

Department of Community Health

Community Health Course Descriptions

@ = Indicates a non-liberal arts course. Please refer to page XX for a description. All 300 and 400 level courses require at least junior standing.

195, 295, 395, 495 – Special Topics (1-12)

198, 298, 398, 498 – Tutorial (1-3)

HLTH 165 – Health: A Lifestyle Approach (3) A critical analysis and overview of the interrelatedness of the social, emotional and physical elements of one's lifestyle. Topics such as physical fitness, nutrition, sexuality, environmental health, stress management, and substance use prevention will be discussed relative to their role in individual and community health concerns. Gen Ed: FS with 1 credit lab. Fall and Spring.

HLTH 185 – @Biostatistics (3) This course will provide students with an introduction to descriptive and inferential statistics typically used in community and public health. Not currently offered.

HLTH 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as WILD 200. Fall.

HLTH 230 – School Health (CA, SAVE) (2) This course will cover the nature, etiology and prevention of the most common childhood health concerns (e.g., diseases, injuries, etc.) and of the behavioral risk factors for adolescents identified by the Centers for Disease Control. Some of the topics to be covered include signs of child maltreatment and child maltreatment reporting requirements; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate (including development of students' social and problem-solving skills) and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, arson prevention, drug abuse prevention and child abduction prevention. The course will review the components of coordinated school health programs and current health education standards. Students will also discuss health-related challenges and controversies currently facing schools. Students enrolled in teacher education programs only. Fall and Spring. Also typically offered during Winterim and Summer sessions.

HLTH 250 – Drug Studies (3) Examination of the physiological, psychological, economic, social and cultural problems related to use and abuse of psychoactive substances. Misconceptions, beliefs, and various sources of information are critically evaluated in order to establish a sound basis for personal decision making. Teaching techniques, group dynamics, and non-chemical alternatives to drugs are explored as preventative tools. Spring.

HLTH 270 - Health Coaches I (2) This course is offered in collaboration with Canton-Potsdam Hospital to introduce pre-health career students to key issues in current healthcare policy, management and delivery. The course will introduce students to medical, system-wide, ethical, and practical issues in population health. This one semester introduction provides students with the necessary foundation for a subsequent two credit hour Health Coach II with Canton-Potsdam Hospital professionals.

HLTH 300 – Environmental Health (3) An analysis of the environmental nature of public health and on controlling the factors that are harmful to health. Focus is on current environmental issues including water and air pollution, workplace safety, environmental toxins, food safety, and shelter and how those issues have an impact on the health of individuals. Fall.

HLTH 310 – Health Disparities (3) In this course, students will examine disparities in the health status of a variety of population groups defined on the basis of race/ethnicity, sex, sexual orientation, socioeconomic status, age, ability, etc. Students will examine and discuss epidemiologic data illustrating disparities, factors that contribute to those disparities and strategies to address disparities. Prerequisites: HLTH 361.

HLTH 325 – Alcohol Studies (3) An examination of the physical, psychological, and sociological implications of alcohol use and abuse. A primary focus is on confront-

ing our own as well as others attitudes and beliefs about alcohol use. Additional emphasis is placed on theories of causation, awareness of values, and conflicting value systems relating to prevention and the importance of developing an understanding of the role of alcohol use in western society. Gen Ed: SI and SA credit. Spring.

HLTH 331 – Death and Dying (3) An examination of the social and psychological implications of the study of death and dying with particular emphasis on their relevance to enhancing the quality of life. Death is viewed as an integral part of life and the final stage of growth, more than a mere biological event. A focus of the course is to provide an understanding of those issues which have an impact upon individuals when going through life-threatening processes. The importance of recognizing needs, nonverbal or symbolic behavior and effective communication is studied along with the impact of loss in the life cycle. Gen Ed: SA credit. Spring.

HLTH 333 – Human Nutrition (3) Designed to acquaint the student with the basic principles of nutrition including a study of the nutrients, their functions and sources, the application of nutrition principles to the various stages of the human life cycle, the question of food safety in terms of additives, residues, and natural toxicants, and the area of nutrition quackery. Students will become involved in self-evaluation projects and group discussions that will enable them to apply the basic principles to their daily eating habits and lifestyles. Fall and Spring.

HLTH 341 – Sexual Health (3) This course is designed to be an exploration of topics in sexual health. Students will examine adolescent and sexual identity development; sexual health issues such as sexually transmitted disease, reproduction and sexual violence, and community health strategies used to address sexual health such as sexuality education, disease prevention and sexual health promotion efforts, sexual/reproductive health care. Students will also explore the impact of attitudes about sex on sexual health and on community health strategies to address sexual health. Spring.

HLTH 342 – Women's Health (3) This course examines health concerns specific to women. Behavioral, psychological and socio-cultural aspects of women's experience in health systems will be explored, as well as general influences such as age, race, ethnicity and social class on women's roles as recipients and providers of health care. Course topics include historical perspectives on women's health, gender differences in morbidity and mortality, patient and health care provider relationships, health care consumerism, the impact of employment, motherhood, divorce and aging, and other health concerns unique to women. Fall.

HLTH 343 – Maternal and Child Health (3) Maternal Child Health (MCH) offers an introduction to health issues affecting infants, children, adolescents and women of reproductive age. The course focuses on the ways in which poverty, politics, and racial/ethnic disparities affect the health of families in the U.S. and abroad. Students will examine the history and organization of MCH programs in the U.S., discuss the organization and financing of MCH health services, and explore current topics and trends in MCH, including pregnancy and childbirth, children with special needs, and teen pregnancy, among others. Spring.

HLTH 344 – Issues in Lesbian, Gay, and Bisexual Health (3) This seminar-style course explores issues related to the health and well being of lesbian women, gay men and bisexual women and men. Topics covered include the development of gay, lesbian or bisexual identity; the impact of coming out on well being; the current state of research into the gay, lesbian and bisexual health; the nature of homophobia and heterosexism; the impact of living in a homophobic, heterosexist society; strategies to combat homophobia/heterosexism and build supportive environments (in schools, health care settings, etc.); and related topics of interest to students enrolled in the class. As warranted.

HLTH 345 – Child Abuse and Neglect (3) This course will examine child abuse and neglect as a significant public health problem. Students will examine the nature, prevalence, determinants and consequences of abuse and neglect. In addition, programs and systems to identify, respond to and prevent abuse and neglect will be critically reviewed. As warranted.

HLTH 346 – Preventing Violence Against Women (3) This course will provide students with an introduction to violence against women and efforts to prevent it. While violence is perpetrated against men, the focus of this course is to understand its etiology and impact against women. In this course, students will learn about types of violence against women, the health consequences of violence, as well as risk factors for both victimization and perpetration. Students will explore the ef-

ficacy of violence prevention efforts in both public health and the criminal justice systems. As warranted.

HLTH 361 – Foundations of Community Health (3) This course outlines the history, evolution and status of the practice of health education among groups of people who define themselves as a community. There is a focus on health behaviors, environmental influences, health policy, and economic and health care system issues in health promotion and disease prevention. Gen Ed: SA and SI credit. Fall and Spring.

HLTH 370 – Health Coaches II (2) Students will learn methods for medical assessment and will develop their own ability to undertake comprehensive bio-psycho-social insights for promoting positive health behaviors in others. These methods will include ethically-informed practices for helping patients toward better adherence of medical plans, avoidance of at-risk behaviors, assistance in navigating the healthcare system and understanding of personal health. Students will have the opportunity to meet one on one with patients discharged from Canton Potsdam Hospital, under the supervision of the Health Care Team. Satisfactory completion of the Health Coaches I Seminar is required for participation in Health Coaches II; however, it does not guarantee selection.

HLTH 371 – Nutrition for Special Populations (3) This course will cover issues related to the nutrition among specific populations of people. Topics will include prenatal nutrition, nutrition for children and the elderly, and nutrition for athletes. Prerequisite: HLTH 333. Fall.

HLTH 373 – Current Topics in Community Health Nutrition (3) This course will cover issues related to the latest research in nutrition. Students will investigate such topics as phytochemicals, vegetarianism and herbal supplements. Prerequisite: HLTH 333. Fall.

HLTH 375 – Navigating the American Diet (3) This course will provide an in-depth analysis of the science of weight management. Using current scientific nutrition research students will learn about the nature of hunger, appetite and satiety and will explore how the current American diet promotes weight gain. Students will learn about current fad diets; how obesity and weight gain are associated with chronic disease; the role of physical activity in weight management; the dangers associated with disordered eating; and medical treatment methods for treating obesity including appetite suppressants and gastric bypass surgery. Through interactive, student led activities, students will learn how to maximize nutrients and flavor in the food they eat without also maximizing calories. Prerequisite: HLTH 333. Spring.

HLTH 380 – Theory in Community Health (3) This course will provide students with an overview of theories used in health education and communication. Fall and Spring.

HLTH 385 – Epidemiology and Biostatistics (3) Introduction to principles and methods of epidemiology and biostatistics used to study etiology, distribution and control of disease. Fall and Spring.

HLTH 425 – Exercise Physiology (3) This course examines the physiological adaptations to exercise for fitness, with consideration of factors that affect physical performance and methods for evaluating physiological capacities. Prerequisite: BIOL 107. Spring.

HLTH 430 – Human Disease: Patterns, Prevention and Intervention (3) Contemporary concepts of causation, prevention and intervention of chronic and communicable disease. Individual and community risk factors will be analyzed with an emphasis on prevention. Prerequisites: BIOL 107. Fall and Spring.

HLTH 465 – Health Instruction Strategies (3) An introduction into the philosophy, instructional strategies, and general health topics applied while instructing health courses. Discussion of relevant topics, assessment techniques, and student-teacher interaction will provide students with skills, knowledge, and experience needed to successfully teach a health course to both high school and college students. Emphasis is on appropriate instruction techniques and public speaking skills that most effectively will reach the target population. Restricted to those who are Community Health Majors, and have permission of the instructor. As warranted.

HLTH 470 – @Program Planning (3) An analysis of methods and strategies for community health needs assessment, determining community demographics and program needs. Discussion and application of community health program planning and implementation in a variety of settings, as well as criteria and procedures for program evaluation. Prerequisites: HLTH 361. Gen Ed: WI credit.

HLTH 475 – Minor Seminar (2) Exposes Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education Minors to community programs or agencies. Students gain experience developing or working on an applied project. Community Health, Sexual Health, Nutrition, Fitness, Therapeutic Recreation and Wilderness Education minors only. Fall, Spring and Summer.

HLTH 480 – Program Evaluation (3) Evaluation theory and fundamental principles of evaluation technique. Process, outcome and impact evaluations of the effectiveness and efficacy of disease and injury prevention and intervention programs will be developed using qualitative and quantitative methods. Prerequisite: HLTH 361 and 470.

HLTH 485 – @Pre-Internship Seminar (2) This course is designed to prepare Community Health majors to select their internships for the following semester. The course will include interviewing techniques, supervisor-employee relationships, responsibilities as an intern, with significant emphasis on student research in the content area of their interest (e.g., nutrition, environmental health, substance use prevention, etc.) Students must take this course the semester prior to their internship. Prerequisite: HLTH 470 or 480. Community Health Majors only. Fall and Spring.

HLTH 490 – @Internship (12) A full semester experiential placement in a community-based, health-related agency (two separate 7-week experiences). May require residence in any part of state at student's expense. To enroll, students must complete all courses required for the major with a 2.5 or higher major GPA; students must earn at least a 2.0 in each course counting toward the major; and students must have earned a passing score on the entrance essay. Contact the Community Health Internship Coordinator Ada Santaferri at santafam@potSDam.edu. Fall, Spring and Summer.

HLTH 530 – School Health – CA, SAVE (3) This course examines signs of child maltreatment and related reporting requirements for teachers; signs warning of violent behavior in students, regulations related to providing a safe, nonviolent school climate, strategies for promoting a nonviolent school climate and strategies for intervening appropriately with students exhibiting or at risk of engaging in violent behavior; fire safety and prevention, drug abuse prevention and child abduction prevention; and behaviors affecting the current and future health of school-aged children and adolescents. The course also explores coordinated school health programs, current health education standards and health-related challenges and controversies schools are facing. Fall and Spring. Also typically offered during Winterim and Summer.

Exercise Science Course Descriptions

EXSC 420 – Strength and Conditioning (3) Introduces the study of theory and application of concepts that influence the design of strength and conditioning to optimize individual and team performance adaptations. Specific emphasis is placed on sport-specific assessment and prescription of annual training programs. Topics include performance testing, resistance training, sport-specific skill development (power, speed, agility, reaction time), energy system conditioning and periodization as they relate to enhanced performance and fitness. Successful course completion aids in preparation for NSCA certification. Prerequisites: BIOL 403 & HLTH 425.

EXSC 450 – Kinesiology & Movement Science (3) Examines human movement principles as they relate to musculoskeletal anatomy and normal function. Emphasis is placed on role of external and internal forces that govern motion. The course will expand the student's understanding of functional musculoskeletal anatomy and the relationship between physics principles and human movement.

EXSC 460 – Assessment & Prescription (3) Addresses the knowledge, skills and abilities employed to effectively assess fitness levels, interpret assessment results and design an exercise program. The course lecture/laboratory format places emphasis on exercise testing theory and methods, conducting client interviews, demonstration of appropriate exercise leadership skills, exercise prescription and program design. Successful course completion aids in preparation for ACSM certification. Prerequisites: BIOL 403 & HLTH 425.

EXSC 490 – Internship in Exercise Science (3) Exposes students to hands-on practical experience that promotes refinement of the knowledge, skills and abilities accumulated through the preceding coursework. Students complete a semester of experiential learning placed in a setting based on their area of interest (clinical, athletic, corporate, wellness). To enroll, students must successfully complete all courses required for their major.

Wilderness Education Course Descriptions

WILD 160 – @Introduction to Rock Climbing (1) Technical skills include belay techniques, movement, on rock, rappelling, and safety systems. Students will utilize the indoor climbing wall in Maxcy Hall as part of this course. Gen Ed: PE credit. Counts for academic credit. Fall and Spring.

WILD 170 – @Rock Climbing (2) Designed for those who aspire to lead rock climbing trips. Topics include: rock climbing skills progression, site management, climbing anchor systems, fall factors and belay techniques/rappel techniques, and basic rescue techniques. Course includes two consecutive weekend rock climbing trips. Gen Ed: 1 PE activity credit. Counts for academic credit. Fall.

WILD 175 – @Ice Climbing (2) Climbing techniques used for both steep, frozen waterfalls and moderate, mountaineering routes with mixed snow and ice. The use of specialized anchors and protection for ice climbing will be examined in addition to objective hazards associated with ice climbing. Course includes two

consecutive weekend ice climbing trips. Prerequisite: WILD 170 or WILD 160. Gen Ed: 1 PE activity credit. Counts for academic credit. Spring.

WILD 200 – @Therapeutic Recreation (3) This course examines recreation as an integral part of the treatment process for youth-at-risk, people with disabilities, and other special populations such as those with drug/alcohol dependencies. The use of adventure experiences as modalities for participant change is a primary focus of this course. Cross-listed as HLTH 200. Fall.

WILD 220 – @Wilderness First Responder (3) An intensive professional certification course designed to develop the medical knowledge and skills needed when medical emergencies occur in isolated settings. Considered by many outdoor recreation professionals as the standard course in the application of techniques of first aid and safety for wilderness medical emergencies. Practical and theoretical applications are examined. Spring.

WILD 240 – @Backpacking (2) Introduction to Leave No Trace camping skills, clothing/equipment selection and use, food planning/expedition nutrition, map interpretation, are among topics covered. Culminates in a four-day backpacking trip. Gen Ed: 1 PE activity credit. Counts for academic credit. Fall and Spring.

WILD 300 – @Instruction in Wilderness Education (2) Instructional strategies will be explored and refined as students assist in the delivery of Wilderness Education field courses. Students will maintain a journal detailing the effectiveness of lessons and leadership styles during adventure activities. Wilderness education minors only. Prerequisite: WILD 360. As warranted.

WILD 320 – Outdoor Education (3) Introduction to the broad field of Outdoor Education, and the use of wildland areas for the purpose of recreation, education, development, and therapy. Experiential learning theory associated with leading groups in wildland settings and visitor education will be examined. Students will earn a Leave No Trace Trainer's certificate and participate in overnight camping as part of this course. Prerequisite: WILD 240. Gen Ed: SI credit. Spring.

WILD 330 – @Winter Expedition Skills (3) Course will focus on travel and outdoor living skills in a winter environment. Students will plan and execute a 6 day winter expedition in January (over winter break), Offered fall only.

WILD 340 – @Wilderness Leadership I (4) Introduction to: leadership, judgment and decision making, teaching minimum impact camping, group facilitation and wilderness travel skills. Students will participate in a 16-day wilderness expedition during the summer term. Eligibility for Outdoor Leadership Certification through the Wilderness Education Association is available upon the completion of Outdoor Leadership II. Prerequisite: WILD 240. Spring.

WILD 345 – @Wilderness Leadership II-Honors (6) Course will focus on advanced: leadership, judgment and decision-making, teaching, group facilitation and refining wilderness travel skills. Students will assist in the planning and execute a 16-day wilderness expedition during the summer term. Successful completion of this course will lead to eligibility for Outdoor Leadership Certification through the Wilderness Education Association and a Leave No Trace Master Educator Certificate. Prerequisite: WILD 340. Spring.

WILD 350 – @Wilderness and Adventure Program Planning (3) Program development, administration, risk management, and wildland management issues will be examined. Emphasis is on planning experiential learning and adventure activities

for environmental education, recreation, personal development and therapy programs. Students will develop a comprehensive program proposal as part of this course. Prerequisite: WILD 320. Fall.

WILD 360 – @Leadership in Adventure Education (3) Students will develop the technical, leadership, and facilitation skills necessary to implement safe and effective facility based adventure education programming. The course will focus on initiative, climbing wall, and ropes course programs while using the Adventures In Reality Climbing Center at SUNY Potsdam. Emphasis is given to understanding the theoretical underpinnings behind adventure education philosophy. Prerequisite: WILD 160. Activity fee will be assessed by Student Accounts. Fall.