

# CHHS-Community Health & Human Services

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## **CHHS 526. Wellness Promotion Peer Educators Part 1. 3 Hours.**

The intent of this course is to provide students with the skills to facilitate group presentations on health-related content to their peers. Students will complete the Certified Peer Education Training a comprehensive, interactive, and skills-based training. Students will learn about the programs and services offered at the UAB Student Health and Wellness Center and will be able to articulate this to new student users. Students will learn basic alcohol and other drug information in preparation for presentation to their peers.

## **CHHS 527. SHAPE Peer Education. 3 Hours.**

This course is designed to provide students with the knowledge and skills needed to effectively communicate accurate information related to sexual health and decision-making. The concept of total health and the effects of lifestyle and decision-making on the quality of life will be emphasized.

## **CHHS 528. Wellness Promotion Peer Education Part 2. 3 Hours.**

This course involves course involves students active engagement in the delivery of peer education programs and services to the UAB campus community. The purpose of the Wellness Promotion Peer Education Part 2 course is to provide candidates with a supervised, field-based, work experience in a wellness promotion setting.

**Prerequisites:** CHHS 426 [Min Grade: C], CHHS 426 [Min Grade: C] and CHHS 526 [Min Grade: C] and CHHS 526 [Min Grade: C]

## **CHHS 601. Current Readings in Health Education. 1-3 Hour.**

Review of literature in health education. Development of annotated bibliography pertinent to professional practice.

## **CHHS 602. Advanced Principles of Mental Health, Stress, & Well-being. 3 Hours.**

This advanced course explains how an individual can manage their internal and external stressors to optimize their mental and emotional well-being. Topics span the discipline of health promotion and wellness, including theoretical models, discussions on the importance of relationships and social support, personality differences and risk of disease, how attitudes and emotions can change body chemistry, heart rates, hormone levels, and immunity against disease.

## **CHHS 606. Advanced Issues of Disease Prevention in Health Education/Promotion. 3 Hours.**

This is an introductory course designed to teach graduate-level health promotion students, the basic principles, methods, and applications of epidemiology and issues in disease control.

## **CHHS 608. Advanced Principles of Substance Abuse Prevention and Education. 3 Hours.**

This course provides an advanced discussion of major drug classifications and their effects, behavioral theories giving explanation to substance use, societal norms, and different pathways of addiction. Prevention strategies, intervention modalities, and treatment options are explored within the context of the community health and human services professions.

## **CHHS 610. The Advanced Health Education/Promotion Specialist. 3 Hours.**

This course emphasizes application of advanced Health Education/Promotion competencies corresponding to the Master Certified Health Education Specialist. Topics include the significant historical contributions, application of theories and planning models, advanced professional ethics, advanced administrative tasks, advanced literature reviews, and emphasis on advanced levels of health communication and advocacy.

## **CHHS 611. Interdisciplinary Approaches to School Health Education/Promotion. 3 Hours.**

This course is designed to provide students with a fundamental knowledge base on contemporary issues related to school health programs; national, state, and local factors influencing school health programs; importance of collaboration between school administration, teachers and parents. The Whole School, Whole Community, Whole Child Model (WSCC) will be a reference point for class discussion.

## **CHHS 612. Student Health and Well-Being in Higher Education. 3 Hours.**

This course prepares higher education professionals to understand and address wellness and health promotion issues contributing to students' overall success, academic performance, retention, satisfaction, and quality of life. Application of student health concerns in an urban campus context can guide those working in a variety of student affairs and higher education settings not limited to: residence halls, orientation, student leadership, advising, multicultural programs, and other areas of student development.

## **CHHS 618. Lifespan Dimensions in Women's Health and Nutrition. 3 Hours.**

Highlights will include health issues specific to women, chronic diseases, body image and eating disorders, health promotion and disease prevention, pregnancy, childbirth and lactation, weight loss/maintenance, menopause and aging, fitness management and stress management.

## **CHHS 621. Advanced Health Communications in Health Education/Promotion. 3 Hours.**

This course promotes skills appropriate for selected health problems, problem solving, and referrals. It also promotes skills to enhance communication with clients, peers, and community members at large. Health-related theories, communication theories, and marketing strategies are discussed in this course.

## **CHHS 623. Sexuality Education: Theory and Practice. 3 Hours.**

This course provides an advanced review of biological, sociological, psychological, and ethical aspects of human sexuality as encountered by health education specialists and human services practitioners. Content related to an anatomical overview, sexual decision-making process, harm reduction approaches, social norms, societal issues, gender stereotypes, sexual complications, and the sexuality of special populations are emphasized.

## **CHHS 624. Advanced Health Coaching in Health Education/Promotion. 3 Hours.**

This course promotes mobilizing the strengths and resources of individuals, peers, and the community at large to develop strategies for adopting healthier lifestyles. Health coaching emphasizes specialized methods to support clients, which includes referrals, problem solving, goal setting, creation of action steps, and accountability.

**CHHS 626. Student Health and Wellness Center Peer Educators. 3 Hours.**

The intent of this course is to provide students with the skills to facilitate group presentations on health related content to their peers. Students will complete the Certified Peer Education Training, a comprehensive, interactive, and skills-based training. Students will learn about the programs and services offered at the UAB Student Health and Wellness Center and be able to articulate this to new student users. Students will learn basic alcohol and other drug information in preparation for presentation to their peers.

**CHHS 631. Applied Planning and Implementation of Health Education/Promotion Programs. 3 Hours.**

Content and process planning and implementing programs in health education and health promotion. Sociological, psychological, and epidemiological foundations of health promotion programs. Development of practical skills for school, occupational, clinical, and community settings. A comprehensive program planning assessment will reinforce quantitative literacy in the profession. Quantitative Literacy is a significant component of this course.

**CHHS 632. Advanced Administration of Health Education/Promotion Programs. 3 Hours.**

This course focuses on issues related to the advanced practice of administration and management of health education/promotion programs. Topics include leadership theory and development, staff development and training, ethical issues and human resources, fiscal responsibility, and emphasis on data driven decision-making.

**CHHS 640. Content Issues I. 3 Hours.**

The content issues course allows the student to explore a topic, of his/her choice, in depth. The resulting document(s) must be thorough including a detailed, complete review of historical and current literature related to the topic.

**CHHS 641. Content Issues II. 3 Hours.**

The Content Issues II course allows a student to build upon information gathered in Content Issues I or can be developed as a new project. A general outline is provided below. Identification of the health issue or problem Description of who is being affected (including their risk factors) Discussion of national, state, and local initiatives and interventions aimed at reducing the problem and/or risks.

**CHHS 642. Applied Behavioral Theory and Health Education/Promotion. 3 Hours.**

This course provides students with a better understanding of how to use health behavior theory in guiding health behavior change. The student will examine theories and models that assist in increasing healthy behaviors of youth and adults of all ages.

**CHHS 662. Advanced Worksite Health Education/Promotion. 3 Hours.**

This course emphasizes the interrelationship of intervention planning, methodology, and the selection and use of teaching aids, and methods or materials to be use in the worksite setting. Special problems associated with health interventions are discussed.

**CHHS 689. Intervention Strategies for Health Education/Promotion. 3 Hours.**

The purpose of this course is to present the interrelationship of intervention planning to promote health behavior change and the selection and use of teaching aids, methods and materials to facilitate helping relationships. Special problems associated with health interventions are discussed. Students will learn ethical, theoretical and practical aspects of health education, teaching techniques, curricular development, organization skills and techniques.

**CHHS 691. Special Topics in Health Education. 3-6 Hours.**

HE 691 is offered to advanced students who display a high level of commitment to their studies, willingness to work flexible hours, a desire to become involved in research and training, and the ability to work independently under faculty supervision. At least 4 goals will be accomplished during this semester: 1. To complete a review of professional literature related to educator's knowledge of, and response to body dysmorphic disorders; 2. To prepare a detailed summary of the Steps to a HealthierUS fitness and nutrition initiative; 3. To offer technical assistance to staff and volunteers of the Steps to a HealthierUS – River Region consistent with the logic model and Year Two Community Action Plan aimed at goal achievement; 4. To prepare an objective typewritten summary of accomplishments completed in this course during the semester.

**CHHS 692. Supervised Research in Health Education. 3-6 Hours.**

CHHS 692 is offered to advanced students who display a high level of commitment to their studies, willingness to work flexible hours, a desire to become involved in research and training, and the ability to work independently under faculty supervision.

**Prerequisites:** EPR 608 [Min Grade: C], EPR 608 [Min Grade: C] or EPR 609 [Min Grade: C] or EPR 609 [Min Grade: C]

**CHHS 693. Capstone Experience in Community Health. 3-6 Hours.**

The internship experience is designed to enhance the student's skills in planning, implementing, and evaluating health promotion interventions.

**CHHS 696. Ethical Problems and Principles in Health Education/Promotion. 3 Hours.**

This course is designed to provide students with opportunities to review and discuss case studies involving ethical decisions.

**CHHS 697. Community-Based Approaches to Evaluation and Grantsmanship of Health Education/Promotion Programs. 3 Hours.**

This course enhances knowledge, competencies and skills required to obtain funding and to evaluate community-based health education/promotion programs for defined health issues. The course emphasizes elements of evaluating community-based intervention activities at macro-levels including determining needs and assets, writing realistic goals and measurable objectives, incorporating quantitative and qualitative data, and evaluating behavior change at the community level. The course also focuses on grant preparation, including topics such as engaging funders, establishing grant need, planning grant activities, creating a budget, and program sustainability.

**Prerequisites:** CHHS 610 [Min Grade: C], CHHS 610 [Min Grade: C] or HE 610 [Min Grade: C] or HE 610 [Min Grade: C]

**CHHS 698. Lifespan Dimensions in Women's Health and Nutrition. 3 Hours.**

Highlights will include health issues specific to women, chronic diseases, body image and eating disorders, health promotion and disease prevention, pregnancy, childbirth and lactation, weight loss/maintenance, menopause and ageing, fitness management and stress management.

**CHHS 699. Thesis Research. 1-3 Hour.**

Research and completion of the thesis.

**Prerequisites:** GAC M, GAC M

**CHHS 730. Special Topics in Health Education. 3-6 Hours.**

Special Topics in Health Education.

**CHHS 731. Advanced Theoretic/Scientific Basis of Health Education/Promotion. 3 Hours.**

This course facilitates integration, application and evaluation of specific information regarding health education and health promotion theory, research, and practice. This course will guide analysis of current issues in health science specifically those related to behavior change. Health behavior theories are emphasized.

**CHHS 732. Advanced Planning and Implementation of Health Education/Promotion Programs. 3 Hours.**

This course emphasizes content and process of advanced planning and implementation of health education/promotion programs. Advanced topics include application of the Precede-Procede Model to multiple health issues; application of health behavior theory; examination of advanced program evaluation measures; and advanced constituent engagement.

**CHHS 733. Evaluation of Health Education/Promotion Programs. 3 Hours.**

This course provides the graduate health education student with the competencies, knowledge and skills to plan and to implement an evaluation of health promotion-disease prevention intervention for a defined population at risk.

**CHHS 734. Health Education Seminar I. 1 Hour.**

Seminars introduce doctoral students to various topics related to professionalism.

**CHHS 735. Health Education Seminar II. 1 Hour.**

Seminars introduce doctoral students to various topics related to professionalism.

**CHHS 736. Health Education Seminar III. 1 Hour.**

Seminars introduce doctoral students to various topics related to professionalism.

**CHHS 740. Evaluation and Research Methods in Health Education/Promotion Programs. 3 Hours.**

This course promotes understanding at the doctoral level of the knowledge, competencies and skills required to plan a research approach and evaluation strategy for health education/promotion research programs for defined health issues among specific audiences. The course emphasizes elements of evaluating community-based research and intervention activities at micro- and macro-levels including examining previous published literature, writing specific aims and measurable objectives, incorporating quantitative and qualitative data, evaluating behavioral impacts, and assessing health outcomes. The course also focuses on federal grant preparation, including topics such as engaging funders, using federal grant formatting, creating a grant budget, and assessing research impact.

**CHHS 742. Health Disparities in Diverse Populations. 3 Hours.**

This course is designed to provide students with a fundamental knowledge base on contemporary issues related to health, disparities in health outcomes and social determinants of health. It is intended to provide students with a broader understanding of the structural and psychosocial factors related to health disparities. To do so, the course will focus on theoretical frameworks that draw on an ecological perspective and examine how factors associated with families, peers, schools, neighborhoods, and communities influence health.

**CHHS 798. Supervised Research in Health Education/Promotion. 1-6 Hour.**

The purpose of this course is for students to engage in meaningful research and writing activities.

**CHHS 799. Dissertation Research. 1-12 Hour.**

Design and completion of the dissertation.

**Prerequisites:** GAC Z, GAC Z