

## PHS - Public Health Sciences

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Courses numbered 500 to 799 = *undergraduate/graduate*. (Individual courses may be limited to undergraduate students only.) Courses numbered 800 to 999 = *graduate*.

### PHS 512. Aging Across Cultures (3).

*General education social and behavioral sciences course.* Introduces students to issues in aging that are unique to minority older adults. Demonstrates differences in the aging experience by race/ethnicity and addresses the differential patterns of health and illness in later life in relation to race/ethnicity, gender and culture. In addition, the student develops an appreciation for how race/ethnicity affects mental and social dimensions of life. Attention is given to the impact on the social, financial and health aspects of those who speak a language other than English. Course perspective is interdisciplinary, taking into account the physical, psychological, interpersonal and social influences which shape our understanding of the challenges older minorities face when relocating to the United States. *Course includes diversity content.*

### 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. *Course includes diversity content.*

### 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. *Course includes diversity content.*

### PHS 525. Dying, Death and Bereavement (3).

A broad overview of the psychological aspects of death and dying in our society. Topics include attitudes toward and preparation for death; the understanding of and care for terminally ill patients; funeral rituals, burial, mourning and grief practices; and suicide and euthanasia. The class involves experiential learning activities such as personal preparation for death and field trips such as visiting a funeral home. These learning activities are designed to help the student be better equipped to help those who must make such preparations for themselves or loved ones.

### 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. *Course includes diversity content.* Prerequisite(s): SOC 111 or PHS 100 or junior standing.

### PHS 559. Successful Aging: Theory, Research and Practice (3).

Cross-listed as PSY 559, PSY 559H, SCWK 559, SCWK 559H, SOC 559, SOC 559H. Reviews current interventions which promote successful aging. Theoretical bases of this work in biomedical and life span/developmental psychology are featured. Intended for students in the College of Health Professions, Liberal Arts and Sciences, and Engineering. *Course includes diversity content.* Prerequisite(s): PHS 100, PSY 111, SCWK 201 or SOC 111.

### 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 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 617. Community Development Methods (3).**

Designed to develop essential skills in population health and non-profit management with an emphasis on addressing health equity and social justice issues. Through hands-on learning and practical applications, students gain skills to 1) engage and empower communities through strategic partnerships; 2) build and sustain a strong health services organizational infrastructure; 3) advocate and implement policies that enhance and safeguard public health; and 4) manage non-profit resources to maximize service impact and effectiveness.

**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 644. Program Planning and Evaluation (3).**

Introduces students to the planning, development and evaluation of health programs through the use of lecture, group projects and individual presentations. Students familiarize themselves with a variety of approaches available in the field of program planning. Emphasizes the application of this material to the development of a program plan.

**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 765. The Medicare System (3).**

Explores the many intricacies of the Medicare and Medicaid programs. Emphasizes the application of course material to the development of the student's understanding of how these two programs affect the use of medical services among covered populations. Includes lecture, group and individual examination of the literature, and analysis of case studies.

**PHS 780. Physical Dimensions of Aging (3).**

Cross-listed as HPS 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 Studies Practicum (3-6).**

Integrates academic aging studies and practical experience through supervised placement of students in an agency or organization engaging in planning, administering or providing direct services to older people. Practicum requires 160 contact hours for each 3 credit hours. A practicum internship paper is also required. Repeatable for a total of 6 credit hours. PHS 790 is a letter-graded course. Students may substitute the S/U course PHS 781, Cooperative Education, or approved Credit for Prior Learning professional portfolio for PHS 790. Prerequisite(s): 12 credit hours of aging studies and instructor's consent prior to registration.

**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 801. Introduction to the MHA Program (1).**

An introduction to the WSU Master of Healthcare Administration (MHA) program. This course explores the structure of the MHA program, as well as the competencies and experiences students can expect to obtain upon completion of their degree. Topics may include academic integrity, writing expectations, academic resources and

professional development, among others. This course facilitates student exploration of the resources and tools necessary for the successful completion of their degree and prepares students for meaningful engagement in the MHA program.

**PHS 803. Healthcare Finance (3).**

Overview of health care financing and financial management of health care organizations. Emphasizes the role of financial management in operations as well as principles and concepts related to organizational decision making and accountability. Explores the economic impact of these decisions.

**PHS 804. Principles of Statistics in the Health Sciences (3).**

Introductory statistics for graduate students in the social and health sciences with little or no background in statistics. Provides first year (or equivalent) MPH students with a basic understanding of certain statistical techniques, the appropriate application of these techniques, and use of the software package, SPSS.

**PHS 805. Healthcare Law and Ethics (3).**

Introduces the student to legal, regulatory and ethical issues related to managing healthcare organizations. Provides students with the practical knowledge needed to identify legal issues inherent in healthcare administration and to understand the legal ramifications of administrative and management decisions. In addition to an overview of laws governing healthcare institutions, this course explores the ethical dilemmas facing managers and providers in these institutions.

**PHS 806. Issues and Trends in Healthcare (3).**

Familiarizes graduate students with current trends affecting the present and projected health care delivery system. Topics covered cut across the areas of health care management and health policy including personnel, patients, health care technology, organizational structures and facilities, finance, mechanisms and the role of government. Addresses the cultural issues that present in the health care environment and the professionals that work within it. Attempts to focus on specific current and pertinent topics each given year.

**PHS 807. Healthcare Informatics (3).**

Overview of health informatics principles, concepts of health informatics, and how technology can be used in the delivery of health care. Students examine major theories supporting healthcare informatics, understand its application in supporting decision making, and recognize its importance in providing safe, effective and efficient health care. The role of legal, regulatory, ethical and security issues are discussed as they apply to clinical information technologies.

**PHS 808. Managerial Epidemiology (3).**

Provides a focused look at the field of public health epidemiology, emphasizing methods for assessing factors associated with the distribution and etiology of health and disease. Focuses on the principles of epidemiology and its application to health care and public health management broadening the definition and scope of epidemiology from the distribution, spread and containment of health problems in populations to the planning, organization and management of health services.

**PHS 809. Rural Healthcare Leadership (3).**

Designed for the health management or administration student seeking a leadership role in the rural healthcare setting. Focuses upon the key issues and challenges related to healthcare leadership in the rural environment. Covers certain rural related issues including but not limited to recruitment, competency, stakeholder relationships, quality concerns, financial stability, rural partnerships and collaborations, and aging plant/equipment. The student connects with a current rural healthcare executive and through this contact, develops a better

understanding of the variation and additional skills needed in healthcare leadership in the rural setting.

**PHS 810. Strategic Planning and Performance Analytics (3).**  
Overview of organizational strategic planning theories and methods. Additionally, to provide services effectively and efficiently, managers need information to make decisions. Course studies the fundamentals of performance measurement and management systems. Measure selection, alignment with strategic plans, reporting processes, accountability and implementation of the performance management processes are included. Case examples focus on health care services organizations.

**PHS 812. Healthcare Policy and Administration (3).**  
An in-depth look at policy and management issues in the health system from a public health perspective. Explores the structure of the U.S. health services system, as well as system resources, processes, outcomes and the future of healthcare delivery. Topics include health policy, trends in the health care system and administrative issues. Topics are critiqued with regard to public health goals, the interests of consumers and providers, and ethics.

**PHS 814. Social and Behavioral Aspects of Public Health (3).**  
Examines the characteristics, beliefs and behaviors of individuals and groups involved in the process of health care. Draws on concepts and principles of the social, behavioral and clinical sciences, especially dynamics that define the interactions of providers and consumers of health care. Explores why people react to perceived symptoms the way they do, the reasons providers respond as they do to patients with different social attributes, the factors which predispose individual reactions to illness and its correlates, and the effects on health of societal agreements and expectations. *Course includes service-learning content.*

**PHS 815. Healthcare Leadership and Operations Management (3).**  
Designed for the master's level student seeking a leadership and operations role in the health care setting. Focuses on key competencies necessary for success in this type of role including, but not limited to, leadership execution, working with people, financial operations, strategic planning, budgeting, leadership in quality, building culture, building teams, working with physicians and working with key stakeholders. Case studies and competency focus are the key methodology used. Students have the opportunity to create presentations that simulate those of a health care executive to key stakeholders such as a board of directors of physicians.

**PHS 816. Environmental Health (3).**  
A survey course in environmental health designed to provide an understanding of the fundamental theory and methods for the control of disease. Includes environmental law, disease systems, water supplies, plumbing, waste water treatment, food sanitation, vector control, recreation sanitation, solid waste disposal, housing sanitation and air pollution.

**PHS 819. MHA Practicum (3).**  
The MHA practicum is an applied learning experience where students demonstrate their knowledge of various healthcare administration competencies while gaining practical experience in a health service organization. The applied learning experience involves participation in a project assigned by the host organization. Students demonstrate critical thinking skills to key health care executives while conceptualizing, applying, analyzing, synthesizing and evaluating information to inform an executive decision regarding an important, real-life issue. Practicum hours may be completed in the student's resident state, the final presentation recorded and submitted in

Blackboard, and portfolio submitted online. Prerequisite(s): instructor's consent.

**PHS 833. Healthcare Economics (3).**  
Applies classical economic theories, principles and concepts to traditional U.S. medical care. Considers both the traditional and unique determinants of demand and supply, emphasizing the role of need for care, provider-induced demand, and health insurance. Also considers the legitimate role of government in health care.

**PHS 848. Concepts of Quality in Healthcare (3).**  
Presents quality management and the leadership of quality initiatives in health services organizations to graduate students. Focuses on a systemic approach looking at various methodologies and the key issue of patient safety. Presents the history and current status of quality management initiatives and risk management approaches in organizational strategic management. Students learn the role of quality from theory to application in a broad base of organizational settings.

**PHS 877. Independent Study (1-3).**  
Supervised study of special topics and problems relating to public health sciences. Repeatable up to 6 credit hours. Prerequisite(s): program consent.