Medical, historical and economic themes provide the focus for regional applications. Basic map skills and location identification serve as a foundation for atlas and general thematic map usage. Offered each summer.

113 Human Geography (3)

Provides a synthesis of physical and cultural geographic concepts by developing an understanding of the relationship of the physical world to the cultural through three units: The Physical World, Cultural and Physical Interaction, and Applied Cultural and Physical Processes. Use of maps and other geographic representations, the study of physical processes, the characteristics and distribution of ecosystems, the relationship between human activity and the physical environment, the examination of cultural patterns and networks, and the impact of political forces on physical resources are explored. Offered each spring.

485 Earth and Environmental Science for Secondary School Teachers (1-4)

Identical to EES 485.

Health and Human Services

Dr. Benjamin D. Dobrin, MSW,
Program Coordinator
Ms. Sharon L. Payne, LCSW, CSAC

The health and human services program prepares students to work with people in a broad spectrum of public and private agency and employment settings. Students are prepared with the competence to develop, administer, and deliver services to strengthen and empower individuals, families, communities, and groups. Areas of interest may include aging, child welfare, domestic violence, family service, health and mental health, hospice, mental retardation, substance abuse, probation and parole, health maintenance or disease prevention.

The capstone of the major is a semester long, 36-hour week, highly structured internship coupled with an on-campus seminar. The internship affords the student the opportunity to integrate the liberal arts experience and theories of helping with work in local health and human service organizations. Student's progression to the internship is ultimately determined by the departmental faculty.

The major is flexible and interdisciplinary, allowing students to explore their own areas of interest. Students may seek employment in the field after their undergraduate experience or choose graduate school in fields such as social work, public health, public or business administration, law or divinity.

Major Components

The major is constituted by four interrelated components:
1. General Studies courses to develop consciousness, sensitivity, and competencies appropriate for all liberally educated and emotionally prepared persons;
2. HHS core courses give all students majoring in health and human services a common base of knowledge, experience and skill which is appropriate for professionals in the broad field of endeavor;
3. Support courses which provide the student with specialization in subject matter required for the internship experience. Each student takes at least seven upper-level courses to meet this requirement; and
4. The HHS internship and academic seminar which is the culminating experience for those majoring in health and human services. The internship and academic seminar, which are taken concurrently, help integrate various liberal arts perspectives within a health and human services context. These experiences require considerable preparation and each potential intern must have developed key skills in communication and in dealing with individuals and groups, as well as a clear understanding regarding the requirements of the specific internship. Student's progression to the internship is ultimately determined by the departmental faculty.

Specific major requirements include:
1. With the HHS adviser you work out a plan of liberal arts courses which develop consciousness, sensitivity, knowledge, and competencies appropriate for liberally educated and emotionally prepared persons. Consequently, all three divisions of the college are drawn upon for these courses.
2. Accumulate at least 21 semester hours of upper-level course work in that area for the internship experience. Students cannot take more than 15 semester hours in any one discipline to meet this requirement.
3. You are required to complete at least 45 semester hours of upper-division courses, with 60 semester hours being recommended.
4. Grade point average of 2.5 or better to qualify for the internship.
5. Successful completion of core and support courses (2.0 or better in each course) prior to the internship.
338 Adult Development: 
A Biopsychosocial Approach (3)

Human growth and development, young adulthood through aged death, is designed to meet the particular needs of students in the health and human services. Focuses on the normal developing life process with attention to individual adjustments. Though related to the normal developmental processes and subsequent adjustments, the course examines how the normal process may cause behavior patterns which may be interpreted as pathological to the untrained observer. Students become aware of abnormal responses to normal developmental processes as the individual proceeds through the normal changes associated with growth and development. Since it is extremely important for students to understand the interrelationship of physical, mental, and emotional development and the impact of one’s culture, each developmental stage is examined from this perspective and considers the unique tasks and stresses of the different stages of life. Prerequisite: junior/senior status or consent. Offered each spring.

343 Public Administration (3) (S)

Identical to POLS 343.

401 Direct Service Interventions (3) W

Overview of the direct methods used in health and human services: case work and group work. Introduction to the theory and practice of such methods as essential to the helping professions. There is a required experiential learning component. Students work in a direct service agency as a service provider for a minimum of 3 hours per week for the semester. Prerequisites: senior status and consent. Offered each fall.

472 Health & Human Services Internship (12)

Serves as the capstone experience for the academic preparation. Students are placed in an agency, organization, company, or legislative setting which affords an opportunity for them to assume a preprofessional role where they can build skills and expand their expertise. For psychology majors, students must complete the core and the major requirements for the specific major. Prerequisites: HHS 201, 302, 338, and 401; PSY 337; POL 343; 21 semester hours of upper-level courses to support the emphasis with a minimum of 2.00 in each course; minimum grade point average 2.5; minimum of 45-60 semester hours of 300- and 400-level courses and approval of the internship committee, senior status. Corequisite: HHS 475. Offered each spring.

HEALTH AND HUMAN SERVICES (HHS)

CORE COURSES

201 Introduction to Health & Human Services (4)

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems, and broad scope of health and human services. Offers exposure to various agencies and agency policies. Prerequisite: sophomore/junior/senior status. Offered each fall.

302 Planning, Administration & Legislation (3)

Builds skills in community organization, administrative and legislative process as intervention techniques. Each student is expected to design, develop and present a project using the method taught. Prerequisite: junior/senior status or consent. Offered each spring.

337 Advanced Developmental Psychology (3)

Identical to PSY 337.
307 Death, Dying, Loss, & Grief (3) (V) W

Focuses on contemporary and historical societal influences, cultural practices and spiritual beliefs in conceptualizing the experience of death. Students examine religious rituals related to the preparation of the body, the burial and the mourning process and examine the ethics surrounding end-of-life decisions and how death is determined from a medical and legal perspective. Current legal issues and instruments such as advance directives, wills and powers of attorney are discussed. Also addressed are current ethical controversies around life sustaining measures, physical assisted death and organ transplantation. The impact of loss throughout the life cycle is addressed, as a result of normal developmental transitions. Those losses are contrasted with loss as a result of suicide, violence and disaster. In addition we explore the needs of those identified as disenfranchised grievers such as partners of AIDS patients, families of suicide victims, women who have miscarried and young widows/widowers. Prerequisite: junior/senior status or consent. Offered fall of odd-numbered years.

308 Gerontological Services (3)
(Winter Session)

Offers the student an overview of the history and current practice of gerontological services in the United States. During the 20th century, life expectancy increased almost 30 years in this country. An entire field of response has been created to help the elderly population with their needs and concerns. This course is a survey of the core components of gerontological services—financial, social, in-home, institutional and medical. Service delivery gaps and trends for the future are explored. Prerequisite: junior status. Offered in selected Winter Sessions.

309 Grief—Childhood & Adolescence (3)

Designed to teach students the theories which explain the different ways children react to loss and grief. The materials studied give the students a knowledge base upon which to build appropriate intervention skills to assist children living with loss and grief. Special attention is given to age, cultural, racial, religious and gender differences. The focus is on children experiencing the loss of a significant person in their lives. Some emphasis is on children suffering from life-threatening illness and their own potential death. Prerequisite: junior/senior status or consent. Three semester hours of psychology, sociology, or health and human services. Offered fall of even-numbered years.

312 Chronic Diseases (3)

An in-depth review of current health concerns and chronic diseases. The course surveys specific conditions, policy related to these conditions, and prevention techniques. Public health prevention as well as the medical community’s curative response are also examined. The public health model is promoted throughout the course. Prerequisite: sophomore status. Offered spring of even-numbered years.

318 Aging in the Media (3)
(Winter Session)

Explores aging through the context of popular media. The study begins with an overview of the major psycho-social theories on aging and explores how aging and older people are portrayed in a myriad of media. Students focus on film and view television programs, comics, and children’s literature. This is a fun and innovative way to study the etic construct of aging through the Western (American and British) emic lens. Prerequisite: sophomore status or higher. Offered in selected Winter Sessions.
320 Overview of Health Care Administration (3)

Presents cutting-edge thinking on the management of health care organizations. Practical and conceptual skills are taught to help students focus on more efficient health care delivery in a multitude of settings. This course prepares students for entry-level health care management positions or for graduate education in health care administration (MHA, MPA, MBA, MPH, MSW). Prerequisite: junior status. Offered fall of even-numbered years.

321 Medical Group Management (3)

A comprehensive guide to the administration of an ambulatory care facility, for both the new manager and the experienced administrator. Prerequisite: PSY 201 or MBE 301 or consent.

335 Contemporary Issues (3)

Provides an opportunity for students to critically examine a variety of issues which are of concern to providers of services as well as consumers of services. The topics of concern may, by necessity, change from year to year. The course is useful to students majoring in disciplines from all three divisions. Students are expected to do independent work to supplement lectures and readings. Prerequisite: junior/senior status. Offered spring of odd-numbered years.

336 Human Growth and Development: Life Course Approach (3)

Designed to meet the needs of students who want to develop a strong foundation in human growth and development. Different biological, social, and psychological theories of growth and development are examined and offer the student a multi-disciplinary perspective. Students learn primarily about normal development—from conception to aged death. While normal development is stressed, certain pathological processes are examined as well. Note: Students who have taken a previous developmental course, or will as part of their intended major, may not take this class for additional credit. Prerequisites: junior status or consent. Offered each spring.

380 Aging in America (3)

Provides an overview of current theories of aging. Attention is given to myths, healthy aging, positive strategies used to deal with the aging process, and the interrelationships between characteristics and needs of aging and aged people in America. "Aged" is defined as 65-120. Prerequisite: junior/senior status or consent, PSY 201 or SOC 100. Offered fall of odd-numbered years.

383 Emergency Management (3)

Focuses on planning for and responding to both routine events such as fires, drowning and accidents, and extraordinary major events, such as hurricanes or terrorist attacks. We discuss planning for and responding to specific events. We also look at strengths and weaknesses of these plans and responses. Prerequisite: sophomore/junior/senior status. Offered on demand.

384 Drugs of Abuse (3)

An introduction to the complex issues surrounding both licit and illicit drugs. The most widely used/abused drugs are studied in some depth to include an overview of their pharmacology and the neurophysiology of the brain. The major classifications of drugs of abuse, their addictive potential and the continuum of use, misuse, abuse and addiction are addressed. The short and long term consequences of drug use are studied in addition to the dangers of drug interactions. Prerequisite: PSY 201 or 266 or consent. Offered most falls.

385 Substance Abuse & Chemical Dependency (3)

Examines the effects drugs of abuse have in our society. The course specifically looks at defining the problem and its effects on the abusing person, family, economy, legal system, health care, and the issues and impact of treatment and 12-step support groups. Offered most springs.

386 Peer Educator Training (3)

Provides preparation for students to become part of the college’s Peer Educator Program. Following a training model developed by The BACCHUS Network, students develop basic skills needed to impact critical campus issues such as sexual assault and binge drinking. Students learn ways to assist other students in need and how to develop and conduct prevention programming. After successfully completing the program, students receive a nationally recognized certification from The BACCHUS Network, indicating their readiness to act as a campus resource. Pass/fail grading. $15 fee. Offered as needed.

390 Substance Abuse Counseling (3)

Provides the individual preparing for a career in working with individuals, families and groups with a portion of the academic background necessary for not only working with these populations around substance abuse issues but also for becoming certified as a substance abuse counselor. Prerequisite: HHS 384, 385. Offered as needed.
close ties between history and many other academic disciplines. The study of history is aimed at students who are motivated by diverse goals. It offers excellent preparation for careers in law, civil service, journalism, business, foreign service, museum work, and archives. It also prepares students well to pursue graduate study, including law school.

The history department offers two majors: History and Social Studies. The history major provides the opportunity to study a variety of historical topics. Students have considerable choice of courses, and professors encourage majors to take full advantage of the diversity of courses that the department offers. Additionally, the history major provides students with high-level analytical skills that emphasize historical inquiry. Students should note, for example, that the department offers courses that introduce a wide range of methodologies, including oral history, intellectual history, social history, cultural history, and gender history. The major requirements, although minimal, are designed to ensure that all students gain some knowledge of both U.S. and non-U.S. history beyond the introductory level. They also ensure that every student majoring in history has the opportunity to confront a diversity of historical interpretations and acquires practice in designing and executing historical research.

The social studies major is designed for students who plan to become secondary history/social studies educators. This major meets all of the competencies required by the Commonwealth of Virginia for secondary education certification in social studies. In addition to history, areas of study include government, civics, international studies, economics, and geography. This major also emphasizes the nature of historical interpretation and provides the opportunity to pursue independent historical research. In addition to completing the departmental requirements, social studies majors who seek certification in secondary education must complete all secondary professional teacher training courses stipulated in the education section of the current catalog.

Major Requirements: History

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<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>SEM. HRS.</th>
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<tbody>
<tr>
<td>At least 9 semester hours must be in U.S. history, 9 in European history, and 3 in non-Western history (Asia, Africa, Latin America).</td>
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<tr>
<td>Any 5 history courses at the 100/200 level</td>
<td>15</td>
</tr>
<tr>
<td>Any 6 history courses at the 300/400 level</td>
<td>18</td>
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See continuation of choices next page