HS Core Courses

HP 203 - Medical Terminology
Provides the foundation of medical terminology for individuals who need a familiarity of the medical language. Ideal for preprofessional students preparing for one of the health professions or students currently enrolled in a health professions program. Also valuable for individuals such as medical records technicians, medical transcriptionists, medical secretaries, medical insurance personnel, administrators in health care, and pharmaceutical representatives.

HP 303 - Medical Terminology
Provides the foundation of medical terminology and its application to the health care environment. Ideal for preprofessional students preparing for one of the health professions or a student currently in a health professions program. Emphasizes accurate interpretations and analysis of patient, hospital, and other medical records. Students cannot receive credit for both HP 203 and HP 303.

PHIL 327 – Bioethics
General education further study course. Examines ethical issues related to health care such as truth-telling to patients, confidentiality, euthanasia, abortion, prenatal obligations, and distribution of health care.

HMCD 310 – Introduction to the U.S. Health Services System
This course is designed to provide students a common background in how the U.S. health services system is organized, how health services are delivered and the mechanisms by which health services are financed in the United States. The course provides an overview of the U. S. health services system and its key components, including the organization and management of the system, resource development (health care work force, health facilities and biomedical technology), the economic support system and the delivery system.

HMCD 325 – Introduction to Epidemiology
This course introduces students to the science and methodology of disease and risk surveillance in public health. It presents the foundations and structure used to solve medical and environmental health problems in the community with a primary focus on the health status of individual populations and special populations as they relate to health promotion and disease prevention. The course will include lecture, videos, group analysis, discussion, and a field trip.
HMCD 344 – The Role of Culture in Health Care
This course examines the importance of culture in the way people define, react to, and treat illness and other health risks. Culture influences health seeking behavior by age, ethnicity, education, religion, income, and tradition. When major differences exist between a patient’s and provider’s cultural understanding of illness, a host of adverse outcomes may result. Therefore, this course is additionally designed to improve student’s knowledge of the role of culture in health services by increasing awareness, understanding, tolerance, and appreciation of ethnocultural differences. Students will be introduced to concepts of cultural diversity to enhance their development as culturally competent leaders in the health care sector through lecture, discussion, guest presentation, and video.

HMCD 356 – Intro to Health Care Administration and Policy
This course provides an introduction to the underlying principles, practices and concepts of health services administration both from an individual and organizational perspective. The course covers planning, decision-making, influencing and effecting change. Emphasis is placed how health care policy, an organization’s external and internal environment and technology influence organizational strategy, design and function.

HS Selectives

Mathematics & Natural Sciences Selectives
Students must select 14 hours

BIOL 106—The Human Organism
*General education introductory course.* Introduces the non-science major to certain biological principles as they relate to the human organism, provides biological information and understanding of subjects which are relevant to the student’s own well-being and role as a world citizen, and increases awareness of the human place in the biosphere. Concurrent or subsequent enrollment in BIOL 107 is recommended for students needing general education credit for a natural sciences laboratory experience. Credit for this course may not be applied toward the requirements for a major or minor in biological sciences. Only one of the following may be taken for credit: BIOL 104, 105, 106 and/or 107. Students wishing to repeat BIOL 105 (no longer offered) should enroll in BIOL 106 and 107.

BIOL 107—Human Organism Lab
*General education introductory course.* For the non-science major. Supplements and reinforces the material covered in BIOL 106 with a laboratory experience. Uses a hands on approach and covers topics relevant to students and their role in the biosphere. Topics include cell structure, human organ systems, the role of microorganisms in the environment, metabolism, genetics and cancer. Requires no animal dissection. Credit for this course may not be applied toward the requirements for a major or minor in biological sciences. Only one of the following may be taken for credit: BIOL 104, 105, 106 and/or 107. Students wishing to repeat BIOL 105 (no longer offered) should enroll in BIOL 106 and 107.

BIOL 210—General Biology
*General education introductory course.* Introduces fundamental concepts in cellular and
molecular biology. Includes basic biological chemistry; cell and membrane structure and function; aerobic and anaerobic respiratory pathways; intermediary metabolism and photosynthesis; regulation of cellular activities at genetic and protein levels; cellular reproduction; mechanisms of inheritance at molecular, organismal and population levels; phylogeny and evolution. The laboratory develops skills in the experimental method, basic laboratory procedures and written communication of scientific information using topics related to the lectures. Students may not receive credit for both BIOL 204 (no longer offered) and BIOL 210. Students wishing to repeat BIOL 204 may enroll in this course, subject to the credit limitations indicated above. Corequisite: CHEM 211 recommended.

BIOL 211—General Biology II
Introduces fundamental concepts of biology as they apply to levels of organization from organisms through ecosystems. Focuses on morphology, physiology, diversity and ecology of organisms. Introduces growth and anatomy, transport of materials, regulatory mechanisms and reproduction in plants; and nutrient procurement, circulation, neural and hormonal regulation, reproduction, immune responses and behavior in animals. Principles of ecology presented include population growth and regulation, interspecific interactions and food webs, and energy flow and material cycling through ecosystems. The laboratory includes a survey of organismal diversity including prokaryotes, protists, fungi, plants and animals, and emphasizes evolutionary trends in the plant and animal kingdoms. Students may not receive credit for both BIOL 203 (no longer offered) and BIOL 211. Students wishing to repeat BIOL 203 may enroll in this course, subject to the credit limitations indicated above. Prerequisite: BIOL 210. Concurrent enrollment in CHEM 212 is recommended.

BIOL 223—Human Anatomy and Physiology
General education introductory course. Presents the structure and function of the major human body systems. Demonstrates the structure and function of certain systems further in the laboratory setting. For students majoring in programs other than biological sciences or biochemistry. Students who have completed BIOL 225 or 226 (both no longer offered) may not receive credit for prior enrollment in these courses and subsequent enrollment in BIOL 223. Students seeking to repeat BIOL 225 or 226 may enroll in this course, subject to the credit limitations indicated above. Students may receive credit for only one of the following: HS 290 or BIOL 223. Prerequisite: CHEM 101 or 103 or 211.

BIOL 330—General Microbiology
Introduces the structure, function, systematics, ecology and population dynamics of microorganisms emphasizing prokaryotes. Prerequisites: BIOL 204 (no longer offered) or 211, CHEM 212.

CHEM 103—Introduction to Chemistry
General education introductory course. A survey of inorganic, organic, nuclear and biological chemistry. Recommended for the student who plans to take only one course in chemistry. Students who expect to major in the natural sciences should take the CHEM 211–212 sequence. Credit is not granted for both CHEM 103 and 211. Prerequisite: one year of high school algebra or MATH 011.
CHEM 211—General Chemistry I
*General education introductory course.* An introduction to the general concepts of chemistry. Includes chemical stoichiometry, atomic and molecular structure, bonding, gas laws, states of matter and chemical periodicity. CHEM 211–212 meets the needs of students who may wish to take more than one course in chemistry. Credit is allowed in only one of the following: CHEM 211, 103 or 110. Prerequisites: a college-level chemistry course such as CHEM 110, 101 or 103, or high school chemistry or physics. Corequisite: MATH 111 or two units of high school algebra or MATH 011.

CHEM 212 – General Chemistry II
General education advanced further study course. Continuation of CHEM 211. Includes thermodynamics, gaseous and ionic equilibria, kinetics, nuclear chemistry, electrochemistry, qualitative analysis and an introduction to theories of bonding. Prerequisite: CHEM 211 with a grade higher than C-.

CHEM 531—Organic Chemistry
*General education further study course.* Introduction to the study of carbon compounds emphasizing reaction mechanisms, stereochemistry and spectrographic analysis. Credit is not allowed for both CHEM 531 and 535. Prerequisite: CHEM 212 with a grade higher than C-.

GEOL 102—Earth Science/Environmental
*General education introductory course.* Studies the processes that shape the Earth’s physical environment, the impact of human activities on modifying the environment, use and abuse of natural resources including soil, water and air, waste disposal, and natural environmental hazards. GEOL 102 (4) 3R; 2L is recommended for students desiring general education credit for a natural sciences laboratory experience. Credit not allowed in both GEOL 102 and 111.

GEOL 111—General Geology
*General education introductory course.* An overview of the Earth, the concepts of its origin, composition, materials, structure, landforms and history, and natural processes operating to create the Earth’s physical environment. May require field trips into the earth laboratory. Credit not allowed in both GEOL 102 and 111.

PHYS 111—Introduction to Physics
*General education introductory course.* A general physics course for liberal arts students and those who have not had physics in high school. Includes mechanics, heat, electricity and magnetism, wave phenomena and modern physics. Not open to students who can meet prerequisites for PHYS 313. Prerequisite: two years of high school algebra or one each of algebra and geometry or equivalent.

PHYS 131—Physics for Health Science
*General education introductory course.* A background in basic physics for students in health-related professions. The choice of topics, the emphasis on problems, and the detailed applications are directed toward the special uses of physics in the health sciences. Prerequisites: two years of high school algebra or one year each of algebra and geometry or equivalent.
PHYS 213—General College Physics I
*General education introductory course.* Mechanics, heat and wave motion. For students with a working knowledge of algebra and trigonometry but who have had no calculus. Credit is given for only one of PHYS 213, 303 or 313. Prerequisite: high school trigonometry or MATH 112.

PHYS 214—General College Physics II
*General education further study course.* A continuation of PHYS 213. Electricity, light and modern physics. Prerequisite: PHYS 213 or 313.

STATS 370—Elementary Statistics
*General education introductory course.* Surveys elementary descriptive statistics, binomial and normal distributions, elementary problems of statistical inference, linear correlation and regression. Not open to mathematics majors. Prerequisite: MATH 111 with a C or better or equivalent.

Issues Selectives
Students must select 3 courses
Students are not allowed to enroll into more than 2 AGE Courses

HP 330—Cancer: Perspectives and Controversies
General education advanced issues and perspectives course. Historical and contemporary information regarding trends, distribution and causes of cancer. Discusses pertinent issues and controversies about cancer from the perspectives of cancer prevention and treatment, economics, sociology, psychology and politics.

AGE 404 - Psychology of Aging
Cross-listed as PSY 404. An examination of the issues surrounding the adult aging process. Includes personality and intellectual change, mental health of the older adult, and the psychological issues of extending human life. Emphasizes the strengths of the older adult and prevention of psychological problems of the older adult. Prerequisite: PSY 111.

AGE 513 - Sociology of Aging
Cross-listed as SOC 513. Analysis of the social dimensions of old age, including changing demographic structure and role changes and their impact on society. Prerequisite: SOC 111.

AGE 518 - Biology of Aging
Cross-listed as BIOL 518. An introduction to the phenomenon of aging, including a survey of age-related processes and mechanisms of senescence, emphasizing humans. Students earning graduate credit produce a term paper based on the technical literature on a Prerequisite: a basic course in biology that satisfies the general education requirements.

AGE 560 - The Aging Network
An overview of federal, state, and local programs concerned with planning, managing, or direct delivery of services to the older population. Prerequisite: 9 hours of gerontology credit or instructor's consent.
HMCD 326 - Emerging Health Care Issues of the 21st Century
General education issues and perspectives course. Team-taught by experts inside and outside the College of Health Professions. An in-depth study of emerging health care issues in a rapidly changing health care environment. Addresses current and critical health care issues facing the community locally, nationally, and abroad. Presents historical coverage of medical issues of the 20th century as a means of understanding contemporary issues.

HMCD 327 – Introduction to Global Health Issues
Overview of the complex health problems and challenges facing low and middle income countries which experience the highest rates of global morbidity and mortality. Addresses strategies to improve the health status of these vulnerable populations; to appreciate how social, behavioral, economic and environmental factors influence the health of the population; and to implement techniques to prevent premature death and disability. Course content assists the learner by developing a broad view of global health problems and solutions.

HMCD 328 – Introduction to Alternative and Complementary Medicine
A fundamental and basic knowledge of medical therapies that are alternatives to or complementary of traditional Western medicine. Covers naturopathy, traditional Chinese medicine, homeopathy, botanical medicine, massage therapy, chiropractic, and other therapies. Examines research evidence for effectiveness and how these therapeutic approaches may blend with and complement the more traditional clinical approach. Combines didactic presentations with a mix of demonstrations by alternative health care providers, visits by patients, case studies, and small group presentations.

HMCD 413 – Introduction to Social and Behavioral Aspects of Public Health
Course is based on the assumption that public health is a multi-disciplinary field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality of life in populations and groups through health intervention. While recognizing that biological, physical and medical care factors contribute to population health outcomes, this course emphasizes the relationship of behaviors as well as social and political structures to health outcomes. Highlights the importance of both local contexts and global practice for understanding and improving health. A social ecological framework forms the conceptual basis of the course, focusing attention on interactions between four levels of factors: individual, interpersonal, community and population. Designed to encourage an appreciation of the wealth of conceptual and methodological approaches in the social and behavioral sciences that can inform public health practice and research.

Management & Research Selectives
Student must choose 3 courses

HMCD 333 – Organizational Behavior and Leadership in Health Orgs
This course is designed to familiarize students with the classic themes and perspectives from the field of organizational behavior. The course emphasizes the application of this material to leadership in health care through lecture, group and individual examination of the literature, analysis of case studies, and personal assessment.

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HMCD 308 - Leadership in Self and Society
General education issues and perspectives course. Cross-listed with PSY 413. Examines factors influencing the effectiveness of individuals leading change, including values, conflict and power. Studies the human side of organizational change focusing on understanding how and why people react to change, and identifying opportunities for enhancing the effective implementation of change. Students reflect on their own leadership development and work in teams to recommend PH strategies for change in a project, community setting, or organization.

HMCD 642 – Financing Health Care Services
The Financing Health Services course provides an examination of the principles of financial analysis and management used in health care institutions which are most useful to non-financial personnel. It emphasizes understanding and application of general financial concepts crucial to the health setting and includes consideration of financial organization, sources of operating revenues, budgeting and cost allocation methods. Examples are utilized for various types of health service organizations. Prerequisites: Senior standing in the HSMCD program; or instructor consent.

HMCD 428 – Health Care Organization
This course covers concepts and issues of management, organization and operation of health care organizations, stressing the unique character of health care delivery organizations. Emphasis is on types of health care organizations, leadership and managerial roles, organizational structure and dynamics, the external environment, quality assessment and improvement, planning and marketing with a focus on synthesizing resources and capabilities to meet organizational goals. Prerequisite: Senior standing in the HSMCD program; or instructor consent.

HMCD 478 – Health Economics
This course approaches Health Economics by following the “flow of funds” to describe the incentives and organizational structure of the healthcare system in the United States. We will examine transactions between patients and providers, the role and results of insurance and government involvement and some of the history of our healthcare system. We will also consider national health spending and public health from a macroeconomics perspective. Prerequisite: Senior standing in the HSMCD program; or instructor consent.

HMCD 622 – Human Resources Management in Health Care Organizations
Intended for clinical health care professionals who have responsibility for managing people in health care organizations. Also intended for health care management students who will have responsibility for managing people in health services organizations. An introduction to the essential theories, components, and issues of human resources management in the health care field. Includes the study of the effectiveness of the human resource management function, employee recruitment, selection, training, performance appraisal, benefits and compensation, employee relations and other relevant legal requirements affecting employment. Covers issues of contemporary relevance for human health services resources departments such as employee health and safety, employee assistance programs, occupational stress and job burnout, violence in the workplace and work/family issues. Students are required to learn and to demonstrate the ability to analyze human resources problems and to present sound solutions. Students are
expected to learn and demonstrate effective group working skills as they join small groups and engage in collaboratively solving a number of human resources management problems.

**HMCD 648 – Concepts of Quality in Health Care**
Addresses quality management in health services organizations, with a focus on a systematic approach to meet the Institute of Medicine’s aim to provide care that is safe, effective, patient-centered, timely, efficient and equitable. The history and current status of quality management initiatives, as well as the role of quality in organizational strategic management are presented. Students learn the role of quality from theory to application in a broad base of organizational settings.

**Clinical Science Courses**

**HS 301 – Clinical Pharmacology**
Surveys therapeutic terms, drug actions, dosage, toxicology and application of drugs in the clinical setting. Prerequisites: BIOL 223 or equivalent and CHEM 103 or 211 or equivalent or instructor’s consent.

**HS 331 – Principles of Dietetics and Nutrition**
A study of human dietetic and nutritional needs in the clinical setting. Covers composition and classification of foods, vitamins and their function, food and public health laws, and nutrition under special conditions. Gives a detailed application of dietetic and nutritional knowledge applied to various clinical conditions.

**HS 400 – Introduction to Pathophysiology**
Focuses on the essential mechanisms of disordered function which produce common diseases. Discusses some common diseases, but as examples of the basic processes covered, not as a part of an exhaustive inventory. Presents health professionals with accessible, usable and practical information they can broadly and quickly apply in their clinical or laboratory experience, or use as a basic pathophysiology course before taking the more specific professionally related pathophysiology

**Courses Required Prior to Graduation**

**HS 480 – Professionalism in Health Care**
Designed to familiarize students with the factors influencing successful professionalism in the health care setting. Emphasizes the application of course material to the development of the student’s health care career. Course format includes lecture, group and individual examination of the literature, analysis of case studies, interprofessional education, and fieldwork. Prerequisites: HS program core courses (HMCD 310, 325, 333 356; HP 303; PHIL 327).

**Public Health Sciences Open Electives**

**HMCD 330 – Community Health and Development**
This course introduces concepts, theories and methods used to understand the social determinants of health as well as organizational and system responses to health disparities and community resource needs. This course will examine the meaning of the key terms “health”,

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“community”, “community building” and “community development” within historical and contemporary perspectives. Students will learn the distinction between community health and healthy communities and the importance of starting with such questions as “whose community?”, “whose health?”, “whose assessment?” and “for whose benefit?” Students will then review several approaches for identifying community needs, including the use of secondary data sources, interview methods, focus groups and surveys. Finally, students will examine the role of creative leadership in providing the link between knowledge about the community and effective social change.

**HMCD 460 – PHS Practicum**

Enables students to apply skills and knowledge through a supervised field training experience in a health care setting that complements the student’s interests and career goals. Enables students to gain practical experience as professionals under conditions conducive to educational development. Students may select, with the consent of the practicum coordinator, an internship in an appropriate health or social service organization. Requires participation in a broad fieldwork component, completion of a focused project component, and a written report of the experience. May be repeated for credit, up to 6 hours. Prerequisites: HMCD program prerequisites: HP 203 or 303; HMCD 310, ECON 231 or STAT 370 or PSY 301 or SOC 501 or CESP 704; COMM 302 or 311 or 313 or 325 or 328 or ENGL 210. HMCD program core courses: HMCD 325, 330, 333, 342, 344, 356. Students must also be admitted to the HMCD professional program

**HMCD 616 – Environmental Health**

This course introduces students to the importance of the environment to human health by examining the causes and controls of major environmental health problems. Course topics are structured around the things we do as individuals and societies that result in environmental health hazards including energy production, industry, food production, and the modern lifestyle as viewed through both a local and global lens. Special emphasis will be placed on environmental risk factors to susceptible populations and how they translate into public health policy and prevention. Students additionally will learn what they can do to protect and enhance their health, and to influence the quality of the environment. The course will include lecture, film, group analysis, and discussion.

**HMCD 621 – Supervisory Management in Health Care Organizations**

A study of supervisory management concepts and techniques that apply to health care organizations and programs. Emphasis is on understanding the health care environment and its various health care settings, the identification of issues facing front-line employees, supervisors and mid-level managers, and the development of administrative and leadership skills necessary to successfully lead health care work teams. Identifies, analyzes and solves problems that clinical department heads, supervisors, and other health related mid-management personnel encounter in their work. The principles of effective management techniques-planning, decision making, organizing, budgeting, time management, leadership, direction, delegation, communication, motivation, discipline, performance appraisal, management of change, teamwork, effective meeting, working with unions, quality improvement, and career development-are covered. Prerequisite: HMCD 310.
HMCD 624 – Community Development Methods
Builds on the foundation of public health by examining a variety of advanced methods, theories and skills used for community development. Students familiarize themselves with the approaches used to assess and improve health outcomes in a community context and familiarize themselves with how to effectively apply these approaches. Includes lecture, group and individual projects, fieldwork and visiting lectures from practicing community development professionals.

HMCD 625 – Special Topics on Health Services
This seminar is designed to provide students with the opportunity to explore, in detail, a selected current topic relevant to Health Services Management and Community Development. Students will review current research related to the selected topic, provide weekly presentations, engage in discussion, and produce a term paper. The course additionally will include lecture and guest arrangements from outside the department and the institution. Prerequisite: Senior standing in the HSMCD program; or instructor consent.

HMCD 644 – Program Planning and Evaluation
Introduces students to the planning, development and evaluation of health programs through the use of lecture, group projects and individual presentations. Students familiarize themselves with a variety of approaches available in the field of program planning. Emphasizes the application of this material to the development of a program plan.

Health Professions – General

Upper-Division Courses

HP 325D – Nutrition Thru the Life Span
A study of human nutritional needs. Composition and classification of foods, nutrients and their function; food and public health laws; and nutrition under special conditions are covered. Nutrition as it relates to the life cycles, world health issues, safe food handling and issues of metabolism are also addressed.

Aging Studies

Undergraduate Lower-Division Courses

AGE 100 - Introduction to Gerontology
A multidisciplinary overview of the field of aging, with attention to cultural, social, psychological, biological, and economic factors which influence the circumstances of the older adult.

Undergraduate Upper-Division Courses

AGE 512 – Diversity and Aging
Cross-listed as ETHS 512. Addresses the needs of students interested in (1) providing services to; (2) exploring the "issues" of; (3) becoming familiar with the rights of; (4) learning the legal procedures for resolving specific problems of; and (5) offering practical solutions for the
difficulties encountered by ethnic older persons. Prerequisites: ETHS 100, AGE 100, SOC 111 or instructor's consent.

**AGE 515 - Women and Aging**
Cross-listed as WOM St 580. Introduces students to issues in aging that are unique to women, to women's diverse developmental patterns, and to research methods appropriate for studying aging women and their life experiences. Topics include physical change, role transitions, and adaptation from a lifespan perspective.

**AGE 516 - Age, Work, and Retirement**
Examines the basic implications of population aging on work life and retirement opportunities, now and in the future. Explores factors that may place individuals at-risk for economic insecurity as they grow older. Topics covered include the current situation in the United States and other countries, examines the economic status of older Americans, addresses retirement policies in the private sector, social security, and health care issues.

**AGE 520 - Family and Aging**
Cross-listed as SOC 520. An analysis of the families and family systems of older people. Emphasizes demographic and historical changes, widowhood, care giving, and intergenerational relationships as these relate to the family life of older people. Prerequisites: AGE 100, SOC 111, or junior standing.

**AGE 525 - Death and Dying**
This course offers a broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients; funeral rituals; burial, mourning and grief practices; suicide and euthanasia. The class involves experiential learning activities such as personal preparation for death and field trips such as visiting a funeral home. These learning activities are designed to help the student be better equipped to help those who must make such preparations for themselves or loved ones.

**AGE 527 - Sexuality and Aging**
This course will focus on all aspects of sexuality and aging and the issues that arise with respect to sexual behavior as humans’ age. The course will examine human sexuality over the life course, focused on the experiences of those 65 and older and the impact of chronic disease, cognitive decline and physical disabilities on sexual attitudes and behaviors. The course will address key concerns regarding sexuality and aging, including misconceptions about sexuality and aging as well as the problems with sexuality that members of the aging population sometimes face. It also looks at solutions, treatments and techniques that can be applied to help address some of those problems. The course perspective will be interdisciplinary, taking into account the physiological, psychological, interpersonal and social influences which shape our understanding of sexuality in the aged.

**AGE 543 - Aging and Public Policy**
Cross listed as SOC 543. Seminar-style course explores the impact of an aging population on social institutions, covers the history of American aging policies, the organization and financing
of health care for the older adult, and discusses policy analysis as an evaluation tool for comparing public approaches to responding to the needs of an increasingly diverse aging population. Considers the process of policy formation, identifies key players and interest groups and contrasts political ideologies regarding federal, state and private responsibilities for older people. Emphasizes Social Security, the Older Americans Act, Medicare, and Medicaid as policy examples. Also looks at the potential contributions of the older population to society (volunteer services, provision of family care, etc.) as affecting and affected by policy. Prerequisite: SOC 111 or AGE 100 or junior standing.

AGE 550 - Selected Topics in Gerontology
Study in a specialized area of gerontology with the focus upon preprofessional programs and current issues in the field of aging. Emphasizing knowledge and skills in applied areas of gerontology as they relate to an emerging area of research and application. Repeatable up to 6 hours. Prerequisite: instructor's consent.

AGE 622—Public Health and Aging
Explores the study of aging and the range of health issues that older persons, their families, their providers and society will face in the next decade. Presents an overview on aging from different perspectives: demography, biology, epidemiology of disease, physical and mental health disorders, functional capacity and disability, social aspects of aging and ethical issues in the care of older individuals.

AGE 710 – Systems in Long Term Care
Analyzes long-term care in the U.S. as a response to chronic illness and disability emphasizing the diversity of long-term care systems and addressing the needs of persons of all ages. Addresses system and organizational aspects that affect organizational outcomes and quality of long-term care services. Considers long-term care policy and management issues. It explicitly applies a trajectory model of chronic illness, conceptualizing formal long-term care services as one series of responses to chronic illness and disability.

AGE 750 - Workshop in Gerontology
Provides specialized instruction, using a variable format in a gerontologically relevant subject. Repeatable for credit.

AGE 780 - Physical Dimensions of Aging
This course is designed to assist the student in developing an understanding of the complex physiological changes that accompany advancing age and the effects of physical activity on these factors. In addition, the student will develop an appreciation for how functional consequences affect mental and social dimensions of life. Attention will be given to sensory, motor, cognitive, and psychological changes. Special emphasis will be placed on factors associated with the preparation, implementation and evaluation of research projects involving older adult populations.

AGE 765—The Medicare System
Designed to explore the many intricacies of the Medicare and Medicaid programs. Emphasizes the application of course material to the development of the student’s understanding of how these two programs affect the use of medical services among covered populations. Course format includes lecture, group and individual examination of the literature, and analysis of case studies.