

# Health Education — M.P.H.

## Program Director

Daniel Handysides

The number of required courses for the Master of Public Health (M.P.H.) degree programs is based on the core public health and health education competencies, selected major area of emphasis, and elective course work. The number of required units, culminating activity requirement, and length of field practicum are specified upon acceptance. The student develops an appropriate curriculum in consultation with his/her faculty advisor.

## Program formats

Course work for the health education program may be pursued in the following formats:

- a traditional, on-campus program
- an online program

The health education major focuses on educational, interpersonal, community, and legislative factors that promote positive health behaviors. The curriculum emphasizes interventions based on scientific data and established behavioral and learning theories that promote public health through the processes of education and community organization.

Students who complete the curriculum may function as community health educators in a variety of public and private settings. They are academically prepared to conduct community assessments; design, implement, and evaluate health education interventions; organize health promotion efforts; and assist individuals and communities to better utilize techniques of health behavior change.

Students select course work from each of several practice and content areas to enhance the applied portion of the curriculum. Professional practice is addressed during the laboratory and field experience portions of the curriculum. Students may develop skills while working in community agencies and in medical care, school, and work/site settings.

Graduates are eligible to sit for the credentialing examination in health education--certified health education specialist (CHES) or MCHES, offered by the National Commission for Health Education Credentialing, Inc., <http://www.nchec.org/>.

## Learner outcomes

Graduates of the program with a major in health education will have the skills necessary to:

- Design, develop, implement, market, and evaluate health promotion and education programs utilizing principles from human learning motivation, communication, organizational behavior, and health behavior changes.
- Collaborate with other professionals in using resources to educate the public about health.
- Evaluate and appropriately apply public health research findings to the practice of health education.
- Provide leadership or technical assistance for public health projects in selected settings.

- Meet didactic and professional practice requirements for certification as health education specialists.

## Educational effectiveness indicators

Program learner outcomes as evidenced by:

- Signature assignments linked to course and non-course requirements
- Field practicum report
- Culminating experience (<http://llucatalog.llu.edu/public-health/masters-degrees/#mphtext>)

## Prerequisite

- Behavioral science (two courses, one of which is an introductory psychology course)

## Web site information

For more information, please see our Web site at <[llu.edu/public-health/online](http://llu.edu/public-health/online)>.

## Program Requirements

### On Campus

#### Public health core

PCOR 501	Public Health for Community Resilience	5
PCOR 502	Public Health for a Healthy Lifestyle	5
PCOR 503	Public Health and Health Systems	5

#### Major

HPRO 524	Adolescent Health	3
HPRO 530	Fundamentals of Research in Health Behavior and Health Education	3
HPRO 535	Health Education Administration and Leadership	3
HPRO 537A	Community Programs Laboratory--A <sup>1</sup>	2
HPRO 537B	Community Programs Laboratory--B <sup>2</sup>	1
HPRO 537C	Community Programs Laboratory--C	1
HPRO 538	Health Education Program Development and Evaluation <sup>2</sup>	3
HPRO 539	Policy and Issues in Health Education	3
HPRO 553	Addiction Theory and Program Development	3
HPRO 589	Qualitative Research Methods <sup>1</sup>	3

#### Religion

RELE 534	Ethical Issues in Public Health (or REL_)	3
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**Cognate/Electives** <sup>3</sup> 13

#### Field experience

Practicum units are in addition to the minimum didactic units required for the degree.

PHCJ 798A	Public Health Practicum (8 units/400 hours) <sup>4</sup>
or PHCJ 798B	Public Health Practicum
or PHCJ 798C	Public Health Practicum
or PHCJ 798D	Public Health Practicum

Total Units 56

<sup>1</sup> HPRO 537A and HPRO 589 to be taken concurrently.

<sup>2</sup> HPRO 537B and HPRO 538 to be taken concurrently.

- 3 Choose from defined cognates (<http://llucatalog.llu.edu/public-health/#programstext>) or select from electives in consultation with advisor.
- 4 Returning peace corps fellows may receive advanced standing for the practicum and need to present a written report.

## Online

### Corequisites

PHCJ 501	Introduction to On-line Learning	1
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### Public health core

PCOR 501	Public Health for Community Resilience	5
PCOR 502	Public Health for a Healthy Lifestyle	5
PCOR 503	Public Health and Health Systems	5

### Major

HPRO 524	Adolescent Health	3
HPRO 530	Fundamentals of Research in Health Behavior and Health Education	3
HPRO 535	Health Education Administration and Leadership	3
HPRO 538	Health Education Program Development and Evaluation	3
HPRO 539	Policy and Issues in Health Education	3
HPRO 553	Addiction Theory and Program Development	3
HPRO 589	Qualitative Research Methods	3
HPRO 696	Directed Study/Special Project	4

### Religion

RELE 534	Ethical Issues in Public Health (or REL_)	3
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<b>Cognates/Electives</b> <sup>1</sup>		13
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### Field experience

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PHCJ 798A	Public Health Practicum (8 units/400 hours) <sup>2</sup>
or PHCJ 798B	Public Health Practicum
or PHCJ 798C	Public Health Practicum
or PHCJ 798D	Public Health Practicum

Total Units		56
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- <sup>1</sup> Choose from defined cognates (<http://llucatalog.llu.edu/public-health/#programstext>) or select from electives in consultation with advisor.
- <sup>2</sup> Returning peace corps fellows may receive advanced standing for the practicum and need to present a written report.

## Culminating experience

See standard culminating experience requirements (<http://llucatalog.llu.edu/public-health/masters-degrees/#mphstext>).

## Normal time to complete the program

2.33 years (9 academic quarters) based on less than full-time enrollment

## Comparison

See the comparison (<http://llucatalog.llu.edu/public-health/health-education-mph/comparison>) of the On Campus and Online tracks of this program.

## Courses

### HPRO 417. Biomechanics. 4 Units.

Studies the laws of motion and kinetics of human movement. Discusses basic body movements and how to maximize efficiency. Includes the role of exercise in injury prevention.

### HPRO 418. Introduction to Human Disease. 3 Units.

Introduces acute and chronic disease processes by organ system: musculoskeletal, cardiovascular, nervous, digestive, urogenital, integumentary, respiratory, and endocrine.

### HPRO 421. Administration of Wellness Programs. 4 Units.

Surveys the contribution wellness programs make to corporate, commercial, and community programs. Basic structure, organization, and management of fitness facilities and programs—including budgeting, marketing, and sales. Introduces legal, management, and accounting principles related to program sustainability. Includes program evaluation, cost-benefit analysis, cash flow management, personnel development, and strategic planning.

### HPRO 424. Health Appraisal and Wellness Testing. 4 Units.

Instruction and guided practice in performing a wide variety of fitness tests. Interprets test data and applies results to individualized exercise prescriptions. Laboratory included.

### HPRO 425. Exercise Science. 3 Units.

The relationship of basic physiological responses to exercise and health, longevity, and athletic performance. Presents anatomy and physiology of exercise, including: cardiorespiratory fitness, muscular strength, muscular endurance, flexibility, and body composition.

### HPRO 426. Fitness for Special Populations. 4 Units.

Exercise as an adjunct to the treatment of illness and as an aid to the prevention of chronic disease. How to set up safe and effective exercise programs for the disabled, elderly, and other populations of interest.

### HPRO 431. Psychology and Sociology of Sport. 3 Units.

Role, effect, and importance of sport in society. Psychological principles that motivate individuals to initiate and continue sport activities.

### HPRO 432. Injury Prevention. 2 Units.

Use of facility and equipment management to prevent injuries. Emphasizes common injuries, risk factors, training techniques that prevent or minimize injuries, development of facility rules and regulations, and equipment maintenance.

### HPRO 433. Athletic Training. 3 Units.

Organization and management of athletic training programs. Includes instruction about the evaluation and treatment of heat exhaustion and heat stroke; and field injuries such as abrasions, cuts, and concussions. Leads to certification in basic CPR and first aid. Laboratory included.

### HPRO 436. Programs in Health Promotion. 4 Units.

Provides overview of existing health promotion programs in corporate, commercial, and community settings. Gives special attention to the development of new programs designed to meet existing needs in a variety of venues.

### HPRO 495. Wellness Programs Laboratory. 3 Units.

Agency-based guided practice designed to acquaint the student with existing and developing wellness programs. May be repeated for three quarters.

### HPRO 498. Senior Project. 1,3 Unit.

Agency-based project during which the student addresses problems associated with and recommends solutions to a management and/or evaluation issue using problem-solving strategies.

**HPRO 499. Directed Study/Special Project. 1-4 Units.**

Individual arrangements for undergraduate, upper division students to study under the guidance of a program faculty member. May include readings, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any undergraduate degree program.

**HPRO 500. Stress Management. 2 Units.**

Covers aspects of stress as it relates to health. Addresses definitions of stress, emphasizing the potential effect of stress on physical and mental diseases. Presents coping mechanisms, e.g., cognitive behavior therapy, music therapy, spirituality, and several other techniques. Presented in a service-learning format in which students are in direct contact with the community applying stress-prevention and coping strategies.

**HPRO 501. Human Anatomy and Physiology I. 6 Units.**

Systematic investigation of the form and function of human biological systems. Laboratory included. Limited to doctoral degree students.

**HPRO 502. Human Anatomy and Physiology II. 6 Units.**

Continues HPRO 501. Systematically investigates the form and function of human biological systems. Laboratory included. Limited to doctoral degree students.

**HPRO 503. Human Anatomy and Physiology III. 4 Units.**

Continues HPRO 502. Systematically investigates the form and function of human biological systems. Laboratory included. Limited to doctoral degree students.

**HPRO 507. Spirituality and Health: The Wholeness Connection. 3 Units.**

Examines how spiritual/religious beliefs and practices might influence physical health through known physiological mechanisms of the neuroendocrine and immune systems. How devout spiritual/religious beliefs and practices might affect not only a sense of well-being and quality of life, but also longevity. Information about religious/spiritual study methodologies and research instruments. Explores principles of spiritual care as applied to practice, including perspectives on the theology of healing, the connection between body and spirit, and the roles of faith and meaning.

**HPRO 508. Aspects of Health Promotion. 2 Units.**

Dynamics of community and individual health. Factors in the promotion of a healthful lifestyle, including cardiovascular enhancement, stress reduction and coping mechanisms, nutritional awareness, weight management, and substance control. Available to non-major students.

**HPRO 509. Principles of Health Behavior. 3 Units.**

Introduces key health behavior-change theories and psychosocial determinants of health behaviors. Provides an overview of motivation, stress and coping, addiction, culture, and religion as related to health behavior. Laboratory emphasizes communication, leadership, and group process activities.

**HPRO 514. Values, Culture, and Health. 3 Units.**

Specific values related to primary public health problems in today's multicultural society. Studies beliefs, attitudes, and values that affect behavior change. Includes value development and educational strategies that address values. Major project included.

**HPRO 515. Mind-Body Interactions and Health Outcomes. 4 Units.**

Studies the effect of the neurological system on physical health, with a focus on psychoneuro-immunology. Summarizes scientific disciplines that study brain, immune system, and health behavior interactions that provide the healthcare professional with an integrative understanding of lifestyle, whole person care for immune system function and wellness.

**HPRO 519. Pharmacology. 3 Units.**

Basic and clinical pharmacology. Emphasizes drugs of concern to health promotion specialists. Principles of drug addiction, drug receptors and pharmacodynamics, pharmacokinetics, and practical uses for drugs.

**HPRO 523. Maternal/Child Health: Policy and Programs. 3 Units.**

Examines national and global public health policy, initiatives, and programs targeting childbearing women, as well as infants and children. Explores selected issues--such as poverty, access to and utilization of health care, violence, and perinatal chemical exposure--within socioeconomic, political, and ethical frameworks. Emphasizes interdisciplinary delivery of services within a public health setting.

**HPRO 524. Adolescent Health. 3 Units.**

Studies developmental and health problems unique to the adolescent period of life. Focuses on special needs and public health programs designed to reach adolescents. Gives attention to special problems, such as social adaptation, juvenile delinquency, drug abuse, suicide, adolescent pregnancy.

**HPRO 525. Topics in Health Promotion. 1-4 Units.**

Lecture and discussion of a current topic in health promotion bearing on the theory or practice of one aspect of the discipline. Specific content varies from quarter to quarter. May be repeated for additional credit.

**HPRO 526. Lifestyle Diseases and Risk Reduction. 3 Units.**

Discusses current lifestyle diseases, including: cardiovascular, metabolic, communicable, and nutritional. Concepts regarding risk factors, screening approaches, and risk reduction, with impact on specific health parameters.

**HPRO 527. Obesity and Disordered Eating. 3 Units.**

Explores causes and development of obesity, principles of weight management, and relapse prevention. Includes discussion of the causes and treatment of anorexia nervosa and bulimia.

**HPRO 528. Controversial Health Practices. 2,3 Units.**

Epidemiological analysis of quackery in North America. Studies traditional and/or controversial health beliefs and practices, including why people advocate and use them. Topics include: allopathy, aromatherapy, ayurvedic medicine, Chinese medicine, chiropractic, energy medicine, faith healing, food faddism, herbalism, holistic health, homeopathy, iridology, medical dowsing, naturopathy, New Age medicine, pseudopsychologies, radionics, reflexology, spiritism, therapeutic touch, and more. Laboratory included for third unit of credit.

**HPRO 529. Preventive and Therapeutic Interventions in Chronic Disease. 4 Units.**

Specific preventive care techniques dealing with lifestyle and chronic disease in the clinical environment. Multidisciplinary lifestyle interventions in the prevention and treatment of dyslipidemia, diabetes, hypertension, osteoporosis, sleep disorders, and other chronic conditions. Uses case studies and role playing to explore interventions in a variety of clinical scenarios.

**HPRO 530. Fundamentals of Research in Health Behavior and Health Education. 3 Units.**

Introduces research in the behavioral health sciences and health education. Helps students apply appropriate research principles and techniques in health education. Provides an overview of the philosophy and methods of science--including causal inference, developing research questions and testing hypotheses, and identifying appropriate data collection techniques. Emphasizes development of a practical understanding of why, when, and how to use research methods; and how to become an informed reader of scientific research articles and reports. Addresses experimental methods, surveys, and quantitative research designs. Covers other topics, including assessments of reliability, validity, measurement, and research ethics.

**HPRO 531. Pathology of Human Systems I. 3 Units.**

Fundamental mechanisms of disease, including degenerative changes and physical and chemical injury. Reviews diseases by organ system: endocrine, biliary, hepatic, respiratory, digestive, urogenital, skeletal, and central nervous. Limited to doctoral degree students.

**HPRO 532. Pathology of Human Systems II. 3 Units.**

Introduces micropathological organisms. Surveys tissue changes in infectious diseases. Growth disorders, including: basic genetic problems and neoplasia; cardiovascular, circulatory, and inflammatory systems. Limited to doctoral degree students.

**HPRO 534A. Research Methods. 2 Units.**

Philosophy of scientific research, sources of research invalidity, quantitative and qualitative literature review techniques, setting research goals and objectives, quasi-experimental and experimental design, research ethics. Requires presentation and critique of published research and literature review. Taken over the course of two quarters for a total of 4 units (HPRO 534A, 2 units Winter Quarter; and HPRO 534B, 2 units Spring Quarter). Doctoral students only.

**HPRO 534B. Research Methods. 2 Units.**

Philosophy of scientific research, sources of research invalidity, quantitative and qualitative literature review techniques, setting research goals and objectives, quasi-experimental and experimental design, research ethics. Requires presentation and critique of published research and literature review. Taken over the course of two quarters for a total of 4 units (HPRO 534A, 2 units Winter Quarter; and HPRO 534B, 2 units Spring Quarter). Doctoral students only.

**HPRO 535. Health Education Administration and Leadership. 3 Units.**

Analyzes the managerial and leadership roles of the health education specialist in both public and private health organizations. Emphasizes organizational structure and health communication; as well as managing, supervising, marketing, decision making, and other administrative roles.

**HPRO 536. Program Planning and Evaluation. 2 Units.**

Introductory course that utilizes the planning cycle to address public health problems. Analyzes trends in health-care planning. Applies planning cycle to selected topics. Provides overview of evaluation design, methodology, and instrument development for health education programs. Laboratory included.

**HPRO 537A. Community Programs Laboratory--A. 2 Units.**

The first of a three-quarter sequence for health promotion and education (HPRO) majors; a stand-alone laboratory for other majors. Students operationalize qualitative research methods in a laboratory environment by conducting observational assessments, windshield surveys, and personal interviews; participating in focus groups; and compiling secondary data for completing a community-needs assessment. HPRO students use their data to plan a health education intervention for their target/priority population during Winter Quarter; during Spring Quarter they implement and evaluate their programs.

**HPRO 537B. Community Programs Laboratory--B. 1 Unit.**

Student designs marketing and evaluation plans for community-based health education program. Implements and evaluates programs developed during HPRO 537A.

**HPRO 537C. Community Programs Laboratory--C. 1 Unit.**

Students continue their marketing plan while implementing and evaluating their programs in the community. Students write a plan for program sustainability with community organizations as stakeholders.

**HPRO 538. Health Education Program Development and Evaluation. 3 Units.**

Uses program-planning theories and models with diagnostic techniques to design, deliver, and evaluate health promotion and education programs in a variety of settings: community, occupational, educational, and health care. Presents steps in the health educational planning process, which involves: 1) conducting social, epidemiological, behavioral, environmental, ecological, educational, administrative, and policy assessments; 2) writing goals and objectives; 3) selecting appropriate intervention strategies; 4) integrating and applying behavioral and educational theories to interventions; 5) enhancing instructional delivery and design skills; and 6) evaluating the educational process and reporting results.

**HPRO 539. Policy and Issues in Health Education. 3 Units.**

Examines and discusses policy issues, trends, and strategies relating to health education--including but not limited to HIV/AIDS, women's health, injury prevention and control, tobacco and other drug issues, and health issues in ethnically diverse populations. Provides opportunities to develop and improve presentation skills. Project included.

**HPRO 542. Health and Dependency Counseling. 3 Units.**

Applies behavior change and addiction theory in a practical way to the counseling process. Gives attention to individuals with multiple, concurrent health issues such as stress, lifestyle problems, and addictions. Laboratory required.

**HPRO 543. Writing for Health Professionals. 3 Units.**

Writing by health professionals for popular, lay, or professional publications. Student selects journal or magazine, writes query letter, and prepares abstract and manuscript in final form for submission. Includes preparation of camera-ready art. Preparation of two publishable papers. Limited to doctoral degree students.

**HPRO 544. Health Education Evaluation and Measurement. 3 Units.**

Student selects and develops health education and psychosocial measurement instruments, determines validity and reliability of evaluation tools, provides overview of data-collection methods and protocols, analyzes and interprets results, and communicates evaluation findings. Limited to doctoral degree students.



**HPRO 548. Community and Domestic Violence. 3 Units.**

Provides overview of issues of violence in American society. Explores domestic and community violence as they affect selected population groups. Psychological approaches to etiology and intervention. Explores societal violence, including violence observed in populations such as gangs and high-risk youth. Topics include spousal, elder, and child abuse. Special attention directed toward co-factors, such as alcohol and drug abuse, and their relationship to domestic violence. Laboratory included.

**HPRO 550. Women in Development. 3 Units.**

Global epidemiological profile of women in terms of educational patterns, economic productivity, social status, and mortality and morbidity patterns. Risks to physical and psychosocial health. National and international legal and regulatory issues and programs to promote access to health care, economic productivity, and the health of women.

**HPRO 553. Addiction Theory and Program Development. 3 Units.**

Applies addiction process theory in a practical way to program development. Emphasizes alcohol, tobacco, and other drug (ATOD) problems, using case studies and extensive reading as part of a problem-solving approach. The epidemiological, pathological, physiological, psychological, and spiritual bases for prevention and treatment of addictions. Laboratory included.

**HPRO 555. Early-Age Parenthood. 3 Units.**

Causes, consequences, and interventions in adolescent pregnancy. Issues of adolescent fertility, including social and economic roots, relationship to cultural change, and individual developmental etiology. Explores consequences of early fertility, focusing primarily on interventions and assessment.

**HPRO 556. High-Risk Infants and Children: Policy and Programs. 3 Units.**

Examines development of at-risk infants and children, and evaluates interventions that may modify cognitive and social outcomes. Takes into account medical risk factors, such as preterm birth, prenatal substance exposure, and respiratory distress; as well as social factors, such as gender and socioeconomic status. Critically analyzes the efficacy of early-intervention strategies, such as UNICEF's Baby Friendly Hospital Initiative, child survival strategies, and the Initiative for the Girl Child; as well as U.S.-based programs such as Head Start. Examines legal, regulatory, and ethical issues.

**HPRO 557. Issues and Programs in Family Planning. 3 Units.**

Examines options in contraceptive technology and accompanying social, cultural, political, and ethical considerations. Introduces policy issues and programmatic strategies related to development, organization, and management of family-planning programs--including logistics, education, politics, and social issues. Includes fertility issues, prevention and postponement of pregnancy, child spacing, and abortion. Explores information, education, and communication designs.

**HPRO 559. Lactation Management. 3 Units.**

Analyzes the managerial and leadership roles of the health education specialist in both public and private health organizations. Emphasizes organizational structure and health communication; as well as managing, supervising, marketing, decision making, and other administrative roles.

**HPRO 564. Mental Health and Society. 3 Units.**

Interdisciplinary study of mental health issues affecting society and its basic biologic unit, the family. Study and application of intervening strategies in life crises. Prevention of adjustment reactions evolving beyond the level of a life process crisis. Laboratory included.

**HPRO 565. Tobacco Use: Prevention and Interventions. 3 Units.**

The second part of a three-part, module-based course. Provides a comprehensive overview of the pathophysiology that underlies the health impact of tobacco use on individuals, families, and society; smoking behavior; pharmacodynamics of nicotine delivery; mechanisms of nicotine addiction, and most importantly, intervention methods (cessation and prevention). Includes individual, group, systems, and public intervention strategies; and provides the measures of efficacy for each. Incorporates terminology and concepts in epidemiology, anatomy, physiology, immunology, endocrinology, and biochemistry. Recommended that EPDM 561, 562 also be completed if HPRO 565 is taken as an elective.

**HPRO 567. Reproductive Health. 3 Units.**

Focuses on issues of reproductive health of women and men within the context of public health policy, community-based planning, and ethical decision making. Examines public health interventions at various points of the reproductive life cycle, including pubertal, preconceptional, and menopausal. Explores issues that affect health and fertility--including sexually transmitted diseases; reproductive tract infections; sexual violence, such as rape, incest, and genital mutilation; sexual trafficking; and nutritional and lifestyle issues impacting directly on reproductive health.

**HPRO 573. Exercise Physiology I. 3 Units.**

Basic preparation for development and leadership of exercise programs. Includes exercise physiology, training, acute and chronic effects of exercise, simple assessment of fitness, role of exercise in prevention of common health problems, and management of selected risk factors. Discusses endurance, strength, flexibility, and aerobic exercises. Laboratory included.

**HPRO 575. Immune System: Public Health Applications. 3 Units.**

Explores the biological and behavioral consequences from evidence-based scientific research of the relationships and communications between the brain, the peripheral nervous system, the endocrine system, and the immune system. Presents an introductory but comprehensive summary of various scientific disciplines that study brain, immune system, and health behavior interactions that provide the health care professional with an integrative understanding of lifestyle, whole-person care for optimal immune system function and wellness.

**HPRO 578. Exercise Physiology II. 3 Units.**

Physiologic basis of the normal body function during exercise. Emphasizes the training effects of aerobic exercise. Noninvasive laboratory methods of the study of the circulatory and respiratory systems. Laboratory included.

**HPRO 584. Aging and Health. 3 Units.**

Analyzes the physical, psychological, and social factors that influence the health of the aging population. Includes theories of aging, age-related changes, acute and chronic health problems of aging, medication use, and long-term care issues.

**HPRO 586. Introduction to Preventive Care. 1 Unit.**

Provides overview of preventive care's role within public health. Orientation to doctoral program, with attention to professional portfolio preparation. Limited to doctoral degree students in preventive care.

**HPRO 587. Preventive Care Practice Management. 2 Units.**

Provides overview of issues and challenges in the operation of a preventive care practice. Emphasizes billing and reimbursement issues, and legal and ethical responsibilities of the preventive care specialist. Limited to doctoral degree students in preventive care.

**HPRO 588. Health Behavior Theory and Research. 4 Units.**

Analyzes in-depth factors contributing to decisions about health behavior. Theory and research relevant to individual, family, organization, and community behavior. Readings from original theorists and researchers on topics related to health behavior. Emphasizes development of critical-thinking skills, professional written work, and oral presentation. Application of theory to development of a basic research proposal. Limited to doctoral degree students.

**HPRO 589. Qualitative Research Methods. 3 Units.**

Applies qualitative methods to instrument design, sampling, and data collection. Focuses on public health issues, ethics, and theory-building. Supervised needs assessment in a selected community.

**HPRO 606. Motivational Interviewing. 2 Units.**

Introduces students to the effective methodology of motivational interviewing. Explores the techniques and theories associated with this treatment method. Covers in detail the skills needed to successfully motivate patients toward healthier lifestyles. Gives attention to practical information needed to be a successful health professional.

**HPRO 608. Advanced Seminar in Health Education. 2 Units.**

Studies current issues in health promotion and education from the standpoint of historical setting. Explores emerging challenges to professional preparation in health promotion and education, and the place of professional health educators in the practice of public health. Must be taken for a total of 6 units. Limited to health education doctoral degree students.

**HPRO 614. Seminar in Maternal and Child Health Practice. 2 Units.**

Analyzes issues, trends, and current practices affecting maternal and child health. Discussion and student participation. Limited to Track I maternal-child health practitioners.

**HPRO 685. Preliminary Research Experience. 2 Units.**

Experience gained in various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning dissertation/research project. Limited to doctoral degree students.

**HPRO 692. Health Education Research Consultation. 1-4 Units.**

Individual consultation on project design and data collection, analysis, and evaluation.

**HPRO 694. Research. 1-14 Units.**

Independent research in collaboration with researcher/faculty member towards the development of a dissertation proposal. Research program arranged with faculty member(s) involved and approved by advisor. Minimum of forty hours required for each unit of credit. Written report required. Limited to doctoral degree students.

**HPRO 695. Community Practicum. 1-3 Units.**

Individual arrangements for selected students to participate in a guided, structured, practical experience in ongoing clinical lifestyle-modifying situations. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to a degree program.

**HPRO 696. Directed Study/Special Project. 1-4 Units.**

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include reading, literature review, or other special projects. Minimum of thirty hours required for each unit of credit. A maximum of 4 units applicable to any master's degree program.

**HPRO 697. Dissertation Proposal. 1-10 Units.**

Doctoral student develops the written dissertation proposal and collaborates with doctoral dissertation committee chair on mutually agreed-upon objectives, which will serve as the basis for evaluation. Culminates in a written and oral dissertation proposal defense and advancement to candidacy.

**HPRO 698. Dissertation. 1-14 Units.**

Student prepares a manuscript presenting results of the doctoral research study. Limited to doctoral degree candidates.

**HPRO 700. MIP-Peace Corps Field Practicum. 0 Units.**

Designed for students who must maintain continuous registration in the School of Public Health as a condition of the twenty-seven-month Peace Corps field practicum that is part of their master's degree program.

**HPRO 703. Applied Research Experience. 12 Units.**

Training and supervised experience with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students.

**HPRO 704A. Internship. 3 Units.**

Training and supervised experience (minimum of 100 clock hours) with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. May be repeated for a total of up to 12 units.

**HPRO 704B. Internship. 6 Units.**

Training and supervised experience (minimum of 200 clock hours) with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. May be repeated for a total of up to 12 units.

**HPRO 704C. Internship. 9 Units.**

Training and supervised experience (minimum of 300 clock hours) with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students.

**HPRO 704D. Internship. 12 Units.**

Training and supervised experience with other health professionals in applied settings. Opportunity to work with individuals, families, and groups in assessing health and building relationships conducive to health-promoting behavior changes. Limited to doctoral (preventive care) degree students. A ten-week (forty hours/week) field internship.

**HPRO 797. MIP Residency in Health Education. 12 Units.**

Individual guided study in operational field practice under faculty supervision. Limited to graduate students in the HPRO Master's International Program (M.P.H./MIP) whose projects have been approved by their committees.

**HPRO 798A. Field Practicum. 3 Units.**

Allows the student an opportunity to demonstrate mastery of basic competencies in health education, strengthens areas of weakness, integrates theoretical constructs with practical applications in the community, and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision by an experienced health educator at the M.P.H. or doctoral degree level. Concurrent attendance in seminars on campus required.

**HPRO 798B. Field Practicum. 6 Units.**

Allows the student an opportunity to demonstrate mastery of basic competencies in health education, strengthens areas of weakness, integrates theoretical constructs with practical applications in the community, and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision by an experienced health educator at the M.P.H. or doctoral degree level. Concurrent attendance in seminars on campus required.

**HPRO 798D. Field Practicum. 12 Units.**

Allows the student an opportunity to demonstrate mastery of basic competencies in health education, strengthens areas of weakness, integrates theoretical constructs with practical applications in the community, and documents an intervention from design through evaluation stages. Student expected to implement a project with supervision by an experienced health educator at the M.P.H. or doctoral degree level (forty hours per week for ten weeks). Concurrent attendance in seminars on campus required.