Health Education Mission
The mission of the Health Education program is to contribute to the health of all people through advances in theory and research, excellence in practice, and the promotion of public policies conducive to health. The program focuses on the professional code of ethics, standards for professional competence, research, and practice; on-going professional development; and public outreach. Core competencies match the public health model of health promotion, performing a needs assessment, planning, implementing, and evaluating an effective program, acting as a resource in health education, health communications, application of research principles, and advancing the profession in practice. The curriculum reflects the responsibilities and competencies of Certified Health Education Specialists (National Commission for Health Education Credentialing, Inc., 2010).

Goals and Objectives

Goal 1: Graduates of the Masters of Science degree in Health Education Program will be able to coordinate effective health education programs.

Objective 1.1: Graduates will be able to perform a needs assessment, plan, design, implement and evaluate health education programs specific to community needs.

Objective 1.2: Graduates will apply health theories to health education practice and research.

Goal 2: Graduates of the Masters of Science degree in Health Education Program will demonstrate information literacy in the field of Health Education.

Objective 2.1: Graduates will be able to analyze, critically evaluate, and draw conclusions from regional, national and global health data.

Objective 2.2: Graduates will be able to critically evaluate and apply current research in health education practice.

Goal 3: Graduates of the Masters of Science degree in Health Education Program will be able to will communicate effectively using the language of the health education profession.

Objective 3.1: Graduates will be able to write grants and reports using the language of health education.

Objective 3.2: Graduates will convey a professional image of confidence, competence and maturity in verbal and written assignments in order to engage audiences and encourage evidence-based interventions and practices.

Goal 4: Graduates of the Masters of Science degree in Health Education Program will be able to apply the principles of effective management to healthcare systems.

Objective 4.1: Graduates will commit to the stability, health and well-being of a healthcare organization.

Objective 4.2: Graduates will be able to train, delegate, coordinate, evaluate, and negotiate with others to promote health and well-being of a population.

Goal 5: Graduates of the Masters of Science degree in Health Education Program will have knowledge of and follow ethical codes of conduct.

Objective 5.1: Graduates will follow and promote ethical conduct reflecting Jesuit values, specifically the values of honesty, respect for persons, and justice.

Objective 5.2: Graduates will demonstrate the maturity to make decisions and to take professional responsibility for those decisions.

Objective 5.3: Graduates will act as global citizens, holding personal and career objectives that honor and serve the beneficence of people in need.

M.S. in Health Education Program Curriculum
The M.S. in Health Education requires completion of twelve courses (36 credits hours): core Health Education courses (6 and electives in health studies or other related area (6 courses). Core courses should be completed early in the program. Electives are selected based on personal and professional goals.

Core Courses (six required):

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HED 551</td>
<td>Mapping for Health Research, Planning, Policy Development and Marketing</td>
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<tr>
<td>HED 552</td>
<td>Epidemiology</td>
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<tr>
<td>HED 553</td>
<td>Program Planning for Wellness</td>
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<tr>
<td>HED 554</td>
<td>Curriculum Strategies for Health Educators</td>
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<tr>
<td>HSV 550</td>
<td>Health Services Research</td>
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<tr>
<td>HSV 700</td>
<td>Integrative Capstone Course in Health Services</td>
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Health Studies electives (six required):

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<tbody>
<tr>
<td>HED 560</td>
<td>Aging in America</td>
</tr>
<tr>
<td>HED 561</td>
<td>Human Sexuality</td>
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<tr>
<td>HED 571</td>
<td>Employee Assistance and Occupational Health</td>
</tr>
<tr>
<td>HED 572</td>
<td>Concepts of Mental Health</td>
</tr>
<tr>
<td>HED 573</td>
<td>Women and Health Care</td>
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<tr>
<td>HED 574</td>
<td>Concepts of Nutrition and Health</td>
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<td>HED 575</td>
<td>Stress and Crisis Management</td>
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<tr>
<td>HED 576</td>
<td>Addictions</td>
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<tr>
<td>HED 577</td>
<td>Health Education in HIV/AIDS</td>
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<td>HED 578</td>
<td>Experiential Counseling</td>
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<tr>
<td>HED 579</td>
<td>Behavioral Health of Children and Youth</td>
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<tr>
<td>HED 580</td>
<td>Leadership Principles</td>
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<tr>
<td>HED 600</td>
<td>Directed Research in Health Services</td>
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<tr>
<td>HED 601</td>
<td>Field Work in Health Education</td>
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<tr>
<td>HED 770</td>
<td>Special Topics in Health Education</td>
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<tr>
<td>HAD 553</td>
<td>Health Care Organization</td>
</tr>
<tr>
<td>HAD 570</td>
<td>Psychosocial Aspects of Chronic Illness and Disability</td>
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Up to two electives may be selected from HAD/EDU/ TOD/SOC with prior approval by the Program Director.

Health Education Course Descriptions

**HED 551 Mapping for Health Research, Planning, Policy Development and Marketing (3 credits)**

Based on the ARC VIEW Geographic Information Systems (GIS), this course is a practical introduction to the use of computer mapping and spatial analysis. The course uses the most current GIS technology to understand the environment and how it impacts public health. There is a large computer lab component to the course.

**HED 552 Epidemiology (3 credits)**

An introductory course exploring the basic concepts of epidemiology as a public health science, including rates and ratios, risk and association, causation and investigation of outbreak.

**HED 553 Program Planning for Wellness (3 credits)**

A foundation course in the development of health education programs for hospitals, work sites, community, and schools. Discusses models for health behavior, assessment of health education needs, design and implementation of interventions, program marketing, and evaluation of efficacy.

**HED 554 Curriculum Strategies for Health Educators (3 credits)**

Techniques combining the cognitive, affective, and psychomotor domains in individual and group learning are discussed. Leading models for curriculum development and implementation are emphasized. Mechanics for construction of goals, curriculum design, objective writing, and learning behaviors are stressed. Models for evaluation and needs analysis are examined. The role of the trainer in the organization is also explored, along with strategies for maximizing one’s position in the organization. Ethical, legal, and moral questions arising in the health education arena are examined.  
Prerequisite: HED 553

**HED 560 Aging in America (3 credits)**

Areas of study include theories of aging, bio-psychosocial/spiritual characteristics of older people, family systems and non-systems, resources, policy, legislation, and activism.

**HED 561 Human Sexuality (3 credits)**

Content provides sexual awareness and personal growth in the area of interpersonal sexuality. Through participation in a variety of class activities, students increase comfort level in communicating about sexual attitudes, feelings, and behaviors. Sexually transmitted infections, reproductive inefficiencies, and cultural issues are discussed.

**HED 571 Employee Assistance and Occupational Health (3 credits)**

An overview course designed to provide the knowledge and skills necessary to help organize, develop, manage, and evaluate employee assistance programs. Emphasis is placed on the positive role of health promotion as a preventive tool. Course explores the role of addictions, family,
financial, and legal issues in the life of the impaired employee or student and codependent.

HED 572 Concepts of Mental Health (3 credits)
Basic concepts of mental health and illness. A range of theories and psychotherapies, and psychological aspects of health, illness, and addiction are studied.

HED 573 Women and Health Care (3 credits)
Inquiry into the health needs of women and their treatment by the health care system. Study includes history, role of women as healers, epidemiology, access to and utilization of health care services, health research, and legislation affecting women's health issues.

HED 574 Concepts of Nutrition and Health (3 credits)
A comprehensive examination of the principles of good nutrition during the life cycle. Emphasis is placed on practical applications, including the use of food composition theory to evaluate food intakes, regional, cultural, and religious influences on food habits, fads, preventive health promotion, and health restoration through health education.

HED 575 Stress and Crisis Management (3 credits)
Study of health problems related to stress and exploration of methods to reduce the impact of stressors to improve bio-psychosocial health. Demonstrates how to identify, isolate, and manage a crisis and how to foresee future crises, as well as how to develop contingency plans. Physiology of stress, relaxation, biofeedback, fear control, and cognitive reacting are skills studied in relation to stress management.

HED 576 Addictions (3 credits)
The study of the nature, causes, and intervention of substance abuse. Historical and sociocultural trends are evaluated in view of current addiction theories. Emphasis is placed upon the relation of addiction to family and work environments, as well as the development of alternate lifestyles.

HED 577 Health Education in HIV/AIDS (3 credits)
The retrovirus of AIDS, the people, and the society it infects are the center upon which this course is based. Current public health policy, ethics, and politics of AIDS are examined. Emphasis is placed on skill-building in health education, counseling, and referrals for persons with AIDS, their families, and those individuals who test positive. The school and corporate sectors are explored, as well as high risk groups and global AIDS.

HED 578 Experiential Counseling (3 credits)
Theories and applications of counseling. Conceptual emphasis on the "here and now" phenomenologic theory. Psychodrama is stressed. Ethics, risk reduction, and the biopsychosocial/spiritual impactors on both the counselor and the client are integral.

HED 579 Behavioral Health of Children and Youth (3 credits)
This course will provide an introduction to behavioral health issues related to children and adolescents. Problems, risk factors, diagnosis and treatment will be considered in the context of developmental theory.

HED 580 Leadership Principles (3 credits)
An introductory course to acquaint the learner with needs and roles in supervisional activity. Management styles, functions, and analyses, as well as behavioral theory, are evaluated. Planning and decision-making, dealing with the change process, motivation, coaching and counseling techniques, performance appraisal, and control are examined.

HED 600 Directed Research in Health Services (3 credits)
An opportunity to conduct a research project under the supervision of a faculty member. Note: students may register for a directed research study only after (a) submitting a research proposal to the program director; (b) arranging for a faculty member to serve as mentor; and (c) receiving explicit approval from the department chair.

HED 601 Fieldwork in Health Education (3 credits)
Individually arranged fieldwork in approved health education environment. Students need permission of the program director before registering. The program is designed to meet individual professional goals and may only be taken once during a student's completions of this degree program. All five core courses must be taken prior to enrolling in this course.

HED 770 Special Topics in Health Education (3 credits)
The learning objectives of this course will be geared toward a specific topic of current interest in the field of health education. The specific topics and perquisites will be announced in the course schedule.