

## Thematic Minor

Students majoring in FSHD have the option of declaring a thematic minor. The thematic minor is developed around a theme identified by the student, using courses from two or more disciplines. The major advisor must approve all thematic minors. **The thematic minor must be 18 units, 9 of which must be upper division (300-400 level courses).** You can take more than 9 upper division courses if you are interested in more 300-400 level courses.

Use the following guide to explore courses. You can pick & choose classes within more than one of the following themes. If you find a course of interest that is not on the course list below, check with your advisor about whether or not it can count in your minor.

### Steps to Declaring a Thematic Minor:

- 1) Read this handbook – familiarize yourself with requirements, guidelines, and course options related to the thematic minor
- 2) Consider how the thematic minor fits your interests and future goals, and consider what theme(s) you want to focus on
- 3) Meet with your FSHD Academic Advisor to declare your minor and discuss course options
- 4) Begin choosing classes of interest and use the thematic minor form to keep track of classes taken toward your minor. Keep a hard copy or electronic version of this form, which you can find here: [https://cals.arizona.edu/fcs/fshd/advising/fshd\\_thematic\\_minor](https://cals.arizona.edu/fcs/fshd/advising/fshd_thematic_minor)
- 5) When you register for or successfully complete a new course for your minor, please check in with your FSHD advisor by forwarding your updated thematic minor form via email, or come in for an advising meeting. FSHD advisors will need to update your Advisement Report to reflect the courses taken and approved for your minor.
- 6) When in doubt about whether a course can apply to your thematic minor, please check in with your major advisor

### Thematic Minor Guidelines

<http://registrar.arizona.edu/academics/thematic-minors>  
<http://catalog.arizona.edu/2015-16/policies/minors.htm>

### The Following Courses Cannot Be Used In a Thematic Minor

- First-year English composition,
- Math courses below the level of Calculus 1,
- Activity courses (e.g., physical education, fitness, exercise),
- Military or naval science, and military aerospace studies in physical fitness, physical competitions, ROTC camps and laboratories
- In most cases, first-year courses in foreign language and American Sign Language that are also used to satisfy the second language requirement
- **All Tier One General Education courses, per General Education policy**
- **Thematic Minor courses must be unique. Courses cannot be used toward both your major and your minor. If courses are used in your thematic minor, they cannot also be used for the FSHD major, pre-major, or supporting FSHD coursework**

### Enrollment Reminders for Thematic Minor Courses

- Not all of the courses listed in this handbook are offered every semester, check UAccess and the UA catalog to view course availability and to read course descriptions: [https://uaccess.schedule.arizona.edu/psp/uazsapr2/UA\\_CATALOG/HRMS/h/?tab=DEFAULT](https://uaccess.schedule.arizona.edu/psp/uazsapr2/UA_CATALOG/HRMS/h/?tab=DEFAULT)
- You may need permission to enroll in some classes if you are not a declared major or minor within the department offering the course. Make sure you look at “Enrollment Requirements” on UAccess
- Many times courses will be restricted to students in those majors or minors during the weeks of priority registration. For example, if you are not a Sociology Student but want to take a SOC class, you may need to wait until open registration to register for the course
- View the Dates and Deadlines website for open registration dates each semester: <https://www.registrar.arizona.edu/courses/priority-registration-schedules?audience=students&cat1=10&cat2=30>
- If you are still unable to enroll during open registration, view the advising directory and contact an advisor in the major that offers the course you’re interested in taking: <http://advising.arizona.edu/advisors/major>

## Counseling Theme

### **SOC 232 - Individuals, Groups, and Society**

The sociological study of the relations between individuals and society, including the formation of self and identity, interactions in groups, and the reciprocity between individuals and the social structure.

### **SOC 324 - Sociology of Sexuality**

Impact of individual and community sexual attitudes and behaviors on other sociological and psychological functioning.

### **SOC 357 - Pursuit of Happiness**

However elusive the state of happiness may be for most people, happiness remains a fundamental goal in American society. This course will explore the interplay between individual and social happiness through various documents, including readings and films, and by comparing happiness among groups (ethnic, religious, gender, social class) and across cultures and nations.

### **SOC/CHS 202 – Connecting Society and Health**

To better prepare students for the MCAT, health-related majors (e.g., Care, Health & Society), and health-related professions, this course introduces students to the sociological study of society and health. During the semester, students will explore fundamental sociological theories, perspectives, and concepts. Specific topics include doing sociological research, culture, socialization, social interaction and social structure, groups and organizations, deviance, social class and social stratification, race and ethnicity, sex and gender. Students will also connect sociological theories, perspectives, and concepts to health-related outcomes like mental health, physical health, lifestyle, genetics, and mortality risk.

### **SOC/CHS 303 – Health and Society**

Organization of health care in the U.S.; its impact on patients and society; health care practitioners; medical industries; policy debates.

### **CHS 305 - Suffering and Care in Society**

How societies interpret the reality of human suffering; the organization and politics of care; the status and experiences of individuals whose work involves caring for others.

### **CHS 306 - Interprofessional Care**

This course prepares students who are pursuing a career in the helping professions to work as members of interdisciplinary teams.

### **CHS 334 – Community Health Care**

This course introduces students to the challenges faced by low-income populations when utilizing -- and failing to utilize -- the American healthcare system. Each class session will present an actual case study drawn from the community of Tucson. Students will have the opportunity to learn the details of the case, explore the past and present real-life world of the patient, examine the specific barriers to treatment, investigate the resources -- or lack thereof -- available, and then create a proposed healthcare solution specific for that patient. Ongoing topics will include the lived experiences of low-income populations and the co-morbid effects of drug use, alcohol abuse, mental illness, physical trauma, nutritional deficits, sexually transmitted disease, and societal stigmatization.

### **SOC/CHS 404 – The Sociology of Mental Health**

What is mental illness? Who is likely to become mentally ill? Poor mental health and mental illness are often viewed as biological or genetic flaws. Sociologists, however, argue that mental illness is socially constructed, and that population mental health is profoundly shaped by social conditions. In this course, we will explore sociological understandings of mental health and illness.

### **CHS 460 – Self-Care in the Helping Professions**

The emotional, physical and spiritual demands of the caring and health professions are significant. Students are introduced to the importance of wellness and self-care practices as they consider careers in the helping professions. This course will explore the impact of cultivating compassion vs. empathy in working with clients/patients, as well as offer students an opportunity to cultivate a wellness/self-care practice in their own lives. The course culminates in a research paper on the student's selected wellness/self-care practice.

### **HED 350 - Student Outreach**

This course will introduce students to literature in college access, outreach, academic achievement, and resiliency. The service-learning component of this course (known as Project SOAR) will allow the students to apply their

learning as mentors to students at under-resourced Tucson middle schools on a weekly basis. *Prerequisite(s)*: One Tier I INDV course.

### **HED 397C - Native Student Outreach, Access, and Resiliency**

This service-learning course emphasizes current issues in K-12 education and college access with a focus on Native American students. Students spend approximately 3-4 hours per week mentoring in Tucson and surrounding Native American tribal high schools.

### **PSY 313 - Drugs and the Brain**

Humans have used mind-altering drugs for thousands of years. These mind altering drugs come in many forms, ranging from common drugs such as caffeine, Adderall, and alcohol, to illicit drugs such as LSD and heroin. Advances in neuroscience and psychology have greatly expanded our capacity to understand how drugs alter neural circuits and how these alterations affect decision making, perception, and memory. This course will explore the connection between drugs, brains, and cognition and incorporate recent discoveries in neuroscience, biochemistry, and psychology. The course will be a combination of lectures and discussion of recent brain and behavior related science news and readings from instructors and students. *Prerequisite(s)*: (PSY 101 or PSY 150A1) and PSY 230 and PSY 290A

### **PSY 319 – Learning: How We Change Behavior**

This course covers the basic methods for understanding and changing behaviors. While science based, the principles are discussed in terms of changing child behavior, training pets, improving relationships, improving study skills, and explaining psychopathology.

### **PSY 316 – Judgment and Decision Making**

This course will serve as an introduction to empirical and theoretical research on the psychology of judgment, choice, and decision-making. Research on judgment and decision-making is being used for a broad range of applications, from improvements in medical practice, environmental policy, and business decisions, to methods to increase satisfaction with decisions about one's personal life. The primary goal of this course is to teach students about the research methods that are used to study judgment and decision making processes, and the findings of scientific research on this topic.

### **PSY 352 - Personality**

Basic concepts and issues in personality theory and research; approaches to personality description and assessment.

*Prerequisite(s)*: PSY 101 or PSY 150A1

### **PSY 379 - Psychology of Divorce**

Divorce directly and indirectly affects the majority of people in society. This course will take a critical look at the cycle of marriage, causes of divorce, psychological consequences of divorce for children and parents.

*Prerequisite(s)*: Sophomore or above status

### **PSY 381 - Abnormal Psychology**

Survey of the symptoms and syndromes of abnormal behavior, with emphasis on a scientific, empirical view; primary focus is the description of various symptoms and diagnosis of illness, but research and theories concerning etiology and treatment also will be briefly covered.

*Prerequisite(s)*: PSY 101 or PSY 150A1

### **PSY 383 - Health Psychology**

The relationship of health to mental and behavioral processes. Illnesses and medical treatment from the standpoint of psychology.

*Prerequisite(s)*: PSY 101 or PSY 150A

### **PSY 456 - Psychology of Death and Loss**

Basic concepts in a psychology of death and loss, with emphasis on both the adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations.

### **FSHD 401 - Basic Skills in Counseling**

Selected counseling skills and their applications to non-counseling settings. Designed for non-majors needing basic skills in counseling as an adjunct to other primary occupational functions.

*Prerequisite(s)*: 6 units of social science

### **FSHD 405 - Theories of Counseling**

Techniques for the study of human behavior; implications for improving adult-child relationships, applying various theories of counseling.

*Prerequisite(s)*: 6 units of social science

**HPS 178 - Personal Health and Wellness**

Introduces and analyzes basic personal and community health problems, with emphasis on current scientific information essential to health promotion and maintenance of individual health.

**HPS 306 - Drugs and Society**

Overview of personal drug use in contemporary society including historical perspective, drug metabolism, drug action and classification, legal issues, reasons for abuse, and drug abuse prevention strategies.

**HPS 330 - Human Sexuality**

Discussion of the basic aspects of human sexuality, including male and female reproductive physiology, congenital defects, sexually transmitted diseases, myths and fallacies, variations of sexual response.

*Prerequisite(s):* Credit allowed for only one of these courses: CPH/HPS 330 or SOC 324.

**HPS 449 - Family Violence**

Considers child sexual and physical abuse, maltreatment and neglect, dating violence, date rape, stalking, domestic violence, workplace harassment, and abuse of elderly and disabled persons. Addresses frequency, causes, health impacts, cultural forces shaping responses, community services and prevention. *Prerequisite(s):* Seniors with background in relevant fields or consent of instructor.

**HPS 412 - Public Health Approach to Mental Health Disorders in the U.S.**

This course will explore the identification and treatment of mental illness in the U.S. and discuss a public health approach to addressing mental health.

**HUSV 347 – Interpersonal Relationships in Human Services**

Scientific approach to interpersonal communication, focusing on issues that are central to understanding close relationships between romantic partners, friends, and family. Critical analysis of current theory in the field in order to compare and contrast these theories. Application of this theoretical information to the human services field. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 357 – Managing Death and Loss in Human Services**

Course includes basic concepts in a psychology of death and loss, adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations. Topics to be analyzed include: cultural denial of death, fears of death, stages of dying, types of death, and signs of impending death. Emphasis is placed on communicating with and working with the dying. Stages of grieving, chronic grief, the disruptive changes in the family system, and strategies for grieving effectively. Current theories of death and loss will be analyzed and applied to human service situations.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 420 - Introduction to Crisis Intervention**

Introduction to crisis intervention process for para-professionals. Topics include assessments, intervention, and referral. Examination of settings for crisis intervention, intervention theories, types of crisis issues and clients.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 425 – Introduction to Coordination of Care in Behavioral Health**

This course provides an introduction to the dynamic and fast-paced area of coordination of care in the behavioral health field. Understanding the roles, responsibilities, and the planning required in successfully managing behavioral health client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client behavioral health action plans. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 430 - Substance Abuse Theory and Counseling**

Examination of issues surrounding substance abuse. Course topics include: impact of use on the individual, families and society, models of addiction, drug classification, assessment methods, intervention models, support groups, confidentiality, and ethics.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 440 - Introduction to Psychopathology**

An overview of mental disorders, etiology, prevalence, diagnostic criteria. The impact of disorders on those diagnosed and their families. An introductory course for those planning to work in paraprofessional settings.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

## Education Theme

### **EDL 200 - A Global Perspective on Schooling**

This course will introduce students to the role of schools in society through a comprehensive review of culture and traditions. Emphasis will be placed on social issues and trends that impact schooling and the implications for the future direction of education. How effective is our current educational system how has the role of the teacher changed? How does American education "stack up" against other countries and are current reforms really going to improve education are among the topical questions addressed in this course. Students will participate in observation experiences in schools

### **EDP 301 - Educational Psychology and Child and Adolescent Development**

Theories and educational applications of human development from early childhood through the adolescent years are covered in this course. We discuss learning theories, motivation, classroom management and instruction, and other psychological principles related to elementary and secondary students.

### **EDP 314 - Learning in Informal Settings**

Learning is increasingly recognized as distributed across many kinds of environments with classroom learning occupying a small percentage of time across the lifespan. There is a need to theorize what makes non-school learning environments powerful and to understand how we can catalyze cross-setting learning. These questions have gained urgency with evidence accumulating about the benefits of extracurricular learning coupled with disparities in access to opportunities linked to family affluence. In addition, rapidly changing technologies are providing novel opportunities for personalized learning and there is an important opportunity for innovation in the design of hybrid forms of curriculum-based learning that span virtual and co-located settings. This course focuses on these issues by considering how learning arrangements are differentially organized in schools and non-school settings, with a focus on non-school settings

### **POL 201 - American National Government**

General survey of the constitutional bases, organization, and functioning of the American national government; recent and current trends.

### **HED 201 - Foundations of Leadership**

This course will cover a broad range of areas associated with effective leadership including communication, mission and vision, group development, values, ethics, diversity, and creating change.

### **HED 350 - Student Outreach**

This course will introduce students to literature in college access, outreach, academic achievement, and resiliency. The service-learning component of this course (known as Project SOAR) will allow the students to apply their learning as mentors to students at under-resourced Tucson middle schools on a weekly basis. *Prerequisite(s)*: One Tier I INDV course.

### **HED 397C - Native Student Outreach, Access, and Resiliency**

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### **PSY 319 – Learning: How We Change Behavior**

This course covers the basic methods for understanding and changing behaviors. While science based, the principles are discussed in terms of changing child behavior, training pets, improving relationships, improving study skills, and explaining psychopathology.

### **COMM 119 - Public Speaking**

This course is designed to help students become more comfortable with speaking in public, and to familiarize them with the theory-based, basic skills of public speaking. It will also help to increase students' communication, competence, and effectiveness, as well as improve capabilities in research, and critical thinking. This course will expose students to a variety of everyday speaking occasions

### **AED 210 - Resiliency and Human Potential**

The course provides a background in resiliency research to assist learners in acquiring the knowledge and strategies to enhance personal and professional resilience. Understand, assess, plan, and apply resiliency practices to foster academic, personal & professional development.



**AED 301 - Youth Leadership Development**

Characteristics of effective advisors, leadership styles, strategies for the management and organization of youth groups in agriculture, practice in leadership development techniques.

**ALC 309 - Leadership Principles and Practices**

This course introduces learners to a broad range of readings addressing practical and theoretical leadership principles. Participants will be expected to critically examine readings and associated videos/movies. Participants will have the opportunity to apply principles from the course in a field project where particular emphasis will be placed on enhancement of self-awareness and leadership capabilities through the documented development and assessment of the field project.

**AED 409 - Team and Organizational Leadership**

Principles and practices in planning, developing, conducting, and evaluating leadership programs for agricultural groups. The intended audience is the College of Agriculture and Life Sciences (CALs) students. The course focuses on helping students better understand themselves and others; improving group communication; becoming effective leaders and members of groups; improving leadership and personal development skills; assessing leadership situations, determining and administering appropriate leadership strategies, and evaluating results.

**SERP 197B - Introduction to Service Learning and Meaningful Contributions to the Community**

This course will provide students with an overview of service learning constructs within the context of inclusive education and disability studies through literature, discussion, reflection and practical application of a service-learning project. The integration of universal design, emerging technologies, including social media, will be demonstrated as core philosophies and strategic tools in creating and sustaining community connections and service. Students will have opportunities to directly learn from individuals with varying disabilities, their own diverse experiences, and leaders and representatives of non-profits and businesses within the larger Tucson community. Leadership and networking skills are facilitated through the service learning thread of this course.

**SERP 200 - Mass Media and Its Construction of Disability**

Enrolled students will explore and recognize how disability is constructed in American mass media. They will analyze the influence of these constructions on individual, political, and social responses to persons with disabilities.

**SERP 202 - Introduction to Low Incidence Disabilities**

This course provides an introduction to the experiences of people with low incidence disabilities, including those who are deaf/hard of hearing, visually impaired, or have cognitive and physical disabilities. Through class discussion and lectures, professional literature, and media analysis, students will gain awareness of the abilities and individual needs of people who have low incidence disabilities. The concepts of universal design, alternative communication, and assistive technology will be considered as they relate to environmental and educational access.

**SERP 301A - Inclusive Education for Elementary Students with Diverse Abilities**

Introduction to the integration of special students into the regular elementary classroom.

**SERP 301C - Inclusive Early Education for Children with Diverse Abilities**

Provides early childhood educators a foundation of best educational practices in including children with diverse abilities from birth to 8 years of age. This course presents specific information, techniques, and methods for developing age-appropriate and meaningful programming within typical early childhood settings through collaborative service delivery for students who have varying exceptionalities such as autism, multiple disabilities, cognitive disabilities, and emotional and behavioral disorders. Students will apply strategies given case scenarios as well as on-site practical experiences.

**SERP 400 - Survey of Exceptional Students**

Introduction to historical, legal, pedagogical, and social issues underlying services in special education and rehabilitation. Provides an overview of the characteristics of persons with exceptionalities and disabilities as well as the services available.

**SERP 405 - Foundations of Learning Disabilities**

Theories and history of programs for individuals with learning disabilities- definition, characteristics, etiology.

**SERP 412 - Violence in Schools and Communities: Crisis Prevention, Intervention, and Response**

Emphasis is on application to child-centered and school-based crises such as school and community-based violence, suicide, child abuse, and loss and grief. This course examines prevention and intervention theory for creating peaceable and inclusive classrooms, schools, and communities. Provides students with basic knowledge and skills for crisis prevention, intervention, response, and recovery in school and community settings

**SERP 414 - Introduction to Disability Studies and Services**

Overview of disability in the humanities; historical and current perspectives of rehabilitation, education, and public policy. *Prerequisite(s)*: Open to juniors and seniors only.

**TLS 204 - Language, Culture, and Race in Education**

Contexts of diversity in schools and society and the ways language shapes culture identity.

**TLS 285 - Learning about Adolescence Through Literature**

Explore and critique adolescent literature to make connections between literature and youth identity development, traditions of adolescent literature, new literacies and issues of censorship.

**TLS 306 - Youth in Diverse Communities**

This course builds on youth studies research in diverse communities in the U.S. to address the following questions: How do youth broker sociocultural continuity and change? How do assumptions about youth help shape power relations in society? How can youth research and engagement inform educational policy and practice? Throughout the course, we will explore key concepts including human and linguistic development, youth culture, resistance, identity, and agency. Students will also complete a research project on a related topic in consultation with the instructor.

**TLS 352 - Developing Adolescent Personal and Social Responsibility**

Course will provide a model for developing positive social skill development in adolescent youth utilizing a variety of strategies and physical activities, with an emphasis on team building. An appreciation of the multi-cultural aspects of our community and how these cultures contribute to the community will be addressed. Practical application in diverse school and community settings will be offered.

**TLS 350 - Schooling in America**

Nature and functions of schools in society; school reform proposals; moral dimensions of schooling; equality of educational opportunity; alternatives to schooling; nature of teaching profession.

**TLS 409 - Foundations of Education for Social Justice**

Foundations of the legal, social, historical, cultural, and political contexts of public education with a specific focus on marginalized student populations and the potential to develop a more socially just educational system.

**HUSV 371 – Parent, Family, and Community**

The modern family and its relationships with emphasis on young children and their ecosystems, interprofessional collaboration for early intervention. *Prerequisite(s)*: Consent of instructor and/or UA South academic advisors

## Health Theme

### **CLAS 116B – Word Roots: Science and Medical Terminology**

This course will focus on the history and structure of words including the use of Greek and Latin roots in the formation of technical terms in medicine and the sciences. Elements of word formation (prefixes, suffixes, and bases) will be intensively studied so that the words can be systematically analyzed and broken down into their component parts. Excellent preparation for standardized tests such as the GMAT, GRE, LSAT, and MCAT.

### **PSIO 201 – Human Anatomy and Physiology I**

Study of structure and function of the human body. Topics include basic anatomical and directional terminology; fundamental concepts and principles of cell physiology; histology; the integumentary, skeletal, muscular and nervous systems; special senses. Primarily for majors in physiology, biology, and health professions.

### **PSIO 202 - Human Anatomy and Physiology II**

Study of structure and function of the human body. Topics include cardiovascular, lymphatic, respiratory, urinary, gastrointestinal, endocrine and reproductive systems. Primarily for majors in physiology, biology, and health professions. *Prerequisite(s)*: PSIO 201

### **MIC 205A – General Microbiology**

Introduction to the diverse lifestyles of bacteria, viruses, fungi, and protozoan parasites, their importance in the biosphere, and their roles in human and animal diseases.

### **SOC/CHS 202 – Connecting Society and Health**

To better prepare students for health-related professions, this course introduces students to the sociological study of society and health. During the semester, students will explore fundamental sociological theories, perspectives, and concepts. Specific topics include doing sociological research, culture, socialization, social interaction and social structure, groups and organizations, deviance, social class and social stratification, race and ethnicity, sex and gender. Students will also connect sociological theories, perspectives, and concepts to health-related outcomes like mental health, physical health, lifestyle, genetics, and mortality risk.

### **SOC/CHS 303 – Health and Society**

Organization of health care in the U.S.; its impact on patients and society; health care practitioners; medical industries; policy debates.

### **CHS 305 - Suffering and Care in Society**

How societies interpret the reality of human suffering; the organization and politics of care; the status and experiences of individuals whose work involves caring for others.

### **CHS 306 - Interprofessional Care**

This course prepares students who are pursuing a career in the helping professions to work as members of interdisciplinary teams.

### **CHS 334 – Community Health Care**

This course introduces students to the challenges faced by low-income populations when utilizing -- and failing to utilize -- the American healthcare system. Each class session will present an actual case study drawn from the community of Tucson. Students will have the opportunity to learn the details of the case, explore the past and present real-life world of the patient, examine the specific barriers to treatment, investigate the resources -- or lack thereof -- available, and then create a proposed healthcare solution specific for that patient. Ongoing topics will include the lived experiences of low-income populations and the co-morbid effects of drug use, alcohol abuse, mental illness, physical trauma, nutritional deficits, sexually transmitted disease, and societal stigmatization.

### **SOC/CHS 404 – The Sociology of Mental Health**

What is mental illness? Who is likely to become mentally ill? Poor mental health and mental illness are often viewed as biological or genetic flaws. Sociologists, however, argue that mental illness is socially constructed, and that population mental health is profoundly shaped by social conditions. In this course, we will explore sociological understandings of mental health and illness.

### **CHS/SOC 437 – Health of Indigenous Populations**

This course introduces students to health issues facing Indigenous populations. The course itself is divided into four units. Unit 1 is a general review of the definition, conceptualization, and everyday experience of Indigeneity. It provides an overview of colonization with an emphasis on its ongoing impact on health care and health research with Indigenous



populations. Unit 2 discusses what health might mean from an Indigenous perspective. Unit 3 presents ethical considerations that may be especially important when working with Indigenous populations. Finally, Unit 4 offers a hopeful look toward the future of Indigenous health as Indigenous people continue to move forward in claiming their health and empowering their communities. For your final paper you will conduct a content analysis (this is your original Sociological research!) of media clippings from two recent Indigenous-led efforts that can have a positive impact on Indigenous health, broadly defined.

#### **CHS 401 – Health Disparities in Society**

This course introduces students to the sociological study of health disparities. The purpose of the course is to examine the link between social position and health patterns in the US population. Specific topics include, for example, socioeconomic status, race, ethnicity, gender, aging, family, and religious involvement.

#### **CHS 460 – Self-Care in the Helping Professions**

The emotional, physical and spiritual demands of the caring and health professions are significant. Students are introduced to the importance of wellness and self-care practices as they consider careers in the helping professions. This course will explore the impact of cultivating compassion vs. empathy in working with clients/patients, as well as offer students an opportunity to cultivate a wellness/self-care practice in their own lives. The course culminates in a research paper on the student's selected wellness/self-care practice.

#### **SOC 350 - Environment, Health, and Society**

This course examines the relationships between human health and the environment from a sociological viewpoint. Using an interdisciplinary sociological perspective, we will explore the increasing number of illnesses linked to environmental contamination and disasters. Since this is a course in the social sciences, only a basic understanding of the biological and chemical nature of environmental pollution will be needed. Our focus will be on the socioeconomic production of environmental health risks and how science and public policy are contested by various stakeholders.

#### **HPS 200 - Introduction to Public Health**

This course provides an overview of the different sub-disciplines of public health as they are relevant to community health sciences and services at the national, state and local (relevant to the Southwest U.S.) levels.

#### **PHPM 310 - Health Care in the U.S.**

This course describes the structure and function of the various private and public health care entities within the United States. Strengths and weaknesses related to cost, quality and access are analyzed. Basic economic theories that drive financing are also considered.

#### **HPS 300 – Public Health in the 21<sup>st</sup> Century**

Emerging and re-emerging causes of morbidity and mortality domestically and globally are the focus of the course. Current technologies and initiatives in public health are examined.

#### **HPS 350 - Principles of Health Education and Health Promotion**

This course introduces the student to the discipline and profession of health education. Students will examine the concepts of health and wellness, the determinants of health behavior, national health status, the history of health education and health promotion. The student will recognize health education as an important foundation for population-based health care.

#### **HPS 387 - Health Disparities and Minority Health**

The course will explore gaps in health outcomes associated with race/ethnicity, social class, sex, sexuality, nationality, and migration status. Societal, environmental, and institutional factors that underlay health disparities between and within nations will be considered.

#### **HPS 412 - Public Health Approach to Mental Health Disorders in the U.S.**

This course will explore the identification and treatment of mental illness in the U.S. and discuss a public health approach to addressing mental health.

#### **HPS/PHPM 425 – Latino Health Disparities**

A public health perspective in examining health and mental health issues affecting Latinos residing in the U.S., with particular emphasis on Mexican Americans.

**PSY 381 - Abnormal Psychology**

Survey of the symptoms and syndromes of abnormal behavior, with emphasis on a scientific, empirical view; primary focus is the description of various symptoms and diagnosis of illness, but research and theories concerning etiology and treatment also will be briefly covered.

*Prerequisite(s):* PSY 101 or PSY 150A1

**PSY 382 – The Psychology of Health Disparities**

Despite the general improvement in national health, racial/ethnic health disparities remain a growing challenge in the United States. The Center for Disease Control reports that racial/ethnic minorities generally suffer higher incidence of most health challenges including infectious diseases, infant mortality, asthma, diabetes, cancer, heart disease, stroke, and earlier mortality compared to non-minorities. These disparities are caused by a combination of individual, genetic, and social/environmental risk factors (Olden & White, 2005). Advances in psychological science are helping to understand how these factors influence risk and contributing to interventions to improve health for all. *Prerequisite(s):* PSY 101/PSY 150A1.

**PSY 383 - Health Psychology**

The relationship of health to mental and behavioral processes. Illnesses and medical treatment from the standpoint of psychology. *Prerequisite(s):* PSY 101/PSY 150A

**PSY 456 - Psychology of Death and Loss**

Basic concepts in a psychology of death and loss, with emphasis on both the adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations.

**NURS 350 - Pathophysiology**

Provides a conceptual integrative approach to selected pathophysiological phenomena and human responses to illness.

*Prerequisite(s):* PSIO 201 and PSIO 202. Non-majors who wish to enroll should consult the instructor and complete all prerequisites.

**NSC 301 - Nutrition and the Life Cycle**

Role of nutrients in human development. Physiological bases for changes in nutrient requirements throughout the life cycle (pregnancy, lactation, infancy, childhood, adolescence and aging). *Prerequisite(s):* NSC 101/NSC 170C1

**NSC 310 – Principles of Human Nutrition in Health and Disease**

Application of basic nutritional principles in the selection of normal and therapeutic diets; designed for students in the health sciences.

**NSC 375 – Diets, Genes, and Disease**

Current knowledge of human nutrition and genes has created a unique opportunity to use diet and other biologically active food components in the diet to improve the quality of life of people by the prevention and treatment of human disease. Also called Nutrigenomics, the identification and understanding of how nutrients and bioactive food components interact with the genome will be discussed.

**SLHS 207 - Survey of Human Communication and Its Disorders**

The purpose of this course is to introduce students to the scientific study of human communication and its disorders, and to provide an introduction to the professions of Speech-Language Pathology and Audiology. The course provides an overview of the biological systems of speech, language, and hearing and a basic understanding of the nature and treatment of communication disorders across the life span.

**HUSV 357 – Managing Death and Loss in Human Services**

Course includes basic concepts in a psychology of death and loss, adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations. Topics to be analyzed include: cultural denial of death, fears of death, stages of dying, types of death, and signs of impending death. Emphasis is placed on communicating with and working with the dying. Stages of grieving, chronic grief, the disruptive changes in the family system, and strategies for grieving effectively. Current theories of death and loss will be analyzed and applied to human service situations.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 403 – Integrative Health and Human Services Advocacy**

This course explores patient navigation and application of integrative health self-care in order to improve human services advocacy. To successfully work within the community, it is important to understand the mechanisms and drivers behind current health trends. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 404 – Health and Wellness in Human Services**

Life expectancy and causes of death have traditionally been used as key indicators of population health. While these indicators provide critical information about the health status of populations, they do not offer any information about the quality of the physical, mental, and social domains of life. In this course we will explore multi-dimensional domains of health and wellbeing, at the personal, community, and institutional levels.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 425 – Introduction to Coordination of Care in Behavioral Health**

This course provides an introduction to the dynamic and fast-paced area of coordination of care in the behavioral health field. Understanding the roles, responsibilities, and the planning required in successfully managing behavioral health client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client behavioral health action plans. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

## **Social Work, Pre Law, & Policy Theme**

**SOC 341 - Juvenile Delinquency**

Nature, causes, and consequences of delinquent behavior.

**SOC 342 – Criminology**

Study of the social origins of criminal law, criminal behavior, and reactions to crime.

**SOC 357 - Pursuit of Happiness**

However elusive the state of happiness may be for most people, happiness remains a fundamental goal in American society. This course will explore the interplay between individual and social happiness through various documents, including readings and films, and by comparing happiness among groups (ethnic, religious, gender, social class) and across cultures and nations.

**SOC 397A – Poverty in Tucson Field Workshop**

This workshop-based course explores the problem of poverty in the city of Tucson and its impacts on the well-being of local residents. The workshop combines in-class lectures on poverty with extensive training in the collection of survey data. Partnering with various community agencies and nonprofits, this course includes an intensive period of field research where students will interview households in Tucson in order to help our community partners better understand the problem of poverty and identify potential solutions. Over six weeks, students will work in teams to travel to identified households and request their participation in a survey. Students will be given specific goal of surveys to collect and will do so outside the traditional course meeting time. At the end of the course, students will form teams to analyze their data and present their findings back to the community at a forum hosted by the College of Social and Behavioral Sciences.

**CHS 305 - Suffering and Care in Society**

How societies interpret the reality of human suffering; the organization and politics of care; the status and experiences of individuals whose work involves caring for others.

**CHS 306 - Interprofessional Care**

This course prepares students who are pursuing a career in the helping professions to work as members of interdisciplinary teams.

**BNAD 303 – Marketing Principles, Concepts and Tools**

This course is intended to provide an overview of marketing concepts with attention to consumer behavior, ethics, international and nonprofit components. This course can not be used towards any business major

**BNAD 302 - Human Side of Organizations**

This course is intended to provide an overview of organizational behavior, effective management skills, law and ethics in the workplace, and human relations. This course can not be used towards any business major degree.

**EDL 200 - A Global Perspective on Schooling**

This exploratory course will introduce students to the role of schools in society through a comprehensive review of culture and traditions. Emphasis will be placed on social issues and trends that impact schooling and the implications for the future direction of education. How effective is our current educational system?; how has the role of the teacher changed?; how does American education "stack up" against other countries? and are current reforms really going to improve education? are among the topical questions addressed in this course. Students will be expected to participate in field study and observation experiences in school settings.

**AED 210 - Resiliency and the Human Potential**

The course provides a background in resiliency research to assist learners in acquiring the knowledge and strategies to enhance personal and professional resilience. Understand, assess, plan, and apply resiliency practices that manage stress to foster academic, personal and professional development.

**AED 301 - Youth Leadership Development**

Characteristics of effective advisors, leadership styles, strategies for the management and organization of youth groups in agriculture, practice in leadership development techniques.

**POL 201 - American National Government**

General survey of the constitutional bases, organization, and functioning of the American national government; recent and current trends.

**PA 206 - Public Policy and Administration**

Theory and practice of executive agencies, including policy making and other functions, processes, personnel and fiscal management, and administrative law.

**PA 341 - Juvenile Delinquency**

Nature, causes, and consequences of delinquent behavior.

**PA 441 - Women and Youth in the Justice System**

Examines the treatment of juveniles and women in the American criminal justice system.

**HUSV 301 - Introduction to Human Services**

Overview of human services. Examination of the history and current directions of human services, service delivery models, professional issues, systems and ecological perspectives, and the helping process.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 347 – Interpersonal Relationships in Human Services**

Scientific approach to interpersonal communication, focusing on issues that are central to understanding close relationships between romantic partners, friends, and family. Critical analysis of current theory in the field in order to compare and contrast these theories. Application of this theoretical information to the human services field. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 357 – Managing Death and Loss in Human Services**

Course includes basic concepts in a psychology of death and loss, adjustment to death and loss, and the underlying phenomenal, humanistic and current social considerations. Topics to be analyzed include: cultural denial of death, fears of death, stages of dying, types of death, and signs of impending death. Emphasis is placed on communicating with and working with the dying. Stages of grieving, chronic grief, the disruptive changes in the family system, and strategies for grieving effectively. Current theories of death and loss will be analyzed and applied to human service situations.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 371 – Parent, Family, and Community**

The modern family and its relationships with emphasis on young children and their ecosystems, interprofessional collaboration for early intervention.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 403 – Integrative Health and Human Services Advocacy**

This course explores patient navigation and application of integrative health self-care in order to improve human services advocacy. To successfully work within the community, it is important to understand the mechanisms and drivers behind current health trends. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 404 – Health and Wellness in Human Services**

Life expectancy and causes of death have traditionally been used as key indicators of population health. While these indicators provide critical information about the health status of populations, they do not offer any information about the quality of the physical, mental, and social domains of life. In this course we will explore multi-dimensional domains of health and wellbeing, at the personal, community, and institutional levels.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 420 - Introduction to Crisis Intervention**

Introduction to the crisis intervention process for para-professionals. Topics include assessments, intervention, and referral. Examination of: settings for crisis intervention, crisis intervention theories, types of crisis issues and clients. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 425 – Introduction to Coordination of Care in Behavioral Health**

This course provides an introduction to the dynamic and fast-paced area of coordination of care in the behavioral health field. Understanding the roles, responsibilities, and the planning required in successfully managing behavioral health client cases are the key themes of this course. Students will examine many phases of client cases, starting with obtaining information and progressing to implementing and monitoring client behavioral health action plans. *Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 430 - Substance Abuse Theory and Counseling**

Examination of issues surrounding substance abuse. Course topics include: impact of use on the individual, families and society, models of addiction, drug classification, assessment methods, intervention models, support groups, confidentiality, and ethics.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 440 - Introduction to Psychopathology**

An overview of mental disorders, etiology, prevalence, diagnostic criteria. The impact of disorders on those diagnosed and their families. An introductory course for those planning to work in paraprofessional settings.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HUSV 450 - Human Services: Multicultural Perspective**

Multicultural theory and principles within human service settings, including in development and multicultural paraprofessional counseling.

*Prerequisite(s):* Consent of instructor and/or UA South academic advisors

**HPS 449 - Family Violence**

Considers child sexual and physical abuse, maltreatment and neglect, dating violence, date rape, stalking, domestic violence, workplace harassment, and abuse of elderly and disabled persons. Addresses frequency, causes, health impacts, cultural forces shaping responses, community services and prevention. *Prerequisite(s):* Seniors with background in relevant fields or consent of instructor.

**PSY 379 - Psychology of Divorce**

Divorce directly and indirectly affects the majority of people in society. This course will take a critical look at the cycle of marriage, causes of divorce, psychological consequences of divorce for children and parents.

*Prerequisite(s):* Sophomore or above status.

**PSY 458 - Violence and Youth**

Explores the etiology of youth violence from developmental and socio-cultural perspectives, the influence of societal factors such as media, guns, and gangs on violence among youth.

*Prerequisite(s):* sophomore or above standing



**FSHD 401 - Basic Skills in Counseling**

Selected counseling skills and their applications to non-counseling settings. Designed for non-majors needing basic skills in counseling as an adjunct to other primary occupational functions.

*Prerequisite(s):* 6 units of social science

**PSY 378 - Psychology, Law and Juvenile Justice**

This course will address general intersections of various areas of psychology and law. In particular, lessons from developmental, social, clinical, and cognitive psychology will be applied to important substantive issues in criminal law and criminal defenses. In addition, a significant portion of the course will focus on developmental issues in adolescence and their implications for juvenile justice. As such, alternative forms of antisocial behavior (e.g., aggression, delinquency) in adolescence, as well as alternative responses (e.g., rehabilitation, punishment) to these varied behavioral patterns will be explored and discussed in detail.

**PSY 380 - Child Abuse and Neglect: Clinical and Research Issues**

This course will provide a broad overview of the topic of child abuse and neglect. Including the assessment and treatment of physical abuse, emotional abuse and neglect. *Prerequisite(s):* INDV 101 or PSY 101. Sophomore or above status.

**PHIL 110 - Logic and Critical Thinking**

Designed to improve ability to reason and think critically; emphasis on evaluating and presenting arguments. Includes a basic introduction to logic and scientific reasoning.

**FSHD Experiential Learning Courses can apply to any thematic minor theme.**

\*As long as the credit is not also counting toward your FSHD major, it can be used in your minor. You may also apply internship, research, or independent study credit that you register for through other departments

**FSHD 491 – Preceptorship**

Specialized work on an individual basis, consisting of instruction and practice in actual service in a department, program, or discipline. Teaching formats may include seminars, in-depth studies, laboratory work and patient study.

*Prerequisite(s):* Department Consent

**FSHD 492 – Directed Research**

Individual or small group research under the guidance of faculty.

*Prerequisite(s):* Department Consent

**FSHD 493/494 - Internship/Practicum**

Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

*Prerequisite(s):* Sophomore or above status. Internship credit (FSHD 493) is only available to students in the FSHD major. Practicum (FSHD 492) is available to students in the pre-major. *Prerequisite(s):* Department Consent

**FSHD 399/499 – Independent Study**

Qualified students working on an individual basis with professors who have agreed to supervise such work. *Prerequisite(s):* Department Consent