

# HEALTH AND HUMAN SERVICES

The Bachelor of Science in Health and Human Services (HHS) focuses on preparing students to identify and meet the needs of vulnerable individuals, families and communities. Using evidence-based best practices, graduates will be able to develop, offer, and evaluate programs that help people and groups function more effectively and overcome considerable individual and social challenges. The bachelor's degree in Health and Human Services has three rigorous and complementary concentrations: (1) Public Health; (2) Human Services; and (3) Pre-Health Professions.

Students in all three concentrations will be grounded in multidisciplinary, ethical, and state-of-the-art approaches to the delivery of public health interventions, human services, and medical care. This program is rooted in strong academics, innovative research, and active learning. The Health and Human Services major emphasizes community engagement and academic service learning. Students are encouraged to connect their classroom lessons to professional activities through mentored internships with non-profit organizations, community and social service agencies, governmental departments, hospitals and health care organizations across our region and beyond.

This program is intended for students interested in careers and additional graduate degree training in public health, social work, child life, health policy and administration, child and family services, addiction and recovery services, as well as specialized health care professions including medicine, physician assistant studies, pharmacy, physical therapy, occupational therapy, dentistry, optometry, and nursing.

## HHS-2-MSW Program

Students selecting the Human Services Concentration (p. 1) as part of the B.S. in Health and Human Services have the option to apply for the HHS to MSW program in their Junior year. Acceptance to the program allows undergraduate students to take 4 graduate-level Social Work classes that apply toward their undergraduate degree. The 4 graduate-level Social Work classes then allow students to enter the Masters of Social Work (MSW) at the University of Michigan Ann-Arbor in advanced standing, reducing the number of hours needed to complete the graduate degree. Full-time students have the ability to complete both a B.S. in Health and Human Services with Human Services concentration and a Masters of Social Work (MSW) in just 5 years. More information can be found on the HHS to MSW webpage (<https://umdearborn.edu/cehhs/undergraduate-programs/areas-study/health-and-human-services/hhs-um-dearborn-leads-msw-um-ann-arbor-school-social-work/>).

## Program Goals

The overall goals of the Health and Human Services program are to prepare students to:

1. Promote health, wellness, and effective functioning in individual, family, group, community, and organizational settings;
2. Demonstrate knowledge of the many determinants of individual and population health including specific risk factors for physical and mental illness, substance use and addiction, poverty and income inequality, attitudes and behaviors, and their impacts on the health and human services delivery system; and

3. Employ appropriate research methods, data analytic techniques, and human subjects protections to enhance our understanding and delivery of effective public health programs and human services.

## Learning Outcomes

The Health and Human Services program provides future professionals with a strong behavioral and social science orientation that also draws on considerable expertise in the natural sciences, humanities, education, and statistics. Students study important perspectives that broaden and deepen their understanding of health, human service systems, and the delivery of health care. The goal is to provide students with analytic frames of reference, as well as research and evaluation approaches that illuminate issues and provide a sound basis for approaching contemporary social and medical problems. Students participate in undergraduate coursework that prepares them for professional work, strengthens their position for admission to graduate programs, and enhances their cultural competencies. HHS students achieve specific professional skills in:

- Problem solving: Identify and respond quickly to health and human services challenges.
- Components of the health and human services system: Understand how policy, behavior, race, place, income, the environment, and other influences converge to affect individuals, families, and communities.
- Leadership: Learn community outreach, public policy, and advocacy skills.
- Management and teamwork: Gain organizational and team-building skills that facilitate cross-sector collaboration, effective interprofessional activities, and change management.
- Global approach: Become aware of cultural and geopolitical factors that shape human and institutional behavior and that have consequences for vulnerable populations.
- Policy: Understand the policy process so that professionals can advocate for meaningful institutional and social change.
- Analytic methods: Know scientific method and appropriate analytic approaches so that students can solve problems using qualitative and quantitative data.
- Technology and information: Use information technology effectively.
- Budgeting and finance: Learn basic skills for making decisions that involve budgetary and financial concerns.
- Communications – Write and speak effectively to reach multiple audiences.

## Dearborn Discovery Core

Please see the Dearborn Discovery Core (General Education) (<https://umdearborn.edu/dearborn-discovery-core/>) webpage or additional information.

## Foundational Studies

Writing and Communication (GEWO) – 6 Credits

Upper-Level Writing Intensive (GEWI) – 3 Credits

Quantitative Thinking and Problem Solving (GEQT) – 3 Credits

Critical and Creative Thinking (GECC) – 3 Credits

## Areas of Inquiry

Natural Science (GENS) – 7 Credits

- Lecture/Lab Science Course
- Additional Science Course

Social and Behavioral Analysis (GESB) – 9 Credits

Humanities and the Arts (GEHA) – 6 Credits

Intersections (GEIN) – 6 Credits

Capstone

Capstone (GECE) – 3 Credits

Major

The Health and Human Services major includes 31 credit hours of core courses, 30-32 credit hours in concentration-specific required courses, plus tailored elective courses selected to meet professional goals and any graduation admissions requirements as desired. Students should also refer to the Dearborn Discovery Core requirements to ensure that those are met.

Health and Human Services Core Courses

Code	Title	Credit Hours
HHS 200	Introduction to Public Health	3
HHS 210	Intro to Social Work	3
HHS 230	Research Methods in Human Srv	3
HHS 250	Intro to Environmental Health	4
HHS 310	System of Care	4
HHS 406	Program Evaluation	4
HHS 410	Quantitative Research and Statistics	4
HHS 442	Medical Ethics	3
SOC 200	Understanding Society	3
Total Credit Hours		31

Tailored Elective Courses

Students should work closely with their advisors to select elective coursework that completes their upper level credit and minimum degree requirements. Students are encouraged to choose elective courses to meet their personal and professional goals, prepare for graduate entrance exams, and complete any prerequisite courses required of graduate programs and medical schools. Please note some elective classes may require additional prerequisite courses. Course elections must be different from concentration requirements.

Concentrations

Human Services Concentration Required Courses

Code	Title	Credit Hours
HHS 225	Stress Management	3
HHS 308	Intro to Macro Social Work	4
HHS 309	Theories & Pract. Social Wk.	4
HHS 311	Work w/Vulnerable Populations	4
HHS 312	Family Preservation & Recovery	3
HHS 407	Fundraising & Grantwriting	3
HHS 325	Death, Dying, and Bereavement	3
Upper-level HHS Elective (1)		3-4

Upper-level HHS Elective (2)	3-4
Total Credit Hours	30-32

**HHS-2-MSW Program Additional Course Requirements (for students accepted into the HHS-2-MSW Program for preferred admission from BS in Health and Human Services at the University of Michigan-Dearborn to MSW at University of Michigan-Ann Arbor School of Social Work). These courses will count as electives that help students to meet the minimum number of credits for graduation.**

Code	Title	Credit Hours
SWK 504	Diversity and Social Justice in Social Work	3
SWK 521	Interpersonal Practice with Individuals, Families and Small Groups	3
SWK 530	Introduction to Social Welfare Policy and Services	3
SWK 560	Introduction to Community Organization, Management and Policy/Evaluation Practice	3
All of these courses must be completed with a course grade of B or better.		
Total Credit Hours		12

Pre-Health Professions Concentration Required Courses

Code	Title	Credit Hours
BIOL 140	Intro Molec & Cellular Biology	4
CHEM 134	General Chemistry IA	4
HHS 201	Medical Terminology	3
COMM 365	Health Communication	4
HHS 300	Intro to Health Policy	3
HHS 311	Work w/Vulnerable Populations	4
HHS 412	Principles of Epidemiology	4
HHS 330	Health Behavior Theory	3
Upper-level HHS Elective		3-4
Total Credit Hours		32-33

Public Health Concentration Required Courses

Code	Title	Credit Hours
HHS 300	Intro to Health Policy	3
HHS 330	Health Behavior Theory	3
HHS 350	Comm Organizing for Health	4
COMM 365	Health Communication	4
HHS 400	Health Policy and Politics	4
HHS 405	Population Health	4
HHS 407	Fundraising & Grantwriting	3
HHS 412	Principles of Epidemiology	4
Upper-level HHS Elective		3-4
Total Credit Hours		32-33

- Problem solving: Identify and respond quickly to health and human services challenges.

- Components of the health and human services system: Understand how policy, behavior, race, place, income, the environment, and other influences converge to affect individuals, families, and communities.
- Leadership: Learn community outreach, public policy, and advocacy skills.
- Management and teamwork: Gain organizational and team-building skills that facilitate cross-sector collaboration, effective interprofessional activities, and change management.
- Global approach: Become aware of cultural and geopolitical factors that shape human and institutional behavior and that have consequences for vulnerable populations.
- Policy: Understand the policy process so that professionals can advocate for meaningful institutional and social change.
- Analytic methods: Know scientific method and appropriate analytic approaches so that students can solve problems using qualitative and quantitative data.
- Technology and information: Use information technology effectively.
- Budgeting and finance: Learn basic skills for making decisions that involve budgetary and financial concerns.
- Communications – Write and speak effectively to reach multiple audiences.

## Courses

### **HHS 100 Personal Health and Wellness 4 Credit Hours**

In this course, students will examine the core concepts, conceptual frameworks, and epidemiological data related to personal health and wellness. Students will learn to apply the scientific method to the systematic study of common health problems. Students will gain a better understanding of their own health-related attitudes, beliefs, and behaviors and learn strategies to manage their stress and improve their health and wellness. (F,S,W)

### **HHS 101 Intro to Health Education 3 Credit Hours**

This course is designed to introduce students to the principles and practices of health education. Students will explore the theoretical and practical issues of health education and will identify and apply health education principles to health challenges facing individuals, groups and communities. (F,W,S)

### **HHS 150 HHS 150: EHRA 4 Credit Hours**

### **HHS 200 Introduction to Public Health 3 Credit Hours**

Introduction to Public Health (HHS 200) is the introductory professional course in the Public Health undergraduate program. This course identifies and explores the theoretical and practical issues in public health. Students successfully completing the course will have an understanding of the goals of public health. Students will receive a fundamental understanding of epidemiological study design and the role of data for public health research. They will also understand the impact of individual behaviors and the environment on health. Lastly, students will receive an introduction of the role of governmental agencies and policy on public health practice.

### **HHS 201 Medical Terminology 3 Credit Hours**

This course will focus on an in-depth presentation of medical language to serve as a solid foundation for students interested in health care, medicine, nursing, pharmacy, physical therapy, or related careers. Medical terminology for both health and disease is presented in relation to human structure and function. Understanding of the course content builds a framework by introducing the key terms as they are applied to specific body systems. (F,W,S)

### **HHS 202 Mental Health Terminology 3 Credit Hours**

Mental Health Medical Terminology orients students to mental health disorders. A brief clinical overview from a lay perspective orients students to the various mental disorders including mental retardation and learning disorders, behavioral disorders, anxiety disorders, substance abuse disorders, impulse control disorders and sleep disorders. A special emphasis will be made on the relationship between substance abuse problems and mental illness, as well as the physical aspects of drug use. Students learn the specific criteria for mental illness classification through use of The Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM 5). (OC)

### **HHS 210 Intro to Social Work 3 Credit Hours**

Introduction to Social Work is intended to provide a basic introductory course to assist professionals in related and relevant fields in the theories, approaches, and practices of social work. Students will be exposed to the art and science of the social work discipline through academic research and case studies, experiential learning, group discussion, and supporting activities. (F,W,S)

### **HHS 225 Stress Management 3 Credit Hours**

This course is a systematic examination of the stress process and its management. We will explore what stress is, its major components and psychophysiologic processes, as well as the connection between stress and health outcomes. Students will employ self-reflective and active learning techniques to examine in detail the range of options that may be employed to minimize the impact of stressors and their health consequences. These options include perception interventions and spirituality, multiple relaxation techniques, and physiological interventions such as exercise. (F, S, W).

### **HHS 230 Research Methods in Human Srvc 3 Credit Hours**

This course focuses on developing student's ability to understand and influence scientific inquiry in health and human services. Students will learn how research methodology frames inquiry and, subsequently, how knowledge is built and used to make evidence-based decisions in practice.

### **HHS 250 Intro to Environmental Health 4 Credit Hours**

This course introduces students to environmental health as a core discipline within the field of public health. It is for any student interested in how the environments where we live, work, and play may affect our health, and it is particularly applicable for those pursuing careers in public health, clinical health, or allied fields. Specifically, the course provides students with an introduction to environmental health science, communication, and policy. Students will examine many case studies to understand the patterning and implications of environmental risks and protective factors in communities through Metro Detroit and the U.S. related to several key pathways (e.g., air, water, climate, built environment). Throughout the semester, considerable attention will be given to causes and consequences of local and national environmental justice issues. Students will gain exposure to methods and resources they may use to assess and address environmental health concerns as scholars, activists, or practitioners. (F, W).

### **HHS 260 Global Health 3 Credit Hours**

In this course, students will examine the core concepts, major actors and organizations, and functions of public health on a global scale. Students will gain knowledge of comparative health care systems, as well as global challenges, such as climate change, nutrition, and maternal and child health. We will analyze historic and contemporary case studies to better understand current disease burden and health inequities, ethical considerations, and potential policy or programmatic solutions to global health issues. (YR)

**HHS 300 Intro to Health Policy 3 Credit Hours**

The aim of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by its organization. We will focus on the major US governmental and non-governmental political and policy players, health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP) (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 305 Introduction to Play 3 Credit Hours**

This course introduces the concept, theory, and experience of play, including methodological approaches to the research and study of play in therapeutic, clinical, medical, and educational environments. Students will develop strategies for observing, engaging, and supporting play in variety of settings, and will gain an understanding of the principles, applications, and limitations of play therapy and the role of play in the practice of professionals in human services and education. (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 306 Program Plan Implementation 3 Credit Hours**

Full Course Title: Program Planning and Implementation This course introduces students to program planning in health and human service settings. In these settings, leaders must be able to develop, implement, and monitor programs that are informed by theory and evidence. Such plans equip organizations to improve individual, family and community well-being through programmatic interventions, as well as to advocate for local or national policy changes. Students will examine existing programs designed to promote health and well-being in diverse settings locally and nationally. They will learn components of effective program plans and work through a stepwise process to build their own plan for a real or imagined intervention. Prior or concurrent coursework in theory of health behavior or social work and research methods is highly recommended.

**Prerequisite(s):** COMP 106

**Restriction(s):**

Can enroll if Class is Junior or Senior

**HHS 308 Intro to Macro Social Work 4 Credit Hours**

This course provides a foundation for working with groups, communities, and social systems. We will examine macro-level interventions to address planned change in diverse settings. A culturally-sensitive, person-centered approach as well as the NASW Code of Ethics will be integral to the techniques and practices employed in this course. We will utilize a social justice framework throughout the course for exploring issues of inequality, oppression, and equity-focused social change. (F, S, W).

**Prerequisite(s):** SWK 200 or HHS 210

**HHS 309 Theories & Pract. Social Wk. 4 Credit Hours**

Full Course Title: Theories & Pract. Social Wk. This course is designed to develop the knowledge and skills necessary for students to begin understanding of the practice of social work. The course provides an overview of general practice and theory. Students are introduced to the value, philosophy and knowledge base considerations of social work practice. Generalist social work practice is presented as a process of planned change with various clients and systems as well as the application of ethical and technical principles of practice. Specific emphasis will be given in this course to the integration of material from the student's knowledge of human behavior, social policy, research, life experience, and professional skills. Lessons and exercises are offered to emphasize understanding and relating to persons of diverse backgrounds including oppressed groups, populations-at risk and racial or ethnic minorities. (F,W,S) (F, W, S).

**Prerequisite(s):** SWK 200 or HHS 210

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 310 System of Care 4 Credit Hours**

This course introduces students to the ways that health and human service organizations work individually and collectively to improve the lives of individuals, families, groups, and communities. Health and human services professionals work collaboratively to help persons with a variety of physical, mental, social, emotional, educational, and developmental needs. Systems of care is a service delivery approach that builds partnerships to create a broad, integrated process for meeting clients' and target populations' multiple needs. (F, W).

**HHS 311 Work w/Vulnerable Populations 4 Credit Hours**

Full Course Title: Working with Vulnerable and Hard-to-reach-Populations Successful community-based engagement, outreach activities, and intervention research often involves working with vulnerable and hard-to-reach populations. This course examines some of the personal, social, institutional, legal and environmental factors that create disparities and vulnerabilities in certain individuals and groups. Underlying theories, effective strategies, and best strategies for working with persons in great need for improved health and the provision of appropriate human services are also presented. (F,W,S)

**Prerequisite(s):** SWK 200 or HHS 210

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 312 Family Preservation & Recovery 3 Credit Hours**

Current methods for family preservation and helping families cope with family problems are the focus of this seminar style course. Through lectures, written assignments and classroom activities, students learn and practice family intervention technique. Emphasis on families with diverse structures is undertaken and diverse practice settings including home, school, child welfare, mental health, family court, corrections and other community environments are explored in detail. Students are instructed in the special issues in work w/families, e.g. minority status, gender and sexual orientation, disabilities, family violence, trauma and addiction. (F,W,S)

**Prerequisite(s):** SWK 200 or HHS 210

**Restriction(s):**

Cannot enroll if Class is Freshman



**HHS 313 Metro Impact of HHS 3 Credit Hours**

Full Course Title: Metropolitan Impact of Health and Human Services  
This course focuses on health and human service provision and the impacts of these professions within the metropolitan Detroit area. The course addresses working with multiple populations and multiple service providers. A significant component of the course consists of significant guest speakers who have experience working in this area. The class will often meet off-campus at various social service agencies; students will be responsible for their own transportation.

**Prerequisite(s):** SWK 200 or HHS 210

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 315 Case Management for Change 3 Credit Hours**

Students learn step-by-step processes of case management from intake and initial referral for services, determination of eligibility for services, writing a formal plan for services, case documentation techniques, and techniques for monitoring a client's progress through the service delivery system, to case closure/follow-up activities. The course instructs on access to community resources, interpreting and utilizing information from other professionals, and development of interviewing, intervention, case recording, and caseload management skills. Legal and ethical issues in service delivery are integrated throughout the course. (F,W,S)

**HHS 323 Introduction to Critical Disability Studies 4 Credit Hours**

This course is an introduction to the emergent field of Disability Studies and to the relationship between disability and gender, sexuality, race, class, and other identities. Students will engage the topic of disability through diverse perspectives, including their own personal values and beliefs as they relate to disability and society. This course will include an introduction to Disability Studies history, vocabulary, and the models that frame disability discourse as well as an exploration of key concepts from women's and gender studies such as the social construction of identity and intersectionality through the lens of disability. Course readings and topics will include the history of immigration and disability, eugenics, the disability justice movement and its relationship to the Civil Rights Movement and the Women's Movement, disability culture, and disabled sexuality and reproductive justice. The course materials will include academic articles, personal narratives, films, and podcasts and course assignments will encourage students to connect course content to their own experiences, identities, and future careers. (W).

**HHS 325 Death, Dying, and Bereavement 3 Credit Hours**

This course focuses on working with children, adolescents, and families experiencing dying, death, and grief. The course emphasizes the role of families, culture, and healthcare settings, as well as the social meanings of dying and death, developmental perceptions, and the impact of culture, religion, and ethnicity. Specific attention is given to grief reactions in children, the application of developmental level in response to loss, role of human services professionals in clinical and non-clinical settings, as well as the tasks of grief. Strategies and tools relating to communicating with bereaved children, as well as the potential impact on academic, behavioral, and emotional development are addressed. Students will explore and develop familiarity with strategies and tools such as legacy building, memento creation, and the identification and utilization of resources that promote coping skills in relation to death or impending death. (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 330 Health Behavior Theory 3 Credit Hours**

This course provides an overview of social and behavioral science theories that are currently used to: 1) understand health related behaviors and 2) guide development of interventions designed to prevent, reduce, or eliminate major public health problems. Fundamentals of Health Behavior and Health Education is grounded in the recognition that public health is in its nature, an interdisciplinary field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality of life in populations and groups through health intervention. While it is acknowledged that population and individual level health outcomes are influenced by biological, physical, and medical care factors, this course focuses on the relationship of behaviors as well as social and political structures to health outcomes. The course highlights the importance of both local contexts and global practice for understanding and improving health. Using a social ecological framework, we will consider the interaction of four levels of factors: individual, interpersonal, community, and population. The course provides students with a broad survey of current health behavior and education practices, and is not intended to result in an in-depth understanding of any particular theories, specific practice models, or selected research methods. Rather, the purpose is to introduce students to the conceptual and methodological approaches currently adopted in the social and behavioral sciences that inform public health research and practice. (F, S, W).

**HHS 336 Perspectives in Women's Health 4 Credit Hours**

This course examines women's health issues across the human lifespan, using feminist and sociocultural perspectives. Topics to be explored include the social construction of women's sexuality, reproductive options, health care alternatives and risk for physical and mental illness. Attention to the historical, economic, and cultural factors that influence the physical and psychological well-being of women is an underlying theme. (F, S, W, Y).

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 340 Global Environmental Justice in the Era of Climate Change and COVID-19 3 Credit Hours**

This course introduces students to global environmental justice issues whereby some communities are burdened much more than others by pollution, toxic exposures, and our changing climate with inadequate environmental protections. In particular, we will examine how these issues intersect with many of society's greatest challenges, including the COVID-19 pandemic, as well as past and ongoing structural racism, colonization, and exploitation. Drawing on diverse narratives and data, we will confront the weight of these realities, and recognize the need for hope, healing, and solutions. Together, we will reflect on and evaluate possible solutions with case studies from Gdansk, Poland to Detroit, USA and beyond. Students will gain knowledge and skills to assess and address environmental justice concerns as scholars, activists, or practitioners no matter their respective professional or personal paths. This course is for any student interested in how we interact with the environments where we live, work, learn, and play. (OC).

**HHS 350 Comm Organizing for Health 4 Credit Hours**

Community organizing is a process by which communities and organizations work together to identify common problems and objectives, acquire and mobilize resources, and create and implement actions to achieve their goals. Community organizing is of interest to sociologists, organization theorists, political scientists, health educators, and social psychologists, among others, as scholars who contribute to our knowledge of working in and with communities. Drawing on these various disciplines and real world case studies, this course examines community organizing theories, models, and principles and how they are used to improve community health and address health inequities. Several practical tools, strategies, and skills are also introduced, including: community assessment, coalition-building, participatory research and evaluation, media advocacy, and policy advocacy. A primary component of this course is the field experience, in which students are partnered with community-based organizations to identify, apply, and reflect on course concepts, while contributing to local community building efforts related to various health issues in the Detroit Metropolitan region. (F, W).

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 360 Responsible Drug Policy 3 Credit Hours**

A study of the fundamentals needed for identifying both the appearance and effects of controlled substances. Students receive guides to controlled substances; their color, trade names and drug codes. Topics include a critical examination of the physiological, sociological and legal aspects of drug abuse and the many complexities which have developed as a direct or indirect result of drug policy in society. (OC)

**HHS 364 Health Policy and Admin 3 Credit Hours**

A survey of the structure and processes of health administration in America, including analysis of current issues in health policy.

**HHS 370 Medicine and Addiction I 3 Credit Hours**

Medicine and Addiction I is part one in the sequence of introductory coursework in the Addiction Studies Certificate Program. This course provides the clinical orientation for addiction that frames much of the activities associated with screening and assessment of client behaviors as well as aspects of intervention and management of clients with addiction. Students successfully completing the course will identify and apply the assessment principles for individuals and families dealing with addiction. (OC)

**HHS 371 Medicine and Addiction II 3 Credit Hours**

Medicine and Addiction I is part two in the sequence of introductory coursework in the Addiction Studies Certificate Program. This course provides the clinical orientation for addiction that frames much of the activities associated with screening and assessment of client behaviors as well as aspects of intervention and management of clients with addiction. Students successfully completing the course will identify and apply the treatment principles for individuals and families dealing with addiction. (OC)

**Prerequisite(s):** HHS 370

**HHS 380 Religion, Medicine, and Health 3 Credit Hours**

This interdisciplinary discussion course examines topics and research methods in the historical, sociological, psychological, and anthropological intersections between religion, medicine, and health for its effects on the understanding of illness and disease, health agency, death and dying, and other aspects of the illness experience. (YR)

**Restriction(s):**

Can enroll if Class is Sophomore or Junior or Senior

**HHS 400 Health Policy and Politics 4 Credit Hours**

This course will examine the politics of the health policy process, through a critical review of the roles, relationships, motivations, and strategies of key political actors, structures, and institutions that comprise the policymaking process in the United States. The objective is to prepare students to serve as effective policy or political advocates. We will review and discuss conceptual models of policymaking and politics in order to contextualize real-life health policy processes and decisions. (YR)

**Prerequisite(s):** HHS 300

**HHS 401 Methods of Health Promotion 3 Credit Hours**

This course is designed to prepare students with skills necessary to implement health education programs within the context of community health settings. Emphasis will be placed on a variety of community health education methods and strategies including but not limited to educational presentations and material development, mass media and media advocacy, legislative action and involvement, community organization, and working with groups. (F,W,S)

**Prerequisite(s):** HHS 100 and HHS 200

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 402 Health and Human Services Internship 3 Credit Hours**

This internship provides students the opportunity to apply classroom learning and gain hands-on experience working in health or human services. Students are matched to internship sites in government, health care, and non-profit organizations. Students build valuable networking connections and explore career options across a range of professional fields. Through mentored, reflective writing, students develop marketable job skills and core health and human service competencies. An internship application is required for registration and must be submitted by July 15th for Fall, October 15th for Winter, or March 15th for Summer. The internship application and clearance documents can be found at: <https://umdearborn.edu/cehhs/cehhs-office-student-success/field-placement-office/health-and-human-services-field-placements> (F, W, S).

**Prerequisite(s):** HHS 200 or HHS 210

**Restriction(s):**

Cannot enroll if Class is Freshman

Cannot enroll if Level is

Cannot enroll if Program is

**HHS 403 Medical Information Systems 3 Credit Hours**

Medical Information Systems deals with how information is created, stored, and used in health care settings. Areas of interest for this course include fundamentals of computers and data management, medical information documentation in the form of paper and electronic medical records, health data privacy issues, disease classification and scoring systems, quality assurance in health care delivery, commonly used health care statistics, reimbursement methodologies, health care monitoring by internal processes and external review agencies, and vital statistics and disease surveillance systems. The course also includes some hands-on computer applications instruction to familiarize students with commonly used software platforms utilized in health care administration. (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 404 Financing Health & Medical Sys 3 Credit Hours**

The American health care system faces two problems: access to health services and high and rising costs. This course looks at the problems of uninsured citizens as well as the strains placed on health care facilities in providing services for them. Europeans have dealt with problems of access and cost controls through universal health care coverage and the course takes up various models in use today. The course also looks at American health insurance and "managed care" programs such as HMOs and PPOs as methods of providing health coverage as well as controlling costs. The course introduces students to services provided by the government including Medicare, Medicaid and State Children's Health Insurance Program (SCHIP). Students will learn the basics of creating a budget under constraints such as contractual limitations and Diagnosis-Related Groups (DRGs).

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 405 Population Health 4 Credit Hours**

Population Health is defined as encompassing the health outcomes of a group of individuals as well as the distribution of those outcomes as related to the social determinants of health. Lectures, discussions, and group exercises focus on the impact of composite indicators in relation to population health including medical and health care, policy, genetics, behavior, social structures, and environmental factors. (F, W)

**Prerequisite(s):** HHS 200 or CHE 101

**Restriction(s):**

Cannot enroll if Class is Freshman

**HHS 406 Program Evaluation 4 Credit Hours**

This course introduces students to program planning in health and human service settings. In these settings, leaders must be able to develop, implement, and monitor programs that are informed by theory and evidence. Such plans equip organizations to improve individual, family and community well-being through programmatic interventions, as well as to advocate for local or national policy changes. Students will examine existing programs designed to promote health and well-being in diverse settings locally and nationally. They will learn components of effective program plans and work through a stepwise process to build their own plan for a real or imagined intervention. Prior or concurrent coursework in theory of health behavior or social work and research methods is highly recommended. (F, W, S).

**HHS 407 Fundraising & Grantwriting 3 Credit Hours**

Full Course Title: Fundraising & Grant-writing in Health & Human Services  
This course introduces students to the ways that health and human service programs secure resources to expand and improve their services, reach vulnerable or marginalized populations, and address existing or emerging social conditions. The primary focus of the course is on the development of grantseeking skills, but students will also gain exposure to a variety of fundraising approaches that may be relevant over the course of their career. Students will learn components of effective grant proposals and gain technical knowledge on designing supporting fundraising documents, such as budgets and project timelines. Students will work through a stepwise process to build their own grant proposal for a real or imagined program. Recommended pre-requisites include HHS 360 and/or HHS 460. (YR)

**Prerequisite(s):** COMP 106

**Restriction(s):**

Can enroll if Class is Junior or Senior

**HHS 410 Quantitative Research and Statistics 4 Credit Hours**

Full Course Title: Quantitative Research and Statistics An introduction to methods of data collection and analysis. Elementary statistical data are analyzed using computerized statistics programs. A discussion of research design and the philosophy of social science applied to answering health and human service questions.

**Prerequisite(s):** SOC 200 or SOC 201

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 412 Principles of Epidemiology 4 Credit Hours**

The study of the frequency and distribution, as well as the causes and control, of disease in human populations. Using data analysis tools, one can identify causes of disease and the effects of prevention and treatment. This course is an application of research design to determine the extent of which environment (toxins, for instance), heredity, childhood development, and lifestyle influence morbidity and mortality rates. (F,W,S)

**Prerequisite(s):** SOC 410 or HPS 410 or HHS 410 or CRJ 410

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 415 Healthcare Administration 3 Credit Hours**

This course introduces students to administrative models and skills that can be used at a supervisory level. These conceptions include strategic planning, marketing, organizational communications, quality assurance, project management and team skills, supervision and evaluation, conflict resolution and office cultures and politics. A critical and historical perspective is used to understand the origins and meanings of these conceptions and the extent to which they correspond with the service mentality of health and human services. Applications to the health and human services will be central to the course. (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 425 Work w/Child in Health Setting 3 Credit Hours**

Full Course Title: Working with Children in Healthcare Settings This course is essential for students interested in working in health care settings, with children or pediatric populations, and in particular for persons seeking to become a Certified Child Life Specialist. The course is taught by a Certified Child Life Specialist and focuses on children in the health care environment. Topics of study include: Child Life documents, scope of practice, impact of illness, injury and health care on patients and families, family-centered care, therapeutic play and preparation. (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 430 Hlth Behavior & Hlth Education 3 Credit Hours**

This course provides an overview of social and behavioral science theories that guide the development of health education and promotion interventions aimed at preventing, reducing, and eliminating public health problems. Part one of the course describes the relationship between behavior and health, through a review of several current health problems faced by people in the United States. Part two presents a survey of health behavior theories ranging from those aimed at individual behavioral change to community health education promotions. The final part of the course looks at the application of theory to real-world health promotion and education interventions. Students will learn how social and behavioral theory informs intervention design, implementation, and evaluation. (F,W,S)

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 433 Race/Ethnic Health 3 Credit Hours**

Full Course Title: Race, Ethnicity and Community Health This course begins with a broad overview of health disparities in the United States, with a focus on three types of social inequality – race/ethnicity (and nativity status), socioeconomic status (SES), and gender. Following this introduction, epidemiological issues, health behaviors, health care services, and health and social issues specific to various minority populations in the U.S. are examined in greater depth. The underlying position of the course is that understanding why these groups are at a higher risk of developing poor health outcomes is crucial to developing better health care and health policy interventions and moving towards health equity. (OC).

**HHS 435 Obesity and the Lifecourse 3 Credit Hours**

This course aims to introduce students to the fundamentals of the lifecourse perspective on health, while using “obesity” as a unifying example to illustrate its theoretical linkages to individual and population health, the practical implications for the administration and financing of the health care system, and for framing policy options. The course highlights the differential impact of obesity on (1) the health and socioeconomic achievement of individuals at various stages in the lifecourse; (2) the population health and economic needs or opportunities, as derived from the lifecourse profile of a specific population (i.e., age distribution and aging trends) and in the context of a changing structure of society; and (3) the demand for healthcare services and other stressors on the healthcare system. The course identifies the rationale, goals, scope, design, and potential for successful implementation of obesity-reducing policy interventions at different points during the lifecourse. (W).

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 436 Reproductive Health Policy 3 Credit Hours**

This course provides a comprehensive introduction to the field of reproductive health in the US. Understanding women's reproductive health requires consideration of the intersections of gender, race, class, culture, geography, economic status, and nation within a sociopathical context. The course introduces students to the historical trends in the regulation of women's fertility and reproductive health. Readings draw from a number of different disciplines, including: law, medical studies, history, social sciences, and personal narratives to critically examine the intent and impact of current standards for reproductive health policy and practice. Topics include: reproductive justice, contraception, pregnancy, reproductive control, and family leave. Course discussions include a focus on health policy and activism to affect change related to women's reproductive health, all within a framework of reproductive justice. A major emphasis is on developing critical thinking skills that can be applied to issues of women's reproductive health in order to educate and empower students to become proactive healthcare consumers. (F,W,S)

**Prerequisite(s):** SOC 200 or SOC 201 or ANTH 303 or HUM 303 or SOC 303 or PSYC 303 or WGST 303

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 440 Medical Sociology 4 Credit Hours**

An analysis of health and illness behavior from the point of view of the consumer, as well as medical professionals, the structure, strengths and weaknesses of the medical care delivery system in the U.S.; the impact of culture and personality on illness behavior; and a study of the institution of medicine and activities of health care professionals. (YR).

**Prerequisite(s):** SOC 200 or SOC 201

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 442 Medical Ethics 3 Credit Hours**

An examination of moral issues in medicine. Among the problems to be considered are truth-telling and paternalism in the doctor-patient relationship, psychosurgery and behavior control, death and euthanasia, the allocation of scarce resources, and genetic counseling and control. Specific attention will be given to ethical theories and to philosophical concepts such as rights, autonomy, and justice. Students cannot receive credit for both PHIL 442 and PHIL 542. Students electing this course must have successfully completed a previous course in philosophy or have permission of instructor.

**Prerequisite(s):** PHIL 100 or PHIL 120 or PHIL 233 or PHIL 234 or PHIL 240 or PHIL 301 or PHIL 302 or PHIL 303 or PHIL 304 or PHIL 305 or PHIL 310 or PHIL 315 or PHIL 320 or PHIL 335 or PHIL 340 or PHIL 350 or PHIL 365 or PHIL 369 or PHIL 370 or PHIL 371 or PHIL 375 or PHIL 380 or PHIL 390 or PHIL 441 or PHIL 445 or PHIL 490

**Restriction(s):**

Cannot enroll if Class is

**HHS 448 Comparative Health Care System 3 Credit Hours**

An introduction and overview of the English, Swedish, and People's Republic of China health care systems. Focus on cultural and other organizational characteristics, unique features, approaches, and ability to solve problems. Emphasis on how the three systems help us understand the American health care system. Students cannot receive credit for both HPS 448 and HPS 548. (F,S,W).

**Prerequisite(s):** SOC 200 or SOC 201

**Restriction(s):**

Can enroll if Level is Undergraduate

**HHS 456 Health Care and the Law 3 Credit Hours**

A comprehensive study of legal issues in health care, including regulation of hospitals, consent for treatment, confidentiality, experimentation, family planning, children's rights, access to health care. The emphasis will be on the organizational and personal consequence of legal requirements. Junior/Senior standing is a requirement. Students cannot receive credit for both HHS/HPS/SOC 456 and HHS/HPS/SOC 556.

**Prerequisite(s):** SOC 201 or SOC 200 or POL 364

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore

**HHS 470 Information Science and Ethics 3 Credit Hours**

Technological innovations in how individuals, organizations, and governments collect and share personal information have raised myriad concerns regarding how that information can be best protected. In today's highly networked world, individuals must acquire the knowledge and skills to engage with technologies in a safe and secure manner. This course provides an interdisciplinary exploration of the social, legal, ethical, and design challenges that arise when it comes to securing personal information and helping individuals maintain desired levels of privacy at home, work, and everywhere in between. (YR)



**HHS 475 Social Construction of Mental Illness 4 Credit Hours**

This course explores varied cultural descriptions and models of mental illness. By focusing on the ways that culture shapes how people experience, and respond to, mental illness, this class explores cultural representations of mental illness ranging from discrete illness resulting from a chemical imbalance to a profound threat to order. We seek to understand the cultural, personal, and political underpinnings of mental illness and medical practices in societies throughout the world. The course utilizes an interdisciplinary perspective, drawing from multiple sources of information regarding mental health issues, including feminism, psychiatry, history, sociology, and literature. Issues raised throughout the course include the ways gender, race, culture, religion, and stigma influence the diagnosis of mental illness, patterns of help-seeking behavior, formation of comprehensive mental health policy, and treatment options. (F, W).

**Prerequisite(s):** SOC 200 or SOC 201 or ANTH 303 or HUM 303 or SOC 303 or PSYC 303 or WGST 303

**HHS 480 Arab American Health 3 Credit Hours**

This course explores health issues, practices, risk factors, and disease in the Arab world and MENA region, as well as in Arab American communities in the United States and in the State of Michigan. The course focuses on the interaction of culture, geography, and health in the Arab world and the impact of cultural commonalities on the health of the generations of Arab immigrants to the United States. (W)

**HHS 490 Topics in Health 1 to 3 Credit Hours**

Examination of problems and issues related to Health. Title as listed in Schedule of Classes will change according to specific content. Course may be repeated for credit when specific topics differ.

**HHS 490C Topics in Health 3 Credit Hours**

This course provides an overview of health education efforts with women and families, informed by a Maternal and Child Health framework and a life course perspective. Students successfully completing the course will be able to: 1) describe the field of maternal and child health, 2) describe health issues prevalent among both women of childbearing age and children, 3) understand interventions developed to address maternal and child health, and 4) understand how women are engaged in health education efforts targeted to women, children and men. This course will also provide students with means of applying principles in maternal and child health and the life course perspective in health education practice. This course is appropriate for students in Community Health Education, Public Health, Child Life, and Health Policy Studies.

**HHS 490F Topics in Health - Introduction to Health Care Professions 3 Credit Hours**

Many students arrive on campus believing they want to pursue health care. Students are determined to become physicians, dentists and nurses among other health related vocations. Unfortunately, most students don't fully understand the pathway and challenges that accompany this journey. Too often, students end up suffering through courses they don't like, don't want to take and can't tolerate. They get "weeded out" and are stuck starting over in regards to their major and/or eventual career goal. Even worse is finding out you don't like the career you've chosen after working so diligently to get there. This class will help students understand and navigate the pathway through health care related studies. Topics we will discuss in this course include: 1. Why am I choosing a career in healthcare? 2. How do I get there (medical, dental, nursing school)? 3. What is healthcare truly about? 4. What are some of the obstacles? Basic science concepts will be integrated as they relate to clinical medicine. We will discuss how race, ethnicity, sexuality and socioeconomic status affect health care. This course will aim to examine the delivery of health care from a wider lens than just the medicine. (W).

**HHS 491 HHS Senior Seminar 3 Credit Hours**

Focus on current issues and practical problems faced by persons working in public health, health care organizations, human services delivery, and financing. Use of the case method (where appropriate) to demonstrate and discuss real problems and approaches in functioning institutions in Southeastern Michigan. Taught primarily from the point of view of individuals responsible for administering or advising such institutions. (F,W,S)

**Prerequisite(s):** (HPS 440 or HHS 440) and (HPS 336 or HHS 336 or HPS 364 or HHS 364 or HPS 390 or HPS 401 or HHS 402 or HPS 403 or HHS 403 or HPS 404 or HHS 404 or HPS 405 or HHS 415 or HPS 410 or HHS 410 or HPS 412 or HHS 412 or HPS 430 or HHS 430 or HPS 442 or HHS 442 or HPS 448 or HHS 448 or HPS 456 or HHS 456 or HPS 475 or HHS 475 or HPS 498 or HHS 498)

**Restriction(s):**

Cannot enroll if Class is Freshman or Sophomore or Junior

**HHS 495 Off-Campus Research 1 to 3 Credit Hours**

Participation in ongoing research, and/or field experience at an off-campus laboratory, clinical, health, healthcare facility, or field site. Arrangements are made between the site, the student, the pre-health advisor, faculty member, and/or the academic advisor(s). Four to twelve hours laboratory or site experience attendance per week. Permission of advisor required. (F,W,S)

**HHS 498 Independent Research Study 1 to 3 Credit Hours**

Students will work on a research project with a faculty member. This can include, literature review, data collection, and/or data analysis. Readings or analytical assignments in accordance with the needs and interests of those enrolled and agreed upon by the student and instructor, which shall not duplicate a formal course offering. (F, W, S).

**HHS 499 Independent Study 1 to 3 Credit Hours**

Readings or analytical assignments in accordance with the needs and interests of those enrolled and agreed upon by the student and instructor, which shall not duplicate a formal course offering. (F,W,S)

**HHS 501 HHS Internship 3 Credit Hours**

The Health and Human Services Internship is an academic, curriculum-based practical work experience in a health care setting, health insurance firm, or health policy agency that provides students with hands-on experience to enhance understanding of issues relevant to health policy and health service delivery. The internship is normally unpaid and, when taken as a three credit hour course, consists of 8 hours per week of field work over a 14-week semester. Students are required to attend an internship seminar that meets weekly and includes a series of lectures on organizational, ethical, and administrative topics, intended to link the work experience with students prior coursework. An internship application is required for registration and must be submitted by July 15th for Fall, October 15th for Winter, or March 15th for Summer. The internship application and clearance documents can be found at: <https://umdearborn.edu/cehhs/cehhs-office-student-success/field-placement-office/health-and-human-services-field-placements> (F, W, S).

**Restriction(s):**

Can enroll if Level is Graduate

**HHS 503 Medical Information Systems 3 Credit Hours**

Medical Information Systems deals with how information is created, stored and used in health care settings. Areas of interest for this course include fundamentals of computers and data management, medical information documentation in the form of paper and electronic medical records, health data privacy issues, disease classification and scoring systems, quality assurance in health care delivery, commonly used health care statistics, reimbursement methodologies, health care monitoring by internal processes and external review agencies, and vital statistics and disease surveillance systems. The course also includes some hands-on computer applications instruction to familiarize students with commonly used software platforms utilized in health care administration. Student cannot receive credit for both HPS 403 and HPS 503.

**Restriction(s):**

Can enroll if Class is Graduate

Cannot enroll if Program is

**HHS 504 Financing Health & Medical Sys 3 Credit Hours**

Full Course Title: Financing Health & Medical Systems The American health care system faces two problems: access to health services and high and rising costs. This course looks at the problems of uninsured citizens as well as the strains placed on health care facilities in providing services for them. Europeans have dealt with problems of access and costs controls through universal health care coverage and the course takes up various models in use today. The course also looks at American health insurance and "managed care" programs such as HMOs and PPOs as methods of providing health coverage as well as controlling costs. The course introduces students to services provided by the government including Medicare, Medicaid and State Children's Health Insurance Program (SCHIP). Students will learn the basics of creating a budget under constraints such as contractual limitations and Diagnosis-Related Groups (DRGs). Students Cannot receive credit for more than one of the following: HHS 404, HPS 404, HHS 504, or HPS 504. (F,W,S)

**Restriction(s):**

Can enroll if Level is Graduate

**HHS 505 Population Health 3 Credit Hours**

Much too often, population health is understood to be either a "sum" of the health of individuals comprising the population or to be identical with public health. Yet, population health is distinct in its definition, determinants/risk factors, measurement/evaluation, and strategies for improvement from both individual health and public health. Population health encompasses traditional public health and individual-level preventive medicine but emphasizes the full range of health determinants affecting the entire population rather than only ill or high-risk individuals. The population health approach integrates the social and biological, the quantitative and qualitative, recognizing the importance of social and cultural factors in practice and research. Consequently, all these factors need to be appreciated when designing, implementing, and evaluating health and public policies aimed at improving population health. (F, W).

**Prerequisite(s):** HHS 200 or CHE 101

**HHS 506 Program Evaluation 3 Credit Hours**

This course will provide an introduction to key concepts in program evaluation. Students will learn about the systematic steps involved in evaluating public programs for efficiency and effectiveness. The course will rely on case studies, text examples and discussion. This course is the graduate equivalent of HHS 406. Graduate students enrolled in this course will produce a paper that is substantively different with increased requirements than the paper produced by undergraduates enrolled in HHS 406. In addition, graduate student examinations will require deeper responses that focus on synthesizing both text and journal article materials. (OC)

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 510 Quantitative Research & Stats 4 Credit Hours**

An introduction to methods of data collection and analysis. Also a discussion of research design and the philosophy of social sciences. Additional reading assignments or projects will distinguish this course from its undergraduate version HHS 410. Students cannot receive credit for both HHS 410 and HHS 510. (F,W,S)

**Prerequisite(s):** SOC 200 or SOC 201

**Restriction(s):**

Can enroll if Level is Graduate

**HHS 512 Principles of Epidemiology 4 Credit Hours**

The study of frequency and distribution, as well as the causes and control, of disease in human populations. Using data analysis tools, one can identify causes of disease and the effects of prevention and treatment. This course is an application of research design to determine the extent to which environment (toxins, for instance), heredity, childhood, development, and lifestyle influence morbidity and mortality rates. Graduate students' work will include re-analyzing original data in a confirmatory, in contrast to exploratory mode. (F,W,S)

**Restriction(s):**

Can enroll if Class is Graduate

Cannot enroll if Level is

**HHS 515 Healthcare Administration 3 Credit Hours**

This course introduces students to administrative models and skills that can be used at a supervisory level. These conceptions include strategic planning, marketing, organizational communications, quality assurance, project management and team skills, supervision and evaluation, conflict resolution and office cultures and politics. A critical and historical perspective is used to understand the origins and meanings of these conceptions and the extent to which they correspond with the service mentality of health and human services. Applications to the health and human services will be central to the course. Students cannot receive credit for both HHS 415 or HPS 405 and HHS 515 or HPS 505. (F,W,S)

**Restriction(s):**

Can enroll if Level is Graduate

**HHS 530 Health Behavior & Health Educ 3 Credit Hours**

Full Course Title: Health Behavior & Health Education This course provides an overview of social and behavioral science theories that guide the development of health education and promotion interventions aimed at preventing, reducing, and eliminating public health problems. Part one of the course describes the relationship between behavior and health, through a review of several current health problems faced by people in the United States. Part two presents a survey of health behavior theories ranging from those aimed at individual behavioral change to community health education promotions. The final part of the course looks at the application of theory to real-world health promotion and education interventions. Students will learn how social and behavioral theory informs intervention design, implementation, and evaluation. (F,W,S)

**Restriction(s):**

Can enroll if Level is Graduate

**HHS 533 Race/Ethnic Health 3 Credit Hours**

Full Course Title: Race, Ethnicity and Community Health This course begins with a broad overview of health disparities in the United States, with a focus on the three types of social inequality- race/ethnicity (and nativity status), socioeconomic status (SES), and gender. Following this introduction epidemiological issues, health behaviors, health care services, and health and social issues specific to various minority populations in the U.S. are examined in greater depth. The underlying position of the course is that understanding why these groups are at a higher risk of developing poor health outcomes is crucial to developing better health care and health policy interventions and moving towards health equity. (OC).

**HHS 535 Obesity and the Lifecourse 4 Credit Hours**

This course aims to introduce students in the fundamentals of the lifecourse perspectives on health, while using "obesity" as a unifying example to illustrate its theoretical linkages to individual and population health, the practical implications for the administration and financing of the health care system, and for framing policy options. The course highlights the differential impact of obesity on (1) the health and socioeconomic achievement of individuals at various stages in the lifecourse; (2) the population health and economic needs or opportunities, as derived from the lifecourse profile of a specific population (i.e., age distribution and aging trends) and in the context of a changing structure of society; and (3) the demand for healthcare services and other stressors on the healthcare system. The course identifies the rationale, goals, scope, design, and potential for successful implementation of obesity-reducing policy interventions at different points during the lifecourse. (W).

**HHS 540 Medical Sociology 3 Credit Hours**

An analysis of health and illness behaviors from the point of view of the consumer, as well as the medical professionals, the structure, strengths, and weaknesses of the medical care delivery system in the U.S.; the impact of culture and personality on illness behavior; and a study of the institution of medicine and activities of health care professionals. Additional reading assignments or projects will distinguish this course from its undergraduate version HPS 440. Students cannot receive credit for both HPS 440 and HPS 540. (F).

**Prerequisite(s):** SOC 200 or SOC 201

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 542 Medical Ethics 3 Credit Hours**

Issues in medical ethics are among the most exciting and most urgent facing the world today. This course will explore some of these issues: the relationship between patient and health caregiver (truth-telling, informed consent, the right to refuse treatment, confidentiality); assisted suicide and euthanasia; treatment of defective newborns; scarce resources, social justice and the right to health care; cloning and genetic manipulation; new reproductive technologies; and others. We will discuss issues from the standpoint of patients, medical professionals, and citizens who shape policy in a democratic society. Ethical theories and concepts will be stressed. Students cannot receive credit for both HPS 442 and HPS 542. Prerequisite(s): any previous course in Philosophy or permission of instructor. (F,W,S)

**Prerequisite(s):** PHIL 100 or PHIL 120 or PHIL 233 or PHIL 234 or PHIL 240 or PHIL 301 or PHIL 302 or PHIL 303 or PHIL 304 or PHIL 305 or PHIL 310 or PHIL 315 or PHIL 320 or PHIL 335 or PHIL 340 or PHIL 350 or PHIL 365 or PHIL 369 or PHIL 370 or PHIL 371 or PHIL 375 or PHIL 380 or PHIL 390 or PHIL 441 or PHIL 445 or PHIL 485 or PHIL 490

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 548 Comparative Health Care Sys 3 Credit Hours**

An introduction and overview of the English, Swedish, and People's Republic of China health care systems. Focus on cultural and other organizational characteristics, unique features, approaches and ability to solve problems. Emphasis on how the three systems help us understand the American health care system. Additional reading assignments or projects will distinguish this course from its undergraduate version HHS 448 or HPS 448 and HHS 548 or HPS 548. (F,W,S)

**Prerequisite(s):** SOC 200 or SOC 201

**Restriction(s):**

Cannot enroll if Level is Graduate

**HHS 556 Health Care and the Law 3 Credit Hours**

A sociological study of legal issues in health care, including regulation of hospitals, consent for treatment, confidentiality, experimentation, family planning, children's rights, access to health care. The emphasis will be on the organizational and personal consequences of legal requirements. Junior/Senior standing is a requirement. Students cannot receive credit for both HPS 456 and HPS 556. (W)

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 570 Information Science and Ethics 3 Credit Hours**

Technological innovations in how individuals, organizations, and governments collect and share personal information have raised myriad concerns regarding how that information can be best protected. In today's highly networked world, individuals must acquire the knowledge and skills to engage with technologies in a safe and secure manner. This course provides an interdisciplinary exploration of the social, legal, ethical, and design challenges that arise when it comes to securing personal information and helping individuals maintain desired levels of privacy at home, work, and everywhere in between. Graduate students interact with a local agency and produce a paper regarding a relevant security issue. Students may not receive credit for both HHS 470 and HHS 570. (OC)

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 591 Graduate Seminar 3 Credit Hours**

Seminar focuses on current issues and practical problems in health care organization, delivery, and financing. The Case Method (where appropriate) is used to demonstrate and discuss real problems and approaches in functioning health care institutions in Southeastern Michigan. The course is primarily from the point of view of individuals responsible for administering or advising institutions. Students cannot receive credit for both HPS 402 or HHS 491 and HPS 502 or HHS 591. (F,W,S)

**Prerequisite(s):** HHS 440 or HHS 540 or HPS 440 or HPS 540

**Restriction(s):**

Can enroll if Level is Graduate

**HHS 690 Graduate Research 3 Credit Hours**

To provide masters candidates with the opportunity to undertake a research project under the supervision of a faculty member. The research topic is chosen by the student, in consultation with a faculty member in the appropriate discipline. Written approval must be obtained at least two weeks prior to registration on a form available in the Graduate Office. The request must include a comprehensive description of the proposed research project, as well as a time line for the project's completion. (A maximum of 3 credit hours of research course work may be applied toward graduation requirements upon approval from the Program Advisor.)

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 691 Topics in Health IT 3 Credit Hours**

This is a graduate seminar focused on the latest developments in Health Information Technology. Topics Vary. See schedule of classes for current offerings. May be elected more than once if topics differ.

**Restriction(s):**

Can enroll if Class is Graduate

**HHS 692 Graduate Internship 3 Credit Hours**

The internship provides real-world experience for students in a professional environment. Participating employers hire students within parameters set by the internship program. Students are required to submit a report and evaluation documents at the end of each work assignment and participate in an assessment session with the internship staff. (A maximum of 6 credit hours of internship course work may be applied toward graduation requirements upon approval from the Program Advisor.) An internship application is required for registration and must be submitted by July 15th for Fall, October 15th for Winter, or March 15th for Summer. The internship application and clearance documents can be found at: <https://umdearborn.edu/cehhs/cehhs-office-student-success/field-placement-office/health-and-human-services-field-placements> (F, W, S).

**Restriction(s):**

Can enroll if Class is Graduate

\*An asterisk denotes that a course may be taken concurrently.

**Frequency of Offering**

The following abbreviations are used to denote the frequency of offering: (F) fall term; (W) winter term; (S) summer term; (F, W) fall and winter terms; (YR) once a year; (AY) alternating years; (OC) offered occasionally