

HEALTH PROFESSIONS AND FAMILY STUDIES (HPFS)

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PROGRAMS

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MASTER OF ARTS: HEALTH ADMINISTRATION

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This degree program is designed for persons interested in careers in the administration of health services including: hospitals, managed care organization, group practices, ambulatory, long term and home healthcare settings, voluntary agencies, government and other health-related facilities.

The program is supported by the full-time faculty in the department of Health Professions and Family Studies and a cadre of adjunct faculty who come from executive positions in health services delivery systems. This range of practitioners and academicians affords students a broad understanding of the discipline. Emphasis is placed on management theories and practices, policy strategies and financial considerations as they relate to the administration of health service delivery systems. The curriculum also includes inquiry in health and disease, epidemiology, needs assessment and analysis skills. Students without health services experience participate in an administrative residency at a health-related facility.

ADMISSION REQUIREMENTS

1. Applicants must hold a bachelors degree with a minimum grade point average (GPA) of 2.75. Students with less than a 2.75 undergraduate grade point average may be admitted with additional requirements upon the recommendation of the program adviser. The probationary period will consist of no less than 12 semester hours during which the student will be required to maintain a minimum 3.0 grade point average. The additional requirements may include the GRE and other remedial work in research, writing, technology, etc. This will be established at the time of the interview.
2. Interview with the Program Director.
3. Two letters of recommendation.
4. Brief essay describing applicant's interests.

Students with extensive experience in health services as clinicians or administrators may have individualized adjustments to the required sequence of the program with the recommendation of the Program Director.

COMPETENCY REQUIREMENTS

The following competencies are expected of all graduate health administration majors:

1. SOE 201 Research, Writing, and Library Literacy (no degree credit)

This workshop is required of all students during the first year of matriculation unless they meet one of the following criteria with the approval of their faculty adviser:

- a. Previous related course work with a minimum grade of B,
- b. a published research.

2. SOE 202A Word Processing (no degree credit)
202B Spreadsheets (no degree credit)
202C Internet/WWW; PowerPoint (no degree credit)

All students will be required to take one or more of this series of workshops during the first year of matriculation unless they meet the following criteria with the approval of the faculty adviser:

- a. Passing score on the proficiency exam or
- b. previous related course work with a minimum grade of B.

There is a fee equivalent to course credit associated with the above workshops as follows: SOE 201 equals 0.5 semester hours each; SOE 202 A,B,C equal 0.2 semester hours each. These workshops do not carry credit toward the degree.

PROGRAM REQUIREMENTS (45 s.h.)**Program Core Requirements: 12.5 s.h.**

- MHAE 259 United States Health Service System, 3 s.h.
260 Health Services Policy and Legislation, 3 s.h.
261 Introduction to Health and Disease, 3 s.h.
278A Epidemiological Research, 3 s.h.
303A Portfolio Development, 0.5 s.h. (must be taken in first semester)

Health Management Requirements: 15-16.5 s.h.

- MHAE 229 Health Services Policy Analysis and Management, 3 s.h.
247 Marketing Principles in Health Services, 1.5 s.h.
256A Legal and Ethical Issues in Healthcare Administration I, 1.5 s.h.
264A* Economic Principles in Health Services I, 1.5 s.h.
264B* Economic Principles in Health Services II, 1.5 s.h.
264C* Case Studies in Financing Health Services I, 1.5 s.h.
264D* Case Studies in Financing Health Services II, 1.5 s.h.
297 Organizational Theories in Health Services, 3 s.h.
298A Health Services Information Systems I, 1.5 s.h.
299A Healthcare Personnel, Resources, Training and Development I, 1.5 s.h.

*From the MHAE 264 sequence above students with no previous finance experience must take MHAE 264 A, B, and C. Students with documented finance experience must take MHAE 264 C and D (with approval only).

Note: Students who take 15 s.h. of the Health Management requirements must take 4.5 s.h. in program electives; students who take 16.5 s.h. must take 3 s.h.

Health Systems Electives: 6 s.h.

- MHAE 227 Management and Functions of Development in Health Services Systems, 1.5 s.h.
249 Nursing Home Administration, 3 s.h.
254A Home Healthcare Administration, 1.5 s.h.
255A Managed Care I, 1.5 s.h.

MHAE 255B	Managed Care II, 1.5 s.h.
265	Behavioral Health Administration, 3 s.h.
272A	Ambulatory Care Management I, 1.5 s.h.
272B	Ambulatory Care Management II, 1.5 s.h.
274	Medical Practice Management, 1.5 s.h.
277	Hospital Organization and Management, 1.5 s.h.

Courses not selected as Health Systems Electives (above) can be selected as Program electives (below).

Program Electives: 3-4.5 s.h.

MHAE 228	Leadership in Health Services, 1.5 s.h.
235A	Outsourcing and Health Services Business Ventures I, 1.5 s.h.
235B	Outsourcing and Health Services Business Ventures II, 1.5 s.h.
236	Ambulatory Health Services in Correctional Institutions, 1.5 s.h.
251,252	Special Readings Seminar, 1-3 s.h.
253	Health Services: Quality Assurance, Risk Management, and Program Evaluation, 3 s.h.
256B	Legal And Ethical Issues in Healthcare Administration II, 1.5 s.h.
257A	Public Health Issues, 1.5 s.h.
262	Current Health Issues, 3 s.h.
263A	Supervised Internship: Health Services, 3 s.h.
266	Practicum: Health Systems Operations I, 1.5 s.h.
267	Practicum: Health Systems Operations II, 1.5 s.h.
279	Cases in Long Term Care Management, 1.5 s.h.
298B	Health Services Information Systems II, 1.5 s.h.
299B	Health Services Personnel, Training, and Development II, 1.5 s.h.
280-289, A-Z	Workshops, 1-3 s.h.
RES 387	Skills in Funding and Proposal Writing, 3 s.h.

Residency Requirement: 6 s.h.

MHAE 263B	Administrative Residency, 6 s.h.
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This course is taken in the student's last semester. Those students with documented health administration experience may select an alternative sequence including MHAE 263A (Internship) and 3 semester hours of electives or 6 semester hours of electives, with approval from the program adviser only.

Exit Requirement: 1 s.h.

MHAE 303B	Capstone Experience and Presentation, 1 s.h.
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This course taken in the last semester needs approval from the faculty adviser only.

GRADUATION REQUIREMENTS

1. Completion of 45 s.h. as appropriate.
2. A minimum grade point average of 3.0 in overall graduate course work with no grade below B- in required courses.
3. Completion of all departmental prerequisites and corequisites.

MASTER OF SCIENCE: HEALTH EDUCATION

Adjunct Instructor Herman, Graduate Program Director, (516) 463-6673, hprazh@hofstra.edu

This program is an initial certification program in health education that includes two tracks: For candidates who have a teaching certificate in another discipline, and for candidates who do not have a teaching certificate. In both tracks, students will obtain initial certification in health education after completing the course work in the track in which they are enrolled. This graduate program prepares students to teach Health Education all grades in public schools and leads to New York State teacher certification. The curriculum integrates technology and issues of diversity in all course work. This program meets both the New York State Learning Standards for Health Education as well as the standards of the American Association for Health Education (AAHE). Graduates from either of the two tracks are eligible for professional certification after two years of successful teaching experience and an approved mentoring relationship as described by New York State Education Department regulations.

ADMISSION REQUIREMENTS

Application for admission to the Master of Science in Health Education Programs in the Department of Health Professions and Family Studies is made to the Graduate Admissions Office. Admission decisions are based on a comprehensive review of the following:

1. Completed application form.
2. Interview with the Program Director.
3. Transcripts from all post-secondary institutions attended with a minimum 2.75 grade point average. Upon the recommendation of the Program Director, students with a grade point average lower than 2.75 may be admitted by meeting one or more of the following criteria:
 - a. Complete 12 probationary graduate credits maintaining a minimum of 3.0 grade point average.
 - b. The GRE may be required of those students with lower than a 2.5 grade point average.
4. Written personal statement describing the candidate's goals in the teaching profession and in Health Education.
5. Two letters of reference that address the candidate's potential to succeed in the teaching profession and graduate studies.

The Department understands that any single criterion may not reliably predict a candidate's potential for success in a graduate program. Consequently, candidates are welcome to apply if they do not meet one of the criteria but feel that other aspects of their experience may compensate.

LIBERAL ARTS AND SCIENCES REQUIREMENTS

In order to ensure that prospective teachers have a broad education in liberal arts and sciences, all students must have completed undergraduate course work from each of the content areas below.

1. Artistic Expression/Humanities
2. Communication
3. Information Retrieval*
4. History
5. Social Science Concepts
6. Philosophy
7. Language other than English
8. Scientific Processes
9. Mathematics Processes
10. Written, Analysis and Expression
11. Cross Cultural Appreciation

If one or more of the above content areas are missing from any student's transcript, those content areas must be completed prior to completion of the degree. See the Advisement and Certification Office for evaluation of this requirement.

HEALTH PREREQUISITES AND COREQUISITES

Students are required to have a minimum of 12-18 credits in health-related content including:

- One course in Human Biology or Anatomy & Physiology.
- One course (or certificate) in Safety and First Aid including CPR.
- One or more courses in one of the following:
 General Psychology, Child Psychology, Adolescent Psychology, Sociology, Statistics, Biostatistics, Epidemiology, Measurement and Evaluation or another equivalent course.
- Student teaching: for those students with no prior certification.

These courses can be met by courses completed at the undergraduate or graduate level at any approved institution of higher education. The student will have met these health-related content courses with a minimum grade of B. This requirement will be determined at the initial interview with the department adviser.

PROFESSIONAL EDUCATION CORE (PREREQUISITES AND COREQUISITES) (12-18 s.h.)

Students with no previous teacher certification or licensure will be required to take the following courses unless previously certified or to document course work in education. The courses will include: Foundations of Education, Literacy Studies, Inclusion, and Child and Adolescent Development. Students who hold a valid New York State teaching certificate in another discipline will have met these requirements. However, a determination will be made at the initial interview regarding any education courses needed. These courses are not part of the Master's Degree in Health Education and can be taken at either the graduate or undergraduate level.

One course in human development which focuses on the entire Birth-12 range. Recommended course (includes a 20 hour field experience):

CT	229	Development and Learning in Childhood and Adolescence, 3 s.h.
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One course in Secondary Education or Foundations of Education. Recommended courses include:

SED	205	Perspectives on Educational Practice, 3 s.h.
	213	Adolescent Development and Learning, 3 s.h.
	253	Teaching for Thinking, 3 s.h.
	264	General Methods of Teaching, 3 s.h.
FDED	211	The School and Society, 3 s.h.
	231	Childhood and Adolescence in Historical Perspective, 3 s.h.
	242	Foundational Perspectives in Multicultural Education, 3 s.h.
	247	The Family as Educator: Multicultural Dimensions, 3 s.h.
	252	Ethics for Educators, 3 s.h.

One course in literacy studies. Recommended courses include (all 3 s.h. courses include a 10 hour field experience/observation):

LYST	202	Literacy for Special Subject Teachers, 1 s.h. (under advisement only)
	209	Language, Culture, and Identity: Literacy Issues for Adolescents and Young Adults, 3 s.h.
	212	Family, Community, and School Literacies: Cultural Perspectives, 3 s.h.
	213	Introduction to Bilingual and Biliteracy Instruction for Children and Adolescents, 3 s.h.
	214	Language and Literacy in Early Childhood and Childhood, 3 s.h.

One course in Inclusion/Special Education. Recommended courses include (both require a 20 hour field experience):

SPED	201	The Exceptional Child, 3 s.h. or
	264	Inclusion in Today's Schools, 3 s.h.

- MHAE 230A-230B Student Teaching in Health Education: Elementary and Secondary, 3 s.h. each
Required for students with no prior teaching certificate or license. Student teaching is taken after all other program requirements have been completed with the approval of the program director. Students will apply for student teaching the semester prior to graduation. A weekly reflective seminar with the university supervisor and other student teachers is a significant part of the student teaching experience. Also, the university offers New York State mandated seminars (child abuse and abduction; drug education; safety, fire and arson prevention; and violence prevention) each semester. All students must attend these mandated seminars unless the mandated topics have been addressed and certified in course work.

COMPETENCY REQUIREMENTS

The following competencies are expected of all graduate health administration majors:

1. SOE 201 Research, Writing, and Library Literacy (no degree credit)

This workshop is required of all students during the first year of matriculation unless they meet one of the following criteria with the approval of their faculty adviser:

- a. Previous related course work with a minimum grade of B,
- b. a published research.

2. SOE 202A Word Processing (no degree credit)
- 202B Spreadsheets (no degree credit)
- 202C Internet/WWW; PowerPoint (no degree credit)

All students will be required to take one or more of this series of workshops during the first year of matriculation unless they meet the following criteria with the approval of the faculty adviser:

- a. Passing score on the proficiency exam or
- b. previous related course work with a minimum grade of B.

There is a fee equivalent to course credit associated with the above workshops as follows: SOE 201 equals 0.5 semester hours each; SOE 202 A,B,C equal 0.2 semester hours each. These workshops do not carry credit toward the degree.

COURSE WORK REQUIRED FOR MASTER OF SCIENCE IN HEALTH EDUCATION (39 s.h.)

The program is an initial certification program in Health Education, all grades, for both students with prior certification in another discipline and students with no prior teaching certification. The total number of credits required is 39 semester hours.

These represent the requirements of the Master of Science in Health Education and do not include any prerequisites or corequisites described above.

Content Core: 19.5 s.h.

- MHAE 239 Mental Health Issues for Health Educators, 3 s.h.
244 Human Sexuality and Family Life Issues, 3 s.h.
246 Basic Concepts and Issues in Substance Use, Abuse, and Misuse, 3 s.h.
248 Nutrition and Health, 3 s.h.
261 Introduction to Health and Disease, 3 s.h.
262 Current Health Issues, 3 s.h.
275 AIDS Education, 1.5 s.h.

Pedagogical Core: 12.5 s.h.

- MHAE 238 Assessment and Evaluation in Health Education, 1.5 s.h.
243 Health Education: Innovative Teaching and Learning, 3 s.h.
258 Analysis of Curricula and Implementation of School Health Programs, 3 s.h.
268 Health and the Elementary School Child, 3 s.h.
230C* Practicum in Health Education, 1.5 s.h.

MHAE 303A** Portfolio Development, .5 s.h.

*50 clock hours required

**This course must be taken during initial semester in the program.

Program Electives: 6 s.h. *Courses must be selected under advisement.*

MHAE 234	Implementing the New York State Standards in Health Education, 1.5 s.h.
237	Media Literacy for Health Professionals, 3 s.h.
240	Consumer Health, 1.5 s.h.
242	Multicultural Issues in Health, 1.5 s.h.
245	Stress Management, 1.5 s.h.
251	Special Readings Seminar, 1-3 s.h.
252	Special Readings Seminar, 1-3 s.h.
256A	Legal and Ethical Issues in Healthcare Administration, 1.5 s.h.
257A	Public Health Issues, 1.5 s.h.
259	Introduction to the American Healthservice System, 3 s.h.
263C	Field Experience for Health Teachers, 1.5 s.h.
270	Conflict Resolution, 1.5 s.h.
273	Environmental Health, 1.5 s.h.
278A	Epidemiological Research, 3 s.h.
280-289, A-Z	Workshops, 1-3 s.h.
290A	Sexual Health, 1.5 s.h.
294	Analysis of Child Abuse and Child Abduction, 1.5 s.h.
295	Assessing Initiatives in Health Education, 1.5 s.h.
296	Bereavement and Death Education, 1.5 s.h.
MFT 207	Parent Education for Educators, 1.5 s.h.

Final Requirement: 1 s.h.

MHAE 303B Capstone Experience and Presentation, 1 s.h.

This Capstone course must be taken by all students during the last semester of matriculation.

FIELD EXPERIENCES PRIOR TO STUDENT TEACHING

A minimum of 100 clock-hours of observation is required of those with no previous teaching certificate. In most cases, this requirement will be met by required observation hours in the professional education course work described below. However, if the candidate took the required courses at an institution other than Hofstra University and he/she cannot document the required hours of observation, he/she will be required to register for MHAE 263C in addition to the required MHAE 230C. A minimum of 50 clock-hours is required of those seeking a second certification. Those seeking a second certification are not required to student teach. Placements are arranged by the Office of Field Placement.

Professional Education Courses with observation experiences

CT 229	20 clock-hour placement, grades PreK-12.
SPED 201	20 clock-hour placement in setting with special needs students and high-needs students, grades PreK-12.
264	20 clock-hour placement in setting with special needs students and high-needs students, grades PreK-12.
LYST 209	10 clock-hour placement in literacy settings, grades PreK-12.
212	10 clock-hour placement in literacy settings, grades PreK-12.
213	10 clock-hour placement in literacy settings, grades PreK-12.
214	10 clock-hour placement in literacy settings, grades PreK-12.
MHAE 230C	50 clock-hour placement in both PreK-6 and 7-12 (25 hours each) health education classrooms including those in high-needs districts and in classrooms with students with special needs. This is required of all candidates in both tracks.

MHAE 263C 50 clock-hour placement in both PreK-6 and 7-12 (25 hours each) health education classrooms including those in high needs districts and in classrooms with students with special needs. This will be required of those students in the no previous certification track if they cannot demonstrate sufficient observation time to meet New York State's requirement of 100 clock-hours prior to student teaching.

MHAE 230C (required in Pedagogical core above) and MHAE 263C (if necessary) each have a syllabus describing a variety of assignments designed to promote reflection on issues including: classroom management, differentiated instruction, high-needs students, special-needs students, motivation, and learning styles. Both courses are required to be taken after or concurrently with one or more of the following pedagogical courses: MHAE 238, 243, 258, or 268.

GRADUATION REQUIREMENTS

1. Completion of all General Education Core requirements.
2. Completion of all program prerequisites and corequisites.
3. Completion of the 39 s.h. course requirements for the Master of Science in Health Education.
4. A minimum grade point average of 3.0 in overall graduate course work with no grade below B- in required courses.

TEACHER CERTIFICATION REQUIREMENTS

Upon successful completion of a teacher education program, students will be eligible to apply for the University's recommendation for New York State Certification. For Initial Certification, students are required to have passing scores on each of the New York State Teacher Certification Examinations (NYSTCE): the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the appropriate Content Specialty Tests (CSTs). Students not receiving passing scores on all New York State required examinations will not be eligible for certification. In addition, all students who are recommended by Hofstra's Advisement and Certification Office must attend seminars in Child Abuse and Maltreatment, Substance Abuse, Fire and Arson and Safe Schools Against Violence (Project SAVE). It is strongly recommended that students complete the Liberal Arts and Sciences Test (LAST) prior to student teaching and the ATS-W and the appropriate CST during student teaching. Please contact the Advisement and Certification Office for information regarding the fingerprinting requirement and any other specific requirements regarding certification.

PROFESSIONAL DIPLOMA: MANAGED CARE

Associate Professor Lazow, Graduate Program Director, (516) 463-5818, phrrbl@hofstra.edu

This 21 semester hour course of study beyond the master's degree (or its equivalent in an approved discipline), leads to the Professional Diploma in Managed Care. It is intended for healthcare administrators, healthcare providers, and others with academic, clinical and practical experience in the delivery or management of healthcare services. The program described below is tailored to meet the present needs of the seasoned professional(s) and complements their previous individual experiences. Opportunity for special research interests are afforded those with appropriate qualifications.

Note: a) one course in managed care from an approved master's degree program (or other approved advanced study), may be transferred in if successfully completed within the last five years; b) students may waiver and substitute two courses (under advisement only), if they can document sufficient equivalent scholarly experience from in-service or employment.

ADMISSION REQUIREMENTS

1. Graduate degree in one of the allied health sciences (medicine, dentistry, nursing, physical therapy, occupational therapy), healthcare management, business, etc., or another approved discipline that includes professional training in the health service delivery models. Students who have degrees outside of healthcare, must document course work or professional experience in the field.
2. Minimum grade point average of 3.0;
3. personal interview with the Program Director;
4. detailed resume including related professional experiences;
5. three letters of recommendation.

PROGRAM REQUIREMENTS (21 s.h.)

PDMC 305	Managed Healthcare Systems: PPO, HMO & AD, 1.5 s.h.
306	Managed Healthcare Systems II, 1.5 s.h.
310	Healthcare Marketing in a Managed Care Environment, 3 s.h.
311	Managed Care: Financial Principles, 3 s.h.
312	Contracting and Negotiating the Managed Care Environment, 3 s.h.
313	Comparative Health Care Policy, 3 s.h.
314	Case Studies in Managed Care, 3 s.h.
315	Advanced Seminar in Managed Care, 3 s.h.

The following courses are available as an alternative for students with equivalent scholarly experience in the above courses, selected with the approval of a faculty adviser:

PDMC 316	Managed Care Administrative Residency, 3 s.h.
317	Independent Study in Managed Care, 3 s.h.

GRADUATION REQUIREMENTS

1. Completion of all course requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

(MHAЕ) COURSES

Course Prefixes

227-304 carry the prefix MHAЕ.
305-389 carry the prefix PDMC.

MHAЕ 227 Once a year 1.5 s.h.
Management and Functions of Development in Health Services Systems,

This course provides health administrators with an understanding of the role of the development office/ department in health services systems and the internal and external influences on management decision making. Also included is an overview of the management of the major components of development including major gifts, planned giving, grants, annual funds and capital campaigns.

MHAЕ 228 Once a year 1.5 s.h.
Leadership in Health Services

An in-depth examination of the essential components of leadership in health services will be reviewed. The course focuses on the key values that guide a leader's personal and professional behavior in a frequently changing health services environment. Various definitions, theories and models of leadership in health services systems will be presented and discussed.

MHAЕ 229 Fall, Spring 3 s.h.
Health Services Policy Analysis and Management

This course applies theory and methods of health policy analysis to management decision making. Students research, evaluate, analyze and present information that guides decision makers in the public, nonprofit and private sectors.

MHAЕ 230A: Elementary Fall, Spring 3 s.h. each
230B: Secondary Fall, Spring

Student Teaching in Health Education: Elementary and Secondary
Student teaching is a full semester experience consisting of eight weeks at the elementary level and eight weeks at the secondary level for students in the M.S. in Health Education. The student is in the school the equivalent of four and one-half days each week. A seminar is conducted in conjunction with student teaching. Hofstra students must complete MHAЕ 230B in order to receive credit for MHAЕ 230A. Course is open to graduate students only. Does not count toward degree requirements. Pass/Fail grade only.

MHAЕ 230C Fall, Spring 1.5 s.h.
Practicum in Health Education

This practicum in health education is for students who hold a teaching certificate in another subject as well as those who have no teaching certificate. Fifty hours (50) in health education classroom settings are required. Experience includes placement in both K-6 and 7-12 settings. Must be taken concurrently with one of the following: MHAЕ 238; 243; 258; 268. Select with permission from faculty adviser only. Pass/Fail grade only.

- MHAE 231** Fall, January, Spring, Summer 3 s.h.
Teaching Elementary School Children About Health
 This course is for PreK-6 classroom teachers. The course examines the content and skills children need to manage their health. The course develops the competencies and skills needed by teachers to design interdisciplinary health education learning experiences for diverse constituencies. Literacy, assessment, and technology are included as they relate to developing interdisciplinary health learning experiences.
- MHAE 233** Periodically 3 s.h.
Planning, Implementation and Evaluation of Community Health Programs
 Health agencies have as one of their missions the provision of education, screening, medical services, etc., to the community. This course prepares students to determine the goals and objectives of the agency; the needs of a target population; the capabilities of the agency to meet those needs; strategies for developing and implementing programs, and evaluating their effectiveness. Open to M.S. Community Health majors only.
- MHAE 234** Fall, Spring, Summer 1.5 s.h.
Implementing the Standards in Health Education
 This course reviews the New York State Standards as they apply to the teaching of health education PreK-12. The course prepares teachers to design learning experiences that make the shift from knowledge-based to skills based instruction and understand the key elements of standard based assessment as they apply to health education.
- MHAE 235A** Fall, Spring, Summer 1.5 s.h.
Outsourcing and Health Services Business Ventures I
 In this first of two courses students engage in the exploration of outsourcing and other business venture alternatives in health-care settings. Develop an understanding of the practical/operational issues relating to outsourcing departments in hospitals and other healthcare environments and their implications to the economics of the delivery of services. (Formerly *Outsourcing and Health Care Business Ventures I*.)
- MHAE 235B** Fall, Spring, Summer 1.5 s.h.
Outsourcing and Health Services Business Ventures II
 This course further explores outsourcing options and the planning, procedures and policies in decision making and problem solving. Case studies in outsourcing are described. Prerequisite: MHAE 235A or permission of the instructor. (Formerly *Outsourcing and Health Care Business Ventures II*.)
- MHAE 236** Once a year 1.5 s.h.
Ambulatory Health Services in Correctional Institutions
 Introduction to the issues surrounding the provision of quality healthcare services to inmate populations. The historical perspective, legal and ethical concerns, correctional/medical interfaces, staffing needs and cost containment strategies and other pertinent topics are studied. (Formerly *Ambulatory Health Care in Correctional Institutions*.)
- MHAE 237** Fall, Spring, Summer 1.5 s.h.
Media Literacy for the Health Professions
 This course introduces the concept of media literacy focusing on the development of skills in reading and interpreting various media, studying how various media are used in health education and promotion, and applying and facilitating the development of media literacy skills in school and community settings.
- MHAE 238** Fall, Spring 1.5 s.h.
Assessment/Evaluation in Health Education
 This course focuses on the procedures and issues of assessment and evaluation in health education.
- MHAE 239** Fall, Spring 3 s.h.
Mental Health Issues for Health Educators
 Through an understanding of the components of mental and emotional health, students study psychosocial factors influencing people's healthy lifestyle choices over the life cycle. Concepts of decision making, problem solving, communication, interpersonal relationships, coping styles, self-concept and self-esteem are reviewed as well as theories of counseling and corresponding treatment options.
- MHAE 240** Fall, Spring, Summer 1.5 s.h.
Consumer Health
 Designed to provide information on consumer behavior in the selection, purchase, and use of health products and services. Health insurance, medical aid, influence of media, and health protection laws and agencies are examined in detail.
- MHAE 241** Periodically 1.5 s.h.
Medical Terminology and the New Technologies
 This course is designed to introduce medical and healthcare language and identify current technological advances that are commonly utilized in the healthcare industry. How vocabulary is applied and innovations explored in the context of the healthcare community are studied.

MHAE 242 Once a year 1.5 s.h.
Multicultural Issues in Health
This course provides the opportunity for students to examine various cultures and the culture-specific nuances that have implications to health education and health service delivery. Students also explore and analyze curricula and health education strategies that are sensitive to cultural diversity.

MHAE 243 Fall, Spring 3 s.h.
Health Education: Innovative Teaching and Learning
This course focuses attention on the various teaching and learning styles and the use of technology in the preparation of learning experiences that enhance students' mastery of content and ability to develop skills for implementing healthy behaviors. Innovative cooperative learning environments, affective and experiential strategies, portfolios, etc., as well as traditional models of health behavior change instruction, are explored within the various content areas. Students develop learning experiences and means of measuring students' progress that are sensitive to individual students' needs. (Formerly *Health Education: Teaching and Learning Styles and Environments*.)

MHAE 244 Fall 3 s.h.
Human Sexuality and Family Life Issues
This course covers the various aspects of family life and human sexuality including the influences of biological, psychological, sociological and historical factors. Semantic and comparative cultural aspects; adjustment needs and problems of children and adults during the course of maturing and aging, is included. Discussion and implications of selecting various methods and materials for instruction and the role of the school in sex education is explored.

MHAE 245 Fall, Spring 1.5 s.h.
Stress Management
Examination of the physiological, psychological and sociological aspects of stress to provide students with an understanding of the meaning of stress. The study of theory, practices, and application of coping skills and stress reduction are emphasized.

MHAE 246 Fall, Spring 3 s.h.
Basic Concepts and Issues in Substance Use, Abuse and Misuse
Aspects of current research; methods of teaching about the problems; social, humanistic, pharmacological and psychological aspects of substance use as well as prevention and rehabilitation; an understanding of the humanistic and sociological aspects of our evolving adult and youth cultures is explored. Reasons for drug use and the effect of drug addiction on individual, family, community and society are examined. Discussion of the interdisciplinary approach to drug education with student and community involvement.

MHAE 247 Fall, Spring, Summer 1.5 s.h.
Marketing Principles in Health Services
Through a combination of lectures, problem solving and case studies, students apply principles of marketing to the decision-making process in the healthcare environment. The complex relationships between hospital PPOs and HMOs are explored. (Formerly *Application of Marketing Principles in Healthcare Environments*.)

MHAE 248 Once a year 3 s.h.
Nutrition and Health
Covers energy nutrients, vitamins, minerals and water in reference to aspects of current knowledge and research of nutrition and health. Deals with recommended nutrient intake and diet planning guides, as well as intentional and incidental food additives. Discussions where possible combat misleading advertisements, half-truths and pseudoscience. Planning of nutrition education programs are included. (Formerly *Nutrition and Consumer Health*;))

MHAE 249 Once a year 3 s.h.
Nursing Home Administration
Designed for students interested in nursing home administration and gerontological studies. Topics to be covered are geriatric illnesses; environmental and safety regulations; medical emergencies; human relations aspects of patient care; nursing policy, legal; organizational and management aspects of long-term care; utilization review and medical record keeping.

MHAE 251, 252 Fall, Spring, Summer 1-3 s.h. each
Special Readings Seminar
Investigations and reports on health education topics adapted to the student's program. Prerequisites: written consent of the chairperson and instructor.

MHAE 253 Fall, Spring 3 s.h.
Health Services: Quality Assurance, Risk Management and Program Evaluations
Provides a comprehensive review and evaluation of quality assurance and its related programs such as risk management, utilization review and program evaluation. Main areas of concentration include: 1) the interrelationships between QA and its related programs; 2) cost containment and its effect on QA; 3) program evaluation and program development and implementation.

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MHAE 254A	Once a year	1.5 s.h.	MHAE 257A	Once a year	1.5 s.h.
Home Healthcare Administration			Public Health Issues		
Course examines the administration and provision of out-of-institutional home healthcare services. Emphasis placed on organizational structure, services delivered, costs, staffing, utilization review, quality assurance and need methodology. Other options such as adult day care and comprehensive outpatient rehabilitation facilities are also scrutinized.			Deals with issues faced by health care professionals in their daily pursuit of providing health care for the public. Social, economic, legal, ethical and political issues are discussed in the context of the development of medicine and health care in the United States. (Formerly <i>Public Health Issues and Policy Making</i> .)		
MHAE 255A	Fall, Spring, Summer	1.5 s.h.	MHAE 258	Fall, Spring	3 s.h.
Managed Care I			Analysis of Curricula and Implementation of School Health Programs		
Continuing pressure to reduce healthcare delivery cost, coupled with a rapidly changing environment, has resulted in considerable change in the healthcare industry over the past several years. Discussion of the history of the traditional medical insurance plan and examination of the changes that brought about the birth of Health Maintenance Organizations, Preferred Provider Organizations and Alternative Delivery Systems. Emphasis on the structure, financial arrangements, services, staffing and future of each system. Same as PDMC 305. (Formerly MHAE 255. <i>Managed Healthcare Systems: PPO, HMO and AD</i> .)			A historical and philosophical overview of comprehensive school health education at the PreK-12 grade levels are presented. Students study health curricula and explore and reflect on integrated and discipline specific models, traditional content areas and sequences, skills-based models, developmental considerations, family, culture and community influences and national and state standards. Methods of student and program assessment are discussed as well as community and school health resources.		
MHAE 255B	Fall, Spring, Summer	1.5 s.h.	MHAE 259	Fall, Spring	3 s.h.
Managed Care II			United States Health Services System		
This course focuses on healthcare reforms at the national level. Comparisons with that of Germany, France, and Canada are made. Detailed discussions on public policy initiatives are also included (Medicaid, Medicare, uninsured programs, etc.). Theories of Health Insurance Purchasing Cooperatives (HIPCS), and Allied Health Plans (AHPs) are evaluated. <i>Prerequisite:</i> MHAE 255. Same as PDMC 306. (Formerly <i>Managed Healthcare Systems II</i>)			Course provides an overview of the health care system in the United States. The course explores the role and dynamics of the institutions and group hospitals, nursing homes, ambulatory care facilities, home care agencies, providers, and government agencies that deliver health care. In addition, national trends in policy, financing, and delivery systems are analyzed. (Formerly <i>Introduction to the American Healthcare System; Community Health Organizational Operations I</i>)		
MHAE 256A	Fall, Spring	1.5 s.h.	MHAE 260	Fall, Spring	3 s.h.
Legal and Ethical Issues in Healthcare Administration I			Health Services Policy and Legislation		
Investigation of the legal and ethical issues and problems encountered by administrators of health care facilities and programs. Topics discussed include government regulation of health care providers; the admission and discharge of patients; patient consent to and refusal of treatment; reproduction issues; privacy and confidentiality; and mental health issues. (Formerly <i>Legal and Ethical Issues in Healthcare Administration</i> .)			Designed for students interested in careers in health care administration. Explores basic concepts of health planning and policy analysis. Recurring problems in establishing health policy and technical aspects of planning for health service delivery are studied. <i>Prerequisite:</i> MHAE 259. (Formerly <i>Health Services Policy and Management; Community Health Planning and Policy</i>)		
MHAE 256B	Fall, Spring	1.5 s.h.	MHAE 261	Fall, Spring	3 s.h.
Legal and Ethical Issues in Healthcare Administration II			Introduction to Health and Disease		
Acquaints the healthcare administrator with the interface between reasons for legislation, governmental regulations, the process by which laws, rules, and regulations become effective, the civil and criminal law and how each impacts on and governs healthcare decisions and the role of the courts as a regulation of societal demands. Students analyze legislation, ethicists' commentary and case-law in medicine and healthcare through research and class participation. <i>Prerequisite:</i> MHAE 256A.			Introduction to the basic issues affecting human health. Focus on preparation for the health professional to assist people in achieving a better understanding of the cognitive and affective qualities necessary to promote a healthy life state.		
			MHAE 262	Fall, Spring	3 s.h.
			Current Health Issues		
			Designed to familiarize the student with critical health issues affecting contemporary living. Primary areas of inquiry are narcotics, i.e., smoking, drugs and alcoholism. Specialists are invited. <i>Prerequisite:</i> MHAE 261.		

MHAE 263 Fall, Spring, Summer 3 s.h.
Internship: Supervised Field Experience for Health Teachers
Directed observation, participation and teaching service in elementary, junior and senior high schools for health education teacher candidates who have not student taught or who are teaching in a nonhealth field. Alternative health service agency experience for candidates with previous satisfactory health teaching experience. Pass/Fail grade only
Prerequisites: MHAE 244, 246, 248, 261, 262; COUN 207

MHAE 263A Fall, Spring, Summer 3 s.h.
Supervised Internship in Health Services
Semester-length "externship" where students will observe, study and report on health planning policies, disease prevention and health care procedures, and advocacy positions of two community health facilities. Pass/Fail grade only
Prerequisite: Department approval. (Formerly *Supervised Externship: Community Agencies*)

MHAE 263B Fall, Spring, Summer 6 s.h.
Administrative Residency
Supervised field experience in health administration at a health agency or hospital. Pass/Fail grade only
Prerequisite: permission of department.

MHAE 263C Fall, Spring, Summer 1.5 s.h.
Field Experience for Health Teachers
This 50 hours of health education field experiences are required of students who have not fulfilled the field experience hours consistent with New York State teacher certification. Placement will be in health education settings at the elementary, middle or senior high school levels including high risk districts and those with cultural and language diverse populations. The course affords teachers an opportunity to observe, participate and reflect on classroom management styles, curriculum integration and implementation, developmental levels of student and curriculum content appropriateness, theory to practice applications. The course must be taken concurrently with MHAE 238; 243; 258; or 268. With adviser approval only. For M.S. in Health Education majors only. Pass/Fail grade only.

MHAE 264 Once a year 3 s.h.
Economic Dimensions of Health Services Delivery Systems
Examination of the Fiscal Services Division of a hospital, its functions, interactions and responsibilities. Students understand how to interact with this Division.

MHAE 264A Fall, Spring 1.5 s.h.
Economic Principles in Health Services I*
Examination of the Fiscal Services Division of a hospital, its functions, interactions and responsibilities. Students will understand how to interact with this division. (Formerly *Economic Dimensions of Health Services Delivery Systems I*.)

MHAE 264B Fall, Spring 1.5 s.h.
Economic Principles in Health Services II*
Examination of the Fiscal Services Division of a hospital, its perspective, interaction and responsibilities. Students will understand how their actions are viewed by this division. (Formerly *Economic Dimensions of Health Services Delivery Systems II*.)

MHAE 264C Fall, Spring 1.5 s.h.
Case Studies in Financing Health Services I*
Through healthcare delivery systems case studies, the course gives students a general understanding of how to apply advanced financial principles to the decision making process in the health care environment. (Formerly *Advanced Case Studies in Financing Healthcare I*.)

MHAE 264D Fall, Spring 1.5 s.h.
Case Studies in Financing Health Services II*
Through the use of healthcare delivery system case studies, this course will further the inquiry of advanced financial principles and their applications to the decision making process in the healthcare environment. (Formerly *Advanced Case Studies in Financing Healthcare II*.)

MHAE 265 Fall, Spring 3 s.h.
Behavioral Health Administration
The study of behavioral health services including types of service providers and treatment settings, professional training and licensure and their implications to diagnosis, treatment options and payment systems, and other behavioral health administration issues are explored. Concepts of adherence/compliance, the relationship between mental health and physical well being are discussed. (Formerly *Behavioral Health Administration: Concepts Issues and Policies*.)

MHAE 266 Fall, Spring, Summer 1.5 s.h.
Practicum: Health Systems Operations I
Review of all active, current regulatory agencies (OHSM, JCAHO, CAP, DSAS, FDA, etc.) and respective regulations that impact upon the Clinical Operations Administrator (Administrator on Duty). Topics covered include consents, DNR/Health Proxy Act, interhospital transfers, patient complaints, external disasters, clinical issues, NYS reportable incidents, etc. (Formerly *Practicum: Health Care Clinical Operations Administration I*)

*Students are required to take 2 of the four courses as core requirements. The appropriate courses will be selected under advisement only, based upon student's previous education/professional experience. The remaining may be selected as electives.

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MHAE 267 Fall, Spring, Summer 1.5 s.h.

Practicum: Health Systems Operations II

Course affords students a practical experience shadowing an "Administrator on Duty" (A.O.D.). Policies and procedures of the hospital site are discussed and role play opportunities prepare the student for the experience. The A.O.D. student is involved in all decisions, deals directly with the public, medical staff and administration of chosen hospital. (Times vary to accommodate personal schedules.)

Prerequisite: MHAE 266 or permission of faculty adviser. (Formerly *Practicum: Health Care Clinical Operations Administration II*)

MHAE 268 Fall, Spring 3 s.h.

Health and the Elementary School Child **

The focus on this course is on instruction of health education pre-school—6th grade. Developmentally appropriate health information, instructional strategies and curricula planning with emphasis on interdisciplinary approaches are discussed. The school environment and school health services for this population is included.

MHAE 268A Once a year 1.5 s.h.

Health and the Elementary School Child **

The focus on this course is on instruction of health education, pre-school to 6th grade. Developmentally appropriate health information, instructional strategies and curricula planning with emphasis on interdisciplinary approaches are discussed. The school environment and school health services for this population is included.

MHAE 269 Periodically 1.5 s.h.

Current Trends in Telecommunications and Microcomputer Applications for Health Professionals

Concepts, methodology and applications of microcomputers in the field of health, designed for the professional who is relatively unfamiliar with automation systems. This course presents a practical overview of automation applications in the health field, including telecommunications via microcomputers as software programs written specifically for health educators/administrators and similar professionals. It also identifies and discusses issues and ethical challenges that have arisen as new systems are adopted and old ones are modernized.

MHAE 270 Once a year 1.5 s.h.

Conflict Resolution

Course analyzes the impact of unresolved conflicts, provides insight into how conflicts arise and the ability to understand and define problems. Students examine internal and external patterns of conflict. The function of conflict and the patterns of conflict resolution are examined.

*Students are required to take two of the four courses as core requirements. The appropriate courses will be selected under advisement only, based upon student's previous education/professional experience. The remaining may be selected as electives.

MHAE 271 Once a year 3 s.h.

Economic Issues in the Healthcare Industry

Course is designed to develop an understanding of the application of basic economic concepts to the broader healthcare industry. Through case studies, students apply micro and macro principles at the individual facility level and then to the larger healthcare delivery system.

Prerequisite: MHAE 264.

MHAE 272A Once a year 1.5 s.h.

Ambulatory Care Management I

Course is designed to introduce students to increase their knowledge, understanding, and analytical skills with respect to the management of health services in ambulatory care settings. (Formerly MHAE 272.)

MHAE 272B Once a year 1.5 s.h.

Ambulatory Care Management II

Students examine specific ambulatory care systems available to the healthcare consumer including: freestanding urgent-care centers and surgi-centers, birthing centers, dialysis centers, prison health systems, emergency medical services systems, etc. An in-depth review of these programs is conducted to enable the students to have an understanding of each system and its impact on the healthcare consumer.

Prerequisite: MHAE 272.

MHAE 273 Once a year 1.5 s.h.

Environmental Health

Various elements and issues concerning health status and the environment are explored. Special emphasis paid to sociopolitical implications and personal attitudes and values as they affect the delivery of services, regulations, health promotion and prevention activities.

MHAE 274 Once a year 1.5 s.h.

Medical Practice Management

Course applies management strategies to several types of practices including solo practices, partnerships, groups, and academic medical practices. We discuss the development of practices, marketing, the administrator's role, human resources functions, daily office operations, and financial considerations as they apply to these healthcare settings.

**Either MHAE 268 or 268A will be selected in consultation with an adviser, depending upon the student's documented previous elementary school experience.

MHAE 275 Summer 1.5 s.h.
AIDS Education
An overview of the etiology of the disease, causes, treatment options, prevention and related social and political implications. The developmental issues that influence age-appropriate curricula selection and techniques for teaching in the classroom are discussed. Planning community, peer and parental educational programs and the use of resources and referrals are explored.

MHAE 276 Once a year 1.5 s.h.
Computers and Their Application to Health Administration
Assuming little or no prior experience, this course introduces the health administrator to the computer and its capabilities, defined in terms of software, hardware and options available in the marketplace. The process of computer decisions is built in stages beginning with the understanding of what is currently happening in the operation, followed by what can be computerized, concluding with a model for evaluating the various vendors.

MHAE 277 Once a year 1.5 s.h.
Hospital Organization and Management
Intended to provide the student with an understanding of the hospital from the viewpoint of organizational and managerial systems. Encompasses an overview of traditional organizational theory, and both conceptual and pragmatic healthcare institutional management methods and techniques.

MHAE 278A Fall, Spring 3 s.h.
Epidemiological Research
This course is intended to introduce the students to the various concepts and methods of epidemiology and epidemiological research. The determinants of epidemics, namely time and place are discussed in detail. The role, use and limitations of statistical methodology in determining the existence of an epidemic situation or a cause and effect relationship are emphasized. (Formerly RES 257)

MHAE 279 Once a year 1.5 s.h.
Cases in Long Term Care Management
Course familiarizes the student with common management problems in long term care. Students develop analytical and diagnostic skills and apply them to arrive at solutions for the delivery of long term care services. Highlights the various levels of institutional and community noninstitutional long term care settings.

MHAE 280-289, A-Z Periodically 1-3 s.h. each
Workshops
Designed to meet the needs of specific groups of students or educators interested in special topics not covered by other course offerings. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

MHAE 290 Fall, Spring, January, Summer 3 s.h.
Sexual Health
This course emphasizes the several components of sexual physiology that contribute to the sexually healthy state. Such topics as stages of physical growth, conception, childbirth, fertility and infertility, contraception, sterilization and abortion are explored. Also considered are the problems of adolescent pregnancy, the effects of chronic and serious illness on sexuality, drug use and sexually transmitted diseases as they affect sexual functioning. The historical relationships between medical and mental health care systems and sexual health care in our society are studied.

MHAE 290A Fall, Spring, Summer 1.5 s.h.
Sexual Health Issues
This course is a brief overview of the components of sexual physiology that contribute to the sexually healthy state. Such topics as stages of physical growth, conception, childbirth, fertility and infertility, contraception, sterilization and abortion are explored. Also considered are the problems of adolescent pregnancy, the effects of chronic and serious illness on sexuality and drug use, and sexually transmitted diseases as they affect sexual functioning.

MHAE 291 Once a year 3 s.h.
Nutrition and the Aging
Exploration of the importance of sound nutrition, nutritional practices and nutrition education for the aging. Psychosocial and cultural influences of nutrition on the elderly are included.

MHAE 292 Once a year 3 s.h.
Health and Aging
Focus on aging as a normal process in the life cycle. Aspects of healthy aging, as well as the problem of illness and disease as they affect the elderly are covered. A survey of health services, security, nutrition, exercise, mental health, and the physical change in a systematic approach is included.

MHAE 293 Once a year 3 s.h.
Healthcare Policies, Planning and Administration for the Aging
Exploration of the special needs and service requirements that meet the demands of an increasing senior citizen population. Deals with the development of strategies for providing a broad spectrum of integrated services as well as a sensitivity and understanding among staff that serve this population. Emphasis on effective administration for service delivery.

- MHAE 294 Periodically 1.5 s.h.
Analysis of Child Abuse and Abduction
 An in-depth examination of child abuse covering the issues of recognition, reporting, intervention, treatment and prevention. Theories of maltreatment and child abduction with their intervention and prevention implications are explored. Critical policy issues are evaluated. Students receive all necessary documentation and information to fulfill licensing and certification requirements as mandated by New York State Education Department. (Formerly *Analysis of Child Abuse and Maltreatment*.)
- MHAE 295 Once a year 1.5 s.h.
Assessing Initiatives in Health Education
 Course analyzes the essential components of the health education frameworks offered by the New York State New Compact for Learning Curriculum and Assessment Committee for Health, Physical Education and Home Economics. The philosophy, outcomes, performance indicators, and assessment recommendations are critically reviewed.
- MHAE 296 Once a year 1.5 s.h.
Bereavement and Death Education
 This course provides an opportunity for educators to discuss death, dying and bereavement issues, review the literature, explore curricula and develop teaching strategies for K-12 students in the context of health education.
- MHAE 297 Fall, Spring 3 s.h.
Organizational Theories in Health Services
 This course focuses on the concepts, methods and issues of management as they are applied to health care organizations and service delivery. In an interactive setting students have the opportunity to explore, question, and develop a knowledge and competence in health care management and organizational theory. (Formerly *Application of Management Theory to Healthcare Environments*.)
- MHAE 298A Fall, Spring 1.5 s.h.
Health Services Information Systems I
 Healthcare Information Systems Management is a multi-faceted course. It encompasses management, medicolegal issues, performance improvement (formerly quality assurance, risk management, health sciences, computer sciences, statistics and business administration). This course prepares and educates the graduate healthcare administration student in the application of management principles for the identification, evaluation and implementation of Healthcare Information Systems. (Formerly *Healthcare Information Systems I*.)
- MHAE 298B Fall, Spring 1.5 s.h.
Health Services Information Systems II
 This course is designed to provide an understanding of the role of Information Technology and Management Information Systems in the delivery of health care. Upon completion, students should have a good understanding of how computer systems function to support a hospital, physician practice, an integrated delivery systems or a third party payer. (Formerly *Healthcare Information Systems II*.)
- MHAE 299A Fall, Spring, Summer 1.5 s.h.
Healthcare Personnel: Resources, Training and Development I
 This course reviews recruiting, selecting, training, motivation, leadership and other activities associated with managing personnel unique to healthcare delivery systems. Evaluation of credentials, reimbursement and other issues are considered as will the practical operations necessary to manage the diversity of professional and operations staff. (Formerly 299, *Healthcare Personnel: Resources, Training and Development*.)
- MHAE 299B Fall, Spring, Summer 1.5 s.h.
Healthcare Personnel: Resources, Training and Development II
 Through analysis of case studies, readings and in-depth discussions, students further explore the issues raised in MHAE 299A. In addition, the management of labor disputes, technological applications to human resources in various healthcare settings, networking and the function of professional organizations in accessing the managing qualified personnel is covered.
Prerequisite: MHAE 299A.
- MHAE 300 Fall, Spring, Summer 3 s.h.
Departmental Seminar
 Serves an integrative and culminating function with respect to the student's studies and experiences in the School of Education. Emphasis is on themes which cut across traditional course and departmental lines; selected student papers and research may be compiled in year books of health education. Pass/Fail grade only.
Prerequisites: matriculation in the department and completion of all course work in professional education.
- NOTE: successful completion of MHAE 300 may be offered in place of either the departmental comprehensive examination or the Master's Essay in MHAE. This course may not be used to satisfy any part of the basic 33 s.h. requirement for a Master of Science degree in Education.
- MHAE 301, 302 Fall, Spring 3 s.h. each
Master's Essay
 Supervision and instruction leading to the completion of the essay. Binding fee payable upon registration in 302. Admission by permission of department.

MHAE 303A Fall, Spring .5 s.h.
Portfolio Development

This course is required of all students in their beginning semester. Students are instructed in the selection and assessment of products to be included in a professional portfolio. Each student collects materials throughout their graduate study to be included in their professional portfolio. Following the initial sessions of 303A, the student meets with the faculty member assigned at least once during each year of study to review the materials being collected. The student registers for their final course in the program (MHAE 303B) with the assigned professor at the conclusion of which the final portfolio is submitted. For M.S. in Health Education, M.S. in Community Health, and M.A. in Health Administration students only. Pass/Fail grade only.

MHAE 303B Fall, Spring 1s.h.
Capstone Experience and Presentation

This experience is a collaborative effort with the faculty member to whom the student is assigned, enabling the student to demonstrate the skills and knowledge gained during graduate study. The student develops a contract describing the contents of the portfolio collected over the course of study (see MHAE 303A) and with faculty feedback and guidance identifying one or two research projects related to the student's particular program and interests to be undertaken during this course. For students in the M.A. in Health Administration, M.S. in Health Education, and M.S. in Community Health programs only. Pass/Fail grade only.

MHAE 304 Fall, Spring 1 s.h.
Capstone Experience

This experience is a collaborative effort with a selected faculty member to enable the student to demonstrate the skills and knowledge gained during graduate study. It includes a portfolio, the contents of which will include past work in the program as well as work described in a contract resulting from this experience. The contract will be developed at the initial meeting between the faculty member and the student. The contract also requires one research project related to the student's particular program and interests and developed with faculty feedback and guidance. The research project is meant to enable the student to integrate theories and concepts from graduate course work with the student's intended professional practice setting. The completed portfolio including the research becomes a part of the student's permanent record. For students in the CAS programs only. Pass/Fail grade only.

(PDMC) COURSES

PDMC 305 Once a year 1.5 s.h.
Managed Healthcare Systems: PPO, HMO and AD

Continuing pressure to reduce healthcare delivery cost, coupled with a rapidly changing environment, has resulted in considerable change in the healthcare industry over the past several years. Discussion of the history of the traditional medical insurance plan and examination of the changes that brought about the birth of the Health Maintenance Organizations, Preferred Provider Organizations and Alternate Delivery Systems. Emphasis on the structure, financial arrangements, services, staffing and future of each system. Same as MHAE 255A.

PDMC 306 Once a year 1.5 s.h.
Managed Healthcare Systems II

This course focuses on healthcare reforms at the national level. Comparisons with that of Germany, France, and Canada are made. Detailed discussions on public policy initiatives are also included (Medicaid, Medicare, uninsured programs, etc.). Theories of Health Insurance Purchasing Cooperatives (HIPCS), and Allied Health Plans (AHPS) are evaluated.
Prerequisite: PDMC 305. Same as MHAE 255B.

PDMC 310 Fall, Spring 3 s.h.
Healthcare Marketing in a Managed Care Environment

The course discusses the application of healthcare marketing principles to managed care environments. Also described are these principles applied to decision making in the healthcare system.
Prerequisite: MHAE 255A, 255B or permission of adviser.

PDMC 311 Fall, Spring 3 s.h.
Managed Care: Financial Principles

Study of financial principles in managed care environments. Risk, premium development, actuarial methodologies, sources of data for utilization and unit costing, financial incentive options and financial issues in contract negotiation are explored. Also covered are licensing issues in New York State and management information systems for managed care organizations. For students matriculated in the Professional Diploma in the Managed Care Program.
Prerequisite: MHAE 255A, 255B or equivalent, or permission of adviser.

PDMC 312 Fall, Spring 3 s.h.

Contracting and Negotiating the Managed Care Environment

The purpose of the course is to give the student a general understanding of managed care principles, and how to apply these principles in the managed care contractual environment. The complex relationships between hospitals, PPO's and HMO's are explored. For students matriculated in the Professional Diploma in the Managed Care Program.

Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.

PDMC 313 Fall, Spring 3 s.h.

Comparative Healthcare Policy

The course focuses on comparative healthcare policy at the national and international levels. Covered are recent national healthcare reform initiatives both proposed and implemented, H.C.F.A. and the administration of the Medicare program and foreign healthcare policies (e.g., Canada, United Kingdom, Germany, Netherlands) and their applicability to the United States healthcare system. Special attention is paid to adaptability of United States system to a single payor and/or that of managed competition and a managed care model. For students matriculated in the Professional Diploma in the Managed Care Program.

Prerequisite: MHAЕ 255, 255B or equivalent, or permission of adviser.

PDMC 314 Fall, Spring 3 s.h.

Case Studies in Managed Health Care

Using the case study method, this course focuses on current examples of managed care models in operation in the United States. Through case examples, the course explores the development, implementation and operations of managed care models, HMO's, PPO's, and integrated systems. Students are able to identify and evaluate the challenges and successes in various managed competition, cost, service population, provider population, institutional structure. Through the use of cases, students are provided with an opportunity to develop their analytic, problem solving and decision-making skills.

Prerequisite: permission of adviser.

PDMC 315 Fall, Spring 3 s.h.

Advanced Seminar in Managed Care

This course provides the "capstone" experience for students completing the Professional Diploma in Managed Care. The seminar offers students the opportunity to review and integrate the knowledge they have gained from the courses they have taken in the managed care sequence. Students are required to undertake research that produces a decision paper that addresses a current issue or problem in managed care.

Prerequisite: permission of adviser.

PDMC 316 Fall, Spring 3 s.h.

Managed Care Administrative Residency

This is a guided administrative residency in a managed care environment that focuses on providing the student with an experience in the planning, policy and decision making. The residency requires a student participation commitment of a minimum of 150 hours. The student and faculty supervisor contracts with an approved preceptor who is the on-site supervisor. The preceptor mentors the student on a regular basis and includes the student in meetings and other professional activities.

Prerequisite: permission of adviser.

PDMC 317 Fall, Spring 3 s.h.

Independent Study in Managed Care

Independent inquiry and report on advanced managed care topics. Open only to students matriculated in the Professional Diploma in Managed Care.

Prerequisite: permission of supervisor.

PDMC 380-389, A-Z 1-3 s.h. each

Workshops

Designed to meet the needs of specific groups of students interested in special topics not covered by the program curriculum. As individual subjects are selected, each is assigned a letter (A-Z) and a title. One or more workshops may only be selected to replace other program requirements under advisement of the program coordinator.

MARRIAGE AND FAMILY THERAPY (MFT)

Professor Atwood, Graduate Program Director, (516) 463-5756, cprjda@hofstra.edu

- Master of Arts in Marriage and Family Therapy
- Professional Diploma in Marriage and Family Therapy
- Advanced Certificate in Family Therapy
- Advanced Certificate in Divorce Mediation
- Advanced Certificate in Sex Counseling

Effective January 2005, Marriage and Family Therapists will be licensed in the State of New York.

SOEAHS

MASTER OF ARTS: MARRIAGE AND FAMILY THERAPY

The M.A. program in Marriage and Family Therapy provides the skills necessary to function as a marriage and family therapist. Marriage and family therapy is one of the fastest growing mental health fields and focuses on the emotional life of the family unit rather than the individual client. The program combines classroom instruction with intensive field experience and includes individual supervision in a field setting. The program has been designed in accordance with the guidelines of the professional organizations.

ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited institution.
2. GRE scores of 450 on the verbal and 900 on the combined verbal and quantitative tests.
3. Letters of recommendation.
4. Personal interview with the Program Director.

PREREQUISITE REQUIREMENTS

Students may satisfy any or all of the prerequisites listed below by having completed courses in these areas as part of their undergraduate program at an accredited institution or by completing them at Hofstra. Prerequisite courses do not carry graduate degree credit toward this program and may be satisfied with 100-level courses.

Prerequisites: one course from each of the following areas, 9 s.h.

- child psychology
- adolescent psychology
- personality theory

Additional courses, as needed, selected under advisement, from the following areas, 9 s.h.

- sociology
- anthropology
- psychology

PROGRAM OF STUDY (61 s.h.)

A. Personality, Behavior and Counseling: 18 s.h.

COUN	223	Theories and Principles of Counseling, 6 s.h.
	279	Human Sexuality and Counseling, 3 s.h.
MFT	204	Family Life Cycle Development, 3 s.h.
PSY	206	Theories of Personality, 3 s.h.
	216	Behavior and Personality-Normal and Abnormal, 3 s.h.

B. Family Development and Counseling: 22 s.h.

MFT	205	Historical and Sociocultural Aspects of Family Development and Theory, 3 s.h.
	238	Couple Therapy, 4 s.h.
	239	Families in Transition, 3 s.h.
	266	Family Therapy, 4 s.h.
	267, 268	Seminar: Diagnosis, Assessment, and Intervention in Marriage and Family Therapy, 4 s.h. each

C. Supervised Clinical Practice: 12 s.h.

MFT	269, 270	Practicum in Marriage and Family Therapy, 3 s.h. each
	298, 299	Individual Supervision in Marriage and Family Therapy, 3 s.h. each

D. Research Methodology: 3 s.h.

RES	258	Understanding Research Methodology, 3 s.h.
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E. Electives: 6 s.h.

Two 3-credit courses or 4 mini-courses (1.5 s.h. each) chosen under advisement.

GRADUATION REQUIREMENTS

The program may be completed on a part or full-time basis with courses offered during the Fall, Spring and Summer sessions. The program requires 61 credits of graduate study in addition to the prerequisites. The degree is awarded after successful completion of course work, with a GPA of 3.0 and a comprehensive examination.

PROFESSIONAL DIPLOMA: MARRIAGE AND FAMILY THERAPY

The Professional Diploma in Marriage and Family Therapy provides the student with a diploma beyond the master's level. This program is available to experienced practitioners who, at the time of application, are currently employed in therapy activities and wish to specialize further in Marriage and Family Therapy. This program is appropriate for social workers, psychologists, attorneys and practicing mental health professionals.

ADMISSION REQUIREMENTS

1. Master's degree in counseling or a related field.
2. Three current letters of recommendation from someone who has knowledge of your counseling skills.
3. A detailed resume of professional, clinical and related experiences.
4. A statement of professional goals and objectives (all to be typed).

Candidates for this diploma may transfer a maximum of 30 semester hours of courses on the graduate level taken at Hofstra or elsewhere if they satisfy the program requirements. All candidates are interviewed by the Program Director to assess depth of knowledge and practice skills.

PROGRAM OF STUDY (30 s.h. minimum)

The following program is a guide for those individuals who already hold a master's degree in counseling or a related area from Hofstra or another accredited institution and where 30 credits have already been accepted. For those individuals who need to make up additional course work, the remaining credits are to be taken in the area of counseling, psychology, sociology or a related social science area, under advisement.

A. Required Courses: 18 s.h.

MFT	205	Historical and Sociocultural Aspects of Family Development and Theory, 3 s.h.
	238	Couple Therapy, 4 s.h.
	239	Families in Transition, 3 s.h.
	266	Family Therapy, 4 s.h.
	268	Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Therapy, 4 s.h.

B. Supervised Clinical Practice: 6 s.h.

- MFT 269 or 270 Practicum in Marriage and Family Therapy, 3 s.h. each
- 298 or 299 Individual Supervision in Marriage and Family Therapy, 3 s.h. each

C. Electives, two 3 s.h. courses or four 1.5 s.h. mini-courses: 6 s.h.

GRADUATION REQUIREMENTS

1. Completion of all course requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

The program may be completed on a part or full-time basis with courses offered during the Fall, January, Spring and Summer sessions. The degree is awarded after successful completion of course work.

ADVANCED CERTIFICATE: FAMILY THERAPY

The Certificate in Family Therapy is designed for clergy, attorneys, educators, counselors, and school personnel who wish to understand children’s behavior in relation to family and other systems. Application for admission is made to the Graduate Admissions Office. An interview by the Program Director is required.

Required Courses (15 s.h.)

- MFT 266 Family Therapy, 4 s.h.
- 267, 268 Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Therapy, 4 s.h. each
- 269 Practicum in Marriage and Family Therapy, 3 s.h.

ADVANCED CERTIFICATE: DIVORCE MEDIATION

This Advanced Certificate in Divorce Mediation is designed for the practicing professional, marriage and family therapists, psychologists, social workers, mental health counselors and possibly attorneys who wish to better understand divorce mediation in New York State and who wish to specialize further in divorce mediation with couples. The Advanced Certificate consists of 19 credits.

ADMISSION REQUIREMENTS

1. A Master’s Degree in Marriage and Family Therapy, Psychology, Counseling, Sociology, Social Work, or Law from an accredited institution or students enrolled in a Master’s program working toward a degree. The Certificate in Divorce Mediation will be awarded when the student has fulfilled the degree requirements for the Master’s Degree and the Advanced Certificate.
2. Two letters of recommendation.
3. A detailed resume of professional, clinical and related experiences.
4. All candidates are interviewed by the Program Director to assess depth of knowledge and practice skills.

GRADUATION REQUIREMENTS

Students must satisfactorily complete all course work with a B or better in each course. Students are responsible for completing the student practicum hours in Divorce Mediation.

PROGRAM OF STUDY (19 s.h.)

Students must be computer and Internet literate.

- MFT 235 Conflict Resolution Theory and Practice: Couples in Divorce, 3 s.h.
- 238 Couple Therapy, 4 s.h.
- 239 Families in Transition, 3 s.h.

MFT	241	Family Law for Mental Health Professionals, 3 s.h.
	242	Divorce Mediation for Mental Health Professionals, 3 s.h.
	297	Supervised Internship in Divorce Mediation, 3 s.h.

ADVANCED CERTIFICATE: SEX COUNSELING

The certificate in sex counseling is intended for counselors, psychologists, social workers and other mental health professionals who wish to broaden their knowledge base into the area of sex counseling. Students are required to complete 19 credits of classroom instruction which include 3 credits of supervised internship. The 19 semester-hour program is described below. May be completed on a part or full-time basis.

ADMISSION REQUIREMENTS

1. Master's degree in counseling or allied field.
2. Two letters of recommendation.
3. Personal interview with the Program Director.
4. A detailed resume of professional, clinical and related experiences.
5. A statement of professional goals and objectives (all to be typed).

PREREQUISITE REQUIREMENTS

In addition to an evaluation of the student's general background in psychology, each student must have completed the following prerequisites or their equivalent.

Note: Though undergraduate courses may be used to fulfill a prerequisite requirement, no graduate credit will be given for these courses toward this program.

COUN	223	Theories and Principles of Counseling, 6 s.h. or equivalent
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Two of the following courses, or their equivalent:

IS	241	Values in Sexuality (New College course), 3 s.h.
PSY	85	Psychological Aspects of Human Sexual Behavior, 3 s.h.
	88	Theories and Practice of Interviewing, 3 s.h.
SOC	160	Sociology of Gender, 3 s.h.
	171	Intimate Human Behavior, 3 s.h.

PROGRAM OF STUDY (19 s.h.)

A. Required Courses: 16 s.h.

COUN	279	Human Sexuality and Counseling, 3 s.h.
	294	Internship: Counseling, 3 s.h.
MHAE	290	Sexual Health, 3 s.h.
MFT	238	Couple Therapy, 4 s.h.
PSY	285	Sexual Behavior and The Treatment of Sexual Disorders, 3 s.h.

B. Elective, chosen under advisement: 3 s.h.

GRADUATION REQUIREMENTS

1. Completion of all program requirements.
2. A minimum grade point average of 3.0 in overall graduate course work.

(MFT) COURSES

MFT 204 Periodically 3 s.h.
Family Life Cycle Development
 Eight stages of family-life cycle are examined at three different levels of analysis: individual, systemic, and relational ethical. Major psychological tasks of each stage are presented with an examination of the potential problems. Family dysfunctions at each stage are considered from a systemic point of view as compared to other, more individually-oriented theories such as behaviorism, psychodynamic and developmental theories. (Formerly MFC.)

MFT 205 Fall 3 s.h.
Historical and Sociocultural Aspects of Family Development and Theory
 Study of the institution of family and marriage from the 18th century to the present with emphasis on the effect of differing social and economic conditions on the written and implied marital contract, and their relation to current theories of marriage and family therapy. (Formerly MFC.)

MFT 206 Fall 3 s.h.
The Social Construction of the DSM (Diagnostic and Statistical Manual): A Course for Family Therapists and Other Mental Health Professionals
 This course is designed for marriage and family therapists and mental health professionals who work in an agency setting or in private practice. The focus is on the historical development and the social construction of the diagnostic and statistical categories used in traditional psychotherapy. There is also a presentation on how family systems theory arose in direct opposition to the DSM categories and a comparison of the two models. Topics covered include: an exploration of the problematic foundations of diagnosis, the politics of diagnosis, the diagnostic and statistical manual as it is utilized in agencies and by insurance companies, the specific codes used, and how marriage and family therapists could best utilize these codes in order to function most effectively in these milieus.

MFT 207 Fall 1.5 s.h.
Parent Education for Educators
 This course examines the more relevant socio-historical changes in parenting roles. It explores different parenting styles in terms of providing children with maximum growth potential, taking into account cultural and gender similarities and differences. A main focus of this course is to assist educators and school personnel with the information, tools, and skills necessary to design a parent education program. A life-cycle perspective is the backdrop of the presentations.

MFT 232 Once a year 1.5 s.h.
Family Therapy With Children of Divorce
 Teaches therapists how to counsel parents about various problems their children may have during separation and divorce. Focus on how to counsel children who are going through the divorcing process. Discussion of the various denial processes a child may use, feelings of abandonment a child may experience when his/her parents are separating or divorcing and the therapeutic techniques associated with each. (Formerly MFC, *Family Counseling With Children of Divorce*.)

MFT 233 Once a year 3 s.h.
Therapy With Families in Crisis: A Clinical Approach
 Explores various symptoms of families in crisis who are seen in a clinical setting. Major theoretical approaches are examined, along with intervention strategies for helping these families. Some family crises explored are suicide, child or spouse abuse, rape, natural and accidental disaster, illness, relationship dissolution and death. (Formerly MFC, *Counseling Families in Crisis: a Clinical Approach*.)

MFT 233A Once a year 1.5 s.h.
Therapy With Families in Crisis: A Non-Clinical Approach
 Provides non-Marriage and Family Therapy majors with information on crisis counseling in various situations such as suicide, child or spouse abuse, rape, natural or unnatural disasters, illness, relationship dissolution, domestic violence, and death. The course educates the student about recognizing the symptomology of each situation; provides information on initial steps to be taken and gives them guidelines for appropriate referral sources. Credit given for this course or MFT 233, not both. (Formerly MFC, *Counseling Families in Crisis: A Non-Clinical Approach*.)

MFT 234 Once a year 3 s.h.
Brief Family Therapy
 Focus is on the potency and efficacy of brief family therapy as a therapeutic model which promotes change in families who have become stabilized around the maintenance of a symptom or a problem in one or more of its members. (Formerly MFC, *Brief Family Counseling*.)

MFT 235 Fall 3 s.h.
Conflict Resolution Theory and Practice: Couples in Divorce
 This course is designed for marriage and family therapists, psychologists, social workers, mental health counselors and possibly attorneys who wish to better understand conflict and conflict resolution in divorcing couples. The course will first examine healthy functioning and then explore what constitutes conflict and what constitutes resolution. It also discusses how conflicts can be resolved and theories of conflict resolution. Overlaps with game theory and negotiation theory will also be discussed.

- MFT 236** Spring 3 s.h.
Family Therapy and Ethnicity
 Ethnicity relates family process to the broader context in which it evolves. Coming to terms with ethnicity for therapists is necessary in order to gain a perspective on the relativity of our belief systems. Cultural groups vary in the emphasis they place on different transitions. Different groups vary as to what behaviors they see as problematic as well as solutions to problems. Describes the difference between various groups with regard to problems typically presented in therapy. Specific interventions are discussed with the primary goal being to help therapists understand people's behavior in an ethnic context. (Formerly *MFC, Family Counseling and Ethnicity*.)
- MFT 238** Fall 4 s.h.
Couple Therapy
 Comprehensive and thorough couple therapy workshop. Through the use of role playing, videotape, lectures and demonstrations, students are exposed to relevant theories of couple therapy. Focus is on interviewing assessment of interactional dynamics and intervention. Topics covered are: creation of positive expectancies and exchanges, cognitive restructuring, contingency contracting and marriage enrichment. Treatment strategies are examined for a variety of problem areas such as sexual dysfunctions, child-rearing problems, partner abuse (emotional and physical), jealousy and conflicts regarding affiliation and independence.
Prerequisite: COUN 223 or permission of the program director. (Formerly MFC, Couple Counseling.)
- MFT 239** Spring, Summer 3 s.h.
Families in Transition
 Separating, divorcing and families suffering a loss through death of a member are the focus of this course. Relevant theories of separation and divorce are considered, along with incidences and sociocultural information. Emotional responses, identity change, responses of children and family structural changes are discussed, along with the appropriate treatment approaches. Also considered are familial grief responses and short-term crisis intervention with families. (Formerly *MFC*.)
- MFT 240** Once a year 3 s.h.
Family Therapy and Chemical Dependency
 This course provides an overview of chemical dependency and its systemic effect upon family roles and functions. It provides a biopsychosocial model of understanding of addiction in adolescence and adulthood and its concomitant family codependency issues. Students learn about planned intervention, relapse prevention, 12-step recovery, and alternative clinical management strategies of short/long-term systemic family treatment goals.
- MFT 241** Spring 3 s.h.
Family Law for Mental Health Professionals
 This course is designed for marriage and family therapists, psychologists, social workers, mental health counselors and attorneys. Topics covered include: all aspects of divorce, the grounds, custody, visitation, maintenance/alimony, child support, equitable distribution, separation and separation agreement, the legal processes of divorce including litigation, mediation and arbitration, client relationships, and other topics such as incest, abuse, neglect, elder law, children's issues such as PINS, juvenile delinquency, and adoption law. The presentation of the course is geared toward the issues that clinical practitioners encounter in therapeutic settings. Video and case history materials are utilized.
- MFT 242** Fall 3 s.h.
Divorce Mediation for Mental Health Professionals
 This course is designed for marriage and family therapists, psychologists, social workers, mental health counselors and possibly attorneys who wish to better understand divorce mediation in New York State. Topics covered include: a short history of divorce mediation in the United States, the similarities and differences between adversarial law practices and mediators, the procedural aspects of conducting a divorce mediation, along with widely used practice procedures. The presentation of the course is geared toward the issues that clinical practitioners encounter in therapeutic settings. Video and case history materials are utilized.
- MFT 243** Fall 3 s.h.
Historical Approaches, Family Perspectives and Current Theories of Alcohol and Drug Abuse
 This course is designed to expose students to the current scope of alcohol and other drug problems, to provide a historical perspective on substance abuse problems and to discuss policy, funding and trends in the United States from a family systems perspective. Socio-economic and socio-cultural theories of substance abuse and addiction will be explored with regard to special populations and communities.
- MFT 244** Fall 3 s.h.
Biopsychosocial Influences and Psychopharmacology of Addictive Behavior
 This course provides a basic understanding of the impact of addiction on the body from the behavioral, psychological and physical perspective. Neurotransmitters and their role in detoxification, relapse and remission will be addressed. State of the art psychopharmacological interventions will be highlighted. This transdisciplinary foundation underlies the work of all addiction counselors and professionals.
- MFT 245** January 3 s.h.
Evaluation, Assessment and Intervention With the Chemically Dependent and Their Families
 Psycho-social evaluation, diagnosis (DSM-IV) and assessment of the signs and symptoms of acute and chronic stages of alcohol and drug use, abuse and multiple addiction. Special emphasis on the effects of substance abuse on the family (co-dependency) and the work place. Alternative models of intervention such as Johnson Institute techniques, EAP programs and self-help concepts are thoroughly explored. Treatment modalities will be examined. Use of videotapes, role play and experiential exercises enhance in-class discussion and reading assignments.

MFT 246 Spring 3 s.h.
Treatment Planning and Addiction Counseling of the Chemically Dependent and Their Families in Recovery
The study and practice of addiction counseling techniques for individual, group and family treatment will be explored. Stages of recovery and the impact of the defense structure of the patient (denial, projection, rationalization) at each juncture will be reviewed as well as the implications for relapse and relapse prevention. Advanced issues in family recovery, marriage therapy and ACOA treatment will be identified. A variety of teaching tools including role play, family sculpture and videos will be incorporated to enhance in-class discussions and reading assignments

MFT 251, 252 Fall, Spring, Summer 2-3 s.h. each
Readings
Directed readings on topics of interest to the student.
Prerequisite: permission of instructor.

MFT 260 Spring 3 s.h.
Sexual Issues in Marriage and Family Therapy
This course is separated into three sections in the field of sexuality issues in marital and family therapy. 1) Describes the history of sex research and sex therapy, developing a historical context for the contemporary field of sex therapy, along with a consideration of the methodological problems inherent in this type of research. 2) It defines the common sexual issues and sexual dysfunctions seen by marriage and family therapists. In so doing, it presents a thorough, detailed investigation of the basic traditional therapeutic models for the treatment of such problems. 3) And most importantly, the course explores the systemic basis of sexual issues placing them in a relational, interpersonal context, and describes systemic assessment, diagnosis, and treatment. In so doing, the possibility of combining of the fields of sexual and marital therapy is examined.
Prerequisites: MFT 266 and either an undergraduate course in Human Sexuality or COUN 279 and permission of the adviser.

MFT 266 Fall, Summer 4 s.h.
Family Therapy
Course includes an intense examination of theories, rationale, assumptions, goals and interventive strategies used in family treatment. Students are introduced to concepts and techniques of the family approach to therapy through family role playing, videotapes, readings and demonstrations.
Prerequisite: COUN 223 or permission. (Formerly MFC, Family Counseling.)

MFT 267, 268 Fall 4 s.h. each
Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Therapy
Intense and thorough examination of diagnosis, assessment and treatment strategies from each of the major schools of family therapy. Demonstration of various assessment techniques such as the genogram, eco-map and sculpting. Various types of dysfunctional family systems are presented and analyzed. Treatment strategies are explored. Therapeutic-alliance patterns, destructive interactions and distracting subgroups are examined.
Prerequisites: MFT 238, 266 or permission. (Formerly MFC, Seminar: Diagnosis, Assessment and Intervention in Marriage and Family Counseling.)

MFT 269, 270 Fall, Spring 3 s.h. each
Practicum in Marriage and Family Therapy
Practice in marriage and family therapy. Classroom presentation of case material. Through student involvement in role playing, videotapes and demonstrations of frequently observed marriage and family problems, clinical techniques, strategies and interventions used to deal with specific problems are presented and explored.
Prerequisites: MFT 267, 268 or permission. (Formerly MFC, Practicum in Marriage and Family Counseling.)

MFT 280-289, A-Z Periodically 1-4 s.h. each
Workshops
Designed to meet the needs of specific groups of students or educators. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly MFC.)

MFT 297 Fall, Spring 3 s.h.
Supervised Internship in Divorce Mediation
This course is designed to provide the student with practical experience working with couples in divorce mediation. It is the practical component of the Advanced Certificate in Divorce Mediation and consists of 150 supervised hours across the semester. The practice will take place in a community, legal, or social service agency. An agency staff member approved by the university provides fieldwork supervision. A university faculty member also supervises the student on a regular basis. The student's interest and academic readiness determines placement.

MFT 298, 299 Fall, Spring 3 s.h. each
Individual Supervision in Marriage and Family Therapy
Practice in marriage and family therapy in a social agency. Fieldwork supervision is provided by an agency staff member approved by the University. The student is supervised on a weekly basis by a faculty member. Assignment is determined by the student's interest and readiness. A minimum of 300 hours is required.
Prerequisites: MFT 267, 268. (Formerly MFC, Individual Supervision in Marriage and Family Counseling.)

MFT 311 Periodically 1.5 s.h.
Family Therapy With the Single-Parent Family System
Study of the phenomena of the single, custodial-parent family system, how it has evolved, how this family differs in function and structure from the traditional two-parent family. The unique qualities and problems of the single-parent family are examined in relation to family roles, alliances, interactional patterns and therapeutic interventions. (Formerly MFC, Family Counseling with the Single-Parent Family System.)

MFT 312 Periodically 3 s.h.
Family Therapy With Psychosomatic Families
Course presents the treatment of psychosomatic families as done in the Structural, Strategic and the Milan Systemic Schools. Similarities and differences in the approaches are examined, along with an examination of attempts to do verifiable research.
Prerequisite: MFT 266 or permission of instructor. (Formerly MFC.)