatobiliary, gastric reflux, gastrointestinal bleeds, lung, endocrine, central nervous system). Presents in vitro nuclear medicine procedures. Principles of sensitivity, specificity, accuracy, and predictive values of diagnostic testing are also examined. Restricted to students approved for appropriate senior year track in the Health Science major.</td>
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<tr>
<td>HAN 429</td>
<td>Radiopharmacy and Therapy in Nuclear Medicine</td>
<td>Health Science major. Prerequisite: HAN 395</td>
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Examines the production, labeling, quality control, clinical biodistribution, and application of radionuclide tracers for nuclear medicine imaging. Covers radionuclide and radiopharmaceutical characteristics that provide suitable imaging properties. Discusses various aspects of laboratory procedures (e.g., safe handling of radionuclides, radiation safety surveys, hot laboratory instruments, radiopharmaceutical preparation, quality control and sterile technique). Explores pathologies, radiopharmaceuticals, dosage calculation and administration, and patient management issues related to radionuclide therapy. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395
3 credits

HAN 432 Introduction to Health Care Management

Introduces students to the practices and theories of health care policy and management. Presents an overview of the trends in public policy and management techniques. Restricted to students approved for appropriate senior year track in the Health Science major.
4 credits

HAN 433 Statistics for Healthcare Management

Assists students in defining and understanding the terms used in the statistical treatment of data. Students will perform descriptive and inferential statistical treatments of data (i.e., perform and interpret hypothesis testing). Prerequisite: Restricted to students approved for appropriate senior year track in the Health Science major.
3 credits

HAN 434 Corporate Compliance and Regulation

Provides an overview of recently enacted legislation requiring health care institutions' compliance programs. Introduces regulations and compliance including anti-trust, controlled substances, Americans with Disabilities Act, Occupational Safety and Health Act, Joint Commission on Accreditation of Health Care Organizations, Department of Health jurisdiction over hospitals and licensure requirements. Restricted to students approved for appropriate senior year track in the Health Science major.
4 credits

HAN 435 Sales and Marketing in Health Care

Introduces the essential aspects of marketing and sales in the changing health care world. Addresses the concept of marketing, the nature of marketing strategy and the environment in which marketing operates. Provides a framework for understanding the consumer, along with key selling methods. Topics include the "Four Ps" of marketing, promotional elements of marketing, the communication process, and personal selling. Restricted to students approved for appropriate senior year track in the Health Science major.
3 credits

HAN 436 Continuous Quality Improvement in Health Care

Provides basic principles associated with Total Quality Management (TQM) and Continuous Quality Improvement (CQI). Aids identification and quality problem-solving found in all health care organizations utilizing CQI tools and techniques. Through the use of case studies, current events, and textbook materials, students will learn how to identify problems, recommend improvements, and collect data to demonstrate process improvement. Restricted to students approved for appropriate senior year track in the Health Science major.
3 credits

HAN 440 Introduction to Community Health Education

Introduces students to the foundation of planning, implementing and evaluating community-based health education programs. Presents classic theories of health education including the social learning theory, health belief model, and the attribution theory. Reviews relevant health education programs. Examines various learning styles and skills. Basic health education models are introduced and critiqued through individual and group projects. Reviews health education professional organizations and associations. Each student is required to design a health education program for a selected population. Restricted to students approved for appropriate senior year track in the Health Science major.
3 credits

HAN 441 Empower SCI: Disability Studies and Independent Living

Provides an experiential exploration of independent living and disability studies through readings, visuals and activities in the EmpowerSCI program. Readings will introduce students to concepts of independent living as a social and political movement, and practical strategies for its establishment. Prerequisite: Must be involved in the EmpowerSCI program. Readings will introduce students to concepts of independent living as a social and political movement, and practical strategies for its establishment. Prerequisite: Must be involved in the EmpowerSCI program.
3 credits

HAN 443 Aging and Disability

Provides a comprehensive overview of aging and disability. Includes introduction to the field of geriatrics, age related disabilities, developmental disabilities, and the experiences of people with disabilities as they age. Presents an interdisciplinary perspective. Incorporates social, environmental, cultural, economic and historical issues related to disability and aging. Restricted to students approved for appropriate senior year track in the Health Science major.
3 credits

HAN 445 Independent Living and Disability

Interdisciplinary exploration of how independent living has evolved as a social and political movement. Topics include analyzing current legislation, social issues and living philosophies. Guest speakers will facilitate the students gaining a multi-layered understanding of the issues faced by people with disabilities who are living independently.
Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 446 Disability Health and Community**

Presents a comprehensive view of health and community concerns experienced by people with disabilities. Explores historical analysis, biomedical discourse, cultural critique, and field research to understand the evolution of medical practices, cultural beliefs, and social structures influencing the treatments, services, and opportunities available to people with disabilities in the United States and internationally. Topics include: gender, sexuality, race, poverty, “invisible disabilities”, eugenic sterilization, and assisted suicide. Guest speakers will facilitate a multi-layered understanding of the issues faced by people with disabilities and their families. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 447 Children with Disability**

Provides a comprehensive overview of the theories of child development, disabilities that impact children, the impact of family dynamics on children and the societal and familial relationships on perceptions of children's ability. Includes developmental, language, medical, motor, and sensory needs of children.

3 credits

**HAN 448 Disability and Employment**

Explores the historical, legal, and practical aspects of disability and employment in the U.S. Introduces U.S. history of disability and employment; pertinent employment-related legislation; existing governmental and not-for-profit vocational rehabilitation programs; roles of placement professionals; and current disability employment practices. Examines Title I of the Americans with Disabilities Act, with particular attention on ramifications of landmark Supreme Court cases. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 449 Project in Disability Studies**

Students will develop independent projects in a topic area of disability studies. They will be required to develop a set of readings, engage in a minimum of 15 hours of experiential learning (community site-visits, volunteerism, or internships). Course instructors and assigned mentors will assist students during bi-weekly group meetings and by scheduled appointments. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits

**HAN 450 Introduction to Public Health**

Introduces the principles and practices of public health, including definitions and concepts, history and development, determinants of health, and ethical and legal aspects of public health. Orient students to various public health settings such as local and state health departments, not-for-profit community organizations, and agencies for special populations. Provides students with basic knowledge and skills for conducting community needs assessment with diverse populations. Addresses infectious disease control, environmental health, chronic disease control, tobacco and drug control, maternal and child health, women's health, and injury control topics. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 452 Epidemiology and Biostatistics**

Provides students with the basic knowledge and skills for studying diseases of individuals and groups. Introduces biostatistical approaches and skills for collecting and organizing data of communities to meet health needs. Addresses epidemiological concepts, limitations and resources. Through the use of case studies, students study various epidemiological models used regionally, nationally and internationally. Includes discussions about ethical situations related to research and statistical studies. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 455 Health Literacy for Public Health**

Explores the ways in which health literacy impacts patient care and the delivery of community health/public health services. Students will learn the skills needed to relay, process, and explain basic health information and services to assist patients and their families to make appropriate health decisions. Examines and analyzes issues of low health literacy, including populations at risk, research, measurement tools, writing in plain language and health communication techniques. Prerequisite: Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 456 Behavioral and Social Aspects of Health**

Introduces social and behavioral factors as determinants of health. Explores theories of human and group behavior and health behavior change models through lecture and case study. Explores the dynamics between health behaviors and culture, gender, age and socioeconomic status. Students study various inventory tools for measuring health-related knowledge and methods for measuring behavior change. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

**HAN 462 Developing Health Information Systems**

Introduces students to fundamental hardware and software concepts, operating systems, GUI or desktop environments and system development life cycles. Reviews Windows applications such as spreadsheet, database, forms, queries and reports. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits

**HAN 464 Health Information Systems Management**
Explores organizational change issues in health care environments, resource management (inventory, tracking and acquisition) and the role of policy formulation. Consumer issues, standards and security and the provision of health information resources to healthcare workers will also be covered. Relevant applications and issues related to health services will also be explored. Restricted to students approved for appropriate senior year track in the Health Science major. 4 credits

**HAN 465 Concepts and Case Studies in Health Informatics**

Explores and showcases various health care organizations’ selection, implementation and evaluation of current and emerging technologies in Health Care Informatics (HCI). Explores practical applications of health care project management skills obtained from ongoing HCI courses. Analyzes case studies within the HCI sector through a series of dynamic discussions and group projects making recommendations based on research and industry best practices. In a simulated project management environment, students evaluate leadership challenges and methodologies of health informatics applications. Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 466 Applied Health Care Informatics**

Provides overview of the role of information systems in health care organizations. Emphasizes the integration of evidence-based research into clinical decision-making and the influence of information systems on health outcomes. Explores technical, organizational and cost-benefit issues related to health care information systems, including clinical decision-support, integrated networking and distributed computing technologies, telemedicine applications and artificial intelligence solutions. Through a combination of classroom-based seminars, group case studies, and computer laboratory exercises, students will develop and exercise analytical skills for appraising health information systems, as well as acquire practical experience using biomedical research databases, desktop application software, and electronic communication systems. Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 467 Utilization and Outcomes Research Methods**

Provides the necessary tools to evaluate and implement research methods and utilize outcomes within the health care system. Presents an overview of statistics and research methods and evaluation techniques by utilizing group discussions and case studies. Demonstrates the utilization of technology as a resource for existing research as well as management tools. Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 470 Occupational Health and Safety Engineering**

Provides fundamentals of occupational safety and health. Emphasizes safety engineering regulations, codes and practices, safety program administration, recognition of hazards, and implementation of hazard controls. Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 471 Trauma and Trauma Systems**

Explores concepts and issues that are critical to the assessment and care of trauma patients. Covers kinematics, pathophysiology, trauma patient assessment and management, and trauma system development. Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 472 Emergency Response to Hazardous Materials and Terrorism**

Students will learn how healthcare providers recognize and respond to hazardous material (HAZMAT) and terrorist incidents. Includes management strategies for hazardous materials incidents, identification of on-scene indicators of a suspicious incident, recognition of the tactics and objectives of terrorism, and scene/perimeter control issues unique to a terrorist incident. Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 474 Industrial Hygiene**

Introduces basic concepts of industrial hygiene. Presents the methodology and procedures that professionals in the field use to identify, measure, and correct hazards in the work environment. Restricted to students approved for appropriate senior year track in the Health Science major. 4 credits

**HAN 475 Fundamentals of Environmental Health**

Introduces the key areas of environmental health. Utilizes a population health perspective. Emphasizes core concepts in environmental health (i.e. environmental epidemiology, environmental toxicology, environmental policy and regulation); agents of environmental diseases (i.e. microbial agents, ionizing and nonionizing radiation); and applications and domains of environmental health (i.e. water and air quality, food safety, waste disposal, occupational health, and injuries). Restricted to students approved for appropriate senior year track in the Health Science major. 3 credits

**HAN 476 Hazardous Materials, Emergency Response and Environmental Auditing**

Concentrates on the nature of hazardous materials and how they are handled in the workplace. Presents the fundamentals of emergency response planning and how to perform environmental audits. Restricted to students approved for appropriate senior year track in the Health Science major.
HAN 477 Medical Emergencies

Presents concepts and issues critical to assessment and care of patients presenting with medical emergencies. Covers pathophysiology, medical patient assessment, and management of medical emergencies. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

HAN 478 Internship in Environmental Health

A 90 hour internship experience provides real-time work experience and opportunity for students to apply knowledge and skills learned in environmental health concentration courses. Restricted to students approved for appropriate senior year track in the Health Science major.

2 credits

HAN 481 Introduction to Anesthesia

Introduces the basics of the anesthesia specialty. Defines the role of the anesthesia specialist as an integral part of the patient care team. Through the use of lecture, video, tour, and hands-on demonstration, students will gain a working knowledge of how to assist anesthesiologists and anesthetists in the acquisition, preparation and application of equipment and supplies required for the administration of anesthesia. Restricted to students approved for appropriate senior year track in the Health Science major.

2 credits

HAN 482 Introduction to Pathology

Pathology is the branch of medicine devoted to the study and understanding of disease. This course will introduce the student to the concept of disease. The types of growth, causative factors and biological behavior of neoplastic diseases are discussed. Staging procedures are introduced. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395

3 credits

HAN 483 Cardiopulmonary Physiology for Anesthesia Technology

Familiarizes students with the anatomical structures and physiological mechanisms and functions of the cardiopulmonary system. Reviews mathematical formulas and calculations used in clinical applications of physiologic concepts. Restricted to students approved for appropriate senior year track in the Health Science major.

3 credits

HAN 485 Clinical Monitoring

Provides students with a working knowledge of clinical monitoring devices and their application to clinical settings. Covers duties of anesthesia technologist including the provision of technical support to professional staff in order to facilitate anesthesia departmental function. Student develops skills to maintain and organize the anesthesia environment, equipment and supplies. Restricted to students approved for appropriate senior year track in the Health Science major.

Covers a variety of Radiation Therapy disease sites that are fundamental to the planning competencies required during the clinical year. Includes radio-geographical cross-sectional anatomy using Computerized Tomography (CT), Positron Emission Tomography (PET) and Magnetic Resonance Imaging (MRI); full-body anatomical contouring; tolerance doses for critical organs; patient treatment setup; immobilization devices; beam modifiers; Dose Volume

HAN 486 Principles and Practice of Radiation Therapy

Introduces practice and technical aspects of radiation therapy, including techniques specific to anatomical sites and treatment outcome statistics and options available to cancer patients. Includes cancer statistics; epidemiology; etiology; patient education and assessment; a review of the emotional and physical needs of cancer patients; and pharmacology and drug administration. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395

3 credits

HAN 487 Introduction to Treatment Planning

Provides a detailed exploration of treatment planning in the field of radiation therapy. Includes, but is not limited to, in-depth instruction in planning algorithms, data transfer, dose computation, plan evaluation and implementation, and Quality Assurance (QA). Reviews and discusses a variety of treatment planning systems and treatment machines. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395

3 credits

HAN 488 Medical Imaging and Radiographic Anatomy

Presents an overview of a variety of diagnostic imaging modalities and therapeutic applications and procedures provided by modern health care facilities. Discusses imaging equipment and procedures, and includes recording images on film media and operation of photochemical processing equipment. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395

3 credits

HAN 489 Pharmacology for Anesthesia Technology

Presents basic principles of pharmacologic properties and clinical applications. Through the use of lectures and scenarios, provides working knowledge base of drug classifications and their modes of action to produce therapeutic effects on target sites. Restricted to students approved for appropriate senior year track in the Health Science major.

4 credits

HAN 490 Fundamentals of Medical Dosimetry and Contouring

Covers a variety of Radiation Therapy disease sites that are fundamental to the planning competencies required during the clinical year. Includes radio-geographical cross-sectional anatomy using Computerized Tomography (CT), Positron Emission Tomography (PET) and Magnetic Resonance Imaging (MRI); full-body anatomical contouring; tolerance doses for critical organs; patient treatment setup; immobilization devices; beam modifiers; Dose Volume
Histograms and electron planning including but not limited to 3 Dimensional (3D) planning vs. Intensity Modulated Radiation Therapy (IMRT) of all competency sites. Discussions include Radiation Therapy Oncology Group (RTOG) protocols of all competency sites. Restricted to students approved for appropriate senior year track in the Health Science major. Prerequisite: HAN 395 3 credits

**HAN 492 Radiation Oncology/Medical Physics II**

Provides students interested in a career in medical dosimetry with an introduction to medical physics for radiation oncology. This is the second course in a two-part series that provides the basis for further study of the applications of radiation oncology physics to radiation treatment planning and radiation dose calculations. Covers topics such as radiation dose distribution, patient dose calculations, treatment planning, electron beam therapy, brachytherapy, modern treatment delivery, and radiation protection. Restricted to students approved for appropriate senior year track in the Health Science program. Prerequisite: HAN 395 4 credits

**HAN 498 International Seminar**

Examines qualitative interventions in public health; determines how an effective intervention is created; distinguishes which approaches are effective and which are not. Students will develop respect for the creative low technology approaches used to problem solve and learn hands-on-the-ground techniques for meeting community needs such as building physical structures including latrines, eco-stoves or small home. Other projects as appropriate may include teaching school children or giving hygiene instructions. Students will meet with community organizers and families who have been the recipients of interventions, and officials of non-governmental organizations (NGOs) that work with the community. 1-3 credits

**HAN 499 Health Science Teaching Practicum**

Advanced students assist faculty members teaching Health Science courses. In addition to working as tutors during instructional periods, students have regular conferences with a faculty supervisor. Students are not allowed to apply more than 6 Teaching Practicum credits toward their Bachelor’s degree. Permission of the instructor is required. 1-2 credits

**HAO**

**HAO 313 Introduction to Occupational Therapy**

Introduces the history and essential aspects of occupational therapy. Examines philosophical base, definitions related to the practice, scope of practice and role delineations. Provides an orientation to professional organizations, statutes, and credentialing. Open to west campus students. 1 credit

**HAO 500 Functional Neuroscience**

Presents an integrated approach to the general principles of organization and function of the autonomic, peripheral and central nervous systems. Presents these principles in a systems approach to neuroscience. The anatomy of a system will be followed with its physiology, pathophysiology relation to human function and clinical relevance to the occupational therapist. Clinical topics will include neurological testing, control of posture and balance, pain, muscle tone and spasticity, feedback versus feed-forward control, reflex versus voluntary control, control of reaching and locomotion, perception, and learning. Prerequisite: HAO 519, HAO 561 4 credits, Letter graded (A, A-, B+, etc.)

**HAO 504 Introduction to the Historical and Contemporary Practices of Occupational Therapy**

Introduces occupational therapy students to the values and philosophies that influenced the development of the profession, and those that continue to influence current practices. Explores conceptual foundations, ideas, evidence, and resources that allow learners to begin developing applied skills and clinical reasoning skills to support clients in achieving greater participation in the occupations they want and need. The goal of the course is to have learners develop beginning skills for conducting contemporary occupational therapy practices. 3 credits, Letter graded (A, A-, B+, etc.)

**HAO 505 Foundations in Occupational Therapy**

Provides a conceptual foundation for occupational therapy theory and practice. Instructs students on the concepts of occupation, activity, purposeful activity and participation. Through lecture and laboratory sessions, students will experience working with the concepts they are learning. Examines the philosophical base of the profession, and explores the meaning and diversity of the frames of reference in contemporary occupational therapy practice. Emphasizes the centrality of occupation in health and wellness, through balance in performance areas and contexts. Explores the impact of disability, disease, and injury on the person, their family and society. Students will learn how to break down and analyze activities for their performance components, as well as how to grade and adapt activities for therapeutic purposes. Group discussions on social and political systems will focus on how they influence the delivery of health care services. Introduces the impact of culture on treatment and health practices. Explores the concept of theory development, and how theories, models of practice and frames of reference impact occupational therapy evaluation/treatment. 3 credits, Letter graded (A, A-, B+, etc.)

**HAO 506 Life Span Growth and Development for Occupational Therapy**

Provides students with a knowledge of developmental theories and factors influencing the normal developmental process. Developmental norms and sequences are examined with...
emphasize on physical (sensory and motor), cognitive, and psychosocial tasks. Discusses cultural and environmental influences on development. The coursework covers prenatal, child, adolescent, and adult development utilizing many frames of references from occupational therapy points of view regarding development.  
3 credits, Letter graded (A, A-, B+, etc.)

**HAO 507 Clinical Conditions in Occupational Therapy**
Addresses clinical diagnoses, symptomatology, and prognosis of many major clinical conditions commonly encountered in current practice. Emphasize the impact of disease on individual physical, cognitive and emotional function and on families and society. Case studies will be utilized within this course to enable students to relate major theories and frames of reference to treatment approaches for common diagnoses and medical conditions. The course is intended to help build a foundation for subsequent occupational therapy theory and practice courses and to provide a foundation for Fieldwork II experiences. Prerequisites: HAO 505; HAO 519; HAO 561  
2 credits, Letter graded (A, A-, B+, etc.)

**HAO 508 Theories of Adult Rehabilitation**
Provides entry-level knowledge and attitudes necessary to effectively work as an occupational therapist with the adult population in multiple settings to support occupational performance and quality of life. Discusses and evaluates the core concepts of the occupational therapy and physical disabilities environment. Students will be able to define the role of the occupational therapist as well as the impact of a multidisciplinary team on their role as a team member and within the continuum of care of adults while applying evidence based practice. Prerequisites: HAO 505; HAO 507; HAO 519; HAO 561  
2 credits, Letter graded (A, A-, B+, etc.)

**HAO 509 Occupational Therapy Theory and Practice in Pediatrics**
Presents occupational therapy theories, assessments, and treatment processes as they pertain to the pediatric population. Integrates several of the predominant models in current practice with material from previous and concurrent coursework. Covers abnormal development, acute and chronic medical conditions, their effect on the CNS, orthopedic and musculoskeletal systems.. Reviews major causes of disability, the etiology and prognoses Discusses the impact on the family and cultural implications. Students learn about selecting age and developmental stage appropriate evaluations, treatment techniques/procedures. Students enhance their activity analysis skills, assessment, treatment planning, documentation skills, and professional interaction through laboratory, class assignments, and fieldwork. Prerequisite: HAO 505; HAO 507; HAO 519; HAO 561  
4 credits, Letter graded (A, A-, B+, etc.)

**HAO 517 Universal Design**
Focuses on adapting the environment to improve the client’s quality of life. Examines the therapist's ability to help the patient reintegrate into society. Covers Americans with Disabilities Act; mobility (power and manual); seating/positioning systems; adapted toys; augmentative communication systems; computer access; environmental control units; independent living aids; and vocational adaptations. Provides foundation and knowledge of ergonomic, work hardening, functional capacity evaluations, and vocational programs. Exposes students to different occupational therapy work settings and employment, awareness of federal regulations for work-related programs, and certification requirements for this emerging practice area. The lab sessions offer practical applications of principles discussed in lectures. Prerequisite: Second Year Summer and Fall Courses  
3 credits, Letter graded (A, A-, B+, etc.)

**HAO 519 Kinesiology for Occupational Therapy**
Kinesiology is the study of human motion. Designed to establish a working knowledge of biomechanical principles as well as detailed understanding of the osteokinematics and arthokinematics of the various joints of the body. Students will be able to apply their knowledge of biomechanics into real life functional applications for a variety of occupations. The course consists of both lecture and laboratory sessions. Laboratory sessions provide the student with practical applications of principles discussed in lecture. In addition, the laboratory sessions will allow the student to become proficient in the areas of surface anatomy and palpation, manual muscle testing, and goniometry. The student will study normal and pathological movement, including its impact on function. Prerequisite: HAO 561  
4 credits, Letter graded (A, A-, B+, etc.)

**HAO 520 Substance Abuse and Occupational Therapy**
Addresses physiological, sociological, and psychological effects of substance abuse on the abuser and his/her environment. Presents drug classifications, along with effects and withdrawal symptoms. Discusses treatment models, philosophies, and methods. Students will learn how to design both individual and group interventions. Explores in detail the occupational therapists role in the evaluation and treatment of substance abuse across the life-span and across disabilities. Reviews the use of 12-step programs and alternative treatment models, as will prevention programs, such as smoking cessation. Requires Internet Explorer 10, 9, or 8; Firefox; Chrome; Windows 8, 7, Vista or XP; Mac OS X 10.6, 10.7 and 10.8; or Safari 5.1 and 6 Prerequisites: HAO 523, HAO 505  
2 credits, Letter graded (A, A-, B+, etc.)

**HAO 522 Assessment and Treatment of Adult Rehabilitation**
This is the second part of a two part course where learning activities focus on the valuation and treatment of adults with physical disabilities. Examines injury, illness, disease and the effect on occupational performance in the areas of work, self-care and leisure. Occupational therapy theories and practice are learned, including frames of reference, evaluation/ assessments, treatment interventions, selection of age-appropriate occupation-based activities, and activity analysis are explored. Students will have the opportunity to further
HAO 523 Assessment and Intervention of Psychosocial Issues

Explores the psychosocial aspects of disability as they affect the function of the individual, the family and the community. Lectures and presentations will be related to the recognition of psychosocial problems and how they can be better understood, minimized, or eliminated. Provision of mental health services across all levels of care will be delineated. Multicultural factors will be discussed as they relate to mental illness and the recovery process. The course exposes the occupational therapy student to the DSM-V and the pharmacology of major mental illnesses. Psychosocial theories guiding assessment and intervention will be thoroughly discussed. Interviewing skills are demonstrated and practiced in the lab sessions. The use of group theories, the structure and function of groups in treatment, the analysis of group treatment and group activities and the therapeutic use of self are the focus in laboratory and lectures. Students will be introduced to and given the opportunity to practice a variety of assessments utilized in psychosocial occupational therapy practice. This course is to provide the student with the knowledge, skills, and attitudes necessary to function as an occupational therapist in a psychosocial/mental health treatment setting. Prerequisite: HAO 504
4 credits, Letter graded (A, A-, B+, etc.)

HAO 524 Assessment & Interventions of the Upper Extremities

Through lecture, student/instructor interaction, projects, and laboratory experience, students will develop a knowledge base of fundamental upper extremity therapy topics that will provide a foundation for clinical reasoning and treatment approach. Topics will include anatomy, common pathologies, orthotics, evaluation, and treatment. The course will teach students about the design, biomechanical principles, fit, function, use, care and patient education involved with upper extremity orthotics; students are introduced to upper and lower extremity prosthetic devices. Lecture and laboratory study will enable the occupational therapy student to gain an understanding of various physical agents currently used in the rehabilitation practices. Prerequisite: HAO 500, HAO 507, HAO 508, HAO 519, HAO 522
3 credits, Letter graded (A, A-, B+, etc.)

HAO 525 Vision, Perception, and Cognition

Focuses on principles and techniques for the rehabilitation of visuocognitive dysfunction. Presents the theoretical rationale and specific skills needed to evaluate and treat a wide range of visual, perceptual and cognitive performance components. Includes a systematic bottom up approach to the evaluation of the adult patient with visuocognitive dysfunction. Explores a variety of treatment approaches and specific treatment techniques that can improve functional performance and outcomes, drawing from both the neurosciences and Occupational Therapy frames of reference. Emphasizes clinical reasoning and the use of both remediation and compensatory strategies within the framework of Occupational Therapy practice. Prerequisites: HAO 505, HAO 507, HAO 508; HAO 561
2 credits, Letter graded (A, A-, B+, etc.)

HAO 526 Gerontology and Occupational Therapy

Focuses on the role of occupational therapy with the aged within geriatric rehabilitation settings (in-patient, out-patient and home care); long-term care programs; wellness and safety programs; hospice; community based programs (socialization, day treatment, adult day care programs), and alternative housing environments. Addresses the aging process and its physiological, sociological, and psychological effects, with attention to heterogeneity and older person's strengths and capabilities. Presents common impairments and disabilities and rehabilitation needs of older persons. Students will develop and demonstrate skills in evaluation, treatment planning and therapeutic adaptation, documentation, and discharge planning (including collaborative client and family education), and demonstrate knowledge of assistive devices, equipment, and technology/ environmental modifications to support community living and to improve the quality of life of older persons. Addresses the importance of evidence-based practice, including occupational therapy, life-long learning and professional development, the benefits of collaborative OT-OTA partnerships and the relationships between policy, legislation and practice. Include aging and gender issues, successful aging, and community and home safety. Provides a conceptual framework for the study of gerontology as it relates to occupational therapy and develops the skills and knowledge to understand major issues in theory, research, and practice related to the older adult. Prerequisites: HAO 505, HAO 507, HAO 508, HAO 522
3 credits, Letter graded (A, A-, B+, etc.)

HAO 527 Sensory Integration Theory and Practice in Occupational Therapy

Presents understanding of how sensory integration as a brain function as it relates to everyday occupations and how sensory integration is manifested in the daily life problems of children who experience difficulty with sensory integration. Expands sensory integration knowledge base and skills as a clinical frame of reference by identifying types of sensory integrative dysfunction; reviewing approaches to clinical assessment; outlining the characteristics of both direct and indirect modes of intervention; and addressing the issue of effectiveness research. Prerequisites: HAO 500, HAO 505, HAO 506, HAO 509, HAO 561
2 credits, Letter graded (A, A-, B+, etc.)

HAO 530 Community, Occupation and Health

Presents the importance of occupation as a precursor to health, and of occupational therapy as a health promoting profession. Examines the theories and applications of occupational science through a review of the professional literature and class discussion. This occupational perspective of health will be the foundation for each student's design of a community-based practice program. Reviews social
theories, socio-cultural and socio-political trends that impact the individual's health status and the delivery of health care services. Offers experience in designing/administering needs assessments in the community, and in organizing outcome data. Prerequisite: Successful completion of all prior coursework.
4 credits, Letter graded (A, A-, B+, etc.)

HAO 534 The Occupational Therapy Manager

This course builds on previously learned management concepts examining in greater detail the specific responsibilities of the manager of occupational therapy services. Students will learn the mechanics of designing and implementing an occupational therapy department, program or practice. Financial, legal and administrative issues will be discussed, along with marketing strategies. Lectures and class discussions will prepare the student for the culminating course assignment of designing a unique occupational therapy practice. Prerequisite: Successful completion of all prior coursework.
3 credits, Letter graded (A, A-, B+, etc.)

HAO 542 Patient Education

Provides working knowledge of the theories, approaches, and procedures utilized in communicating health and disease information to patients, their families, collateral staff and the community at large. Concepts of health, disease, and health promotion are examined, along with the health belief models. Further develops the students' ability to communicate effectively with a wide variety of audiences. Topics include evaluation of literacy, design of instructional materials, evaluating audiovisual materials, health promotion strategies, marketing educational interventions, and measuring outcomes of interventions. Lectures, learning activities and classroom presentations will be utilized to meet the course objectives. Prerequisite: Successful completion of all prior coursework.
2 credits, Letter graded (A, A-, B+, etc.)

HAO 549 Introduction to Research for Occupational Therapy

Description: Provides a foundation for future professional and scholarly activities and stresses the importance of research for informed practice decisions. Presents basic research concepts and statistical applications for the research process. Presents methods to review and critique published, peer-reviewed research, identify research topics of interest, and initiate the literature review process. Provides tools needed to critique commonly used assessment tools in occupational therapy and to use and interpret standardized scores. Requires the CORIHS human subjects research training. Emphasizes professional writing skills for publications and professional presentations. Explores current research methodologies used in occupational therapy to facilitate beginning research skills. Prerequisite: Successful completion of all prior coursework.
3 credits, Letter graded (A, A-, B+, etc.)

HAO 551 Research Design and Methods for OT

Provides students beginning research and critical inquiry skills through learning current occupational therapy related research methods and by the design of research grant proposals. Students gain fundamental critical inquiry and writing skills necessary to identify appropriate funding sources and write grant proposals for research and program development. Students learn to design qualitative research projects and analyze qualitative data. Prerequisite: HAO 549
3 credits, Letter graded (A, A-, B+, etc.)

HAO 561 Functional Anatomy Review

Provides an anatomical review of all bodily systems in order for students to acquire a basic working knowledge of the functional structure of the human body. Provides foundational knowledge for all other courses in the Occupational Therapy Program. Students will apply knowledge learned to formulate hypotheses about occupational dysfunction associated with abnormalities within systems. Utilizes critiques of research to expand on knowledge from lecture and lab.
4 credits, Letter graded (A, A-, B+, etc.)

HAO 562 Principles of Instruction

Examines theories of adult learning and education. Focus on principles of curriculum design, various curriculum models, and instructional methods used in various educational settings including professional education, professional development, workplace learning and community education. Reviews evaluation and measurement methods. Students design course objectives and outcomes. Discusses elements of successful oral presentations and effective use of instructional media. Prerequisite: Successful completion of all prior coursework.
3 credits, Letter graded (A, A-, B+, etc.)

HAO 570 Global Communities, Occupations and Health

Explores innovative, non-traditional and emerging areas of occupational therapy practice. Students meet and dialog with occupational therapy practitioners and/or other health care professionals who have developed private practices, are consultants, and are involved in emerging areas of practice. Presents timely articles concerning health care trends and non-traditional/emerging practice areas. Builds upon student's prior knowledge and coursework and integrates AOTA's Standards of Practice, Core Values and Attitudes of OT, and AOTA's Code of Ethics, with attention to current and potential OT/OTA partnerships in community and non-traditional settings. Prerequisite: Successful completion of all prior coursework.
2 credits, Letter graded (A, A-, B+, etc.)

HAO 573 Professional Behaviors I

Introduces professional behaviors, including basic communication and documentation skills, with a focus on expectations of fieldwork sites. Students will learn the concept of reflective practice, and how to use a reflective journal. Introduces the professional portfolio as a means to document clinical competence. Examines the nature of the supervisory process with strategies to maximize the use of clinical and administrative supervision. Explores cultural competency and the scope of diversity in health care. Emphasizes the importance of life-long learning through continuing education and other methods. Includes lectures, presentations, role-
plays and other exercises to achieve learning objectives. Prerequisite: Year One Summer and Fall Courses 1.5 credits, Letter graded (A, A-, B+, etc.)

HAO 574 Professional Behaviors II
Builds on previously learned material covered in Professional Behaviors I. Students will work on more advanced documentation and communication skills required for entry-level practice. Provides opportunity to discuss professional behavior expectations from their clinical fieldwork assignments. Use of the reflective journal to enhance professional development, and the continuation of the professional portfolio will assist students in developing and documenting their clinical competence. Explores the supervisory process in greater detail, in the context of its use for personal and professional growth. Discusses the role of the occupational therapy assistant as a colleague and collaborator. Continues to emphasize the importance of lifelong learning. Lectures, role-plays, presentations and experiential activities will be used to achieve learning outcomes. Prerequisite: Year Two Summer and Fall Courses 1 credit, Letter graded (A, A-, B+, etc.)

HAO 575 Professional Transitional Seminar
Discusses issues related to transition of student to entry-level practitioner role. Presents information on licensure, certification exam preparation, NBCOT certification, AOTA specialty examinations, models of supervision, mentoring, job search strategies, marketing skills, malpractice, continuing competency, professional organizations, networking and career goal planning. Prerequisite: Successful completion of all prior coursework. 2 credits, Letter graded (A, A-, B+, etc.)

HAO 580 Special Topics in Occupational Therapy
Offers students the opportunity to explore and expand knowledge and skills in a practice area of specific interest. Prerequisite: Successful completion of all prior coursework. 2 credits, Letter graded (A, A-, B+, etc.)

HAO 585 Disability Studies and Occupational Therapy
Introduces a social model of disability and explores the ethical and psychological issues faced by people with disabilities across their lifespan. Presents historical analysis, healthcare discourse, and cultural critique to understand the evolution of health practice, cultural beliefs and social structures influencing the treatments, services, and opportunities available to people with disabilities in the United States and internationally. Offers students a multi-layered understanding of the issues faced by people with disabilities and their families. Includes assigned readings, films, guest speakers, site visits, and one-on-one interactions with people with disabilities. Prerequisite: Successful completion of all prior coursework. 2 credits, Letter graded (A, A-, B+, etc.)

HAO 586 Fieldwork Level IA
The first of three introductory level clinical experiences. Offers the opportunity to identify symptomatology, observe treatment interventions and formulate treatment plans in a psychosocial practice setting. Promotes effective communication skills used with patients and professionals. Uses reflective journals to monitor development of professional behaviors and skills. Prerequisite: HAO 504; HAO 505; HAO 523 1 credit, Letter graded (A, A-, B+, etc.)

HAO 587 Fieldwork Level IB
This is the second of three introductory level clinical experiences. It provides students with the opportunity to identify symptomatology, observe treatment interventions, and formulate treatment plans in an adult physical disabilities setting. It is designed to promote effective communication skills used with patients and professionals. Reflective practice journals will be used to monitor professional behaviors and skills. Prerequisites: HAO 508 HAO 586. 1 credit, Letter graded (A, A-, B+, etc.)

HAO 588 Fieldwork Level IC
The third of three introductory level clinical experiences. Offers the opportunity to identify symptomatology, observe treatment interventions and formulate treatment plans in a pediatric practice setting. Promotes effective communication skills used with patients and professionals. Uses reflective journals to monitor development of professional behaviors and skills. Prerequisites: HAO 586, HAO 587 1 credit, Letter graded (A, A-, B+, etc.)

HAO 590 Independent Study in Occupational Therapy
Students develop and/or implement their research projects under the mentorship of the course instructor and a faculty advisor who has expertise in their chosen topic. Literature reviews are completed and the project is prepared in a format appropriate for professional publication or presentation. 2 credits, Letter graded (A, A-, B+, etc.)

HAO 593 Case Studies
This clinical reasoning seminar focuses on the synthesis of all clinical and academic coursework in formulating a comprehensive plan of care. Emphasis is placed on students responding spontaneously to case presentations in class, much as they would be expected to do in the clinical setting. Prerequisite: Successful completion of all prior coursework. 2 credits, Letter graded (A, A-, B+, etc.)

HAO 595 Service Learning and Capstone Project
Incorporates in-depth theoretical and practical knowledge for maximum integration of service and classroom work. Includes discussion, journals, essays and other reflective writing methods. Explores reflection, action skill building, and examination of theory and practice of citizenship as applied through community involvement. Students provide 30 hours of service learning. A scholarly project will be the culminating activity for the program. Students will present outcomes of their service learning project in poster format. Prerequisite: HAO 597 and successful completion of all prior coursework.
**HAO 596 Fieldwork Level IIA**

Fieldwork IIA is an in-depth clinical experience in the delivery of occupational therapy services. According to AOTA guidelines, this fieldwork is designed to promote clinical reasoning and reflective practice; transmit values and beliefs that enable the application of ethics related to the profession; enable the student to communicate and model professionalism as a developmental process and career responsibility; and develop and expand a repertoire of occupational therapy assessments and interventions related to human occupation and performance. This first of two level II fieldwork experiences exposes the student to a variety of clinical conditions in a specific practice area for 12 weeks on a full time basis. Prerequisite: Successful completion of all prior coursework.

12 credits, S/F graded

**HAO 597 Fieldwork IIB**

This second clinical fieldwork experience provides the occupational therapy student with opportunities to apply the knowledge and skills learned thus far in the curriculum. Students will be assigned to a fieldwork site for 12 weeks on a full time basis in a particular area of practice. Prerequisite: HAO 596

12 credits, S/F graded

**HAO 599 Fieldwork Continuation**

This course is for occupational therapy students continuing with Fieldwork.

0 credit, S/F graded

**HAP**

**HAP 501 Community Health and Service Learning for Physician Assistant**

Provides opportunities for PA students to learn and reinforce medical knowledge and skills through service to local and international communities. Learning methods will enhance the acquisition of clinical skills, cultural competencies and expand knowledge of community resources for underserved populations. Open to entry-level PA students only.

2 credits, Letter graded (A, A-, B+, etc.)

**HAP 504 Professional Practice Issues**

Provides information critical to understanding the development and organization of the physician assistant profession in the United States. Explores the dynamics of PA practice, including such issues as responsibilities to patients and the public, professional regulation and involvement, team care, cultural diversity, and developing trends in PA practice. Encourages the exploration, critiques, and evaluation of professional practice issues related to the quality, delivery and cost-effectiveness of our nation’s health care system. Open to entry-level PA students only.

2 credits, Letter graded (A, A-, B+, etc.)

**HAP 505 Contemporary Issues in Health Care Delivery**

Provides physician assistants an overview of important information and trends in health care delivery in the 21st century. Includes topics such as health care systems; health policy and advocacy; information technology; medical genetics and pharmacogenomics; geriatrics; health law; health literacy; health disparities; and other contemporary topics. Presents opportunities for students to explore in depth one special interest area. Open to post professional PA students only.

3 credits, Letter graded (A, A-, B+, etc.)

**HAP 509 Integrative Systems Physiology**

Introduces students to human integrative systems physiology. Includes exposure to physiological control systems, emphasizes in detail each organ system and how homeostasis is maintained. Includes membrane, muscle, central and peripheral nervous system, cardiovascular, respiratory, renal, gastrointestinal, and endocrine physiology. Presents material and incorporates select examples of pathophysiology to emphasize relevance of material. Students will solidify an understanding of the structures and functions across all systems in the human body under normal conditions and select pathophysiology. Knowledge gained of normal function will be applied towards making predictions about physiologic function in response to disease states. Students are expected to gain a cumulative understanding of physiologic function and are challenged to apply this knowledge towards problem solving and interpreting physiologic scenarios. Open to entry-level PA students only.

4 credits, Letter graded (A, A-, B+, etc.)

**HAP 510 Clinical Laboratory Medicine**

Presents fundamental principles of laboratory medicines. Strengthens the student’s ability to select, perform and interpret the results of basic clinical laboratory procedures to aid in formulating a preliminary diagnosis and management plan. The course is offered after students have acquired a foundation in human physiology and anatomy. Open to entry-level PA students only.

3 credits, Letter graded (A, A-, B+, etc.)

**HAP 511 Clinical Pharmacology Seminar for Physician Assistants**

Provides an opportunity for physician assistants to enhance their ability to rationally prescribe pharmaceuticals. The on-line seminars/case discussions integrate information presented via web-based lectures. At the completion of this course, students will have deepened their understanding of how to appropriately select medications in various clinical settings, with knowledge of potential advantages, disadvantages, and relative costs. Post-professional PA students only.

3 credits, Letter graded (A, A-, B+, etc.)

**HAP 512 Principles of Clinical Pharmacology**

Physician assistant students will learn to rationally and safely prescribe pharmaceuticals for patients in a variety of clinical settings. Emphasizes the integration of pharmacologic principles and properties with the clinical uses of the...
most commonly prescribed medications and provides an opportunity for students to deepen understanding and application of knowledge in the setting of patient clinical cases. Reinforces and integrates course information with content learned during the Clinical Medicine courses of the PA curriculum. Open to entry-level PA students only.
6 credits, Letter graded (A, A-, B+, etc.)

HAP 514 The Problem Oriented Medical Record-History and Physical Examination
The course provides students with an organized, sequential approach to the history and physical examination. Students will be able to perform both complete and directed histories and physical examinations and accurately document their findings. Open to entry level PA students only.
5 credits, Letter graded (A, A-, B+, etc.)

HAP 516 Problem Based Learning (PBL)
Provides students with the opportunity to develop critical thinking and problem solving skills in a seminar, small group environment. Students will learn to connect the knowledge and attitudes developed in behavioral, basic and clinical science courses and apply it to patient care. Increases student capacity to seek and apply knowledge as individual problem solvers and members of a health care team. Open to entry level PA students only.
1 credit, S/F graded

HAP 518 Medical Director Presentation Rounds
Provides students with feedback on oral presentations derived from patient history and physical examinations completed by students. Evaluations are based on student's ability to critique an incomplete history and physical, identify issues that require further discussion in the HPI and physical exam, write a complete problem list, and document an assessment and plan. Open to entry level PA students only.
.5 credit, S/F graded

HAP 521 Clinical Medicine I
Focuses on mastery of the knowledge, skills, and attitudes necessary to construct a comprehensive patient database and management plan. Students are introduced to, and become proficient in, medical interviewing and performing a physical examination. Emphasizes the process of synthesizing data to formulate a diagnostic plan through learning activities such as lectures, small group process, problem based learning, case studies, and clinical skills laboratories. Teaches data gathering and recording in the problem oriented medical record format. The diagnostic process is taught in an organ systems (or medical subspecialty) approach. Students learn to recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential and humanistic approach to their patient responsibilities and mastering medical information. The ultimate goal of these clinical medicine courses is to insure that students are optimally prepared to participate in the delivery of high quality medical care in both an in-patient and out-patient setting. Prerequisite: HAP 521 (minimum grade of B-). Open to entry-level PA students only.
5 credits, Letter graded (A, A-, B+, etc.)

HAP 522 Clinical Medicine II
Focuses on mastery of the knowledge, skills, and attitudes necessary to construct a comprehensive patient database and management plan. Students are introduced to, and become proficient in, medical interviewing and performing a physical examination. Emphasizes the process of synthesizing data to formulate a diagnostic plan through learning activities such as lectures, small group process, problem based learning, case studies, and clinical skills laboratories. Data gathering and recording are taught in the problem oriented medical record format. The diagnostic process is taught in an organ systems (or medical subspecialty) approach. Students learn to both recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential and humanistic approach to their patient responsibilities and mastering medical information. The ultimate goal of these clinical medicine courses is to insure that students are optimally prepared to participate in the delivery of high quality medical care in both an in-patient and out-patient setting. Prerequisite: HAP 522 (minimum grade of B-). Open to entry-level PA students only.
7 credits, Letter graded (A, A-, B+, etc.)

HAP 523 Clinical Medicine III
Focuses on mastery of the knowledge, skills, and attitudes necessary to construct a comprehensive patient database and management plan. Students are introduced to, and become proficient in, medical interviewing and performing a physical examination. Emphasizes the process of synthesizing data to formulate a diagnostic plan through learning activities such as lectures, small group process, problem based learning, case studies, and clinical skills laboratories. Data gathering and recording are taught in the problem oriented medical record format. The diagnostic process is taught in an organ systems (or medical subspecialty) approach. Students learn to recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential and humanistic approach to their patient responsibilities and mastering medical information. The ultimate goal of these clinical medicine courses is to insure that students are optimally prepared to participate in the delivery of high quality medical care in both an in-patient and out-patient setting. Prerequisite: HAP 523 (minimum grade of B-). Open to entry-level PA students only.
6 credits, Letter graded (A, A-, B+, etc.)

HAP 524 Clinical Medicine IV
Focuses on mastery of the knowledge, skills, and attitude necessary to construct a comprehensive patient database and management plan. Students become proficient in utilizing the history and physical information as they begin to synthesize data to formulate a diagnostic plan. This is emphasized through learning activities such as lectures, small group process, case studies, and clinical skills laboratories. The diagnostic process is taught in an organ systems approach. Students learn to both recognize and manage physical and mental health problems. Students are encouraged to think critically as an integral part of developing a logical, sequential
and humanistic approach to their patient responsibilities and mastering medical information. Open to entry level PA students only. Prerequisite: HAP 523 (minimum grade of B-). Open to entry-level PA students only.
9 credits, Letter graded (A, A-, B+, etc.)

**HAP 528 Genitourinary, Sexual and Reproductive Health**

A comprehensive introduction to obstetrics and gynecology (OB/GYN), female and male genitourinary system (GU) and human sexuality. Students will learn about structures, function, evaluation and treatments of the various diseases and conditions. Open to entry level PA students only.
4 credits, Letter graded (A, A-, B+, etc.)

**HAP 532 Diagnostic Imaging**

Provides an overview of common diagnostic imaging modalities and their indications, limitations, benefits and potential risks. Students learn how to utilize plain radiographs and other imaging studies in the diagnosis of disease with an emphasis on recognition of normal findings and their comparison to the abnormalities found in disease processes. Open to entry-level PA students only.
2 credits, Letter graded (A, A-, B+, etc.)

**HAP 534 Introduction to Clinical Psychiatry**

Presents key principles of psychiatric evaluation and interviewing to include the mental status exam. Focuses on psychiatric problems seen in primary care, introduces the differential diagnosis and treatment of major psychiatric disorders such as anxiety, personality and mood disorders, psychosis, substance abuse, and somatoform disorders. Fosters an awareness of social patterns that exert an impact on mental functioning. Open to entry-level PA students only.
3 credits, Letter graded (A, A-, B+, etc.)

**HAP 538 Clinical Aspects of Palliative Care**

Provides students with knowledge and skills relevant to the practice of hospice and palliative medicine. Involves care of patients at all stages of progressive disease, including symptom management, restoration and maintenance of quality of life. Focuses on patient-directed goals. Explores coordination of services and care, using a holistic, team-based model and communication tools. Open to any healthcare professional who has an interest or work experience in hospice and palliative medical care.
3 credits, Letter graded (A, A-, B+, etc.)

**HAP 539 Hospice and Palliative Care Policy Issues**

Introduces healthcare professionals to policy issues and fundamental tools relevant to the delivery of hospice and palliative care. Addresses aging population; workforce issues; healthcare expenditures and reimbursements; and advancement of medical technology. Includes ethics, barriers to practice, and medical legal issues. Open to any healthcare professional who has an interest or work experience in hospice and palliative medical care.
3 credits, Letter graded (A, A-, B+, etc.)

**HAP 541 Principles and Practices of Clinical Prevention and Population Health**

This course provides clinically practicing physician assistants with an in-depth understanding of health promotion, disease prevention and population health and resources for utilization of this information in their clinical practices. The framework for the course consists of four components including evidence base for practice: clinical prevention services—health promotion; health systems and health policy; and community aspects of practice. Includes both individually-oriented and population-oriented preventative efforts, as well as interaction between the two. Students will be required to complete a health promotion or disease prevention project relevant to their community or clinical practice. Post-professional PA students only.
3 credits, Letter graded (A, A-, B+, etc.)

**HAP 545 Ethics and Health Care for Physician Assistants**

Provides an overview of ethics in health care in a rapidly changing society. Teaches students to approach ethical dilemmas using theoretical frameworks and decision making processes. Explores ethical issues surrounding health care reform and public health policy and includes distribution of resources and rationing of services. Introduces students to the ethical perspectives of euthanasia, reproduction, transplants, genetics, research on human subjects, pediatrics, cloning, stem cells and mental health through case studies. Reviews classic cases in health care ethics and their shaping of health policy. Discusses patient education and the Physician Assistant professional codes of ethics and standards. Open to entry-level PA students only.
3 credits, Letter graded (A, A-, B+, etc.)

**HAP 549 Clinical Skills for the Physician Assistant Student**

The clinical skills course provides the physician assistant student with an overview of common clinical procedural skills and their indications, limitations, benefits and potential risks. Students are taught how to perform a number of commonly performed clinical procedures. Open to entry level PA students only.
1 credit, S/F graded

**HAP 551 Research Design and Evidence-Based Medicine**

Provides students with basic knowledge and skills needed to formulate research questions and hypotheses, develop research protocols, critically evaluate and analyze scientific and medical journals, and to conduct computerized searches and literature reviews. Describes principals of Evidence-Based Medicine and emphasizes various types of clinical questions and tools available to answer them. By the end of this course, the student will choose a proposed topic for their capstone project. Open to entry-level PA students only.
2 credits, Letter graded (A, A-, B+, etc.)

**HAP 552 Evidence Based Medicine: Evaluating and Applying Clinical Research**
Provides practicing PAs with the knowledge and skills to develop and evaluate clinical research questions, hypotheses, designs and protocols, and to critically evaluate and analyze scientific and medical journals. Students will learn to conduct computerized searches and literature reviews. Introduces the principles and practice of Evidence-Based Medicine, with emphasis on various types of clinical questions typically encountered in PA practice, and tools available to answer them. Course will focus on student areas of interest, and projects will be based on clinical cases encountered in the student’s practice. Students will apply their knowledge of research and EBM by designing a clinical question and conducting and reporting on a thorough literature search on their topic of choice. Post-Professional PA students only.

3 credits, Letter graded (A, A-, B+, etc.)

HAP 554 Medical and Research Writing for Health Professionals
Reviews medical writing techniques and procedures. Cultivates personal style and content. Demonstrates components of medical writing to create essays and research proposals utilizing an editing process to refine content and format. Includes review and critique of writings. Students are required to develop and submit a medical essay or article that meets the publication requirements of a peer-reviewed professional or biomedical journal.

3 credits, Letter graded (A, A-, B+, etc.)

HAP 556 Teaching Strategies
This course provides an overview of the principles associated with effective teaching. Students will combine theory and practice while developing teaching skills that promote learning and diversity within a variety of education settings. Topics emphasize the practical aspects of teaching and include teaching models, student learning styles, course objectives, learning outcomes evaluation, and classroom ethics. Students will be required to complete a final project that will be presented, discussed and evaluated in class. For post-professional PA students only or with permission of the Program Director.

3 credits, Letter graded (A, A-, B+, etc.)

HAP 557 Introduction to Clinical Informatics
Introduces health care professionals to concepts surrounding clinical information systems and the practical applications of these concepts. Provides an overview of the Clinical Informatics field including definitions, theory, technologies, and workflows. Focuses on topics related to the delivery of health care within the realm of the electronic medical record systems, including policy, leadership, regulatory affairs and administration. Includes synchronous and asynchronous online learning activities.

3 credits, Letter graded (A, A-, B+, etc.)

HAP 558 Epidemiology
Presents epidemiologic concepts used to study health and disease in populations. Provides information about the major causes of morbidity and mortality, including methods of measurement and data sources. Observational and experimental epidemiologic studies will be described and their advantages and disadvantages compared. Students will develop skills needed to critically review epidemiologic research studies published in peer-reviewed journals. Introduces various areas of epidemiologic study, including cancer, molecular/genetic, environmental, occupational, social and behavioral, and infectious disease/surveillance. For post-professional PA students only or permission of the Program Director.

3 credits, Letter graded (A, A-, B+, etc.)

HAP 559 Complementary and Integrative Medicine
Examines the theory, philosophy, and applications of complementary and integrative medicine within today's health care system. Presents many alternatives to traditional Western or allopathic medicine, and how these various models, systems and therapies impact the delivery of health care in the United States. Prepares students to best respond to consumers requests for information on the use of therapies. Emphasizes an evidence based approach and promotes awareness of clinical research currently done in these areas. Exposes various methods of access to resources and how to incorporate these approaches into clinical practices.

3 credits, Letter graded (A, A-, B+, etc.)

HAP 561 Master's Project I
Students will work with a faculty mentor to develop a clinical question and perform an initial literature search on a topic of interest. Topics should be well-focused and may include psychological, economic or ethical issues in health care as well as diagnostic or treatment-related questions. Following review by a faculty mentor, the student will submit summaries of selected articles as well as a outline. Open to entry-level PA students only. Prerequisite: HAP 551

1 credit, Letter graded (A, A-, B+, etc.)

HAP 562 Masters Project II
Students will work with their faculty mentor to refine a clinical question and revise the presentation outline and article summaries submitted at the end of HAP 561. Emphasis will be placed on thoroughness of the literature search and clarity of the presentation. By completion of this course, students should have the presentation in its final form, and have developed a draft of a final paper. Open to entry-level PA students only. Prerequisite: 561

1 credit, Letter graded (A, A-, B+, etc.)

HAP 563 Masters Project III
Students will revise the presentation submitted at the end of HAP 562 with input from their faculty mentor, who will guide them in developing a concise, professional-appearing product, suitable for presentation at a professional conference. Students will present this to the faculty and other members of the class, and will be evaluated on the content, visual, and oral components of their work. Students will also complete and submit their final paper. Open to entry-level PA students only. Prerequisite: HAP 562

1 credit, Letter graded (A, A-, B+, etc.)

HAP 570 Internal Medicine Clerkship
Provides practical clinical experience in caring for adult hospitalized patients on a medical service. Strengthens the student's skills in developing a comprehensive database with regard to a wide variety of common inpatient medical problems, stressing mastery of cognitive and affective information that enables the student to recognize normal and assess deviation from normal, and effectively consult and refer. Exposure to out-patient care is often included. Students learn to address personal and social issues that influence the care of the medical patient. Prerequisite: Successful completion of preclinical year courses. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 571 Obstetrics and Gynecology Clerkship

Provides students with practical clinical experience in the differential diagnosis, evaluation, management, and consultation and referral for normal and abnormal conditions in obstetrics and gynecology. Students will gain skills in obtaining patient histories, physical diagnosis and medical decision making through exposure to a broad base of patients with a wide variety of personal and social issues that influence patient care. Prerequisite: Successful completion of preclinical year courses. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 572 General Surgery Clerkship

Provides students with practical clinical experience in the evaluation and management of surgical patients. Through exposure to a broad base of surgical patients, students will master the knowledge, attitudes and skills necessary to obtain focused patient histories and physical exams, construct a differential diagnosis, make sound medical decisions, and effectively consult and refer. Students will learn to address a variety of personal and social issues that influence the care of the surgical patient. Prerequisite: Successful completion of preclinical year courses. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 574 Emergency Medicine Clerkship

Provides students with practical clinical experience in the medical care of acutely ill or injured patients. Students will enhance skills in obtaining focused patient histories, performing focused physical examinations, mastering emergency medical management and decision making, and effective consultation and referral. Emphasis is placed on student recognition of life threatening situations and the response to such situations. Students will learn to address a wide variety of personal and social issues that influence the care of the emergency medical patient. Prerequisite: Successful completion of preclinical year courses. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 575 Psychiatry Clerkship

Provides students with practical experience in the recognition, evaluation and management of patients with mental illness. Through clinical interaction with mental health patients and workers, students will develop an understanding of the biological and psychosocial factors that influence a variety of psychiatric conditions, and effectively consult with other professionals and refer patients to the support services that are required to optimize the care of the psychiatric patient. Students will learn to address a wide variety of personal and social issues that influence the care of this patient population. Prerequisite: Successful completion of preclinical year courses. 
4 credits, Letter graded (A, A-, B+, etc.)

HAP 576 Medicine Preceptorship

Provides students with practical clinical experience working with the ambulatory medical patient. This preceptorship augments and develops directed data collection skills emphasizing a wide range of primary care medical problems and their management. Cognitive and affective skills that enable the student to recognize normal findings and effectively consult and refer are a key aspect of learning during this experience. Students will learn to address a wide variety of personal and social issues that influence the care of the medical patient. Prerequisite: Successful completion of preclinical year courses. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 577 Pediatric Preceptorship

Provides students with practical clinical experience working with ambulatory pediatric patients. Through exposure to a wide variety of primary care pediatric problems, students will develop directed data collection and patient management skills and learn how to effectively consult and refer. The preceptorship stresses those cognitive and affective skills that enable the student to recognize normal findings and assess abnormal findings. Students will learn to address a wide variety of personal and social issues that influence the care of the pediatric patient. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 579 Geriatrics Clerkship

Provides students with practical clinical experience in working with elderly patients. Augments and strengthens students' skills in developing a thorough database and enhances student understanding of when to request a consultation or make a referral. Students work with a wide variety of common geriatric problems and learn how to appropriately modify their management approach to the indications, limitations, and methodology of diagnostic procedures and therapeutic regimens in the elderly. Students will also learn to address a wide variety of personal and social issues that influence the care of the geriatric patient. Prerequisite: Successful completion of preclinical year courses. 
5 credits, Letter graded (A, A-, B+, etc.)

HAP 580 Orthopedic Clerkship

Provides students with practical experience in the care of patients with musculoskeletal disorders and acute injuries in the primary care setting. Students will develop the knowledge, attitudes and skills necessary to obtain directed patient histories, perform focused physical exams, make sound clinical decisions, and effectively consult and refer through exposure to patients with a wide variety of orthopedic problems. Students will learn to address a wide variety of personal and social issues that influence the care of the orthopedic patient. Prerequisite: Successful completion of preclinical year courses.
HAS 3 credit, Letter graded (A, A-, B+, etc.)

HAP 581 Clinical Elective
Provides students with the opportunity to explore an area of medical or surgical practice beyond basic required rotations. Students are encouraged to choose an area of emerging importance in health care and PA practice and/or a potential employment setting. This elective clerkship further augments and develops patient management skills in the chosen medical or surgical discipline and must be selected in consultation with the student's program faculty advisor. Students will learn to address a wide variety of personal and social issues that influence the care of many patients. Prerequisite: Successful completion of preclinical year courses.
4 credits, Letter graded (A, A-, B+, etc.)

HAP 588 Practicum
Provides post-professional Physician Assistant students opportunities to apply theories and skills learned in the program. A limited number of students are allowed to develop a practicum project that is uniquely designed to meet his/her needs. Students will plan and implement a project within one of the following areas: 1) research, 2) administration and management, 3) education, 4) leadership/professional development, or 5) professional writing. Acceptable projects must include design, implementation and analysis phases as well as a bibliography. Projects are approved by the Program Director and a mentor is assigned to assist in the development of a practicum proposal. Enrollment requires permission of the Program Director. The course may be repeated once.
3 credits, Letter graded (A, A-, B+, etc.)

HAS

HAS 190 Introduction to the Health Professions
Presents topics of interest to students considering careers as health professionals. Introduces the student to basic concepts of health, factors influencing health care, health care settings, and selected health professions. May not be taken for credit in addition to LHW 102. Open to west campus students.
1 credit

HAS 300 Issues in Health Care
Examines major issues influencing health care delivery. Emphasizes analysis of significance of these issues to the health professions. Covers organization of the delivery system, professional roles, quality control, cost controls, health agencies and alternative delivery models, consumer life-styles, and health statistics. Integrates current trends in managed care, reimbursement, health policy and reform. Discusses infectious disease and nutrition. Allows for discipline-specific program development and implementation through HSC outreach efforts.
2 credits

HAS 310 Applied Phonetics of English
Provides a foundation for studying the speech sounds used in the production of American English. Discusses the branches of phonetics, classification of speech sounds, sound to symbol transcription using the International Phonetic Alphabet and second language and social/regional dialectical influences.
3 credits

HAS 311 Speech and Language Development
Provides the students with knowledge about a child's speech and language development from birth through adolescence. Topics include theories of speech and language acquisition, neurological basis of speech language development including the motor and perceptual basis, speech and language development during infancy, preschool, school-age and adolescence, speech and language sampling analysis, and the importance of cultural linguistic diversity and environmental influences on development.
3 credits

HAS 312 Anatomy and Physiology of the Speech, Language, and Hearing Mechanism
Provides basic understanding of the anatomy and physiology of the speech, language and hearing mechanism. Students will be able to apply their knowledge of anatomy and physiology of the speech and auditory mechanism to different disorders and diseases. Cannot be taken for credit in addition to LIN 380.
3 credits

HAS 313 Speech Science
Introduces acoustics, psychoacoustics, acoustical and articulatory properties of speech production, theories and models of speech perception and apply theoretical information with current technology and research in the field. Discusses instrumentation used to measure respiratory, laryngeal, velopharyngeal and pharyngeal components. Prerequisite: HAS 312
3 credits

HAS 314 Guided Observations in Speech-Language Pathology
Introduces students to practical and professional issues in the assessment and intervention of children and adults with various communication and swallowing disorders within the context of guided video observations. Students will obtain 25 clock hours of diagnostic and therapy video-guided observations required for entry into a SLP graduate program.
2 credits, S/U grading

HAS 332 Management Concepts for Health Professionals
Addresses the operations within healthcare institutions from macro to micro levels of management. Analyzes the philosophy and significant occurrences affecting healthcare operations in the past, present and future. The divisions within healthcare operations (clinical, support and informational services, nursing, finance and ambulatory care) will address the following aspects of management: financial forecasting
and monitoring, staffing, employee productivity and morale, customer service, cost containment, decision making and total quality management. Emphasizes hospital operations and presents nursing home and community healthcare center operations. Open to CLS and RC students only.

**HAS 335 Medical Ethics**
Introduces health professional students to basic concepts and challenges in medical ethics. Uses a framework and decision-making process to help students learn how to approach ethical dilemmas. Explores current topics in health care ethics including advance directives, assisted dying, genetics, cloning, transplants, confidentiality, informed consent, and professional conduct.

1 credit

**HAS 350 Introduction to Statistics**
Discusses elements of biostatistics, graphs and tables, descriptive statistics, probability, populations of samples, normal distribution, hypothesis testing, and computers.

2 credits

**HAS 351 Research Literacy/Research Design**
Prepares students to perform a literature search in their respective disciplines to find scientific and health articles and books in the Health Sciences Center Library. Presents research terminology, methods, and design. Provides basic skills to enhance interpretation, evaluation and analysis of research articles, including the hypothesis, literature review, design, methodology, and data analysis.

1 credit

**HAS 355 Integrative Systems Physiology**
Introduces students to human integrative systems physiology. Includes exposure to physiological control systems, emphasizes in detail each organ system and how homeostasis is maintained. Includes membrane, muscle, central and peripheral nervous system, cardiovascular, respiratory, renal, gastrointestinal, and endocrine physiology. Presents material and incorporates select examples of pathophysiology to emphasize relevance of material. Students will solidify an understanding of the structures and functions across all systems in the human body under normal conditions and select pathophysiology.

4 credits

**HAS 363 Computer Literacy for Health Professionals**
Surveys the uses of computers for health practitioners. Offers practical experience in literature database searching and use of applications software.

1 credit

**HAS 391 Readings in Health**
Supplementary specialized readings under faculty supervision. Topics determined by mutual agreement between undergraduate student and faculty and must have the approval of the program director in the School of Health Technology and Management prior to registration.

1-3 credits

**HAS 399 Independent Study in Health**
A special project involving advanced readings, reports, discussions, research, or special course work on topics or problems of the student’s choosing, with the guidance of an assigned faculty member. Projects must have the approval of the program director in the School of Health Technology and Management prior to registration.

1-6 credits

**HAS 490 Research Tutorial**
An original research project is conducted. Prerequisite: HAS 351

2 credits

**HAS 498 SHTM Place Holder**
For students who are on track to advance to Health Science BS program.

12 credits, S/F graded

**HAS 499 SHTM Place Holder**
For students who are on track to advance to Health Science BS program.

12 credits, S/F graded

**HAS 500 SHTM Advanced Standing**
Place holder credits for Health Technology and Management students.

0-9 credits, S/F graded

**HAS 513 Health Care and Older People**
Course is designed to maximize a student's understanding of policy and administrative issues in delivering health care to older people. Highlights examples of policy directions on the national, state and local levels and the practical application of administrative tools in managing health facilities mandated for older people.

3 credits, Letter graded (A, A-, B+, etc.)

**HAS 516 Health and the Aging Process**
An overview of information and issues pertinent to physical and psychosocial health of aging Americans. Includes demographics, attitudes, physiological and psychological changes, health promotion, disease prevention, health care delivery settings, and ethical and legal issues.

3 credits, Letter graded (A, A-, B+, etc.)

**HAS 521 Disability and Health Promotion**
Examines the life experiences of people with disabilities from a disability studies perspective. Includes a study of the history, sociology, and psychology of disability, and looks at interactions between people with disabilities and health care providers in terms of miscommunication, prejudice, communication, and health promotion. Explores the larger systems that can help or hinder health promotion including
structural barriers of poverty, lack of insurance, inaccessibility of services, architectural barriers and lack of transportation. Addresses particular health care challenges faced by women and ethnic, racial, and sexual minorities who have disabilities. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 525 Complementary and Alternative Medicine
Examines the theory, philosophy and applications of complementary and alternative medicine within today's health care system. Presents the many alternatives to traditional Western or allopathic medicine, and how these various models, systems and therapies impact on the delivery of health care in the United States. Addresses skills needed to best respond to consumers' requests for information about these approaches. Students will examine the current body of research available on complementary and alternative medicine and be introduced to the vast array of resources available, the type of training involved in license/certification, and how to incorporate these approaches into their clinical practices. This course will combine lecture, readings, speakers, independent research and some experiential, hands-on work. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 526 Community Mental Health Programs
Provides a critical examination of the mental health system as it has evolved in the United States. Focuses on the service delivery system: how it has developed, what it is today and where it is going. Deals with the mental health system as a business: how it operates, how it is funded, who it employs and how it will develop in the new managed care environment. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 527 Principles and Practice of Public and Community Health
Provides an overview of the public health system, the philosophy and purpose of public and community health, the managerial and educational aspects of public health programs, how the public health sector responds to disease prevention, environmental issues, community public health provisions and other core public and community health components. The impact of federal health care reform on the public health delivery system and the economic and fiscal implications of the system on state and local governments will be discussed. Students will analyze the critical elements of a health care system. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 528 Long Island's Community Health
Provides students with an overview of community health concerns of Long Island and information and resources for addressing them. Presents conditions that are associated with special populations such as the Native Americans, baymen, homeless, migrant workers, rural residents, urban residents, and the uninsured middle-income residents. Community health problems with high incidence on Long Island including breast cancer, Lyme disease, AIDS, and tuberculosis will be covered. Reviews Long Island's environmental health problems with special emphasis on those associated with drinking and swimming water, agriculture, pesticides, and transportation. Discusses and presents the community health care delivery system and model programs and resources. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 529 Community Health and Patient Education
Provides information on current trends in patient education program development. Emphasizes techniques used by health professionals in planning, implementing and evaluating patient education programs in hospitals and other health care organizations concerned with the educational component of patient care. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 530 Health Care Operations
Addresses the operations within health care institutions from the macro to the micro levels of management. Analyzes philosophy and significant occurrences affecting health care operations in the past, present, and future. Divisions within health care operations (clinical, support and informational services, nursing, finance, and ambulatory care) will address the following aspects of management: financial forecasting and monitoring, staffing, employee productivity and morale, customer service, cost containment, decision making, total quality management, and managed care. Emphasizes hospital operations, and presents nursing home and community health care center operations. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 531 Health Care Delivery Systems
Provides overview of health care delivery enterprise in the United States and the various forces that shape this enterprise. Discusses dynamics of care, evolving public and private regulations and guidelines, and rapid technological advances. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 533 Communication and Group Dynamics
Assists students in understanding and improving interpersonal communication skills through structured exercises in speaking, writing and interacting. Emphasizes leadership skills in group interactions especially in the health care fields. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 534 Fundamentals of Health Care Management
Provides students with a realistic knowledge of management, not only the theories and techniques, but the ways in which they are worked out in practice. Emphasizes the essentials of management pertinent to practicing managers, e.g., organizational profiles, political and power relationships, planning, organizing, staffing, directing, leading, controlling and evaluating. Looks at essentials as a system interacting with the manager's total environment - economic, technological, social, political and ethical. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 535 Essentials of Health Care Finance
The course is designed to introduce the student to those types of financial decisions that health care executives are most likely to be involved with, and to provide material that will help them understand the conceptual basis and mechanics of financial analysis and decision-making as it pertains to health care.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 536 Health Law

Acquaints students with the general applicability of law to the health field and the health delivery system. Covers specific areas of laws (including statutory law, common law and rules and regulations) applicable to and controlling the operation of hospitals, long-term care facilities, medical practices, health professional practices and other institutions and individuals involved in the delivery of health care. Identifies legal problems affecting the delivery of health care and addresses problems encountered by institutions and individuals.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 538 Health Economics and Public Policy

Presents an in-depth analysis of the effects of economic principles on health care and the effect of health policy and economic forces on the health care delivery system. Examines the ways in which these concepts may be used to analyze health policy and improve the delivery of health care services. The effect of changes in market forces, human resources needs, formation of integrated delivery systems, health promotion initiatives and the impact of technology will be studied.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 539 Strategic Planning for Health Programs, Facilities and Networks

Conveys to prospective and current health program managers the fundamentals of strategic thinking and planning and the integration of these processes into executive management functions. Prepares prospective and current managers to fulfill their roles and responsibilities within a dynamic, changing medical marketplace where health care entities are undergoing a major paradigm shift, changing from independent organizations that provide illness-focused episodic care to networks and systems of entities that address the health care needs of populations over entire lifetimes.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 541 Strategic Management in Health Care

Designed for health services organization managers. Provides exposure to varied theories of organization and management to prepare students to predict and explain organizational and managerial actions and responses relative to public policy. Readings focus on four major themes: organization/environment relationships, organization complexity, strategic management, and the significance of economic theory in understanding organization and systems behavior.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 542 The Impact of the Political Setting on Health Policy and Management

Examines the influences and effects of politics on the implementation of health policy at federal, state and local levels of government. Analyzes the roles and consequences of various governmental and social entities involved in policy implementation including structure and process. Reviews outcomes of selected public policies within the legislative or administrative context.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 543 Health Policy

Provides students with an overview of health care policy making principles. Specific policy formats will be analyzed using examples of local and national policies. Students will learn to develop selective health policies using case studies.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 544 Principles of Managed Care

Provides an in-depth understanding of the meaning of managed care in the context of the United States health care system. Reviews the history, components and various organizational forms of managed care systems. Potential benefits, inherent limitations, and the legal, social and ethical implications of managed care as a health care delivery system will be discussed.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 545 Ethics and Health Care

Provides an overview of ethics in health care in a rapidly changing society. Teaches students to approach ethical dilemmas using theoretical frameworks and decision making processes. Explores ethical issues surrounding health care reform and public health policy and includes distribution of resources and rationing of services. Introduces students to the ethical perspectives of euthanasia, reproduction, transplants, and HIV/AIDS through case studies. Reviews classic cases in health care ethics and their shaping of health policy. Discusses patient education and professional codes of ethics and standards. Cannot receive credit for this course and HAP 545 or HAP 545.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 546 Stem Cells and Society

Provides a multifaceted and interdisciplinary look at issues surrounding stem cell research, taking into consideration the basic science, history, public policy (both federal and state), economics, and ethics. Students will gain an understanding of how each of these disciplines affects the complete issue. Presents the basic fundamental concepts underlying the research, what factors characterize different types of stem cells (adult, embryonic, iPS) and how they pertain to a quest for disease cures. Investigates policies and legislative underpinnings of stem cell research that have shaped the course of stem cell research in the United States. Explores the ethical concerns surrounding stem cell research and the related impact on policy.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 547 Grantsmanship in the Health Professions
Introduces the grantsmanship process, in both federal and private domains. Focuses on research, design, preparation, and submission of grant applications.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 550 Statistics and Data Analysis
Teaches the use of descriptive statistics such as means, medians, standard deviations and histograms to report results of experiments. Illustrates how inferences can be made from hypothesis testing and regression analysis. Includes analysis of the validity and appropriateness of statistical techniques employed by researchers in the health field.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 551 Research Design and Proposal Writing
This course is designed to acquaint students with the research and proposal writing process in preparation for a practicum or research project, including: identifying a problem within an area of health care management, policy, and/or practice; formulating a research question or hypothesis; reviewing and critically appraising relevant literature; designing a realistic study and selecting appropriate scientific methods to answer the proposed question (or test the hypothesis); articulating the major strengths and limitations of the proposed study; considering expected results and potential impact of study findings on health care management, policy, and/or practice; and communicating the proposal in a well-referenced and clearly written plan. Prerequisite: HAS 550

3 credits, Letter graded (A, A-, B+, etc.)

HAS 553 Research Methods and Design
Presents process and skills needed to develop a research study, formulate a research question or hypothesis, conduct literature searches, use library resources, critically appraise scientific literature, select an appropriate research design and methods for data collection, and consider the protection of human subjects and health information, including policies and procedures of the Committee on Research Involving Human Subjects (CORIHS). Prerequisite: HAS 550. Permission of instructor required. Cannot receive credit for this course and HAS 551.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 554 Marketing in Health Services
Provides an introductory explanation of marketing as a requisite component of modern business. While presenting the basic principles and general philosophies of marketing, the course concentrates on the importance of marketing in health care service delivery in a managed care environment.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 555 Essentials of Health Care Sales and Marketing
Introduces strategic selling methodology and looks at the health care buying decision. Focuses on the health care customer's needs, both organizational and personal. The resultant analysis will allow the student to better determine how to add value to the health care customer's organization and create a long-term business relationship that benefits all parties. Focuses on the key principles, methodologies and strategies of marketing, and expands these basic concepts to include an analysis of the health care value chain: trading relationships between the producers (manufacturers) of the health care products, purchasers of those products (groups purchasing organizations, wholesalers/distributors), and health care providers (hospital customers) that are end users of these products.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 556 Foundations of Health Care Quality Management
Introduces health care quality management methodologies and examines their impact on health care productivity, quality, and patient safety. Utilizes concepts of performance improvement and continuous process improvement to improve product and service quality and competitiveness. Presents history of quality improvement in health care and application of quality concepts to improve clinical outcomes, patient safety, patient satisfaction, financial outcomes, and employee and physician satisfaction. Emphasizes importance of data usage to monitor performance improvement activities.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 557 Planning and Implementing Community Health Programs
Prepares students to conduct needs assessments of various diverse populations and to plan, implement and evaluate programs to meet the needs. Plans include detailed goals, behavioral objectives, methods, resource and budget allocation, including grant and contract considerations.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 558 Epidemiology and Health Policy
Presents the concepts, principles and applications of epidemiology through the use of public health case studies. Examines the distributions and determinants of disease, human morbidity and mortality, the characteristics of populations and the biological bases of health and disease. Prerequisite: HAS 550

3 credits, Letter graded (A, A-, B+, etc.)

HAS 560 Evaluation of Community Health Initiatives
Prepares students to plan, implement, and utilize an evaluation of a community health initiative. Addresses basic principles and practices of evaluation, including identifying goals of a community health initiative; designing an evaluation plan that can determine if the initiative's goals are achieved; implementing an evaluation plan; interacting with stakeholders; and using evaluation results to improve performance. Students are required to design an evaluation component for the community health program developed in HAS 557.

3 credits, Letter graded (A, A-, B+, etc.)

HAS 563 Computer Case Studies in Health Care Management
Examines problem solving in health care management through the application of personal computers and case studies. Prerequisite: Knowledge of spreadsheets
3 credits, Letter graded (A, A-, B+, etc.)

HAS 564 Health Information and Communication Systems
Coarse acquaints students with the types of information systems available in health care and their applications to health care delivery. Includes an overview of various health care networks, patient centered information systems, and imaging systems. Reviews system platforms, electronic medical records and computer assisted instruction. Students discuss the integration of health information systems with communication systems such as E-mail, fax, pagers and wireless telephones. Through the use of classroom demonstrations and site visits, students gain hands-on experience with several health related information and communication systems.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 568 HIV/AIDS: A Continuing Societal Challenge
Examines the social, psychological and medical issues of the HIV/AIDS epidemic in relation to the concerns of educators. Explores and assesses how personal values and attitudes impact on the delivery of educational programs.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 570 Business Aspects of Managed Care
Introduces the students to and expands on their knowledge base of the business and financial aspects of the managed care delivery system. Trends in the financing of health care will be explored, as well as the practical application of developing and writing a formal business plan.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 571 Issues in Health Care Management
The course is designed to introduce the student to current trends in the United States health care system, including trends in medical-legal issues, labor relations, cost accounting and managed care. Models of progressive programs and health care delivery systems will be reviewed and discussed.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 572 Ambulatory Care Management
Familiarizes the student with areas of ambulatory care management. Identifies national and local trends and practical applications needed to administer outpatient care programs and facilities.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 573 Statistical Process Control for Health Care Quality Management
Teaches health care management professional how to incorporate quantitative performance measurement into daily work routines to form the foundation for quality improvement-oriented culture. Provides strategies to gather and analyze data needed to plan, implement, monitor, and evaluate health care quality improvement initiatives. Prerequisites: HAS 556 and HAS 550 (with minimum grades of B).
3 credits, Letter graded (A, A-, B+, etc.)

HAS 574 Group Practice Management
Introduces the student to the practices and theories of Group/Physician Practice Management. Provides fundamental understanding of the financial and regulatory issues that influence today’s medical practice. Presents issues such as leadership, operations, compensation, and clinical productivity for review.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 575 Long Term Care
Enhances the student’s understanding of health care options for the elderly, the existing system of long term care delivery and particularly, the administrative aspects of operating a nursing home. The course will include actual exposure to clinical and operational departments in a nursing home and their roles in the interdisciplinary process. It will also include a review of the rules and regulations governing nursing homes in New York State and the financial implications and reimbursement methodologies that impact upon them.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 576 Workplace 2020
Provides an overview of issues affecting the American workplace in the future through the year 2020. Expected working conditions, human resources, schedules and technology are explored as students learn how to plan for advances and changes in the health system. Through the use of case studies, introduces students to early experiments in organizational evolution and resulting applications to the health care environment. Discusses issues related to diversity, team building and employee education.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 577 e-Healthcare: e-Commerce and e-Care
Introduces students to e-trends and their impact on healthcare. Revisits the traditional models of healthcare delivery and disease management. Introduces students to the evolution of e-care models. Addresses the use of the Web in healthcare organizations, hospitals, medical offices and pharmaceutical companies. Includes e-business strategies, planning and development, e-health and law concepts related to e-services in healthcare.
3 credits, Letter graded (A, A-, B+, etc.)

HAS 578 Leadership in Health Care
Focuses on the future role of the leader in the emerging society of organizations. Draws on lessons learned from the past, in both theory and practice. Examines the impact of leadership on the future quality of life, business, learning institutions and society. Defines difference between management and leadership skills and strategies for balancing and developing each skill set.
3 credits, Letter graded (A, A-, B+, etc.)
HAS 579  Advanced Seminar in Health Policy, Persuasion and Communication

Analyzes the principle of health policy-making. The goal of the session is a complete health policy statement/paper deliverable to the appropriate policy-maker/legislator. Students will have round table discussions about general public health topics and develop their own health policy project. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 583  Scientific Writing for Thesis and Publication

Provides basic skills and information to plan, research and execute the writing of a scientific abstract, thesis outline, research proposal and develop current literature and raw data into a form for written presentation to support or refute a hypothesis. Focuses on scholarly writing and deductive logic, through the use of scientific data (whether from the literature or the research data book) to support an argument. Permission of instructor required. 3 credits, Letter graded (A, A-, B+, etc.)

HAS 590  Independent Study

Independent study proposals in health sciences. Must have the approval of the Research and Directed Study Committee of the School of Health Technology and Management prior to registration. 1-6 credits, Letter graded (A, A-, B+, etc.)

HAS 591  Independent Readings

Supplementary specialized readings for graduate students under faculty supervision. Topics include but are not limited to: community and public health, mental health, health policy, health care management, health care ethics, gerontology, patient education and health economics and policy. Approval must be obtained from the Research and Directed Study Committee of the School of Health Technology and Management prior to registration. 1-3 credits, Letter graded (A, A-, B+, etc.)

HAS 592  Special Topics

Presents a comprehensive look at specific aspects of health policy from all relevant perspectives. Synergizes scientific, legislative and ethical points of view and how their relationship to policy formulation and implementation. Students will expand skills to effectively articulate details of the policy and develop an educated position on it. Dynamic discussion, essay writing and debate will be utilized to gauge information comprehension and opinion development. 3 credits, Letter graded (A, A-, B+, etc.)

HAT 210  Introduction to Respiratory Care

Provides an introduction to the science of respiratory care, sleep technology, and cardiac care. Examines current trends in professional practice. Offers each student the opportunity to research and present a topic concerning the contemporary practice of a respiratory therapist, polysomnographic technologist, or cardiovascular technologist. Designed for lower-division four year respiratory care and polysomnographic technology majors. This course is not eligible for the G/P/NC option. Open to west campus students. 1 credit

HAT 304  Cardiopulmonary Physiology

Presents a detailed study of the physiology of human respiration and circulation. Topics include functional cardiopulmonary anatomy, embryology, ventilation, diffusion, blood flow, gas transport, acid-base states, mechanics and regulation of ventilation and basic cardiac function. Prerequisite: Admission to upper division Respiratory Care program. 4 credits

HAT 306  Patient Evaluation

Provides concept of data base, historical information, medical terminology, chief complaint and present illness, and chest physical examination. Applies problem based learning to the study of clinical assessment skills. Prerequisite: Admission to upper division Respiratory Care program. 2 credits

HAT 309  Communication Skills for Health Care Professionals

Provides the student with an understanding of the importance of effective communication by a health care professional. Through lecture, discussion, and role playing, in large and small groups, students will learn appropriate verbal, non-verbal, and written communication skills to improve interactions with patients, families, various members of the health care team, and the greater community. 2 credits

HAT 315  Pharmacology

Covers the basic principles that govern the use of drugs in the clinical practice of Respiratory Therapists and Sleep Technologists. Develops specific knowledge for classes of drugs, important distinctions among members of each class, and both their relationship to the organ systems they affect and the diseases they treat, including drug dosages and calculations. Prerequisite: HAT 306 4 credits

HAT 320  Cardiovascular Diagnosis and Treatment I

Provides the basic cardiac function, practical skills of electrocardiography, diagnosis and treatment of arrhythmias, cardiac medications and noninvasive cardiac diagnostic techniques. Examines theory and practical applications of electrocardiography, exercise stress testing, and Holter monitoring. Includes in-depth study of cardiac anatomy and electrophysiology. Prerequisite: HAT 304 3 credits

HAT 330  Pulmonary Pathology
A comprehensive study of the etiology, diagnosis, pathogenesis, pathophysiology, treatment, and prognosis of various types of pulmonary pathologies. Prerequisite: HAT 304
3 credits

HAT 331 Respiratory Care Techniques I
Introduces the history and global significance of the practice of respiratory care, including the beginning skills and therapies that are utilized. Major topics include the global history that led to the creation of the profession; the global need to provide quality respiratory care; principles of infection prevention and control; a review of the basic physics of respiratory care; medical gas storage, delivery and therapy; humidity and bland aerosol administration; bedside monitoring; and lung expansion and airway clearance therapies. Laboratory sessions will provide practical experience in the clinical application of the therapeutic modalities discussed. Prerequisite: Admission to upper division Respiratory Care program.
3 credits

HAT 332 Respiratory Care Techniques II
Course is second in a four part sequence. Continues the review of basic therapeutic modalities of respiratory care. Major topics include drug aerosol therapy, airway pharmacology, airway management, and blood gases. Emphasizes the clinical use of cardiopulmonary rehabilitation, alternative site care, and disease and disaster management. Prerequisite: HAT 331
3 credits

HAT 333 Pulmonary Diagnostic Techniques
Provides the basic technical skills of pulmonary function testing, including an introduction to the instrumentation and physical principles of clinical measurement; procedures for measuring the lung functions of ventilation, mechanics, diffusion, gas distribution and exchange; and interpretation of tests results and their relation to various pathophysiologies. Prerequisite: HAT 304
3 credits

HAT 335 Medical Ethics
Reviews professional guidelines for ethical conduct and approaches to ethical dilemmas for respiratory therapists and polysomnographic technologists. Explores ethical issues including the distribution of resources and rationing of services. Examines health care services in the United States and the rights of the U.S. citizen under federal and state health care laws. Discusses physician assisted suicide; terminal weaning; brain death; genetics; cloning and euthanasia; advance directives; confidentiality; informed consent; patient rights; professional conduct; and the legal issues that impact healthcare practice in the United States. Prerequisite: HAT 331
2 credits

HAT 340 Cardiovascular Clinical
Provides clinical practice in cardiovascular technology, including both invasive and noninvasive techniques. Students will be introduced to clinical EKG's, Holter scanning, stress testing, and general noninvasive cardiology. Prerequisite: HAT 320
2 credits

HAT 350 Basic Respiratory Care Clinical
An introduction to the clinical application of basic respiratory procedures such as oxygen administration, aerosol therapy, positive airway pressure therapy, arterial punctures and other monitoring and diagnostic procedures. Prerequisite: HAT 331 and HAT 332
4 credits

HAT 353 Pulmonary Diagnostic Clinical
Clinical application of spirometry, diffusion studies, blood gas analysis, flow volume loops, body plethysmography, helium dilution, nitrogen washouts, and bronchodilator responses. Prerequisite: HAT 333
2 credits

HAT 410 Introduction to Clinical Education
Introduces clinical teaching to senior students. Modalities include the decision making process, teaching strategies, classroom management, instructional design, and formative and summative evaluation.
2 credits

HAT 411 Clinical Teaching in Respiratory Care
An extension of HAT 410. Develops skills for senior students to conduct clinical teaching strategies under faculty supervision. Prerequisite: HAT 410
4 credits

HAT 415 Respiratory Care Techniques IV
Introduces advanced concepts, equipment and procedures used in adult, pediatric and neonatal critical care. Provides students with decision making skills for initiation and management of advanced ventilator technology. Explores functions, clinical applications and troubleshooting of selected advanced instrumentation. Reviews equipment limitations, quality assurance, equipment maintenance and cost/benefit analysis where applicable. Prerequisites: HAT 420, HAT 431 and HAT 432
2 credits

HAT 420 Cardiovascular Diagnosis and Treatment II
Examines the theory and practical applications of invasive physiologic monitoring, including metabolic and hemodynamic monitoring, Swan-Ganz catheterization, cardiac output measurement and aseptic technique. Also contains an in depth study of the etiology, pathology and treatment of advanced cardiac disease, including congenital heart disease. Prerequisite: HAT 320
3 credits

HAT 431 Respiratory Care Techniques III
Introduces the concepts of advanced airway management and mechanical ventilation used in the respiratory support of the critically ill patient. Emphasizes the physiological basis for ventilator use, indications for ventilation, parameters monitored during ventilation, and ventilator design, function and clinical application. Prerequisite: Admission to upper division Respiratory Care Program; HAT 332

4 credits

HAT 432 Perinatal Respiratory Care

Examines anatomy, physiology, and pathology relating to management of the neonatal/pediatric patient. Includes analysis of neonatal and pediatric ventilator function in terms of mechanics and suitability in clinical application. Gives students the knowledge and skills needed to perform neonatal resuscitation. Prerequisite: HAT 332

4 credits

HAT 450 Critical Care Clinical

Develops clinical skills in the management of the critical care patient. Includes specialized learning experiences in therapeutic modalities, mechanical ventilation, cardiovascular monitoring and home care ventilation. Prerequisites: HAT 350, HAT 431

5 credits

HAT 451 Perinatal Care Clinical

Develops clinical skills in the management of pediatric and neonatal critical care patients. Includes specialized learning experiences in therapeutic modalities, mechanical ventilation, and emphasizes specific technical procedures that differ from the adult patient. Prerequisite: HAT 432

4 credits

HAT 470 Polysomnographic Technology I

Designed to provide entry-level personnel with both didactic and laboratory training in polysomnographic technology. Presents medical terminology, instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues and patient-technologist interactions. Lab sessions will provide practical experience in the skills required of an entry-level polysomnographic technologist. Prerequisites: HAT 331

3 credits

HAT 471 Polysomnographic Technology II

Provides training in more advanced aspects of polysomnographic technology. Students become familiar with the skills and knowledge needed to obtain and evaluate high quality sleep recordings. Covers all the aspects of sleep scoring and event recognition, recording and monitoring techniques, documentation, professional issues, therapeutic interventions, and patient-technologist interactions related to polysomnographic technology. Prerequisite: HAT 470

2 credits

HAT 475 Polysomnographic Technology I Clinical

Provides clinical training in the basics of polysomnographic technology. Familiarizes students with instrumentation setup and calibration, recording and monitoring techniques, documentation, professional issues, and patient-technologist interactions related to polysomnographic technology. Provides patient contact in a sleep lab. Presents opportunity to observe, perform (under supervision) and evaluate sleep studies. Prerequisite: HAT 470

2 credits

HAT 476 Polysomnographic Technology II Clinical

Provides clinical training in advanced aspects of polysomnographic technology. Familiarizes students with practical aspects of therapeutic intervention, sleep scoring equipment troubleshooting and artifact recognition. Prerequisites: HAT 470; HAT 471 and HAT 475

2 credits

HAT 482 Physiologic Monitoring Clinical

Provides a clinical experience in the hemodynamic and metabolic monitoring of patients in critical care units/labs. Covers invasive diagnostic cardiovascular procedures, including cardiac catheterization, intra-arterial pressure monitoring, and indwelling arterial catheter insertion and monitoring. Prerequisites: HAT 420, HAT 431

2 credits

HAT 487 Cardiopulmonary Rehabilitation Clinical

A clinical experience concentrating on program planning and evaluation of patients with chronic cardiopulmonary disorders. Includes discharge planning, rehabilitative services, stress testing, graded exercise and other supportive techniques. Prerequisites: HAT 320 and HAT 332

2 credits

HAT 490 Independent Study

Proposals for independent study in respiratory care must be submitted through the program director to the Committee on Research and Directed Study for approval prior to registration for this course.

1-6 credits

HAY 500 Neuroscience for Physical Therapy

Presents an integrated approach to the general principles of organization and function of the autonomic, peripheral and...
central nervous system. Presents principles in a systems approach to neuroscience. Follows the anatomy of a system, its physiology, pathophysiology and clinical relevance to the physical therapist. Introduces clinical topics as they relate to neuroscience including neurological testing; control of posture and balance; pain; muscle tone and spasticity; feedback versus feedforward control; reflex versus voluntary control; control of reaching and locomotion; perception and learning. Engages students in discussions identifying variant and invariant characteristics from one system to another and how systems work. Prerequisites: First Year Summer Courses 4 credits, Letter graded (A, A-, B+, etc.)

HAY 501 Growth and Development Across the Life Span
Provides students with foundational knowledge of typical human development. Examines developmental sequences with emphasis on biophysical changes, motor skills, cognition, and psychosocial issues across the lifespan. Discusses the impact of social, cultural, and environmental differences on typical development. Integrates didactic information with observation experiences in order to prepare them for future coursework that requires application of these skills to the atypical population. Prerequisites: First Year Courses 3 credits, Letter graded (A, A-, B+, etc.)

HAY 502 Psychosocial Aspects of Disability
Examines the psychological and social factors that directly or indirectly affect an individual with a disability. Topics include identification of pre-morbid factors that contribute to the adjustment or responses to disability; impact of disability on family roles; the effects of pain on the individual; the influence of culture and spirituality on individual and family expectations of the health care system; and the economic, sexual, and societal aspects of disability. Explores the interactions of the individual with disability within the community. Focuses on concerns of the individual beyond physical rehabilitation. Topics include mental health disorders; motivation and adherence; humor in medicine; terminal illness; substance abuse; eating disorders; self-injurious behavior; and interpersonal abuse. Emphasizes the utilization of psychosocial information in the establishment of the plan of care for patients across the life span. Prerequisite: Second Year Fall Courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 503 Neurological Physical Therapy I
The first of a three course series designed to prepare second year physical therapy students to evaluate and treat patients with neurological dysfunction during their clinical experiences. Prepares students to examine, assess, and establish problem lists for individuals with various neurological disorders. Examines fundamental testing and assessment skills for sensation, musculoskeletal function, tone, reflexes, coordination, motor control, balance, postural stability, and function. Students will gain experience choosing appropriate outcome measures and gain competence in performing these measures. Justification for clinical decisions will be highlighted throughout. Prerequisites: First Year Courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 504 Neurological Physical Therapy II
The second of a three course series designed to prepare second year physical therapy students to evaluate and treat patients with neurological dysfunction during their clinical experiences. Students will learn fundamental assessment skills including advanced balance testing; tests for levels of consciousness; advanced gait assessment; and tests for motor control of the extremities. Introduces various treatment approaches and integrates these approaches to create a comprehensive and patient-centered plan of care. Justification for clinical decisions will be highlighted throughout. Prerequisites: Second year summer courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 505 Neurological Physical Therapy III
The last of a series of three courses designed to prepare second year physical therapy students to evaluate and treat patients with neurological dysfunction during their clinical experiences. Offers continued practice and synthesis of examination data during the evaluation process, however, major emphasis is to develop and implement appropriate intervention strategies based on the best available evidence for people with neurological or neuromuscular disorders. Prerequisites: Second Year Fall Courses 4 credits, Letter graded (A, A-, B+, etc.)

HAY 506 Orthopedic Physical Therapy I
Explores neuromusculoskeletal concepts within the patient/client management model. Introduces an emphasis on clinical decision-making and problem solving through ongoing hypothesis generation and testing. Content is provided that students will apply to paper cases as they establish goals, organize subjective and objective exams, and practice screening skills. Information that is obtained during typical physical therapy exams is utilized in discussions to practice the evaluation process including ruling out red flags, identifying yellow flags, establishing a physical therapy diagnosis, developing a problem list, and generating an intervention plan. Prerequisites: First Year Courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 507 Orthopedic Physical Therapy II
Explores neuromusculoskeletal concepts within the patient/client management model. Orthopedic physical therapy practice of the upper extremities and spine is explored with an emphasis on clinical decision-making and problem solving through ongoing hypothesis generation and testing. Asked to apply content to paper cases and establish goals, organize subjective and objective exams, and practice screening skills. Information that is obtained during typical physical therapy exams is utilized in discussions to practice the evaluation and intervention process including ruling out red flags, identifying yellow flags, establishing a physical therapy diagnosis, developing a problem list, generating and implementing an intervention plan. Prerequisite: Second Year Fall Courses 4 credits, Letter graded (A, A-, B+, etc.)

HAY 508 Orthopedic Physical Therapy III
Explores neuromusculoskeletal concepts within the patient/client management model. Orthopedic physical therapy practice of the upper extremities and spine is explored with an emphasis on clinical decision-making and problem solving through ongoing hypothesis generation and testing. Asked to apply content to paper cases and establish goals, organize subjective and objective exams, and practice screening skills. Information that is obtained during typical physical therapy exams is utilized in discussions to practice the evaluation and intervention process including ruling out red flags, identifying yellow flags, establishing a physical therapy diagnosis, developing a problem list, generating and implementing an intervention plan. Prerequisite: Second Year Fall Courses 4 credits, Letter graded (A, A-, B+, etc.)

HAY 509 Pediatric Physical Therapy
Emphasizes the study of atypical movement patterns in children. Presents developmental and long-term effects of
neuromuscular and musculoskeletal dysfunction as they relate to movement. Students learn examination and interventions for subtle and complex movement dysfunctions resulting from a variety of musculoskeletal and neuromuscular diagnoses, conditions, and syndromes including but not limited to preterm birth, torticollis, developmental hip dysplasia, OBPI, cerebral palsy, Down syndrome, autism, developmental coordination disorder (DCD), Spina Bifida and Duchenne Muscular Dystrophy. Explores strategies for working with children presenting at the opposite ends of functional abilities (severe/multiple vs minimal handicapping conditions. Addresses the role of the physical therapist during transitions between delivery settings. Prerequisite: Second Year Fall Courses 5 credits, Letter graded (A, A-, B+, etc.)

HAY 512 Prosthetics and Orthotics in Physical Therapy

Provides a theoretical knowledge base as a framework for clinical intervention when providing treatment using orthotic and/or prosthetic devices for clients across the lifespan who present with amputations, diabetes, neurological disorders, and pathokinesiologic deficits of the musculoskeletal system. Presents course materials that reinforces course work from earlier basic science courses. Students will be expected to recall pertinent content from previous courses, apply that information in a clinically relevant manner, and critically solve problems covering client examination, evaluation, diagnosis, and treatment when presented with a variety of clinical scenarios. Prerequisites: First Year Fall Courses 3 credits, Letter graded (A, A-, B+, etc.)

HAY 513 Orthopedic Physical Therapy II

Explores neuromusculoskeletal concepts within the patient/client management model. Evaluation skills are sharpened as clinical decision-making and differential physical therapy diagnosis, prognosis and intervention are introduced in the framework of neuromusculoskeletal dysfunction. These general skills are then applied to various neuromusculoskeletal dysfunctions of the lower extremity. Functional anatomy, including the osteokinematics, arthrokineamtics, myology and neurology of the lower extremity are explored as they relate to surgical and nonsurgical neuromusculoskeletal conditions. Prerequisites: Second Year Summer Courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 515 Foundations of Kinesiology

Explores the essential topics of Kinesiology and establishes a basis for future study of applied kinesiology. Introduces the study of normal human movement including topics such as movement description, muscle function, and biomechanics. 1 credit, Letter graded (A, A-, B+, etc.)

HAY 517 Exercise Physiology

Reviews the normal physiology of the cardiopulmonary system. Presents the normal immediate response to exercise and long-term effects of exercise in the healthy well individual. Includes presentation of foodstuffs for energy production, metabolic pathways for production of ATP, and energy systems used in aerobic and anaerobic activities. The course includes strength and endurance exercise prescription for the healthy well individual. Also includes laboratory experiences for the measurement of vitals and select exercise testing. Prerequisites: First Year Summer Courses 1 credit, Letter graded (A, A-, B+, etc.)

HAY 518 Foundations of Exercise and Movement in PT

Presents an introduction to the fundamental principles of strength and flexibility. Fundamentals of muscle and connective tissue function from microstructure to macrostructure are considered in health and dysfunctional states through the life span. These basic principles will be expanded to explore the concept of myofascial mobility, extensibility and length. Students will combine the skills learned in Kinesiology with those learned in this course to begin the process of examination, evaluation and designing intervention programs for the movement dysfunction. Prerequisites: First Year Summer Courses 3.5 credits, Letter graded (A, A-, B+, etc.)

HAY 519 Kinesiology

Explores the kinetics and kinematics of normal, purposeful human movement. Integrates knowledge of human anatomy, physiology and biomechanics as it applies to movement of the extremities and spinal column. Includes evaluation procedures such as manual muscle testing, measurement of joint range of motion, and gait assessment. Direct patient contact is scheduled. Prerequisites: First Year Summer Courses 4.5 credits, Letter graded (A, A-, B+, etc.)

HAY 524 Health, Wellness and Prevention in Physical Therapy

Presents issues related to promotion of health and wellness and concepts of integrative, complementary and preventive medicine. Examines and integrates general fitness, nutrition and complementary medicine into exercise prescriptions for the following chronic diseases and conditions: cardiovascular disease; endocrinology and metabolic disorders; pulmonary disease; oncology; disorders of the bones and joints; depression; and intellectual disability. Students will engage in a project to incorporate wellness goals, assessments and screenings of a client and the development, implementation and assessment of an individualized wellness program. Evidence based, peer reviewed articles will be used to support or refute current health, wellness and prevention strategies and programs. Prerequisites: Second Year Courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 525 Advanced Therapeutic Exercise

Provides students with the opportunity to apply and analyze therapeutic exercise techniques in order to formulate exercise programs for diverse patient and client populations. Students will be encouraged to discuss and build upon their knowledge of basic therapeutic techniques attained from previous coursework and clinical training experiences. Advanced techniques will be demonstrated and practiced in lab. Students will evaluate, set goals, develop therapeutic exercise programs and measure outcomes. Issues regarding frequency, intensity and duration of treatment will be discussed throughout the course. Prerequisites: Second Year Courses
HAY 526 Clinical Medicine and Pharmacology I

Provides a foundation in medicine and differential diagnosis. Introduces the Nagi’s model of disablement and the International Classification of Functioning, Disability and Health (ICF), the Patient/Client Management model and outcomes management that guide the process of clinical decision-making. Principles of pharmacology, medical imaging and laboratory diagnostic testing will be integrated to facilitate safe and effective patient management planning. Familiarizes students with medical terminology and abbreviations for efficient and effective chart reviewing and documentation. Explores select systemic diseases will be explored, focusing on epidemiology, pathology, histology, etiology, as well as primary and secondary clinical characteristics. Medical and surgical management will be discussed and integrated to formulate appropriate intervention indications, precautions and contraindications. Prerequisites: First Year Fall Courses

3 credits, Letter graded (A, A-, B+, etc.)

HAY 527 Foundations of Patient Care

Emphasizes patient care in the acute care environment. Prepares students for functional mobility training for patients in all settings. Applies the laws of physics to body mechanics in order to safely and effectively assist patients with bedside functional mobility training. Prepares students to effectively guard patients during ambulation and engage in gait training with assistive devices. Students will perform initial evaluations, create physical therapy plans of care, and use vital signs and lab data to guide clinical decision making. Engages students through case studies and integrated clinical experiences with patients of varying diagnoses and complexity to prepare them for their first clinical internship. Prerequisite: First Year Fall Courses

4 credits, Letter graded (A, A-, B+, etc.)

HAY 528 Clinical Medicine and Pharmacology II

This course continues to build a foundation in medicine and differential diagnosis. Utilize the concepts of evidence-based practice, ICF and Nagi’s model of disablement, and the Patient/Client Management model as frameworks for clinical decision-making. Presents in-depth exploration of frequently encountered pathologies and injuries across the life span. Presents epidemiology, pathophysiology, etiology, clinical characteristics with subsequent medical and surgical management of each pathology/injury. Students are required to apply knowledge of pharmacology, diagnostic radiology and laboratory testing into safe and effective patient management through clinical case study exercises. Focuses on the formulation of appropriate rehabilitation intervention indications, precautions and contraindications. Students will continue to build a repertoire of medical terminology, medical chart abbreviations and clinical outcome measures. Proficiency is expected with an actual medical record review and analysis, and the synthesis of an appropriate patient/client management plan consistent with the Guide to Physical Therapist Practice. Prerequisites: First Year Fall Courses

4 credits, Letter graded (A, A-, B+, etc.)

HAY 534 Motor Learning and Motor Control

Establishes a context for the major explanatory concepts applied to the issues of coordination and skill and learning. Foundational material from Neuroscience will support the application and theory addressed throughout the course. Uses academic rationalization and cognitive processing philosophies to develop and refine intellectual processes. Students learn from historical perspectives of motor control to develop skills necessary to pose and solve problems, to infer, to hypothesize, and to locate needed resources for theoretically sound clinical judgments. Students read original research papers and current literature pertaining to motor learning, motor programs and dynamic pattern theory. Students will analyze papers examining loss of function related to disease or injury. Prerequisite: First Year Fall Classes

3 credits, Letter graded (A, A-, B+, etc.)

HAY 543 Integumentary and Vascular Physical Therapy

Presents principles of skin anatomy and physiology, normal and abnormal wound healing, and the anatomy and role of both peripheral vascular system and lymphatic systems. Discusses physical therapy assessment and interventions. Includes focused practice in myofascial mobility and extensibility, lymphedema management, wound assessment, debridement, would dressing choices, and other available modalities. Engages students in practical skills during interactive lab sessions to demonstrate competence and integrate information in a clinically relevant manner to provide a framework for future safe and effective intervention with clients. Prerequisite: First Year Fall Courses

2 credits, Letter graded (A, A-, B+, etc.)

HAY 544 Biophysical Agents in Physical Therapy

Introduces various physical, mechanical and electrotherapeutic biophysical agents. Covers the role of such agents in the management of impairments and pathology involving the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Explores evidence-based informed decision making for each of these agents through the analysis of appropriate literature. Prerequisites: First Year Summer Courses

3 credits, Letter graded (A, A-, B+, etc.)

HAY 545 Ethics and Health Care for Physical Therapists

Provides an overview of the ethics of health care in a rapidly changing society. Explores ethical issues surrounding health care changes and public health policy. Includes an overview of ethics within patient education, advocacy and interpersonal relationships. and discussions involving the APTA professional codes of ethics and standards. Students will learn how to approach ethical dilemmas using theoretical frameworks and decision-making processes. Introduces the student to the ethics within physical therapy and other health care professions through the use of case studies. Includes a review of classic cases in health care ethics, involving issues such as euthanasia and organ transplants from an ethical, legal and historical perspective. Prerequisites: Second Year Courses

2 credits, Letter graded (A, A-, B+, etc.)
HAY 552 Research Methods for Physical Therapists

First of three courses designed to prepare students to search for and critically appraise scientific literature as well as understand the fundamentals of research methods, design, and statistics. Includes principles of evidence based practice, use of electronic data bases to search for evidence, research and measurement reliability and validity, research design, descriptive statistics, statistical inference, tests for experimental comparison, correlation, regression, and nonparametric tests. Addresses the relationship between statistics and research design by introducing relevant research articles in the healthcare field. Prerequisites: First Year Fall Courses
3 credits, Letter graded (A, A-, B+, etc.)

HAY 557 Introduction to Evidence Based Practice

Introduces the concepts of evidence informed decision making by exploring the evidence based practice (EBP) model and the five steps of the EBP process. This is the second didactic course in the critical inquiry sequence, building upon the integration of research concepts that allows for the critical analysis of varying levels of research literature. Review of physical therapy literature will be used as a tool to integrate the students critical inquiry skills, depth of knowledge, and related clinical significance. Prerequisite: Second Year Fall Courses
1.5 credits, Letter graded (A, A-, B+, etc.)

HAY 558 Evidence Based Practice Seminar

Explores a broad spectrum of research literature examining student's clinical experience and common physical therapy topics. Requires students to independently search, evaluate literature concerning a clinical question, and critically evaluate the strength of several levels of evidence by assimilating inquiry skills, clinical experiences and current depth of knowledge with evidence from the literature. Students judge the strength of the evidence of each paper and draw conclusions regarding its clinical significance. When lacking evidence, challenges student to suggest ways to strengthen the current evidence. This is the terminal didactic course in the critical inquiry sequence. Prerequisites: Second Year Courses
1-3 credits, Letter graded (A, A-, B+, etc.)

HAY 560 Professional Practice I: Foundations

First of three courses regarding the developing physical therapy professional. Discusses historical, ethical and legal foundations and current and emerging issues affecting change within the profession. Introduces the format and function of the APTA at the national and state levels. Examines the roles and responsibilities of the physical therapist, the physical therapist assistant and the physical therapist aide in the present healthcare environment. Explores dynamics of professional interactions with patients, families and other healthcare providers.
2 credits, Letter graded (A, A-, B+, etc.)

HAY 561 Professional Practice II: Clinical Education

Taught concurrently with theoretical and practical coursework in the curriculum to prepare the students for their first clinical experience. Offered before HAY 595 Clinical Internship I to prepare students for patient and caregiver instruction and to provide students with knowledge of the roles and responsibilities of the student and the clinical instructor within the healthcare environment. Examines different learning and teaching styles and their effect on the learning environment. The fundamentals of teaching as they apply to patient education, professional inservices, and clinical education are presented and practiced. Students are introduced to aspects of verbal and nonverbal communication, with opportunity to work in small groups for application of these principles. Preparation for the first clinical education experience, specifically clinical site and academic program expectations, professional behavior, and student responsibilities, are discussed in detail. Prerequisites: Second year summer courses
1.5 credits, Letter graded (A, A-, B+, etc.)

HAY 562 Selected Topics in Clinical Education and Professional Development

Provides framework for assuming the roles of a clinical instructor. Includes the preplanning period, structuring the actual clinical experience, and types of evaluation provided to physical therapy students. Explores various models of clinical education and opportunities for APTA Residencies and Fellowships. Emphasizes self assessment, communication skills and professional development. Links discussions with concurrent learning experiences in Clinical Internship II including learning opportunities, patient care and teaching styles. Explores in detail selected topics from APTA clinical performance instruments. Uses a case study for students to delve deeper into plan of care for a patient receiving treatment during the Clinical Practice II.
2 credits, Letter graded (A, A-, B+, etc.)

HAY 580 Practicum

A limited number of students may enroll in 3-6 credits of independent study in research, education, clinical practice, or management/administration. Each practicum project is uniquely designed to meet the needs of the student. Mentored by faculty with expertise in the area of study. Acceptable projects must include design, implementation and analysis phases. 3-6 credits by permission of the Program Director.

HAY 589 Case Studies I

Develop's students' ability to utilize and apply relevant knowledge and skills within the patient management model including examination, evaluation, and development of intervention strategies. Students will discover how the four systems (neuromotor, cardiopulmonary, musculoskeletal, and integumentary) work together to influence function through problem-based activities and case studies. Culminates in student group presentations with defense of clinical decisions for assigned case studies at the end of this integrative experience. Prerequisites: First Year Fall Courses
1 credit, S/F graded
HAY 590 Case Studies II

Second in a two-course sequence to further develop students' ability to utilize and apply relevant knowledge and skills within the patient management model. With each Case Studies course, the demand on students for synthesis and integration increases. Requires students to examine, evaluate, determine differential diagnosis, prognosticate, develop and integrate intervention strategies for patients of varying ages from diverse cultural backgrounds with complex neuromotor, cardiopulmonary, musculoskeletal, and or integumentary pathophysiology/dysfunction. Culminates in student group presentations with defense of clinical decisions for assigned case studies at the end of this integrative experience. Prerequisites: Second Year Fall Courses 1 credit, S/F graded

HAY 595 Clinical Education I

An eight-week full time clinical experience course and the first of four clinical experiences in the curriculum. Allows the student to apply and integrate the academic knowledge, skills, and professional behavior acquired in the curriculum. Students are expected to demonstrate advanced beginner to intermediate level competency in all categories of the Clinical Performance Instrument (CPI) at the conclusion of the course. A licensed physical therapist is responsible for close supervision and guidance during the learning experience. Pre-requisites: All coursework prior to HAY 595. 8 credits, S/F graded

HAY 602 Issues in Health Care Administration

Provides an understanding of the role of manager/supervisor as it relates to the goals and objectives of a physical therapy practice or department. Topics include communication skills in business management; ethical decision making in physical therapy practice; delivery systems; legislation and regulation; business planning; marketing and public relations. Prerequisites: Second Year Courses 1-3 credits, Letter graded (A, A-, B+, etc.)

HAY 620 Cardiopulmonary Physical Therapy I

Introduces students to the interpretation of data from various diagnostic tests commonly encountered in patients with cardiac and/or pulmonary dysfunction. Engages classroom and laboratory activities designed to promote clinical decision making skills regarding the titration of exercise and the development of physical therapy interventions, including airway clearance techniques. Concentrates on the psychomotor skills needed to treat this patient population and the clinical reasoning skills required to ensure patient safety and improve patient outcomes. Prerequisites: Summer Year 2 Courses 2 credits, Letter graded (A, A-, B+, etc.)

HAY 621 Cardiopulmonary Physical Therapy II

Integrates material from prior coursework and utilizes information to develop an evidence-based total plan of care for patients with cardiac and/or pulmonary dysfunction.

Students engage in simulation-based learning experiences to help understand the relationship between pathophysiology and signs and symptoms; choose and perform appropriate assessments; evaluate clinical data; design and perform physical therapy interventions; respond to changes in patient status; and make appropriate recommendations for equipment and community programs for patients with cardiac and/or pulmonary dysfunction. Prerequisites: Summer Year 3 courses. 2 credits, Letter graded (A, A-, B+, etc.)

HAY 692 Clinical Education II

A nine-week full time clinical experience course and the second of four clinical experiences in the curriculum. Allows the student to apply and integrate the academic knowledge, skills, and professional behavior acquired in the curriculum. Students are expected to demonstrate intermediate level competency in all categories of the Clinical Performance Instrument (CPI) at the conclusion of the course. A licensed physical therapist is responsible for close supervision and guidance during the learning experience. Pre-requisites: All coursework prior to HAY 692. 9 credits, S/F graded

HAY 693 Clinical Education III

An eight-week full time clinical experience course and the third of four clinical experiences in the curriculum. Allows the student to apply and integrate the academic knowledge, skills, and professional behavior acquired in the curriculum. Students are expected to demonstrate intermediate level competency in all categories of the Clinical Performance Instrument (CPI) at the conclusion of the course. A licensed physical therapist is responsible for close supervision and guidance during the learning experience. Pre-requisites: All coursework prior to HAY 693. 8 credits, S/F graded

HAY 694 Clinical Education IV

A full time ten-week clinical experience course and the final clinical experience in the curriculum. Allows the student to apply and integrate the academic knowledge, skills, and professional behavior acquired in the curriculum. Students are expected to demonstrate entry level competency in all categories of the Clinical Performance Instrument (CPI) at the conclusion of the course. A licensed physical therapist is responsible for close supervision and guidance during the learning experience. Pre-requisites: All coursework prior to the HAY 694. 10 credits, Letter graded (A, A-, B+, etc.)

HAY 699 Clinical Continuation

This course is for physical therapy students continuing with clinical. 0 credit, S/F graded

HBA

HBA 325 Anatomical/Bio Illustration
This course will offer an introduction to human anatomy for the studio artist who is interested in biological illustration. It will provide an introduction to techniques of illustration utilizing as subject matter the live model, skeleton, prosection and cadaver dissection. Details of human anatomy will often be discussed by comparison of humans with other vertebrates. Lectures will precede each lab/studio class and involve topics such as size and shape, developmental changes in proportion, topographic and surface anatomy, bone-muscle relationships and human movement, comparative form of visceral organs, and the comparative anatomy of humans and higher primates. This course will be open to all students who have had introduction to life drawing (or its equivalent) and/or introduction to the biological sciences (or its equivalent). We expect that this offering will benefit artists who are interested in developing their representational drawing skills and enhancing their knowledge of anatomy and morphology, AND students in the life sciences who are interested in enhancing their drawing skills. This course is offered as both HBA 325 and ARS 355.

3 credits

HBA 398 Research Project in Anatomical Sciences

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to juniors and seniors. May be repeated. 2-4 credits, S/U grading

HBA 399 Research Project in Anatomical Sciences

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to juniors and seniors. May be repeated. 2-4 credits, S/U grading

HBA 461 Regional Human Anatomy

An overview of the gross anatomy of the human body. Dissection of the entire human body. Includes neuroanatomy. Associated course fee - $88.00. Prerequisite: Permission of instructor for non-Health Sciences students. 5 credits

HBA 521 Gross Anatomy of Head, Neck, and Trunk

Tutorial laboratories with emphasis on dissections of the human head, neck, and trunk. (A, B, C, F) Grading

HBA 531 The Body

A lecture and laboratory with emphasis on dissection of the entire human body. Topics include functional and topographic anatomy, embryology, clinical correlations, and an introduction to radiology. (A, B, C, F) Grading

HBA 540 Human Anatomy for Physical Therapists

A lecture and laboratory course that includes dissections of the entire human body. The course is organized in three modules: (1) thorax and abdomen, (2) head and neck, including neuroanatomy, and (3) limbs. It covers regional and conceptual information on the gross anatomy of all organ systems in the human body. Prerequisite: permission of instructor for students that are not enrolled in Stony Brooks Physical Therapy Program. 5 credits, (A, B, C, F) Grading

HBA 541 Evolutionary Anatomy

A lecture and laboratory with emphasis on dissection of the entire human body. Includes functional and comparative anatomy with special emphasis on the musculoskeletal morphology of humans and higher primates. This course is offered as both DPA 541 and HBA 541. Fall, 8 credits, (A, B, C, F) Grading

HBA 542 Advanced Human Anatomy for Physical Therapists

Regional approach to the gross anatomy of the lower limb for physical therapy graduate students (DPT). The course is presented in conjunction with HYAS19, Kinesiology for Physical Therapists. This module will offer an expanded view of the functional anatomy and arthrology of the hip, thigh, leg and foot. Labs will be three hours, one day per week. Enrollment will be limited to DPT students. 0 credit, S/U grading

HBA 550 Vertebrate Evolution

Survey of the fossil record of vertebrate evolution. The course emphasizes the origin, phylogeny, comparative and functional morphology, biogeography, and paleontology of vertebrate animals. Laboratory included. The lectures and laboratories will utilize an extensive collection of comparative anatomical material, fossil casts, and slides. Spring, alternate years, 4 credits, (A, B, C, F) Grading

HBA 551 Phylogenetic Systematics, Biogeography and Comparative Methods

This course will provide students with a familiarity in the practical application of modern phylogenetic methods and the use of phylogenies in framing evolutionary hypotheses. The course will have both a lecture and laboratory component with lectures including in-class discussions of assigned readings. Lab exercises will be devoted to hands-on experience with available software for phylogenetic and comparative methods. Comparative methods examined will include a focus on historical biogeography as well as ancestral state reconstruction, rates of evolution and diversification, and analysis of adaptation and key innovations. 4 credits, (A, B, C, F) Grading

HBA 560 Advanced Regional Anatomy
Advanced human gross anatomy for graduate students or advanced undergraduates in biology, anthropology and other life sciences.
Fall, Summer, 3-8 credits, (A, B, C, F) Grading

**HBA 561 Human Gross Anatomy**
A lecture and laboratory course that includes dissections of the entire human body. The course is organized in three modules: (1) thorax and abdomen, (2) head and neck, including neuronatomy, and (3) limbs. It covers regional and conceptual information on the gross anatomy of all organ systems in the human body. Prerequisite: permission of instructor for students that are not enrolled in Stony Brook's Occupational Therapy, Physician Assistant or Respiratory Therapy programs.
Summer, 5 credits, (A, B, C, F) Grading

**HBA 563 Aspects of Animal Mechanics**
An introduction to biomechanics. Covers freebody mechanics and kinetics as applied to vertebrate locomotion. Considers the structure and physiology of muscle as it relates to adaptations of the musculoskeletal system. This course is offered as both HBA 563 and DPA 563.
Spring, odd years, 2 credits, (A, B, C, F) Grading

**HBA 564 Primate Evolution**
The taxonomic relationships and evolutionary history of primates as documented by their fossil record and structural and chemical evidence. Emphasis on primates prior to the origin of the human lineage. This course is offered as ANT 564, DPA 564 and HBA 564.
Spring, even years, 4 credits, (A, B, C, F) Grading

**HBA 565 Human Evolution**
A survey of the fossil record of hominid evolution through the Pliocene and Pleistocene with emphasis on the morphological structure and function of locomotor, masticatory, and neural systems. Includes utilization of comparative anatomical material and an extensive cast collection. This course is offered as ANT 565, DPA 565 and HBA 565.
Fall, even years, 4 credits, (A, B, C, F) Grading

**HBA 566 Studies in Functional Morphology**
Introduction to the theory and methods of functional morphology. Various methods of analysis and the application of experimental techniques such as electromyography or bone strain analysis are discussed as they pertain to the understanding of the interaction between form and function. Special emphasis is placed on the analysis of human and nonhuman primate morphology, and the application of this analysis to interpretation of the fossil evidence for human and nonhuman primate evolution. This course is offered as both HBA 566 and DPA 566.
Spring, even years, 2 credits, (A, B, C, F) Grading

**HBA 582 Comparative Anatomy of Primates**
The comparative anatomy of living primates. Laboratory dissection with emphasis on relating structural diversity to behavior and biomechanics. This course is offered as both HBA 582 and DPA 582.

Spring, alternate years, 4 credits, (A, B, C, F) Grading

**HBA 590 Projects in Anatomical Sciences**
Individual laboratory projects closely supervised by faculty members to be carried out in staff research laboratories.
Fall and Spring, 1-6 credits, S/U grading

**HBA 690 Graduate Seminar**
Seminars by graduate students on current literature in the areas of the anatomical sciences.
Fall and Spring, 1 credit, S/U grading

**HBA 692 Advanced Topics in Anatomical Sciences Literature**
Tutorial readings in anatomical sciences with periodic conferences, reports and examinations arranged with the instructor.
Fall and Spring, 1-2 credits, S/U grading

**HBA 695 Practicum in Teaching**
Practical instruction in the teaching of anatomical sciences carried out under faculty supervision.
1-4 credits, S/U grading

**HBA 699 Dissertation Research on Campus**
Original investigation under supervision of thesis adviser and committee.
Fall, Spring, and Summer, 1-9 credits, S/U grading

**HBA 700 Dissertation Research off Campus - Domestic**
Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor.
Fall, Spring, 1-9 credits, S/U grading

**HBA 701 Dissertation Research off Campus - International**
Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver be second week of classes. The charge will only be removed if other plan is deemed comparable.
Fall, Spring, 1-9 credits, S/U grading

**HBA 800 Full-Time Summer Research**
Full-time laboratory research projects supervised by staff members. 0 credit, S/U grading

**HBC**

**HBC 331 Introductory Biochemistry**
An introduction to biochemistry including all aspects of metabolism and the synthesis, structure, and function of DNA, RNA, and protein stresses the medical significance of these aspects of biochemistry. Prerequisite: Organic Chemistry 3 credits

**HBC 531 Molecular Foundations of Medicine**
An integrated course covering the important aspects of biochemistry, cell biology, human and molecular genetics, and histology. Includes lectures, small group conferences and laboratories and stresses the clinical relevance of the basic science material. 8 credits, Letter graded (A, A-, B+, etc.)

**HBH**

**HBH 330 Fundamentals of Pharmacology I**
HSC Bulletin Information Covers the basic principles that underlie the action of drugs on physiological processes. These principles are applied to the specific action of drugs on the autonomic nervous system. In addition, the pharmacology of cardiovascular drugs are covered in detail. 2 credits

**HBH 331 Fundamentals of Pharmacology II**
A continuation of HBH 330. Covers the action of drugs on individual systems as well as drug-drug interactions emphasizing the mechanisms of drug action. Surveys therapeutic applications and adverse drug reactions. 3 credits

**HBH 333 Principles of Pharmacology**
This course presents the basic scientific principles that underlie the mechanism of action of the major classes of various drugs and their effects on patho-physiologic processes in humans. A prototype approach is used to assist students in organizing and learning the major drug classifications. A major emphasis is placed on the development of clinical decision-making and critical thinking skills as essential components of the role of the baccalaureate-prepared registered professional nurse. 4 credits

**HBH 396 Research Project in Pharmacology**
An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project. May be repeated. May not be taken for credit in addition to BCP 487. 0-6 credits

**HBH 398 Research Project in Pharmacology**
An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project. May be repeated. May not be taken for credit in addition to BCP 487. 1-6 credits

**HBH 399 Research Project in Pharmacology**
An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project. May be repeated. May not be taken for credit in addition to BCP 487. 1-6 credits

**HBH 501 Principles of Pharmacology**
Basic principles and mechanism of drug distribution, absorption, metabolism and elimination. Principles of chemical carcinogenesis and tumor promotion. Autonomic, Smooth Muscle and CNS Pharmacology. Pharmacology of specific drugs of historical interest including alcohol, antibiotics, aspirin, nicotine and morphine. Review of anticoagulants & thrombolytic agents, antiparasitic, and drugs for the treatment of allergic conditions and gout. Includes discussion of specific cases taken from clinical practice and a presentation based on a set of selected readings. Cross-listed with BCP 401 Fall, 4 credits, Letter graded (A, A-, B+, etc.)

**HBH 502 Advanced Principles of Pharmacology**

**HBH 505 Pharmacology to Pharmacy: Practical Clinical Aspects for Non-Clinicians (Didactic)**
This course, to be offered exclusively online, is designed for students interested in health care (either basic medical science-oriented or clinical). The class introduces many aspects of clinical pharmacology, but is geared toward non-clinicians. Clinical Vignettes and case discussions will be presented. Several medical procedures will be first described and then demonstrated. Understanding these procedures will be integral to appreciating the vignettes and clinical case discussions. The multidisciplinary course faculty will include physicians, scientists, educators, nurses and pharmacists. Enrolled students will have the opportunity to ask questions directly through online chats.
HBH 506 Graduate Pharmacology Colloquium

Research seminars in pharmacology and toxicology presented by faculty and distinguished scientists from academic and industrial institutions. A 1 hr. Journal Club/Discussion Session precedes seminar to review a reference paper relevant to the research concepts to be presented. Students are expected to develop an understanding of the scientific principles given in the colloquium. Students are required to give a formal presentation. Co-scheduled with BCP 406. Offered Spring, 2 credits, Letter graded (A, A-, B+, etc.)

HBH 510 Practical Clinical Exposure for Translational Basic Scientists Hospital Clinical Rotations-Physician

Course faculty will arrange two, two-week-long rotations (four weeks total). The following services are committed to participate: Anesthesiology-students will be offered opportunities in operating room (OR) observation; pre-admission patient evaluations; pain management clinic; and others depending upon availability. Internal Medicine-students will be offered opportunities in the medical intensive care unit (MICU); coronary care unit (CCU); medical oncology; and others depending upon availability. Others-depending upon availability. Student will be expected to spend 3-4 hours daily in their assigned clinical activates (15-20 hours weekly; 60-80 hours for the course). In addition, they will be asked to participate in special medical exercises arranged for them on an ad hoc basis by course faculty, both in the hospital pharmacy and elsewhere. Finally all students will attend weekly case conferences, 2hr each for all 4 weeks. At these conferences, students will be asked to prepare and present two clinical cases, based on two of the patients they have seen on their clinical rotations. It is expected that each student will be responsible for at least two presentations during the four-week course. Presentations will be graded by course faculty, S (satisfactory) or U (unsatisfactory). The final grade for the course, also S or U, will be determined both by these grades as well as by overall attendance at all course activities. 0-3 credits, S/U grading

HBH 531 Principles of Medical Pharmacology

Basic principles that underlie actions of drugs on physiological processes with particular reference to their therapeutic and toxic actions. For medical and dental students. Letter graded (A, B, C, F)

HBH 545 Biochemical Laboratory Techniques

Introduces theoretical principles and experimental techniques used in modern biochemical research. Lectures and homework assignments explore topics in basic molecular and cellular techniques. Prerequisites: Admission to Health Sciences Center program. Fall, 1 credit, Letter graded (A, A-, B+, etc.)

HBH 546 Biochemical Laboratory Techniques

Continuation of HBH545. Lectures and demonstrations present topics in chromatography, mass spectrometry, protein sequencing, sedimentation, electrophoresis, ligand binding, basic pharmacological methods and statistical analysis of data. Includes procedures for the safe handling of toxic chemicals and radioisotopes. Prerequisites: Permission of instructor, admission to graduate Health Sciences Center program. Spring, 1 credit, Letter graded (A, A-, B+, etc.)

HBH 550 Statistics in Life Sciences

This course covers statistical concepts and issues in the life sciences. Basic algebra is assumed as a prerequisite. Topics covered include: descriptive statistics, foundation of statistical inference, sampling distribution, point estimate and confidence internal, comparison of independent and paired samples, analysis of categorical data, correlation, ANOVA, linear regression, and nonparametric test. 1 credit, S/U grading

HBH 560 Proposal Preparation in Regulatory Biology

A literature-based course focusing on major research areas in molecular and biochemical pharmacology. The first part of the course will expose students to a series of examples of recent grant proposals. The second part of the course will feature student presentations of their research proposals. Due to the coordination of this course with the Qualifying Exam, registration is limited to Pharmacology graduate students. Fall and Spring, 2 credits, S/U grading

HBH 585 Advanced Structural Biology/Structural Methods in Drug Discovery

This course is designed for students that want to gain theoretical and practical experience in macromolecular structure determination through NMR spectroscopy and/or X-ray crystallography. The course is organized into two modules: NMR spectroscopy and X-ray crystallography. Students may elect to take one or both modules. Emphasis will be placed on practical aspects of structural determination, including sample preparation, data collection and processing. In each of the modules, students will be guided through a complete structural determination project. A final project report per module will be required. Familiarity with Linux is desirable. Students are encouraged to contact instructors prior to enrolling. Crosslisted as BBS580 and HBH585. Spring, 0-4 credits, S/U grading

HBH 590 Pharmacology Seminars

Advanced research seminars by staff and visiting lecturers. Fall and Spring, 0-1 credits, S/U grading
HBH 599 Graduate Research in Pharmacological Sciences

Original research projects under faculty supervision.
Fall, Spring, and Summer, 0-12 credits, Letter graded (A, A-, B +, etc.)

HBH 601 Practicum in Teaching Pharmacology

Practical experience and instruction in the teaching of pharmacology carried out under faculty orientation and supervision.
Fall and Spring, 0-1 credits, S/U grading

HBH 631 Graduate Pharmacology I

Basic principles of pharmacology will be discussed including pharmacokinetics and pharmacodynamics in both normal and various disease states. Major problems in human pharmacology will be considered including obesity, diabetes, hypertension and heart failure. Underlying physiology as well as pathophysiologic background will be presented. Drug design and development will be discussed from both scientific and socio-economic perspectives.
Fall and Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HBH 632 Graduate Pharmacology II

This course introduces second-year graduate students to chemotherapy agents used to combat bacterial and viral infections as well as cancers. The course develops a detailed understanding of the strategies involved in identifying drug targets in these two diverse therapeutic settings. The antibacterial lectures emphasize the problem of drug resistance and the need to develop new agents to combat resistant organisms. The anti-cancer lectures begin with a comprehensive analysis of the molecular basis of cellular transformation leading to neoplastic disease. Lectures on cancer therapy emphasize the contrast between conventional cytotoxic chemotherapy and novel therapeutic approaches guided by recent developments in cancer research. Novel computational biology and structural biology approaches are featured throughout the course. Each student is expected to make two formal journal-club style presentations during the course and to actively participate in group discussion.
0-3 credits, Letter graded (A, A-, B+, etc.)

HBH 633 Quantitative Methods in Pharmacology

This course introduces second-year graduate students to the quantitative approaches that underlie modern research in Pharmacology. Students will be exposed to tools and techniques that are widely applied in different fields of biomedical research. Students will receive an introduction to the command line, coding and statistics, and learn to apply these tools to pharmacokinetic compartmental analysis, molecular modeling, image analysis, structural biology, biological big data analysis and genomics. Students will be actively engaged in data analysis and will be expected to participate in group discussion.
3 credits

HBH 655 Neuropharmacology

An advanced course for graduate students interested in developing an understanding of neuropharmacology and research on this topic. Following a general introduction to the nerve cell structure, synaptic and chemical transmission, three themes receptors, receptors as channels, and G-protein-coupled receptors are developed. Recent advances in cell and molecular biology provide the framework for instruction and discussion. This course is offered as both HBH 655 and BNB 655. Prerequisite: Admission to Graduate Health Sciences Center Program.
Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HBH 656 Cell Biology

Introduction to the structural and functional organization of cells and tissues and to the way structure relates to function. Particular emphasis is placed on nuclear and chromosomal structure, signal transduction, protein translocation, the cytoskeleton and the extracellular matrix. The interaction of cellular structures and components and their regulation is stressed as is the organization and interaction of cells in tissues. The course is comparative and includes examples of cells and tissues from vertebrates, invertebrates, plants, and prokaryotic systems. Prerequisite: matriculation in graduate program or permission of instructor.
Spring, 3-4 credits, Letter graded (A, A-, B+, etc.)

HBH 699 Dissertation Research in Campus

Original investigation undertaken as part of the Ph.D. program under supervision of thesis adviser and committee. Prerequisite: Advancement to candidacy (G5); permission of thesis advisor. Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab.
Fall, Spring, and Summer, 0-9 credits, S/U grading

HBH 700 Dissertation Research off Campus - Domestic

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor.
Fall, Spring, 1-9 credits, S/U grading

HBH 701 Dissertation Research off Campus - International

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver be second
week of classes. The charge will only be removed if other plan
is deemed comparable.
Fall, Spring, 1-9 credits, S/U grading

HBM  320  General Microbiology
A study of the molecular structure, functional anatomy, growth,
genetics, and pathogenic mechanisms of microbial agents,
with an emphasis on bacteria and viruses. Non-specific and
specific host defenses and the control of microorganisms
will also be covered. Not for credit in addition to BIO 315.
Satisfies the microbiology requirement for admission to most
allied health, nursing, optometry, and veterinary medicine
professional schools.
3 credits

HBM  321  General Microbiology Laboratory
Complementing the lecture material of HBM 320, this optional
laboratory covers basic and applied microbiological methods.
Students are introduced to methods for isolating pure
cultures, microscopy and staining, quantitation of bacteria
and determination of sensitivity to antimicrobial agents.
This laboratory is limited to pre-allied health, pre-nursing,
and pre-veterinary students. This course has an associated
fee. Please see www.stonybrook.edu/coursefees for more
information.
1 credit

HBM  398  Research Project in Microbiology
An independent research project under faculty supervision,
with emphasis on the principles of experimental design, data
collection, evaluation of findings, and reporting of results.
Project report required. May be repeated.
0-4 credits

HBM  399  Research Project in Microbiology
An independent research project under faculty supervision,
with emphasis on the principles of experimental design, data
collection, evaluation of findings, and reporting of results.
Project report required. May be repeated.
0-4 credits

HBM  503  Molecular Genetics
Introduces the classical work and current developments in
lower and higher genetic systems. Covers gene structure and
regulation in prokaryotic and eukaryotic organisms, mutational
analysis and mapping, transposable elements, and biological
DNA transfer mechanisms. Bacteriophage as well as lower
and higher eukaryotic systems are used to illustrate aspects
of molecular genetic structure and function. This course
is offered as both MCB 503 and HBM 503. Prerequisite:
matriculation in graduate program or permission of instructor
Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HBM  509  Experimental Molecular Genetics
and Microbiology
An introduction to modern microbiological research. The
selection of laboratories is made in consultation with the
student's advisory committee. By taking part in ongoing
projects the student will learn experimental procedures
and techniques and become acquainted with research
opportunities in the department.
Fall, 1-8 credits, S/U grading

HBM  510  Experimental Molecular Genetics
and Microbiology
An introduction to modern microbiological research. The
selection of laboratories is made in consultation with the
student's advisory committee. By taking part in ongoing
projects the student will learn experimental procedures
and techniques and become acquainted with research
opportunities in the department.
Spring, 1-8 credits, S/U grading

HBM  522  Biology of Cancer
A short course with the emphasis on cancer as a disease of
man. Lectures address human cancer as seen by the clinician
and as basic research relates to human disease. This course
provides students with a link between courses in cell and
molecular biology and the application of this basic information
to tumor management. Offered as HBM 522 and HPH 659.
Offered Spring
2 credits, Letter graded (A, A-, B+, etc.)

HBM  599  Graduate Research in Molecular
Genetics and Microbiology
Original investigations under faculty supervision.
Fall and Spring, 1-9 credits, S/U grading

HBM  640  Molecular Mechanisms of
Micrbral Pathogenesis
This course covers the principles and molecular mechanisms
of pathogenesis of a selected group of the best understood
viral and bacterial pathogens. A major focus of the course
relates to pathogen modification of host extracellular and intracellular signalling events, as well as pathogen-host interactions pertaining to the innate, humoral and cellular responses to infection. The material is presented by invited lecturers who are leaders in their fields. This courses is directed to graduate students, post-doctorate and medical fellows, and advanced medical students, who are are contemplating careers in infectious disease research. Prerequisite: HBM, BMO 503 and BMO 520
3-4 credits, Letter graded (A, A-, B+, etc.)

**HBM 690 Molecular Genetics and Microbiology Seminar**

A weekly meeting devoted to current work in the department. Enrolled students present seminars each week throughout the term.
Fall and Spring, 0-1 credits, S/U grading

**HBM 691 Readings in Molecular Genetics and Microbiology Literature**

Readings in microbiology literature covering areas of molecular biology and genetics.
Fall, 1 credit, Letter graded (A, A-, B+, etc.)

**HBM 692 Experimental Methods in Molecular Genetics and Microbiology**

The goal of this course is to introduce students to the rationale underlying the wide array of new methods in biology, as well as to promote the critical analysis of scientific literature. Lectures will be given about various scientific methods and approaches, and journal articles relating to the concepts introduced will be assigned. A separate discussion section will be held to review and critique the articles, to be led by the students.
1 credit, Letter graded (A, A-, B+, etc.)

**HBM 693 Research Proposal Preparation in Molecular Genetics and Microbiology**

A course, based upon the literature in molecular genetics and microbiology, to instruct students in scientific writing and the preparation of research proposals. The course will be organized in three parts. In the first section of the course, students will become familiar with the components of the research proposal and will read and evaluate proposals written by the training faculty. Lectures given by the course co-directors will cover the basics of scientific writing, research proposal preparation and the problems and concerns commonly voiced by reviewers of research proposals. In the second section, students will develop two short proposals in the area of molecular genetics and microbiology that are unrelated to their graduate research. One of these short proposals will be selected for development into a full proposal. In the third section, students will develop and write the full proposal. The students' skills in proposal preparation will be enhanced by critiquing the short and full proposals presented by other students in the second and third sections of the course.
Spring, 1-3 credits, Letter graded (A, A-, B+, etc.)

**HBM 699 Dissertation Research on Campus**

For the student who has been advanced to candidacy (G5); permission of dissertation advisor.
Fall, Spring, and Summer, 1-9 credits, S/U grading

**HBM 700 Dissertation Research off Campus - Domestic**

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor.
Fall, Spring, Summer, 1-9 credits, S/U grading

**HBM 701 Dissertation Research off Campus - International**

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver be second week of classes. The charge will only be removed if other plan is deemed comparable.
Fall, Spring, 1-9 credits, S/U grading

**HBN 531 Neuroscience**

A study of the basic mechanisms of disease and the pathophysiology of the important human illnesses. Primarily for Health Sciences Center students; others admitted with special permission.
3 credits

**HBP 310 Pathology**

A study of the basic mechanisms of disease and the pathophysiology of the important human illnesses. Primarily for Health Sciences Center students; others admitted with special permission.
3 credits

**HBP 393 Special Topics from Pathology Literature**

Tutorial readings in pathology, with periodic conferences, reports, and examinations arranged with the instructor. May be repeated.
1-2 credits
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<tr>
<th>Course Code</th>
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<th>Description</th>
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<tbody>
<tr>
<td>HBP 394</td>
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<td>Tutorial readings in pathology, with periodic conferences, reports, and examinations arranged with the instructor. May be repeated. 1-2 credits</td>
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<td>HBP 398</td>
<td>Research Project in Pathology</td>
<td>An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. May be repeated. 0-4 credits</td>
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<td>Research Project in Pathology</td>
<td>An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. May be repeated. Prerequisite: Laboratory experience. 0-4 credits</td>
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<tr>
<td>HBP 511</td>
<td>Pathobiology for Graduate Health Care Practitioners</td>
<td>For graduate students who have obtained primary health care baccalaureate degrees through the case study approach. Covers the underlying principles of modern experimental pathology. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry, structure, or pathophysiology at the organ, tissue, cell or molecular level. Fall and Spring, 3 credits, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 533</td>
<td>Immunology</td>
<td>Principles of immunology for graduate students in the biological sciences, including definition of antigens and antibodies, specificity of the immune response, immunoglobulin structure, the genetics of immunoglobulin synthesis, cellular cooperation in the immune response, hypersensitivity, tolerance immunogenetics. Open to advanced undergraduates. Fall, 3 credits, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 556</td>
<td>Laboratory Medicine</td>
<td>A four-week full-time (6 hr. day) course dealing with clinical laboratory decision making and the basis for the laboratory evaluation of human evaluation of human disease. Didactic and practical presentations by interdepartmental faculty. Intended principally for senior medical students, but also for advanced microbiology or biochemistry students interested in clinical applications. Spring, 6 credits, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 622</td>
<td>Clinical Pathologic Correlations: Gross Pathology</td>
<td>Correlative exercises in clinical pathology and human gross anatomic pathology including surgical biopsy material. Open to students in medical sciences.</td>
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<tr>
<td>HBP 691</td>
<td>Journal Club in Pathology</td>
<td>Provides students with a forum for acquiring skills involved in the critical analysis and presentation of scientific data by active participation in seminars of major topics in cellular and molecular pathology, and critical discussion of selected topics with presentation of papers from the literature. Fall and Spring, 1 credit, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 966</td>
<td>Hematology Conference</td>
<td>Teaches a given aspect of hematology, oncology or immunology. Staff from medicine, pathology, and nuclear medicine participate, and usually presents a case to introduce the subject. Various teaching aids, such as review of pathological material, are used. Primarily for health sciences professionals. 1-3 credits, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 967</td>
<td>Tumor Conference</td>
<td>Considers problems in the management of patients with a malignancy and recommendations for a course of therapy for each patient including a review of a particular aspect of cancer treatment or natural history in depth. Functions as the link between the hospital and the Eastern Oncology Cooperative Group. Primarily for health science professionals. 1-3 credits, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 968</td>
<td>Advanced Clinical Pathologic Correlations: Gross Pathology</td>
<td>Postgraduate correlative exercises in human gross pathologic anatomy that emphasize the gross pathologic basis for altered function and clinical manifestations of disease. Open to physicians and others with advanced degrees in medical sciences. 1-3 credits, Letter graded (A, A-, B+, etc.)</td>
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<tr>
<td>HBP 969</td>
<td>Anatomical and Surgical Pathology for Residents in Pathology</td>
<td>To provide practical and clinical experience in tissue pathology. During the four week elective the student is given the opportunity to participate in all aspects of autopsies as well as gross and microscopic examination of surgical specimens. There is ongoing review of general and organ system pathology to reinforce structural-functional correlations. This elective is selected by students who plan a career in pathology as a &quot;hands-on&quot; introduction to the specialty. The elective is also chosen by others, particularly individuals who will enter radiology, and who seek to correlate radiographic and pathologic anatomy. Students who are sufficiently interested and motivated may become involved in relatively independent work-up of selected cases. Primarily for health sciences professionals. 1-3 credits, Letter graded (A, A-, B+, etc.)</td>
</tr>
<tr>
<td>HBP 971</td>
<td>Renal Clinicopathologic Correlations</td>
<td>A case-oriented, postgraduate course in renal biopsy interpretation and its relationship to patient management.</td>
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The normal functioning of human tissues and organs and their regulation by the nervous and endocrine systems. Special emphasis is given to physiological control systems and the preservation of the constancy of the internal environment. Lectures, conferences, demonstrations. Only for Health Sciences Center students.

1 credit, Letter graded (A, A-, B+, etc.)

HBY 350 Physiology

HBY 390 Topics in Physiology

Seminar in advanced topics taught in conjunction with HBY 350 Physiology. Only Fall.

1 credit

HBY 393 Special Topics from Physiology and Biophysics Literature

Tutorial readings in physiology and biophysics and periodic conferences, reports, and examinations arranged with the instructor. May be repeated. Only Fall.

1-2 credits

HBY 394 Special Topics from Physiology and Biophysics Literature

Tutorial readings in physiology and biophysics and periodic conferences, reports, and examinations arranged with the instructor. May be repeated. Only Fall.

1-2 credits

HBY 398 Research Project in Physiology and Biophysics

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. May be repeated. Only Spring.

0-6 credits

HBY 399 Research Project in Physiology and Biophysics

An independent research project under faculty supervision, with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. May be repeated. Only Spring.

0-6 credits

HBY 500 Short Term Research Projects in Physiology and Biophysics

Short term research project (rotation) under the supervision of a staff member.

Spring, 1-12 credits, Letter graded (A, A-, B+, etc.)

HBY 501 Physiology

Introduces normal function of human tissues and organs and their regulation by nervous and endocrine systems. Emphasizes the organization and function of physiological control systems and the maintenance of a constant internal environment. Enrollment restricted to fully matriculated graduate students, with permission of instructor. Only Fall.

4 credits, Letter graded (A, A-, B+, etc.)

HBY 530 Cellular Physiology and Biophysics

Cellular structure and function. Topics include ion channels, excitability, transport, energetics and metabolism, contraction, secretion, and communication within and between cells. Emphasizes quantitative analysis of cellular processes.

1-3 credits, Letter graded (A, A-, B+, etc.)

HBY 531 Medical Physiology

A graduate-level introduction to the physiology of the organ systems with ultrastructural correlations. Ultrastructural correlations are demonstrated in a laboratory setting using histological preparations in conjunction with electron micrographs illustrating the relevant ultrastructure needed to understand the normal functioning of tissues and organs. The physiology of the major organ systems is addressed in a lecture format with the emphasis on problem solving. Relevant clinical correlations are addressed at the end of each block in so far as they illustrate how symptoms and signs of disease result from disordered physiology. Organ Systems addresses the structure and function of the cardiovascular, respiratory, renal, gastrointestinal, endocrine, skeletal, reproductive, and integumentary systems. Prerequisites: Admission to medical or dental school and permission of instructor. Only Spring.

8 credits, Letter graded (A, A-, B+, etc.)

HBY 554 Principles of Neuroscience

The aim of this course is to highlight and create an understanding as to how the human nervous system operates.

3 credits, Letter graded (A, A-, B+, etc.)

HBY 557 Advanced Physiology

This course is designed to introduce students to integrative approaches in biomedical research. Emphasis will be placed on the primary physiological concepts of control, communication, signal processing, metabolism and replication. Prerequisites: Systems Physiology, Biochemistry and Permission of Instructor.

Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HBY 561 Statistical Analysis of Physiological Data

Statistical methods useful in analyzing common types of physiological data. Topics include probability, data distributions, hypothesis testing with parametric and non-parametric methods, ANOVA, regression and correlation, and power analysis. Emphasis is on experimental design and appropriate, efficient use of statistical software.

Spring, 1 credit, Letter graded (A, A-, B+, etc.)

HBY 562 Model-based Analysis of Physiological Data
The analysis of common biochemical and physiological data by non-linear regression of data models and biophysical models of physiological and biochemical processes. Examples include binding kinetics, compartmental mass transfer and spectral analysis.

Fall, 1 credit, Letter graded (A, A-, B+, etc.)

HBY 564 Experimental Techniques in Systems Physiology

A series of lectures and laboratory exercises designed to introduce students to in vivo experimental techniques used in systems physiology. Emphasis will be placed on the ethical use of rodents in biomedical research and the measurement of physiological variables. Data acquisition and analysis procedures used in cardiovascular, respiratory, neural, and renal physiology will also be covered. Only 2 credits, Letter graded (A, A-, B+, etc.)

HBY 570 Student Journal Club

Graduate student presentation on a selected topic with faculty consultation. 1 credit, Letter graded (A, A-, B+, etc.)

HBY 590 Special Topics in Physiology and Biophysics

Students seminars on topics to be arranged through consultation with faculty members. Prerequisite: Permission of instructor.

Fall and Spring, 1 credit, S/U grading

HBY 591 Physiology and Biophysics Research

Original investigation under the supervision of a staff member. 1-12 credits, Letter graded (A, A-, B+, etc.)

HBY 690 Seminar in Physiology and Biophysics

Seminars and discussions on major topics in physiology and biophysics by students, staff, and visiting scientists. Prerequisite: Permission of instructor

0-1 credits, S/U grading

HBY 695 Practicum in Teaching in Physiology and Biophysics

Practical experience and instruction in the teaching of physiology and biophysics carried out under faculty orientation and supervision.

1 credit, Letter graded (A, A-, B+, etc.)

HBY 699 Dissertation Research on Campus

Original (thesis) research undertaken with the supervision of a member of the staff. Prerequisite: Advancement to candidacy (G5); permission of thesis advisor. Major portion of research must take place on SBU campus, at Cold Spring Harbor, or at the Brookhaven National Lab.

1-9 credits, S/U grading

HBY 700 Dissertation Research off Campus - Domestic

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor.

1-9 credits, S/U grading

HBY 701 Dissertation Research off Campus - International

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed.

1-9 credits, S/U grading

HBY 800 Full-Time Summer Research

Full-time laboratory research projects supervised by staff members.

0 credit, S/U grading

HCB

HCB 501 Compassionate Care, Medical Humanities, and the Illness Experience

This course will introduce students to major interpretations of the illness experience, to several classical biographical and autobiographical accounts of illness, and to the important dynamic of compassionate care in the healing relationship. The patient-as-person will be emphasized throughout, as well as the ways in which respect for and empathy toward the patient impacts diagnostic accuracy, patient adherence, and patient and professional satisfaction. Some emotional dynamics of the illness experience will be addressed, such as hope, through the work of eminent physician-writers such as Jerome Groopman, MD. The dynamics of medical mistakes and forgiveness will be explored through psychiatrist Aaron Lazarre’s influential writings on effective medical apologies. Some philosophical and metaphysical aspects of personhood and self-identity will be introduced.

Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 502 Landmark Cases in Bioethics

What is a life worth living? How do we decide, and who decides, when to use medical technologies such as incubators, ventilators, transplants and reproductive technologies? This is an intensive introduction to some of the cases in medical ethics that have changed the ways that we are born, cared for, and die in American hospitals. Examples of topics include: vaccination and public health; eugenics and human subjects research ethics; the right of privacy and health care; end-of-life planning and treatment; women's bodies and fetal rights; disability rights; religious beliefs and health care; triage and allocation of scarce resources; mental
illness and individual rights; global clinical trials; and, bioethics and culture.
Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 503 Traditions and Values in Bioethical Conflicts
This course serves as an introduction to Western moral and religious traditions and to the positions about killing, saving, and enhancing that these traditions have informed. It explores the interface between religion and biomedical ethics and then delves into specific issues in health care in light of more general normative concerns such as justice, love, autonomy and rights, utilitarianism, self-sacrifice, gender, virtue, and community. The issues with which the course deals address the plights of real people, in the concrete, who come from particular backgrounds and whose set of values may make them sometimes recalcitrant to possibilities that technology has made (or is just now making) available.
Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 504 Special Topic in Biotechnology
Just because we can do it, does this mean that we should do it? This course takes a focused look at controversial practices in health care settings, such as organ donation and enhancements, which have been (and are continuing to be) made available with the advancement of technology. Ought we to regard that which technology makes available as uncontroversially good? If not, why not? What sorts of new issues regarding distributive justice, autonomy, utility, and compassion are ours to consider carefully because of the changing world in which we live?
Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 510 Literature, Compassion, and Medical Care
How does literature help us understand the nature of human illness and suffering? Can written works of art, ancient and contemporary, that depict moments of compassion and compassionate acts lay bare the moral, spiritual, psychological, and physical reality of suffering? There is a long association between literature and medicine, from the viewpoint of physician-writers, such as Anton Chekov and William Carlos Williams, whose literary skills have eclipsed their medical backgrounds. Sherlock Holmes and Doctor Watson were the creations of a physician-writer, Arthur Conan Doyle. Physicians portrayed in literature, such as Dr. Bernard Rieux, in Albert Camus The Plague, have also explored the relationship between patient and doctor, the nature of healing. This semester-long course will study these relationships through reading of poetry, drama, fiction, memoir, and essay and reflect on the nature of suffering, the intrinsic human need for compassion, and the implications for health and healing.
Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 511 Bioethics, Disability & Community
Most people will experience disability at some point in their lives, and for some it will shape their social, personal, family, educational, and employment experiences. Viewpoints on disabilities which have emerged in policy and the broader culture have been explicitly challenged by emerging communities of people with disabilities who seek to speak for themselves and claim full inclusion in society. In this context, bioethicists and disability scholars have found points of both common cause and stark disagreement over issues such as neonatal and end-of-life care, the value and values inherent medical decisions and their outcomes. These bioethical debates occur in the context of debates over the rights of individuals with disabilities to self-determination, accommodations for work and schooling, and the potential for people with disabilities to make unique contributions because of--rather than despite--their disabilities. This course will consider major debates in bioethics in light of recent scholarship in disability studies, drawing on perspectives from philosophy, literature and narrative, history, and sociology.
Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 512 Altruism and Bioethics
What is altruism, and what are its evolutionary roots as a moral dynamic? What impact does altruistic action have on the human agent? Does it impact flourishing and health? When is it experienced as overwhelming by medical professionals? Where does altruism fit within medical and nursing professionalism? How is it related to compassionate care? What about the duty to treat in time of epidemic, auto-experimentation, pro-bono medical treatment, high-risk provision of healthcare in time of conflict, healthcare activism, and the commitment to the patient's good as a guiding professional ideal? How does the practitioner strike a balance between the care of patients and the care of the nearest and dearest or the care of the self? How does altruism correlate with pro-social behavior, happiness, and health?
Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 513 Disease and Society
What is disease? How do the beliefs, politics, and economies of particular societies shape how diseases are defined, experienced, and treated? In this seminar, students will explore these questions by analyzing historical documents, scientific reports, and historical scholarship. We will look at disease from multiple perspectives as a biological process, clinical entity, population phenomenon, historical actor, and personal experience. We will pay special attention to how diseases have been recognized, diagnosed, named, classified and counted in different times, places, cultures, and settings based on different environmental and social conditions, medical ideas, diagnostic technologies, and available treatments. The course will begin with a review of major approaches to understanding the manifold relationships between disease and society. The remainder of the course will view disease and society relationships through the lens of specific issues, such as epidemic disease, consumption and affluence, globalization, and risk.
Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 514 Global Bioethics
Bioethics is an American invention. Ideas about medicine and morality, of course, go back to antiquity and are documented as medical ethics in Europe, medical morality in China, and under many other names in cultures around the world. Recently, the process of globalization of ideas, medical practices, clinical trials, and migration of patients has led to clashes of culture around issues such as the appropriate
standards and control groups for clinical trials, organ transplantation, brain death, and end-of-life care. Issues of religion, morality, public policy, disability rights and policy, and health system structure and payment all shape how particular societies decide to manage divisive issues such as the beginning and end of life. This course will draw on a growing literature on global and transnational cases, policies, and traditions in the ethics of health, public health, and health care.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 515 Health Policy, History & Ethics

Who gets sick? Who gets health care, what kind, and in what setting? This course covers the major health policy issues of the United States today, including the health status of the U.S. as a whole, the social and economic determinants of health, the role of personal and public health services in affecting health, the organization and financing of health services, and the multiple factors affecting health policies. We will explore the evolution of the US health care system in the past century, and debates about rights to health care or lack thereof, health disparities, conflicts of interest, and the ethics of health policy and practice.

Offered in Fall, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 516 Ethical Issues in Human Reproduction

New technologies have modified human reproduction in numerous ways, raising profound questions about the moral status of human life and the nature of parental and sibling obligations. This course will investigate the values that attach to different relationships, both familial and general. It will cover questions around the treatment of infertility, surrogate mothering, the commodification of the body, and the elevated expectations of familial obligations that correspond to new reproductive technologies.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 517 The Problem of Evil: Philosophical, Biological, and Social Dimensions

What is the nature of evil? Can it be the result of brain malfunction, something that is genetically predetermined? Or, is evil something which is part of or at least necessary to know the good? Alternatively, is evil an arbitrary designation, a perspective from which we can wrest ourselves given the right sort of reinvention? In this class, we shall address the problem of evil from scientific, social-scientific, and philosophical perspectives, using fiction and non-fictional sources. Examples of medical evil, such as the Nazi doctors or Tuskegee, can be introduced as case studies.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 518 Empirical Bioethics

The formal study of bioethics attempts to define ethical courses of action in a world ever increasing in complexity. But in day to day practice, ethical outcomes are expressed through the individual decisions and resulting actions--of human agents. How do individuals form these judgments? How do people become motivated to engage in behaviors that are designed to benefit someone else? We will explore current scientific approaches to these questions with several areas of emphasis, including a) the neuroscience of compassionate care and altruism, b) cognitive and neuroscientific approaches to understanding judgment and decision making in ethical domains, and c) empirical approaches to quantifying the effects of ethically based policy decisions.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 519 Public Health Law

This course is a survey of legal and policy issues that have special relevance for public health professionals. Topics may vary, but typically will include many of the following: structure of the U.S. legal system; power of state and federal governments in matters affecting health care; governmental power and the right to privacy; constitutional issues in social welfare benefits; governmental regulation of health care providers and payers; the scope and discretion of administrative agencies in health care; the antitrust laws; the fraud and abuse laws; and negligence in the delivery and financing of health care. The course is taught primarily by Socratic method.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HCB 520 Bioethics and Film

Film and television, both fiction and nonfiction, capture man of the human tragedies, challenges, and possibilities that are debated in bioethics books, articles, newspapers, on hospital ethics committees, and in daily clinical care. This course will explore themes of birth, death, hope, fear, faith, finitude and resource allocation through watching, analyzing, and reading about bioethics issues in visual media. The course will draw on material from philosophical ethics to history, health policy, and film criticism to place these issues and their portrayals in context.

3 credits, Letter graded (A, A-, B+, etc.)

HCB 521 Clinical Ethics Practicum

As difficult as settling abstract ethical issues in medicine may be, the delivery of ethical care presents its own set of difficulties. This course aims to introduce students to the practices hospitals employ to ensure the care they deliver meets the relevant legal and moral requirements. At the end of this course, students will have been exposed to many basic, and some advanced, aspects of clinical ethics theory and practice. They will be able to identify, describe, and analyze ethical dilemmas in clinical cases, and will develop an appreciation for the complexity and multi-disciplinary nature of ethical dilemmas in clinical medicine and will be able to apply what they have learned to assess ethical, social, and legal aspects of cases.

3 credits, Letter graded (A, A-, B+, etc.)

HCB 522 The Role of Virtue Ethics in Medicine

Aristotle's Nicomachean Ethics and the role of virtue ethics are central to many religious traditions including Buddhism, Christianity, Confucianism, and the philosophical traditions. Key virtues include honesty, courage, generosity, prudence, justice, compassion, benevolence, loyalty, and hospitality.

This course explores the real and potential role of virtue on the development of virtuous physicians. The course's texts
offer two diametrically opposed views on the role of virtue in medicine, i.e., one is that virtue can be channeled into the training of medical professionals, whereas the other is that bioethics has extracted virtue from medicine. Through readings, documentaries, dialogue and active leadership of sessions by students, the course will interrogate the claims as well as possibilities for a role of virtue in medicine.

3 credits, Letter graded (A, A-, B+, etc.)

HCB 523 Special Topics in Medical Humanities

As with all multidisciplinary pursuits, the medical humanities project is characterized by an ongoing negotiation among its practitioners over methods, scope and goals. This course will examine, in detail, one of the latest debates within the field.

3 credits, Letter graded (A, A-, B+, etc.)

HCB 524 Special Topics in Bioethics

Bioethicists are frequently asked to consider the ethical ramifications of new research findings and emerging technologies as they arise. This course will examine one such issue in close detail.

3 credits, Letter graded (A, A-, B+, etc.)

HCB 598 Independent Study

3 Credits, ABCF Grading

0-4 credits, Letter graded (A, A-, B+, etc.)

HCB 599 Special Projects Capstone Course

This course, to be offered in the second (spring) semester, is designed to satisfy the special projects requirement of our program. The first part of the course will be devoted to readings and discussions that further illuminate the methodologies of the interdisciplinary field of medical humanities, compassionate care, and bioethics. Students will develop an appreciation for the standards of high quality scholarship and research through review of carefully selected readings. This will prepare them for the second part of the course, where they pursue and present their own research based on the existing literature. This capstone course will be highly collaborative, entail substantial peer review, and be organized around the development of significant student projects which are intended to represent the beginnings of publishable papers. Our entire faculty will be involved in these projects according to their specific areas of expertise.

Offered in Spring, 3 credits, Letter graded (A, A-, B+, etc.)

Second course in two part series to complete the 11 month program in Dental Assisting.

0 credit, S/F graded

HD 322 Summer Research: Oral Biology Pathology

Summer Research: Oral Biology Pathology

2-4 credits

HD 422 Summer Research Oral Biology and Pathology

Summer Research: Oral Biology and Pathology

2-4 credits

HD 495 Research Fellowship for Entering Dental Students

This course is a research fellowship program designed for students who have been accepted into the DDS program and will matriculate in the fall semester. The students in the fellowship program will work closely with their mentor to carry out a literature review, develop a research study design and/or participate in an ongoing study. The students will be required to formulate a specific aim and a hypothesis based on a research question. They are also required to present a poster or oral presentation from their results, based on the literature and on preliminary data from their research at the annual Student Research Day.

0 credit, S/U grading

HD 500 DENTL MEDICNE I FALL

DENTL MEDICNE I FALL

0 credit, Letter graded (A, B, C, F)

HD 501 DENTL MEDICNE I SPRG

DENTL MEDICNE I SPRG

0 credit, Letter graded (A, B, C, F)

HD 502 DENTL MEDCNE I SUMR

DENTL MEDCNE I SUMR

0 credit, Letter graded (A, B, C, F)

HD 600 DENTL MEDCNE II FALL

DENTL MEDCNE II FALL

0 credit, Letter graded (A, B, C, F)

HD 601 DENTL MEDCNE II SPRG

DENTL MEDCNE II SPRG

0 credit, Letter graded (A, B, C, F)

HD 602 DENTL MEDCNE II SUMR

DENTL MEDCNE II SUMR

0 credit, S/U grading

HD 700 DENTLMEDCNE III FALL

DENTLMEDCNE III FALL

0 credit, Letter graded (A, B, C, F)
Advanced Seminars in Children’s Dentistry builds on the foundation of Comprehensive Pediatric Oral Health and allows students to build competence and confidence through active learning and case based presentations. The four didactic units are behavior management, special needs patients and trauma management. Prerequisite: HDC 601
0 credit, (A, B, C, F) Grading

HDC 721 Year III Children’s Dentistry Clinic

Year III Children's Clinic is a full year clinical experience in pediatric dentistry through patient care in the Dental Care Center’s Pediatric Dental Clinic. Students will perform the full range of pediatric procedures and advanced behavior management. Prerequisite: HDC 621
0 credit, (A, B, C, F) Grading

HDC 821 Year IV Dental Care for the Developmentally Disabled Clinic

Persons with developmental disabilities often present with medical and behavioral issues which require treatment planning skills that differ from management of the "well" patient. This course teaches the provision of comprehensive dental care for the developmentally disabled individual. Students learn to assess the risks to oral disease, develop treatment plans appropriate to the developmentally disabled patient's profile and provide treatment in a clinic setting, learning specific behavioral modification and management techniques. The course consists of lectures and clinical experience.
0 credit, U/S/H grading

HDE

HDE 540 Year I Summer Session DC

HDE 541 Year 1 Fall Session N

HDE 542 Year 1 Spring Session T

HDE 543 Year I Summer Session 0

HDE 611 Endodontic Technique

This course focuses on the biology and pathology of the pulpal and periapical tissues. A particular concentration is placed on the basic principles of endodontic procedures aimed at diagnosis and management of pulpal and periapical pathology. The application of endodontic procedures is performed on mounted simulated teeth, simulating clinical situations.
0 credit, (A, B, C, F) Grading

HDE 615 Introduction to Endodontics

The goal of this course is to provide the student with knowledge of classic and contemporary endodontic science. Students will develop an overall understanding of endodontic pathosis, its diagnosis, as well as management.
0 credit, (A, B, C, F) Grading
HDE 640  Year II Summer Session DC
0 credit, (A, B, C, F) Grading

HDE 641  Year 2 Fall Session N
0 credit, (A, B, C, F) Grading

HDE 642  Year 2 Spring Session T
0 credit, (A, B, C, F) Grading

HDE 643  Year II Summer Session 0
0 credit, (A, B, C, F) Grading

HDE 725  Year III Endodontics Clinic
This course is designed to give students hands on experience in diagnosis, radiographic interpretation, endodontic anesthesia, and management of patients with pulpal and periodontal diseases. The selection and use of endodontic instruments and materials are demonstrated and discussed during clinical sessions.
0 credit, (A, B, C, F) Grading

HDG 299  Introduction to Research in General Dentistry
This course provides an introduction to research in general dentistry with initial training in study design, and clinical and/or laboratory procedures, under the guidance of a faculty member in the Department of General Dentistry. May be repeated up to a maximum of 12 credits.
0-3 credits, S/U grading

HDG 399  Supervised Research in General Dentistry
This course provides training in clinical and/or laboratory techniques and procedures used in dental research, under the direct supervision of a faculty member in the Department of General Dentistry. May be repeated up to a maximum of 12 credits.
0-6 credits, S/U grading

HDG 499  Independent Research in General Dentistry
This course is for students interested in carrying out independent research projects under the auspices of a faculty member in the Department of General Dentistry. The student must propose, design, and carry out the research project, as well as analyze and write up the results in a form acceptable to the sponsor.
0-6 credits, (A, B, C, F) Grading

HDG 505  Clinic I
The purpose of this course is to reinforce foundation knowledge with an introduction to the dental clinical setting. The students will be paired with an upper class student and have opportunity to practice the clinical procedures they learned in the prerequisite course, Patient I, as well as observe many procedures within the whole spectrum of dentistry. In addition, the course will reinforce doctor-patient management and communication practices discussed in Patient I within a patient-centered treatment model.
0 credit, S/U grading

HDG 511  Dental Morphology and Occlusion
This module emphasizes tooth morphology and basic concepts of dental occlusion. It includes both theoretical and practical involvement. The course incorporates tooth identification, waxing/carving techniques, and digital scanning with CAD/CAM.
0-3 credits, (A, B, C, F) Grading

HDG 512  Operative Dentistry I
HDG 512 is a pre-clinical course in operative dentistry. This course introduces basic principles and techniques of tooth preparation as well as restoration of a tooth structure damaged by caries, fractures or trauma, with direct restorative materials. This course also introduces variations of tooth preparations based on the extent of the lesion, the restorative materials selected, and functional and/or esthetic requirements.
0 credit, (A, B, C, F) Grading

HDG 521  Clinical I: Introduction to Patient Care
The purpose of this course is to reinforce foundation knowledge with an introduction to the dental clinical setting. The students will be paired with an upper class student and have opportunity to practice the clinical procedures they learned in the prerequisite course, Patient I, as well as observe many procedures within the whole spectrum of dentistry. In addition, the course will reinforce doctor-patient management and communication practices discussed in Patient I within a patient-centered treatment model.
0 credit, (A, B, C, F) Grading

HDG 522  Cariology
Cariology is a preclinical course taught in Year 1. This course introduces basic principles of cariology such as caries etiology and progression, different methods of diagnosis and classification of lesions. This course also focuses on control of caries progression, describing home and office fluoride treatment, dietary control, oral hygiene, patient education and motivation. Surgical treatment is introduced in this course as concepts and practical exercises of caries removal with hand and rotary instruments in extracted teeth. Caries Management by Risk Assessment (CAMBRA) is presented in this course based on a critical discussion of risk indicators, risk factors, destructive and protective factors associated with caries to determine interventions.
0-6 credits, (A, B, C, F) Grading

HDG 601  Health Care Systems and Clinical Practice
The course is to serve as an introduction to the organization and component aspects of the health care delivery system of this country, as well as an awareness of professional ethics.
and responsibilities. The course focuses on competencies related to practice management, health systems (standards 2-17, 2-18, 2-19) and ethics and professionalism. The course consists of 28 hours of lectures and debates. The course introduces the factors that affect the quality of health services, the multiple practice arrangements for the delivery of health services, including concepts of an office team and office system, and the many government and community agencies that affect practice arrangements in providing health and social services. This is followed by an introduction to the general principles of insurance, health insurance and other forms of insurance. In addition, the legal concepts and issues affecting patient care are considered. These many issues are brought together in a series of student debates to review current dental, general health and social issues.

0 credit, (A, B, C, F) Grading

**HDG 614 Operative Dentistry II**

This course focuses on conservative esthetic treatments, indirect esthetic posterior preparations and cementation, and CAD/CAM technology. Prerequisites: HDG 512, HDI 505, HDG 521.

0 credit, (A, B, C, F) Grading

**HDG 621 Year II Operative Dentistry Clinic**

HDG 621 is the student's introduction to the General Dentistry Clinic and patient treatment in operative dentistry. This course focuses on patient-centered comprehensive Operative Dentistry. It is designed to prepare students to practice operative restorative dentistry by providing experiences in adult patient oriented care. Students develop the skills necessary to perform simple, comprehensive restorative dentistry in a preventive general practice environment. Emphasis is on the development of clinical critical thinking skills necessary for advancement. Students will work with faculty dentists and all sessions involve direct patient care, including the formulation of simple treatment plans, the placement of simple operative restorations and the administration of local anesthesia. The successful completion of a patient operative diagnosis/treatment planning competency, CAMBRA competency, and a patient based carries removal competency examinations are requirements for advancement. Prerequisites: HDG 512, HDG 521, HDI 505, and good standing as a Year II student.

0 credit, (A, B, C, F) Grading

**HDG 704 Practice Development I**

This course is designed as the introduction to Clinical Practice Management. A series of 2 hour lectures will present the introductory concepts for developing a business plan for a successful dental practice. In addition, this course is designed to instruct the student to utilize and train dental auxiliary personnel in order to practice dentistry in an efficient and productive manner. Techniques of four-handed dentistry, infection control, patient management, and duty delegation will all be blended to provide a format for dental practice which is ergonomically sound. The concepts discussed will build upon those presented in the Health Care Systems courses and will provide foundational knowledge and skills necessary to obtain competency in the Year 4.

0 credit, (A, B, C, F) Grading

**HDG 706 Implantology**

This course focuses on the utilization of the osseous integrated implant in routine clinical practice. Students will learn the theory of osseous integration to bio-acceptable materials. They will learn how to treatment plan prospective cases utilizing clinical examinations, study models and radiographs including computerized tomography. Students will learn the fabrication of radiographic and surgical stents. Students will have the full surgical techniques explained for partially edentulous patients. The general dentist is capable of restoring many of the implant prosthesis. Students will learn many of the techniques needed to restore the various oral scenarios as well as the selections criteria for the appropriate treatment. Overall, this course is designed to prepare the general practitioner to serve as the team leader in the osseous integrated prosthesis oral restoration.

0 credit, (A, B, C, F) Grading

**HDG 708 Advanced Esthetic Concepts**

The treatment of dental esthetic issues is a necessary part of current dental education and comprehensive care given to patients. In this course, the students will familiarize themselves with the available approaches to creating harmony and beauty in a smile. The available cosmetic restorations on the market will be covered: their indications, contraindications, advantages, disadvantages, and techniques. Porcelain laminate veneers will be covered, particularly preparation design. Treatment planning, and then getting the desired results will also be covered. Prerequisites: HDR 611, HDR 613, and good standing as a Year III student.

0 credit, (A, B, C, F) Grading

**HDG 721 Year III Operative Clinic**

This course focuses on patient-centered comprehensive Operative Dentistry. It is designed to prepare students to practice operative restorative dentistry by providing additional experience in adult patient oriented care. Students develop the skills necessary to perform comprehensive restorative dentistry in a preventive general practice environment. Emphasis is on the development of clinical judgment and expertise through experience of a wide range of clinical procedures. Students will work with faculty dentists and perform the full range of operative dental procedures, including diagnosis, treatment planning, consultation, comprehensive operative restorative treatment, basic patient management skills and basic communication skills. Prerequisites: HDG 621.

0 credit, (A, B, C, F) Grading

**HDG 803 General Dentistry Seminar IV**

This course is designed to evaluate the student's ability to access, critically appraise, demonstrate applicability, and communicate scientific and lay literature as it relates to the provision of evidence-based general dentistry. Using skills attained in HDI 601, and three years of clinical practice experience the students will select, research, and present a current topic to their peers and an interdisciplinary panel of faculty members. The topics selected will cover a range of subjects that affect the practitioner's daily performance and are critical to the practitioner's knowledge base. The course
will also serve to provide the students with further experience in researching, preparing, and presenting to their colleagues. 
0 credit, (A, B, C, F) Grading

**HDG 804  Practice Development II**

Practice Development II consists of two main components. The first component is a lecture series designed to provide the student with an in-depth understanding of practice management concepts introduced in Practice Development I. The second component to this course is a group project and presentation. The class is divided into 20 groups, with each group to present an assigned topic. The topics cover a spectrum of issues/concepts necessary to start and operate a successful private practice.
0 credit, (A, B, C, F) Grading

**HDG 805  Care of Medically Complex and Geriatric Patients**

The didactic and clinical components of the Year IV course Care for the Medically Complex Patient HDG 805 gives instruction and practice in managing the unique needs of the medically frail elderly. Students will also have unique interprofessional educational experiences focusing on health promotion and disease prevention in medically complex and geriatric patients. The didactic component of HDG-805 consists of small group discussion with quizzes related to the assigned readings. The course provides the pre-doctoral dental student with the knowledge necessary to deliver dental care for the medically complex older adult.
0 credit, (A, B, C, F) Grading

**HDG 808  Year IV Geriatrics Elective - Geriatrics**

This elective will provide students with unique interprofessional educational experiences focusing on health promotion and disease prevention in medically complex and geriatric patients. Interprofessional student team triads (DDS/NP/SW) will utilize a patient-centered approach to collaboratively assess patient's oral health, clinical prevention and social service needs, and develop a coordinated plan of care with supervision of IPE clinical faculty (DDS/NP/SW). They will incorporate the USPSTF evidence-based recommendations for clinical preventive services by utilizing the Electronic Preventive Services Selector (ePSS); an application designed to provide primary care clinicians timely decision support regarding appropriate screening, counseling, and preventive services, taking into account patient characteristics (age, gender) and behavioral risk factors.
0 credit, (A, B, C, F) Grading

**HDG 821  Clinic IV: General Practice Program I**

The General Practice Program is the major clinical experience of the dental students during their fourth year. The course is designed to prepare the student for the practice of general dentistry after graduation. It integrates all disciplines of dentistry. Students work with general dentists and are referred to dental specialists in a mode that resembles the private practice of dentistry. Students are assigned responsibility for patients whom they treat comprehensively. The General Dentistry faculty supervise all aspects of care. They direct the students to seek consultation from specialist dentists in developing plans of treatment and in delivering aspects of care as appropriate for individual students and patients. Principles of basic science, medicine and dentistry are integrated. Prerequisites: HDG 721.
0 credit, U/S/H Grading

**HDG 822  Clinic IV: General Practice Program II**

The General Practice Program is the major clinical experience of the dental students during their fourth year. The course is designed to prepare the student for the practice of general dentistry after graduation. It integrates all disciplines of dentistry. Students work with general dentists and are referred to dental specialists in a mode that resembles the private practice of dentistry. Students are assigned responsibility for patients whom they treat comprehensively. The General Dentistry faculty supervise all aspects of care. They direct the students to seek consultation from specialist dentists in developing plans of treatment and in delivering aspects of care as appropriate for individual students and patients. Principles of basic science, medicine and dentistry are integrated. Prerequisites: HDG 721.
0 credit, U/S/H Grading

**HDG 824  Year IV Clinical Management of Dental Emergencies II**

The fourth year dental student will be assigned rotations to the Urgent Care Center to attain clinical experience in the ability to triage, differentially diagnose, treat and/or refer patients who present themselves with dental and/or orofacial emergencies. Students will treat patients under the supervision of assigned faculty. Consultation with Specialists and/or referrals will be made when necessary.
0 credit, U/S/H Grading

**HDH**

**HDH 301  Independent Readings and Research**

The student conducts his or her research project under the supervision of one or more members of the Department of Dental Health. The student is expected to submit a written report detailing his or her research activities and conclusions. This course is offered for undergraduate students who demonstrate an interest in the health care delivery system of the United States.
3 credits

**HDI**

**HDI 501  Foundations in Dental Professional Development I**

This course is the first of a series of four yearly offerings that are designed as a vertically integrated stream within the predoctoral dental curriculum. As a continuum, the four courses build on competencies related to professionalism.
and ethics (CODA predoctoral standards 2-20-2.22). This first year course will feature interactive lectures, panel discussions, case-based teaching, required readings and journal reflection. The course will meet four times over the academic year. Principal course content areas will include: 1) defining the roles of "doctor" and "professional;" 2) honesty and academic integrity; 3) formative moments of a doctor; and 4) general ethical principles related to health care and patients (beneficence, nonmaleficence, autonomy, justice and veracity).

0 credit, Letter graded (A, B, C, F)

**HDI 502 Community I: Population, Oral Health and Epidemiology**

This course is part of a major, vertically integrated stream within the four-year predoctoral dental curriculum (patient and community-centered care). The course will focus on those competencies related to epidemiology (2-13, 2-15, 2-21, 2-23d, version for implementation in 2013). The course will constitute 16 hours and will feature interactive lectures and small group discussion seminars.

0 credit, Letter graded (A, B, C, F)

**HDI 505 Patient I: Communication and Examination**

The purpose of this course is to provide students with an introduction to patient-centered clinical dental care. The first unit focuses on communication strategies and developing rapport, and introduces students to psychosocial factors that influence the etiology, diagnosis, and treatment of oral diseases. The second unit provides an introduction to the clinical setting with instruction in electronic record, patient charting, infection control procedures, and HIPPA and OSHA policies. Simulation sessions will provide students the opportunity to practice clinical procedures and protocol and prepare them for patient care in the Clinic I course.

0 credit, Letter graded (A, B, C, F)

**HDI 601 Evidenced Based Dentistry and Critical Thinking**

This course consists of eight 2 hour learning modules designed to develop in dental students the basic skills needed to recognize the quality of evidence and journals it is published in, to carry out evidence-based analysis of the literature; to formulate hypotheses and design, analyze data, and give an effective power point presentation. Each module will begin with a brief 15 minute power point presentation by the facilitator, followed by student participation in small groups, lead by a student group leader, selected by the group.

0 credit, Letter graded (A, B, C, F)

**HDI 602 Year II Research Selective**

This course is a lab-, clinic- or IT-based practical course that begins in the summer of Year II (as students transition from Year I to Year II). There will be a formal selection process, based on academic eligibility, administered by the Office of Research and Faculty Development, in conjunction with Academic Dean’s office and the Academic Standing Committee. Students will be selected in April and May preceding the summer. Participants, with the assistance of the Office of Research and Faculty Development, will obtain necessary regulatory approvals/training to conduct human, animal research or handle biohazardous materials. Students will choose a lab and mentor from among a list provided by the Office of Research and Faculty Development and spend approximately 2 months in the summer and continue into year 2, to carry out a clearly defined research project.

0 credit, Letter graded (A, B, C, F)

**HDI 604 Foundations in Dental Professional Development II**

This course is the second in a series of four courses that focus on competencies related to professionalism and ethics (CODA predoctoral standards 2-17 and 2-20). The course will feature formal lectures, small group discussions, case-based teaching, and journal reflection and will meet two times per semester (approximately 1.5 hours per session). The topics to be included in the course are: 1) the impact of culture on the Doctor-Patient Relationship; 2) the historical development of bioethics; 3) medical mistakes; and 4) ethics related to research involving human subjects.

0 credit, Letter graded (A, B, C, F)

**HDI 605 Patient II: Team-Based Oral Diagnosis**

"Patient II" expands on the knowledge and skills acquired in the "Patient I" course, and provides a solid foundation for Diagnosis and Treatment Planning skills throughout the predoctoral curriculum. The course will focus on competencies related to behavioral sciences (standards 2-15 and 2-16), biomedical sciences (standard 2-13, 2-14), critical thinking and problem-solving (standard 2-9), practice management and health care systems (standard 2-19), and clinical sciences (standard 2-22, 2-23a, b, c, d, k, m). The course will consist of lectures, seminars, and small group sessions.

0 credit, Letter graded (A, B, C, F)

**HDI 612 Community I: Population, Oral Health and Epidemiology**

This course is part of a major, vertically integrated stream within the four-year predoctoral dental curriculum (patient and community-centered care). The course will focus on those competencies related to epidemiology (2-13, 2-15, 2-21, 2-23d). The course will feature interactive lectures and small group discussion seminars.

0 credit, Letter graded (A, B, C, F)

**HDI 631 Off-site Clerkship**

0 credit, Letter graded (A, B, C, F)

**HDI 702 Diagnosis and Management of Oro-Facial Pain**

This course is designed to present information regarding the diagnosis and management of Orofacial Pain and Temporomandibular Disorders. The course will consist of a series of lectures and case presentations. The information provided in this course will allow the student to understand the dentist's role in managing simple and complex orofacial pain problems. The area of temporomandibular disorders will be emphasized since the dentist plays a major role in managing these pain disorders.
HDI 703 Implantology
A comprehensive didactic course that provides a solid foundation for the student in this new discipline of dental implantology. 29 course hours.
0 credit, Letter graded (A, B, C, F)

HDI 704 Foundations in Dental Professional Development III
The course utilizes interactive lectures and small group activities to illustrate various ethical and professional dilemmas faced by dental practitioners. Guest lecturers with expertise in ethics and professionalism will provide an introduction to the core principles underlying ethical behavior and conduct. A model of ethical decision making will be presented followed by opportunities for the analysis of various case situations important to dental and medical practice.
0 credit, Letter graded (A, B, C, F)

HDI 705 Patient III: Interdisciplinary Treatment Planning
The skills of developing and delivering a comprehensive treatment plan is an essential step in providing care to patients. This course expects each student to develop and present a comprehensive treatment plan to his/her fellow students and faculty. The student is expected to consider the existing medical, dental, psychological, and financial considerations including the patient’s desires in formulating diagnoses, etiology, prognosis, and treatment plan options. These skills will be tested to competency using standardized cases in the Comprehensivw Treatment Planning Competency. In addition, the ability to communicate with the patient and deliver a treatment plan will be tested to competency in a videotaped standardized patient encounter. The Health Science Simulation Center utilizing scripted patient (actors) offers a unique platform for this educational experience.
0 credit, Letter graded (A, B, C, F)

HDI 707 Radiology Selective
The student will participate in performing basic acquisition and primary processing of cone-beam CT studies under appropriate supervision. Describe major findings and construct a consistent imaging diagnosis based on a cone-beam CT study. Recognize a selection of more subtle appearances of pathology and normal anatomic variants as apparent in case conference cases; discuss major findings and trends in the current scientific literature in oral and maxillofacial imaging.
0 credit, Letter graded (A, B, C, F)

HDI 732 Community II: Service Learning Experience
The student will participate in the delivery of dental health care services appropriate to the site and the experience level of the student. The student will be exposed to and interact with patients who may have diminished access to health care due to socioeconomic or cultural backgrounds, medical conditions, or disabilities. Depending on the site, students may be immersed in a culture that is unfamiliar to them.
0 credit, Letter graded (A, B, C, F)

HDI 802 Community I: Population, Oral Health and Epidemiology
This course provides an introduction to public health and the relationship of dentistry to the health care industry in the United States. A global perspective will be presented so that students can understand the epidemiology of oral diseases in the United States as compared to other countries. The social and community context of healthcare will be presented utilizing the principles of public health so that students will able to assess the needs of their patients and their communities.
0 credit, Letter graded (A, B, C, F)

HDI 804 Foundations in Dental Professional Development IV
The course utilizes small group activities to illustrate various ethical and professional dilemmas faced by dental practitioners. This course continues Foundations in Dental Professional Development III where students were provided with an introduction to the core principles underlying ethical behavior and conduct. Students will meet (four class sessions) with members of the American College of Dentists where there will be opportunities for the analysis of various case situations important to dental and medical practice. The course concludes with a competency examination where students will independently evaluate a case utilizing the model of ethical decision making presented in Foundations in Dental Professional Development III.
0 credit

HDI 806 Year IV Elective Ethics and Professionalism
The seminar will address pressing ethical/professional challenges concerning the delivery of health care and profession of dentistry in the 21st century. It will be structured as an advanced introduction to professional dental ethics designed to afford the interested senior student an opportunity to meaningfully discuss and seek a reasoned position on an assortment of challenging ethical issues currently facing our profession. Selections from the current literature and relevant case studies will be utilized.
0 credit, S/U grading

HDI 831 Off-site Clerkship
0 credit, S/U grading

HDI 832 Community II: Service Learning Experience
The student will participate in the delivery of dental health care services appropriate to the site and the experience level of the student. The student will be exposed to and interact with patients who may have diminished access to health care due to socioeconomic or cultural backgrounds, medical conditions, or disabilities. Depending on the site, students may be immersed in a culture that is unfamiliar to them.
0 credit, Letter graded (A, B, C, F)
HDI 840 Year IV Children's Dentistry Selective
Clinical observation and self-study experience to gain an understanding of the operations of the CFCP Center and patient management of children born with craniofacial and cleft palate deformities by various specialists of the CPT. Prerequisite: HDC 721
0 credit, S/U grading

HDI 841 Year IV Dental Anesthesiology Selective
0 credit, S/U grading

HDI 842 Year IV Endodontics Selective
This course allows students to expand upon the foundations of endodontology taught in Years II and III. Four Year IV students are selected who have successfully completed Introduction to Endodontics, Endodontic Technique, and Year III Endodontic Clinic. Students are exposed to advanced concepts in endodontic science with particular focus on evidence based literature supporting these concepts. Students are also provided opportunity to manage endodontic patients utilizing technology seen in the contemporary endodontic operatory (e.g. surgical operating microscope, active irrigation, rotary instrumentation, ultrasonic instrumentation, warm obturation techniques).
0 credit, S/U grading

HDI 843 Year IV Oral and Maxillofacial Surgery Selective
The senior selective in oral and maxillofacial surgery offers the student opportunities to perform more complex oral and maxillofacial surgical procedures, and to assist oral and maxillofacial surgery attendings and residents in advanced procedures in the clinic, emergency room, and operating room settings.
0 credit, S/U grading

HDI 844 Year IV Orthodontics Selective
Advanced selective course in the treatment of dental malocclusions.
0 credit, S/U grading

HDI 845 Year IV Periodontics Selective
The Selective in Periodontics exposes the 4th year dental students to advanced topics in periodontology. The students will read and be prepared to discuss selected periodontal articles, literature reviews, and clinical reports and critically analyze the findings with the assigned faculty. The students will have the opportunity to attend surgical seminars at the postdoctoral level and to perform limited periodontal surgical procedures under direct faculty supervision. The selective students will also gain teaching experience by participating in the pre-clinical exercises of the second year dental students, teaching periodontal probing, scaling and root planing and ultrasonic instrumentation.
0 credit

HDI 846 Year IV Research Selective
This course is a lab-, clinic- or IT-based practical course that begins in the summer of year 4 (as students transition from year 3 to year 4). There will be a formal selection process, based on academic eligibility, administered by the Office of Research and Faculty Development, in conjunction with Academic Dean’s office and the Academic Standing Committee. Students will be selected in April and May preceding the summer. Participants, with the assistance of the Office of Research and Faculty Development, will obtain necessary regulatory approvals/training to conduct human, animal research or handle biohazardous materials. Students will choose a lab and mentor from among a list provided by the Office of Research and Faculty Development and spend approximately 2 months in the summer and continue into year 4, to carry out a clearly defined research project. The summer will be devoted to developing the skill-set needed for the project and will continue throughout the year, culminating in a Research Presentation on Student Research Day, during the spring semester. The quality of the presentation will be judged by peers and by faculty attending. There will be a 1st, 2nd & 3rd place awards.
0 credit

HDO

HDO 320 Research: Oral Biology and Pathology
Fall, 2-4 credits

HDO 321 Oral Biology Research II
The student conducts an independent research project under the supervision of one or more members of the Department of Oral Biology and Pathology. The student is expected to submit a written report detailing experimental methods, results, and conclusions. A copy of the student's transcript must be submitted with the application to the Department. Fall or Spring research.
2-4 credits

HDO 322 Summer Research: Oral Biology Pathology
Summer Research: Oral Biology Pathology
2-4 credits

HDO 420 Oral Biology Research III
The student conducts a research project under the supervision of one or more members of the Department of Oral Biology and Pathology. The student is expected to submit a written report detailing experimental methods, results, and conclusions. A copy of the student's transcript must be submitted with the application to the Department. Fall or Spring research.
2-4 credits

HDO 421 Oral Biology Research IV
The student conducts a research project under the supervision of one or more members of the Department of Oral Biology and Pathology. The student is expected to submit a written report detailing experimental methods, results, and
This course deals with the basic chemistry, crystallography, ultrastructure, and metabolism of the calcium phosphates involved in the formation and physiological and pathological resorption of the various mineralized tissues found in or associated with the oral cavity (enamel, dentin, cementum, bone). Ectopic calculus formation will be examined. Prerequisites: HDO 560, 561, 562, and 563 or their equivalent. Fall and Spring
3 credits, Letter graded (A, B, C, F)

HDO 501 Oral Biology I
Oral Biology is taught in Years I, II and III and is divided into 7 Units. In Year I there are 2 Units: Unit I (Development of the Face/Oral tissues and tooth histology and pathology) and Unit 2 (Bone Biology and Pathology). 0 credit, Letter graded (A, B, C, F)

HDO 510 Salivary Metabolism and Secretion
Consideration is given to the normal and abnormal structure and function of the glandular systems found in the oral cavity. The composition, regulation, and functions of the secretions from the major and minor salivary glands will receive particular attention. 3 credits, Letter graded (A, B, C, F)

HDO 520 Oral Microbial Systems
Consideration is given to the structural composition, metabolism, and environmental relationships of the bacterial systems formed on and in association with the oral hard and soft tissues. Specific and mixed bacterial populations, such as those resident on extra-oral mucosal surfaces and the skin and their role in oral disease will be dealt with. Prerequisite: HDO 560, 561, 562, and 563 or their equivalent. Fall and Spring
3 credits, Letter graded (A, B, C, F)

HDO 530 Molecular Biology and Pathology of the Periodontium
This course deals with the ultrastructure and biochemical composition of the periodontal tissues, remodeling of the extracellular matrix with an emphasis on the role of metalloproteinases; the microbial interrelations with the organic and inorganic components of the periodontal tissues, the biochemical dynamics of gingival inflammation and wound healing, and the metabolic processes responsible for the composition and flow of gingival crevicular fluid. Prerequisites: HDO 560, 561 and 563 or their equivalent. Fall and Spring.

Please note that this may be taken twice for a total of 4 credits.
2 credits, Letter graded (A, B, C, F)

HDO 531 Normal and Reparative Tissue Development in the Oral Cavity
This course includes a series of lectures and student-led discussions dealing with specific oral tissues, biologic mineralization, osseointegration, hard and soft tissue development, and tissue regeneration. The molecular aspects leading to oral cancer and osteonecrosis will also be presented and discussed.
2 credits, Letter graded (A, B, C, F)

HDO 532 Host-Parasite Interaction
This course includes a series of lectures and student-led discussions dealing with specific oral tissues, growth factors, cytokines, prostaglandins, biologic mineralization and wound healing. The biology of the immune system and phagocytic cells is presented, including the relationship of nutrition to inflammation and oral health. The microbiology of the oral cavity in health and disease as well as oral mucosal infections is presented as the basis of the understanding of immunopathobiology of dental caries and periodontal disease. The oral manifestations of pharmacologic agents are reviewed in terms of both their immunologic and non-immunologic mechanisms of pathology. Finally, antimicrobial chemotherapy and principles of infection control are reviewed in terms of clinical practice of dentistry.
2 credits, Letter graded (A, B, C, F)

HDO 533 Regional Anatomy, Orofacial Neuroscience and Pain Control
This course includes a series of lectures and discussions dealing with head and neck gross anatomy and microanatomy and biochemistry of orofacial pain. It will provide an in-depth understanding of the underlying neuroanatomy and biochemical events leading to the perception of acute and chronic orofacial pain.
2 credits, Letter graded (A, B, C, F)

HDO 534 Research Design and Biostatistics
This course aims to improve the understanding of basic research methods and statistical concepts and principles and introduce some fundamental statistical tools, in the context of oral health research. The first part of this course covers basic assumptions and concepts of clinical and biomedical research, research methodologies, critical thinking, and evidence based dentistry. Residents will develop the skills needed to recognize the quality of the scientific evidence and the quality of various publications, the ability to conduct an evidence-based analysis of the literature, and the ability to present an evidence-based presentation on a controversial topic related to dentistry. The components of a research proposal and the basic elements of compliance will be discussed. The second part of the course covers concepts from statistics such as: summarizing, organizing, and presenting different types of sample data; simple probability; discrete and continuous probability distributions such as the Binomial and Normal distributions; the mean and variance of a probability distribution; sampling distributions; hypothesis testing; statistical significance;
confidence intervals; non-parametric techniques; ANOVA; correlation and regression; categorical data analysis, tests for proportions, and Chi-Squared tests. Students will apply the techniques learned in class on a given data set, where they will analyze the data and perform statistical testing. The third part of the course students will discuss and evaluate the statistical methods used in relevant papers as well as in proposed students projects.
1 credit, S/U grading

HDO 535 Epithelial Keratinization and Differentiation

The course examines the growth and differentiation of stratified squamous epithelia. Particular emphasis is placed on molecular events involved in the differentiation program. Consideration is also given to mechanisms involved in oral and cutaneous disorders. Prerequisites: Permission of instructor required; HBP 531 suggested; students must have had a background in cellular biochemistry molecular biology. Fall and Spring, 2 credits, Letter graded (A, B, C, F)

HDO 540 Research Design and Laboratory Techniques Biomedical

This course aims to introduce theoretical principles and experimental techniques used for laboratory investigation in biomedical research. Students will familiarize themselves with the instrumentation and techniques used to investigate different molecular and cell biological problems through a combination of lectures and demonstrations. Various topics will be covered such as tissue culture and isolation and characterization of DNA, RNA and proteins using various techniques. Students will be introduced to recombinant DNA technology including cloning in various non-viral and viral vectors that allow modulation of gene expression. Transgenic mice technology and Cre-lox system and gene editing technologies will be introduced. In addition, the use of mass spectrometry, microarray and DNA deep sequencing to understand biological processes will be discussed. 3 credits, Letter graded (A, B, C, F)

HDO 550 Oral Diagnostics and Therapeutic Technology, Lectures and Laboratory Techniques

Recent advances in the use and development of research technology for the early diagnosis and treatment monitoring of oral and systemic disease. Special attention is paid to the principles of technology transfer including patents and patenting; searching of on-line databases is a key component. The course includes relationships of dry mouth to salivary physiology, diabetes, and drug medications; salivary film measurements, wetting of oral surfaces, viscoelasticity and lubricity; the use of the Periotron and enzyme assays for the diagnosis of gingivitis and periodontal disease; instrumentation used in sensitive teeth measurement and evaluation of treatment effectiveness using oral compositions and iontophoresis; oral candidiasis and denture stomatitis and early detection and causes of dental caries; oral malodor measurements including use of the Halimeter and its use in the formulation of oral compositions. Application to clinical practice and clinical studies is covered. 3 credits, Letter graded (A, B, C, F)

HDO 560 Oral Biology and Pathology I

The first of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the embryological development of the face and oral cavity and the biology and pathology of the oral mineralized tissues. Prerequisites: Undergraduate degree in basic science; permission of instructor. Fall and Spring 3 credits, Letter graded (A, B, C, F)

HDO 561 Oral Biology and Pathology II

The second of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the biology and pathology of the periodontal structures and the microbiology of the oral cavity. Prerequisites: Undergraduate degree in basic science; permission of instructor. Fall and Spring 3 credits, Letter graded (A, B, C, F)

HDO 562 Oral Biology and Pathology III

This course is the third of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy, and pathology of the various systems that constitute the oral apparatus. The course consists of the following two units of instruction; (1) the biology and pathology of the salivary glands and their products and (2) the biology and pathology of the periodontal structures, Prerequisites: Undergraduate degree in basic science and permission of instructor Fall and Spring 3 credits, Letter graded (A, B, C, F)

HDO 563 Oral Biology and Pathology IV

This course is the last of four comprehensive courses on molecular structure, biochemical and physiological function, developmental anatomy and pathology of the various systems that constitute the oral apparatus. Covers the biology and pathology of the oral sensory systems and the biology and pathology of oral motor systems. Prerequisites: Undergraduate degree in basic science and permission of instructor. Admission to Graduate Health Sciences Center Program. 3 credits, Letter graded (A, B, C, F)

HDO 590 Research Projects in Oral Biology and Pathology

Individual laboratory projects closely supervised by faculty members to be carried out in their research laboratories. 3 credits, Letter graded (A, B, C, F)

HDO 599 Graduate Research

Original investigations undertaken with supervision of a faculty member. 1-12 credits, Letter graded (A, B, C, F)

HDO 601 Oral Biology II

Year II Oral Biology is a continuation of Year 1 oral biology concepts with an additional four units.
0 credit, Letter graded (A, B, C, F)

**HDO 690 Oral Biology and Pathology Seminar**

Research seminars by students, staff, and visiting scientists which may include review of current literature and presentation of student research. Prerequisite: Enrollment in the MS or PhD program in Oral Biology and Pathology. Fall and Spring. 1 credit, Letter graded (S/U) May be repeated for credit.

1 credit

**HDO 695 Oral Biology and Pathology Teaching Practicum**

Practice instruction in the teaching of oral biology and pathology at the undergraduate level carried out under faculty orientation and supervision. 3 credits, Letter graded (A, B, C, F)

**HDO 699 Thesis Research Oral Biology and Pathology**

Dissertation Research, Prerequisite: Advancement to Candidacy Passing, Fall, Spring, and Summer, 1-9 credits, Letter graded (A, B, C, F)

**HDO 700 Dissertation Research off Campus - Domest**

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor. Fall, Spring, 1-9 credits, S/U grading

**HDO 702 Oral Pathology**

Covers the clinical and histopathologic manifestations of acquired, inherited and neoplastic diseases of the human oral cavity. Includes benign and malignant tumors of bone, odontogenic and non-odontogenic cysts and tumors, mucosal and salivary gland diseases, and oral manifestations of systemic diseases. 0 credit, Letter graded (A, B, C, F)

**HDO 704 Translational Oral Biology**

Covers the biochemical, physiological, microbiological and electronic principles involved in a variety of techniques used as aids in the diagnosis of oral diseases. 0 credit, Letter graded (A, B, C, F)

**HDO 705 Oral Medicine**

Introduces the principles of patient care related to stomatologic and dermatologic disease, neurologic abnormalities, hematologic disturbances, and the medically compromised patient. 16 course hours Prerequisites: HDO 701 0 credit, Letter graded (A, B, C, F)

**HDO 706 Oral Facial Genetics**

Focuses on the utilization, preparation and analysis of basic human genetics in clinical situations. Covers genetic disorders of the craniofacial complex and dentistry for the multiple handicapped patient. 30 course hours Prerequisite: HD 501 or permission of instructor 0 credit, Letter graded (A, B, C, F)

**HDO 803 Oral Pathology Conference II**

Clinicopathologic case presentations and development of differential diagnosis skills. 11 course hours Prerequisites: HDO 702, HDO 703 0 credit, Letter graded (A, B, C, F)

**HDO 805 Summer Research**

SUMMER RESEARCH 0 credit, S/U grading

**HDP**

**HDP 320 Introduction to Periodontal Research**

The student is taught various techniques and procedures used in current periodontal research. The student is expected to undertake a small research project implementing these techniques. 0-4 credits

**HDP 321 Introduction to Periodontal Research**

The student is taught various techniques and procedures used in current periodontal research. The student is expected to undertake a small research project implementing these techniques. 0-4 credits

**HDP 322 Introduction to Periodontal Research**

The student is taught various techniques and procedures used in current periodontal research. The student is expected to undertake a small research project implementing these techniques. 0-4 credits

**HDP 420 Research in the Biology and Pathology of Periodontium**

An independent research project under faculty supervision with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to upper-division students. May be repeated up to a maximum of eight credits. 0-4 credits, S/U grading

**HDP 421 Research in the Biology and Pathology of Periodontium**


An independent research project under faculty supervision with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to upper-division students. May be repeated up to a maximum of eight credits. 0-4 credits, S/U grading

HDP 422 Research in the Biology and Pathology of Periodontium

An independent research project under faculty supervision with emphasis on the principles of experimental design, data collection, evaluation of findings, and reporting of results. The student is expected to prepare a report on the project and be able to discuss his or her work. Open to upper-division students. May be repeated up to a maximum of eight credits. 0-4 credits, S/U grading

HDP 501 Introduction to Periodontics

This course utilizes lectures and problem-based cases to introduce the student to the field of periodontology. The first part of the course introduces the student to the clinical presentation of the normal periodontium, gingivitis and periodontitis. A series of lectures then introduces the student to basic patient care which positions them for their initial clinic rotations. Lectures continue with a discussion of histopathology of gingivitis and periodontitis, the bacterial composition of plaque in health and disease, and the pathologic mechanisms of bacterial virulence factors in altered connective tissue remodeling and alveolar bone loss. The potential activities of virulence factors including endotoxin are described in the context of the environmental influences of the gingival crevice and its contents. The response of the host elicited by plaque and bacterial virulence factors is then presented in a series of lectures which review the dynamics of gingival crevicular fluid, effector molecules (prostaglandins and cytokines), the neutrophil and innate defense factors, and the immune system.

0 credit, Letter graded (A, B, C, F)

HDP 540 Year I Summer Session DC

0 credit, Letter graded (A, B, C, F)

HDP 541 Year I Fall Session N

0 credit, Letter graded (A, B, C, F)

HDP 542 Year I Spring Session T

0 credit, Letter graded (A, B, C, F)

HDP 543 Year I Summer Session 0

0 credit, Letter graded (A, B, C, F)

HDP 601 Diagnosis and Treatment of Periodontal Diseases I

Lectures, problem-based cases, laboratory, and clinical exercises are utilized to review the etiology, pathogenesis, treatment, and prevention of periodontal diseases. The first component of the course uses lectures, problem-based cases, and clinical exercises to provide students the knowledge and skills required to provide patient care. The knowledge and skills acquired include the ability to obtain data necessary to formulate a periodontal diagnosis, diagnose periodontal diseases including gingivitis, Stage I, Stage II, Stage III and Stage IV periodontitis, develop an individual, comprehensive, sequenced treatment plan using diagnostic and prognostic information which also incorporates patient’s goals, values, and concerns, and provide patient education regarding preventive oral health procedures. Non-surgical treatments of periodontal disease including scaling and root planing (hand and ultrasonic instrumentation), and utilization of antimicrobial rinses and local drug delivery are reviewed using lectures, video clips, laboratory, and clinical exercises. Lectures utilize the basic science component of the course as a foundation to discuss the etiology, pathogenesis, and treatment of various clinical conditions related to the periodontium including: 1) Periodontal Health, Gingival Diseases and Conditions, 2) Periodontitis, 3) Other Conditions Affecting the Periodontium, 4) Peri-Implant Diseases and Conditions. Topics reviewed include: Dental Biofilm-Induced Gingivitis and Non-Dental Biofilm-Induced Gingivitis, Periodontitis, Periodontitis as a Manifestation of Systemic Disease, and Systemic diseases or conditions affecting the periodontal supporting tissues. The role of occlusion with regard to periodontitis is discussed. Lectures and problem-based cases are used to expose students to various surgical procedures including gingivectomy, gingivoplasty, and periodontal flap surgery. The course will culminate in a series of treatment planning presentations in which students will utilize prior coursework to prepare clinical case presentations. All aspects of patient evaluation, diagnosis, prognosis and treatment planning will be included in the presentation.

0 credit, Letter graded (A, B, C, F)
periodontal maintenance appointment, the student should be able to update the medical history, conduct a clinical examination to determine periodontal health status, obtain additional radiographs when necessary, review or institute corrective measures for plaque control and render adequate treatment when deemed necessary.
0 credit, Letter graded (A, B, C, F)

**HDP 640** Year II Summer Session DC
0 credit, Letter graded (A, B, C, F)

**HDP 641** Year 2 Fall Session N
0 credit, Letter graded (A, B, C, F)

**HDP 642** Year 2 Spring Session T
0 credit, Letter graded (A, B, C, F)

**HDP 643** Year II Summer Session 0
0 credit, Letter graded (A, B, C, F)

**HDP 701** Diagnosis and Treatment of Periodontal Disease II

At the conclusion of HDP 601 the basic surgical techniques used to treat periodontal diseases were introduced. HDP 701 will continue to discuss in greater depth the surgical component of periodontal therapy. Evidence-based presentations by cases and problem-based learning will discuss the indications, contraindications, and success rates reported for various surgical techniques including osseous grafts, hemisection, root resection, and guided tissue regeneration procedures. Aspects of periodontal wound healing will be discussed prior to the introduction of guided tissue regeneration procedures. The interrelationship between the periodontium and restorative dentistry will be examined including a discussion of dental implants and pre-prosthetic surgical procedures such as crown lengthening and ridge augmentation procedures. Periodontal plastic procedures performed to prevent or correct anatomical, developmental, traumatic, or plaque induced defects of the periodontium will be discussed. Common acute periodontal conditions will also be examined including a discussion on the diagnostic criteria utilized to differentiate between pathology of periodontal or endodontic origin. Referral guidelines including reasons and criteria for referral will be discussed in a case based format.
0 credit, Letter graded (A, B, C, F)

**HDP 702** Periodontal Clinical Seminar

Lectures and problem-based cases are used to integrate and reinforce the didactic and clinical information covered in previous periodontal courses. An interactive forum is used in which students and periodontal faculty and residents discuss in greater depth advances achieved in periodontics and their relevance to clinical practice.
0 credit, Letter graded (A, B, C, F)

**HDP 721** Year III Periodontics Clinic

Emphasizes the application of knowledge in the treatment of patients with advanced disease.
0 credit, Letter graded U/S/H Grading

**HDP 740** Year III Summer Session DC
0 credit, Letter graded (A, B, C, F)

**HDP 741** Year 3 Fall Session N
0 credit, Letter graded (A, B, C, F)

**HDP 742** Year 3 Spring Session T
0 credit, Letter graded (A, B, C, F)

**HDP 743** Year III Summer Session 0
0 credit, Letter graded (A, B, C, F)

**HDP 821** Year IV Clinic: Periodontics I

The fourth year component of clinical periodontics continues to develop and reinforce the student's ability to recognize and diagnose periodontal diseases. In a simulated general practice environment, the student provides comprehensive care including periodontal therapy under the supervision of general dentistry faculty. This experience enables students to understand the role of general dentists in treating and managing patients presenting with various levels of disease including referral to a specialist when appropriate. Students are required to seek consultation with periodontal faculty when patients exhibit clinical and radiographic findings consistent with periodontitis such as probing depth measurements # 5 mm. The periodontal faculty provides coverage for consultation, competency exams, and periodontal surgical procedures.
0 credit, Letter graded U/S/H

**HDP 822** Year IV Clinic: Periodontics II

The fourth year component of clinical periodontics continues to develop and reinforce the student's ability to recognize and diagnose periodontal diseases. In a simulated general practice environment, the student provides comprehensive care including periodontal therapy under the supervision of general dentistry faculty. This experience enables students to understand the role of general dentists in treating and managing patients presenting with various levels of disease including referral to a specialist when appropriate. Students are required to seek consultation with periodontal faculty when patients exhibit clinical and radiographic findings consistent with periodontitis such as probing depth measurements # 5 mm. The periodontal faculty provides coverage for consultation, competency exams, and periodontal surgical procedures.
0 credit, Letter graded U/S/H

**HDR**

**HDR 503** Radiology I

This course introduces the fundamental principles of radiation physics, radiation biology and protection, radiographic image production and interpretation as applied to dental radiographic imaging. Students gain knowledge of the intraoral and extraoral radiographic techniques commonly used in dental practice, the principles and techniques of film processing, digital imaging, image quality assurance, and radiation
protection; students learn to recognize normal intraoral and panoramic anatomy and to interpret and stage caries and marginal periodontal status based on their radiographic appearance. In small group rotations at the conclusion of the course, students learn to set up the operatory for intraoral radiographic examinations, to take intraoral film radiographs on the mannequin, to develop radiographs using an automatic film processor and they review the appearance and causes of film imaging artifacts based on provided cases.

0 credit, (A, B, C, F) Grading

**HDR 540 Year I Summer Session DC**
SUMMER II: YEAR I
6 credits, S/U grading

**HDR 541 Year 1 Fall Session N**
6 credits, S/U grading

**HDR 542 Year 1 Spring Session T**
6 credits, S/U grading

**HDR 543 Year I Summer Session O**
6 credits, S/U grading

**HDR 606 Advanced Imaging Techniques**

Three-dimensional imaging is increasingly utilized in maxillofacial diagnosis and treatment planning. The advanced imaging course builds upon knowledge of conventional diagnostic imaging and gives students a working knowledge of current advanced imaging modalities utilized in dentistry: fan-beam CT, magnetic resonance imaging, ultrasound and, with particular emphasis, cone-beam CT (CBCT). Through a series of lectures, hands-on demonstrations, case discussions and an individual project assignment, students acquire a working knowledge of operation principles of advanced imaging modalities, CBCT anatomy, common incidental findings on CBCT images, selection criteria for CBCT imaging, and basic processing of the CBCT volume. Prerequisites: HDR 709, HDR 726.

0 credit, (A, B, C, F) Grading

**HDR 611 Fixed Partial Prosthodontics Technique**

The purpose is to provide an understanding of basic diagnostic skills and restorative techniques in fixed prosthodontics that will enable students to begin patient care in Year III Clinic. Prerequisites: Successful completion of all Year I dental courses and good standing as a Year II student.

0 credit, (A, B, C, F) Grading

**HDR 613 Removable Prosthodontics Technique**

This course provides an understanding of basic diagnostic skills and restorative techniques used in complete and partial removable prosthodontics that will enable students to provide patient care in the discipline of removable prosthodontics.

Prerequisites: Successful completion of all Year I dental courses and good standing as a Year II student.

0 credit, (A, B, C, F) Grading

**HDR 622 Year II Radiology Clinic**

In this clinical radiology course students apply the principles of intraoral imaging techniques and radiation safety presented in the didactic course Radiology I to clinical situations. Additional emphasis is placed on small groups discussions on radiologic anatomy, diagnosis, and treatment implications. Prerequisites: HDG 521, HDR 503, and good standing as a Year II student.

0 credit, (A, B, C, F) Grading

**HDR 640 Year II Summer Session DC**
0 credit, (A, B, C, F) Grading

**HDR 641 Year 2 Fall Session N**
0 credit, (A, B, C, F) Grading

**HDR 642 Year 2 Spring Session T**
0 credit, (A, B, C, F) Grading

**HDR 643 Year II Summer Session 0**
0 credit, (A, B, C, F) Grading

**HDR 707 COMPREHENSIVE PROSTHODONTICS**

Didactic instruction in clinical applications of removable and fixed prosthodontics. These hours are used for the review and reinforcement of subjects previously taught, and the introduction of new concepts and techniques. The topics are selected to be of benefit to students who have begun to treat patients in this discipline. Instruction will include evidence-based recall and maintenance of fixed and removable prostheses.

0 credit, (A, B, C, F) Grading

**HDR 709 Oral and Maxillofacial Radiologic Interpretation**

The Oral and Maxillofacial Radiologic Interpretation course consists of didactic and seminar components that build on the basic notions of image interpretation acquired in Radiology I and Year II Radiology Clinic courses. This course focuses on the interpretation of intraoral images utilized in dental practice, and the rationale, design and execution of intraoral radiographic examinations. Prerequisite: HDG 622.

0 credit

**HDR 722 Year III Fixed Partial Prosthodontics Clinic**

During this course the student treats patients who require relatively simple fixed prosthodontic therapy. The student should develop the judgment and insight necessary to provide fixed prosthodontic treatment, which is coordinated with the other disciplines of General Dentistry, Periodontics and Oral Surgery. Techniques performed will be based on skills in the preceding clinical and laboratory courses. Prerequisites: HDR 611, HDG 621 and good standing as a Year III student.

0 credit, U/S/H

**HDR 723 Year III Removable Prosthodontics Clinic**
CBCT images, selection criteria for CBCT imaging, and basic modalities, CBCT anatomy, common incidental findings on knowledge of operation principles of advanced imaging.

In particular, cone-beam CT (CBCT). Through a series of lectures, hands-on demonstrations, case discussions and an individual project assignment, students acquire a working knowledge of operation principles of advanced imaging modalities, CBCT anatomy, common incidental findings on CBCT images, selection criteria for CBCT imaging, and basic processing of the CBCT volume. Prerequisites: HDR 709, HDR 726.

0 credit, (A, B, C, F) Grading

HDR 807 Advanced Removable Prosthodontics

In Year IV, additional didactic instruction in clinical applications of prosthodontics. These sessions are used for the review and reinforcement of subjects previously taught, and the introduction of new concepts and techniques. The topics are selected to be of benefit to students who have begun to treat patients in this discipline. Prerequisites: HDR 611, HDR 613.

0 credit, (A, B, C, F) Grading

HDR 821 Year IV Advanced Prosthodontics Selective

One to three predoctoral dental students are invited to participate in this selective based upon demonstrated skills and expressed interest in fixed prosthodontics after successfully completing Year 2 and Year 3 preclinical and clinical courses. The student(s) may have the opportunity to send cases out to a private laboratory facility and spend more time observing a master technician. Prerequisites: Successful completion of all Year I, II & III dentistry courses and good standing as a Year IV student.

0 credit, (A, B, C, F) Grading

HDR 823 Year IV Radiology Clinic

In Year IV Radiology Clinic (HDR 823), students perform intraoral radiographic examinations, selected periapical and bitewing views, full mouth intraoral radiographic surveys) as set forth in faculty-approved treatment plans for their patients; interpret (in consultation with faculty, whenever confronted with unusual findings, or otherwise deemed necessary), and record imaging findings into the axiUm patient management system. Prerequisites: HDR 726 and good standing as a Year IV student.

0 credit, (A, B, C, F) Grading

HDS

HDS 601 Oral and Maxillofacial Surgery

The General Dentist must be able to establish a diagnosis and manage conditions which require oral and maxillofacial surgical procedures. In addition, the dentist must be able to perform basic surgical procedures within their scope and knowledge. This course provides a comprehensive overview of diseases and conditions, as well as the medical and surgical management provided by oral and maxillofacial surgeons for those conditions. In depth discussions on dental/oral surgical procedures provide a foundation for managing patients in the oral and maxillofacial surgery clinic courses in Year II, III and IV.

0 credit, (A, B, C, F) Grading

HDS 602 Pain Control I

The administration of local anesthesia is often a necessity in maintaining patient comfort during the delivery of dental care. This course covers all phases of the administration of
local anesthetics, including the selection of appropriate agents and intraoral injection techniques based on the needs of the individual patient and the specific procedure to be performed. The course consists of lectures, videotapes, and small group clinic laboratory sessions.

0 credit, (A, B, C, F) Grading

HDS 603 Medical Emergencies I

The dentist must be prepared to manage medical emergencies that may occur during the course of dental therapy. This course presents a number of medical emergencies that may be caused by specific disease states, medications administered in the dental office, or by anxiety related to the dental visit. Prevention of medical emergencies is emphasized, as well as diagnosis and management. The course consists of three lectures in a case based format, and encourages class participation.

0 credit, (A, B, C, F) Grading

HDS 604 Pain Control II

Dental patients often present to the office with a great deal of anxiety related to the treatment to be rendered. This course presents pharmacological and non-pharmacological methods that can be used to reduce patient anxiety in the dental office. The use of nitrous oxide/oxygen analgesia in the dental practice setting is emphasized. The course will consist of lecture, laboratory, and clinical sessions.

0 credit, (A, B, C, F) Grading

HDS 605 Physical Diagnosis: Introduction to Family Medicine

Since dentistry shares with all health professionals a common obligation to insure the welfare of their patients, all practitioners have the responsibility of evaluating the capability of their patients to withstand and successfully tolerate the anticipated proposed treatment regimens. Because of the varied effects that systemic diseases have on dental procedures, as well as the possible effect of dental treatment on systemic health problems, there is a need for dentists to be properly trained in the evaluation of their patients. This course introduces clinical medicine and its relationship to dentistry. It covers the clinical physical signs, symptoms, and laboratory values of the various organ systems in both health and disease, and the application of this knowledge to patients in ambulatory care and hospital settings, and emphasizes the oral manifestations and dental treatment modifications required by the medically compromised patient.

0 credit, (A, B, C, F) Grading

HDS 621 Year II Oral and Maxillofacial Surgery Clinic

In this introductory clinical course in oral and maxillofacial surgery, the student acquires clinical experience in taking a comprehensive outpatient oral and maxillofacial surgery history, takes pre-operative and post-operative vital signs, establishes and reviews the surgical treatment plan, assists upper classmates in the removal of single and multiple teeth and minor oral surgery procedures, begins to apply basic sciences, behavioral, and surgical knowledge and acquire the skills for uncomplicated tooth removal, reviews postoperative care with the patient, and writes prescriptions for medications including analgesics and antibiotics.

0 credit, (A, B, C, F) Grading

HDS 701 Advanced Oral and Maxillofacial Surgery Treatment Planning

The course consists of three seminar sessions discussing a total of nine case studies of patients with significant medical conditions who require oral surgical care. The class is divided into groups of four students. Approximately three weeks prior to each scheduled seminar, case studies are distributed; the material includes the patient's chief complaint, past medical history, physical examination and laboratory studies, as appropriate. Each group is responsible for preparing an oral presentation of the case and appropriate written handouts for the other members of the seminar group. The presentations should include: differential diagnosis, methods of diagnosis, presumptive diagnosis, current therapy and management for that diagnosis, and influence of the diagnosis on the oral surgery management.

0 credit, U/S/H Grading

HDS 703 Medical Emergencies II

The dentist must be prepared to manage medical emergencies that may occur during the course of dental therapy. This course presents a number of medical emergencies that may be caused by specific disease states, medications administered in the dental office, or by anxiety related to the dental visit. Prevention of medical emergencies is emphasized, as well as diagnosis and management. The course consists of a case based session with active class participation as a method of review of material presented in Medical Emergencies I (HDS 603).

0 credit, (A, B, C, F) Grading

HDS 721 Year III Oral and Maxillofacial Surgery Clinic

In this clinical course in oral and maxillofacial surgery, the student acquires additional clinical experience in taking a comprehensive outpatient oral and maxillofacial surgery history, takes pre-operative and post-operative vital signs, establishes and reviews patient surgical treatment plans, and applies basic science knowledge and clinical skills for uncomplicated single and multiple tooth and root removal and alveoplasty procedures, reviews post-operative care with the patient, and writes prescriptions for medications including analgesics and antibiotics.

0 credit, (A, B, C, F) Grading

HDS 803 Medical Emergencies III

Practice Development II consists of two main components. The first component is a lecture series designed to provide the student with an in-depth understanding of practice management concepts introduced in Practice Development I. The second component to this course is a group project and presentation. The class is divided into 20 groups, with each group to present an assigned topic. The topics cover a spectrum of issues/concepts necessary to start and operate a successful private practice.

0 credit, (A, B, C, F) Grading
HDS 821 Year IV Oral Surgery Clinic
In this clinical course in oral and maxillofacial surgery, the student independently formulates and reviews comprehensive patient surgical treatment plans, and receives experiences in the more complex minor outpatient surgical procedures including multiple extractions, alveoloplasty, root recovery, biopsy technique, pre-prosthetic surgery, and infection management. Prior to completion of this course, the student will attain competence in the routine extraction of teeth. 0 credit, U/S/H Grading

HDS 822 Year IV Oral Surgery Clinic (Hospital Rotation)
In HDS 822 (Year IV Hospital Oral and Maxillofacial Surgery Rotation), students are exposed to advanced patient care in the clinic, emergency room, and operating room settings. At a minimum, students continue performing simple and surgical extractions in the outpatient setting, and may participate in more advanced cases depending upon availability in this rotation at University Hospital Medical Center. In addition, students participate in the management of patients receiving intravenous sedation and general anesthesia in the outpatient setting. 0 credit, U/S/H Grading

HFN 500 Survey of Nutrition Concepts
This online course is designed to introduce students to the fundamentals of nutrition science. Dietary sources and functions of macro and micronutrients are reviewed, as well as the basics of their metabolism and their impact on disease prevention, energy balance and common health problems. Prerequisite: Prior Undergraduate or Graduate Physiology course. Department consent required 3 credits, Letter graded (A, A-, B+, etc.)

HFN 502 Contemporary Issues in the Global Food System
Every plate of food around the world tells a story. Is there sufficient nutrition? How far has the food traveled? Who can afford it? Will the food promote health or chronic disease? Which multi-national corporation delivered it? This online course explores why food matters and how our food choices impact the planet. We will travel around the world examining food security, hunger and malnutrition, food waste, agricultural practices, economic challenges and environmental concerns including climate change. Students will gain the ability to evaluate local and global food issues through case studies worldwide. Course materials will draw on published research and popular media. Assignments will be shaped by the student's academic and professional interests. 3 credits, Letter graded (A, A-, B+, etc.)

HFN 503 Nutrition in the Media: Making Sense of the Science
This online course will increase students awareness of the pervasive nature of food and nutrition messaging and the varied motivations behind them. Basic concepts related to nutrition and food science will be presented along with the skills and resources needed to critically evaluate future issues and trends in nutrition. Topics to be discussed include popular supplements, fad diets, common chronic diseases and related dietary recommendations, sustainable food practices and food labeling. 3 credits, Letter graded (A, A-, B+, etc.)

HFN 505 Current Topics: Maternal and Child Nutrition
This online course examines current trends in research on nutrition topics related to maternal and child health with a focus on evidence-based recommendations. Topics include fertility, intrauterine influences on development, maternal nutrition and infant feeding, breastfeeding, supplementation, asthma and allergic disease, nutrition and neurological development, gut microbiota in early life, links between early life and adult disease and environmental influences on early childhood feeding challenges. Prerequisite: HFN 500, or equivalent upon approval 3 credits, Letter graded (A, A-, B+, etc.)

HFN 510 Issues and Trends in Nutrition
This online course will provide an overview of current and emerging issues in food and nutrition including topics that impact nutrition recommendations for patients. Course material will also include trends in health care organizations as it relates to food and nutrition service delivery. Students will explore how these trends may shape patient perceptions of favorable and unfavorable dietary choices, as well as food availability via market trends. Prerequisite: HFN 500, or equivalent upon approval 3 credits, Letter graded (A, A-, B+, etc.)

HFN 512 Macronutrients and Metabolic Regulation
This online course is designed to promote an in depth understanding of the role of macronutrients in human health and nutrition. The digestion, absorption and metabolism of carbohydrates, proteins and fats and the relationship of energy metabolism will be extensively studied. Prerequisite: Admission to Graduate Nutrition Program or HFN 500 3 credits, Letter graded (A, A-, B+, etc.)

HFN 514 Micronutrients and Functional Nutrition
This online course is designed to promote an in depth understanding of the role of micronutrients in human health and nutrition. The digestion, absorption and metabolism of vitamins and minerals will be extensively studied. Prerequisite: Admission to Graduate Nutrition Program or HFN 500 3 credits, Letter graded (A, A-, B+, etc.)

HFN 515 Advanced Nutrition in Clinical Practice I
This online course will offer the student an opportunity to explore the role of diet and nutrition in the prevention, development and treatment of chronic disease ranging from nutritional deficiencies to autoimmune disease. Medical
nuritional therapy for weight management, cardiovascular disease, bone health, oral and dental health, exercise, and potential drug and nutrient interactions are also included in the course topics. Prerequisite: HFN 500, or equivalent upon approval.

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 516 Advanced Nutrition in Clinical Practice II**

This online course will further explore medical nutrition therapy for gastrointestinal disorders, liver and pancreatic disease, metabolic disorders, psychiatric and behavioral disorders, pulmonary disease, renal dysfunction, cancer, metabolic stress, surgery and infection. The principles and practices of enteral and parenteral nutrition will be covered. Prerequisite: HFN 515

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 520 Advanced Communications and Counseling**

This online course examines the role of professionals in promoting general health and wellness for individuals and groups in a community setting. Application of key theoretical models of behavior change and evidence-based intervention strategies are explored. Strategies and skills in counseling the individual client and group are examined and applied. Additional topics include techniques for communicating nutrition information to the public, the media and ensuring cultural competence. In addition to the required text, a purchase of a self-assessment tool for $25 is necessary for the student to meet the course requirements. Prerequisite: Admission to Graduate Nutrition Program

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 525 Food Policy and Health Outcomes in the United States**

This online course is an overview of how food access and health outcomes are influenced by federal and local municipal public policy. The class will include a brief overview of the American political system followed by a deeper analysis of some specific public policies that can lead to food access inequities and adverse health outcomes including, but not limited to: taxation, land use and zoning, agriculture policy, environmental policy, education policy, economic inequality, media influences and cultural biases. At the conclusion of the semester, students will be asked to conduct a case study analysis of a recent federal or local food policy decision and asked to evaluate the ways in which the policy succeeded or failed in achieving its mission. How should success and failure be measured? How could the policy be improved? What unintended consequences were discovered? Is the policy scalable to other municipalities?

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 526 The Nuts and Bolts of Planning, Monitoring, Evaluating and Funding Nutrition Policies & Programs**

This online course prepares students to advance population health by theorizing a nutrition or food related policy or program promoting sustainable food systems, and to develop the skills necessary to operationalize such a policy or program. Students will use logic models to conceptualize the policy or program, and develop in-depth monitoring and evaluation strategies. In addition, students will learn to coordinate program planning with budget development so as to create realistic programs. Lastly, students will learn how to display data and seek funding to facilitate initial or continued implementation, or to further policy development. Prerequisite: HFN 502 or HFN 525

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 530 Nutrition Management and Leadership**

This online course is designed to develop effective management skills in clinical nutrition services. The emphasis will be on the management of clinical services in highly regulated health care settings. Case studies and problem-based learning scenarios will complement online instruction and readings. Personnel issues, cost containment, benchmarking and management principles pertinent to clinical functions will be discussed and applied to real life situations. Accreditation and regulation processes will be covered in depth and the focus will be on the Joint Commission Accreditation process and the Center for Medicare and Medicaid Services. Admission to Master of Science in Nutrition Program(HFNMZ)

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 541 Critical Care and Nutrition Support**

This online course will explore the role and impact of medical nutrition therapy in the critical care setting and its influence on patient outcomes. This will include the assessment of specific patient-populations such as acute respiratory distress syndrome (ARDS), burns, continuous veno-venous hemodialysis (CVVHD), sedated/intubated patients, and traumatic brain injuries (TBI). The impact of preoperative, perioperative, and postoperative feeding strategies will be discussed as well as potential pros and cons of immune enhancing supplements. Prerequisite: HFN 516

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 542 Advanced Pediatric and Neonatal Support**

This online course will explore the nutrition needs of infants, children, and adolescents with an in-depth examination of medical nutrition therapy for select pediatric and neonatal diseases and chronic illnesses. Special emphasis will be placed on growth and development, pediatric nutrition assessment, and the effect of chronic and acute illnesses on the nutritional status and health outcomes of infants, children and adolescents. This course is designed to reinforce the fundamentals of nutrition and to build competence in the area of nutrition assessment, monitoring, and evaluation of nutritional status with in the pediatric populations, including neonates. Prerequisite: HFN 516

3 credits, Letter graded (A, A-, B+, etc.)

**HFN 551 Evidence-Based Concepts in Integrative Nutrition**

This online course will explore the underlying concepts of integrative nutrition, the practice of providing individualized
medical nutrition therapy to optimize health, and treat complex chronic illnesses, through food and the judicious use of supplements. Such discussion will build on prior coursework, especially Macronutrients and Metabolic Regulation and Micronutrients and Functional Nutrition, to explore how nutrition can modulate major systems and functions including the gastrointestinal system, the immune system, the central nervous system, detoxification, oxidation and inflammation. Prerequisite: HFN 512, 514

3 credits, Letter graded (A, A-, B+, etc.)

HFN 552 Case-Based Approaches to Integrative Nutrition Therapy

During this online course students will apply the concepts of integrative nutrition, as well as material in other clinically relevant courses, to a variety of complex clinical cases. Case study assignments will include detailed assessment strategies and care plans to include dietary intake and supplementation, as well as appropriate monitoring and evaluation techniques. Prerequisite: HFN 551

3 credits, Letter graded (A, A-, B+, etc.)

HFN 570 Statistics

This online course facilitates the development of the knowledge base to support statistical reasoning and the skills necessary to conduct statistical analyses appropriate in a health care or public health environment. This includes data collection methods, data cleaning, hypothesis testing, confidence limits, and statistical analysis procedures, such as analysis of variance, simple linear regression, and multiple regression. Additional topics include techniques for summarizing results of various statistical procedures, as well as designing appropriate tables and graphs. Prerequisite: Admission to Graduate Nutrition Program

3 credits, Letter graded (A, A-, B+, etc.)

HFN 575 Research Methods in Nutrition

This online course will facilitate the students ability to work independently to develop a research project. This process will include the following: formulation of a research question or hypothesis, study design and design of data collection methods. Issues regarding the protection of human subjects and protected health information will be discussed. This course will prepare the student to successfully complete a culminating project at a later date required for completion of the Master's degree in Nutrition. Prerequisite: Admission to Masters in Nutrition Program (HFNMZ); Pre or Corequisite: HFN 570

3 credits, Letter graded (A, A-, B+, etc.)

HFN 578 Applications of Nutrition Research Literature

This online course will facilitate development of the critical thinking skills necessary to become efficient consumers of nutrition-related research presented in the scientific literature and popular media. Students will learn to interpret current nutrition research by performing effective literature searches for nutrition research articles, recognizing the strengths and limitations of the research methods, and evaluating the quality of nutrition information in both the scientific literature and popular media. This course will begin with an overview of the challenges facing health professionals when delivering nutrition education to the layperson. Challenges to be discussed include media misrepresentation, health illiteracy and a Prerequisites: Admission to Masters in Nutrition Program (HFNMZ) and HFN 575

3 credits, Letter graded (A, A-, B+, etc.)

HFN 580 Practical Applications

HFN 580 Practical Applications (3 credits) Students enrolled in this online course will have the opportunity to choose between three types of culminating projects: a research paper addressing a clinical question, a continuous quality improvement project addressing a clinical question or practice or a practicum project. Students will work with a faculty mentor who will supervise and guide the student as they select their project and topic and progress through the semester. Students may also seek an onsite agency mentor if utilizing their worksite to complete a CQI project, but will be responsible to provide all requested information to their assigned faculty mentor who will ultimately recommend a grade. (Only for those matriculated in program code HFNMZ) (Prerequisite: completion of 27 credits inclusive of 575; Prerequisite/Corequisite: HFN 578)

3 credits, Letter graded (A, A-, B+, etc.)

HFN 581 Continuing Practical Applications

This course provides an opportunity for students to successfully complete the requirements of HFN 580 when additional time is required. Prerequisite: HFN 580;Department consent required

1-3 credits, Letter graded (A, A-, B+, etc.)

HFN 583 Professional Applications in Nutrition Care

This online course will prepare students to advance the field of clinical nutrition by developing, implementing and evaluating high quality clinical nutrition therapies and services, through the following: execution of continuous quality improvement projects, development of innovative nutrition care plans through case studies of complex patient cases, business plans for clinical services, and/or presentations of the critical analysis of the research literature. By permission only.

1-3 credits, Letter graded (A, A-, B+, etc.)

HHA

HHA 500 Healthcare Delivery System

Focuses on historic and current issues that impact the United States healthcare delivery system with a primary focus on how healthcare is delivered, organized, governed, and financed. There will be an overview of special populations and major diseases including epidemics, chronic illness, and acute illness, and the interrelated concepts of access, quality, and cost. Emphasizes the influence of an evolving healthcare delivery system on the practice of health informatics including meaningful use, Health Information Technology for Economic and Clinical Health (HITECH).

3 credits, Letter graded (A, A-, B+, etc.)
HHA 501 Biomedical and Health Informatics Essentials
Provides broad but significant immersion into the field of biomedical and health informatics. Emphasizes the clinical flow of data (acquisition, use, and storage of information in healthcare), biomedical research, informatics and public health, decision and cognitive science. Explores electronic health records, personal health records, personalized medicine, imaging, telemedicine, concepts of meaningful use, Health Information Technology for Economic and Clinical Health (HITECH), and American Recovery and Reinvestment Act (ARRA). Includes hands-on experience in the use of an electronic health record system.
3 credits, Letter graded (A, A-, B+, etc.)

HHA 502 Health Information Systems and HIT Essentials
Provides broad but significant immersion into the fields of health information systems and health information technology (HIT). Emphasizes systems analysis, clinical decision-support, integrated networking and distributed computing technologies, telemedicine applications, mobile applications, cloud computing, architecture and infrastructures, and database and systems administration.
3 credits, Letter graded (A, A-, B+, etc.)

HHA 503 Regulations, Confidentiality, Privacy and Security
Provides foundational knowledge in the laws, regulations, policies and procedures related to the confidentiality, privacy, and security on all levels of health-related information and infrastructures. Emphasizes interoperability, HIPAA/HITECH Privacy Rule and Security Standards, Code Set Rules, meaningful use, and IT security forensics.
3 credits, Letter graded (A, A-, B+, etc.)

HHA 504 Database Design and Development for Health Informatics Professionals
Covers relational database theory and development methodology. Emphasizes the progression through a health information systems development life cycle through the design, development, deployment, administration, testing, evaluation, and maintenance of a database. Introduces students to relational query languages (i.e. SQL).
3 credits, Letter graded (A, A-, B+, etc.)

HHA 505 Leadership and Management Essentials
Provides broad but significant immersion in organizational change, leadership, organizational behavior, project management and change management. Emphasizes healthcare project life-cycle, theoretical and applied strategies of managing change, communication and group dynamics, systems thinking, and strategic planning.
3 credits, Letter graded (A, A-, B+, etc.)

HHA 506 Research Design and Methodology for the Health Informatics Professionals
Provides in-depth overview of quantitative, qualitative, and mixed-methods research designs and methodologies. The student will analyze and evaluate the philosophical foundations, characteristics, strengths, and limitations of quantitative, qualitative, and mixed methods research designs and methodologies most appropriate to the practice of health informatics. Emphasizes critical review and techniques of applied research and evaluation.
3 credits, Letter graded (A, A-, B+, etc.)

HHA 507 Statistics for Health Informatics Professionals
Explores quantitative data analysis techniques utilized in patient safety research. Includes descriptive, inferential, and correlational statistics. Students will use available computer programs to conduct a variety of descriptive, inferential, and correlational statistical tests.
3 credits, Letter graded (A, A-, B+, etc.)

HHA 520 Program Management and Administration for Privacy and Security
Provides significant immersion into the knowledge and skills related to administration and management of healthcare organizations privacy and security programs. Emphasizes development of policies, protocols, and procedures for risk assessment and mitigation, integrity, and confidentiality of the patient, provider, employee, and business information.
Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507
3 credits, Letter graded (A, A-, B+, etc.)

HHA 521 Physical and Technical Safeguards of Health Information
Provides significant immersion into the knowledge and skills related to the physical and technical privacy and security safeguards utilized in all sectors of healthcare. Emphasizes risk assessment and mitigation, disaster recover, business continuity, and standards regarding the maintenance, safeguarding, authorization access, release, and disposal of personal and confidential information.
Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 508
3 credits, Letter graded (A, A-, B+, etc.)

HHA 522 Forensic Analysis and Health Information Cybercrime
Provides significant immersion into the knowledge and skills related to forensic science and its application to the healthcare sectors digital environments. Emphasizes health information cybercrime; methods to uncover, collect, protect, and document evidence; and tools, techniques, and procedures to perform computer and cybercrime investigations.
Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 509
3 credits, Letter graded (A, A-, B+, etc.)

HHA 523 Legal and Regulatory Issues, External Environmental Assessment, Compliance
Provides significant immersion into the knowledge and skills related to the legal and regulatory issues specific to security and privacy personnel, external environmental assessments, and compliance. Emphasizes development of policies and procedures to receive, verify, authorize, process, and document various information requests; incident response team; compliance issues; federal breach notifications; employee training; and patient services. Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 510. 3 credits, Letter graded (A, A-, B+, etc.)

**HHA 530 Clinical Decision Making and Process Improvement**

Provides in-depth immersion into the knowledge and skills required to implement effective clinical decision making systems and participate in the development of clinical process improvements that support effective, efficient, safe, timely, equitable, and patient-centered care. Summer and Fall courses. Prerequisites: Summer and Fall courses including HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 531 Health Information Systems**

Provides in-depth immersion into the knowledge and skills required to participate in the development or selection of an information system for clinicians; prepare clinicians prior to implementation and support them during implementation and ongoing operation of clinical information system; and evaluate the effectiveness of a system in meeting clinical needs. Summer and Fall courses. Prerequisites: Summer and Fall courses including HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 532 Leading and Managing Clinical Information Systems Change**

Provides in-depth immersion into the knowledge and skills required to lead, manage change, and promote adoption associated with implementing clinical information systems. Summer and Fall courses. Prerequisites: Summer and Fall courses including HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 540 Health Data Management**

Provides significant immersion into the knowledge and skills of the health management domains of data structure, data analysis, and outcomes. Prerequisites: Summer and Fall courses including HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 541 Information Technology and Systems**

Provides significant immersion into the knowledge and skills of the health management domains Healthcare Information Systems and Information Management Planning. Summer and Fall courses. Prerequisites: Summer and Fall courses including HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 542 Advanced Organizational Leadership and Management**

Provides significant immersion into the knowledge and skills related to the health management domains of Leadership, Resource Management, and Education and Training. Summer and Fall courses. Prerequisites: Summer and Fall courses including HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 550 Applied Healthcare Analytics**

Focuses on the design and implementation of analytics to aide in the evaluation of health in populations. Explores the role of the health care analyst and analytics in the improvement of healthcare delivery and outcomes. Consists of on-line lectures, videos, and hands on assignments with data set and analytic models. Prerequisites: Summer and Fall Courses. Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. Department permission required. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 551 Big Data Technologies in Healthcare**

Focuses on new and emerging Big Data technologies in healthcare, and the technologies that are utilized to process and manipulate data. Technologies such as Facebook, Yahoo, Google, LinkedIn, Twitter, and the Electronic Health Record will be studied. Discusses how healthcare data is organized, processed and analyzed using MATLAB. Consists of four weeks of reading, on-line discussions and assignments, hands-on use of analytical tools for analysis and data extraction, and ten weeks of on-site lectures and hands-on lab sessions. Prerequisites: Summer and Fall Courses. Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. Department permission required. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 552 Healthcare Data Visualization**

Focuses on techniques and tools for designing and implementing effective visual representations of healthcare data. Students will learn how to analyze, parse, and represent quantitative and text data visually, and how to present data that is clutter free, engaging and easy to comprehend. Hands-on course utilizes Tableau as a presentation platform for the designing and building of data visualizations. Students will learn to express findings, answer questions, and to drive data supported decisions in healthcare. Consists of three weeks of campus lecture, twelve weeks of hands-on use of data visualization tools, assignments, lectures, and on-line discussions. Prerequisites: HHA 500, HHA 501, HHA 502, HHA 503, HHA 504, HHA 505, HHA 506, and HHA 507. Department permission required. 4 credits, Letter graded (A, A-, B+, etc.)

**HHA 584 Specialization Practicum I**
First course in a three part experiential learning sequence designed to provide significant hands-on immersion into the practice of Health Informatics. The 120 hour practicum requires students to apply knowledge and skills acquired during the core and specialization course work. Prerequisite: Department Consent Required

4 credits, Letter graded (A, A-, B+, etc.)

HHA 586 Specialization Practicum II

Second course in a three part experiential learning sequence designed to provide significant hands-on immersion into the practice of Health Informatics. This 180 hour practicum is a progressive experimental learning experience. Students are expected to demonstrate increasing proficiency of integration and application of didactic and experiential learning with the goal of demonstrating mastery in Health Informatics. Prerequisite: HHA 584

6 credits, Letter graded (A, A-, B+, etc.)

HHA 588 Specialization Practicum III

Final course in a three part experiential learning sequence designed to provide significant hands-on immersion into the practice of Health Informatics. This 180 hour practicum is a progressive experimental learning experience. Students are expected to demonstrate increasing proficiency of integration and application of didactic and experiential learning with the goal of demonstrating mastery in Health Informatics. Prerequisite: HHA 586

6 credits, Letter graded (A, A-, B+, etc.)

HHA 599 Practicum Continuation

This course is for Applied Health Informatics students continuing with Practicum. 0 credit, S/F graded

HHM

HHM 500 Fundamentals of Molecular Biology Techniques

Covers main techniques used in molecular biology, including direct and amplified nucleic acid-based methods. Emphasizes basic principles behind each test, interpretation of results, advantages and limitations of each method, and type of specimen required for each test. Addresses the importance of quality control, biosafety and proper decontamination procedures to ensure accurate data for proper patient diagnosis.

3 credits, Letter graded (A, A-, B+, etc.)

HHM 510 Advanced Molecular Biology Laboratory

This 15-week laboratory course consists of a 6-hour weekly lab, during which the students perform hands-on activities covering the main molecular biology techniques used for the diagnosis of infectious and genetic diseases, determination of cancer markers, and forensic testing. Techniques include nucleic acid isolation, purification and quantification, DNA separation, amplification and sequencing. Prerequisite: HHM 500

HHM 511 Application of Molecular Biology in Diagnostics

Introduces the applications of molecular biology techniques in diagnostics of various diseases. The students will learn the molecular mechanisms underlying infection by microorganisms, genetically inherited diseases as well as cancer, and how molecular techniques can help with the diagnosis and prognosis of these diseases. Addresses the advantages and limitations of different techniques available, as well as the importance of quality control. Prerequisite: HHM 500

3 credits, Letter graded (A, A-, B+, etc.)

HHM 516 Application of Molecular Biology in Research

Focuses on various applications of molecular biology techniques in both basic and translational medical research. High emphasis will be placed on the understanding of the molecular pathways involved in various diseases, including cancer, genetically inherited diseases and infection by microorganisms. The students will learn how the power of molecular genetic analysis is used to identify, isolate and characterize genes that cause and contribute to the etiology of human diseases. Explains how various molecular biology techniques can be applied to diagnose diseases and to develop potential therapeutics. Discusses the advantages and limitations of different techniques, as well as the importance of quality control. Prerequisite: HHM 500, 510, 511

3 credits, Letter graded (A, A-, B+, etc.)

HHM 520 Flow Cytometry Laboratory

This laboratory course consists of 30 hours of hands-on activities, and covers the main techniques used in the flow cytometry laboratory. This laboratory will be given once weekly, on weekends or weeknights. Students will perform numerous immunophenotyping techniques, including stem cell quantitation, hematologic and non-hematologic neoplasms, minimal residual disease, fetal hemoglobin and cell functional assays. Students will learn how to do quality assurance and instrumentation maintenance, and will gain hands-on experience with the application software used by flow cytometers. Prerequisite: HHM 500, 510, 511 Co-requisite: HHM 521

1 credit, Letter graded (A, A-, B+, etc.)

HHM 521 Flow Cytometry Methods and Applications

Introduces students to the applications of flow cytometry techniques and their applications in the diagnosis and prognosis of human diseases including leukemia and lymphoma, primary immunodeficiency diseases, Human Immunodeficiency Virus (HIV) infection detection of paroxysmal nocturnal hemoglobinuria, cytometry clinical transplantation, leukocyte functional assays, cell apoptosis, CD34 positive stem cell enumeration, immunologic dysfunction, and DNA and cell proliferation measurements in cancer cells. Prerequisite: HHM 500, 510, 511 Co-require: HHM 520

2 credits, Letter graded (A, A-, B+, etc.)
HHM 531 Cytogenetics Methodology and Applications
Focuses on the impact of chromosome abnormalities on the diagnosis, prognosis and treatment of cytogenetic syndromes. Covers basic cytogenetic concepts and laboratory techniques required for the detection of various diseases, including sex chromosome abnormalities, the fragile X syndrome, and structural and numerical chromosome abnormalities, with special emphasis on the mechanisms underlying these syndromes. Prerequisite: HHM 500, 510, 511, 516, 520, 521, 540, 545
2 credits, Letter graded (A, A-, B+, etc.)

HHM 540 Laboratory Operations in Molecular Biology
Covers the main principles of laboratory standards used in the molecular diagnostics, including pre- and post-analytical operations, test result documentation, quality assurance and quality control. Considers the importance of safety, regulation and standards. Prerequisite: HHM 500, 510, 511, 516, 520, 521
2 credits, Letter graded (A, A-, B+, etc.)

HHM 545 Ethics in the Laboratory
Reviews professional guidelines for ethical conduct and approaches to ethical dilemmas for laboratory scientists. Explores ethical issues, including responsible research conduct, good laboratory practice, and research with human subjects. Discusses ethical principles in genetics and genetic engineering; advance directives, confidentiality, informed consent, patient rights, and Health Insurance Portability and Accountability Act of 1996 (HIPAA). All aspects of this class will be presented and discussed via a distance learning format using Blackboard. Prerequisite: HHM 500, 510, 511, 516, 520, 521
2 credits, Letter graded (A, A-, B+, etc.)

HHM 551 Research Methods and Scientific Writing
Introduces students to the basic concepts of biomedical research. Emphasizes critical evaluation of published scientific literature, and how to plan, design and conduct a research study. Presents the proper use of the different statistical methods required to analyze research data. Teaches students how to communicate effectively as scientists by writing high quality scientific papers, giving oral presentations, and putting together a research proposal. The students will apply these concepts to their own writing. Prerequisite: HHM 500, 510, 511, 516, 520, 521, 540, 545
3 credits, Letter graded (A, A-, B+, etc.)

HHM 570 Journal Club on Medical Molecular Biology
Students participate in critical analysis of scientific journal articles from a diverse set of topics related to the field of molecular biology including molecular diagnostics, molecular microbiology, cancer research, genetically inherited diseases and genomics, among others. In each session, a student presents the essential information of the paper including background, significance, hypothesis, experimental methods, results and conclusions by means of a narrated Powerpoint presentation. Following the presentation, the rest of the class discuss and analyze the content of the paper in an online discussion forum. Prerequisite: HHM 500, 510, 511, 516, 520, 521, 540, 545
1 credit, Letter graded (A, A-, B+, etc.)

HHM 581 Clinical Practicum in Molecular Diagnostics
This is a two week fulltime practicum in a Clinical Molecular Diagnostics lab designed to give students supervised practical application of what was learned in classes. The students will be provided with on-the-job training while experiencing the work environment in a clinical diagnostic laboratory. Prerequisite: HHM fall year two courses.
2 credits, Letter graded (A, A-, B+, etc.)

HHM 583 Clinical Practicum in Flow Cytometry
This is a two week fulltime practicum in a Clinical Flow Cytometry lab designed to give students supervised practical application of what was learned in classes. The students will be provided with on-the-job training while experiencing the work environment in a clinical diagnostic laboratory. This will be repeatable course, for additional course credits. Prerequisite: HHM fall year two courses.
2 credits, Letter graded (A, A-, B+, etc.)

HHM 585 Clinical Practicum in Cytogenetics
This is a two week fulltime practicum in a cytogenetics diagnostics lab designed to give students supervised practical application of what was learned in classes. The students will be provided with on-the-job training while experiencing the work environment in a clinical diagnostic laboratory. Prerequisite: HHM fall year two courses.
2 credits, Letter graded (A, A-, B+, etc.)

HHM 596 Capstone Project in Medical Molecular Biology
Culminating experience designed to for students to choose a topic of interest within the area of molecular diagnostics, flow cytometry, or cytogenetics and further investigate it by means of a systemic literature review. Topics can be problems identified during clinical practice or learned in classes. Students will need to develop a comprehensive proposal that will be reviewed by faculty. Prerequisite: HHM fall year two courses.
2 credits, Letter graded (A, A-, B+, etc.)

HHS 510 Aphasia and Related Disorders
Provides current theory and practice in the identification, assessment, and intervention of aphasia in adults. Includes the anatomy, neuropathology and the cognitive and communication characteristics associated with different types of aphasias and Right Hemisphere Syndrome. Covers evidence-based practices in the assessment and intervention, multicultural issues during service delivery, patient and family
education, and client advocacy. Students will learn how to translate research into clinical practice.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 511 Cognitive Communication Disorders
Provides information about the assessment and intervention of cognitive communication disorders, including traumatic brain injury, primary progressive aphasia and dementia. Discusses evaluating and treating cognition, including attention, memory and executive function skills. Discusses evidence based practice for assessment and intervention with a focus on The World Health Organization’s International Classification of Functioning, Disability, and Health model. Opportunities will be available for interprofessional practice and discussion about multicultural service delivery, partner/family education and challenges that clinicians face in today’s healthcare system.
1 credit, Letter graded (A, A-, B+, etc.)

HHS 512 Neuroscience in Communication Sciences and Disorders
Covers the neuroanatomy and neurophysiology of the speech, language, hearing, and swallowing mechanism. This intensive neuroscience course includes neuroanatomical dissections, lectures, and clinical problem solving. Requires students to conduct a cranial nerve exam examining the cranial nerves responsible for speech and swallowing with a client diagnosed with a communication or swallowing disorder. Uses team-based and problem-based learning in the classroom to help students apply their theoretical knowledge into clinical practice.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 513 Adult Dysphagia
Examines the anatomy and physiology of normal and disordered swallowing in the adult population. Includes assessment and intervention of swallowing disorders; etiologies of swallowing disorders; working with tracheotomy/ventilator dependent populations; ethical considerations; documentation; insurance coverage; importance of client advocacy; and education of family and other professionals. Students will refine their skills through case scenarios, role-playing situations, interprofessional education and interprofessional practice. Prerequisites: Completion of Year One Fall Courses
3 credits, Letter graded (A, A-, B+, etc.)

HHS 514 Neuromotor Speech Disorders
Covers the etiology, assessment and intervention of motor speech disorders secondary to developmental or acquired central and/or peripheral damage to the nervous system of adults and children. Includes the identification and differentiation of various motor speech disorders secondary to neurological injury. Discusses best practice in assessment and intervention with an emphasis on evidence-based practice, ethical case studies, functional treatment outcomes, importance of interprofessional education, and client advocacy. Students will observe in the ALS team clinic at Stony Brook University Hospital.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 520 Preschool Child Language Disorders
Examines the theories of language development, evidence-based practice assessment and intervention of language delays/disorders in preschool children, multicultural service delivery, treatment advocacy and outreach, designing intervention plans, establishing and maintaining collaborative relationships, and the role of family in the intervention process. Students will apply their theoretical knowledge to clinical practice by eliciting a language sample from a preschool child.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 521 Speech Sound Disorders
Covers articulation and phonological development, theories of development, and disorders in children. Discusses best practice in assessment and intervention with an emphasis on evidence-based practice, language difference versus disorder, multicultural issues in service delivery, and phonological awareness. Students will apply theory into clinical practice by completing a speech sample assignment with a child diagnosed with a speech sound disorder.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 522 Early Intervention in Speech-Language Pathology
Includes information about the normal development of feeding/oral-motor skills and its relation to overall motor development. Discusses feeding, craniofacial syndromes and disorders. Students will observe a session at the Cleft Palate - Craniofacial Center. Discusses information about clinical practice in early intervention, caregiver training, multicultural issues in service delivery, and counseling of families. Includes discussion about evidence-based practice approaches to assessment and intervention of children who are medically fragile and how to best facilitate communication and feeding with these children.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 523 Language and Literacy Disorders in School-Age Children and Adolescents
Provides an overview about school-age and adolescent language and literacy disorders. Covers models of language and reading development. Discusses evidence-based practice assessment and intervention of oral and written language disorders in school-age children and adolescents, multicultural service delivery, treatment advocacy and outreach, designing intervention plans accounting for Common State Core Standards and Response to Intervention (RTI), and providing therapy services to children in schools. Students will apply their theoretical knowledge to clinical practice by eliciting narrative samples from a school-age child.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 524 Autism and Social Communication Disorders
Reviews current research about speech-language, cognitive, and social communication aspects of Autism Spectrum Disorders. Discusses possible theories of ASD, the diagnostic criteria used to identify these children, best practices in
assessment and intervention. Focuses on the role of families in the assessment and intervention process, using effective intervention strategies, and collaborative and interdisciplinary models of service delivery for children diagnosed with Autism and social communication disorders.

2 credits, Letter graded (A, A-, B+, etc.)

HHS 526 Foundations of Teaching English Language Arts to Bilingual Language Learners

Provides the students with an understanding of methods of teaching English language arts to bilingual English language learners, including literacy for meeting the State learning standards for students. This is a required course for students who wish to obtain a Bilingual Extension in any registered and approved Base Certification Program. There is a requirement of 25 hours of field experience dedicated to observations and paraprofessional authentic activities.

3 credits, Letter graded (A, A-, B+, etc.)

HHS 530 Voice and Resonance Disorders & Instrumentation

Provides a thorough understanding of physical, physiological and pedagogical principles in understanding professional and nonprofessional impaired voice production in children and adults. Discusses vocal anatomy, voice classification, and us of instrumentation for assessment and intervention. Provides information about evidence-based practices in assessment and intervention, multicultural issues, and client advocacy. Students will integrate their theoretical skills with clinical practice by engaging in real life scenarios and case studies.

3 credits, Letter graded (A, A-, B+, etc.)

HHS 531 Fluency Disorders

Provides the theoretical knowledge about the nature and possible etiologies of fluency disorders, and evidence-based practice assessment and intervention in the preschool, school-age, adolescent and adult populations. Emphasizes working with family and friends of persons who stutter. At the culmination of the course, students will complete a diagnostic evaluation and an intervention plan of a person with a fluency disorders.

2 credits, Letter graded (A, A-, B+, etc.)

HHS 532 Aural Rehabilitation

Provides information and strategies for aural habilitation/rehabilitation with children and adults. Topics include hearing aids, cochlear implants, assistive technology, speech reading, auditory training, listening skills impacted by hearing loss, deafness, auditory processing disorders and communication strategies and counseling techniques. Students will develop an intervention plan based on communication skills and needs of the individual and learn about collaborating as part of multidisciplinary teams.

2 credits, Letter graded (A, A-, B+, etc.)

HHS 533 Augmentative and Alternative Communication

Examines the design, selection, and use of augmentative and alternative methods of communication. Addresses the populations for which they are appropriate, and issues related to the prevention, assessment and intervention of persons using augmentative and alternative methods and devices, client advocacy, and service delivery models. Students will also learn about incorporating evidence-based practices and multicultural services delivery in assessment and intervention.

2 credits, Letter graded (A, A-, B+, etc.)

HHS 536 Seminar in Medical Speech-Language Pathology

Prepares students to provide evidence-based practice assessment and intervention with patients in a medical setting. Students will apply ethical and professional practice skills during problem-based and team-based case studies. Topics include: identifying the role of the SLP as a member of the rehabilitation team in healthcare, identifying pertinent background information and applying the information in making decisions about the patient's communication and swallowing function, creating functional treatment plans, and interprofessional education and practice. Students will also participate in neurology grand rounds.

1 credit, Letter graded (A, A-, B+, etc.)

HHS 537 Seminar in Professional, Ethical and Multicultural Issues in Communication Sciences and Disorders

Covers an overview of the policies of the graduate program in Speech-Language Pathology and current issues and procedures related to the clinical practice of speech-language pathology. Topics include knowledge and skills related to professional ethics, SLPs in different work settings, documentation, confidentiality, mandatory reporting of, regulations and requirements for professional practice, cultural considerations for studying, assessing and treating communication and swallowing disorders in culturally and linguistically diverse (CLD) populations, knowledge and skills related to certification and licensure, employment seeking skills, cultural linguistic diversity, clinical fellowship, and information about ASHA and its role in the profession.

2 credits, Letter graded (A, A-, B+, etc.)

HHS 539 Seminar in Counseling

Provides an overview about counseling in speech-language pathology, specifically in interdisciplinary and collaborative healthcare and educational settings. Covers the role of the speech-language pathologist in the counseling process, contemporary counseling issues, models of counseling, multicultural issues and advocacy during prevention and wellness, screening, assessment and treatment in different service areas. Incorporates case studies and team-based learning.

1 credit, Letter graded (A, A-, B+, etc.)

HHS 540 Foundations of Clinical Practice

Provides the students with a thorough understanding of the assessment and therapy principles, methods and procedures in speech-language pathology. Topics include Health Insurance Portability and Accountability Act (HIPPA), universal precautions, CALIPSO, writing behavioral objectives, session plans, progress notes, individual and group therapy,
data accountability and recording, and teaching strategies. Students will attain 25 hours of supervised clinical observation if they did not attain at the undergraduate level. Corequisite: HHS 581
2 credits, Letter graded (A, A-, B+, etc.)

HHS 542 Clinical Concepts in Audiology
Provides knowledge and skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Discusses pure tone screenings, otoscopic inspection, tympanometry screening, listening checks for hearing aids, multicultural screening considerations, and counseling patient/family.
2 credits, Letter graded (A, A-, B+, etc.)

HHS 544 Diagnostics in Speech-Language Pathology
Covers principles and methods of evidence-based practice assessment of a variety of communication and swallowing disorders across the lifespan. Includes analyzing and interpreting testing data, designing functional intervention plans based on the results, reporting assessment results to clients, family, and other professionals working in educational and health related fields, teaching students to be critical consumers of assessment materials, client advocacy and outreach, and professional ethics and practice. Students will engage in team-based and problem-based learning experiences. Students will acquire experience writing the different sections of a diagnostic report. Corequisite: HHS 540 Foundations of Clinical Practice This course is taken concurrently with HHS 587
2 credits, Letter graded (A, A-, B+, etc.)

HHS 546 Speech Language Pathology in Schools
Covers the role of the speech-language pathologist in the school setting, models of service delivery, historical and legal foundations of education, scheduling, individualized education planning, multicultural service delivery, importance of collaboration and consultation, Common Core Standards, managing the educational environment to maximize communication opportunities, and communication with family and professionals. Describes models and theories of typical and atypical growth and behavior across age groups, and philosophies that provide the foundation for research- based special education practice.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 551 Research Methods and Resources in Communication Sciences and Disorders
Teaches students to be critical consumers of different types of research in the field of communication sciences and disorders. Topics include research designs; accessing and assessing articles in journals; using Refworks; creating an annotated bibliography; ethics in research; Institutional Review Board; Evidence-Based Practice in communication disorders; HIPAA; and constructing a presentation/professional poster. Students will be required to write a research proposal including a research question, theoretical position, supportive literature review, and methodology.
2 credits, Letter graded (A, A-, B+, etc.)

HHS 572 Speech and Language Pathology in the Schools Clinical
Required clinical/seminar for students pursuing their TSSLD certification. Students will complete 150 clock hours of supervised clinical practice in a school setting. Seminar will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.
4 credits, Letter graded (A, A-, B+, etc.)

HHS 574 Speech and Language Pathology in the Schools Bilingual Clinical
Required clinical/seminar for students pursuing their Bilingual Extension certification. Students are required to complete 150 clock hours (50 hours with bilingual population) of supervised clinical practice in a bilingual school setting. There will be a seminar which will meet once weekly and allow students to discuss evidence-based practice assessment and intervention in the school setting, models of service delivery, multicultural diversity, advocacy and outreach, classroom management, NYS Standards, educating family, collaboration with professionals, and reflect about their clinical experiences.
4 credits, Letter graded (A, A-, B+, etc.)

HHS 581 Clinical I
Integrates information learned in concurrent speech-language pathology courses through real-life clinical experiences, classroom discussions and clinical simulations with other allied health professionals. Clinical clock hours will be obtained for real-life experiences and clinical simulations. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Corequisite: HHS 540 Foundations of Clinical Practice
.5 credit, Letter graded (A, A-, B+, etc.)

HHS 582 Clinical II
Integrates information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with adults and children. Clinical clock hours will be obtained for real-life experiences at clinical sites affiliated with Stony Brook University. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Prerequisites: HHS 540 and HHS 581 (with a minimum grade of B)
1 credit, Letter graded (A, A-, B+, etc.)

HHS 583 Clinical III
Integrates information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention and evidence-based practice assessment and intervention services with children and adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this
HHS 584  Clinical IV
Integrates information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention, and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete and evidence-based practice presentation to faculty and peers at the culmination of this course. Prerequisites: HHS 540, HHS 581, HHS 582, and HHS 583 (with a minimum grade of B).
3 credits, Letter graded (A, A-, B+, etc.)

HHS 585  Clinical V
Integrates information learned in previous and concurrent speech-language pathology courses through real-life clinical experiences and classroom discussions. Students will provide prevention and evidence-based practice assessment and intervention services with children or adults. Clinical clock hours will be obtained for real-life experiences at an outside placement. Students will complete an evidence-based practice presentation to faculty and peers at the culmination of this course. Prerequisites: HHS 540, HHS 581, HHS 582, and HHS 583 (with a minimum grade of B). NOTE: This course required clinical for students not completing the TSSLD or TSSLD with Bilingual Extension. Foundations of Clinical Practice, Clinical I, Clinical II, Clinical III, and Clinical IV are pre-requisites for this course.
3 credits, Letter graded (A, A-, B+, etc.)

HHS 586  Audiology Clinical
Provides practical skills necessary to perform the responsibilities as outlined in the scope of practice of the speech-language pathologist. Students will gain hands-on experience performing pure tone screenings, otoscopic inspection, tympanometry screenings, listening checks for hearing aids, and making referrals to audiologists. Corequisite: HHS 542
.5 credit, Letter graded (A, A-, B+, etc.)

HHS 587  Diagnostics in Speech-Language Pathology Clinical
Students will provide evidence-based practice assessment with children and adults diagnosed with communication and swallowing disorders. Students will be selecting and administering evaluation procedures, adapting evaluation procedures, interpreting and synthesizing information to determine diagnoses, considering multicultural service delivery and treatment advocacy and outreach, designing intervention plans, establishing and maintain collaborative relationships, making appropriate referrals and recommendations, providing counseling and education to patients/family and other professionals, writing diagnostic reports, and adhering to the ASHA Code of Ethics. Corequisite: HHS 544
.5 credit, Letter graded (A, A-, B+, etc.)

HHS 594  Capstone Project in Speech-Language Pathology and Praxis Examination Preparation
This hybrid course will cover the nine ASHA areas of specialty, including speech sound disorders; child language/ literacy disorder; adult language/neurological disorders; voice disorders; fluency disorders; augmentative and alternative communication; dysphagia; research methods; and cultural aspects of communication disorders. Discusses basic human communication; audiology/hearing; counseling; professional issues; and research. Provides necessary tools to prepare and present a professional poster illustrating students' research study. Students will write a research paper summarizing their capstone project for submission to a journal or for a professional presentation.
2 credits, Letter graded (A, A-, B+, etc.)
Continuation of Studies

General Medicine review sessions for transfer and continuing students returning to School of Medicine studies. 0-3 credits

VISIT STUD ELECTIVE

Students visiting from other medical schools to complete an elective at University Hospital 0-12 credits, S/U grading

First Year 3-Year Medicine (Fall)

First Year 3-Year Medicine Students (Fall) July - December 0 credit

First Year 3-Year Medicine (Spring)

First Year 3-Year Medicine Students (Spring) January - June 0 credit

Second Year 3-Year Medicine (Fall)

Second Year 3-Year Medicine Students (Fall) July - December 0 credit

Second Year 3-Year Medicine (Spring)

Second Year 3-Year Medicine Students (Spring) January - June 0 credit

Third Year 3-Year Medicine (Fall)

Third Year 3-Year Medicine Students (Fall) July - December 0 credit

Third Year 3-Year Medicine (Spring) January - May 0 credit

Legal and Ethical Issues in Health Care

Introduction to ethics, its application to the health care profession, and to some of the major ethical and legal doctrines that affect health care professionals. The doctrines are discussed by addressing specific problem situations. Some of the topics are the right to refuse medical, mental, and social care; the right to life and its limits (e.g., suicide, euthanasia, abortion); the right to receive care; and access to and evaluation of health care delivery. Since the goal of the course is to sensitize professionals to legal and ethical issues like those they will be called upon to resolve, students are expected to take part in class discussions and do readings. 3 credits

Literature and Medicine

Explores major themes of medical care and illness as presented in works of poetry, prose, and drama. Includes personal and ethical dilemmas confronted by doctors; special characteristics and discourse of the medical setting; the experience of being ill; philosophical, social, and spiritual dimensions of the clinical encounter; and the search for meanings in medical events. 3 credits

Independent Study

3 credits

Continuing Dietetic Internship Program

This course is for continuing dietetic interns. 0 credit, S/F graded

Dietetic Internship Program

The Dietetic Internship program emphasizes nutrition therapy and community nutrition. Dietetic interns routinely interact with physicians, medical residents, nurses and nurse practitioners at interdisciplinary case conferences, grand rounds, walking rounds and informal educational activities. This internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. The program is limited to those students accepted into the program through the DICAS process. 0 credit, S/F graded

Introduction to Medical Physics

3 credits

RESEARCH IN PERINATA

3 credits

RSH PRJ IN OB/GYN

IND STUDY CYTOGENET

IND STUDY REP BIO
This course will explore the role of social determinants in health outcomes. Current theories on health disparities will be examined. Strategies to decrease these disparities will be discussed and methods to promote social justice within the current health care environment will be presented.
2 credits

HNC 305 Healing and the Arts
This course examines the interface between the arts and nursing to provide insight into the human condition and the healing process. Theoretical and evidence-based foundations that inform the field of the arts in healthcare will be discussed. Students will have the opportunity to view, interpret, reflect on and create works of art, including paintings, sculpture, literature, film, music and movement. These topics will be explored to develop and enhance the skills of observation, analysis, empathy, self-reflection, and interpersonal (nurse-patient) and interprofessional (nurse-colleague) relationships, which are essential in supporting the healing process and providing holistic patient-centered care to diverse populations.
2 credits

HNC 310 Pathophysiology
This is a foundation course introducing the student to the basic mechanisms of disease and pathophysiology.
3 credits

HNC 333 Fundamentals of Pharmacology
This course explores the basic scientific principles that underlie the mechanisms of action of the major drug classifications and their effect on pathophysiologic processes. A prototype approach is used to assist students in organizing and learning the major drug classifications. A major emphasis is placed on development of clinical decision-making and critical thinking skills.
4 credits

HNC 340 Novice to Expert: A Capstone Experience for RN to BS Students
This course is designed as an introduction and application of Patricia Benner's model of professional development of nurses. Students will participate in individually designed clinical immersions to enhance their professional practice and progression on the Novice to Expert continuum. The relationship of theory to practice in the acquisition of skill will be explored. Coursework will facilitate a deeper understanding and appreciation of the expanded roles and responsibilities of the baccalaureate prepared registered nurse.
6 credits

HNC 350 Professional Role Development in Nursing
This is a foundation course that explores the role and responsibilities of the nurse in meeting the demands of current and evolving health care systems. The history and theoretical basis of the profession are introduced. Standards of practice, ethical issues, and personal values are examined. Political, social, and economic issues, as they relate to nursing and health care, are also considered. Cultural awareness and sensitivity are emphasized. Consideration of the schools mission and philosophy is followed by student development of a personal philosophy of nursing practice.
2 credits

HNC 367 Introduction to Healthcare Policy
This course provides a basic understanding of the healthcare policy in the United States. Emphasis is placed on the application of healthcare policy as it relates to the nurses role as patient advocate, and professional change agent. The impact of specific policies and regulating agencies upon nursing practice is also examined.
2 credits

HNC 370 Health Assessment
This course focuses on the health assessment of individuals within a multicultural society. Biopsychosocial and spiritual dimensions of health are assessed. Using scientific methods as a framework, concepts of communications, critical analysis and clinical decision-making are emphasized in assessing psychological and physiological health status throughout the lifecycle. The basic skills of interviewing, history taking, data collection and physical examination are employed to derive nursing diagnoses, determine priorities and therapeutic nursing interventions.
3 credits

HNC 382 Continuing Course Work
Continuing Course Work
0-5 credits, S/U grading

HNC 440 Research in Nursing
This course is an introduction to the language and process of scientific inquiry in nursing research. It emphasizes the development and use of an evidence-based practice in nursing. Theoretical frameworks, research terminology and designs are introduced. Critical appraisal skills are developed through the evaluation and critique of current research. The importance of incorporating research findings into professional practice is promoted.
2 credits

HNC 452 Preparation for Professional Licensure
This elective course explores the application of nursing knowledge and skills of critical thinking, management, and
delegation to demonstrate competency as an entry-level nurse. Prioritization and clinical judgment concepts are emphasized.
1-5 credits

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<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>HNC 462</td>
<td>3 credits</td>
<td><strong>Clinical Immersion in Emergency Nursing</strong>&lt;br&gt;This elective clinical course explores the role of the registered nurse and the interprofessional health care team in the Emergency Department environment.</td>
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<tr>
<td>HNC 469</td>
<td>6 credits</td>
<td><strong>Population Health Nursing</strong>&lt;br&gt;This required clinical course is designed to prepare the student to work with families, groups, communities and populations across both the lifespan and the continuum of health care environments. Case studies and community based learning activities are provided to enhance critical reasoning and encourage independent decision making. Clinical experiences are designed to give the student an opportunity to utilize evidence based nursing interventions to provide health promotion and disease prevention. Advanced communication skills are utilized in caring for the diverse population in collaboration with interprofessional team members. Pre-requisite: Successful completion of HNC 499.</td>
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<tr>
<td>HNC 470</td>
<td>6 credits</td>
<td><strong>Nursing Management Practicum</strong>&lt;br&gt;This course explores leadership and management theoretical frameworks and principles related to nursing practice. The nurses role(s) and responsibilities as a manager across diverse health care settings are considered. Students will plan and present a proposed evidence-based quality improvement project to address a nursing management problem.</td>
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<tr>
<td>HNC 471</td>
<td>6 credits</td>
<td><strong>Nursing Management Practicum for BS/MS Students</strong>&lt;br&gt;This course explores leadership and management theoretical frameworks and principles related to nursing practice. The nurses role(s) and responsibilities as a manager across diverse health care settings are considered. Students will plan and present a proposed evidence-based quality improvement project to address a nursing management problem.</td>
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| HNC 479 | 3 credits | **Transitions into Professional Practice**<br>This course presents the concepts and skills needed to transition to professional nursing practice. Organizational structure, time management and conflict resolution strategies are presented. Team-building and interdisciplinary communication principles are emphasized. The nurses role as a health care advocate and resource manager are investigated. Delegation and prioritization principles are reinforced, and legal/ethical issues related to nursing practice are explored. Career planning and professional growth are encouraged through the development of a professional resume. Prerequisite: Submission of an approved Clinical Practice Portfolio Assessment. | 3 credits

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<tr>
<td>HNC 480</td>
<td>1 credit</td>
<td><strong>Clinical Immersion in Operative Nursing</strong>&lt;br&gt;This elective clinical observation course explores the role of the registered nurse and the interprofessional health care team in the operating room environment.</td>
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<tr>
<td>HNC 481</td>
<td>1-6 credits</td>
<td><strong>Clinical Immersion: Undergraduate</strong>&lt;br&gt;The focus of this course is to expand, deepen, or enrich clinical practice skills relevant to area of clinical practice. Learning opportunities, in clinical and simulated settings, will promote integration of clinical competencies, leadership, and practice inquiry. Emphasis will be placed on self-directed and perceptive learning experiences, in-depth clinical skill building and decision-making, continuity of care, and inter-professional collaboration.</td>
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<tr>
<td>HNC 482</td>
<td>1-4 credits</td>
<td><strong>Directed Studies</strong>&lt;br&gt;A directed study is a student-initiated elective course in which an area of interest in nursing is explored with the guidance of a faculty mentor. The directed study courses do not replace required or core courses for the major.</td>
</tr>
<tr>
<td>HNC 483</td>
<td>3 credits</td>
<td><strong>Clinical Immersion in Perioperative Nursing II</strong>&lt;br&gt;This elective clinical course provides the opportunity to apply the knowledge, skills and attitude required of a professional nurse in the perioperative environment. Communication and collaboration of the interprofessional health care team is emphasized. Students will work with diverse populations of patients and their families in the perioperative environment under the direct supervision of an RN preceptor.</td>
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<tr>
<td>HNC 489</td>
<td>0-6 credits</td>
<td><strong>Global Immersion: Undergraduate</strong>&lt;br&gt;The focus of this course is to expand, deepen, or enrich nursing practice relevant to global aggregates, families and communities. Learning opportunities will promote integration of competencies, leadership, and practice inquiry within the context of a global experience. Cross-cultural learning experiences will provide opportunities for student reflection on the interconnections, interdependence and inequalities they encounter during these experiences. Emphasis will be placed on interprofessional collaboration within an international environment.</td>
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<tr>
<td>HNC 490</td>
<td>1 credit</td>
<td><strong>Professional &amp; Ethical Communication in Digital Era</strong>&lt;br&gt;This course will explore the professional and ethical issues facing nurses who communicate through online workplace and social media platforms in accordance with Nursing: Scope and Standard of Practice (ANA, 2015), The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), and QSEN Competencies (2005).</td>
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<tr>
<td>HNC 491</td>
<td>Patient and Family Centered Care: Partners on Health Care</td>
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<td>HNC 492</td>
<td>Complementary and Alternative Therapies</td>
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<td>HNC 493</td>
<td>End of Life Care of the Adult Patient</td>
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<td>HNC 495</td>
<td>Palliative, Hospice and End of Life Care</td>
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<td>HNC 496</td>
<td>Working Together: Interprofessional Conversations-Cultural Diversity, Patient Safety, and Quality Care</td>
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<tr>
<td>HNC 497</td>
<td>Introduction to Genetics and Genomics in Nursing</td>
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<td>HNC 499</td>
<td>Clinical Epidemiology-Population Based</td>
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<tr>
<td>HND 598</td>
<td>School of Nursing Enrollment of Course Work</td>
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<tr>
<td>HND 612</td>
<td>Theories of Applied Science</td>
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<td>HND 615</td>
<td>Genomics</td>
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<td>HND 625</td>
<td>Health Care Policy and Social Justice</td>
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<tr>
<td>HND 635</td>
<td>Biostatistics</td>
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This course will provide knowledge of statistical approaches used in health research and epidemiology. Emphasis will be placed on applying statistical methods to critically evaluate evidence used in clinical decision making. 3 credits, Letter graded (A, A-, B+, etc.)

**HND 640 Principles of Epidemiology and Global Health**

This course will provide a systematic and selective overview of conceptual approaches and research findings relative to epidemiology and the impact of social contexts on the global health of populations. 3 credits, Letter graded (A, A-, B+, etc.)

**HND 645 Large Data Analyses**

This course will provide an overview of real-world and healthcare data sets available at the federal, state, and local levels. Emphasis will be placed on the query of large data sets and developing analytical methods to answer research questions. 3 credits, Letter graded (A, A-, B+, etc.)

**HND 647 Doctoral Research Seminar**

This course will emphasize development of doctoral-level academic skills essential for establishing the scientific foundation of nursing practice and scholarship, and culminate in comprehensive review of select literature. Practice experiences will provide opportunities to acquire these and other competencies. 4 credits, Letter graded (A, A-, B+, etc.)

**HND 650 Systems Theory**

This course will provide knowledge and opportunities for identifying responsibilities inherent in the leadership role, opportunities for change, and strategies to improve and enhance health care delivery from a systems perspective. 3 credits, Letter graded (A, A-, B+, etc.)

**HND 655 DNP Synthesis I**

This course will emphasize methodology, and culminate in development of a proposal for a comprehensive doctoral-level project which seeks to advance health outcomes. Practice experiences will provide opportunities to acquire these and other competencies. 5 credits, Letter graded (A, A-, B+, etc.)

**HND 665 DNP Synthesis II**

This course will emphasize data collection and measurement, and culminate in the analysis of data from a comprehensive doctoral-level project which seeks to advance health outcomes. Practice experiences will provide opportunities to acquire these and other competencies. Required prerequisite: HND 655. 6 credits, Letter graded (A, A-, B+, etc.)

**HND 670 Independent Studies**

This elective course provides an opportunity to use advanced critical thinking and investigative skills to develop or refine specific competencies that support the advancement of human health. Except for extraordinary circumstances, Independent Studies cannot replace courses for a degree. Prerequisite: By permission of faculty. 0-4 credits, Letter graded (A, A-, B+, etc.)

**HND 675 DNP Synthesis III**

This course will emphasize scholarly presentation, and culminate in the synthesis and dissemination of results from a comprehensive doctoral-level project which seeks to advance health outcomes. Practice experiences will provide opportunities to acquire these and other competencies. Required prerequisite: HND 665. 6 credits, Letter graded (A, A-, B+, etc.)

**HND 682 Doctor of Nursing Practice (DNP) Continuing Coursework**

This elective course provides an opportunity to achieve program-essential requirements following a course-disrupting circumstance that is beyond the student's control. 0-6 credits, S/U grading

**HNG**

**HNG 501 Primary Care**

The student explores and analyzes common health problems as experienced by women from young adulthood through old age. Optimum client outcomes are emphasized in the development of client specific management plans. The clinical components of primary care are practiced in women’s health care settings. An emphasis is placed on application of evidence-based screening guidelines. Prerequisite: HNG 540 and HNG 588; Co-Requisite: HNG 515 3 credits, Letter graded (A, A-, B+, etc.)

**HNG 501 Primary Care**

The student explores and analyzes common health problems as experienced by women from young adulthood through old age. Optimum client outcomes are emphasized in the development of client specific management plans. The clinical components of primary care are practiced in women’s health care settings. An emphasis is placed on application of evidence-based screening guidelines. Prerequisite: HNG 540 and HNG 588; Co-Requisite: HNG 515 3 credits, Letter graded (A, A-, B+, etc.)

**HNG 506 Evidence-based Health and Wellness of the Contemporary College Student**

This interdisciplinary course focuses on understanding the health and wellness continuum of the contemporary college student, identifying the at risk student, and examining models for intervention and student support. Concepts including developmental theory, health beliefs and culture will be explored in relation to topics such as health maintenance, mental health substance abuse, violence, and the needs of the student with cognitive and physical disabilities. 2 credits, Letter graded (A, A-, B+, etc.)

**HNG 507 Parenting: Anticipatory Guidance**
This course critically examines issues, knowledge and skills which facilitate optimal parent/child health outcomes. Concepts from humanities, health related and nursing sciences provide a knowledge based for parenting and parent education. Anticipatory guidance, as a therapeutic nursing intervention, will be the focus of the course.
2 credits, Letter graded (A, A-, B+, etc.)

**HNG 513 Advanced Health Assessment of the Neonate and Infant**

This course will be centered on assessment of physical, behavioral and cognitive development of the neonate and infant within the context of their family and environment. Emphasis will be placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role.
3 credits, Letter graded (A, A-, B+, etc.)

**HNG 514 Advanced Theory and Clinical Practice in Perinatal Women's Health I**

This is the first of four sequential courses focusing on advanced nursing practice specializing in perinatal/women's health throughout the life span focusing on gynecological health. Analytical thinking and clinical decision making within collaborative practice will be implemented so that therapeutic nursing interventions result in desired outcomes in the ambulatory care of women. Nursing theory and research for health promotion and management of women within the context of a multicultural society will be addressed. Realistic problems within a collaborative practice will be explored and developed to facilitate acquisition of skills in reasoning, problem solving, decision making and critical reflections relevant to the specialization of Perinatal Women's Health.
4 credits, Letter graded (A, A-, B+, etc.)

**HNG 515 Advanced Health Assessment**

Provides diagnostic reasoning and a regional approach to physical exam in the health assessment process. Functional health patterns and biomedical models constitute the theoretical framework.
3 credits, Letter graded (A, A-, B+, etc.)

**HNG 517 Advanced Theory and Clinical Practice in Psychiatric/Mental Health I**

Provides a theoretical and conceptual foundation for the advanced practice of Psychiatric/Mental Health Nursing. The concept of mental health is based upon a comprehensive understanding of human interaction with the environment through a synthesis of arts, sciences, humanities and life experience. Emphasis will be place on the importance theory plays in defining knowledge necessary to assess human behavior, diagnose illness and to implement and evaluate treatment related to psychopathology. Prerequisite: HNG 515, HNG 540, HNG 551, HNG 588
4 credits, Letter graded (A, A-, B+, etc.)

**HNG 518 Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum I**

The focus of this course is the development of critical thinking and clinical decision making as essential components of the advanced practice role. The major emphasis will be on analyzing and exploring common primary health problems of infants, children, and adolescents and developing optimum client outcomes that promote cost-effective, quality health care within the context of a multicultural society. Health assessments will integrate the concepts, theories, and principles underlying advanced assessment, diagnosis, and management of common health problems of infants, children, and adolescents within the context of their families and communities. Knowledge of related health sciences, nursing theories, and research are drawn upon to further develop the framework for the advanced practice role. Prerequisite: HNG 525
4 credits, Letter graded (A, A-, B+, etc.)

**HNG 519 Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum I**

This course focuses on clinical problem solving and decision making skills essential to assessing and diagnosing health status, health risks, illness and functional/dysfunctional health patterns of adults and their families. Resources, strengths and limitations are used as a basis to collaborate with adult patient families and/or other health care providers to plan therapeutic interventions to promote, maintain or restore health. Prerequisite: HNG 515, 540, and 588
4 credits, Letter graded (A, A-, B+, etc.)

**HNG 520 Pediatric Pathophysiology**

The course is designed to provide the graduate student preparing for an advanced practice role with a broad knowledge base of the physiological and pathophysiological changes that occur during the maturational process from conception through childhood. Emphasis will be placed on the maintenance of wellness and prevention of illness through nursing interventions, perinatal education, and anticipatory guidance.
3 credits, Letter graded (A, A-, B+, etc.)

**HNG 522 Advanced Topics in Fetal and Neonatal Pathophysiology**

This course is designed to provide the graduate student preparing for an advanced practice role in neonatal health with a broad knowledge base of the physiological and pathophysiological changes that occur during the developmental process from conception through infancy. Emphasis will be placed on the development wellness and prevention of illness through nursing interventions, perinatal education, and anticipatory guidance.
2 credits, Letter graded (A, A-, B+, etc.)

**HNG 524 Advanced Theory and Clinical Practice in Perinatal Women's Health II**

This is the second of four clinical courses that will prepare the student to provide primary care to women during the childbearing years. The conceptual frameworks of wellness, health promotion and disease prevention, and the effective use of communication strategies in documentation, patient
education and advocacy will be emphasized. This course develops the paradigm of family-centered, community-based health care, which respects multicultural traditions and lifestyle variations. Students are prepared for the advanced practice role of the Perinatal Women's Health Nurse Practitioner in the provision of care to women from preconception through the prenatal, intrapartum, postpartum phase of childbearing. The normal neonate and breastfeeding content is also included in this course.

4 credits, Letter graded (A, A-, B+, etc.)

HNG 525 Advanced Health Assessment Child Health

This course is designed to enable the student to refine and further develop clinical decision making skills while conducting health assessment of infants, children, and adolescents. Emphasis will be placed on assessment of the child's physical, emotional and cognitive development within the context of the family and environment.

3 credits, Letter graded (A, A-, B+, etc.)

HNG 527 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing II

This is the second of four sequential clinical core courses for advanced practice in psychiatric mental health nursing. This course is designed to provide the knowledge and skills inherent in the diagnosis of mental disorders as related to etiology, psychopathology, practice and research. A variety of treatment models that provide a foundation for psychotherapeutic interventions will be explored, analyzed and applied to meet the needs of a complex and culturally diverse society. Prerequisite: HNG 517

4 credits, Letter graded (A, A-, B+, etc.)

HNG 528 Advanced Theory and Clinical Practice in Pediatric Nursing Across the Continuum II

This is the second of four sequential courses designed to expand and integrate concepts, theories and principles underlying advanced assessment, diagnosis and management of common health problems of children within the context of their families and communities. This course prepares students for the advanced practice role of the pediatric nurse practitioner/clinical nurse specialist in an environment conducive to analytic skills, clinical decision making and reflections on practice in a multi-cultural society. Clinical and evidence based research is drawn upon to further develop the framework for the advanced practice role. Prerequisites: HNG 518

4 credits, Letter graded (A, A-, B+, etc.)

HNG 529 Advanced Theory and Clinical Practice in Adult-Gerontology Nursing Across the Continuum II

This is the second of four sequential courses designed to develop advanced clinical decision making skills in diagnosing, treating and managing a patient/family with health problems and dysfunctional patterns. Therapeutic interventions are planned to promote health, treat illness, manage chronic disease and limit disabilities by enhancing problem solving and self care abilities of adults and their families. The implementation and evaluation components of managed care are emphasized. Prerequisites: HNG 519.

5 credits, Letter graded (A, A-, B+, etc.)

HNG 534 Advanced Theory and Clinical Practice in Perinatal Women's Health Nursing III

This is the third of four sequential clinical courses designed to integrate nursing theory and research into the health promotion and management of the high risk perinatal family within the context of a multicultural society. Emphasis is placed on the prevention and early detection of reproductive risk, therapeutic nursing intervention and communication necessary to improve the quality of perinatal outcomes. The nursing process is utilized to manage high risk reproductive and perinatal complications.

5 credits, Letter graded (A, A-, B+, etc.)

HNG 537 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing III

Provides the knowledge and skills in the nursing diagnosis and therapeutic nursing interventions of mental disorders in special populations in a multicultural society. The variety of therapeutic roles for the Nurse Practitioner in Psychiatric/ Mental Health nursing will be analyzed to provide a framework for advanced practice. Prerequisite: HNG 527

5 credits, Letter graded (A, A-, B+, etc.)

HNG 538 Advanced Theory and Clinical Practice in Primary Care Pediatric Nursing I

This is the third of four sequential courses and is designed to provide knowledge and analytical skills to meet the health care needs of children and families with chronic and or medically fragile conditions in a complex and culturally diverse society. There will be precepted clinicals that expose students to clinical decision making in collaborative practice environments. Health care management will be linked with evidence based clinical research findings that promote optimal health care for children and families within complex interrelated health care systems. Pre-requisites: HNG 528

5 credits, Letter graded (A, A-, B+, etc.)

HNG 539 Advanced Theory and Clinical Practice in Primary Care Adult-Gerontology Nursing I

This is the third of four sequential courses designed to develop advanced clinical decision making skills in diagnosing, treating and managing a patient/family with health problems and dysfunctional patterns. Emphasizes coordination, consultation, and interaction components of case management to promote, maintain and/or restore health in groups of adult patients in primary care settings. Clinical research is drawn upon to further develop the framework for the advanced practice role. Pre-requisites: HNG 529

5 credits, Letter graded (A, A-, B+, etc.)

HNG 540 Clinical Pharmacology (All Tracks)
Clinical applications of major classifications of drugs. Emphasizes pharmacology and therapeutics. Addresses clinical correlations with applications to special populations using case studies. Prescription writing, patient compliance to drug therapy and application of this knowledge for special patient population. 3 credits, Letter graded (A, A-, B+, etc.)

**HNG 541 Statistical Methods and Scholarly Inquiry**

Nursing research will be examined as the scientific foundation for nursing. An emphasis will be placed on research competencies for advanced practice nurses, including understanding nursing research methods and strategies in order to evaluate research results for applicability to practice. An understanding of statistical techniques will be integrated into the course. Published nursing research studies will be evaluated for scientific merit and clinical feasibility, with a focus on evidence based practice. 3 credits, Letter graded (A, A-, B+, etc.)

**HNG 542 Neonatal Clinical Pharmacology**

The course is centered on pharmacotherapeutic management of selected neonatal conditions with major emphasis on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role. Learners will explore and analyze pharmacologic issues relevant to the neonate and infant in the intensive care and primary care settings as well as potential consequences of maternal drug therapy on the fetus. Currency in knowledge of the principles of clinical and basic pharmacology is an essential prerequisite of this course. 3 credits, Letter graded (A, A-, B+, etc.)

**HNG 543 Applications of Clinical Nursing Research**

This is the second of two courses designed to examine research in relation to practice and primary care delivery in nursing and health care. The relationships among theory, nursing phenomena, nursing practice, and nursing research will be examined. Models and methods of research translation in nursing, including research dissemination and implementation, program planning and evaluation, cost effectiveness and analysis will be studied. An emphasis will be placed on understanding nursing research methods and strategies in order to evaluate research results for applicability to practice and to design projects for evaluating outcomes of practice. Published nursing research studies will be evaluated for scientific merit and clinical feasibility, with a focus on evidence-based practice. The course will culminate with students developing and writing an integrative review. 3 credits, Letter graded (A, A-, B+, etc.)

**HNG 547 Advanced Theory and Clinical Practice in Psychiatric/Mental Health Nursing IV**

This is the culminating course of the four sequential advanced clinical courses. It is designed to provide students with the opportunity to implement and evaluate the role of the nurse practitioner within the nursing discipline in a specialty area of their choice. Emphasis will be placed on integration of the advanced nursing practice role, nursing research, and the leadership component in the clinical specialization. Concepts of clinical practice as they relate to the specialty area in a culturally diverse society will be explored and analyzed so that therapeutic nursing interventions are linked with patient outcomes. Students will be expected to implement their role as advanced nurse practitioner, terminate and evaluate the experience. Prerequisites: HNG 537

5 credits, Letter graded (A, A-, B+, etc.)

**HNG 548 Advanced Theory and Clinical Practice in Primary Care Pediatric Nursing II**

This is the last of a series of four courses designed to provide students an opportunity to evaluate critically the role of the Pediatric Nurse Practitioner and Clinical Nurse Specialist in the care of children and their families. Care will be taken to integrate advanced nursing practice, leadership, management, research and expert clinical practice in diagnosing, treating and managing children with particular healthcare needs. Concepts of clinical practice will be related to outcome based research. Prerequisite: HNG 538

4 credits, Letter graded (A, A-, B+, etc.)

**HNG 549 Advanced Theory and Clinical Practice in Primary Care Adult-Gerontology Nursing II**

A capstone experience for students to be mentored by faculty in experiencing full enactment of the roles and functions of the NP. Students identify the patient populations with whom they plan to practice, negotiate for placement in a self selected practice setting, implement the roles and functions of NP, and evaluate the terminal experience in advanced practice in adult health care. Prerequisites: HNG 539

5 credits, Letter graded (A, A-, B+, etc.)

**HNG 551 Psychopharmacology**

This course will center on pharmacotherapeutic management of selected psychiatric conditions. Students will explore and analyze pharmacologic issues relevant to the psychiatric client in ambulatory, acute care and chronic care settings. 2 credits, Letter graded (A, A-, B+, etc.)

**HNG 554 Advanced Theory and Clinical Practice in Perinatal Women’s Health Nursing IV**

This is the culminating nursing practicum course designed to provide students with the opportunity to implement and critically evaluate the role of the nurse practitioner in women’s health. Emphasis will be placed on the integration of advanced nursing practice, research, and leadership/management concepts in the clinical specialization. Issues in clinical practice related to the specialty area will be explored as well as the effect of therapeutic nursing interventions on patient/family outcomes.

4 credits, Letter graded (A, A-, B+, etc.)

**HNG 555 Professional Issues in Midwifery Practice**
The course will focus on professional organizations for nurse-midwifery practice and provides an opportunity for professional socialization and responsibility. This course provides a culminating review of all clinical aspects of nurse midwifery practice and standards. An emphasis on the mastery of core competencies and standards of practice of the ACNM will be integrated throughout the course. Co-requisite: HNG 587
1 credit, Letter graded (A, A-, B+, etc.)

HNG 557 Clinical Perspectives of Pathophysiology/Neurophysiology

This course is based on the core concepts in Neurophysiology which are integral to the clinical practice of advanced psychiatric mental health nurses. A major focus involves understanding the neurophysiological theories of major psychiatric/mental health disorders, neurological assessment. 3 credits, Letter graded (A, A-, B+, etc.)

HNG 560 Sexual Health across the Lifespan

This course will provide the skills to assess, coordinate, consult, promote, maintain and/or restore sexual health in diverse patient populations. Emphasis is placed on risk reduction and the promotion of sexual well-being. 3 credits, Letter graded (A, A-, B+, etc.)

HNG 561 Clinical Immersion: Graduate

The focus of this course is to expand, deepen, or enrich advanced practice skills relevant to area of clinical specialization. Learning opportunities, in clinical and simulated settings, will promote integration of advanced practice competencies, leadership, and practice inquiry. Emphasis will be placed on self-directed and precepted learning experiences, in-depth clinical skill building and decision-making, continuity of care, and interprofessional collaboration. 1-5 credits, Letter graded (A, A-, B+, etc.)

HNG 564 Adv Thry Cln Pract in Neonatal Health Nursing II:Primary Care High Risk Infant

This course focuses on the advanced assessment skills required to provide primary care to high risk infants and their families within the context of a pluralistic society. The biological and psychosocial aspects are studied as a basis for nursing practice. Emphasis is placed on the role of the neonatal nurse practitioner in improving the provision of primary care and follow-up services to high risk infants with the purpose of decreasing mortality and morbidity rates and improving the quality of life for these infants after discharged from the intensive care nursery. 3 credits, Letter graded (A, A-, B+, etc.)

HNG 565 Adv Thry Cln Pract in Neonatal Health Nursing II:Primary Care High Risk Infant

This course focuses on the advanced health assessment skills required to provide primary care to high risk infants and their families within the context of a pluralistic society. The biological and psychosocial aspects are studies as a basis for nursing practice. Emphasis is placed on the role of the
of a multicultural society will be explored. Prerequisites: HNG 515, HNG 540, HNG 588
4 credits, Letter graded (A, A-, B+, etc.)

HNG 573 Advanced Theory and Clinical Practice in Family Health II

This is the second of four sequential clinical courses. The major emphasis is on clinical decision making and critical thinking as essential components of the advanced practice role. This course focuses on advanced nursing practice specializing in the primary health care for the pediatric patient. The major emphasis will be on analyzing and exploring common problems in primary health care for pediatric patient and throughout a health continuum and developing optimum client outcomes within the context of a multicultural society. Prerequisite: HNG 572
5 credits, Letter graded (A, A-, B+, etc.)

HNG 574 Advanced Theory and Clinical Practice in Family Health Nursing III

This is the third course of four sequential advanced clinical courses. Coordination, consultation and interaction components of case management are emphasized to promote, maintain, and, or restore health in families in primary care settings. Prereq: HNG 573
5 credits, Letter graded (A, A-, B+, etc.)

HNG 575 Advanced Theory and Clinical Practice in Family Health Nursing IV

This is the fourth of four sequential clinical courses that focus on advanced nursing practice in family health, womens health and gender related care. The major emphasis is on clinical decision making and critical thinking as essential components of the advanced practice role. An epidemiologic and body systems approach to common problems in primary, health care of women from adolescence through the advanced years will be applied. Optimal individual and family outcomes within the context of a diverse society will be explored. Prerequisite: HNG 574
5 credits, Letter graded (A, A-, B+, etc.)

HNG 577 Families: Theories and Interventions for Advanced Nursing Practice

This course is designed to provide a theoretical and conceptual framework for the NP in developing therapeutic interventions for individuals and their families. Adult and adolescent developmental theories, the major family theories and crisis intervention theory are examined. Selected family typologies are used to illustrate theoretical concepts. Emphasis is placed on assessment, interventions and development of referral resources.
3 credits, Letter graded (A, A-, B+, etc.)

HNG 578 Advanced Theory and Clinical Practice in Neonatal Health Nursing III: The High Risk Neonate I

This is one of four sequential advanced theory and clinical practice courses in the neonatal nurse practitioner program. Emphasis is placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high risk infants and their families in the acute care setting. Nursing theory and research for health promotion and management of the neonate and family within the context of a pluralistic society will be explored. Prerequisites: HNG 513, HNG 522, and HNG 542
7 credits, Letter graded (A, A-, B+, etc.)

HNG 579 Advanced Theory and Clinical Practice in Neonatal Health Nursing IV: the High Risk Neonate II

This is the last of four sequential advanced theory and clinical practice courses in the neonatal nurse practitioner program. Emphasis is placed on the development of diagnostic reasoning and clinical decision making skills as essential components of the advanced practice role in providing care to high risk infants and their families in the acute care setting. The role of the neonatal nurse practitioner in improving the provision of care to high risk infants with the purpose of decreasing mortality and morbidity rates and improving their quality of life is explored. Parenting and the needs of the family in the context of a pluralistic society are stressed. Prerequisite: HNG 578
7 credits, Letter graded (A, A-, B+, etc.)

HNG 581 Midwifery I

This is the first of four sequential courses, each containing the didactic content associated with the clinical practice of midwifery. Conceptual frameworks of wellness, health promotion, and disease prevention will be utilized. The course is designed to foster the effective use of communication strategies in documentation, client education, and patient advocacy. Effective coordination of care, integration of evidence-based practice, and the application of bioethical principles of care are emphasized. An introduction to clinical decision making, diagnosis, and the management of gynecologic and antenatal patients will be emphasized. This course develops the paradigm of family-centered, community-based health care, which respects multicultural traditions. Prerequisites: HNG 501, HNG 515, HNG 540, and HNG 588
4 credits, Letter graded (A, A-, B+, etc.)

HNG 582 Continuing Course Work

Continuing Course Work
0-5 credits, S/U grading

HNG 585 Midwifery II

This is the second of four sequential courses which builds upon the foundational concepts of clinical practice in midwifery. The focus of this course is to provide a comprehensive understanding of gynecology, maternal and fetal physiology, and antenatal care. The conceptual frameworks of health promotion, disease prevention are reinforced. The use of communication strategies and documentation principles are emphasized. This course
further understanding of family-centered, community-based, multicultural care across the lifespan. Pre-requisites: HNG 581
4 credits, Letter graded (A, A-, B+, etc.)

HNG 586 Midwifery III
This course emphasizes the normalcy of labor and birth as a physiologic and developmental process and prepares students to assume responsibility for management of care of the woman and fetus during the intrapartum period. The use of conceptual frameworks of wellness, health promotion and disease prevention will be emphasized. Communication and collaborative strategies will be emphasized to build upon the strengths of families and communities and minimize technological intervention. Prerequisite: HNG 585
3 credits, Letter graded (A, A-, B+, etc.)

HNG 587 Midwifery IV
This is the fourth in a sequence of courses designed to prepare the midwife for clinical practice. The organizing framework of this course is continuity of care, emphasizing family centered, community-based health care and the normalcy of birth and recovery. Prerequisites: HNG 586
3 credits, Letter graded (A, A-, B+, etc.)

HNG 588 Clinical Pathobiology
This is a graduate level pathobiology course designed to build on undergraduate physiology. The student will explore physiology in greater depth and learn how physiologic changes translate into pathologic changes in selected disease states. Focuses on the clinical aspects of the body system, including relevant underlying biochemistry structure, or pathophysiology at the organ, tissue, cell or molecular level. 3 credits, Letter graded (A, A-, B+, etc.)

HNG 599 Therapeutic Touch
Therapeutic touch assessment skills will be taught so that the practitioner may use therapeutic touch clinically to assist in reduction of pain and anxiety, promote relaxation and facilitate the body's natural restorative process. 1 credit, Letter graded (A, A-, B+, etc.)

HNH 501 Health Illness in a Cross Cultural Perspective
This course examines the role of history and culture in healing and medicine. The consideration and utilization of cultural practices and beliefs when designing health education programs will be stressed. 3 credits, Letter graded (A, A-, B+, etc.)

HNH 503 Organizational Leadership and Role Transformation
This course focuses on the knowledge and skills needed to understand the economies of care, business principles, and how to work within and affect change in systems. It will also prepare students to conceptualize a new advanced practice role in the discipline of nursing. Leadership, including theory, leadership styles, contemporary approaches and strategies, will be explored. 3 credits, Letter graded (A, A-, B+, etc.)

HNH 504 Quality Improvement, Safety and Healthcare Technologies
As a foundational course for graduate level nurses, this course prepares students to apply quality improvement methods and analyze information to affect safety and quality of care and to improve patient outcomes. The use of current and emerging technologies to support safety, quality and value based care and quality across diverse settings will be emphasized. 3 credits, Letter graded (A, A-, B+, etc.)

HNH 505 Health Care Policy and Advocacy
This course examines how policies shape the structure and financing of health care, influence social determinants of health, and affect health outcomes. Participation in the development and implementation of institutional, local, state, and federal policy will be an expectation of this course. The role of nurse as advocate for vulnerable populations, the profession, and health-promoting policies will be explored. 2 credits, Letter graded (A, A-, B+, etc.)

HNH 510 Facilitating Adult Learning
This course focuses on the role and perspective changes in adulthood. Concepts of self and maturity, learning theories, cognition, creativity, interests, attitudes and motivation will be explored. Issues, strategies and methods for facilitating adult learning will be emphasized. Theory is considered in relation to nursing education. 3 credits, Letter graded (A, A-, B+, etc.)

HNH 511 Curriculum Design , Implementation and Evaluation in Nursing Education
This course focuses on issues in design of curriculum content, organization, and planning toward a practical approach to curriculum development. Application of theory to the development and implementation of curriculum from the point of view of the practice discipline of nursing will be emphasized. Problems, issues and procedures involved in designing and implementing evaluation studies will be discussed. Theory and methods of measurement and evaluation and their application to practice will be emphasized. 3 credits, Letter graded (A, A-, B+, etc.)

HNH 512 Advanced Teaching Strategies
This course emphasizes the role of the teaching-learning process in clinical and academic nursing education through development of innovative instructional designs and processes. Issues such as feminism, creativity in clinical teaching, and the impact of economic and social trends on reality-based nursing will be discussed. A variety of teaching methods will be explored including simulation, virtual learning, social media and relevant and innovative instructional technologies. 3 credits, Letter graded (A, A-, B+, etc.)
HNH 513 Advanced Theory and Practice in Nursing Education I

This course focuses on graduate level clinical practice content and experiences related to the role of the nurse educator. A focus on this population-focused practicum will include student placement with an expert nurse clinician to develop proficiency in a focused area of clinical practice. Students will choose a population foci and complete 75 direct care hours during this precepted clinical experience. Increased knowledge in a specialized area of practice will provide a clinical foundation for academic and/or clinical nursing education. Prerequisites: HNG 515, HNG 540, HNG 588, HNH 510, HNH 511, and HNH 512
3 credits, Letter graded (A, A-, B+, etc.)

HNH 514 Advanced Theory and Practice in Nursing Education II

This is the second of three sequential courses focused on providing guided learning experiences in nursing education. Students will select aspects of nursing education related to the development, delivery, and evaluation of curricula. Role transition and experiential learning related to academic or clinical nursing education will be a central focus of this course. Observation and experience related to academic or clinical nursing education will be emphasized. The student will be expected to complete 90 hours with a nurse educator. Prerequisite: HNH 513
4 credits, Letter graded (A, A-, B+, etc.)

HNH 515 Advanced Theory and Practice in Nursing Education III

This is the third of three sequential courses focused on providing guided learning experiences in nursing education. Students will select aspects of nursing education related to the role of nurse educator as leader. Scholarship activities begun in HNG 543 and HNH 514 will continue. Professional role responsibilities, including administrative functions, committee work and interdisciplinary efforts will be emphasized. The student will be expected to complete 90 hours with a nurse educator. Prerequisites: HNH 514
4 credits, Letter graded (A, A-, B+, etc.)

HNH 530 Communication and Relationship Management

This course focuses on issues in communication, relationship building, behaviors that influence others, diversity and shared decision making. Theories of interpersonal communication and professional relationship development will be emphasized. Problems, issues and procedures in relationship building will be discussed. Inter-professional collaboration will be stressed. A variety of leadership theories will be used to articulate the importance of effective oral and written communications in relation to leadership in relationship management.
3 credits, Letter graded (A, A-, B+, etc.)

HNH 531 Business Skills for Nurse Leaders

This course focuses on issues in resource management, strategic management and marketing in the health care environment. Focus will be on developing a strategic plan for the health care environment in which the student works. Marketing strategies will be explored. Discussions on labor relations in relation to professional issues in collective bargaining will be emphasized. Problems, issues and procedures involved in resource management will be discussed.
3 credits, Letter graded (A, A-, B+, etc.)

HNH 532 Finance and Economics in Nursing Leadership

This course provides an introduction to financial management for planning, operation, and evaluation of the economic performance of an organization. The course will focus on budgeting, healthcare reimbursement, cost/benefit analysis and the integration of leadership and management functions into fiscal planning. The student will investigate concepts and principles necessary for the management of fiscal resources.
3 credits, Letter graded (A, A-, B+, etc.)

HNH 533 Legal/Ethical/Regulatory Issues in Nursing Leadership

This course is designed to provide the knowledge and skills necessary to integrate legal, ethical and regulatory requirements into a variety of health care settings. Principles and processes of patient and employee safety will also be emphasized. Students will investigate concepts and principles necessary for ethical decision making.
3 credits, Letter graded (A, A-, B+, etc.)

HNH 534 Advanced Leadership Seminar

This course is the capstone course and will focus on the role of the nurse leader. Emphasis will be on role formation, dimensions of leadership roles, identification of individual and group leadership attributes, knowledge and skills required to fulfill the role and approaches to leadership. Students will develop and conduct self-assessments and create a professional development plan.
3 credits, Letter graded (A, A-, B+, etc.)

HNH 540 Advanced Theory and Practice in Nursing Leadership I

This is the first of two sequential courses designed to provide learning experiences with a nurse leader. Students will integrate advanced knowledge and skills related to organizational theory and financial/human resource management. The student will use data-driven decision making and creative leadership skills to build a positive practice environment as well as develop analytical skills to assess and forecast trends in nursing leadership. Inter-professional collaboration will be emphasized. Field experiences of 90 hours are required and may include preceptorship by a nurse leader and financial officer in a health care system.
4 credits, Letter graded (A, A-, B+, etc.)

HNH 541 Advanced Theory and Practice in Nursing Leadership II

This is the second of two sequential courses designed to provide learning experiences with a nurse leader. This course builds on knowledge of organizational leadership and
quality improvement. The student will integrate advanced knowledge and skills into practical applications in the role of nurse leader. Students will further explore the leadership role through current relevant research to enhance their ability to strategize entrepreneurial relationships, develop creative solutions to financial constraints and evaluate infrastructure and technology. Project management will be emphasized. Students will be required to seek experiences with health care leaders involved in project management. Field experiences of 90 hours are required. Prerequisites: HNH 532 and HNH 540 3 credits, Letter graded (A, A-, B+, etc.)

| HNH 580 | Health Coping Skills Training for Health Care |
|-----------------------------------------------|
| Treatment approaches for many chronic illnesses consist of pharmacological and non-pharmacological interventions. Often patients need to take an active role in their care in order to best manage symptoms associated with chronic illness. Coping Skills Training (CST) is a psychotherapeutic approach that aims to solve problems concerning dysfunctional emotions, behaviors and cognitions through a goal-oriented, systematic procedure. The theoretical foundations that underpin CST will be explored through guided readings. A combination of cognitive and behavioral therapeutic interventions will be introduced and practiced with the goal of applying the skills to practice in order to help people change negative thought patterns, beliefs, and behaviors so they can manage symptoms and enjoy more productive, less stressful lives. Students will learn to deliver CST using a standardized manual of coping skills. Rationale for each skill, demonstration, role playing and skills feedback will be the teaching/learning strategies for this course. Instructor feedback and supervision of home practice audio recordings of simulated skill sessions will enhance student proficiency in skill acquisition. 3 credits, Letter graded (A, A-, B+, etc.) |

| HNH 590 | Nursing and Numbers: Budgeting and Benchmarking for Nurses |
|-------------------------------------------------------------|
| This course is designed to provide nurse leaders with an overview of the budget development process. Various types of budgets will be discussed with a focus on variance assessments, analysis, and benchmarking. 2 credits, Letter graded (A, A-, B+, etc.) |

**HNI**

| HNI 290 | Introduction to Nursing |
|-----------------------------------------------|
| This course is designed as an introduction to nursing for students who plan a career in nursing but are not yet enrolled in a school of nursing. The student will be oriented to the nature and scope of the profession of nursing and settings where nursing is practiced. 2 credits |

| HNI 301 | Mathematics for Health Care |
|-----------------------------------------------|
| This required course builds upon previous knowledge of mathematical concepts. Students are guided to refine and apply these concepts to the preparation of drugs and solutions. Emphasis is placed on the need for accuracy in computations. A self-directed programmed approach will be utilized. 1 credit |

| HNI 304 | Social Justice in Health Care |
|-----------------------------------------------|
| This course will explore the role of social determinants in health outcomes. Current theories on health disparities will be examined. Strategies to decrease these disparities will be discussed and methods to promote social justice within the current health care environment will be presented. 2 credits |

| HNI 305 | Healing and the Arts |
|-----------------------------------------------|
| This course examines the interface between the arts and nursing to provide insight into the human condition and the healing process. Theoretical and evidence-based foundations that inform the field of the arts in healthcare will be discussed. Students will have the opportunity to view, interpret, reflect on and create works of art, including paintings, sculpture, literature, film, music and movement. These topics will be explored to develop and enhance the skills of observation, analysis, empathy, self-reflection, and interpersonal (nurse-patient) and interprofessional (nurse-colleague) relationships, which are essential in supporting the healing process and providing holistic patient-centered care to diverse populations. 2 credits |

| HNI 307 | Disability from the Inside Out |
|-----------------------------------------------|
| This course is designed to provide students an opportunity to develop an awareness of issues of disabled adults, including self care, self advocacy, disability rights, and independent living philosophies. Experience-based learning activities facilitate acquisition of student skills in critical thinking, interprofessional collaboration and communication relevant to developing therapeutic interventions. This interprofessional course will include a service learning experiential immersion, utilizing the EmpowerSCI spinal cord injury program, a unique residential rehabilitation program for individuals with spinal cord injuries, in collaboration with the School of Health Technology and Management. 2 credits |

| HNI 310 | Pathophysiology |
|-----------------------------------------------|
| This is a foundation course introducing the student to the basic mechanisms of disease and pathophysiology. 3 credits |

| HNI 314 | Transitional Leadership: Military Veteran to Nurse |
|-----------------------------------------------|
| This course is designed to support a seamless transition for the student veteran, from military to civilian/ university life as a nursing undergraduate student. This course will emphasize the maturity of the student veteran; exploring the strengths of the student veteran: leadership skills, discipline and teamwork experiences, familiarity with diversity, and mission focused orientation. Individual learning needs will be evaluated with focus on learning styles, attention/ concentration, information processing, and executive function. Orientation to School of Nursing and campus resources and academic 2 credits |
accommodations will be reviewed. Skills for student success will be addressed including concentration/ memory tips, advanced communication techniques, test taking strategies, and coping mechanisms. Basic nursing theory and patient and population health care will be discussed. The student veteran will be introduced to the nursing profession and will examine and explore similarities and differences between the systems. 2 credits

HNI 333 Fundamentals of Pharmacology
This course explores the basic scientific principles that underlie the mechanisms of action of the major drug classifications and their effect on pathophysiologic processes. A prototype approach is used to assist students in organizing and learning the major drug classifications. A major emphasis is placed on development of clinical decision-making and critical thinking skills. 4 credits

HNI 350 Professional Role Development in Nursing
This is a foundation course that explores the role and responsibilities of the nurse in meeting the demands of current and evolving health care systems. The history and theoretical basis of the profession are introduced. Standards of practice, ethical issues, and personal values are examined. Political, social, and economic issues, as they relate to nursing and health care, are also considered. Cultural awareness and sensitivity are emphasized. Consideration of the school's mission and philosophy is followed by student development of a personal philosophy of nursing practice. 2 credits

HNI 367 Introduction to Healthcare Policy
This course provides a basic understanding of the healthcare policy in the United States. Emphasis is placed on the application of healthcare policy as it relates to the nurse's role as lobbyist, patient advocate, and professional change agent. The impact of specific policies and regulating agencies upon nursing practice is also examined. 2 credits

HNI 370 Health Assessment
This course focuses on the health assessment of individuals within a multicultural society. Biopsychosocial and spiritual dimensions of health are assessed. Using scientific methods as a framework, concepts of communications, critical analysis and clinical decision-making are emphasized in assessing psychological and physiological health status throughout the lifecycle. The basic skills of interviewing, history taking, data collection and physical examination are employed to derive nursing diagnoses, determine priorities and therapeutic nursing interventions. 3 credits

HNI 373 Psychosocial Mental Health Nursing
This required nursing course focuses on psychosocial nursing as a continuum of care across the lifespan and across the continuum of health care environments. Theoretical knowledge and clinical practice are developed from the philosophy of nursing care that respects clients as individuals within the context of family and a culturally diverse society. Case studies and experiential based learning activities are provided to enhance critical thinking and encourage independent decision-making. Clinical experiences are designed to give the student an opportunity to utilize previously acquired nursing knowledge, to develop an understanding of health promotion and disease prevention; advanced communication skills in caring for diverse population, and with interprofessional team members. 6 credits

HNI 376 Nursing Student Internship
This course is designed to provide the nursing student with the opportunity to further develop clinical expertise utilizing Stony Brook University Medical Center (SBUMC) as a clinical campus. Critical thinking/clinical decision-making skills, cultural sensitivity, communication, time management, ethical issues, and therapeutic interventions will be emphasized. 3 credits

HNI 377 Principles and Applications of Nursing Interventions I
This required nursing clinical course is an introduction to the role of the baccalaureate nurse as a manager of health care. Intra- and interprofessional communication and clinical/critical decision making are explored as key aspects of nursing process. Concepts and principles of practice are drawn from nursing theories, combined with evidence based research findings and current knowledge in the psychological, social, behavioral and physical sciences and the humanities, to build a conceptual base for professional practice. Professional nursing practice goals of health promotion, prevention of disease states and restoration of health within the current state of increased prevalence of chronic illnesses/comorbidities are presented. The focus is on the introduction of knowledge and skills used for patient interactions to provide high quality health care to a diverse patient population throughout the lifespan. 6 credits

HNI 378 Principles and Applications of Nursing Interventions II
This required nursing clinical course facilitates continued development of the baccalaureate nurse as manager of health care. Intra- and interprofessional communication and clinical/critical decision making are explored as key aspects of nursing process. Concepts and principles of practice are drawn from nursing theories, combined with evidence based research findings and current knowledge in the psychological, social, behavioral and physical sciences and the humanities, to build a conceptual base for professional practice. Professional nursing practice goals of health promotion, prevention of disease states and restoration of health within the current state of increased prevalence of chronic illnesses/comorbidities are presented. A focus is on continued development of knowledge, skills and attitudes necessary for patient interactions to provide high quality health care to a diverse patient population throughout the lifespan. 6 credits
HNI 382 Continuing Course Work
Continuing Course Work
0-5 credits, S/U grading

HNI 389 Cultural Immersion:
Undergraduate
This seminar course will provide the student with an interprofessional perspective of global health. A specific world area will be studied in detail with emphasis on contemporary problems that affect health considering the ecology, history, language, cultural systems and social arrangements. Cross-cultural learning opportunities, both domestic and abroad, will engage students in reflection on the interconnections, interdependence and inequalities they encounter during this experience. School of Nursing permission is required. 3 credits, Letter graded (A, A-, B+, etc.)

HNI 440 Research in Nursing
This course is an introduction to the language and process of scientific inquiry in nursing research. It emphasizes the development and use of an evidence-based practice in nursing. Theoretical frameworks, research terminology and designs are introduced. Critical appraisal skills are developed through the evaluation and critique of current research. The importance of incorporating research findings into professional practice is promoted. 2 credits

HNI 452 Preparation for Professional Licensure
This elective course explores the application of nursing knowledge and skills of critical thinking, management, and delegation to demonstrate competency as an entry-level nurse. Prioritization and clinical judgment concepts are emphasized. 1-5 credits

HNI 455 Adult and Gerontological Health Nursing I
This required nursing clinical course is an introduction to assessment and management of human complex health problems of adult and geriatric individuals within a multicultural society. Application of theoretical and conceptual frameworks, intra-and interprofessional communication, clinical/critical decision making, and evidence-based therapeutic interventions to provide safe, high quality care. 6 credits

HNI 456 Adult and Gerontological Health Nursing II
This required nursing clinical course allows development of assessment and management skills for human complex health problems of adult and geriatric individuals within a multicultural society. Utilization of theoretical and conceptual frameworks, intra-and interprofessional communication, clinical/critical decision making, and evidence-based therapeutic interventions to provide safe, high quality care. 6 credits

HNI 463 Maternal and Newborn Health
This is a required clinical course which focuses on parent child health nursing as a continuum of care during pregnancy, delivery, postpartum, and the neonatal periods. The student is introduced to theoretical and clinical practice based on a philosophy of nursing care that respects patients as individuals within the context of family and a culturally diverse society. Experience-based learning activities facilitate in critical thinking, clinical decision making, interprofessional communication, and collaboration relevant to developing therapeutic nursing interventions. 5 credits

HNI 464 Child and Adolescent Health
This is a required clinical course which focuses on parent child health nursing as a continuum of care during the child-bearing years from newborn through adolescence. The student is introduced to theoretical and clinical practice based on a philosophy of nursing care that respects patients as individuals within the context of family and a culturally diverse society. Experience-based learning activities facilitate acquisition of student skills in critical thinking, clinical decision making, and interprofessional communication and collaboration relevant to developing therapeutic nursing interventions. 5 credits

HNI 469 Population Health Nursing
This required clinical course is designed to prepare the student to work with families, groups, communities and populations across both the lifespan and the continuum of health care environments. Case studies and community based learning activities are provided to enhance critical reasoning and encourage independent decision making. Clinical experiences are designed to give the student an opportunity to utilize evidence based nursing interventions to provide health promotion and disease prevention. Advanced communication skills are utilized in caring for diverse population in collaboration with interprofessional team members. 6 credits

HNI 474 Capstone Nursing Practicum
This is a required senior level course which emphasizes integration and application of theory and research findings in an intensive clinical practicum. The student has the opportunity to actualize the professional nurse generalist role, utilizing professional registered nurse preceptors and faculty mentors. 5 credits

HNI 479 Transitions into Professional Practice
This course presents the concepts and skills needed to transition to professional nursing practice. Organizational structure, time management and conflict resolution strategies are presented. Team-building and interdisciplinary communication principles are emphasized. The nurse's role as a health care advocate and resource manager are investigated. Delegation and prioritization principles are reinforced, and legal/ethical issues related to nursing practice are explored. Career planning and professional growth are
encouraged through the development of a professional resume.
3 credits

HNI 480 Clinical Immersion in Operative Nursing
This elective clinical observation course explores the role of the registered nurse and the interprofessional health care team in the operating room environment
1 credit

HNI 481 Clinical Immersion: Undergraduate
The focus of this course is to expand, deepen, or enrich clinical practice skills relevant to area of clinical practice. Learning opportunities, in clinical and simulated settings, will promote integration of clinical competencies, leadership, and practice inquiry. Emphasis will be placed on self-directed and perceptive learning experiences, in-depth clinical skill building and decision-making, continuity of care, and inter-professional collaboration.
1-6 credits, S/U grading

HNI 482 Directed Studies
A directed study is a student-initiated elective course in which an area of interest in nursing is explored with the guidance of a faculty mentor. The Directed Study courses do not replace required or core courses for the major.
1-4 credits

HNI 489 Global Immersion: Undergraduate
The focus of this course is to expand, deepen, or enrich nursing practice relevant to global aggregates, families and communities. Learning opportunities will promote integration of competencies, leadership, and practice inquiry within the context of a global experience. Cross-cultural learning experiences will provide opportunities for student reflection on the interconnections, interdependence and inequalities they encounter during these experiences. Emphasis will be placed on interprofessional collaboration within an international environment. School of Nursing permission is required.
0-6 credits

HNI 491 Patient and Family Centered Care: Partners on Health Care
This course is designed to provide a theoretical and conceptual framework for the Undergraduate nursing student to understand Patient and Family Centered Care (PFCC) as a collaborative model of practice. Selected case studies are used to illustrate theoretical concepts, current clinical practices, and ethical dilemmas.
2 credits

HNI 492 Complementary and Alternative Therapies
This course is an introduction to complementary and alternative health practices. A core value of Nursing practice is holistic care of the patient. The student will examine uses of complementary and alternative therapies in health promotion and disease prevention as well as in acute and chronic health management through evidence based practice and research.

Implications of complementary and alternative therapies on culture, health disparities, society, economics, safety, legal, ethical and health policy issues will be explored and discussed.
2 credits

HNI 493 End of Life Care of the Adult Patient
This course focuses on nursing care of the adult patient and family as they approach end of life. It will emphasize a framework that allows the patient to die peacefully, with dignity and in the context of their own lives while honoring the patient's end-of-life decisions. The content will address several themes including advocacy, ethical, legal, cultural, and financial considerations, and interprofessional collaboration.
2 credits

HPA

HPA 508 Human Resources Management in the Health Sector
Explores the key and active role played by human resources in health services organizations. Introduces students to the role of the human resources function and to the challenges that health care managers and leaders will face. Emphasizes strategic human resources, talent management, performance management, the role of the regulatory environment in human resources and making the connection between financial and non-financial rewards and workforce management. The course also identifies issues between management and the labor force. Prerequisite: HPH 529 or Departmental Permission.
3 credits, Letter graded (A, A-, B+, etc.)

HPA 510 Health Finance and Accounting
Provides broad but significant immersion into the requisite core knowledge and skills of financial management and accounting in the healthcare sector. Emphasis will include but not be limited to managerial and financial accounting, fiscal analysis, fiscal planning, and fiscal reporting. Decision making with regard to capital budgets and expenditures are reviewed.
Co-requisite: HPH 529 or Departmental Permission.
3 credits, Letter graded (A, A-, B+, etc.)

HPA 530 Health Operations Management
This online course explores the terminology and tools for identifying and applying appropriate operations management(OM), decision analysis(DA) and operations research (OR)techniques to problems in healthcare. Students will receive exposure to OM, DA and OR techniques in order to have practical experience solving problems in planning, scheduling, resource allocation, procedural decisions, and measurement of health care processes. All aspects of this course, with the exception of the optional synchronous Zoom learning sessions, will be presented and discussed via a distance learning format (using Blackboard).
3 credits, Letter graded (A, A-, B+, etc.)

HPA 536 Health Law and Compliance
Explores the way in which legal matters relevant to health professionals are analyzed, discussed and resolved through the lens of policy, ethics, governance and law. Topics may vary, but typically will include many of the following: structure of the U.S. legal system; power of state governments in matters affecting health care; governmental power and the right to privacy; constitutional issues in social welfare benefits; governmental regulation of health care providers and payers; the scope and discretion of administrative agencies in health care; antitrust laws; fraud and abuse laws; and negligence in the delivery and financing of health care. Prerequisite: HPH 529 or Departmental Permission. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 541 Health Strategic Planning and Management

Explores the fundamentals of strategic planning and leadership in the health sector. Emphasizes mission, vision, values, creating business plans and conducting strengths, weaknesses, opportunities and threats (SWOT) analyses. Explores the impact of leadership style on the strategic planning process. Prerequisite: HPH 529 or Departmental Permission. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 542 Health Leadership and Change: Comprehensive Capstone Project

Provides an in-depth examination of leadership theory and the essential qualities required to lead successfully in the fluid and changing healthcare environment. Explores the key characteristics of successful health leaders, including the values that guide personal and professional behavior through the lens of an interactive capstone research project. Prerequisite: HPH 529 or Departmental Permission. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 564 Health Quality and Information Systems Management

Explores two critical components of healthcare administration through a split module format, dedicating seven weeks per topic and one week exploring the synergies between both topics. The first module will explore information systems management and the second module will explore healthcare quality and performance improvement concepts. The Information Systems Management module will discuss how healthcare decision-making and management are increasingly driven and dependent upon information. The sheer diversity of the information required by the healthcare enterprise surpasses the information needs of almost any other type of organization. Healthcare managers at every level of the organization are forced to be information managers. The Quality and Performance Improvement module will explore healthcare quality management methodologies and examine the impact on healthcare productivity, quality and patient safety. Students will understand and utilize the concepts of performance improvement and continuous process improvement to improve product and service quality and competitiveness. Students will understand the history of quality improvement in healthcare and how quality concepts may be applied to improve clinical outcomes, patient safety, patient satisfaction, financial outcomes and employee and physician satisfaction. An emphasis will be placed on the critical importance of data analytics to monitor performance improvement activities. CQI and lean strategies are introduced to students as well. Prerequisite: HPH 529 or Departmental Permission. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 575 Long-Term Care in the Health Sector

Explores management techniques and standard practices in long-term care in the health sector. Emphasizes skilled nursing, home care, assisted living, adult day care, home health care and senior retirement communities. Provides direction and insight for understanding industry certification. Prerequisite: HPH 529 or Departmental Permission. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 580 Integrative Experience

This course provides a 100-hour field placement that provides students with opportunities to gain practical health management experience in the health services field. Field placements strive to integrate real-world experience in administration and management of health services by enhancing health administrative skills under the direction, mentorship or supervision of a knowledgeable preceptor in an environment that promotes learning. Students will complete aspects of the health management integrative experience on site in individual practicum placement settings. In addition to the field placement and under supervision of a faculty member, students will maintain and submit weekly logs of their activity and attend three synchronous sessions that will allow reflection, synthesis, and professional development based upon the individual experiences of students. Prerequisites: Students will need departmental permission to register for this course. Permission is granted only after students have matched with a preceptor and placement site and completed all necessary Program forms. Designated PPH faculty and staff are available to assist students with this process. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 586 Health Management Professionalism and Ethics

Explores professionalism and ethics in the field of health management. Facilitates the application and integration of health management competencies gained in year one of coursework to realistic case studies using interdisciplinary team based methods. Students will continue to enhance communication skills, skills that encourage functional interdisciplinary teamwork and will develop presentation skills, problem solving skills, networking strategies, professional etiquette and have the opportunity to engage in professional development activities. Prerequisite: HPH 529 or Departmental Permission. 3 credits, Letter graded (A, A-, B+, etc.)

HPA 599 Physician Practice Management

Explores the essential components of physician practice management including the structure and organization of solo practice and group practices. Includes operating and administrative issues, information management, health informatics, patient care systems, corporate
compliance, physician credentialing, finance and management reporting, risk management, operations, practice valuation, marketing and planning, leadership, compensation, governance, billing, coding, medical malpractice, collections, reimbursement mechanisms, human resource management, physician compensation and quality of care. Explores the factors influencing physician practices, physician-hospital relationships, leadership and governance. Prerequisite: HPH 529 or Departmental Permission.
3 credits, Letter graded (A, A-, B+, etc.)

**HPD**

**HPD 519 Systematic Review of the Literature**

This introductory course will provide students with an understanding of the process used to perform systematic review, as well as provide a "hands on" experience. Each student will perform a systematic review of the literature for their own pre-defined research question of interest. As part of the systematic literature review process, students will learn how to focus their research question; to search the literature to identify relevant studies; to appraise the quality and select studies; and to summarize studies as well as to synthesize their results in context of their original research question raised. To receive a grade for this course, moreover, a scholarly product (e.g., manuscript or letter to the editor) must be submitted to a peer-reviewed journal.
Fall, 3 credits, Letter graded (A, A-, B+, etc.)

**HPD 521 Introduction to Clinical Research**

This seminar series course provides a broad-based introduction to the fields of population health and clinical science research. This course will prepare participants to become critical consumers of the peer-reviewed literature. Class lectures will cover a wide range of topics, which include: framing a research question, formulating a research hypothesis, evaluating the peer-reviewed literature, exploring study design options, conducting human subjects' research ethically/responsibly, selecting clinical outcomes, and evaluating analytical alternatives. Offered in Summer, 1 credit, Letter graded (A, A-, B+, etc.)

**HPD 601 Human Subjects: Ethics and Responsible Conduct of Research**

This introductory course incorporates three components focused upon identifying: 1) the ethical principles associated with human subjects research; 2) the primary tenets of responsible conduct of research; 3) academic career planning. This course provides a philosophical basis for current research ethics practices, identifies outstanding ethical issues and controversies in clinical and translational science and research, and provides students with knowledge and access to resources such that they may to address the ethical challenges that may arise most effectively. The course provides a more in-depth exploration of the ethics and responsible conduct of clinical and translational science research that can supplement current mandated training in the area. ABCF Grading
1 credit, Letter graded (A, A-, B+, etc.)

**HPD 605 Introductory Seminar on Doctoral Studies in Population Health and Clinical Outcomes**

This is an introductory doctoral level 3-credit seminar for all incoming PhD students in Population Health and Clinical Outcomes. This course will help students understand what earning a PhD entails, opportunities that exist after earning a PhD, typical PhD-level work activities, and beginning the process of academic writing. Students should already be thinking about what their dissertation will be about, and we will build off of that throughout the course.
3 credits, S/U grading

**HPD 619 Independent Study**

Intensive reading under supervision of one or more instructors, of material not covered in the formal curriculum, or execution of a research project under the supervision of one or more faculty members. Generally a written deliverable (e.g. manuscript) will be required. Instructor consent required.
0-6 credits, Letter graded (A, A-, B+, etc.)

**HPD 650 Seminar Series: Clinical Applications of Molecular Medicine**

This course will provide an overview of the field of molecular medicine, with a focus on cutting edge technologies related to the current and future clinical applications to improve early detection, to enhance diagnostic testing, to monitor treatments, and to counsel patients on their prognosis. As applied to clinical patient care questions, the specific molecular medicine topics discussed will include: DNA, RNA, proteomics, and chromosome assays. Pending the specific lecturers and topics coordinated, students will be introduced to a broad range of biomarkers for disease such as cancer, pulmonary/heart diseases, autism, and immune-related disease challenges. An emphasis will be placed in this course on learning how molecular markers can be applied in a clinical setting to augment the patient and provider decision-making process. (NOTE: Students should have an introductory knowledge of cellular and molecular development biology. ABCF Grading
1 credit, Letter graded (A, A-, B+, etc.)

**HPD 664 Clinical Trials**

This course introduces the design, conduct, and analysis of clinical trials. Topics include types of clinical trials, study design, treatment allocation, randomization and stratification, quality control, sample size requirements, patient consent, and interpretation of results.
3 credits, Letter graded (A, A-, B+, etc.)

**HPD 665 Clinical Outcomes Research**

This course will provide an overview of the field of clinical outcomes assessment. The specific topics covered include: risk factors identification, clinical outcomes selection, risk adjustment methods, patient safety monitoring, and provider-based quality improvement performance reporting. Students will be introduced to a broad range of clinical outcomes including (but not limited to) short-term mortality, treatment-related morbidity, health-related quality of life, condition-
The purpose of the course is to familiarize students with some major topics in clinical outcomes research, the statistical models commonly employed, and statistical problems that need to be overcome. Specific topics of interest may include: risk factor analysis; static models; risk factor/disease progression analysis; dynamic models; survival analysis (including multivariable survival analysis); volume-outcomes research; and forecasting models. Statistical techniques and challenges will be discussed within the context of each research topic as they arise. By the end of this course, students should be broadly familiar with these issues, and should be able to evaluate published clinical outcomes research in terms of the appropriateness of models chosen and how well the statistical problems have been addressed, and the reliability of the results. Prerequisites: HPH 507 Biostatistics II or equivalent course. ABCF Grading
3 credits, Letter graded (A, A-, B+, etc.)

HPD 685 Research in Population Health and Clinical Science.

This course will introduce students to health services and clinical outcomes research methods and applications of these approaches. The course will begin with an overview of key statistical methods, outcomes measurement issues, and methods for assessing the economic value of clinical treatments. The second part of the course will consider specific applications of health services and clinical outcomes research from a review and critique of published studies. Students will present and critique these studies together with the instructor. Specific areas of applications will include: Estimating the Production of Health Hospital Volume and Clinical Outcomes Estimating Clinical Outcomes with Patient-Level Data Racial and Ethnic Disparities and Medical Treatments Electronic Medical Records and Clinical Outcomes Cost Effectiveness Applications
3 credits, Letter graded (A, A-, B+, etc.)

HPD 686 Mentored Research Project in Population Health and Clinical Outcomes Research

Supervised research experience.
0-9 credits

HPD 687 Advanced Research Seminar

The main purpose of this course is to familiarize students with empirical research methods via presentation and critiques of published research and work in progress. By presenting and discussing actual research that employs various statistical and other research methods, students will deepen their understanding of research intent and design, methodology and technique, format and presentation, and data management and analysis. This will reinforce their understanding of these methods learned in previous coursework.
3 credits, Letter graded (A, A-, B+, etc.)

HPD 692 Practicum in Teaching I

In this course, students will have the opportunity to examine, and plan for, the teaching component of the professor role. We will use a combination of strategies including lectures, discussions, small group activities, and interviews.
of exceptional teachers and departmental chairs to explore philosophical and practical issues related to course preparation, delivery, and evaluation. At the completion of the course, students will have a teaching portfolio that will have two basic components: a detailed set of plans for a specific course and a statement of their teaching philosophy. This will be an intensive hands on course that will require supportive and cooperative behaviors by all. 3 credits, Letter graded (A, A-, B+, etc.)

**HPD 693 Practicum in Teaching II**

The course is a supervised teaching experience with the Master of Public Health program. 3 credits, S/U grading

**HPD 694 Grant Writing**

This course will assist students in synthesizing basic public health knowledge through completion of a grant writing experience. Students will be introduced to the process of writing grant proposals, developing budgets, professional networking, publishing in the scientific literature, and planning for their future careers as public health professionals and academics. Students will also present their own individual research projects, write their own grant proposal, and do a career mapping exercise. 3 credits, Letter graded (A, A-, B+, etc.)

**HPD 699 Dissertation Research On Campus**

This course is normally taken by advanced PhD students when they conduct research towards their theses. Only PhD students who have been advanced to candidacy (G5 status) can take this course. Students who have the G3 and G4 status and participate in a research project with their advisor can register for HPD 619 Independent Study. Prerequisite: Must be advanced to candidacy (G5); permission of instructor S/U grading, may be repeated for credit 0-9 credits, S/U grading

**HPH 201 What is Public Health? A Humanities Approach**

The idea of public health could arguably be described as an endeavor of figuring out how to promote health protective measures across populations of disparate individuals, who, even though they are mostly strangers to one another, depend on one another in important ways. In this sense, despite individual needs and preferences, we are all in it together. At the same time, we are a society which prizes personal responsibility and seeks out individual attention and expression. That we are not a homogeneous people, but rather a mosaic of individuals in the United States, draws this problem of balancing values into bolder relief. How do we keep a population safe and healthy while respecting our highly individualized national character? This course introduces the field of public health by way of examining the tension between a population as a whole and the individuals who make it up through reference to novels, narrative accounts, drama, and essays where students have an opportunity to think through seminal threshold questions on their own. When should immunization be required and when does a mandatory vaccination policy violate bodily integrity? When it comes to health care, are we responsible for our neighbor? How about policies pertaining to smoking cigarettes, or firearms, or even diet? Where should the government nudge paternalistically, and where does government oversight go too far? How about the opioid epidemic sweeping across the heartland? Who is accountable? How about the intersection between money and health care? What are our citizens owed just by virtue of being a citizen? Should healthcare in general not be socialized? This course is interdisciplinary, representing a fusion of the humanities and public health, with an eye toward confronting the many ethical issues which arise upon seeking a preventive approach to healthcare. 3 credits

**HPH 500 Contemporary Issues in Public Health**

This course provides an introduction to the field of public health that aims to develop an appreciation of the unique and important mission of public health; an understanding of the history, values, ethics, mission, and goals of public health; and knowledge about how public health functions today including the organization, financing, policies, and practices of public health. Students will be expected to think critically about whether public health has achieved its mission in today’s world and how the profession might develop in the future. Prerequisite: Admission to Graduate Public Health Program or Department Consent. 3 credits
methods including survey and qualitative methods; and the ethical conduct of research. Through the introduction of these topics, the course provides a general background for individuals who are interested in learning the fundamentals of how to prepare a research proposal. Prerequisite: Admission to Graduate Public Health Program or Department Consent. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 506 Biostatistics I
This is part 1 of a 2-term course and is intended to provide students and researchers in public health with an introduction to the principles of public health informatics and statistical methods with their application in biomedical and public health research. The course will provide necessary knowledge and skills to perform various data management tasks to create and manage data sets using SAS. Students are expected to enroll in parts 1 and 2 sequentially within the same academic year. This course will also introduce summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, one-sample and two-sample. Prerequisites: Admission to Graduate Public Health Program or Department Consent 3 credits, Letter graded (A, A-, B+, etc.)

HPH 507 Biostatistics II
This is part 2 of a 2-term course and is intended to provide students and researchers in public health with an introduction to the principles of public health informatics and statistical methods and their application in biomedical and public health research. The course will provide necessary knowledge and skills to perform various data management tasks to create and manage data sets using SAS. Students are expected to enroll in parts 1 and 2 sequentially within the same academic year. This course includes introductions to the use of summarizing and exploring data, probability theory, discrete and continuous probability distributions, populations and samples, sampling distributions and statistical inference, hypothesis testing, sample size and power, two-sample comparisons, analysis of variance, association and correlation, simple linear regression and logistic regression. Prerequisites: Admission to Graduate Public Health Program or Department Consent 3 credits, Letter graded (A, A-, B+, etc.)

HPH 508 Health Care Systems
This course introduces students to the system that we have developed to deliver health care in the United States, with international comparisons. The topics include the organization and financing of health care systems, access to health care including health insurance, regulation and policy issues, and the health care workforce. Prerequisite: Admission to Graduate Public Health Program or Department Consent 3 credits, Letter graded (A, A-, B+, etc.)

HPH 514 Epidemiology for Public Health
This course presents basic epidemiologic concepts used to study health and disease in populations. It provides an overview of the major causes of morbidity and mortality, including methods of measurement (e.g., incidence, prevalence). Observational and experimental epidemiologic studies will be described and their advantages and disadvantages compared. The course aims for students to begin developing the skills needed to evaluate data, interpret reports, design, and conduct studies. Students will be introduced to the various areas of epidemiologic studies, including cancer, molecular/genetic, environmental, occupational, social and behavioral, and infectious disease surveillance. The course comprises both lectures and small group seminars for in-depth discussions of previously assigned topics. Prerequisites: Admission to Graduate Public Health Program or Department Consent; HPH 501 and HPH 506. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 516 Environmental and Occupational Health
This course is designed to provide the fundamentals of environmental and occupational health and to educate students on issues related to major environmental and occupational concerns. It will provide a forum for the discussion of local and national environmental and occupational public health issues. The content of the course will focus on major pollutants, their detection, impact on health, and principles of remediation. Using various teaching techniques, students will be exposed to current environmental and occupational topics and approaches to prevention and treatment. The course will emphasize the most recent research in the field. Prerequisite: Admission to Graduate Public Health Program or Department Consent 3 credits, Letter graded (A, A-, B+, etc.)

HPH 519 Independent Study
Intensive reading, under supervision of one or more instructors, of material not covered in the formal curriculum, or execution of a research project under the supervision of one or more faculty members. Permission of MPH Academic Coordinator is required. Prerequisite: Admission to Graduate Public Health Program or Department Consent 0-6 credits, Letter graded (A, A-, B+, etc.)

HPH 521 Introduction to Clinical Research
This introductory seminar series provides a broad-based overview of clinical science research methods, as well as guidance for critically reviewing the peer-reviewed literature. Class lectures, exercises, and interactive small group sessions will cover framing a research question, formulating a research hypothesis, critically appraising the literature, exploring study design options, conducting research ethically and responsibly, selecting clinical outcomes, and evaluating analytical alternatives. Students enrolled in the Master of Public Health degree program can not use this course (earn credit) to their degree requirements. 1 credit, Letter graded (A, A-, B+, etc.)

HPH 523 Social and Behavioral Determinants of Health
This course introduces students to population health as one of the organizing concepts in public health and the orientation that differentiates public health from medicine. Consistent with public health tradition, health is discussed from an ecological perspective, and the course presents current knowledge
about the multiple determinants of population health including socioeconomic status, the physical environment, medical care, individual behavior, and genetics and the interaction of these factors. Also covered is the measurement of population health, sources of data and methods for assessing population health improvements. Prerequisite: Admission to Graduate Public Health Program or Department Consent  
3 credits, Letter graded (A, A-, B+, etc.)

HPH 525 Evaluating Programs and Policies to Improve Health  
This course introduces students to health policy analysis and public health program evaluation, two distinct fields that share similar tools, albeit with different goals in mind and approaches to meet these goals. Specifically, this course (1) draws on economics, epidemiology, political science, and biostatistics to prepare students to conduct holistic analyses of health policy issues; (2) prepares students to plan a program evaluation; and (3) prepares students to evaluate public policy options. Prerequisite: Admission to Graduate Public Health Program or Department Consent  
3 credits, Letter graded (A, A-, B+, etc.)

HPH 527 Health Economics and Policy  
This course will provide students with a comprehensive view of the reasons behind the rapid rise in medical expenditures in the United States over nearly four decades, and the measures that have been proposed to address this problem. This course will cover the following topics: the demand and supply of medical care; the dynamics of competition in the health care industry; the role of government in medical care; general understanding of health care institutions, including Medicare, Medicaid, managed care, hospital and physician behavior, and pharmaceutical markets; and health care reform. Prerequisite: Admission to Graduate Public Health Program or Department Consent  
3 credits, Letter graded (A, A-, B+, etc.)

HPH 529 Fundamentals of Healthcare Management  
This course provides students with an overview of concepts and issues related to healthcare leadership. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and supervisory to mid-level management. It is designed for the Health Policy and Management concentration but is open to all MPH students. Prerequisite: Admission to Graduate Public Health Program or Department Consent.  
3 credits, Letter graded (A, A-, B+, etc.)

HPH 534 Spatial Analysis: Health Applications  
This course is an intermediate level graduate course in the application of spatial methods for analyzing environmental exposure and disease data. Students with backgrounds in epidemiology, public health, environmental health, biostatistics, community health, biology, sociology, psychology, marine and atmospheric sciences, geosciences, demography, and geography are particularly encouraged to participate. Although the course will focus on examples related to human health, graduate students in other disciplines will find the course useful for specific and appropriately defined research purposes. Techniques for spatially analyzing point patterns and aggregated data in polygons will be introduced, including autocorrelation, clustering analysis, geostatistical smoothing, and approaches for spatial regression. Consideration of space-time variability will also be covered. This course includes theoretical elements so that the student will learn to appreciate strengths and weaknesses of different spatial approaches.Prior course in GIS or equivalent, as determined by consent from the instructor required. Students need a foundational knowledge of Geographic Information Systems (GIS) software. This requirement can be met by completing GSS 313: GIS Design and Application I (if available), by completing other Introduction to GIS courses at Stony Brook or elsewhere, or by self-teaching using the following book: Getting to Know ArcGIS Desktop by Tim Ormsby, Eileen Napoleon, and Robert Burke. Prerequisite: Admission to Graduate Public Health Program or Department Consent  
3 credits, Letter graded (A, A-, B+, etc.)

HPH 535 Clinical and Community Preventive Medicine  
This course prepares residents to transition from the role of learners to practitioners of preventive medicine. Didactic lectures emphasize clinical preventive medicine, which entails mastering the science of preventive medicine practice, grounded in the evidence-based clinical preventive services guidelines as developed by the United States Preventive Services Task Force (USPSTF) [i.e. screenings, behavioral counseling, and chemoprophylaxis/preventive medications], while case-based simulated sessions provide an opportunity to become skilled in the art of preventive medicine practice, built upon the principles of lifestyle medicine, motivational intervention, brief action planning and other evidence-based strategies for health behavior change. The work of the preventive medicine physician in public health, referred to as community preventive medicine or community medicine, is also covered in this course, including the Community Preventive Services (CPSTF) guidelines, to help prepare residents for the medical practice of prevention in the public health domain. The role of the preventive medicine physician in the seamless integration and effective collaboration between clinical medicine and public health is emphasized where appropriate. Prerequisite: Admission to Graduate Public Health Program or Department Consent  
3 credits, Letter graded (A, A-, B+, etc.)

HPH 542 Introduction to Global Health  
This course will provide an introduction to the field of global health and challenge students to think about how a global perspective could enhance their future practice. The course is designed for MD and MPH students, and is open to students from related graduate programs with instructor permission. This course will explore core concepts in global health, including its definition and origin; how to measure the global burden of disease; recent progress and current challenges; social inequalities in health; health systems; and
global stakeholders. It will also apply such concepts to major global health topics, with lectures focused on such areas as HIV/AIDS, child health and immunization, chronic disease epidemiology and sexual violence.

2 credits, S/F graded

**HPH 549 Public Health Law**

This course is a survey of legal and policy issues that have special relevance for public health professionals. Topics may vary, but typically will include many of the following: structure of the U.S. legal system; power of state governments in matters affecting health care; governmental power and the right to privacy; constitutional issues in social welfare benefits; governmental regulation of health care providers and payers; the scope and discretion of administrative agencies in health care; the antitrust laws; the fraud and abuse laws; and negligence in the delivery and financing of health care. Prerequisite: Admission to Graduate Public Health Program.

3 credits, Letter graded (A, A-, B+, etc.)

**HPH 550 Theories of Health Behavior and Communication**

In this survey theory course, students learn about the major health behavior and health communication theories that are used in population health research and practice. Rather than simply cataloguing each theory in turn, this course takes a constant, comparative, approach to the learning of theories, in which theories are dissected to their core elements and compared to each other in order to understand the points of convergence and divergence among them. The goal in taking this comparative approach is application: by knowing the core elements of various theories, students will more easily be able to choose appropriate theories to explain population health problems of interest and consider the design of interventions that are appropriate to achieve improvements in the educational, behavioral and environmental factors that may contribute to the problem. In addition to covering traditional individual-level behavior change and health communication theories, this course will focus on social change and systems theories, challenging students to think about the role of social context and systems on health behavior and health communication to achieve population health improvements. Finally, after learning about commonly-used theories in the field of public health, students will learn about and critique theories that are less-commonly used (such as new and emerging theories in the literature) and have important implications for future research, practice, and further theory development and testing among populations. Prerequisite: Admission to Graduate Public Health Program or Department Consent.

3 credits, Letter graded (A, A-, B+, etc.)

**HPH 551 Practice of Health Communications**

This course provides an overview of health communication. The course will introduce theories concerning health communication, and build on such to provide practical approaches to interpersonal and organizational health communication, risk communication, and media campaigns. Students will learn to collect, organize, and convey information effectively to different audiences important to public health initiatives. Throughout, the course will emphasize how health literacy and cultural beliefs influence effective communication, and students will be challenged to develop communication tools (e.g., social marketing campaigns, presentations, op-eds) optimized for a specific population. Prerequisite: Admission to Graduate Public Health Program or Department Consent.

3 credits, Letter graded (A, A-, B+, etc.)

**HPH 552 Planning and Implementing Community Health Initiatives**

In this course, students learn how to develop theoretically-informed and evidence-based community health initiatives. Over the course of the semester, students work on developing their own culturally-competent community health initiatives, each of which is targeted at a particular population with a specific health need. Each student learns how to assess community needs and assets using a variety of methods, elaborate an initiative's theory of change through use of logic model, design theoretically-informed intervention activities appropriate to the needs/assets identified, create a budget and organizational structure, and engage key stakeholders at every facet of development and implementation of the community health initiative. Students work together in the same small group over the course of the semester to get give feedback and hone their individual projects. Through this intense group work, students both (1) learn how to apply course concepts to several particular community health problems and (2) gain skills for working in teams on community health initiative planning and implementation. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 550.

3 credits, Letter graded (A, A-, B+, etc.)

**HPH 553 Advanced Evaluation of Community Health Initiatives**

This course prepares students to plan, implement, and utilize an evaluation of a community health initiative. Basic principles and practices of evaluation are addressed, including identifying the goals of a community health initiative; designing an evaluation plan that can determine if the initiative's goals are achieved; implementing an evaluation plan; interacting with stakeholders; and using evaluation results to improve performance. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 525.

3 credits, Letter graded (A, A-, B+, etc.)

**HPH 554 Principles of Health Education & Promotion**

This course aims to provide students with the historical, theoretical, and philosophical foundations of health education and promotion. Students will be given the tools to work with community and patient populations. Students will be equipped with the knowledge, skills, and attitudes to raise people's health awareness, as well as the tools needed to teach people how to reduce their risk of disease and promote health. All students will be required to design a health education and promotion program using the knowledge and skills learned in the course. Prerequisite: Admission to Graduate Public Health Program or Department Consent.

3 credits, Letter graded (A, A-, B+, etc.)
HPH 555 Global Health and Demography
This course introduces students to the basic theory and methods employed in the study of demography. The students will understand life table methodology, population projection, sources of demographic data, patterns in global fertility and mortality, the demographic transition, current patterns in fertility, marriage and work, abortion and contraception, and fertility/mortality interrelationships. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 501 and HPH 506. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 559 Advanced Research Methods
This course will provide students with an in-depth review of principles of public health research methods. Emphasis will be placed on conceptualization of research questions, evaluation of research design, sample size, and issues related to potential threats to validity within a public/applied setting. Additionally, students will become familiar with how to evaluate methods used in published literature and to design their own research projects. Course topics will include how to obtain secondary data, sample size calculation, risk adjustment, bias, confounding, and interaction. The instructor will work with students as they develop their own analytic project proposals. Students will be expected to implement their proposed research in HPH 560 Advanced Biostatistics in the following semester. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 507 and HPH 501. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 560 Applied Biostatistics
Students learn to formulate a scientific question in terms of a statistical model, leading to objective and quantitative answers. Topics may include analysis of variance, regression, including details of data-analytic techniques and implications for study design, measures of association, 2x2 tables, stratification, matched pairs, logistic regression, model building, analysis of rates, and survival data analysis using proportional hazards models. The course stresses applications in epidemiology, and other areas of public health research. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 507 and HPH 559. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 562 Data Management and Informatics
This course provides students with an introduction to the principles of public health informatics and data management using the SAS systems. Lectures and labs will be aimed at developing hands-on skills about how to create, maintain, and manage databases using the SAS Systems for Windows, a major software package used frequently in public health and clinical research. In addition, the student will learn how to retrieve and summarize information about population health from major public health information systems in the U.S. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 501 and HPH 506. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 564 Qualitative Methods
In this course, students learn about the logic, theory, and methods of qualitative research within population health and related fields (e.g., social welfare, nursing, medicine, sociology, and psychology). The course begins with an introduction to the epistemological and ontological underpinnings of qualitative inquiry, with special attention to how these factors affect the types of research questions often asked (and answered) by qualitative researchers. Students then learn the nuts-and-bolts of qualitative research design and data collection through review of existing qualitative studies and hands-on application. Homework and in-class exercises over the course of the semester give students practice in (a) designing a feasible qualitative research study, and (b) collecting three kinds of qualitative data: participant observation, in-depth interviews, and focus groups. The course concludes with an overview of steps for data analysis, including coding, memo-writing, and triangulation. Emphasized throughout the course are methodological issues germane to qualitative (and quantitative) research: reflexivity of the researcher, appropriate treatment of human subjects, and obtaining quality data. Prerequisite: Admission to Graduate Public Health Program or Department Consent; HPH 501. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 566 Clinical Trials
This course introduces the design, conduct, and analysis of clinical trials. Topics will include types of clinical trials, study design, treatment allocation, randomization and stratification, quality control, sample size requirements, patient consent, and interpretation of results. 2 credits, Letter graded (A, A-, B+, etc.)

HPH 575 Public Health Internship
This course is an applied internship in a public, not-for-profit, or private sector organization that provides a public health service. Students will gain practical public health skills though a semester long internship. The student will work in the organization and prepares a weekly journal of activities, as well as a paper at the conclusion of the course, applying program knowledge to the internship activities. Graduate Graded and may be repeated for credit. MPH Academic Coordinator consent required. Prerequisite: Admission to Graduate Public Health Program and Department Consent; 0-12 credits, Letter graded (A, A-, B+, etc.)

HPH 580 Practicum
The Practicum is a planned experience in a supervised and evaluated public health-related practice setting. A journal of fieldwork and a project, with a written report, are required. Students will be expected to demonstrate their "capacity to organize, analyze, interpret and communicate knowledge in an applied manner." Health departments, as well as a variety of other local organizations, offer a wide array of potential sites for the Practicum experience. Permission of MPH Academic Coordinator is required. Prerequisite: Admission to Graduate Public Health Program and Department Consent. 3 credits, Letter graded (A, A-, B+, etc.)

HPH 581 Capstone
This course will assist students in synthesizing basic public health knowledge through completion of several competency-driven learning experiences. Most core and concentration course work must be completed before the student can participate in Capstone. Students will be introduced to the process of writing grant proposals and developing budgets, professional networking with non-academic community partners, publishing in the scientific literature; communicating practice-based projects in both oral and poster presentation formats, and planning for their future careers as public health professionals. They will self-assess their own conflict styles and apply negotiation and mediation skills to address community and/or organizational challenges, and reflect on their conflict styles when considering case studies. Students will also engage in inter-professional education learning activities to improve their understanding and communication of their roles, values/ethics, and how to work effectively as part of an inter-professional team. Students will apply systems thinking to a case study to create a logic model that demonstrates the complex systems involved in a population health issue. Lastly, they will present their own work as part of their Practicum to fellow students, and discuss career plans. Permission of MPH Academic Coordinator is required. Prerequisite: Admission to Graduate Public Health Program and Department Consent
3 credits, Letter graded (A, A-, B+, etc.)

**HPH 585 Introduction to Biostatistics & Epidemiology**

This course is an introduction to the principles of statistical methods and epidemiology and their application in the health sciences. The student will develop a basic understanding of statistics, epidemiology, and interpretation of research studies in order to communicate risk and scientific evidence to colleagues and the public, directly or through the press. Prerequisite: Admission to Graduate Public Health Program or Department Consent
3 credits, Letter graded (A, A-, B+, etc.)

**HPH 590 Research Practicum**

The goal of Research Practicum is to mentor students to successfully complete their research requirements. Expectations are that students will register for Research Practicum for three consecutive semesters. The Research Practicum is a planned experience with expectations identified each semester in conjunction with a research mentor and faculty supervisor. A practicum proposal, analysis report, and final deliverable (NIH proposal, Foundation proposal, or peer reviewed publication) are required.
0-9 credits, Letter graded (A, A-, B+, etc.)

**HPH 599 Maintenance of Matriculation**

This course is for students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses and/or master's project. Students will be graded S/F. Prerequisite: Admission to Graduate Public Health Program and Department Consent
0-3 credits, S/F graded

**HSC**

**HSC 500 Health, Sciences and Society**

Interdisciplinary course for HSC students (Nursing, Social Welfare, Dental Medicine, Health Technology and Management, Medicine and Public Health). Topics include communication, health economics, scope of practice, ethics, law, policy, public health and medical informatics.
3 credits, Letter graded (A, A-, B+, etc.)

**HTM**

**HTM 39 Radiologic Technology Program**

This course is offered as a continuation of the Health Science major concentration in Radiologic Technology. The course contains both a clinical and didactic component, and satisfies the clinical requirements necessary to be eligible for the national registry and certification exams as well as NYSDOH licensing.
0 credit, S/F graded

**HTM 49 Radiation Therapy Program**

This course is offered as a continuation of the Health Science major concentration in Radiation Therapy. The course contains both a clinical and didactic component, and satisfies the clinical requirements necessary to be eligible for the national registry and certification exams as well as NYSDOH licensing.
0 credit, S/F graded

**HTM 59 Nuclear Medicine Technology Program**

This course is offered as a continuation of the Health Science major concentration in Nuclear Medicine Technology. The course contains both a clinical and didactic component, and satisfies the clinical requirements necessary to be eligible for the national registry and certification exams.
0 credit, S/F graded

**HTM 69 Medical Dosimetry Program**

This course is offered as a continuation of the Health Science major concentration in Medical Dosimetry. The course contains both a clinical and didactic component and satisfies the clinical requirements necessary to be eligible for the national certification exam.
0 credit, S/F graded

**HTM 79 EMT-Paramedic Program**

The EMT-Paramedic training program is designed to train effective and compassionate paramedics in accordance with standards established by the United States Department of Transportation. Upon successful completion of the program, students will be eligible to take examinations for national and New York State certification.

0 credit, S/F graded

**HTM 98 Clinical Continuation**
This course is for SHTM non-credit program students continuing with clinicals.  
0 credit, S/F graded

**HTM 99 Anesthesia Technology Program**

This course is offered as a continuation of the Health Science major concentration in Anesthesia Technology. The course contains both a clinical and didactic component, and satisfies the clinical requirements necessary to be eligible for the national certification exams.

0 credit, S/F graded

**HWC**

**HWC 210 Overview of the Social Work Profession**

Introduces the student to the field of social work. Provides an overview of the variety of settings in which social workers practice. Describes the knowledge, values, and skills which social workers use in order to help individuals, families, groups, and communities.

1 credit

**HWC 300 Introduction to Fields of Practice**

This course exposes students to various social service delivery systems. Field visits, reports, guest speakers, lectures, and small group discussion are included. Agencies such as youth development associations, public schools, criminal justice systems, mental health and health systems will be observed. The social worker’s role in such agencies, and identification and utilization of community resources are emphasized.

4 credits

**HWC 301 Field Education I**

Places students in settings conducive to generalist practice. Prepares students to fulfill social work roles and functions within the social welfare system. Supervision provided by an M.S.W. Students graded S/F. Corequisite: HWC 306 and 315. Prerequisites: HWC 300 and 305

6 credits, S/F graded

**HWC 302 Field Education II**

A continuation of HWC 301. Students will be graded S/F. Corequisite: HWC 307 and HWC 316. Prerequisites: HWC 300, 301, 305 and 306

6 credits, S/F graded

**HWC 304 Contemporary Social Justice Issues**

This course explores the meaning of social justice and its presentation in our society. Examines the impact of social injustice and discusses the individuals, organizations, and communities who fight to combat the presence of injustice. Provides an understanding of social problems and the plight of populations who do not benefit from a socially just society. Analyzes effective methods utilized to eradicate the sources of oppression and organizational responses that address injustice and bring balance to the equitable experiences of individuals, groups, and communities.

3 credits

**HWC 305 Practice Processes in Social Work I**

This course is the first of a three-semester sequence (HWC 305, 306, 307) designed to develop students values, knowledge and skill base in order to enable them to work as generalist practitioners in various social work areas of practice. This course focuses on beginning development of social work knowledge, values, and skills in engagement, assessment, and intervention across the spectrum of social work practice. Emphasis is on practice skills in problem/need identification and prioritization, data collection, strength based assessment, goal setting, selection and implementation of appropriate interventions, evaluation and endings. It is organized around the values of respect for the dignity of others, appreciation of cultural differences and diverse lifestyles, belief in the right of self-determination, confidentiality and the right for the client(s) to participate in goal setting and the implementation of action. The course aim is to provide students with an understanding of 1) the ecological perspective in examining the situation; 2) the problem solving process utilized in social work intervention; 3) the strengths perspective in assessment, intervention and evaluation; 4) the ability to evaluate the effectiveness of interventions taking into account human diversity and services to historically oppressed and devalued people; and 5) how the policies of the agency facilitate or hinder the provision of needed services. It will also focus on a beginning development of professional self-assessment and identity. Corequisite: HWC 300.

3 credits

**HWC 306 Practice Processes in Social Work II**

The School of Social Welfare recognizes that the problems facing individuals with whom social workers are concerned evolve from the existence, nature and impact of oppression. This belief acknowledges that many human problems reflect the workings of social systems, which oppress members of specific groups in society. In this course, we will build on the knowledge, values and skills of the processes discussed in HWC 305. Students will further their knowledge of structural oppression and develop greater understanding of their roles as change agents and methods used across the micro-mezzo-macro levels of practice. Students will further develop their application of: 1) needs and strengths assessment; 2) problem identification and definition; 3) direction planning; 4) collaborative goal determination; 5) information gathering/investigation; 6) implementation; and 7) assessment and evaluation. Corequisite: HWC 301 and 315. Prerequisites: HWC 300 and 305.

3 credits

**HWC 307 Practice Processes in Social Work III**

This course builds on the generalist foundation of social work practice courses. HWC 305 and HWC 306 and continues the development of the student’s professional identity for work in the various social welfare fields of practice. It will
emphasize the generalist social work approach in working across the micro-mezzo-macro levels of practice, as well as explore the nature and application of a variety of interventive modalities. It will provide knowledge and skills in areas of generalist social work practice, within the framework of social work values, a strengths perspective and the School’s mission of empowerment, valuing diversity, overcoming oppression and striving for social justice. Corequisite: HWC 302 and HWC 316. Prerequisites: HWC 301 and HWC 306.

3 credits

HWC 308 Human Behavior and the Social Environment I

Introduces a framework for understanding how individuals and families grow, develop and change within their social environment. Interpersonal, intrapersonal and sociostructural theories and their impact on special populations, especially groups that have been historically oppressed, devalued and alienated in society are critiqued.

3 credits

HWC 309 Human Behavior and the Social Environment II

A continuation of HWC 308. This course emphasizes an understanding of the life course, the role of time, social events, trauma and the developmental process. Social institutions and their impact on people generally oppressed in society and the role of empowerment are examined.

Prerequisite: HWC 308

3 credits

HWC 310 The Political Economy of Social Welfare

This course introduces a political economic framework for viewing social welfare in the United States. Basic political economic determinants of social problems, policies and programs are examined. This course focuses on the role of the state, conflict, power, class structure and ideology as they relate to such problems as poverty, inequality, racism and sexism.

3 credits

HWC 311 Social Welfare Policy, Services and Analysis

This course presents the history and basic concepts underlying the development of social welfare in the United States. Identification and interrelationships of social values and structures, political factors and economic conditions in understanding the evolution of social welfare and the profession of social work are emphasized. Presents an analytical framework which enables students to examine social welfare policy according to a disciplined, systematic process built upon the values of social justice and equality, empowerment and self-determination.

3 credits

HWC 312 Social Welfare Policy and Institutional Oppression

Builds upon the foundation provided in HWC 311 and expands the student's understanding of the complex interrelationships characterizing American society which result in social injustice, inequality and oppression. Views the policies and programs of the public welfare, health, mental health, housing and criminal justice systems through the lens of five basic sources of oppression in American society racism, sexism, classism, ageism and heterosexism. Prerequisite: HWC 311

3 credits

HWC 313 Research in Social Work I

This course provides instruction in introductory concepts and methods of social research. Focuses on examining the various methods researchers use to collect data relevant to social work practice, such as survey, experimental design, field research and unobtrusive design.

3 credits

HWC 314 Research in Social Work II

Explicates data analytic procedures used in analyzing data relevant to social work practice. Examines basic descriptive statistics (e.g., frequencies and percentages, mean, median, mode, variance, standard deviation) and bivariate (e.g., Pearson's r, chi-square, t-test) as the major focus of the course.

3 credits

HWC 315 Integrating Seminar I

Provides an opportunity for the integration, within the framework of the mission of the school, of the knowledge, skills and professional values acquired and developed through course work and field education experience. Corequisite: HWC 301 and 306.

3 credits

HWC 316 Integrating Seminar II

Builds on HWC 315. Corequisite: HWC 301 and 306.

Prerequisite: HWC 315

3 credits

HWC 317 Issues in Death and Dying; Loss and Separation

This course provides an overview of the knowledge, values, policy and skills underlying effective entry-level practice with dying and grieving clients. The interrelationship of psychological, interpersonal, family, institutional, community and cultural dynamics of dying and grieving are covered. Permission required for students not enrolled in the School of Social Welfare.

3 credits

HWC 321 Ethnic Sensitive Social Work Practice

Provides a theoretical framework and focuses on the development of skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Skills in working for institutional change and social justice are emphasized.

3 credits
Explores the social, political and economic conditions related to aging in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective.

3 credits

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss is a special population that is often overlooked. Studies explore the emotional response of young people who grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to assist in healing wounded children. Upon completion, students will have an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents.

3 credits

This course presents an overview of concepts of anger management within a holistic context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Anger management strategies that can be taught to clients as part of an intervention plan will be introduced. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined.

3 credits

This course provides theoretical and substantive content that will enable students to gain knowledge, understanding, and skill in relation to crisis intervention in social work practice. This course defines crisis, provides examples of the types of crises workers will face in various fields of practice, explores the role of the social worker, and the range of interventions needed in response to crisis situations. Permission required for students not enrolled in the School of Social Welfare.

3 credits

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding health care. This course familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on health care modalities.

3 credits

Case management has grown dramatically in the human service field over the last twenty years in response to the growing service needs of individuals and families facing complex life situations and issues. It examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often oppressed populations.

3 credits

There is an increasing integration of complementary medicine and allopathic medicine. As health professionals, it is important to understand the beliefs and practices of our clients in order to maximize their options and choices. Professionals must be knowledgeable about the healing traditions anchored in different cultures and ethnicity.

3 credits

Movies have been a useful medium that can illustrate current social issues and family dynamics, as well as policy and research dilemmas. Each week, a film with a central practice/research/policy issue provides the basis for a lecture and class discussion. Topics focus on a variety of social issues such as family dynamics, bereavement, adoption, domestic violence, abuse, residential placement, policy and research.

3 credits

This course is an introduction to the practice of school social work. It gives an overview of the central issues that occur in schools. It discusses strategies to build a positive and safe school climate for diverse and disenfranchised populations. It examines the social/political context of working in the school and the impact of policies such as the Common Core, NCLB and Race to the Top. Topics will also include working with students struggling with psychiatric, psychological, substance use, and familial issues as well as assisting students in special education. An overview of crisis intervention techniques will be presented.

3 credits

Deals with children of alcoholic parents, how parents illnesses affect the social, emotional and educational development of their children, and the survival roles children assume in order to live in troubled, alcoholic families. It emphasizes identification and intervention strategies with children who suffer from parental alcoholism when they are seen in settings other than home or social service agencies, such as school and youth programs.

3 credits

This course is an examination of the history and development of alcohol and substance abuse problems in the United
States. It focuses on the etiology, psychopharmacology and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Permission required for students not enrolled in the School of Social Welfare.

3 credits

HWC 345 Social Work and Human Rights

The goals of social work are intertwined with the premise that the realization of universal human rights are essential to a just and ordered society. This class stresses the need for social workers to use a human rights framework for practice, especially in our interconnected global economy. Social workers can be vital to envisioning a just and equitable world and can be the architects laying the groundwork of that world's creation. Human rights can help link micro practice to macro practice and connect the varying roles of the social worker. This course will examine human rights, social work as a human rights profession, and in particular, vulnerable populations. This class will highlight timely issues such as human trafficking and environmental justice.

3 credits

HWC 349 Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals interactions with the health and human service delivery system will be explored.

3 credits

HWC 351 Law and Social Change

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice. Permission required for students not enrolled in the School of Social Welfare.

3 credits

HWC 361 Implications of Racism for Social Welfare

This course examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model". It examines the historical relationship between racism and social welfare policies, programs and practice, as well as contemporary strategies for change.

3 credits

HWC 362 Implications of Child Abuse and Maltreatment

Introduces child maltreatment via its history and how its recognition progressed to spur many to become advocates for the prevention of child abuse. Topics include identification, reporting and interviewing. Social and economic pressures on the family are examined.

3 credits

HWC 363 Homelessness, Politics and Public Health

This course analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. Emphasizes the political and economic context that has made homelessness a major social problem.

3 credits

HWC 364 The Impact of Sexual Assault

Introduction to the incidence and prevalence of childhood sexual abuse. Covered are definition issues, family dynamics, symptoms, assessment techniques, treatment modalities and strategies utilized with the survivor. Issues related to offenders and offender treatment are addressed, as well as ethical and legal dilemmas. Cultural dynamics in sexual abuse related to childhood sexual trauma will be emphasized. Students should develop an understanding and ability to critically analyze current research.

3 credits

HWC 369 Youth and Violence

This course examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted. Permission required for students not enrolled in the School of Social Welfare.

3 credits

HWC 375 Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. It examines the evaluation of child welfare services and the role of child care workers. Examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/political context. Services in relation to the changing roles of the family and emergence of child care are covered.

3 credits

HWC 379 Special Topics in Social Welfare

These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develops specific modules that address one or more of these issues. Permission required for students not enrolled in the School of Social Welfare.

3 credits

HWC 380 Overview of Family Violence

This course is an overview of the phenomenon of family violence in the United States including child abuse, intimate partner violence (IPV) and elder abuse. Incidence and prevalence regarding each form of family violence will
be reviewed as well as etiology, current evidence-based treatment modalities and competing political ideologies. Particular focus will be on the current research for each type of family violence and policy directives that emanate. This course also explores theories of etiology, including patriarchy, intergenerational family dynamics and substance abuse. It examines programmatic approaches and programs for batterers and prevention strategies. Co-scheduled with HWC 580.  
3 credits

HWC 390  HIV / AIDS  
This course focuses on the central aspects of the HIV/AIDS Pandemic, including the state of medical knowledge, HIV/AIDS and the law, prejudice and discrimination, AIDS activism and organizing, grief/death/dying, psychosocial issues, redefining the medical model, homophobia, racism, sexism and ableism in research, treatment and policy, IV drug use, drug treatment and other related issues. Upon completion of this course, students will have met the educational requirements established by the HIV Primary Care Medicaid Provider Agreement. This requirement is needed to conduct HIV pre- and post-test counseling in hospitals and clinic settings. Co-scheduled with HWC 590.  
3 credits

HWC 394  Continuation of Field Work Experience  
Continuation of placement in practice settings under supervision of a licensed M.S.W.
0 credit, S/F graded

HWC 395  Independent Study  
Independent study with an individual faculty member.
1-3 credits

HWC 399  Maintenance of Matriculation  
For students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses. Students will be graded S/F.
1 credit, S/F graded

HWC 500  Field Education I  
Placement in practice settings under supervision of a licensed M.S.W. Students will be graded S/F. Corequisite: HWC 513.  
4-6 credits, S/F graded

HWC 501  Field Education II  
A continuation of HWC 500. Students will be graded S/F. Corequisite: HWC 514. Prerequisites: HWC 500 and 513.  
4-6 credits, S/F graded

HWC 502  Field Education III  
Placement in advanced social work practice settings. Supervision provided by a licensed M.S.W. Students will be graded S/F. Corequisite depending on specialization: HWC 531 (for FYT) or HWC 564 (for IH) or HWC 570 (for CPPSA). Prerequisites: HWC 500, 501, 513 and 514  
4-6 credits, S/F graded

HWC 503  Field Education IV  
A continuation of HWC 502. Students will be graded S/F. Corequisite depending on specialization: HWC 571 (CPPSA), HWC 532 (FYT), HWC 565 (IH). Prerequisites: HWC 502  
4-6 credits, S/F graded

HWC 504  Human Behavior and the Social Environment: Critical Applications of Social Work Theory  
This course applies a multi-theoretical and critical approach to social inquiry in the examination of complex theories, metaperspectives, and knowledge about individuals, families, groups, organizations, institutions and urban, suburban, and rural communities. The course encourages students to maintain a view of people and their environments as heterogeneous and sociohistorically embedded, as well as adaptable and resilient. Throughout the course, special consideration is given to social and cultural diversity. Students will develop a multi-dimensional (e.g., social, psychological and cultural) understanding of human behavior as applied to contemporary issues in social work practice. Class meets two hours in-class and one hour of instructor directed assignments.  
3 credits, Letter graded (A, A-, B+, etc.)

HWC 505  Integrating Seminar  
This course extends the work covered in HBSE, by applying human behavior theory to social work practice situations. Students will integrate knowledge and skills acquired in social work practice, social justice, policy, field education and research courses to social and clinical issues across diverse topics. Class activities include experiential assignments and project based learning. This course prepares students to practice in interdisciplinary environments. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisite: HWC 504  
3 credits, Letter graded (A, A-, B+, etc.)

HWC 509  Foundations of Social Justice: Challenging Oppression  
This course explores the meaning of social justice within the context of political economy, human nature, and health policy. Examination will include the relation of historical implications within contemporary discourse. This course will analyze the foundations of power, privilege, and prejudice in the United States through the lens of social work ethics that values human rights, equality, respect, and health for all. Emphasis will be placed on the identification of social injustice, challenging institutional oppression, and the creation of effective methods to empower marginalized and oppressed populations. Class meets two hours in-class and one hour of instructor directed assignments. Corequisite: HWC 596  
3 credits, Letter graded (A, A-, B+, etc.)

HWC 510  Social Policy and Social Determinants  
This course builds upon the Foundations of Social Justice: Challenging Oppression course through the discussion and exploration of social policies, social determinants of health, and contemporary & historical social movements that
have arisen to challenge oppression. This course utilizes frameworks for social policy analysis while addressing continuing dilemmas in policy development. Experiential learning and beyond-the-classroom experiences introduce students to the processes and dynamics of social movements, social change, and their effects on social policy. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisite: HWC 509
3 credits, Letter graded (A, A-, B+, etc.)

HWC 511 Research I

Research I is the first part of a two-semester course sequence designed to prepare social work students to engage in research informed social work practice and practice informed social work research and evaluation. The first semester (HWC511) provides an overview of the research process from both quantitative and qualitative perspectives and examines how a critical approach to research may form the basis of evidence-based social work practice and client empowerment. The course goes on to examine those elements of the research process that are common to all methodologies: the ethical conduct of research; literature searches and reviews; development of research questions and hypotheses; measurement; and sampling procedures. Quantitative data analysis is introduced in the form of univariate/descriptive statistics. Class meets two hours in-class and one hour of instructor directed assignments.
3 credits, Letter graded (A, A-, B+, etc.)

HWC 512 Research II

Research II is the second part of a two-semester course sequence designed to prepare social work students to engage in research informed social work practice and practice informed social work research and evaluation. The second semester (HWC512) follows-up on the first by examining specific data collection methods (experiments; surveys; interviews; focus groups; ethnographies; etc.), with attention given to understanding how these methods are used appropriately in social work research and evaluation processes. Quantitative data analysis procedures at the bivariate and multivariate levels (t-tests; ANOVA; correlation; regression; chi-square test, etc.), hypothesis testing, inferential statistics, and computer assisted data analysis using SPSS will be presented in the context of appropriate data collection methods. Emphasis placed on research proposal development and critical evaluation of research reports. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisite: HWC 511
3 credits, Letter graded (A, A-, B+, etc.)

HWC 513 Social Work Practice I

Provides a foundation for generalist practice, including the knowledge base, values and skill development necessary for ethical and effective practice with individuals, families, groups and communities. Students are introduced to the helping process across client systems and across the life span through a strengths perspective and empowerment approach to practice. Evidence-based short-term therapies are used to guide direct practice to address resilience and human development. Class meets two hours in-class and one hour of instructor directed assignments. Corequisite: HWC 500.

HWC 514 Social Work Practice II

A continuation of HWC 513. Revisits the helping process in greater depth with specific reference to special consideration for work with families, groups, communities and organizations. The broad range of social work roles across client systems is considered. Deepens knowledge of generalist practice, ethical practice and skill development. Corequisite: HWC 501. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisites: HWC 500 and 513
3 credits, Letter graded (A, A-, B+, etc.)

HWC 519 Psychopathology and Psychopharmacology

This course focuses on the concepts of mental health, mental disorders and the influence of culture on both. The mental health concerns of diverse social, racial and ethnic groups, particularly those historically devalued and oppressed are covered. In addition, the use and misuse of the classification system of the Diagnostic Statistical Manual (DSMIV) are examined. This examination includes the distinction between major mental disorders and other forms of dysfunctional behavior and the recognition of symptoms. Assessment of psychosocial functioning within a multi-cultural and gender role frame is emphasized. Social work values, roles, responsibilities and ethical considerations are detailed throughout the course. The role of the social worker as an integral member of the interdisciplinary mental health team is discussed. Class meets two hours in-class and one hour of instructor directed assignments. Prerequisites: HWC 500, 501, 504, 513 and 514
3 credits, Letter graded (A, A-, B+, etc.)

HWC 520 Advanced Social Work Practice with the Aged

This course examines concepts and strategies for working with the elderly at the primary, secondary and tertiary levels of intervention. It presents and critically analyzes a variety of approaches in working with the elderly and their families. Interventions with the well elderly living in the community, the elderly who suffer some disabilities but who are still living in the community and the elderly who are institutionalized are examined. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 521 Ethnic Sensitive Social Work Practice

Provides a theoretical framework and focuses on the development of the skills necessary to provide effective culturally sensitive social work services to diverse individuals, families, groups and communities. The special problems faced by groups traditionally devalued and oppressed are examined. Emphasizes skills in working for institutional change and social justice. Class meets two hours in-class and one additional hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 522 Human Sexuality
This course identifies personal attitudes and judgments about sexually related behaviors. Critically examines factual information derived from research in human sexuality and covers a wide range of sexual behavior from a knowledge base. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 523 Growing Old in America: The Social Conditions-Policy and Practice Implications

Explores the social, political and economic conditions related to aging including long-term care in this society. Identifies social policies and program formats that enhance wellness and support dependencies from a positive perspective. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 524 Children and Adolescents Who Grieve

Focuses on issues related to bereavement in children and young people. Children and adolescents who struggle with the crisis of loss is a special population that is often overlooked. Students explore the emotional response of young people who grieve. Mental health professionals that provide treatment to this population must acquire specialized knowledge and skills to address the needs of children and adolescents. Upon completion, students will have gained an increased understanding of the developmental implications of loss in childhood, assessment of bereavement, and treatment interventions specific to bereaved children and adolescents. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 525 Anger Management

This course presents an overview of concepts of anger management within a holistic context. Students learn how to recognize external manifestations of anger in themselves, clients, organizations and communities. Anger management strategies that can be taught to clients as part of an intervention plan will be introduced. Environmental and societal factors as "igniting events" of anger in individuals, families, groups and communities are examined. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 526 Crisis Intervention: Opportunities for Change

This course provides theoretical and substantive content that will enable students to gain knowledge, understanding, and skill in relation to crisis intervention in social work practice. This course defines crisis, provides examples of the types of crises workers will face in various fields of practice, explores the role of the social worker, and the range of interventions needed in response to crisis situations. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 527 Social Work in the Political Process: Campaign School

Limited to 20 second-year students. Instructor consent is required. The purpose of the course is to advance students' understanding of the political process and to expand students' repertoire of skills for participation in the political process. A prime focus is deepening students' commitment to engaging in the political process as a significant form of social work practice for social change. This is a hybrid course combining online content, in-class participation as well as required attendance at a 2-day Campaign School workshop at the University of Connecticut's School of Social Work in West Hartford. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 529 Complementary and Alternative Medicine

Human service workers are often required to discuss issues of health and healing. Many individuals, by virtue of their culture, experiences and/or choice, often adhere to a combination of nontraditional and traditional beliefs regarding healthcare. This course familiarizes students with those methods and beliefs most often found in specific cultures. Students will develop an appreciation of each practice in order to interact with clients from a strengths perspective and will gain an international perspective on healthcare modalities. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 530 Case Management in Human Services

Case management has grown dramatically in the human service field over the last twenty years in response to the growing service needs of individuals and families facing complex life situations and issues. Examines both the macro level and micro level issues facing case managers and agencies as they provide quality services to often oppressed populations. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 531 Advanced Practice Skills I: Developmental Processes

This course emphasizes the understanding of developmental theories and application to culturally responsive practice with families, youth, and young adults. Focus is placed on recognizing developmental issues and their implications for assessment, engagement, and early intervention strategies. Familial, cultural, and environmental factors that influence development are discussed. Corequisite: HWC 502 and 534. 3 credits, Fall semester. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 532 Family, Youth, and Transition to Adulthood Advanced Practice Skills II: Intervention Skills

Building on the knowledge and skills in Advanced Practice Skills I, this course focuses on enhancing clinical effectiveness in interactions with children, adolescents, and young adults by strengthening assessment and diagnostic skills and
understanding related advanced theory. Topics include child welfare related interviewing skills, parenting and communication, advanced solution-focused therapy, motivational interviewing, cognitive behavioral therapy, behavioral health assessment and interventions, rapid assessment tools, and forensic therapeutic interventions. All of these topics are addressed within a trauma- and culturally-responsive framework. Professional and ethical considerations, evaluation of intervention effectiveness, and service delivery in an agency context are woven throughout the course. Corequisite: HWC 503 and 535. 3 credits, Spring semester. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 533 Family Intervention in Health and Mental Health

This course focuses on family and marital problems. Environmental, social, economic, psychological and institutional pressures that affect family functioning are examined. Emphasis is placed on intervention skills. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 534 Advanced Policy Practice

This course surveys historical and current policies relevant to social work practice with families, youth, and young adults. Students will engage in policy analysis including a critical analysis of oppression and inequality in the context of child and family federal policies. In addition, the course will explore culturally sensitive skill development and competencies related to policy practice including social action and activism. Corequisite: HWC 502 and 531. 3 credits, Fall semester. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 535 Systems of Care: Critical Approaches and Analysis

This course provides a framework to examine the various systems of care affecting youth, families, and young adults. It explores advanced practice within local, state, and federal child welfare, education, and juvenile justice systems. Focus is placed on strategic planning, evaluation, program development, and organizational analysis including inter- and intra-organizational contexts. Corequisite: HWC 503 and 532. 3 credits, Spring Semester 3 credits, Letter graded (A, A-, B+, etc.)

HWC 538 Death and Dying; Loss and Separation

This course explores student values, attitudes, fears and conceptions relating to death and dying. Issues of loss and separation in relation to various age groups, cultural orientations and societal expectations are examined. The focus is on the acquisition of bereavement counseling skills. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 539 Ancestral Health Practices

There is an increasing integration of complementary medicine and allopathic medicine. As health professionals, it is important to understand the beliefs and practices of our clients in order to maximize their options and choices. Professionals must be knowledgeable about the healing traditions anchored in different cultures and ethnicity. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 540 Therapeutic Approaches for People with Disabilities

This course will provide a framework for practice with individuals with disabilities based on cognitive-behavioral and solution-focused therapies. Emphasis will be placed on understanding the acute issues facing individuals with disabilities primarily from a social model lens which focuses on socio-environmental constraints and barriers. These include limited human rights, access to care and treatment choices, and socio-cultural forces. Psychosocial factors will also be explored. The empirical knowledge base that informs and guides the assessment and#theory based interventions of individuals with disabilities will be examined and critiqued. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 541 Youth and Violence

Examines the etiology of youth at risk for violence, using ecological and interpersonal perspectives. Family, school and community risk factors are outlined as well as assessment, intervention and treatment issues. Successful prevention programs are highlighted. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 542 School Social Work: Practice Policy and Research

Examines the practice of school social work in an in depth manner. It gives an overview of the central issues that occur in schools. It discusses strategies to build a positive and safe school climate for diverse and disenfranchised populations. The course will cover evidenced-based practices including DBT and CBT for schools. It examines the social/ political context of working in the school. Topics will also include working with students struggling with psychiatric, psychological, substance use, and familial issues as well as assisting students in special education. Crisis intervention techniques and trauma-informed educational practices will be discussed. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 544 Overview of Substance Abuse

This course is an examination of the history and development of alcohol and substance abuse problems in the United States. It focuses on the etiology, psychopharmacology and ethical and legal ramifications of the use of licit and illicit substances in our culture. The course provides information on a variety of services available to drug abusers, addicted individuals and their families in the fields of prevention, education and treatment. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)
### HWC 545 Individual, Group and Family Treatment of Alcoholics and Substance Abusers

This course covers alcoholism and substance abuse as family illnesses and their stages of development, as well as the impact these illnesses have on the families of active and recovering alcoholics and substance abusers. Ethical dilemmas and treatment modalities including Self-help groups and on traditional and relatively recent modalities used in the treatment of addicted individuals and their families are focused on. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective. (Manhattan)

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 546 Working with Adult Children of Alcoholics and Substance Abusers

This course focuses on adult children of alcoholic parents and how parents' illness affects their children's social, emotional, and educational development from infancy to adulthood and into old age. Survival roles of children in alcoholic families and how these affect adult functioning are discussed. Examines ethical issues and the continuing effect family alcoholism has on adult children and the intervention strategies used in treatment. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 547 Managing Conflict: Groups, Organizations, and Communities (FYT) (CPPSA)

A major concern for health and human service managers is conflict in organization, community and group settings. The various types of conflicts and the concepts of negotiation and mediation as interventive strategies are considered. Didactic and experiential learning experiences are utilized. Focus is on analyzing conflict situations and selecting interventive strategies to reduce, contain or heighten the conflict situation. Oppressive conditions, structures and processes are considered major determinants of human suffering and individual and social problems; students examine how these oppressive conditions are present in conflict situations and consider ways of dealing with them. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 548 Adolescent Development and Health Promotion

The effect on adolescent development of physiological changes, relationships with peers and family, and societal expectations are examined. Emphasis is on the development of assessment and engagement skills for working with adolescents and their families to help counteract adolescent self-destructive behavior and promote well-being. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 549 Overview of Social Work with Special Populations

This course examines the issues that social workers must consider when working with traditionally disenfranchised populations. Emphasis will include micro and macro issues when intervening with gay and lesbian individuals, members of diverse racial and ethnic groups, and women, as well as others. The historic as well as contemporary experiences of these individuals' interactions with the health and human service delivery system will be explored. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 550 Culture-Centered Approach to Social Work Practice

This course provides students with an opportunity for self growth while preparing to work with individuals and their families from a culture-centered value base. Culture-centered foundation practice provides students with a frame of reference for better understanding and appreciation of the difference of their own culture from the cultures of others. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 551 Law and Social Change (CPPSA)

This course introduces students to the interrelationship of the legal process in the United States and the profession of social work. Focuses on the legal process in general, social welfare law, in particular, and the implications for effective social work practice.# Students will be required to explore and integrate the ways in which legal frameworks determine the nature of practice processes and structures within their chosen field of Specialization.# Permission required for students not enrolled in the School of Social Welfare.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 552 Lesbians and Gay Men: Issues in Health Care

This course is an examination of the critical impact that healthcare policies and services have on lesbians and gay men in American society. Issues related to access to care, discrimination, services, health insurance, healthcare resources within geographical areas and the health status of lesbians and gay men are examined. It focuses on the issues that lesbians and gay men encounter in their interactions with the healthcare system.

3 credits, Letter graded (A, A-, B+, etc.)

### HWC 553 Chemical Dependency in Special Populations

This course covers alcoholism and substance abuse with populations that have been traditionally devalued and oppressed. It focuses on development of skills and sensitivity to ethical issues and the needs of ethnic groups, women, the elderly, the mentally ill and LGBTQ people who are chemically dependent. Policy and practice issues related to these populations are considered. Class meets two hours in-class and one hour of instructor directed assignments.
This course prepares social workers for the variety of tasks related to supervisory practice in health care agencies. Supervision is introduced as a teaching process, as an administrative function and as a program development tool. Emphasis is on helping workers function effectively with culturally diverse clients, populations at risk and the chronically ill. Content includes: historical perspective of supervisory practice; supervisor and agency structure; the organizational context of practice; learning theories; concepts of power, authority and accountability; ethical and clinical issues; supervisory techniques, skill and self awareness; staff and program development and evaluation. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 556 Proposal Writing in the Health and Human Service Fields

This course provides a comprehensive study of the principles and methods used to prepare program, training, research, demonstration and other types of proposals. Extensive workshop practice in developing appropriate writing skills and in locating and accessing funding sources is included. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 558 Human Services Administration

An introduction to the practice of administration of public and non-profit agencies, theories of management including alternative decision-making models, understanding of organizational structure and process, external and internal functions including interagency collaboration and personnel and financial management, affirmative action and ethical issues. The course combines theory with case examples, practical exercises and other experiential learning modes. Advanced Practice Elective.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 559 Mental Health Evidence-Based Practice

This course develops the knowledge and skills necessary for working with individuals with a diagnosis of serious mental illness using recovery-oriented evidence-based practices. This course is designed for M.S.W. students and M.S.W. mental health practitioners. The course familiarizes students with evidence-based practices, within a recovery-oriented paradigm, as a general approach to practice as well as specific evidence-based practices to use for individuals with a diagnosis of serious mental illness. Students should have a basic knowledge of serious mental illness as pre- or co-requisite, however a review will be provided. Research literature is examined to determine the various levels of support for specific interventions and essential principles for translating research into practice. Appropriate treatment outcomes that reflect effective quality mental health practice are identified. Focus is on providing assessment and treatment to a diverse group of individuals with a diagnosis of serious mental illness. 3 credits

3 credits, Letter graded (A, A-, B+, etc.)

HWC 561 Implications of Racism for Social Welfare

This course examines personal and institutional racism in the United States and the effect racism has on the delivery of services to individuals who do not fit the traditional "American model". It examines the historical relationship between racism and social welfare policies, programs and practice, and contemporary strategies for change. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 563 Homelessness, Politics and Public Health

This course analyzes homelessness as an issue of social policy, including its history, recent causes and current demographics. It emphasizes the political and economic context that has made homelessness a major social problem. Class meets two hours in-class and one hour of instructor directed assignments.

3 credits, Letter graded (A, A-, B+, etc.)

HWC 564 Advanced Practice I: Assessment and Skills in Integrated Health

This course will build advanced competencies as applied in health and mental health settings. Students will learn how to conduct assessments that engage the family and the community, and develop skills for relationship building, care coordination, and strategies for defining and addressing the social determinants of health, utilizing interprofessional practice skills. Topics include primary prevention; acute and long term care; rehabilitation in inpatient and outpatient clinics; forensic social work; substance abuse; medically managed systems; chronic disease; HIV/AIDS; trauma and co-morbid psychiatric issues; cancer. Corequisite: HWC 502 and 574. 3 credits Fall semester

3 credits, Letter graded (A, A-, B+, etc.)

HWC 565 Advanced Practice II: Strategies and Interventions in Integrated Health

Building on the knowledge and skills in Advanced Practice I, students will learn current practice strategies, technological advancements, and interventions to address the major health concerns that impact society. Students will investigate population based treatments across systems that are trauma responsive, build on client's strengths, and that are culturally congruent. Corequisite: HWC 503 and 576. Prerequisite: HWC 564. 3 credits, Spring Semester

3 credits, Letter graded (A, A-, B+, etc.)

HWC 566 Student-Community Development Student Portfolio Project

Provides an opportunity for students to create a portfolio composed of various components that integrates the student's educational experiences and achievements in the Student-Community Development Specialization. Components may include literature reviews, abstracting research articles, analysis of field placements, and integration of social work and
student affairs literature. Class meets two hours in-class and one hour of instructor directed assignments. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 568 The Workings of the Brain: Practice Issues for Social Workers

Addresses the organization, development and functions of the brain and how this influences how we think, feel and behave. Causes of organic changes in the brain such as substance abuse, disease and injury are addressed. Advances in neuroscience that have aided in diagnosis and social work practice are covered. Innovative treatment modalities such as EMDR, biofeedback and vagal nerve implants are presented. Strongly emphasizes the combination of science and practice issues. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 569 Childhood Sexual Abuse and Long-Term Sequelae: Assessment and Intervention

Introduces students to the incidence and prevalence of childhood sexual abuse as a national problem. Covered are definition issues, sequelae during childhood, family constellation and adult sequelae. Addressed are assessment and current treatment modalities, particularly for families and offenders, as well as ethical and legal dilemmas and the subsequent health related difficulties of this childhood trauma. Special attention is paid to the cultural dynamics in sexual abuse. Students are expected to develop an awareness of and critically analyze current research. Focus is on examination of policy issues and legislation. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 570 Advanced Tools for Change: Practice I

Building on foundation knowledge, values and skills, this course will deepen student capacity to work for social change. Students will build their expertise using interpersonal communication, relationship building, organizing skills in select areas such as visioning, problem analysis, community engagement, assessment, action research and mobilizing communities to work for change. This course expands upon the students' learning in their first year policy courses to utilize advanced critical theories to analyze social problems and develop tools for social change with a special emphasis on community and empowerment. Corequisite: HWC 502 and 572. 3 credits, Fall Semester 3 credits, Letter graded (A, A-, B+, etc.)

HWC 571 Advanced Tools for Change: Practice II

Building on the knowledge and skills in the first semester of Advanced Tools for Social Change, Part II focuses on developing students' skills in analyzing issues, developing powerful arguments and communicating persuasively with multiple audiences using multiple media platforms. Using a lens of critical theories, students will learn to engage with and mobilize constituents, form coalitions, lobby policymakers and leverage political power to challenge systemic structures of power and privilege and effect positive social change in the areas of students' passion. Corequisite: HWC 503 and 573. 3 credits, Spring Semester 3 credits, Letter graded (A, A-, B+, etc.)

HWC 572 Leadership for Social Change

Leadership is widely understood as a critical success factor for advancing social change. In this class, students are educated to develop advanced leadership skills to create and sustain social-change organizations that address societal inequities. The course covers the many facets of social change leadership, including effective communication, strategic planning, and program development. The course will consider what it means to be a leader, the kinds of skills leaders need to succeed in diverse community settings, and what are the necessary preconditions for social change. Additional focus will be on anti-oppressive organizational and program development, management, resource development and financial management. Specific focus will be devoted to providing students with opportunities to develop their presentation and analysis skills and to receive peer feedback. Corequisite: HWC 502 and 570. 3 Credits, Fall Semester 3 credits, Letter graded (A, A-, B+, etc.)

HWC 573 Social and Political Change (Hybrid)

By its nature, social and political change is action oriented. This course will provide students with the opportunity and value, knowledge and skill based guidance to undertake an actual advocacy/community change oriented capstone project. Students will work with community based social change organizations on a social change project for approximately 35 hours during the semester in lieu of classroom meetings. During the 5 in-class meetings and online discussions, students will act as consultants to one another, reflecting on learning from project work, readings and other courses in the specialization. Corequisite: HWC 503 and 573. 3 credits, Spring Semester 3 credits, Letter graded (A, A-, B+, etc.)

HWC 574 Clinical Skills: Motivational Interviewing & Cognitive Behavioral Therapy in Integrated Health

This course introduces students to advanced evidence-based clinical modalities, that include group treatment, and short term interventions with an emphasis on Motivational Interviewing (MI) and Cognitive Behavioral Therapy (CBT) as applied in health and mental health care settings. Corequisite: HWC 502 and 564. 3 credits, Spring semester 3 credits, Letter graded (A, A-, B+, etc.)

HWC 575 Child Welfare: An Overview

This course covers the impact of historical and contemporary developments within the field of child welfare. It examines the evaluation of child welfare services and the role of child care workers. It also examines out-of-home care, foster care, group home care and institutional care within the context of traditional public/voluntary structure of services and the social/ political context. Services in relation to the changing roles of the family and emergence of child care are covered. Class
meets two hours in-class and one hour of instructor directed assignments.
3 credits, Letter graded (A, A-, B+, etc.)

HWC 576 Integrated Health: Advanced Health Policy Systems
The course will address local, federal, state, and organizational policies and funding mechanisms impacting health and mental health. Topics include recent developments in health care reform and current issues and trends in primary and behavioral health care integration. The course will emphasize diversity, health disparities, and social and economic justice. Corequisite: HWC 503 and 565. 3 credits, Fall semester
3 credits, Letter graded (A, A-, B+, etc.)

HWC 577 Program Evaluation
This course provides an in-depth analysis of the technical requirements of program evaluation and the organizational and political constraints that influence the evaluation process. Techniques in the design and implementation of evaluation research in the health and human services fields are covered. Prerequisites: HWC 511 and 512. 3 credits
3 credits, Letter graded (A, A-, B+, etc.)

HWC 578 Advanced Social Work with Groups
This course explores the principles and practice of group work in assisting clients to maximize psychosocial functioning. Class members will participate in an experience that encourages them to realize the power of group work process and usefulness of this modality. Group work techniques, context, dynamics, skills and the role of the group facilitator are discussed. In presenting group work with special populations students learn about the impact of issues including development, discrimination, illness, addiction and separation on the commonality of the human experience as it presents in group practice. 3 credits
3 credits, Letter graded (A, A-, B+, etc.)

HWC 579 Special Topics in Social Work
These courses examine significant timely issues confronting the profession. Topics include violence as a public health problem, issues of aging, racism, gender, AIDS, the media, and others. Topics vary each term as faculty develop specific modules that address one or more of these issues.# Class meets two hours in-class and one hour of instructor directed assignments.
3 credits, Letter graded (A, A-, B+, etc.)

HWC 581 Public Health and Community Health Intervention
This course examines many of the critical public health issues of today. Students gain an understanding of the concepts underlying social epidemiology and develop an appreciation of the ways in which the health status of different populations in this country is differentially impacted. Community health planning strategies (e.g. health promotion and health education) are examined. 3 credits
3 credits, Letter graded (A, A-, B+, etc.)

HWC 582 Organizational Dynamics and Legal and Ethical Issues in Health Care
This course examines some of the traditional, as well as newer, models through which healthcare services are delivered. Particular emphasis is given to the issue of access to health services as well as the location of the professional social worker within these systems. Students gain the ability to conceptualize many of the critical ethical and legal issues impacting the field today. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.
3 credits, Letter graded (A, A-, B+, etc.)

HWC 584 Community Analysis and Health Promotion
Explores diverse concepts of community, analyzes a range of community structures, processes and power relationships. Investigates contemporary models, strategies and tactics of community organizing and health promotion in the United States and in selected other countries and emphasizes efforts made by poor people, ethnic minorities of color and women to organize and mobilize community groups and movements. Highlights group and community analysis and organization skills. Class meets two hours in-class and one hour of instructor directed assignments. Advanced Practice Elective.
3 credits, Letter graded (A, A-, B+, etc.)

HWC 587 Social Work Practice with the Military and Military Families
This course focuses on the specific challenges of those who serve in the military and the response of social work practitioners to those challenges. The course will explore the nature of war, its impact on those who are wounded - physically and mentally -- and the impact of the military experience on them and their loved ones/caregivers. Particular emphasis will detail the impact of recent wars in Iraq and Afghanistan on returning veterans, many suffering with PTSD, Traumatic Brain Injury and substance abuse problems. Additional areas of exploration include the challenges faced by women in the military, the wounded, those who contemplate suicide. Intervention strategies and case material will enhance student understanding. 3 credits, Fall Semester
3 credits, Letter graded (A, A-, B+, etc.)

HWC 588 The Dynamics of Trauma
This course will examine the complexity and range of traumatic events. For example, the way temperament, genetic pre-disposition and environment impact traumatic reactions; as well as the physiological and psychological reactions that individuals experience. Throughout this course we will examine therapeutic interventions with different populations (children, adults, groups, elders) as they recover from trauma experiences. This course will cover the range of psychological models that comprise trauma theory and examine the protective factors that mediate post-traumatic growth. Throughout this course we will examine cultural, legal, judicial and policy issues that impact trauma treatments.
3 credits, Letter graded (A, A-, B+, etc.)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Grading</th>
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<tr>
<td>HWC 589</td>
<td>Therapeutic Interventions for Trauma</td>
<td>This course will examine therapeutic interventions with different populations (children, adults, groups, elders) as they recover from trauma experiences. The course will appraise the range of psychological models that comprise trauma theory and examine the promotive factors that mediate Post-traumatic Growth. Throughout this course we will examine cultural, legal, judicial and policy issues that impact trauma treatment.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 590</td>
<td>Overview of Family Violence</td>
<td>This advanced elective provides an overview of family violence in the United States including child abuse, intimate partner violence (IPV), and elder abuse. The course covers the etiology of each form of family violence, current evidence-based treatment modalities, and mental health and judicial approaches to these issues. Current research for each type of family violence and social policies will also be covered.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 591</td>
<td>Social Work Issues in Higher Education</td>
<td>Through an interdisciplinary approach, which draws from social work strengths and empowerment perspectives, student affairs perspectives, and college student development theories, this course emphasizes how community on the college campus is influenced and shaped. Historical developments in higher education and student development as well as the impact of societal issues are introduced. This course will follow a student-community development lens and discuss a variety of important topics in higher education including: overview of major policies and programming, campus safety, campus climate and inclusion, social determinants, financial aid, relationships, and mental health.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 592</td>
<td>Social Work in Education: Therapeutic Interventions</td>
<td>This course reviews a wide-range of clinical practice methods using a trauma-informed lens that are relevant to high school and higher education settings including crisis intervention, rapid assessment tools, biopsychosocial, and review of wellness and prevention services. Students are encouraged to critically examine components of contemporary education and to devise appropriate intervention strategies to accomplish the development of student-centered services, implement tele-mental health services, and a sense of community within education settings.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 593</td>
<td>Social Work in Higher Education: Wrap-around Care Services</td>
<td>This course reviews the care coordination involved in the many college student support services offered across various departments including offices of disability support services, counseling and health centers, athletics, student affairs, and campus and residential life. An understanding of the transition from high school to college service systems, transition to adult health care services, as well as how different higher education involved systems function on- and off-campus will also be discussed. Leadership development and social work practice roles to promote student success in higher education settings are emphasized.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 595</td>
<td>Independent Study</td>
<td>Independent study with an individual faculty member. Designation as enrichment or advanced practice elective is determined with faculty sponsor.</td>
<td>1-3</td>
<td>A, A-, B+, etc.</td>
<td>1-3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 598</td>
<td>Social Work Issues in Higher Education</td>
<td>This is an advanced practice elective course that introduces how political, socio-economic, cultural, and health issues impact higher education. This course prepares social workers to practice in college settings and with diverse student populations. Social issues on college campuses are emphasized including mental health, identity development, diversity and inclusion, leadership development, community organization, and social work practice roles in college settings.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 599</td>
<td>Maintenance of Matriculation</td>
<td>For students who are maintaining matriculation while engaging in consultation with faculty regarding completion of courses and/or the Master's Project. Students will be graded S/F.</td>
<td>1</td>
<td>S/F</td>
<td>1 credit, S/F graded</td>
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<td>HWC 600</td>
<td>Statistics I</td>
<td>Provides instruction in the computation, interpretation, and application of data analytic procedures used in social research. Discusses procedures such as descriptive statistics, chi-square, and t-tests, while examining their relevancy for analyzing issues in social work practice. Fall Term.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 601</td>
<td>Statistics II</td>
<td>Introduces students to multivariate techniques used in the analysis of various kinds of data. Analysis of Variance, Multiple Regression Analysis, Logistic Regression Analysis, and Log-Linear Regression Analysis, as well as more advanced techniques, such as path analysis and survival analysis, are discussed.</td>
<td>3</td>
<td>A, A-, B+, etc.</td>
<td>3 credits, Letter graded (A, A-, B+, etc.)</td>
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<td>HWC 602</td>
<td>Research Methods I</td>
<td>Presents an overview of the variety of research methodologies utilized in social science and social work, with the goal of providing students with the knowledge and competencies needed to develop and conduct their own research. The course will lead to a sophisticated understanding of the research process including the formulation of research questions, hypothesis development and testing, and choice of research method, involving both quantitative and qualitative methods. Material on quantitative designs will include experimental and quasi-experimental designs, data collection methodologies, scaling, instrument development, and</td>
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sampling procedures. Material on qualitative designs will address focus groups interviews, key informant interviews, participant observation, unobtrusive observation, text and content analysis, and the use of archival and historical data. Special attention is given to ethical and political issues in the conduct of research.

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 603 Research Methods II**

A continuation of HWC 602 Research Methods I.

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 604 Naturalistic and Qualitative Research**

Considered is the application of alternative research methods for different questions. The distinction between quantitative and qualitative approaches and methods in the analysis of qualitative data is explored.

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 606 Research Practicum I**

Students undertake significant and methodologically rigorous research involving design, implementation, analysis, and dissemination of a research project. The substantive areas will include health, mental health, or substance abuse. School of Social Welfare faculty, affiliated faculty members from the Health Sciences Center and University social science departments, and principal investigators in community research projects will serve as preceptors. Students will spend ten hours each week for two semesters in a practicum setting. Students have a supervised hands-on, practical experience with an ongoing research project. Typical activities include data analysis, interpretation of results, research report writing, subject recruitment and screening, instrument development, or data collection. The primary objective is to strengthen students’ ability to synthesize various phases and components of social research. A focus is on articulating linkages among the research questions, the data gathered to address these questions, the techniques selected for manipulating and analyzing the data, and the interpretation of findings. Students are encouraged to pursue publication stemming from the practicum. While the research practicum may not necessarily expose students to the specific population or problem of greatest interest to them, the skills or competencies mastered can prepare students methodologically to carry out their dissertation research plans.

3 credits, S/U grading

**HWC 607 Research Practicum II**

A continuation of HWC 606 Research Practicum I.

3 credits, S/U grading

**HWC 608 Social Welfare Policy Analysis I**

An analytical approach to public policy formulation in the areas of health, mental health, and substance abuse involving the impact of environmental forces on policy content. Considered are the effects of various institutional arrangements and political processes as well as inquiry into the consequences of various contemporary public policies. Tools and frameworks of policy analysis are examined. Policy alternatives and policy development and implementation are also considered.

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 609 Social Welfare Policy Analysis II**

A continuation of HWC 608 Social Welfare Policy Analysis I. Prerequisite: HWC 608. Spring

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 610 Organizational Theory and Social Welfare Administration**

The focus is on theories and methods available to planners and administrators who function in complex organizational settings. Decision making, political and economic factors, information systems, value conflicts, and adaptations of rational models to emerging realities will be studied. Health and mental health programs will be utilized as exemplars.

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 611 Knowledge Building in Social Work: The Philosophy of Applied Social Research**

An examination of the major currents of thought that shape the meta-theoretical, theoretical, and methodological issues related to knowledge building in social work. The impact of pragmatic philosophy on the current "science versus non-science" debate within social work is reviewed. Special attention is given to epistemological approaches and their relation to qualitative and quantitative research strategies. Fall

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 612 Social Science Theory for Social Welfare**

In this course, we explore the nature of social theory and the normative project of social welfare by examining theories of social justice, human rights and oppression. We consider the nature and structure of power, the role of ideology and their impact in a society defined by inequality. Social Construction and critical theory are particularly relevant as their assumptions align well with those of social welfare. Lastly, we explore the tensions and possibilities of democratic theories and ideals, given the current context, as a means to further social welfare normative project. Throughout the course, students are challenged to explore existing theory and, importantly, to learn and engage in the process of theorizing, themselves.

3 credits, Letter graded (A, A-, B+, etc.)

**HWC 613 Seminar in Social Work Education**

Focus is on the place of social work education in the university with attention to issues of current concern such as the integration of professional education with the scholarly research focus of other academic disciplines. Consideration will be given to educational program structure, content, curriculum development, evaluation, and teaching methodologies. Students will be required to teach a course in the B.S.W. or M.S.W. curriculum under mentorship of a senior faculty member.

3 credits, Letter graded (A, A-, B+, etc.)
HWC 614 Teaching Practicum
The teaching practicum is a supervised experience in teaching at the master's or undergraduate level in the School of Social Welfare, or in some aspect of academic administration, such as curriculum development, project planning, and/or proposal development. The educational practicum is typically available to doctoral students in the third year. An individualized plan will be developed for implementing the teaching practicum. Practica may include teaching a section of a required graduate/undergraduate course, working as a teaching assistant with a faculty member, and/or co-teaching and working with the curriculum committees and area sequences in curriculum development. Spring 3 credits, S/U grading

HWC 615 Dissertation Seminar I
Students are expected to survey the current state of the art in their area of interest and to develop a written prospectus on a question suitable for dissertation research. In the second semester, students will refine dissertation proposals through presentation and critique in the seminar. Specific techniques and alternatives in studying a variety of dissertation questions are compared. Spring 3 credits, Letter graded (A, A-, B+, etc.)

HWC 616 Dissertation Seminar II
A continuation of HWC 615 Dissertation Seminar I. 3 credits, Letter graded (A, A-, B+, etc.)

HWC 679 Special Topics in Policy Research
Discusses timely policy research issues such as violence as a public health problem, aging, racism, gender, AIDS, poverty and international social work. Topics vary each term as faculty develop specific modules that address one or more of these topics. Offered Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HWC 695 Independent Study
Spring, 3 credits, Letter graded (A, A-, B+, etc.)

HWC 699 Dissertation Research on Campus
Dissertation research under direction of advisor. Fall, 1-9 credits, S/U grading

HWC 700 Dissertation Research Off Campus - Domestic
Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place off-campus, but in the United States and/or U.S. provinces. Please note, Brookhaven National Labs and the Cold Spring Harbor Lab are considered on-campus. All international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor. Fall, Spring, 1-9 credits, S/U grading

HWC 701 Dissertation Research Off Campus - International

Prerequisite: Must be advanced to candidacy (G5). Major portion of research will take place outside of the United States and/or U.S. provinces. Domestic students have the option of the health plan and may also enroll in MEDEX. International students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed. International students who are not in their home country are charged for the mandatory health insurance. If they are to be covered by another insurance plan they must file a waiver be second week of classes. The charge will only be removed if other plan is deemed comparable.
Fall, Spring, 1-9 credits, S/U grading

HWC 800 Full Time SUMMER RESEARCH
F T SUMMER RESEARCH
0 credit, S/U grading

HWCA

HWCA 396 Community Learning and Professional Preparation Year I Part A
This first part of a required two-part course will provide foundational knowledge, values and skills to prepare the BSW Junior as a Social Work professional. Topics covered in this course include professional pathways, areas of practice, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required at two full-day events and designated workshops at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, U3 status) .5 credit, S/U grading

HWCA 397 Community Learning and Professional Preparation Year II Part A
This first part of a required two-part course will provide foundational knowledge, values and skills to prepare the BSW Senior as a Social Work professional for entry to the job market and MSW degree programs. Topics covered in this course include professional pathways, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required at two full-day events and designated workshops at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, U4 status) .5 credit, S/U grading

HWCA 596 Community Learning and Professional Preparation Year I Part A
This first part of a required two-part course will provide foundational knowledge, values and skills to prepare the student as a social work professional. Topics covered in this course include professional pathways, areas of practice, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required
at two full-day events at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G1 status. Co requisite HWC 509) .5 credit, S/U grading

HWCA 597 Community Learning and Professional Preparation Year II Part A

This first part of a required two-part course will provide advanced knowledge, values and skills to prepare the student as a Social Worker for entry into the profession. Topics covered in this course include professional pathways, licensure, advanced advocacy and professional communication skills, and other topics specific to the students' social work specialization. Attendance is required at two full-day events at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G2 status. Co requisite depending on specialization- HWC 534 (for FYT) or HWC 564 (for IH) or HWC 570 (for CPSA) .5 credit, S/U grading

HWCB

HWCB 396 Community Learning and Professional Preparation Year I Part B

This second part of a required two-part course will provide foundational knowledge, values and skills to prepare the BSW Junior as a Social Work professional. Topics covered in this course include professional pathways, areas of practice, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required at two full-day events and designated workshops at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G1 status. Co requisite HWC 509) .5 credit, S/U grading

HWCB 397 Community Learning and Professional Preparation Year II Part B

This second part of a required two-part course will provide foundational knowledge, values and skills to prepare the BSW Senior as a Social Work professional for entry to the job market and MSW degree programs. Topics covered in this course include professional pathways, advocacy and communication skills, and other topics specific to the students' social work education. Attendance is required at two full-day events and designated workshops at the Stony Brook campus per academic year. Dates will be posted at the beginning of the Fall term. Students graded S/U. (0.5 credit, G1 status. Co requisite HWC 509) .5 credit, S/U grading

HWL

HWL 500 Study at Touro Law

For students in the M.S.W./J.D. program and who are maintaining matriculation while enrolled at Touro Law Center. 0 credit, S/U grading

MCR

MCR 501 Experimental Clinical Research

This course will (1) introduce trainees to formulation of a research question and hypothesis testing and; (2) introduce trainees to various research methodologies and how they are used to answer clinical research questions. This is not a clinical trials design course but rather is focused on how a clinical paradigm is used to formulate a research question and develop a hypothesis. Summer, 1 credit, Letter graded (A, A-, B+, etc.)

MCR 506 Biostatistics 1 for Clinical Scientists

This is Part One of a two-part biostatistics training sequence. This course serves as an introduction to the principles and methodologies of biostatistics for clinical researchers. The material covered includes probability and distribution, descriptive statistics, point and interval estimation, hypothesis testing, correlation, linear regression, ANOVA, ANCOVA, logistical regression, survival analysis, and non-parametric tests.
MCR 507 Biostatistics II

The second course in biostatistics in the clinical scientists training sequence is intended to further acquaint the trainees with the commonly used procedures covered in the first course and to learn to apply these procedures to real and simulated datasets using statistical software. As part of the course requirement, the trainees will need to complete a course project analyzing an appropriate research data set. Spring, 3 credits, Letter graded (A, A-, B+, etc.)

MCR 514 Epidemiology for Clinical Scientists

The aims of this course are to introduce trainees to basic epidemiologic concepts, methods and topics, and to provide them with skills to critically evaluate published literature, interpret data, and develop evidence-based approach to medical practice. Upon completion, trainees will be able to apply basic epidemiologic principles and methods to problems encountered in clinical medicine. Co-requisite: MCR 506
Offered Fall, 3 credits, Letter graded (A, A-, B+, etc.)

MCR 525 Contemporary Topics in Clinical and Translational Research

This monthly lunchtime seminar is designed to expose clinical and basic science students to contemporary topics in clinical and translational research. Topics include: "-Omic", Biobanking and Biorepositories, Biomedical Informatics, Imaging and Big Data. Lunch will be provided.
1 credit, S/U grading

MCR 549 Legal and Regulatory Issues in Clinical Research

Major contemporary legal and regulatory issues associated with scientific research will be discussed. Additionally, this course will introduce students to the history behind the regulations that safeguard human subjects, will educate students in detail about their responsibilities as clinical investigators.
Summer, 1 credit, Letter graded (A, A-, B+, etc.)

MCR 562 Data Management and Informatics for Clinical Scientists

This course provides students with computer and data management skills required to complete a research project. Questionnaire development, data processing and analysis, and issues surrounding data security are covered. Students will learn to use Excel, Access and Velos eResearch for data input and management, SPSS for data processing and analysis, and powerpoint and Word for presentations and report generation. Hands-on exercises are used to develop skills.
Fall, 3 credits, Letter graded (A, A-, B+, etc.)

MCR 566 Clinical Research Methods

This course aims to introduce trainees to the different aspects of clinical trial design, conduct, management and analysis; and to provide trainees with a basic understanding of the key elements of clinical trial design and practice.. 2 credits, Fall term, Professor Leslie Hyman, PhD
2 credits, Letter graded (A, A-, B+, etc.)

MCR 567 Research in Population Health and Clinical Outcomes Research

This course provides an overview of research methods as applied to questions raised in the fields of population health and clinical science. It covers the topics of risk adjustment, cost assessment, access to, utilization and quality of care, outcomes and health status measurement, and health system performance.
Fall, 3 credits, Letter graded (A, A-, B+, etc.)

MCR 580 GCRC/SAC Scientific Review Process

Students will understand and participate in the process of scientific review of human subject research protocols submitted to the GCRC.
Fall, 1 credit, Letter graded (A, A-, B+, etc.)

MCR 601 Ethics and Professionalism in Clinical Research

Using an interactive case-based format, the topics covered include the justification of human research and reasonable balance of risk versus benefits; the use of animals in biomedical research; issues of informed consent and IRB paperwork processing; the ethical challenges of clinical research; ethical concerns associated with genetic testing and screening; research involving minors and adults of questionable capacity to consent; conflict of interest and funding of research for individuals and institutions; investigator responsibilities with regard to fulfilling government regulations; scientific fraud and whistle blowing; the scientific community and mentoring; authorship and attribution; special populations and inclusion of minorities and; emergency research-related special requirements.
2 credits, Letter graded (A, A-, B+, etc.)

MCR 630 Technology Transfer

Students will be exposed to concepts including disclosing inventions, protecting intellectual property, working with industry/working with university faculty, licensing, collaborative agreements, intellectual property protection and management and commercialization.
Spring, 0-6 credits, Letter graded (A, A-, B+, etc.)

MCR 650 Molecular and Laboratory Methods in Clinical Research

The aims of this course are to introduce trainees to laboratory methods relevant to clinical research with an emphasis on molecular medicine.
Fall, 2-3 credits, Letter graded (A, A-, B+, etc.)

MCR 684 Writing a Research Proposal

This course will help students develop the skills necessary to design a research proposal including framing the specific aims, evaluation of the literature, description of preliminary data and research methods, proposed biostatistical analysis and power calculations, defining eligibility criteria, and
development of a safety plan, issues of recruitment including under-represented ethnic and racial groups.
Summer, 1 credit, Letter graded (A, A-, B+, etc.)

MCR 692 Research in Progress
This course meets weekly and is attended by all trainees and mentors. Trainees present updates of their research endeavors and receive input from experienced mentors. Trainees are exposed to discussion among mentors on research design and interpretation.
Fall and Spring, 1 credit, S/U grading

MCR 693 Clinical Research Opportunities at Stony Brook University and Affiliated Institutions
The aims of this series are to familiarize trainees with the range and breadth of multidisciplinary clinical research carried out at Stony Brook and its affiliated institutions, and to provide examples of successful team approaches to study design, data analysis and ethical issues in clinical research. At each semester, a research team will be highlighted that will describe how the team came to be formed followed by a presentation about the research hypothesis, study design, data collection and analysis, and future work to follow.
Fall, Spring, and Summer, 1 credit, Letter graded (A, A-, B+, etc.)

MCR 694 Seminars in Clinical Research
Offered
Fall and Spring, 1 credit, Letter graded (A, A-, B+, etc.)

MCR 695 Defining and Developing a Career Path in Clinical and Transnational Research
Students will read and discuss chapters from the Howard Hughes Medical Institute "Making the Right Moves" online textbook and develop a career plan. Topics include how to set up your lab, networking, conflicting resolution and managing your staff.
1 credit, S/U grading

MCR 696 Presenting Research Results to Peer Audiences
Students will have reading assignments on designing and giving a great talk as well as how to write a paper suitable for publication in a peer reviewed journal. Students will have an opportunity to practice giving a talk about their research projects. Masters students will present a summary of their thesis project to date. Each student in the Masters in Clinical Research Program will present a final project as part of the Annual Research Symposium help the last day of class.
1 credit, S/U grading

MCR 698 Practicum in Teaching
The course provides hands-on experience in classroom teaching and mentoring students in the conduct of clinical research. Other activities may include preparation and supervision of class projects, exams, homework assignments, creation of voice over PowerPoint lectures, and participation in interactive Blackboard student discussions. A final report that summarizes the activities completed and provides a self-reflection on the experiences gained during the practicum is requires at the conclusion of the course. Participation by advanced graduate student under the supervision of program faculty. Prerequisite: Permission of the supervising faculty. 3 credits, S/U grading May be repeated 2 times FOR credit. 3 credits, S/U grading

MCR 699 Masters Thesis
Original investigation in clinical research undertaken with the supervision of the student's Thesis Committee. 1-6 Credits, ABCF Grading
1-6 credits, Letter graded (A, A-, B+, etc.)

MST

MST 501 Selected Topics in Translation/Research and Clinical Pathological Correlations
The learning goals of this course are for the students to gain an appreciation of examples of research by physician scientists and its clinical application. A clinical case will be presented by faculty or senior students and this case will be discussed in the light of a recent biomedical research publication. The publications are presented, analyzed and discussed by the students as a group. Topics are selected from the recent biomedical literature and can involve any clinical discipline, basic life science research topics as well as bioengineering topics.
0-1 credits, S/U grading

MST 502 Clinical Scientist Seminar Series
The learning goals of this course are for the students to gain an appreciation of examples of research by physician scientists and its clinical application. A clinical case will be presented by faculty or senior students and this case will be discussed in the light of a recent biomedical research publication. The publications are presented, analyzed and discussed by the students as a group. Topics are selected from the recent biomedical literature and can involve any clinical discipline, basic life science research topics as well as bioengineering topics.
0-1 credits, S/U grading

NUR

NUR 630 Philosophical Foundations of Nursing Science
This course explores historical and current views of knowledge development underpinning philosophies of science, social science, and nursing science. Underlying ontological and epistemological assumptions of philosophical views and how they influence scientific inquiry in nursing will be addressed. A key component of these discussions will be the implications of diverse perspectives on theoretical thinking, scientific inquiry, and knowledge development in nursing.
3 credits, Letter graded (A, A-, B+, etc.)
NUR 631 Concepts, Theories and Knowledge Development in Nursing Science

This course will provide doctoral students with a systematic overview of concepts and theories as a foundation for knowledge development in nursing. Conceptual and analytical skills are developed through analysis and critique of nursing concepts, clinical phenomena and science-based theories. The course examines the theoretical and empirical foundation of nursing, approaches to the analysis and development of nursing concepts, the role of concepts in nursing science, and the applicability of nursing concepts and theories to clinical practice. Focus will be on development and use of conceptual language, critical thinking skills, and in analyzing literature portraying key nursing concepts.
3 credits, Letter graded (A, A-, B+, etc.)

NUR 635 Biostatistics

This course will provide the student with knowledge of statistical approaches utilized in epidemiological studies. Analysis of risk factors and disease data will be emphasized. Applying epidemiologic methods to critically evaluate the evidence used in clinical decision making will be an important aspect of this course.
3 credits, Letter graded (A, A-, B+, etc.)

NUR 636 Advanced Statistical Methods

This course will build on the foundations of NUR 635 and extend the doctoral students exposure to more complex inferential statistics used in healthcare research. Statistical applications will be explored in the context of nursing research. Practical application of these statistical methods will be conducted using SPSS statistical software.
3 credits, Letter graded (A, A-, B+, etc.)

NUR 647 Doctoral Research Seminar

This course will provide the student with the academic skills necessary to build the scientific foundation for the advanced practice of nursing. Theory and evidence-driven projects will be developed in collaboration with interdisciplinary mentors. Peer review skills will be refined.
4 credits, Letter graded (A, A-, B+, etc.)

NUR 660 Quantitative Designs and Methods in Nursing Research

This course explores the major designs and methods used for the investigation of problems requiring quantitative approaches. Types of research designs are analyzed including major strengths and limitations of each. Population sampling, participant selection, and data collection and analysis methods are compared and contrasted.
3 credits, Letter graded (A, A-, B+, etc.)

NUR 661 Qualitative Methods in Nursing Research

This course explores the major approaches to qualitative inquiry. Philosophical or theoretical underpinnings specific to each approach are analyzed. Selected frameworks for data collection and analysis are presented. Selection of participants, data collection and analysis of each tradition are compared and contrasted. The elements of rigor in qualitative inquiry are explored.
3 credits, Letter graded (A, A-, B+, etc.)

NUR 662 Data Management and Informatics for Clinical Scientists

The aims of this course will be achieved by participation in a 45-hour (3 credit) course consisting of lectures, hands-on computer application training/labs, hands-on exercises/assignments, discussions and quizzes, and an individual final presentation. The course will provide training in questionnaire design, the use for REDCap for data input and management, Excel for budget management, SPSS for data processing and analysis, and Power Point for print/slide presentations and report generation. Trainees will be instructed in the conduct for good clinical practice as it relates to data collection and data management. Trainees will be introduced to available comprehensive systems for collaborations, data management and data capture (e.g., REDCap, on Core) and issues of data security as it relates to clinical research. The hands-on exercises/assignments, discussions, quizzes, and homework assignments will help to develop skills in questionnaire design, methods of data study collection, data capture, and data management while enforcing skills for data analysis and presentation of study results. This course includes issues related to data management and data collection for a clinical research project to meet the needs of this group of trainees. Trainees will be evaluated by participation in the class exercises, homework assignments, quizzes, on-line course discussions through Blackboard, development of an individual simulated project, and an individual oral presentation of the students simulated project describing their choices for data management methods and results to be presented during the last two classes. The individual project will include development of a questionnaire, codebook, database and creation of a test data set for use in conducting analyses and the final presentation.
3 credits, Letter graded (A, A-, B+, etc.)

NUR 670 Independent Studies

This student-initiated elective course provides an opportunity to use enhance the depth of a student's chose area of research. The independent student can be in specific content areas or methodological or analytical approaches. Independent Studies cannot replace courses for a degree.
1-3 credits, Letter graded (A, A-, B+, etc.)

NUR 680 Integrating Big Data to Evaluate Population Health

This course will focus on available sources of population data, how to access them, and begin to explore geographic regions through data. Students will be introduced to the field of Biomedical Informatics. Innovative tools developed at Stony Brook by mathematicians to evaluate population health will be presented. Students will learn how to use data to identify populations at risk who they are, where they live and to identify key focus areas to target intervention. With this knowledge students will be able to outline programs that may reduce health disparities, as well as evaluate other health risks in regional populations.
1-3 credits, Letter graded (A, A-, B+, etc.)
NUR 690  Dissertation Seminar I
This course focuses on the development of the doctoral dissertation proposal. Students will apply their theoretical knowledge and research proficiency to transform their general ideas about their dissertation topic into a research strategy. Students will prepare key elements of the dissertation proposal, including Statement of the Problem, Research Questions and/or Hypotheses Conceptual/Theoretical Framework, Literature Review, and Research Methods. Using a seminar format, teaching-learning strategies are designed to promote critical/analytical thinking and scholarly discourse. 6 credits, Letter graded (A, A-, B+, etc.)

NUR 691  Dissertation Seminar II
This course focuses on the conduct of the doctoral dissertation under the guidance of the student's dissertation committee. Students will secure applicable human subjects protection, carry out their research methodologies, and complete analyses of data. The course culminates in a scholarly paper (Dissertation) that exemplifies the student's expertise and their new and creative contribution to nursing. Using a seminar format, teaching-learning strategies are designed to promote critical/analytical thinking and scholarly discourse. Students are required to provide regular updates of the study's progress to the dissertation committee chairperson. 6 credits, Letter graded (A, A-, B+, etc.)

NUR 697  Research Practicum
The course introduces graduate students to significant and methodologically rigorous research. School of Nursing faculty and affiliated faculty from Stony Brook Medicine and Stony Brook University will serve as preceptors as students engage in a supervised, hands-on practicum with ongoing research. Students will develop contracts that identify individualized learning outcomes of the practicum that will be facilitated by direct advisement and mentorship of School of Nursing and affiliated faculty. Opportunities during the practicum will include subject recruitment and screening, data collection and analyses, interpretation of results, research report writing and preparation of products for scholarly dissemination. While the research practicum may not necessarily expose students to the specific population or problem of greatest interest to them, the skills or competencies mastered can prepare students methodologically to carry out their dissertation research strategy. 3 credits, S/U grading

NUR 698  Teaching Practicum
The course introduces graduate students to the major pedagogical theories and practices in academia. Students will develop contracts that identify individualized learning outcomes of the practicum that will be facilitated by direct advisement and mentorship of School of Nursing faculty. The practicum will include the student teaching part of a course, developing learning modules and student assignments, evaluating student performance, and evaluating their own teaching performance. 3 credits, S/U grading

NUR 699  PhD Dissertation Research -On Campus
3 credits, S/U grading

NUR 700  PhD Dissertation Research-Off Campus
3 credits, S/U grading

NUR 701  PhD Dissertation Research-Off Campus (International)
3 credits, S/U grading