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## FRENCH

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(See Foreign Languages and Literatures)

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## GERMAN

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(See Foreign Languages and Literatures)

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## GEOGRAPHY

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### GEOGRAPHY COURSES (GEOG)

#### 111 Physical Geography (3) (E)

A study of the physical earth with an emphasis on the process of planetary composition, planetary motion, the atmosphere, water, plate tectonics, glaciers, landforms and other major areas. Environmental issues provide applications to current events and conditions. Basic location identification serves as a foundation for atlas and general thematic map usage. Offered each semester.

#### 112 Cultural Geography (3) (S)

The study of how geography affects culture and how culture affects geography. This course is regional in its approach and explores the reciprocal relationship of the earth and its inhabitants and how they impact upon each other. Urban, cultural, medical, historical and economic themes provide the focus for regional applications. Basic map skills and location identification serve as a foundation for atlas and general thematic map usage. Offered each spring and summer.

#### 485 Earth and Environmental Science for Secondary School Teachers (1-4)

Identical to EES 485.

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## HEALTH AND HUMAN SERVICES

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The health and human services program prepares students to work with people in a broad spectrum of public and private agency and employment settings. Students are prepared with the competence to develop, administer, and deliver services to strengthen and empower individuals, families, communities, and groups. Areas of interest may include aging, child welfare, domestic violence, family service, health and mental health, hospice, mental retardation, substance abuse, probation and parole, health maintenance or disease prevention.

The capstone of the major is a semester long, 36-hour week, highly structured internship coupled with an on-campus seminar. The internship affords the student the

opportunity to integrate the liberal arts experience and theories of helping with work in local health and human service organizations.

The major is flexible and interdisciplinary, allowing students to explore their own areas of interest. Four areas of concentration are: direct service, community action, administration, and legislative process. Students may seek employment in the field after their undergraduate experience or choose graduate school in fields such as social work, public health, public or business administration, law or divinity.

### Direct Service Concentration

Prepares students to work with individuals, families and groups. In this concentration a student may fulfill the academic requirements for certification as a substance abuse counselor (CSAC) and begin accruing supervised experience for that credential in the internship.

### Community Action Concentration

Prepares students to work directly with communities to identify and meet their specific needs. Students may use their leadership and research skills to enhance community strengths and wellness.

### Administration Concentration

Prepares students who wish to develop skills to administrate health and human service agencies. In this concentration students may fulfill requirements to become licensed Nursing Home Administrators.

### Legislative Concentration

Prepares students who wish to work in the legislative arena developing health and human service legislation and policy.

### Major Components

The major is constituted by four interrelated components:

1. General Studies courses to develop consciousness, sensitivity, and competencies appropriate for all liberally educated and emotionally prepared persons;
2. HHS core courses give all students majoring in health and human services a common base of knowledge, experience and skill which is appropriate for professionals in the broad field of endeavor;
3. Support courses which provide the student with specialization in subject matter required for the internship experience. Each student will take at least seven upper-level courses to meet this requirement; and
4. The HHS internship and academic seminar which is the culminating experience for those majoring in health and human services. The internship and academic seminar, which are taken concurrently, will help integrate various liberal arts perspectives within a health and human services context. These experiences require considerable preparation and each potential intern must have developed key skills

in communication and in dealing with individuals and groups, as well as a clear understanding regarding the requirements of the specific internship.

**Specific major requirements include:**

1. With the HHS adviser you are to work out a plan of liberal arts courses which will develop consciousness, sensitivity, knowledge, and competencies appropriate for liberally educated and emotionally prepared persons. Consequently, all three divisions of the college will be drawn upon for these courses.
2. The student will be required to select one of four possible tracks, or specializations, and accumulate at least 21 semester hours of upper-level course work in that area for the internship experience. Students cannot take more than 15 semester hours in any one discipline to meet this requirement.
3. You will be required to complete at least 45 semester hours of upper-division courses, with 60 semester hours being recommended.
4. Grade point average of 2.5 or better to qualify for the internship.
5. Successful completion of core and support courses (2.0 or better in each course) prior to the internship.
6. Only 300/400 level courses count as support courses.

**Major Requirements**

COURSE NUMBER AND TITLE	SEM. HRS.
HHS 201 Introduction to Human Services	4
HHS 302 Planning, Administration & Legislation	3
POLS 343 Public Administration	3
HHS 337 Advanced Developmental Psychology	3
HHS 338 Adult Development: A Biopsychosocial Approach	3
HHS 401 Direct Service Intervention	3
HHS 472 Human Services Internship	12
HHS 475 Human Services Seminar	3
<b>TOTAL</b>	<b>34</b>

**HEALTH AND HUMAN SERVICES (HHS)**

**CORE COURSES**

**201 Introduction to Health & Human Services (4) (S)**

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of health and human services. Offers exposure to various agencies and agency policies. Offered each fall.

**302 Planning, Administration & Legislation (3)**

Builds skills in community organization, administrative and legislative process as intervention techniques. Each student is expected to design, develop and present a project using the method taught. Offered each spring.

**337 Advanced Developmental Psychology (3)**

Identical to PSY 337.

**338 Adult Development: A Biopsychosocial Approach (3)**

Human growth and development, young adulthood through aged death, is designed to meet the particular needs of students in the health and human services. Focuses on the normal developing life process with attention to individual adjustments. Though related to the normal developmental processes and subsequent adjustments, the course examines how the normal process may cause behavior patterns which may be interpreted as pathological to the untrained observer. Students become aware of abnormal responses to normal developmental processes as the individual proceeds through the normal changes associated with growth and development. Since it is extremely important for students to understand the inter-relationship of physical, mental, and emotional development and the impact of one's culture, each developmental stage is examined from this perspective and considers the unique tasks and stresses of the different stages of life. Offered each spring.

**343 Public Administration (3) (S)**

Identical to POLS 343.

**401 Direct Service Interventions (3) W**

Overview of the direct methods used in health and human services: case work and group work. Introduction to the theory and practice of such methods as essential to the helping professions. There is a required experiential learning component. Students work in a direct service agency as a service provider for a minimum of 3 hours per week for the semester. Offered each fall.

**472 Health & Human Services Internship (12)**

Serves as the capstone experience for the academic preparation. Students are placed in an agency, organization, company, or legislative setting which affords an opportunity for them to assume a preprofessional role where they can build skills and expand their expertise. For psychology majors, students must complete the core and the major requirements for the specific major. Prerequisites: HHS 201, 302, 338, and 401; PSY 337; POL 343; passing the junior writing proficiency exam; 21 semester hours of upper-level courses to support the emphasis with a minimum of 2.00 in each course; minimum grade point average 2.5; minimum of 45-60 semester hours of 300- and 400-level courses and approval of the internship committee. Corequisite: HHS 475. Offered each spring.

**475 Health & Human Services Seminar (3) (I)**

Offered concurrently with the internship. Assists students in relating theory and values to experience and in offering support, interpretation, evaluation, and guidance. Also, students are evaluated on their performance of work assignments, use of supervision and course work. Prerequisites: same as HHS 472. Corequisite: HHS 472. Offered each spring.

**ELECTIVES****210/310 Public Health (3)**

Offers the student an overview of the history and current practice of public health in the U.S. and abroad and surveys the core components of public health. Offered each fall or on demand.

**261/361 Human Sexuality (3) (V)\***

An exploration of the diverse and often divisive issues surrounding human sexuality. Historical perspectives from Western cultures provide a basis for understanding the construction of gender in modern society. A review of other cultures punctuates diverse approaches to gender and sexual issues worldwide. The legal, moral and ethical issues related to sexual behavior and gender are studied along with the physical aspects of human sexuality and procreation. The disciplines of history, anthropology, sociology, psychology, health education, medicine, religious studies, women's studies and law inform the exploration. Multiple approaches to controversial issues are explored and debated, as well as myths and facts. Students are challenged to explore their own values, their genesis and the function those values serve in their lives. Offered fall of even-numbered years.

*\*HSMS 361 only*

**307 Death, Dying, Loss, & Grief (3) (V)W**

Focuses on contemporary and historical societal influences, cultural practices and spiritual beliefs in conceptualizing the experience of death. Students examine religious rituals related to the preparation of the body, the burial and the mourning process and examine the ethics surrounding end-of-life decisions and how death is

determined from a medical and legal perspective. Current legal issues and instruments such as advance directives, wills and powers of attorney are discussed. Also addressed are current ethical controversies around life sustaining measures, physical assisted death and organ transplantation. The impact of loss throughout the life cycle is addressed, as a result of normal developmental transitions. Those losses are contrasted with loss as a result of suicide, violence and disaster. In addition we explore the needs of those identified as disenfranchised grievers such as partners of AIDS patients, families of suicide victims, women who have miscarried and young widows/widowers. Offered fall of odd-numbered years.

**308 Gerontological Services (3)**

*(Winter Session)*

Offers the student an overview of the history and current practice of gerontological services in the United States. During the 20th century, life expectancy increased almost 30 years in this country. An entire field of response has been created to help the elderly population with their needs and concerns. This course is a survey of the core components of gerontological services—financial, social, in-home, institutional and medical. Service delivery gaps and trends for the future will also be explored. Prerequisite: junior status. Offered in selected Winter Sessions.

**309 Grief—Childhood & Adolescence (3)**

Designed to teach students the theories which explain the different ways children react to loss and grief. The materials studied give the students a knowledge base upon which to build appropriate intervention skills to assist children living with loss and grief. Special attention is given to age, cultural, racial, religious and gender differences. The focus is on children experiencing the loss of a significant person in their lives. Some emphasis is on children suffering from life-threatening illness and their own potential death. Prerequisite: junior/senior status or consent. Three semester hours of psychology, sociology, or health and human services. Offered fall of even-numbered years.

**312 Chronic Diseases (3)**

An in-depth review of current health concerns and chronic diseases. The course surveys specific conditions, policy related to these conditions, and prevention techniques. Public health prevention as well as the medical community's curative response are also examined. The public health model is promoted throughout the course. Prerequisite: sophomore status. Offered spring of even-numbered years.

**318 Aging in the Media (3)**

*(Winter Session)*

Explores aging through the context of popular media. The study begins with an overview of the major psycho-social theories on aging and explores how aging and older people are portrayed in a myriad of media. Students focus on film and view television programs, comics, and children's literature. This is a fun and innovative way to study the etic construct of aging through the Western

(American and British) emic lens. Prerequisite: sophomore status or higher. Offered in selected Winter Sessions.

### **320 Overview of Health Care Administration (3)**

Presents cutting-edge thinking on the management of health care organizations. Practical and conceptual skills are taught to help students focus on more efficient health care delivery in a multitude of settings. This course prepares students for entry-level health care management positions or for graduate education in health care administration (MHA, MPA, MBA, MPH, MSW). Prerequisite: junior status. Offered fall of even-numbered years.

### **321 Medical Group Management (3)**

A comprehensive guide to the administration of an ambulatory care facility, for both the new manager and the experienced administrator. Prerequisite: PSY 201 or MBE 301 or consent.

### **335 Contemporary Issues (3)**

Provides an opportunity for students to critically examine a variety of issues which are of concern to providers of services as well as consumers of services. The topics of concern may, by necessity, change from year to year. The course is useful to students majoring in disciplines from all three divisions. Students are expected to do independent work to supplement lectures and readings. Prerequisite: junior/senior status. Offered spring of odd-numbered years.

### **336 Human Growth and Development: Life Course Approach (3)**

Designed to meet the needs of students who want to develop a strong foundation in human growth and development. Different biological, social, and psychological theories of growth and development are examined and will offer the student a multi-disciplinary perspective. Students will learn primarily about normal development—from conception to aged death. While normal development will be stressed, certain pathological processes will be examined as well. Note: Students who have taken a previous developmental psychology course may not take this class for additional credit. Prerequisites: junior status or consent. Offered each spring.

### **380 Aging in America (3)**

Provides an overview of current theories of aging. Attention is given to myths, healthy aging, positive strategies used to deal with the aging process, and the interrelationships between characteristics and needs of aging and aged people in America. "Aged" is defined as 65-120. Prerequisite: PSY 201 or SOC 100. Offered fall of odd-numbered years.

### **384 Drugs of Abuse (3)**

An introduction to the complex issues surrounding both licit and illicit drugs. The most widely used/abused drugs are studied in some depth to include an overview of their

pharmacology and the neurophysiology of the brain. The major classifications of drugs of abuse, their addictive potential and the continuum of use, misuse, abuse and addiction are addressed. The short and long term consequences of drug use are studied in addition to the dangers of drug interactions. Prerequisite: PSY 201 or 266 or consent. Offered most falls.

### **385 Substance Abuse & Chemical Dependency (3)**

Examines the effects drugs of abuse have in our society. The course specifically looks at defining the problem and its effects on the abusing person, family, economy, legal system, health care, and the issues and impact of treatment and 12-step support groups. Offered most springs.

### **386 Peer Educator Training (3)**

Provides preparation for students to become part of the college's Peer Educator Program. Students develop basic interviewing, individual assessment, and group skills. Students are expected to demonstrate competency with such skills in class through role-playing. Offered as needed.

### **390 Substance Abuse Counseling (3)**

Provides the individual preparing for a career in working with individuals, families and groups with a portion of the academic background necessary for not only working with these populations around substance abuse issues but also for becoming certified as a substance abuse counselor. Prerequisite: HHS 384, 385. Offered as needed.

### **402 Women on the Brink (3) (Winter Session)**

Challenges the student to explore the interaction of complex societal and psychological factors as they relate to America's most vulnerable women. Students study the history of women's role in American society and evaluate how current policies and institutions often maintain women as vulnerable and disenfranchised. The course is conducted in a seminar format on campus with a one-week residential component in a homeless shelter in a major urban area. Prerequisites: consent and one faculty/staff recommendation. Offered in selected Winter Sessions.

### **410 Homeless in America (3) (I) (Winter Session)**

Reviews the history of poverty and homelessness in America and society's response to it. Special emphasis is placed on the economic, cultural, social and political factors, which converge to create a climate in which poverty exists and is maintained. Current societal responses to poverty are studied with immersion experiences in the Hampton Roads area. Prerequisite: senior status. Offered in selected Winter Sessions.

### **450 Health & Human Services Data Collection and Data Analysis (3) (E)**

Offers the student an overview of data collection methods as well as analysis procedures within the context of

