

PHS - Public Health Sciences

Courses numbered 100 to 299 = *lower-division*; 300 to 499 = *upper-division*; 500 to 799 = *undergraduate/graduate*.

PHS 100. Introduction to Aging Studies (3).

General education social and behavioral sciences course. An introduction to the diverse aging population, with a multidisciplinary focus on the cultural, sociological, psychological, biological and economic factors which influence older persons. Content includes a broad scope of the opportunities and challenges within the field of aging, with special attention given to reducing ageism across populations and professions.

PHS 101. Introduction to Public Health (3).

General education social and behavioral science course. An undergraduate introduction intended to develop an informed appreciation for the immense impact of public health on society. Topics include basic public health principles, philosophical foundations, key terms and concepts, historical contributions from the field, ethical bases, system organization, and an overview of the social, behavioral, environmental and biological factors that contribute to community health outcomes. Focuses on applying concepts to understanding local, state, national and global health problems in the 21st century.

PHS 150. Workshop (0.5-3).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 150A, 150B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

PHS 150B. Balance and Cardio Dance (0.5).

Dance, regardless of its style, can significantly improve muscular strength and endurance, balance and other aspects of functional fitness in older adults. This exercise class is specially designed for older adults, focusing on balance, using elements from modern, ballet and other forms of dance. Class goal is to maintain and/or regain stability and balance for everyday life. Cardiovascular (aerobic) activity is also addressed during faster-paced dance styles such as swing, waltz, lindy hop and line dancing.

PHS 151. Well-Rounded Exercise Program (0.5).

An exercise class specially designed for older adults, WellREP (Well-Rounded Exercise Program) is an evidence-based, progressive physical activity class. The goal of the class is to improve health and functional ability, to promote independence, and to help prevent chronic disease and disability in adults over age 50. The program includes a step-by-step approach to improve student's physical abilities with a variety of simple activities, including cardio/aerobic, flexibility, strength and balance activities. The Well-Rounded Exercise Program is an example of a "best practice" for older adult physical activity programs as described by the American College of Sports Medicine.

PHS 300. Careers in Healthcare (3).

Serves as a career exploration seminar for students planning a career in healthcare or a health related field. Designed to familiarize students with the various career opportunities in the medical, public health and aging professions. Students engage in activities designed to help them with their academic and professional skills preparing them for a future career in healthcare.

PHS 302. PHS Credit for Prior Learning (1-12).

Students may earn up to 12 upper-division Wichita State University credit hours through the evaluation of industry-recognized credentials, professional training, or non-credit-bearing coursework that demonstrates college-level learning applicable to the health science

or health management programs. Eligible experiences include, but are not limited to, professional certifications, licensure, employer training programs, and industry-specific coursework from a non-accredited community college, technical school or healthcare organization. Approved credits are applied as interdisciplinary elective hours and may not duplicate previously awarded academic credit. Repeatable for up to 12 credit hours.

PHS 310. Introduction to U.S. Healthcare and Administration (3).

General education social and behavioral sciences course. Designed to provide students with an introduction to the organization, financing and delivery of health services in the United States, which is the foundation of healthcare administration. This course explores the structure and history of the U.S. health services system, as well as system resources, processes, outcomes and the future of healthcare delivery.

PHS 325. Epidemiology (3).

Provides an overview of epidemiology with a focus on population and community health. Students learn basic concepts and methodology of disease and risk surveillance in public health and the structure used to solve medical, social and environmental health problems in the community. Prerequisite(s): MATH 111, MATH 112, MATH 123, MATH 131, MATH 144, MATH 242, STAT 171 or STAT 370 passed with a C- or better.

PHS 325H. Epidemiology Honors (3).

Provides an overview of epidemiology with a focus on population and community health. Students learn basic concepts and methodology of disease and risk surveillance in public health and the structure used to solve medical, social and environmental health problems in the community. Prerequisite(s): MATH 111, MATH 112, MATH 123, MATH 131, MATH 144, MATH 242, STAT 171 or STAT 370 passed with a C- or better.

PHS 326. Emerging Global Healthcare Issues (3).

General education social and behavioral sciences course. An in-depth study of emerging healthcare issues in a rapidly changing healthcare environment. There are many emerging illnesses in the United States, not to mention numerous other clinical, ethical and healthcare delivery issues. Addresses current and critical healthcare issues facing the community locally, nationally and abroad. Presents historical coverage of medical issues of the 20th century as a means of understanding contemporary issues.

PHS 331. Principles of Diet and Nutrition (3). †

The study of human nutritional needs in community and clinical settings. Covers composition and classification of foods, vitamins, minerals, antioxidants, food and public health, dietary supplements, and nutrition throughout the life cycle. Gives an overall application of nutritional knowledge applied to common clinical conditions. This is a Kansas Systemwide Transfer Course.

PHS 344. Health for All (3).

General education social and behavioral sciences course. All consumers of healthcare deserve safe and high-quality experiences which require different approaches in the healthcare system. This course employs a comparative exploration of frameworks for understanding how community issues can be associated with distribution of health and disease. Health practices, costs and access are examined to understand the influences of each on health outcomes. Students additionally learn systems approaches and practical strategies for addressing drivers that influence the health of populations and the responsibility to provide optimal care to unique patient populations.

PHS 344H. Health for All Honors (3).

General education social and behavioral sciences course. All consumers of healthcare deserve safe and high-quality experiences which require different approaches in the healthcare system.

This course employs a comparative exploration of frameworks for understanding how community issues can be associated with distribution of health and disease. Health practices, costs and access are examined to understand the influences of each on health outcomes. Students additionally learn systems approaches and practical strategies for addressing drivers that influence the health of populations and the responsibility to provide optimal care to unique patient populations.

PHS 356. Foundations of Healthcare Policy, Law and Ethics (3). Introduction to the basic principles of healthcare policy, law and ethics with a focus on leadership, organizational behavior and management, and regulation and compliance. Emphasis is placed on quality and performance improvement, strategic planning and emerging topics in healthcare administration.

PHS 356H. Foundations of Healthcare Policy, Law and Ethics Honors (3).

Introduction to the basic principles of healthcare policy, law and ethics with a focus on leadership, organizational behavior and management, and regulation and compliance. Emphasis is placed on quality and performance improvement, strategic planning and emerging topics in healthcare administration.

PHS 375. Special Topics (1-4).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 375A, 375B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

PHS 375AH. Adaptive Leadership Bridge Honors (1).

Focuses on adaptive leadership competencies that address how to make progress on complex problems that are not easily diagnosed or understood. They can occur across systems, organizations and groups. The adaptive leadership skills developed in this course allow students to articulate their purpose for addressing leadership challenges, use and demonstrate an understanding of the adaptive leadership competencies, and demonstrate an experimental (non-prescriptive) approach to problem-solving real-life scenarios within their own environment. This course is intended for students who successfully completed PHS 408 and want to complete the additional assignments to fulfill the honors credit requirement. Prerequisite(s): PHS 408.

PHS 375B. Portfolio Research and Creative Scholarship (0).

Applied research and creative scholarship experience. This course provides training in research methods, measures and designs; and creative scholarship in the health sciences. Students gain applied experience in these methods through individual projects. Prerequisite(s): PHS 325, 12 credit hours of PHS coursework, or instructor's consent.

PHS 375BA. Badge: Care of Populations - Public Health Science (0.5).

Introduces students to the tools of public health. Students explore the history of the U.S. public health system and learn how public health practitioners integrate core competencies, essential services, and retrieval of evidence for the goal of improving the health of populations. Graded Bg/NBg.

PHS 375BB. Badge: Care of Populations - Care Leadership and Systems Thinking (0.5).

Leadership skills consistent with collaborative approaches are essential and need to be part of organizations that interest with the larger public health system. This badge introduces six key practices of collaborative leadership: assessing the environment, creating clarity, sharing power and influence, building trust, self reflection, and developing people. Course activities build collaborative and team-oriented leadership

capacity among public health professionals as well as diverse state and local community partners. Graded Bg/NBg.

PHS 375BC. Badge: Care of Populations - Financial Planning and Management (0.5).

Financial planning and management principals are key for all organizations. Understanding these elements are crucial for professionals to assist in keeping organizations financially stable. This badge introduces students to various management concepts, as well as the basic principles of financial planning. Students are exposed to financial and management tools to learn how they are utilized in all areas of decision making. Graded Bg/NBg.

PHS 375BD. Badge: Care of Populations - Community Dimensions of Practice (0.5).

Introduces students to the tools of public health. Students explore the history of the U.S. public health system and learn how public health practitioners integrate core competencies, essential services and retrieval of evidence for the goal of improving the health of populations. Graded Bg/NBg.

PHS 375BE. Badge: Care of Populations - Population Health (0.5).

Explores how community and system-level factors shape the distribution of health and disease and influence health outcomes. Students examine differences in health practices, costs and access, and are introduced to systems-based approaches for improving care for complex populations. Graded Bg/NBg.

PHS 375BF. Badge: Care of Populations - Policy Development and Program Planning (0.5).

Focuses on developing policy development and program planning skills, based on the core competencies for public health professionals, Tier 1. Policy development is a core public health function. Program planning to implement policies or to support policy development is foundational to understanding public health work. Course activities help students build awareness, understanding and capacities related health improvement planning, developing program goals and objectives, strategic planning, public health policy, and quality improvement. Graded Bg/NBg.

PHS 375BH. Epidemiology Bridge Honors (1).

Provides an overview of epidemiology with a focus on population and community health. Students learn basic concepts and methodology of disease and risk surveillance in public health and the structure used to solve medical, social and environmental health problems in the community. This course is for students who successfully completed PHS 325 and want to complete the additional assignments to fulfill the honors credit requirement. Prerequisite(s): PHS 325.

PHS 375BI. Badge: Aging Professional - Safety (1).

Designed to equip professionals with the knowledge and skills needed to ensure the safety and well-being of older adults and those caring for them. Participants learn about common safety risks and hazards faced by aging adults and their caregivers, as well as strategies for reducing risk and preventing exposure, accidents and injuries, including identifying and mitigating risks in aging care, legal and ethical considerations impacting safety, and innovations and best practices for reducing or preventing safety hazards in aging care.

PHS 375BJ. Badge: Aging Professional - Centered Care (0.5).

Focuses on providing comprehensive, person-centered care to aging adults. Participants learn about the principles of aging adult centered care, including respect for autonomy, dignity and individual preferences. The course covers topics such as effective communication, cultural competence, ethical considerations, and strategies for promoting independence and quality of life. Graded Bg/NBg.

PHS 375CH. Culturally Informed Healthcare Bridge Honors (1). Examines the importance of culturally informed and responsive care as a professional responsibility in health services. Students are introduced to health disparities and learn practical strategies for addressing health inequity and developing person-centered systems of care. This course is for students who successfully completed PHS 344 and want to complete the additional assignments to fulfill the honors credit requirement. Prerequisite(s): PHS 344.

PHS 375DH. Foundations of Healthcare Policy, Law and Ethics Bridge Honors (1). This course is a “bridge” course for students who completed PHS 356 and then aspired to earn honors credit for the course. The expectation is that the activities in this course create applied learning experiences and encourage deeper critical thinking about the underlying principles, practices and concepts of health services administration. Emphasis is placed on how policy influences the health and public health systems. Prerequisite(s): PHS 356.

PHS 375EH. Health Communication Bridge Honors (1). This is a bridge course for students who completed PHS 410 and then aspired to earn honors credit for the course. This course is designed to help students discover the vital role that health communication plays and the factors influencing health communication in various settings. This honors course explores the theory, research and skills associated with communicating in these various contexts and focuses on written and oral communication that demonstrates mastery of health communication concepts. Prerequisite(s): PHS 410.

PHS 401. Field Research Public Health Science (1-3). Examines methods of participant observation, data collection and interview as approaches to understanding issues in health science. Students gain practical experience in these methods through individual fieldwork projects. Repeatable for credit up to 6 credit hours. Prerequisite(s): instructor's consent or 12 credit hours of public health sciences credit.

PHS 401H. Field Research Public Health Science Honors (1-3). Examines methods of participant observation, data collection and interview as approaches to understanding issues in health science. Students gain practical experience in these methods through individual fieldwork projects. Repeatable for credit up to 6 credit hours. Prerequisite(s): instructor's consent or 12 credit hours of public health sciences credit.

PHS 404. Psychology of Aging (3). *General education social and behavioral sciences course.* Cross-listed as PSY 404. Examines the issues surrounding the adult aging process. Includes personality and intellectual change, mental health of the elderly, and the psychological issues of extending human life. Emphasizes the strengths of the elderly and preventing the psychological problems of the elderly.

PHS 405. Sociology of Aging (3). *General education social and behavioral sciences course.* Cross-listed as SOC 405. Analyzes the social dimensions of old age, including changing demographic structures, role changes and their impact on society.

PHS 406. Biology of Aging (3). Cross-listed as BIOL 408. An introduction to the phenomenon of aging, including a survey of age-related processes and mechanisms of senescence, emphasizing humans. Prerequisite(s): a basic course in biology that satisfies the general education requirements.

PHS 407. Foundations of Healthcare Informatics (3). Provides an introduction to health informatics, providing students with the fundamental knowledge of the concepts of health informatics and

how technology can be used in the delivery of health care. This course explores issues in health care informatics including terminology, health technology standards and information, use of health data, electronic health records (EHR), data management concerns, and technology governance in the healthcare environment.

PHS 408. Adaptive Leadership (3). *General education social and behavioral sciences course.* Cross-listed as PSY 413, PSY 413H. Focuses on adaptive leadership competencies that address how to mobilize groups about the most important problems. They can occur across complex systems, organizations and groups. The adaptive leadership skills developed in this course allows students to enhance their behaviors, attitudes and critical thinking to addressing leadership challenges. Students use and demonstrate an understanding of the adaptive leadership competencies and demonstrate an experimental (non-prescriptive) approach to problem-solving real-life scenarios within their own environment through an applied case study project.

PHS 408H. Adaptive Leadership Honors (3). *General education social and behavioral sciences course.* Cross-listed as PSY 413, PSY 413H. Focuses on adaptive leadership competencies that address how to mobilize groups about the most important problems. They can occur across complex systems, organizations and groups. The adaptive leadership skills developed in this course allows students to enhance their behaviors, attitudes and critical thinking to addressing leadership challenges. Students use and demonstrate an understanding of the adaptive leadership competencies and demonstrate an experimental (non-prescriptive) approach to problem-solving real-life scenarios within their own environment through an applied case study project.

PHS 410. Interprofessionalism and Health Communication (3). Designed to help students explore the vital role of communication in influencing health and healthcare in a variety of settings. The course examines principles of effective communication at multiple levels, including interactions among patients, families, providers and interprofessional teams, as well as communication within healthcare organizations. Students also consider the impact of technology, risk communication, health promotion messaging and strategies for improving collaboration and understanding in professional environments. Emphasis is placed on the theories, research and skills that support clear, ethical and effective communication in these various contexts.

PHS 410H. Interprofessionalism and Health Communication Honors (3). Designed to help students explore the vital role of communication in influencing health and healthcare in a variety of settings. The course examines principles of effective communication at multiple levels, including interactions among patients, families, providers and interprofessional teams, as well as communication within healthcare organizations. Students also consider the impact of technology, risk communication, health promotion messaging and strategies for improving collaboration and understanding in professional environments. Emphasis is placed on the theories, research and skills that support clear, ethical and effective communication in these various contexts.

PHS 416. Foundations of Environmental Health (3). Provides students with a foundation to the importance of the environment to human health by examining the causes and controls of major environmental health problems. Topics are structured around the things individuals and societies do that result in environmental health hazards — including energy production, industry, food production and the modern lifestyle — as viewed through both a local and global lens. Emphasizes environmental risk factors to susceptible populations and

how they translate into public health policy and prevention. Students learn ways to protect and enhance their health, and to influence the quality of the environment. Includes lecture, film, group analysis and reflection.

PHS 428. Healthcare Organization and Leadership (3).

Covers concepts and issues related to the management, organization and operation of health care organizations. It emphasizes the foundations of high-performing organizations, including cultural and operational leadership, governance, and system performance. The course explores clinical performance, clinical staff organization, nursing and clinical support services, along with strategic support areas such as knowledge management, human resources, financial management, internal consulting and marketing/strategy. Additionally, the course introduces evidence-based leadership practices and behaviors that support team effectiveness, organizational improvement and values-driven decision-making in healthcare settings.

PHS 442. Foundations of Healthcare Finance (3).

Sets the foundation for the principles of financial analysis and management used in health care institutions, which are most useful to nonfinancial personnel. Emphasizes understanding and application of general financial concepts crucial to the health setting; considers financial organization, sources of operating revenues, budgeting and cost allocation methods. Uses examples for various types of health service organizations. Pre- or corequisite(s): PC 105 or BADM 162.

PHS 447. Healthcare Operations (3).

Examines the theory and practice related to internal hospital structure and management. Key hospital management challenges and standards are reviewed. General principles of management and processes are reviewed to acquire general hospital management knowledge. Applicable insights are explored for potential problems in the future of evolving health systems.

PHS 448. Healthcare Quality and Analytics (3).

Explores quality improvement (QI) and analytics in health services organizations. Students examine the evolution, principles and application of QI initiatives alongside foundational data analytics concepts that drive evidence-based decision-making. Emphasis is placed on methods and tools used to collect, analyze and interpret healthcare data to improve organizational performance and patient outcomes. Topics include data quality, data standards, principles of big data, and analytic processes that inform strategic management and quality measurement in healthcare systems. Through case studies and applied exercises, students learn to leverage data to identify performance gaps, evaluate outcomes and propose data-driven solutions for continuous quality improvement.

PHS 478. Foundations of Healthcare Economics (3).

Provides foundations of health economics including basic microeconomic and macroeconomic principles, the traditional economic model and its applicability to the healthcare sector. Examines transactions between patients and providers, the role and results of insurance and government involvement, and some of the history of the U.S. healthcare system. Considers national health spending and public health from a macroeconomics perspective. Reviews the merits of healthcare systems in other industrialized, developed nations. Discusses these differences with respect to healthcare reform efforts in the U.S.

PHS 481. Cooperative Education (1-8).

Academic program that expands a student's learning experiences through paid employment in a supervised educational work setting related to the student's major field of study or career focus. Repeatable for credit. Prerequisite(s): instructor's and cooperative education coordinator's consent.

PHS 485. Healthcare Professionalism (3).

Provides students with an integrative experience where they demonstrate the application of skills and knowledge learned during their education in the health management and/or health sciences programs. Students additionally develop a professionalism framework required by those working in healthcare, build capacity for lifelong learning, and practice team-based skills necessary for the successful transition from academics to the healthcare industry. Prerequisite(s): health management or health science majors and senior standing.

PHS 490. Independent Study (1-6).

Supervised intensive study of special topics and problems relating to health care delivery. Repeatable for a total of 6 credit hours. Prerequisite(s): program consent.

PHS 494. Practicum Preparation (0).

Facilitates the process of researching and securing a practicum site for PHS 495. Students participate in career readiness exercises to mock the professional job search. Work with the practicum coordinator and potential preceptors to develop appropriate goals and learning objectives for the practicum experience based on overall health management program learning outcomes. Successful completion of the course culminates by obtaining the preceptor signature on the Student-Preceptor Agreement. Students should enroll in this course a full two semesters prior to taking the practicum and must it be successfully completed by the posted completion date for the semester in which the student plans to enroll in PHS 495. Students are not released to enroll in PHS 495 until a satisfactory grade has been earned.

PHS 495. Practicum (3).

Provides health management students with a 160-hour field experience under the direction of a working professional in a healthcare organization related to the student's concentration of study. The experience is designed to engage students in a variety of projects to provide hands on experiences related to their academic study in healthcare management. This course should be taken in the last year of the health management program. Repeatable for up to 6 credit hours. Prerequisite(s): PHS 494.

PHS 515. Women and Aging (3).

Introduces students to issues in aging that are unique to women, to women's diverse developmental patterns, and to research methods appropriate for studying aging women and their life experiences. Topics include physical change, role transitions and adaptation from a life span perspective.

PHS 516. Age, Work and Retirement (3).

Examines the basic implications of population aging on work life and retirement opportunities, now and in the future. Explores factors that may place individuals at risk for economic insecurity as they grow older. Topics covered include the current situation in the United States and other countries, examines the economic status of older Americans, addresses retirement policies in the private sector, social security and health care issues.

PHS 518. Healthcare Coordination (3).

Provides a strong foundation in care coordination for healthcare consumers and their families, helping professionals navigate family dynamics across healthcare settings. This class is intended for students who need access to these skills in an administrative role, or who are in contact with consumers, with special attention given to older adults and their loved ones as they transition to and from various health care environments. Key family care management functions covered include patient education, medication management and adherence support, risk stratification, population management, coordination of care transitions, and care planning. Case studies and contemporary issues focus heavily on becoming a provider of choice in a senior living environment.

PHS 520. Family and Aging (3).

Cross-listed as SOC 520. Analyzes the families and family systems of older people. Emphasizes demographic and historical changes, widowhood, caregiving and intergenerational relationships as these relate to the family life of older people.

PHS 525. Living with Death: Understanding Loss and Legacy (3).

Death and dying are universal human experiences that intersect with psychology, sociology, anthropology, medicine, religion and philosophy. This course invites students to explore their own beliefs and values about mortality while examining how different societies understand grief, bereavement and end-of-life care. Topics include cultural and spiritual rituals surrounding death, ethical and medical decision-making, and the social meanings of loss. Media study provides a vehicle to frame how death and dying are portrayed in film, television, journalism and digital culture—and how these portrayals shape public attitudes, moral debates and collective memory. Finally, students examine the emotional toll of working with death, including provider grief and compassion fatigue, while considering strategies for resilience and institutional support among professionals who care for the dying.

PHS 543. Aging and Public Policy (3).

Cross-listed as SOC 543. Explores the impact of an aging population on social institutions. Covers the history of American aging policies, the organization and financing of health care for the elderly, and discusses policy analysis as an evaluation tool for comparing public approaches to responding to the needs of an increasingly diverse aging population. It considers the process of policy formation, identifies key players and interest groups, and contrasts political ideologies regarding federal, state and private responsibilities for older people. The course emphasizes Social Security, the Older Americans Act, Medicare and Medicaid as policy examples. It also looks at the potential contributions of the older population to society (volunteer services, provision of family care, etc.) as affecting and affected by policy.

PHS 560. Care Networks and Services (3).

Understanding what community resources are and how they serve the aging population is critical for professionals going into healthcare or any field that serves the aging population. This course prepares these professionals to be proficient in brokering community resources and navigating care networks to assist in the many and varying needs of their senior clients/patients/residents. Content focuses on the range of services available to meet common community resources, medical resources, senior housing resources and more.

PHS 562. Senior Living Operations (3).

Broadens the understanding of operating senior living communities, specifically the differences between assisted living (AL) and skilled nursing facilities (SNF). Students gain an understanding of the human capital demands, cross-functional departmental dependences, financial and budgetary requirements, the differences in reimbursement across both settings, as well as the relationship between operational excellence and quality of life for the resident. Special consideration is given to the differentiating factors between managing the various types of senior living communities.

PHS 565. The Medicare System (3).

Explores the historical development and current intricacies of the Medicare and Medicaid programs. Topics include the creation of the programs; Medicare Parts A, B, C and D; supplemental insurance; Medicaid eligibility and services; and long-term care coverage. Emphasizes the application of course material to real-world healthcare settings, preparing students to understand coverage options and assist beneficiaries in roles such as care coordination, social work and patient advocacy.

PHS 575. Advanced Special Topics (1-4).

An umbrella course created to explore a variety of subtopics differentiated by letter (e.g., 575A, 575B). Not all subtopics are offered each semester – see the course schedule for availability. Students enroll in the lettered courses with specific topics in the titles rather than in this root course.

PHS 575K. Supervisory in Healthcare Graduate Bridge (1).

This course is a study of supervisory management concepts and techniques that apply to healthcare organizations and programs. Emphasis is on understanding the healthcare environment and its various healthcare settings, the identification of issues facing front-line employees, supervisors and mid-level managers, and the development of administrative and leadership skills necessary to successfully lead healthcare work teams. It identifies, analyzes and solves problems that clinical department heads, supervisors and other health related mid-management personnel encounter in their work.. This course is intended for students who completed HMCD or PHS 621 as an undergraduate, but did not complete the additional graduate requirements. Prerequisite(s): PHS 621 (HMCD 621).

PHS 575L. Human Resources in Healthcare Graduate Bridge (1).

This course is intended for health care management students who will assume responsibility for managing people in health services organizations. The course is an introduction to the essential theories, components, and issues of human resource management in the health care field. It includes, among many other topics, the study of the effectiveness of the human resource management function, employee recruitment, selection, training, performance appraisal, benefit and compensation, employee relations and other relevant legal requirements affecting employment in the health care sector. Students enrolled in this course will be required to learn and to demonstrate the ability to analyze human resources problems and to find and present sound solutions. This course is intended for students who completed HMCD or PHS 622 as an undergraduate, but did not complete the additional graduate requirements. Prerequisite(s): PHS 622.

PHS 575U. Public Health in Film (3).

Critically explores public health issues as they are portrayed in popular films. Examines the scientific, social and political underpinnings of the public health issues portrayed in movies. Covers topics such as environment, tobacco policy, environmental policy, HIV, health disparities, pandemics, global health, sexual assault, aging, refugees, opioids and mental health.

PHS 609. Rural Healthcare Leadership (3).

Designed for students seeking a leadership role in a rural healthcare setting. It focuses on key issues and challenges related to healthcare leadership in the rural environment. The course covers specific rural issues including but not limited to recruitment, competency, stakeholder relationships, quality concerns, financial stability, rural partnerships and collaborations.

PHS 613. Healthcare Education and Behavior (3).

Examines advanced theories and practices in health education and behavior, emphasizing the application of behavioral and social science principles to public health interventions. Students analyze psychosocial, cultural and ecological determinants of health, design evidence-based interventions, and evaluate strategies for health promotion across all populations. The course integrates local and global perspectives, focusing on fairness, leadership and innovation in health education. Special attention is given to the critical analysis and application of health behavior theories in designing, implementing and evaluating interventions.

PHS 617. Community Health Methods (3).

Designed to explore the practice of community development in healthcare. Students explore theoretical and practical methods for improving community health and gain best practice skills to 1) engage and mobilize communities through strategically planned partnerships; 2) collect and analyze community data; 3) prioritize, plan, market, evaluate, sustain and govern health initiatives; and 4) advocate for policies that enhance population health.

PHS 618. Population Health Analytics (3).

Designed to teach students how to use population health data to understand health disparities and the social determinants of health to improve the health outcomes of entire populations or communities. Students learn about public health data sources and how to synthesize data to select the best strategies to achieve population health goals. Students learn how to equitably 1) assess and monitor population health; 2) investigate, diagnose and address health hazards and root causes; and 3) innovate through evaluation research.

PHS 621. Effective Management in Healthcare (3).

A study of supervisory management concepts and techniques that apply to healthcare organizations and programs. Emphasis is on understanding the healthcare environment and its various healthcare settings, the identification of issues facing front-line employees, supervisors and mid-level managers, and the development of administrative and leadership skills necessary to successfully lead healthcare work teams. Identifies, analyzes and solves problems that clinical department heads, supervisors and other health related mid-management personnel encounter in their work. The principles of effective management techniques – planning, decision making, organizing, budgeting, time management, leadership, direction, delegation, communication, motivation, discipline, performance appraisal, management of change, team-work, effective meetings, working with unions, quality improvement and career development are covered.

PHS 622. Human Resource Management in Healthcare (3).

Intended for clinical health care professionals who assume responsibility for managing people in health services organizations. Introduces the essential theories, components and issues of human resources management in the health care field. Includes, the study of the effectiveness of the human resources management function, employee recruitment, selection, training, performance appraisal, benefits and compensation, employee relations, and relevant legal requirements affecting employment in the healthcare sector. Covers issues of contemporary relevance for health services resource departments such as employee health and safety, employee assistance programs, occupational stress and job burnout, use of the internet in the workplace, violence in the workplace, and work/family issues.

PHS 623. Public Health and Communication in Aging (3).

Explores the study of aging and the range of health issues that older persons, their families, their providers and society will face in the next decade. Presents an overview on aging from different perspectives: demography, biology, epidemiology of disease, physical and mental health disorders, functional capacity and disability, social aspects of aging and ethical issues in the care of older individuals. The course also emphasizes the importance of effective communication across these perspectives.

PHS 624. Community Development Methods (3).

Builds on the foundation of public health by examining a variety of advanced methods, theories and skills used for community development. Students familiarize themselves with the approaches used to assess and improve health outcomes in a community context, and familiarize themselves with how to effectively apply these approaches.

Includes lecture, group and individual projects, fieldwork and visiting lectures from practicing community development professionals.

PHS 626. Hospitality and Enrichment in Aging Communities (3).

Explores best practices in service excellence and social engagement within aging communities. Students gain an in-depth understanding of the current senior living landscape, learning to apply principles of environmental psychology to design environments that support health and wellness. Emphasis is placed on marketing, culture change, and generational trends that shape expectations around senior living. Additionally, the course highlights the significance of social engagement in enhancing well-being for older adults, equipping students with skills to plan, implement and evaluate innovative enrichment programming and events for individuals aging in place or within a community.

PHS 660. Administrator-in-Training Long-Term Care Practicum (1-3).

Academic long-term care administrator training program. Develops a professional competency and personal code of ethics for the field of long-term care administration. Gives students the practical experience required by the state of Kansas in order to sit for the state and national nursing home administrator licensure examination. The required text is the study guide for the national exam. It is the student's responsibility to work through the study materials and seek guidance from their preceptor regarding questions over the material. A total of 480 clock-hours are required by the state of Kansas and must be completed in a licensed long-term care nursing home community under the guidance of an approved preceptor. Repeatable for a total of 3 credit hours. Prerequisite(s): instructor's consent.

PHS 702. Evidence-Based Methods in Aging (3).

Provides foundational and advanced knowledge and skills to prepare students to develop research studies and locate, appraise and apply age-related research to answer clinical questions. Emphasizes principles of evidence-based practice, research design and methodologies, framing research questions, and interpretation of basic and advanced statistics necessary to critically evaluate, interpret and apply age-related research to industry challenges. Fulfills the university's professional and scholarly integrity training requirement addressing research misconduct, publication practices and responsible authorship, conflict of interest and commitment, research ethics, data management, sharing and ownership.

PHS 710. Perspectives on an Aging Society (3).

Introduces the advanced study of the process of aging from a multidisciplinary point of view. Provides an analysis of the physical, mental and social age-related changes, as well as implications of population aging trends for individuals and society. Not open to students with an undergraduate major or minor in aging studies. Prerequisite(s): admission to graduate school.

PHS 780. Physical Dimensions of Aging (3).

Cross-listed as EXSC 780. Develops an understanding of the complex physiological changes that accompany advancing age and the effects of physical activity on these factors. Also develops an appreciation for how functional consequences affect mental and social dimensions of life. Attention is given to sensory, motor, cognitive and psychological changes. Emphasizes factors associated with the preparation, implementation and evaluation of research projects involving older adult populations.

PHS 781. Cooperative Education (3-6).

Academic program that expands a student's learning experiences through paid employment in a supervised educational work setting related to the student's major field of study or career focus. Repeatable for credit up to 6 credit hours. These 3 to 6 credit hours may meet

degree requirements (if approved by the academic advisor) in place of PHS 790. PHS 781 is graded Cr/NCr, while PHS 790 is letter graded. Prerequisite(s): 12 credit hours of aging studies and instructor's consent.

PHS 790. Aging Services Practicum (3-6).

Integrates academic study in gerontology with supervised practical experience in aging services or long-term care administration. Students seek placement in agencies or organizations involved in planning, administration or direct service to older adults. This practicum may also fulfill Administrator-in-Training (AIT) hours required by the state of Kansas for nursing home administrator licensure. The aging services placement requires 160 contact hours, and the AIT placement requires 480 hours under an approved Kansas preceptor. Repeatable for up to 6 credit hours. Prerequisite(s): instructor's consent.

PHS 795. Thesis Research (1-3).

Individual guidance in the development of a specific research problem. Potential thesis topics should be formulated by the student and discussed with their thesis advisor. Repeatable for credit. Prerequisite(s): completion of, or current enrollment in, all academic coursework for the master's degree.

PHS 799. Master's Portfolio (0).

Serves as a comprehensive documentation of the applied learning project completed by students pursuing the culminating coursework option in the Master of Arts in aging studies program. This portfolio reflects the student's in-depth exploration of a gerontology topic directly aligned with the curriculum and tailored to their future career goals. The project is presented through a portfolio that includes an analysis paper, virtual presentation and reflection statement. MA in aging studies students enroll in this course during the same semester as their culminating coursework elective. *Course includes service-learning content.*