

HEALTH STUDIES, B.S.

Program Description

The Mission of the La Salle University Bachelor of Science program in Health Studies is to educate baccalaureate students to serve the health-care needs of vulnerable populations in communities by advocating for changes in health-care and community systems and by providing health education.

The Goals of the Program are:

To prepare students to provide health-related services in communities with an emphasis on vulnerable populations.

To educate students to value the contributions of community members and stakeholders to the health of communities.

To prepare students for lives of continuing study and services.

Degree Earned

B.S., Bachelor of Science

Requirements for Graduation

All students in the Bachelor of Science in Health Studies Program must meet specific academic standards for continued progression in the major.

Students must maintain an overall and major GPA of 2.5 at the end of each semester in order to progress. Students not meeting the required GPA will be given one (1) additional semester to achieve the GPA of 2.5. If they are not able to meet the required GPA of 2.5 after this additional semester, the Student will no longer be permitted to progress in the Undergraduate Health Studies Program and will be advised to choose another major.

Continuation in the Health Studies Program requires that a student majoring in Health Studies receive a final grade of C or better in all Health Studies courses. A student is permitted to take a course a maximum of two times to achieve a grade of C or better.

A student must have an overall GPA of 2.5 and a GPA of 2.5 in Health Studies to graduate with the Health Studies degree.

Why Take This Major?

La Salle University's Bachelor of science in Health Studies Program educates individuals for interdisciplinary, collaborative health care practice in local, regional, national, and global environments. A health science degree lays a foundation for pursuing a range of related and in-demand careers including influencing public policy related to health, healthcare administration, or pursuing graduate studies in specialized health care fields. Individuals with a health science degree often go on to pursue degrees in exercise physiology, nutrition, medicine or dentistry, occupational therapy, physical therapy, public health, or other allied health fields.

At the completion of the program the student will:

1. Integrate scientific theories, facts, and principles with health promotion, disease prevention, health restoration, and health maintenance strategies.

2. Apply culturally sensitive strategies when providing health promotion, health education, and disease prevention programs for diverse individuals, families, groups, and communities.

3. Use research-based, theoretical, and public health principles as a basis for study of health and health risks for individuals, families, groups, and communities.

4. Apply principles of health literacy during encounters with individuals, families, and groups.

5. Provide outreach programs in communities that emphasize healthy lifestyle choices for individuals, families, groups, and communities.

6. Collaborate with leaders in public health and other health care systems to address health disparities.

7. Plan health care programs based on assessment of the population needs and community resources.

8. Evaluate health care programs based on ethical and policy standards.

9. Advocate for vulnerable populations in community settings to insure improvement's in the quality of life and health of underserved populations.

10. Value self-directed learning for continuing educational development. Graduates may locate employment opportunities in a wide variety of positions in the health care industry, clinical trial organizations, non-profit agencies, fundraising agencies, insurance companies, quality assurance jobs, health education organizations, health care consultation firms, health information agencies, and community health centers.

Code	Title	Credits
Level One - Core Courses		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		
ILO 8.1: Written Communication (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy (https://catalog.lasalle.edu/undergraduate/ilo/)		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives (https://catalog.lasalle.edu/undergraduate/ilo/)		
FYS 130	First-Year Academic Seminar ¹	3
ILO 2.1: Reflective Thinking and Valuing (https://catalog.lasalle.edu/undergraduate/ilo/)		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs.		
ILO 3.1a: Scientific Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
CHM 161	Chemistry of The Life Sciences	4
ILO 3.1b: Quantitative Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
HSC 217	Statistics for Health Science Profs	3
ILO 6.1: Technological Competency (https://catalog.lasalle.edu/undergraduate/ilo/)		
CSC 154	Healthcare Informatics	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement (https://catalog.lasalle.edu/undergraduate/ilo/)		
COM 150	Presentation Skills	3
<i>Distinct Discipline Core Courses</i>		

Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)

ILO 4: Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

ILO 9: Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Choose course within ILO (<https://catalog.lasalle.edu/undergraduate/ilo/>) 3

ILO 11.1: Cultural and Global Awareness and Sensitivity (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Universal Required Modules

Students must complete the following 2 non-credit modules.²

ILO 7.1a (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Health Literacy Module

ILO 7.1b (<https://catalog.lasalle.edu/undergraduate/ilo/>)

Financial Literacy Module

Major Requirements

Level Two

Students must complete 1 course/learning experience in each of the 4 commitments.

HSC 350 Health Ed: Principles/Practice 3

Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies (<https://catalog.lasalle.edu/undergraduate/ilo/>)

HSC 355 Needs Assessment/Program Plan 3

ILO 8.2b: Effective Expression (Writing-Intensive Course) (<https://catalog.lasalle.edu/undergraduate/ilo/>)

HSC 408 Research Mtds in Public Health 3

Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility (<https://catalog.lasalle.edu/undergraduate/ilo/>)

HSC 489 Race/Ethnicity/Public Health 3

All Other Required Courses

HSC 101 Essentials of Public Health 3

BIO 161 Anatomy and Physiology 4

BIO 162 Anatomy and Physiology 4

PHLT 265 Public Health Nutrition 3

HSC 319 Epidemiology/Health Educators 3

HSC 301 Theories of Social Behavioral Change in Community Health Education 3

HSC 314 Env Health in Urban Community 3

HSC 420 Public Health Ldrshp & Edc 3

HSC 315 Violence Prevention/Control 3

HSC 356 Reprod Hlth for Practitioners 3

HSC 451 Health of Urban Men 3

HSC 408 Research Mtds in Public Health 3

HSC 489 Race/Ethnicity/Public Health 3

8 Approved Public Health Supporting Courses 18

Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

1

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130 First-Year Academic Seminar: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

2

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

Course	Title	Credits
First Year		
First Semester		
FYS 130 or FYS 132	First-Year Academic Seminar (ILO 1.1) or First-Year Academic Seminar	3
REL 100	Religion Matters	3
ENG 110 or COM 150	College Writing I: Persuasion (ILO 8.1b) or Presentation Skills	3
CSC 154	Healthcare Informatics	3
CHM 161	Chemistry of The Life Sciences	4
Credits		16
Second Semester		
NUTR 165	Principles of Nutrition	3
ILO 4: Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
HSC 101	Essentials of Public Health	3
HSC 217	Statistics for Health Science Profs	3
COM 150	Presentation Skills	3
Credits		15
Second Year		
First Semester		
BIO 161	Anatomy and Physiology	4
ENG 210	College Writing II: Research	3
HSC 319	Epidemiology/Health Educators	3
ILO 11.1: Cultural and Global Awareness and Sensitivity (https://catalog.lasalle.edu/undergraduate/ilo/)		3
Credits		13
Second Semester		
BIO 162	Anatomy and Physiology	4
ILO 9.1: Creative and Artistic Expression (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 10.1: Ethical Understanding and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		3
HSC 301	Theories of Social Behavioral Change in Community Health Education	3
Supporting Electives		3
Credits		16
Third Year		
First Semester		
HSC 352		3
PHLT 265	Public Health Nutrition	3
Supporting Elective		3
Supporting Elective		3
General Elective		3
Credits		15
Second Semester		
HSC 314	Env Health in Urban Community	3
HSC 420	Public Health Ldrshp & Edc	3
HSC 315	Violence Prevention/Control	3
HSC 356	Reprod Hlth for Practitioners	3
Supporting Elective		3
Credits		15

Fourth Year**First Semester**

HSC 350	Health Ed: Principles/Practice	3
HSC 451	Health of Urban Men	3
HSC 489	Race/Ethnicity/Public Health	3
General Elective		3
Supporting Elective		3

Credits 15

Second Semester

HSC 408	Research Mtds in Public Health	3
General Elective		3
General Elective		3
Supporting Elective		3
Supporting Elective		3

Credits 15

Total Credits 120

HSC 101 Essentials of Public Health

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

HSC 217 Statistics for Health Science Profs

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking are presented as a means of using data for problem solving. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Examples of statistical applications in nursing and allied health research are provided. As part of this course, the students are introduced to the Statistical Package for the Social Sciences (IBM SPSS).

HSC 220 Constructing Madness

Students will employ basic strategies of film analysis to examine mainstream films that portray: 1) individuals who are designated 'mentally ill;' 2) the therapists who treat them; and, 3) selected treatment modalities. While an intensive review of the formal psychiatric diagnoses system (DSM-IV-TR) is beyond the scope of this class, students will critique the accuracy of the representation of psychiatric conditions, the effect of these conditions on individuals and families, and the roles of therapists and psychiatric interventions. The primary emphasis of this course is the effect of film on attitudes toward mental illness and the degree to which mainstream films both reflect and shape our attitudes toward individuals experiencing mental illness, toward those who treat it and toward the mental health treatment process.

HSC 301 Theories of Social Behavioral Change in Community Health Education

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities. Prerequisite(s): PHLT 101 or HSC 101

HSC 314 Env Health in Urban Community

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

HSC 315 Violence Prevention/Control

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

HSC 319 Epidemiology/Health Educators

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course. Prerequisite(s): HSC 217, PHLT 101, or HSC 101

HSC 350 Health Ed: Principles/Practice

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service learning program for a vulnerable population

HSC 351 Intro - Public Health Policy

Students explore key health policy issues in the United States and the outcomes of policies for public, private, and not-for-profit settings. They examine the influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

HSC 355 Needs Assessment/Program Plan

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

HSC 356 Reprod Hlth for Practitioners

Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

HSC 357 Women, Gender, & Public Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being. This course is an elective and is not offered every year, based on demand.

HSC 361 Hlth Com: Multimedia Approach

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service-learning projects emphasize the design of health education programs for urban populations.

HSC 389 Race, Ethnicity, Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 408 Research Mtds in Public Health

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, including the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course. Restriction(s): Health Studies, Public health and/or Nutrition majors only Prerequisite(s): HSC 217

HSC 420 Public Health Ldrshp & Edc

In this course, one of the final courses taken in the curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. Restrictions: Public Health or Health Studies Majors

HSC 451 Health of Urban Men

This course explores growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments which challenge urban men's access to health care. A service-learning project for urban men is implemented.

HSC 489 Race/Ethnicity/Public Health**HSC 493 Holistic Health Approach**

This course explores philosophical, theoretical, and the practice of holistic health care. The foundations of holistic health care lies in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. A focus of this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, and therapeutic touch.

Program Contact Information

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