

# PUBLIC HEALTH SCIENCES

## Undergraduate Program Information

The curriculum in public health prepares students for careers in community and public health programs, also in voluntary, private and governmental agencies. Upon completion of the degree, the graduate is eligible to take the national Certified Health Education Specialist (CHES) examination administered by the National Commission for Health Education Credentialing, Inc. The Bachelor of Public Health program is fully accredited by the Council on Education for Public Health (CEPH).

Students seeking admission to the Bachelor of Public Health degree in the Department of Public Health Sciences at NMSU are first admitted as pre-public health (PPHL) students. Students keep this designation until they have met the following admissions requirements:

1. A cumulative grade-point average of at least 2.5 after completing specified general education coursework (the common core).
2. A grade of C- or better in prerequisite departmental courses
 

Prefix	Title	Credits
PHLS 1110G	Personal Health & Wellness	3
PHLS 3210	Foundations of Community Health Education	3
PHLS 3220	Foundations of Public Health	3
3. A grade of C- or better in MATH 1215 Intermediate Algebra.
4. A grade of C- or better in MATH 1350G Introduction to Statistics or MATH 2350G Statistical Methods or A ST 311 Statistical Applications..
5. Submission of an application packet that includes
  - a. a brief personal statement of interest in the profession, and
  - b. a completed application for the Bachelor of Public Health degree program.

The Bachelor of Public Health (BPH) degree program accepts applicants during the Spring and Fall semesters. The deadlines for accepting application packets are September 15th for Spring admission and February 15th for Fall admission. All applications must be submitted to the Program Advisor at the Center for Academic Advising and Student Support at Garcia Center. Courses are offered both face-to-face and online.

Applicants may receive a conditional acceptance into the program if they are currently enrolled in the last of the required prerequisites at the time they submit an application to the Bachelor of Public Health degree program. Such conditional acceptance will be revoked if the applicant does not successfully complete each of the prerequisite courses.

Students must attain a grade of C- or better in all required PHLS core coursework.

Failure to obtain a satisfactory grade of C- or better in any two PHLS courses could be grounds for dismissal from the program. Any student who receives two or more grades of D or F in required PHLS core courses must petition, in writing, to continue as a major.

## Graduate Program Information

The Department of Public Health Sciences offers the Master of Public Health degree (MPH) in Health Behavior and Health Promotion concentration and Health Management, Administration, and Policy concentration. The Master's degree programs prepare public health

professionals to function in a variety of settings, including health programs at the local, state, and federal government levels; profit and nonprofit organizations and agencies; worksite settings; and educational institutions. The MPH program is fully accredited by the Council on Education for Public Health (CEPH).

Students may participate in either the full-time on-campus MPH program with HBHP concentration or either of the part-time (i.e., two courses/semester) online programs, including HBHP concentration or the HMAP concentration. All coursework for online degrees can be completed off-campus utilizing web-based technologies aimed at meeting the needs of working students and others for whom a campus-based program is not an option.

## Admissions Requirements

In addition to meeting all admissions requirements of the Graduate School, applicants must meet the following departmental requirements:

- Complete a short personal statement describing the applicant's reasons for wishing to pursue the MPH degree at NMSU. Any paid or volunteer work performed in a public health or related agency setting should also be described in detail, including the length of work and descriptions of the work typically performed as part of the job.
- Submit at least three letters of reference from former faculty and/or employers.

Applications are now completed online. Go to <http://gradschool.nmsu.edu/>. For more information, contact the Graduate Coordinator at [mphapps@nmsu.edu](mailto:mphapps@nmsu.edu), or visit the website: [publichealth.nmsu.edu](https://publichealth.nmsu.edu) (<https://publichealth.nmsu.edu>).

## Degrees for the Department

### Bachelor Degree(s)

- Public Health - Bachelor of Public Health (<https://catalogs.nmsu.edu/nmsu/health-education-social-tranformation/public-health-sciences/public-health-bph/>)
- Public Health - Bachelor of Public Health (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/public-health-bph-online/>)

### Master Degree(s)

- Master of Public Health/Master of Social Work - Dual Degree (<https://catalogs.nmsu.edu/nmsu/graduate-school/master-public-health-master-social-work-dual-degree/>)
- Public Health (Health Behavior & Health Promotion) - Master of Public Health (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/public-health-health-behavior-health-promotion-mph-online/>)
- Public Health (Health Behavior and Health Promotion) - Master of Public Health (<https://catalogs.nmsu.edu/nmsu/graduate-school/public-health-health-behavior-health-promotion-master-public-health/>)
- Public Health (Health Management, Administration & Policy) - Master of Public Health (<https://catalogs.nmsu.edu/nmsu/graduate-school/public-health-health-management-administration-policy-master-public-health/>)
- Public Health (Health Management, Administration & Policy) - Master of Public Health (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/public-health-health-mgt-admin-policy-mph-online/>)

## Doctoral Degree(s)

- Health Equity Sciences - Doctor of Philosophy (<https://catalogs.nmsu.edu/nmsu/graduate-school/health-equity-sciences-phd/>)

## Minors for the Department

- Gerontology - Graduate Minor (<https://catalogs.nmsu.edu/nmsu/graduate-school/gerontology-graduate-minor/>)
- Gerontology - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/health-education-social-tranformation/public-health-sciences/gerontology-ug-minor/>)
- Public Health - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/health-education-social-tranformation/public-health-sciences/public-health-ug-minor/>)
- U.S.-Mexico Border Health Issues - Graduate Minor (<https://catalogs.nmsu.edu/nmsu/graduate-school/us-mexico-border-health-issues-graduate-minor/>)
- U.S.-Mexico Border Health Issues - Undergraduate Minor (<https://catalogs.nmsu.edu/nmsu/health-education-social-tranformation/public-health-sciences/us-mexico-border-health-issues-ug-minor/>)

## Graduate Certificate(s)

- Public Health - Graduate Certificate (<https://catalogs.nmsu.edu/nmsu/graduate-school/public-health-graduate-certificate/>)
- Public Health - Graduate Certificate (Online) (<https://catalogs.nmsu.edu/global/nmsu-global/public-health-gr-certificate-online/>)

### Becky Pearson, PhD, MPH - Department Head

**Professors** Khubchandani, Kopera-Frye, Palacios, Pearson, Tomaka; **Associate Professors** none; **Assistant Professors** England-Kennedy, Magoc, Rahman, Shin, Stimatze; **College Professor** Latz

**E. England-Kennedy, PhD** (University of Arizona, Tucson) - homelessness and health, suicide prevention, social and environmental justice, health equity; **J. Khubchandani, PhD** (University of Toledo, Ohio)- Social Epidemiology and Global Health; **K. Kopera-Frye, PhD** (Wayne State University) - gerontology, health promotion and obesity among ethnically diverse groups, rural health, substance abuse; **I. Latz, Ph.D** (University of Texas at El Paso), Field Experience Coordinator health policy, community engagement, social determinants of health; **D. Magoc, PhD** (U. of Texas at El Paso) – active living, health behavior; **R. Palacios, PhD** (U. of Texas at El Paso) – cancer survivorship, masculinity and health, cultural adaptations; **B. Pearson, PhD** (University of Arkansas) – structural determinants of health, food justice, rights- and values-based approaches to consumer health; **H. Rahman, MD** (Rangpur Medical College, Bangladesh), PhD (University of South Florida) - toxicology; **D.Y. Shin, PhD** (University of Alabama, Birmingham) - healthcare management; **T. Stimatze, Ph.D** (New Mexico State U.) biostatistics, **J. Tomaka, PhD** (U. of Buffalo), Graduate Coordinator– health behavior, program evaluation.

**Emeritus** Emeritus – health education. *J. McDonald, PhD, (U. Washington), Emeritus- epidemiology, S.L. Wilson, PhD* (Southern Methodist U.) – health policy, rural health, international health, health disparities, *Emeritus-tenured full-time faculty C. Kozel, PhD, (U. of NM), Emeritus- C. Kratzke, PhD* (Old Dominion U.)

## Public Health Sciences Courses

### PHLS 1110G. Personal Health & Wellness

#### 3 Credits (3)

A holistic and multi-disciplinary approach towards promoting positive lifestyles. Special emphasis is placed on major problems that have greatest significance to personal and community health. Topics to include nutrition, stress management, fitness, aging, sexuality, drug education, and others. May be repeated up to 3 credits.

#### Learning Outcomes

1. Students will identify, describe and explain human health behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate relevant issues, ethical dilemmas, and arguments. Students should: Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.

### PHLS 1110H. Personal Health and Wellness Honors

#### 3 Credits (3)

A holistic and multi-disciplinary approach towards promoting positive lifestyles. Special emphasis is placed on major problems that have greatest significance to personal and community health. Topics to include nutrition, stress management, fitness, aging, sexuality, drug education, and others. In addition students will complete an experiential learning component or project. May be repeated up to 3 credits.

#### Learning Outcomes

1. Students will identify, describe and explain human health behaviors and how they are influenced by social structures, institutions, and processes within the contexts of complex and diverse communities. Students should: Develop an understanding of self and the world by examining content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behaviors and social systems.
2. Students will articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions. Students should: Enhance knowledge of social and cultural institutions and the values of their society and other societies and cultures in the world.
3. Students will describe ongoing reciprocal interactions among self, society, and the environment. Students should: Understand the interdependent nature of the individual, family/social group, and society in shaping human behavior and determining quality of life.
4. Students will apply the knowledge base of the social and behavioral sciences to identify, describe, explain, and critically evaluate

relevant issues, ethical dilemmas, and arguments. Students should:  
 Articulate their role in a global context and develop an awareness and appreciation for diverse value systems in order to understand how to be good citizens who can critically examine and work toward quality of life within a framework of understanding and justice.

### **PHLS 2110. Foundations of Health Education**

#### **3 Credits (3)**

Role and responsibility of the health educator with emphasis on small group dynamics, oral and written communication skills, building community coalitions and introduction to grant writing. Taught with PHLS 3210. Cannot receive credit for both PHLS 2110 and PHLS 3210. May be repeated up to 3 credits.

**Prerequisite:** PHLS 1110G or consent of instructor.

#### **Learning Outcomes**

1. Define health, three levels of prevention, health education and health promotion, and describe the major determinants of health.
2. Describe the 7 major areas of responsibility, major competencies and sub-competencies of a professional health educator and the CHES's possible roles in various community health settings.
3. Describe and examine the historical context and development of the profession of health education.
4. Identify and critique major processes and practices of health education programming.
5. Describe the steps involved in conducting needs assessments, program and intervention planning, implementation, and program evaluation.
6. Identify, examine and describe elected health behavior change theories and models and explore possible applications in health education practice.
7. Describe and discuss the process of community mobilization and building of a community coalition.
8. Identify health issues and describe effective methods/strategies in health education advocacy.
9. Describe and discuss the future trends and issues in the professional preparation and practice of professional health educators. 1
10. Demonstrate effective and appropriate oral and written communication skills for health education professionals.

### **PHLS 2120. Essentials of Public Health**

#### **3 Credits (3)**

The course will focus on principles and major areas of public health, including ecological and total personal concept of health care system, epidemiological approaches to disease prevention and control. Consent of Instructor required. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Understand the sources of public health data, and how to interpret that information.
2. Access existing health related data.
3. Analyze health related data.
4. Identify populations for health education programs.
5. Incorporate data analysis and principles of community organization.
6. Interpret results from evaluation and research.
7. Infer implications from findings for future health-related activities.
8. Have a basic understanding of health topics faced by various populations.

### **PHLS 3110V. Human Sexuality**

#### **3 Credits (3)**

Examination of human sexuality from a variety of perspectives: cultural, sociological, physiological and psychological. Issues examined from viewpoints such as gender, individual, family, and professional roles. May be repeated up to 3 credits.

### **PHLS 3120V. Women's Health Issues**

#### **3 Credits (3)**

A focus on the unique issues and problems that confront women today and how they affect the health of women. Crosslisted with: GNDR 381V. May be repeated up to 3 credits.

### **PHLS 3130V. Global Environmental Health Issues**

#### **3 Credits (3)**

Introduction to global environmental health challenges in the 21st century with an emphasis on environmental problems as they affect public health and personal well-being. May be repeated up to 3 credits.

### **PHLS 3210. Foundations of Community Health Education**

#### **3 Credits (3)**

Role and responsibility of the health educator, with emphasis on small-group dynamics, oral and written communication skills, building community coalitions, and an introduction to grant writing. Equivalent to PHLS 2110 for prerequisite purposes. May be repeated up to 3 credits.

### **PHLS 3220. Foundations of Public Health**

#### **3 Credits (3)**

The course will focus on principles and major areas of public health, including ecological concepts of healthcare systems and epidemiological approaches to disease promotion and control. Equivalent to PHLS 2120 for prerequisites. May be repeated up to 3 credits.

### **PHLS 4130. Environmental Health**

#### **3 Credits (3)**

Introduction to environmental health designed to address public health issues. May be repeated up to 3 credits. Restricted to: PH,PHL majors.

**Prerequisite:** PHLS 3220 or PHLS 2120.

### **PHLS 4210. Methods of Community Health Education**

#### **3 Credits (3)**

Responsibilities of health educators, analysis of social forces affecting health needs, application of wide range of health education methods and instructional media, and program implementation skills. Restricted to: Public Health majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 3220 or PHLS 2120.

### **PHLS 4310. Biometrics and Health Research**

#### **3 Credits (3)**

Critical analysis of community health research and related methodologies. Restricted to: Public Health majors. May be repeated up to 3 credits.

**Prerequisite:** (MATH 1350G) or MATH 2350G or A ST 311.

### **PHLS 4320. Epidemiology**

#### **3 Credits (3)**

Epidemiologic approaches to disease prevention and control. Factors influencing health status. Restricted to: PHL majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 3220 or PHLS 2120.

### **PHLS 4410. Administration of Health Programs**

#### **3 Credits (3)**

Covers administrative responsibilities, organizational theory, strategic planning, and systems theory as applied to the administration of a variety of health programs. Restricted to: PHL majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 3220, PHLS 2120, or consent of instructor.

**PHLS 4420. Health Program Planning****3 Credits (3)**

Planning and development of community health education interventions for behavior change at the individual, family, social network levels of practice. Emphasis on applying program-planning models and designs into a grant-writing project. Restricted to: Public Health majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 3210 or PHLS 2120 and PHLS 4430.

**PHLS 4430. Theoretically-Based Interventions****3 Credits (3)**

Identifying and developing interventions to problematic health-related behaviors. Restricted to: Public Health majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 3220 or PHLS 2120.

**PHLS 4440. Health Program Evaluation and Research****3 Credits (3)**

Covers the application of research and evaluation models for decision-making program and policy development of community health education interventions. Focus on the individual, family, and social network levels of practice. May be repeated up to 3 credits.

**Prerequisite:** PHLS 4420.

**PHLS 4510. Public Health Seminar in Community Health Education****1 Credit (1)**

Critical analysis of issues in CHE and health care. Readings focus on social, economic, cultural, and political issues as they affect the profession and practice. Emphasis on future, local, national, and international health trends. Restricted to: Public Health majors. May be repeated up to 1 credit.

**Prerequisite:** PHLS 4320, PHLS 4420, and PHLS 4430 or consent of instructor.

**PHLS 4515. Problems in Health Education****3 Credits (3)**

Provides opportunity for synthesis of program planning, implementation, and evaluation methodologies in the preparation and delivery of health education topics. Some field trips will be required. Restricted to: PHL majors. May be repeated up to 3 credits.

**Prerequisite:** Either PHLS 3220, PHLS 2120, PHLS 4440, PHLS 4430, or consent of instructor.

**PHLS 4610. Health Disparities: Determinants and Interventions****3 Credits (3)**

Investigates: descriptions of health disparities and measurement issues; physical environmental factors, behavioral and emotional variables; impact of aging of the populations, increased racial and ethnic diversity, and technological developments; intervention strategies and evaluation results. May be repeated up to 3 credits.

**PHLS 4620V. Cross-Cultural Aspects of Health****3 Credits (3)**

An examination of health practices from a variety of cultural perspectives: communication, observation, research, and assimilation. Issues to be addressed will be examined from a number of viewpoints, such as individual, family, community, and professional roles. May be repeated up to 3 credits.

**PHLS 4630. International Health Problems****3 Credits (3)**

Comparison of domestic health programs and problems with those in other parts of the world; emphasis on political parameters and delivery processes. Additional attention is focused on the health issues of the U.S.-Mexico border. Taught with PHLS 5630. May be repeated up to 3 credits.

**Learning Outcomes**

1. Identify many of the current authoritative sources of information about global health, as a potential aid for future educational, training, and research endeavors.
2. Cite examples of specific issues and case studies in global health.
3. Identify key features of global health.
4. Explain the complexities of global health issues.
5. Explain intervention strategies being used to attack problems in global health.

**PHLS 4640. Rural Health Issues****3 Credits (3)**

Comprehensive overview of rural health services with Southwestern United States and New Mexico focus. Taught with PHLS 5640. May be repeated up to 3 credits.

**PHLS 4650. Coping with Loss and Grief: A Cross-Cultural Perspective****3 Credits (3)**

A cross-cultural perspective to death, loss and grief. Hospice philosophy of caring for the dying will be included. Taught with PHLS 5650. May be repeated up to 3 credits.

**PHLS 4660. U.S.-Mexico Border Health Issues****3 Credits (3)**

Interdisciplinary analysis of the impact of living conditions and health issues of communities along the U.S.-Mexico border and of the strategies and initiatives to address these issues. Problem-based learning, case analysis, lecture, guest speakers, computer based instruction, and field trips. Taught with PHLS 5660 May be repeated up to 3 credits.

**PHLS 4670. American Indian Health****3 Credits (3)**

Critical health issues facing American Indians in the contemporary world. May be repeated up to 3 credits.

**PHLS 4680. Hispanic Health Issues****3 Credits (3)**

The course will familiarize public health students with social determinants of health contributing to Hispanic health disparities and the impact that health and immigration policies have on Hispanics' access to insurance and healthcare utilization, with a spotlight on different Hispanic subgroups. Recommendations for policy and research are also discussed.

**Learning Outcomes**

1. Explain the historical, ancestral, and national origins contributing to the diversity of the U.S. Hispanic population.
2. Assess obstacles researchers have encountered in explaining the Hispanic Epidemiological Paradox and the ethics surrounding them.
3. Compare and contrast health care coverage and access to health care in Hispanics relative to other racial/ethnic groups.
4. Describe factors contributing to health disparities in chronic and infectious diseases among Hispanics.
5. Explain how U.S. health policies negatively impact Hispanics.

**PHLS 4710. Introduction to Gerontology****3 Credits (3)**

Social, psychological, and physiological aspects of aging, with an interdisciplinary emphasis on health promotion. Demographic characteristics of the aging population. Taught with PHLS 5710. May be repeated up to 3 credits.

**PHLS 4720. Health Promotion for the Older Adult****3 Credits (3)**

Common health concerns and lifestyle issues relevant to older adults. Facts about the content area, health behaviors, and practices to promote health and prevent disease; program development strategies applicable to a variety of settings. Taught with PHLS 5720. May be repeated up to 3 credits.

**PHLS 4730. Adulthood and Aging**  
**3 Credits (3)**

Normal transitions in later life; those occurring from 40 years of age to the end of life are discussed. Changes in interpersonal relationships and adaptations commonly made by individuals and meeting those alterations are presented through research findings, case studies, and autobiographies. Taught with PHLS 5730. May be repeated up to 3 credits.

**PHLS 4740. Aging and Public Policy**  
**3 Credits (3)**

Exploration of public policies relating to elders, historical development, current status and trends in public policy for this age group. Impact of political behavior of elders on policy making and implementing processes. May be repeated up to 3 credits.

**PHLS 4810. Infectious and Noninfectious Disease Prevention**  
**3 Credits (3)**

History, etiology, and prevention of diseases affecting humans. Taught with PHLS 5810.

**Prerequisite:** PHLS 3220, PHLS 2120, PHLS 4320, or consent of instructor.

**Learning Outcomes**

1. Describe historical context of disease and health.
2. Identify the role of public health, past and present, in the control of communicable and chronic disease.
3. Identify and evaluate the characteristics of major chronic and communicable diseases.
4. Define, classify, and describe the etiology, incidence, and prevalence of major diseases.
5. Describe risk factors related to gender, race, ethnicity, and lifestyle for major diseases.
6. Identify the major diagnostic and treatment protocols for common diseases of humans.
7. Assess psychosocial influences upon diseases including diet, physical activity, rest, and related lifestyle variables.
8. Determine the impact of major diseases on the quality of life for the patient family.

**PHLS 4820. Health Informatics**  
**3 Credits (3)**

The application of technology to engage communities and individuals in behavioral and environmental change processes. The course will focus on the use of technology to describe the magnitude of health problems and their sources; analyze risk factors; identify community strengths from which strategies may be defined and tools created to intervene, prevent problems, and promote health and well-being; and continuously evaluate, refine, and implement what works. Taught with PHLS 5820. Restricted to: Restricted to Public Health majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 3220 or PHLS 2120 or consent of instructor.

**PHLS 4996. Special Topics**  
**3 Credits (3)**

Specific subjects to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**Learning Outcomes**

1. Varies

**PHLS 4997. Independent Study**  
**1-6 Credits (1-6)**

Individual studies with prior approval of department head. May be repeated up to 12 credits.

**Learning Outcomes**

1. Varies

**PHLS 4998. Community Health Education Field Experience**  
**1-6 Credits (1-6)**

Senior-standing community health education majors will integrate and apply various concepts related to actual community health education practice. Experience aims to prepare students to integrate the competencies and responsibilities of community health education. Approximately 55 hours at field agency required per credit hour. Restricted to: Public Health majors. May be repeated up to 6 credits.

**Prerequisite:** PHLS 4210 or concurrent enrollment.

**Learning Outcomes**

1. Varies

**PHLS 5110. Community and Psychosocial Aspects of Public Health**  
**3 Credits (3)**

Social, behavioral, and educational aspects of disease prevention and health promotion programs. Restricted to MPH majors. May be repeated up to 3 credits.

**PHLS 5120. Biostatistical Applications in Public Health**  
**3 Credits (3)**

Quantitative methods for public health students including tabular, graphical, and numerical descriptive methods, random sampling, principles of statistical inference, confidence intervals, statistical tests of hypothesis through analysis of variance and regression. Restricted to MPH majors. May be repeated up to 3 credits.

**PHLS 5130. Epidemiological Approaches to Disease Control and Prevention**  
**3 Credits (3)**

Basic epidemiological principles applicable to infectious and noninfectious disease. Descriptive techniques and analytic designs, and application of statistical and epidemiological investigation methods included. Restricted to MPH majors. May be repeated up to 3 credits.

**PHLS 5140. Health Services System: Administration and Organization**  
**3 Credits (3)**

This course focuses on using a systems approach to identify and analyze factors and interrelationships that influence the operation of health services organizations. Specific attention is to administrative structures and operations, finance and quality among public health departments, hospitals, multi-institutional systems, integrated health systems and strategic alliances. May be repeated up to 3 credits.

**Learning Outcomes**

1. Identify the main components of the organization for health care delivery and health care system in the U.S.
2. Compare health care systems in the U.S. and other developed countries.
3. Discuss resources and the principles of resources management in health care delivery.
4. Apply essential management functions (planning, organizing, staffing, leading, and controlling) to health services organizations.
5. Apply leadership and motivation concepts to the management of health services organizations.

6. Apply the principles and models of decision-making, communication, and managing change to address organizational challenges.
7. Demonstrate the knowledge and skills inherent in interprofessional work
8. Discuss how systems thinking works for healthcare delivery systems.

**PHLS 5150. Environmental Public Health Issues**

**3 Credits (3)**

Environmental health issues from a public health perspective. Restricted to MPH majors. May be repeated up to 3 credits.

**PHLS 5160. Public Health Policy Analysis**

**3 Credits (3)**

This graduate-level course presents the key aspects of the policymaking process in the United States. The course introduces students to the steps necessary to formulate, implement, and modify healthcare policies. Economic, cultural, institutional, and social factors influencing policymaking will be explored. The evolution of federal health policy, including major healthcare reform efforts, will be presented. Students will be provided with the necessary tools to comprehend and explain policymaking. The class will primarily focus on federal-level health policymaking, but several examples of state-level policies will be discussed. May be repeated up to 3 credits.

**Learning Outcomes**

1. Define and describe key health policy concepts: health, health determinants, public policy, and health policy.
2. Appreciate the significance of the Patient Protection and Affordable Care Act (ACA) and other major healthcare reform efforts and laws.
3. Describe the Longest Conceptual Model of the Public Policymaking Process and its key components of policy formulation, implementation, and modification.
4. Articulate the roles played by legislators, interest groups, researchers, and citizens in shaping and influencing health policy.
5. Summarize the roles of the three levels of government in making health policy.
6. Identify major health policy issues currently facing U.S. healthcare.

**PHLS 5210. Foundations & Techniques of Public Health Education**

**3 Credits (3)**

Social, behavioral, and educational aspects of disease prevention and health promotion. Includes history and theoretical basis of health education. May be repeated up to 3 credits.

**Learning Outcomes**

1. Explain, demonstrate, and apply health communication, education, and promotion knowledge and skill competencies
2. Discuss the means by which structural biases, social inequities, and other social determinants of health undermine health and create challenges to achieving health equity at interpersonal, organizational, community, societal, cultural, and legal and policy levels
3. Explain and demonstrate ways in which health communication, education, and promotion techniques can be utilized to increase health equity and reduce health disparities
4. Utilize health behavior change theories to develop health communication, education and promotion materials, processes, and goals
5. Identify best practices and evidence-based strategies and programs for use in health communication, education, and promotion

**PHLS 5220. Techniques of Health Communication/Education**

**3 Credits (3)**

Application of a wide range of communication and education theories/ methods, including program planning and evaluation, in public health programming. Restricted to: MPH majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 5110.

**PHLS 5230. Community Organization in Public Health**

**3 Credits (3)**

Strategies for identifying and involving community leaders, community needs assessment, small area analysis and planning, and community-level development strategies. Restricted to: MPH majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 5110.

**PHLS 5240. Health Program Planning**

**3 Credits (3)**

Covers process of successful public health education program planning and grant writing. Restricted to: MPH majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 5110.

**PHLS 5250. Evaluative Approaches in Public Health**

**3 Credits (3)**

Survey and analyses of health testing and evaluation procedures, uses and limitations of knowledge and attitude tests, behavioral inventories, check lists, questionnaires, interviews, and other techniques. Restricted to: MPH majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 5120.

**PHLS 5260. Research and Resources in Community Health**

**3 Credits (3)**

Exploration of available public health research studies, data, results and implications. Restricted to MPH majors. May be repeated up to 3 credits.

**Prerequisite:** PHLS 5120.

**PHLS 5310. Principles of Health Program Management**

**3 Credits (3)**

This course prepares the student to assume a supervisory role in the management of health and human services programs. The course will cover essential management functions such as leadership, organizational assessment, planning, decision-making, organizational structure, budgeting, marketing, and human resource management. May be repeated up to 3 credits.

**PHLS 5320. Health Services Organization and Delivery**

**3 Credits (3)**

This course includes the framework of the United States healthcare system; organization and administration of health services; alternate ways of organizing and financing health systems; the roles of the government and free market on health care services; and the barriers to health services delivery. May be repeated up to 3 credits.

**PHLS 5330. Public Health Finance and Budget Management**

**3 Credits (3)**

Introduces health care accounting and finance to non-financial students. Students are exposed to the financial structure of health care organizations and the environment within which they operate. Instruction also introduces the use of accounting and financial information in investor-owned and not-for-profit organizations in the health care industry. Topics include understanding the creation and interpretation of financial statements, financial accounting and reporting requirements, financial analysis, budgeting, and resource allocation. May be repeated up to 3 credits.

**PHLS 5340. Public Health Law and Ethics**

**3 Credits (3)**

This course examines major legal and ethical concepts and their impact on public health policy and practice. The course examines governmental authority, at various jurisdictional levels, to improve public health. This course will focus on public health law in the United States. Restricted to MPH majors. May be repeated up to 3 credits.

#### Learning Outcomes

1. Varies

#### PHLS 5610. Health Disparities: Determinants and Interventions 3 Credits (3)

Investigates: descriptions of health disparities and measurement issues; physical environmental factors, behavioral and emotional variables; impact of aging of the populations, increased racial and ethnic diversity, and technological developments; intervention strategies and evaluation results. Taught with: PHLS 4610. May be repeated up to 3 credits.

#### PHLS 5620. Cross-Cultural Aspects of Health 3 Credits (3)

An examination of health practices from a variety of cultural perspectives; communication, observation, research, and assimilation. Issues to be addressed will be examined from a number of viewpoints, such as individual, family, community, and professional roles. May be repeated up to 3 credits.

#### PHLS 5630. International Health Problems 3 Credits (3)

Comparison of domestic health programs and problems with those in other parts of the world; emphasis on political parameters and delivery processes. Additional attention is focused on the health issues of the U.S.-Mexico border. Taught with: PHLS 4630. May be repeated up to 3 credits.

#### Learning Outcomes

1. Identify many of the current authoritative sources of information about global health, as a potential aid for future educational, training, and research endeavors.
2. Cite examples of specific issues and case studies in global health.
3. Identify key features of global health.
4. Explain the complexities of global health issues.
5. Explain intervention strategies being used to attack problems in global health.

#### PHLS 5635. International Health Practicum 1-3 Credits (1-3)

Intensive examination of health practices and beliefs from a cultural perspective. Focus on health structure, index of diseases, morbidity, mortality and epidemiological approaches to planning. Required travel (personal travel, lodging, and related expenses are extra). May be repeated up to 3 credits.

#### PHLS 5640. Rural Health Issues 3 Credits (3)

Comprehensive overview of rural health services with southwestern United States and New Mexico focus. Taught with: PHLS 4640. May be repeated up to 3 credits.

#### Learning Outcomes

1. Varies

#### PHLS 5650. Coping with Loss and Grief: A Cross-Cultural Perspective 3 Credits (3)

A cross-cultural perspective to death, loss and grief. Hospice philosophy of caring for the dying will be included. Taught with: PHLS 4650.

#### PHLS 5660. U.S.-Mexico Border Health Issues 3 Credits (3)

Interdisciplinary analysis of the impact of living conditions and health issues of communities along the U.S.-Mexico border and of the strategies and initiatives to address these issues. Problem-based learning, case analysis, lecture, guest speakers, computer based instruction, and field trips. Taught with: PHLS 4660. May be repeated up to 3 credits.

#### PHLS 5670. American Indian Health 3 Credits (3)

Critical health issues facing American Indians in the contemporary world. May be repeated up to 3 credits.

#### PHLS 5710. Introduction to Gerontology 3 Credits (3)

Social, psychological, and physiological aspects of aging with an interdisciplinary emphasis on health promotion. Demographic characteristics of the aging population. May be repeated up to 3 credits.

#### PHLS 5720. Health Promotion for the Older Adult 3 Credits (3)

Common health concerns and lifestyle issues relevant to older adults. Facts about the content area, health behaviors, and practices to promote health and prevent disease; program development strategies applicable to a variety of settings. May be repeated up to 3 credits.

#### PHLS 5730. Adulthood and Aging 3 Credits (3)

Normal transitions in later life; those occurring from 40 years of age to the end of life are discussed. Changes in interpersonal relationships and adaptations commonly made by individuals and meeting those alterations are presented through research findings, case studies, and autobiographies. May be repeated up to 3 credits.

#### PHLS 5810. Infectious and Noninfectious Disease Prevention 3 Credits (3)

History, etiology, and prevention of diseases affecting humans. Taught with PHLS 4810.

**Prerequisite:** PHLS 3220, PHLS 2120, PHLS 4320, or Consent of Instructor.

#### Learning Outcomes

1. Describe historical context of disease and health.
2. Identify the role of public health, past and present, in the control of communicable and chronic disease.
3. Identify and evaluate the characteristics of major chronic and communicable diseases.
4. Define, classify, and describe the etiology, incidence, and prevalence of major diseases.
5. Describe risk factors related to gender, race, ethnicity, and lifestyle for major diseases.
6. Identify the major diagnostic and treatment protocols for common diseases of humans.
7. Assess psychosocial influences upon diseases including diet, physical activity, rest, and related lifestyle variables.
8. Determine the impact of major diseases on the quality of life for the patient family.

#### PHLS 5820. Health Informatics 3 Credits (3)

The application of technology to engage communities and individuals in behavioral and environmental change processes. The course will focus on the use of technology to describe the magnitude of health problems and their sources; analyze risk factors; identify community strengths from which strategies may be defined and tools created to intervene, prevent problems, and promote health and well-being; and continuously

evaluate, refine, and implement what works. May be repeated up to 3 credits.

**PHLS 5830. Public Health Preparedness and Response**

**3 Credits (3)**

This course is designed to teach students about the role of public health in emergency preparedness and response. It focuses on the nature of public emergencies as well as the role various sectors have in responding to them. One purpose of this online course is to introduce students to the basics of disaster preparedness and responding to disasters, and to build a base for further development in responder training. The course provides training and resources for a basic understanding of the Incident Command System (ICS) and National Incident Management System (NIMS). May be repeated up to 3 credits.

**PHLS 5996. Special Topics**

**3 Credits (3)**

Specific subjects to be announced in the Schedule of Classes. Restricted to: MPH majors. May be repeated up to 12 credits.

**Learning Outcomes**

1. Varies

**PHLS 5997. Independent Study**

**1-6 Credits (1-6)**

Individual studies with prior approval of department head. Consent of Instructor required. May be repeated up to 6 credits.

**Learning Outcomes**

1. Varies

**PHLS 5998. Field Experience**

**1-4 Credits (1-4)**

Student will work in a public health setting under the supervision of an experienced public health professional and will use acquired knowledge and skills to conduct a project which addresses a specific public health problem or program need. Projects are agreed upon by the student and faculty. Consent of department head required. Restricted to MPH majors. May be repeated up to 4 credits.

**Learning Outcomes**

1. Varies

**PHLS 5999. Master's Thesis**

**1-6 Credits (1-6)**

Minimum of 4 credits required but may be repeated for a maximum of 6 credits. May be repeated up to 6 credits.

**Learning Outcomes**

1. Varies

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