Objectives: Designed to give students the opportunity to improve their writing skills while pursuing interests in public health. Students learn editing, revision skills, and research methods. Business letters, abstracts, and interviews are covered in lecture, demonstration, and classroom activities.

Attendance: Expected at all sessions.

Class Format: Lecture, discussion, writing, editing

Readings: Text and Readings

Evaluation: All writing assignments, speaking/listening skills, long report & short.
Objectives: Students will become knowledgeable of the following: 1. Specific topics in health and health behavior. 2. The impact of lifestyle and behavior on health and health status. 3. Ways to identify, clarify, and modify personal health behaviors. A survey of health issues critical to all individuals. Discussions include topics in sexuality, substance use, fitness, stress, mental health and more. The impact of lifestyle and behavior on health and well being is examined. Emphasis is placed on understanding issues pertinent to making choices in personal health behavior.

Course Content: Topics will include, but are not limited to, the following: sexuality, mental health, substance use, fitness, nutrition, etc.

Prerequisites: Not open to students who have completed GNM 2159, GNM 2179, GEN 1406, GNM 2336, GNM 1029 or an equivalent course.

Attendance: Required at orientation, exams, and SET administration.

Class Format: Telecourse


Papers/Projects: Two worksheet packets

Evaluation: Two multiple-choice exams on campus.
PUBH 4810-201
Special Topics in Community Health Seminar, W2
Elizabeth Calamidas
To Be Announced
Summer 2006

**Objectives:** To develop a more comprehensive understanding of health education and health behavior and the practical application of theoretical models.

**Prerequisites:** Permission of Instructor Card required. (POI card), PUBH 1100, PUBH 2432, PUBH 3102.

**Attendance:** Independent study.

**Class Format:** Independent.

**Laboratory/Field Experience:** 4 video modules

**Readings:** Glanz, Rimer, & Lewis (1997). *Health Education and Health Behavior.*

**Papers/Projects:** Powerpoint presentation, 4 video reviews.

**Evaluation:****

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>Below 59</td>
<td>F</td>
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</tbody>
</table>
Objectives: To become skilled in the practice of health education by developing, implementing and for evaluating health ed. Programs; conducting needs assessments; writing grants; and/or developing educational materials.

Course Content: Working as part of the health education team, students will plan, implement, and evaluate health education and health promotion programs appropriate for the internship site and target population. Application of health education and health behavior theories is expected.

Prerequisites: PUBH 1100, PUBH 2432, PUBH 3102, PUBH 4113, (May be concurrent) POI CARD REQUIRED. Contract with faculty advisor and the Division of Professional Studies must be established prior to starting internship.

Attendance: Required 210 hours – 4 credits, 250 hours – 5 credits, 300 hours – 6 credits

Class Format: Internship (on-site)

Laboratory/Field Experience: On site

Papers/Projects: Daily log, summary paper.

Evaluation: Portfolio (log, summary, materials used), Bi-weekly reports/e-mails, Site supervisor evaluation Completion of designated hours.