

# HEALTH SCIENCES

Professional Studies Building, Room 219  
201-200-3431

The mission of the Health Sciences Department (<https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/health-sciences/>) is to identify and educate students who mirror today's society and reflect the University's urban mission. The Department's goals are to:

- Offer a range of health education programs that provide opportunities for students to function as health education specialists in settings such as schools, community health and social services agencies, medical institutions, and voluntary health organizations;
- Provide students with knowledge and skills in the health sciences that encompasses the breadth and depth of the field;
- Recruit and retain students from heterogeneous social, economic, ethnic and cultural backgrounds.

Central to this mission is the aim to develop leaders in the Health Sciences field who are able to advocate for the elimination of health disparities and equitable access to health care.

The Department expects all Health Sciences undergraduates to demonstrate competency in oral and written communication, critical thinking, information literacy, technology and cultural competence. By attaining these competencies, students will be better prepared to be:

- Critical thinkers and problem solvers when confronting health problems and issues;
- Self-directed learners who have the competence to use basic health information and services in health enhancing ways;
- Effective communicators who organize and convey beliefs, ideas, and information about health issues;
- Culturally competent citizens who recognize how all forms of bias (racism, sexism, prejudice, and power) can impact on the health and well being of people.

*Note:* Students interested in the Post-Baccalaureate School Nurse Certification program that was formerly offered by the Health Sciences Department should contact the Nursing Department (<https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/nursing/>) or the Graduate Studies Office (<https://www.njcu.edu/admissions-aid/graduate-admissions/>).

## Lilliam Rosado-Hollenbach, Chairperson

*Professor of Health Sciences*

Brooklyn College, B.S.; Hunter College, M.S.; Columbia University, Ph.D.

## Erin O'Neill

*Assistant Professor of Health Sciences*

University of Delaware, B.S.; Virginia Tech, M.S., Ph.D.

Various discipline-specific concentrations that will prepare students for multiple fields of employment or areas of additional undergraduate/graduate study are noted below. Course requirements for each concentration are explained in detail. The requirements for graduation, in addition to completion of the major area, are listed on "Undergraduate Degree Requirements (<https://catalog.njcu.edu/undergraduate/undergraduate-degree-requirements/>)."

- Health Sciences with Teacher Certification in Health Education, B.S. (<https://catalog.njcu.edu/undergraduate/professional-studies/health-sciences/health-sciences-health-education-teacher-certification-bs/>)
- Health Sciences—Public Health Education, B.S. (<https://catalog.njcu.edu/undergraduate/professional-studies/health-sciences/health-sciences-public-health-education-bs/>)
- Certification for Driver Education (<https://catalog.njcu.edu/undergraduate/professional-studies/health-sciences/new-jersey-certification-driver-education/>)
- Public Health, Minor (<https://catalog.njcu.edu/undergraduate/professional-studies/health-sciences/public-health-minor/>)

## Health Sciences (HLTH)

### HLTH 1XX Health Science Transfer Credit (0 Credits)

### HLTH 2XX Health Science Transfer Credit (0 Credits)

### HLTH 201 Seminar in Health Sciences (1 Credit)

This seminar is designed to introduce students to the field of health sciences. Career options in the health professions are explored including a discussion of cooperative education and senior internship experiences. Skills essential to securing a position are also discussed.

### HLTH 203 Cultural Aspects of Health (3 Credits)

This course offers a broad study of cultural and ethnic backgrounds and their effects on personal and community health. Discussions focus on the ways in which different societies attempt to meet basic health needs.

### HLTH 205 Public Health Aspects of Nutrition (3 Credits)

This course includes a study of nutritional principles and their application to health maintenance, energy, metabolism, calorie requirements of the human body and weight control. The etiology of obesity and the risk factors that contribute to health problems because of under-nutrition, over-nutrition and malnutrition are discussed.

### HLTH 206 Substance Abuse (3 Credits)

Recent developments in substance abuse are considered in this course. Focus is on the scope of problems, possible solutions and treatment and rehabilitation of the substance abuser.

### HLTH 207 Human Sexuality (3 Credits)

This course examines the various areas of human sexuality, such as, sexual attitudes and behaviors, human reproduction, contraceptives, gender identity and relationships and sexually transmitted diseases (STDs) including AIDS. Education and prevention initiatives are discussed. A major focus is placed on enhancing students' levels of comfort, as well as developing an understanding and appreciation of cross-cultural differences in human sexuality.

### HLTH 210 Introduction to Public Health (3 Credits)

This course examines the principles and practices of public health at the local, state, national and international levels. The importance of personal and community action to solve public health problems is the focus of study, with discussion of major public health issues in environmental health, health education and chronic, communicable and infectious disease.

**HLTH 211 Consumer Health (3 Credits)**

Consumer issues such as health insurance, legal rights of consumers, informed consent and medical malpractice are examined in this course. Problems consumers may experience when attempting to purchase health care products and use the health/medical care system are also explored. The course attempts to prepare students to look critically at the myriad of health services and providers available to them, using current scientific research. Students' personal experiences and interests, as consumers of health, are drawn upon in class.

**HLTH 220 Introduction to Human Disease (3 Credits)**

This course examines human disease from a systems and eco-social approach. It is an introductory course designed for those interested in learning about human disease. The disease process and the body's defenses against disease are covered. The general characteristics, symptoms, treatment and prevention of communicable and noncommunicable diseases will be addressed.

**Pre-Requisite(s):** BIOL 224 or BIOL 236/237.

**HLTH 300 Women and Health (3 Credits)**

This course addresses the major areas in women's health such as the health status of women, women as health workers, reproductive health, chronic diseases, older women's health issues, sexually transmitted disease, eating disorders and occupational and environmental health. The focus is on policy analysis and program planning.

**HLTH 301 Health Counseling (3 Credits)**

Theories of health counseling are discussed and the practice of health counseling is studied as an approach to voluntary change in an individual's behavior. Students engage in self-analysis and develop personal plans to help prevent illness, maintain health and/or cope with existing problems. Current trends in patient education are discussed.

**HLTH 302 Mental Health (3 Credits)**

This course provides students with an overview of current mental health problems and the community resources that address them. It presents an overview of emotional and behavioral problems that may affect physical well-being. Particular emphasis is placed on social, mental and physical interaction in a variety of community settings.

**HLTH 303 Environmental Health (3 Credits)**

An overview of the environment and the environmental factors that affect health and well-being, are studied in this course. Although students assess their own communities and discuss environmental issues in New Jersey, a global perspective is maintained.

**HLTH 304 Biostatistics (3 Credits)**

This course presents procedures in the collection, summarization, presentation and analysis of data in the health sciences. Elements of statistical inference including sampling, probability distributions, tests of hypotheses, confidence interval estimation, types of error, the t-test and chi-square test are discussed. Pre-requisite: ACR in mathematics successfully completed.

**Pre-Requisite(s):** AUR in Math and MATH 102 or MATH 112 and HLTH 210 or 401

**HLTH 305 Safety Education & First Aid (3 Credits)**

Principles of safety and the identification of responsibilities of community agencies and the individual are examined in this course. Types of accident hazards, conditions causing them and the extent of accidents at the national, state and local levels are discussed.

**HLTH 310 Public Health Issues of Immigration (3 Credits)**

This course will prepare administrators, health educators, school nurses, social workers, teachers and other providers to detect, identify, evaluate and determine possible interventions for this vulnerable population. The first part of this course will introduce issues in international population movement to provide a context for discussion of U.S. immigration policy. The impact of the immigrant's status, i.e. legal, undocumented, or refugee on ability or willingness to interact with educational or medical institutions will be discussed. Differences in causes of morbidity and mortality in different parts of the world and public health issues and concerns will be addressed. The role of culture and beliefs will be a strong theme that underlies all aspects of the course and the work of developmental theorists and theories as they relate to social and cultural constructs of public health will be utilized.

**HLTH 402 Health Education Theories and Techniques (3 Credits)**

This course is designed to move between the theoretical bases for health education program development and the practical applications of such theories. Initial class sessions focus on establishing a framework for development of educational programs.

**HLTH 405 Health Planning (3 Credits)**

This course is designed to help students develop knowledge and understanding of the planning and evaluation of health programs. The roles and responsibilities of public, private and voluntary health agencies and organizations are explored. Individually, and in groups, students investigate the sociological, economic and environmental causes of health problems at the community level and identify the role of government and public/private organizations and agencies in addressing those problems. A course requirement is to write and present a health program plan for a specific population.

**HLTH 411 Health Education/Internship (8 Credits)**

This is a required field experience for those seeking to become certified as a school nurse or teacher of health education in New Jersey. Taken in the fall or spring of the senior year, in conjunction with a classroom management seminar, it entails a full semester of supervised full-time teaching in a public school when the student has completed all other course requirements. This advanced experience provides students with opportunities for practice in various phases of health education practice. The Education Challenge, Focus: Reading, Language and Literacy Focus: Development, Behavior and Learning, Education: Field Experience II, Introduction to Public Health, Curriculum Development in Health Education Methods for Teaching Health Education.

**Pre-requisite:** HLTH 405 Curriculum Develop in Health Education AND HLTH 407 Methods of Teaching Health Education

**HLTH 412 School Nurse/Health Education Practicum (8 Credits)**

Undergraduate/post baccalaureate nurses seeking state school nurse certification only and lacking one year's full-time experience in a public school are practicum candidates. This supervised, two day per week, semester field experience emphasizes school nurse/health education practice in elementary and secondary public schools. Course involves three evening seminars.

**Pre-Requisite(s):** HLTH 403 and HLTH 414 and HLTH 418

**HLTH 415 Family Living & Sex Education (3 Credits)**

The American family, past and present, and its evolution are studied in this course. Emphasis is placed on mate selection, human sexuality, interpersonal relations, planning for parenthood, childbearing and the various stages of the family life cycle, alternate life-styles and future trends.

**HLTH 418 Methods and Curriculum in Health Education (3 Credits)**

Studied will be a systematic organization of instructional materials and teaching strategies. Key-systematic approaches (methodologies) will be studies in the cognitive affective, and psychomotor domains. Students will learn to critically think and evaluate instructional materials and strategies of presentation (K-12). Certification requirements for health educators will be satisfied by this course. The course could not be applied to graduate credit.

**HLTH 425 Epidemiology (3 Credits)**

This course is an introductory study of the nature and causes of communicable diseases. Measures of morbidity and mortality are reviewed and the concept of risk factors are discussed by looking at how disease is distributed in a population by person, place and time factors. Various types of research methodologies employed by epidemiologists are examined. A computer application of a food borne disease is included in the course work and methods of screening for disease are also covered. Some common childhood and adolescent communicable diseases are reviewed.

**Pre-requisite:** HLTH 304 or 307 Biostatistics, HLTH 210 or 401 Introduction to Public Health and HLTH 201 or 433 Seminar in Health Science

**HLTH 430 Health Science Field Study (3 Credits)**

The analysis of health problems in selected countries and their sociological, political and economic relationships to specific geographical areas are the focuses of this course. The origin, orientation and purposes of agencies and organizations functioning in the international health domain are studied. (Travel plans to be arranged.)

**HLTH 434 School & Community Health (3 Credits)**

This course is an introduction to the various elements of school and community health education programs. The philosophy of health education and practices and principles for program development are explored.

**HLTH 435 Public Health Education Internship (full time) (6 Credits)**

This supervised field experience is required in the senior year. It consists of 16 weeks (Fall or Spring semester) of full-time, supervised experience in various health agencies upon completion of all other requirements. This advanced experience provides students opportunities to apply the principles, techniques and procedures learned in the classroom to actual working situations in preparation for assuming the role of a qualified health educator in a variety of health agencies.

**Pre-Requisite(s):** HLTH 402 and 405.

**HLTH 450 Community Health Research (3 Credits)**

This course provides an introduction to the research process, study design, methods and data collection. Skills necessary for reading and understanding research are presented. Students will apply research concepts to analyze and describe recent research in the field. They will implement the research process by conducting a survey research project.

**Pre-Requisite(s):** HLTH 201, HLTH 210, HLTH 402, and HLTH 425

**HLTH 500 Managed Health Care (3 Credits)**

This course examines the history, organization, cost and quality of managed health care in the United States. The perspectives of hospitals, physicians, nurses, managed care administrators, and government agencies will be addressed. Important and controversial issues will be examined such as: the role of profit-making in health care, private health care delivery versus public accountability, the interface between funding sources and institutions, threats to the professional autonomy of health professionals and ethical dilemmas raised by these new developments.

**HLTH 503 Defensive Driving Teaching Techniques (3 Credits)**

The purpose of the course is to develop classroom and behind-the-wheel perceptual (IPDE) instructional skills. Students explore the habits, attitudes, and practices confronting drivers. Instructional strategies that can be applied to a six hour defensive driving course are also developed.

**HLTH 505 Contemporary Methods, Materials and Evaluation in Driver Education (3 Credits)**

This course is designed to enrich the background of certified traffic safety educators. The latest instructional materials (audio-visual and computer software) are reviewed. Behind-the-wheel time is also included.

**HLTH 506 Trends and Issues in Driver Education (3 Credits)**

This is a seminar on current issues confronting traffic safety educators. Presentations and reports from the U.S. Department of Transportation provide the focus of group discussions and reports. Insight into the needs and problems of both schools and community traffic programs is the primary goal. The course helps traffic educators design more effective courses of study. The course is required for permanent New York State certification.

**HLTH 507 Principles of Safety and Accident Prevention (3 Credits)**

The psychology of human behavior as it relates to risks individuals take and to safety in school and community is the focus of this course. Domestic, industrial and school safety problems are studied. Liability issues relevant to education are also explored. This is a required course for permanent New York State certification.

**HLTH 1435 Public Health Education Internship (Part Time) (3 Credits)**

This supervised field experience is required in the senior year. It is to be taken twice over two consecutive semesters and consists of supervised experience in various health agencies upon completion of all other requirements. This advanced experience provides students opportunities to apply the principles, techniques and procedures learned in the classroom to actual working situations in preparation for assuming the role of a qualified health educator in a variety of health agencies.

**Pre-Requisite(s):** HLTH 402 and 405.