Graduate Courses Organized by Possible Specialization Areas

The attached list includes examples of courses that students and faculty advisors may select from when developing a doctoral plan of study. Some important caveats:

- The list may not include a complete list of courses in each area. Likewise, some courses on the list may not be appropriate. The list is simply an attempt to help you explore courses that may be relevant to the plan of study.

- All courses may not be offered every semester or every year. To check the course offerings for the upcoming semester, go to: http://www.registrar.usf.edu/ssearch/staff/staff.php and select the upcoming term(s). We have added typical historical course offerings but these may not be predictive of future-semester offerings. If typical semesters are not listed, it means that the course has not been offered for the past several years or that the course is new.

- To conduct a search of all USF courses, you may use the course inventory webpage at: http://www.ugs.usf.edu/course-inventory/ Select graduate in the course level menu and then enter the topic in title. For example, to search for courses dealing with "violence," enter the word violence in the title box and relevant courses will appear. Be sure to limit your search to graduate (5000 level courses and above).

- Some courses may have pre-requisites. Check the course inventory webpage to identify course prereqs. http://www.ugs.usf.edu/course-inventory/

- Students may need a permit to register for courses in other departments or colleges. Please contact Dr. Goldstein or Dr. Batsche so they can request permission for the student to enroll.

- If a desired course is not offered in the needed timeframe or if the time conflicts with another course, please search for an alternative course that will fit the student's schedule.

- You may want to request a syllabus for a course to determine if it duplicates material already covered in another course and/or to verify if the course content is relevant to the student's interests and needs.

- Students may transfer credit from regionally accredited institutions. Only graduate level (5000-7999) structured coursework with a grade of B (3.00) or better may transfer. Courses with Pass/Fail grades are not eligible to transfer. Courses may not be older than 10 years. Students may transfer in up to 50% of the degree requirements (see detailed rules at http://www.grad.usf.edu/policies_Sect7_full.php#transfer) including courses from external institutions and internal transfer of credit.

- As you identify courses that should not be on the list, are no longer offered, are duplicative, or are not available for permitting, please let Dr. Batsche know so the list can be updated.

Behavioral Health--General

DEP 6058: Developmental Psychology (3 hours) **has not been offered for at least 3 years as of July, 2017**
Basic survey of research and theory in human developmental processes
http://ugs.usf.edu/course-inventory/?output=detail&subj=DEP&num=6058

MHS 5480: Human Growth & Development (3 hours): FALL, SPRING and SUMMER
Human development theory as applied in psychotherapy and case management rehabilitation, mental health, and addiction settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=5480

CLP 6166: Psychopathology (3 hours): FALL
Exploration of current approaches to the understanding of pathological behavior and implications for theories of personality. A survey of treatment methods is included.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CLP&num=6166

SOW 6124: Psychopathology (3 hours): FALL, SPRING and SUMMER
This third course in the behavior sequence focuses on mental and emotional disorders. Content includes broad classifications of mental and behavioral disorders and their biopsychological disorders and implications of social work practice in dealing with these disorders. (permission needed)
http://ugs.usf.edu/course-inventory/?output=detail&subj=SOW&num=6124

MHS 6900 (PHC 6542): Epidemiology of Mental Disorders (3 hours): FALL
Students in this course will study relevant factors that determine the frequency and distribution of mental disorders in human populations. Mental health intervention strategies also will be explored.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6900
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6542

PHC 6543: Foundations in Behavioral Health Systems (3 hours): SPRING
This course is designed to provide the graduate student with an overview and understanding of the significant issues and trends in community & family mental health delivery systems in America. Four major areas of mental health will be emphasized: 1) history and legislation; 2) systems delivery; 3) programs and policies; 4) and selected at-risk populations.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6543

RCS 5450: Fundamentals of Substance Abuse (3 hours): FALL, SPRING and SUMMER
An overview of alcohol and other drug abuse. Explores the extent and rate of abuse in the United States, causes, biology, psychosocial aspects, legal aspects, and treatment.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RCS&num=5450

MHS 6900: Substance Abuse, Crime, and the Justice System (3 hours): FALL and SPRING
This seminar considers problems of substance abuse and its consequences for crime, health, and the justice system. Specific topics include the social consequences of substance abuse, drugs and violence, treatment alternatives to incarceration (e.g., drug courts), treatment of substance abuse and co-occurring mental/other health disorders, prevention programs for juvenile offenders, drug legalization and decriminalization, and recent state and national drug policy initiatives.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6900

MHS 6900: Co-Morbidity and Physical Disorders (3 hours): FALL and SPRING
This course examines the co-morbidity of mental and physical disorders, taking a lifespan epidemiological approach. Emphasis is placed upon theories and empirical research elucidating co-morbidities, risk factors, and mechanisms.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6900

RCS 5080: Medical Aspects of Disability (3 hours; Prerequisite): FALL, SPRING and SUMMER
A survey of medical conditions and disabilities encountered by rehabilitation and mental health counselors. Examines the relationship of client handicaps, physical and mental, to rehabilitation and mental health programming.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RCS&num=5080

SYO 7435: Sociology of Disability in Urban Society (3 hours): FALL and SPRING
This course critically evaluates current controversies over the utility of a variety of theoretical perspectives and research methods in understanding the lived experience of disability in 21st century urban society.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SYO&num=7435

PHA 6598: Current Perspectives in Mental Health (3 hours; Prerequisites)
The purpose of this clinical elective in Pharmacy is to introduce the student to the mental health system, emphasizing the role of a pharmacist in the treatment of individuals with mental illnesses. Students will gain further knowledge of psychiatric pharmacotherapy, beyond knowledge acquired in previous pharmacotherapeutics courses
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHA&num=6598

PHC 6401: Homelessness: Implications for Behavioral Health (3 hours): SUMMER
A study of the structural, personal, treatment, and sociopolitical issues related to homelessness. Quantitative and qualitative data are reviewed to examine the experience of homelessness, pathways into homelessness including mental health, substance abuse, and violence/trauma.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6401

PHC 6505: Program Planning in Community Health (3 hours; Prerequisite): FALL SUMMER
This course is designed to prepare students to analyze the planning and development process for community health programs.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6505

CLP 6318: Prevention Science and Health Psychology (3 hours; Prerequisite): SPRING
The objective of this course is to provide the student a comprehensive understanding of the dynamics of drug use in American society.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CLP&num=6318

PHC 6410: Social and Behavioral Sciences Applied to Health (3 hours): FALL SPRING SUMMER
A review of the conceptual, empirical, and theoretical contributions of the Social and Behavioral Sciences as they contribute to an understanding of health and illness.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6410

MHS 7740: Mental Health Planning, Evaluation, and Accountability (3 hours): SPRING
Provides a comprehensive overview of planning, evaluation and accountability methods within a systems context. Emphasis is placed on a broad range of quantitative and qualitative methods.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=7740

HSC 6552: Community-Based Prevention in Behavioral Health (3 hours): FALL
This web-based course is a graduate course in Behavioral Health within the Department of Community and Family Health. It is designed to provide the graduate student with an overview and understanding of the significant issues and trends in community & family behavioral health with an emphasis on behavioral health promotion and disease prevention. Major areas are: 1) overview of promotion and prevention in the United States; 2) systems delivery; 3) programs and Policies; 4) and selected at-risk populations
http://ugs.usf.edu/course-inventory/?output=detail&subj=HSC&num=6552

MHS 6645: Mental Health Informatics (3 hours): SUMMER
This course examines how information technologies and knowledge management affect access to mental health and impact policy. Current applications include the management of mental health databases and the development of behavioral telehealth programs.

Behavioral Health: Child and Adolescent

SPS 6101: Child and Adolescent Behavior Disorders (3 hours): SUMMER
Theoretical and empirical identification and understanding of children and adolescents with behavior disorders. Treatment issues as they relate to school psychological services.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPS&num=6101

MHS 6068: Community-Based Behavior Health Interventions for Culturally Diverse Youth (3 hours): SUMMER
This course focuses on behavioral health issues and interventions for culturally diverse youth. Topics include youth and family strengths and needs, research and intervention approaches, and relevant policies at global, national, and local levels.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6068

MHS 6069: Child & Adolescent Behavioral Health (3 hours): FALL
Provides an introduction to a variety of topics relevant to child and adolescent behavioral health, including its history, settings for service provision, and various factors that shape best practice approaches to meet the needs of youth and families.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6069

MHS 6073: Child and Adolescent Psychopathology and Resilience (3 hours)
Students will gain basic knowledge about psychological disorders necessary to assess/treat/serve children, adolescents, and their families. Factors that promote resilience and build competencies will be explored.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6073

PHC 6544: Children's Mental Health Services (3 hours): FALL
The content of this course is designed to prepare professionals to work in partnership with families and other professionals and participate in interdisciplinary teams in a variety of settings to meet the needs of children with mental health problems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6544

MHS 6072: Epidemiology and Prevention in Children's Mental Health (3 hours)
Provides introduction to epidemiological research methods in children's mental health; prepares professionals to critically evaluate research literature and to design studies to better affect children's mental health.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6072

MHS 6095: Family Centered Interdisciplinary Practices (3 hours): SPRING
Provides an overview of a SOC approach to children's mental health; prepares professionals to work in respectful partnership with families/youth and to participate in interdisciplinary teams serving children and their families.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6095

MHS 6508: Wraparound Interventions and the System of Care (3 hours): SUMMER
Explores the wraparound philosophy and focuses on developing supportive community structures for the delivery of wraparound services. Research, evaluation, and methodology in wraparound interventions are addressed. Unrestricted/non-repeatable.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6508

MHS 6605: Addressing Behavior Challenges in Young Children (3 hours): SUMMER
Focuses on the application of promotion, prevention, and intervention framework to promote the social development of young children and address behavioral issues through the Pyramid Model within early childhood and intervention programs/systems
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6605

MHS 6607: Behavioral Consultation and Collaborative Systems Change (3 hours; Prerequisites): FALL
This course provides participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of behavior consultation across a multi-tiered system of support. Pre Req: MHS 6608, 6605, or 6410
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6607

MHS 6706: Child & Adolescent Behavioral Health Policy (3 hours): FALL
This course focuses on critical policy issues affecting child and adolescent behavioral health services in the U.S. Historical, legislative and policy making issues will be discussed, and U.S. policies will be examined within an inclusive global context.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6706

PHC 6539: Foundations in Adolescent Behavioral Health (3 hours): SPRING
Examines the interaction of epidemiology, disease surveillance, social neuroscience, environmental vulnerability, pharmacology, and developmental risk & resiliency that affect youth populations at risk for drug use and mental disorders.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6539

ANG 6746: Investigation of Violent Crimes Against Children (3 hours): SUMMER
Advanced instruction for students to help them to understand the definitions of various forms and aspects of neglect, abuse, exploitation, abduction, and murder involving child victims.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6746

CLP 6477: Infant Family Mental Health (3 hours; Prerequisites): SPRING
The class will address the theoretical bases of infant mental health infant development and infant caregiver relationships with an emphasis on co-parenting and family relationship dynamics that support infant and toddler development in cultural context.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CLP&num=6477

CYP 6109: Coparenting and Systems Change for Infant-Family Mental Health (3 hours; Prerequisites)
A review of theories, research, comprehensive change strategies and everyday practices for collaboration with infants, coparents, families, community members and professionals to transform systems and communities for infant-family mental health.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CYP&num=6109

MHS 6095: Family-Centered Interdisciplinary Practice: SOC (3 hours): SPRING
Provides an overview of a SOC approach to children's mental health; prepares professionals to work in respectful partnership with families/youth and to participate in interdisciplinary teams serving children and their families.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6095

MHS 6096: Program Development and Implementation in Children's Mental Health (3 hours): SPRING
Course introduces students to the science of implementation and key frameworks, theories, strategies; includes critical elements, influences, stages applied to carry out successful implementation of initiatives.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6096

MHS 6097: Financing of Children's Mental Health Services (3 hours): FALL AND SPRING
Addresses theoretical, evaluative, political issues regarding financing of children's mental health services; will further students' critical thinking about financing strategies/structures that support effective systems of care.
http://ugs.usf.edu/course-inventory/?output=search&lvl=G&prefix=MHS&num=6097

MHS 6098: Leadership within Systems of Care (3 hours)
Introduces students to various theories of leadership and empirical evidence linking leadership competencies to organizational and community success in children's mental health, emphasizing real-world challenges and solutions.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6098

MHS 6626: Applied Leadership in Child and Adolescent Behavioral Health (3 hours): FALL
This course will develop student understanding of organizational leadership concepts, theory, and practice. It will focus on opportunities, challenges, and tools for leaders in public and private child and adolescent behavioral health organizations.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6626

Cultural Competence, Diversity, and Behavioral Health Disparities

MHS 6027: Creating Cultural Competence in Behavioral Health Organizations (3 hours): SPRING
The course explores the need of cultural competence in provision of mental health services in a multicultural society. The course examines culture and ethnicity, multiculturalism, and intercultural communication. The course examines cultural competence at behavioral health systems and service provision levels.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6027

MHS 6068: Community-Based Behavior Health Interventions for Culturally Diverse Youth (3 hours): SUMMER
This course focuses on behavioral health issues and interventions for culturally diverse youth. Topics include youth and family strengths and needs, research and intervention approaches, and relevant policies at global, national, and local levels.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6068

MHS 6437: Family Perspectives on Behavioral Health Disparities (3 hours; Prerequisites)
Examines behavioral health disparities from a family systems perspective, with consideration of how they are influenced by historical context, generations, immigration, social and physical environmental factors, discrimination, and group heterogeneity. Pre Req: MHS 6420 or RCS 6440
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6437

MHS 6494: Women's Mental Health (3 hours): SUMMER
This course focuses on women's mental health and substance use disorders through a detailed examination of the interaction of trauma, mental health, and substance use disorders that affect the lives of women across the life span.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6494

GEY 6626: Health, Ethnicity, and Aging (3 hours): FALL
This course addresses aging among diverse racial and ethnic populations, cultural competency and health disparities in access to and utilization of services among persons from diverse racial and ethnic populations. Not restricted to majors; not repeatable.
http://ugs.usf.edu/course-inventory/?output=detail&subj=GEY&num=6626

SOP 6739: Cultural Competence (3 hours; Prerequisites): FALL
Addresses core concerns of multicultural and cross-cultural psychology, with particular emphasis on research methodology, critical thinking, and applications of research.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SOP&num=6739

RSD 7306: Rehabilitation Ethics (3 hours)
This course is designed to introduce the student to the social, moral and ethical dimensions of rehabilitative healthcare including informed consent, research on human subjects, health care allocation and disparities.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RSD&num=7306

EEC 6517: Social Justice in Early Childhood Education (3 hours)
This course uses a social justice lens to examine the impact of diversities on social functioning and development of young children. Research skill development includes analysis of social policies.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=6517

MAN 6116: Diversity and Organizational Justice (3 hours)
Course deals with questions, dimensions of style and structure, problems and paradigms of solutions that have come out of management experience of a changing workforce during the past twenty years. Emerging styles of leadership among people of diverse cultural backgrounds will be explored as solutions, not as problems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MAN&num=6116

AFA 6355: African American Community Research: Ethnography (3 hours): FALL (EVERY OTHER YEAR)
This course is designed to assist students in understanding the dynamics of African American communities and community research in urban settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=AFA&num=6355

Developmental Disabilities

MHS 6065: Issues and Trends in Developmental Disabilities (3 hours): FALL AND SUMMER
This interdisciplinary disability studies course provides students with a background in the history of disabilities and an overview of the impact of and latest trends in disabilities across the life span.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6065

MHS 6066: Systems, Services and Supports for Children and Adolescents with Developmental Disabilities (3 hours): FALL
This course provides students with the tools and understanding needed to evaluate service systems for children and adolescents with developmental disabilities. Lessons address services, systems of care, and policies affecting services.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6066

MHS 6067: Evidence-Based Practices in Behavioral Health for Children & Adolescents with Developmental Disabilities (3 hours; Prerequisite): FALL
This course introduces students to a variety of evidence- based behavioral health practices for children and adolescents with developmental disabilities. Lessons address identification and evaluation of evidence-based practices, research, and ethics. Pre Req: MHS 6065
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6067

CLP 6478: Developmental Disabilities/Disorders of Childhood and Adolescence (3 hours): FALL
This graduate level course is designed to provide students with a foundation in concepts and research in the scientific study of developmental disabilities and other disorders of childhood and adolescence.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CLP&num=6478

RCS 5080: Medical Aspects of Disability (3 hours; Prerequisite): FALL, SPRING and SUMMER
A survey of medical conditions and disabilities encountered by rehabilitation and mental health counselors. Examines the relationship of client handicaps, physical and mental, to rehabilitation and mental health programming.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RCS&num=5080

SYO 7435: Sociology of Disability in Urban Society (3 hours): FALL and SPRING
This course critically evaluates current controversies over the utility of a variety of theoretical perspectives and research methods in understanding the lived experience of disability in 21st century urban society.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SYO&num=7435

EEX 6619: Positive Behavior Support for Low Incidence Intellectual Disabilities & ASD (3 hours): SPRING
Knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support for students with intellectual disabilities and/or autism spectrum disorder. Communicative function of challenging behaviors, teaching new skills & prevention.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEX&num=6619

Early Childhood

CLP 6477: Infant Family Mental Health (3 hours; Prerequisites): SPRING
The class will address the theoretical bases of infant mental health infant development and infant caregiver relationships with an emphasis on co-parenting and family relationship dynamics that support infant and toddler development in cultural context.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CLP&num=6477

CYP 6109: Coparenting and Systems Change for Infant-Family Mental Health (3 hours; Prerequisites)
A review of theories, research, comprehensive change strategies and everyday practices for collaboration with infants, coparents, families, community members and professionals to transform systems and communities for infant-family mental health.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CYP&num=6109

EEC 6055: Advocacy and Leadership in Early Childhood Education (3 hours): SPRING
This course focuses on developing leadership skills and knowledge necessary to help individuals build coalitions and design effective public policy/advocacy initiatives.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=6055

EEC 6517: Social Justice in Early Childhood Education (3 hours)
This course uses a social justice lens to examine the impact of diversities on social functioning and development of young children. Research skill development includes analysis of social policies.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=6517

EEC 7057: Critical Perspectives in Early Childhood Education (3 hours)
An exploration of how philosophical ideas of education impact today's practice in early childhood education.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=7057

EEC 7317: ICT in the Early Years (3 hours): SPRING
Explores the interface between young children and information and communication technology (ICT) from a developmental perspective.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=7317

EEC 7615: Trends and Issues in Early Childhood Education (3 hours)
This course will focus on current issues and trends in the field of Early Childhood Education, which serves young children from birth to age 8.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=7615

EEC 7617: Assessment in Early Childhood Education (3 hours)
Focuses on the goals, benefits & uses of assessment for young children & their teachers. It explores evaluation and accreditation of programs serving young children & ec teacher educators.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=7617

Economics and Finance

ECP 6536: Economics of Health Care I (3 hours; Prerequisites): FALL and SPRING
Analysis of the supply and demand for health care, health insurance and the pharmaceutical industry.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ECP&num=6536

ECP 7537: Economics of Health Care II (3 hours; Prerequisite): SPRING
Advanced analysis of health economics with emphasis on recent empirical studies of health care.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ECP&num=7537

MHS 6097: Financing of Children's Mental Health Services (3 hours): FALL and SPRING
Addresses theoretical, evaluative, political issues regarding financing of children's mental health services; will further students' critical thinking about financing strategies/structures that support effective systems of care.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6097

Family Studies

MHS 6437: Family Perspectives on Behavioral Health Disparities (3 hours; Prerequisites MHS 6420 or RCS 6440)
Examines behavioral health disparities from a family systems perspective, with consideration of how they are influenced by historical context, generations, immigration, social and physical environmental factors, discrimination, and group heterogeneity.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6437

SPC 6432: Family Communication (3 hours) SPRING
This course examines the family in terms of the patterns of interaction through which meanings are produced. Family communication concepts and theories will be introduced as they relate to diverse family forms and experiences.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPC&num=6432

PHC 6413: Family and Community Violence in Public Health (3 hours): SUMMER
The objective of this course will be to identify and to focus on the most serious policy and research issues which are specific to the field of family violence. The course will cover theory, research, and applied programs in community settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6413

PHC 6419: Global Issues in Community and Family Health (3 hours)
This course provides an overview of current public health issues and problems affecting communities and families around the world. A comparative approach is taken to highlight similarities and differences across countries at variable levels of socioeconomic development. Problems are addressed in terms of etiology, impact and intervention strategies. Reg. Permit Required. CI
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6419

PHC 7152: Policy and Practice in Community and Family Health (3 hours): FALL and SPING
This course is designed to prepare students to critically analyze issues and develop skills pertaining to effective policy development and practice in community and family health public health programs.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=7152

PHC 7417: Family Systems and Public Health (3 hours): FALL
Intended for doctoral students in Community and Family Health interested in social and behavioral theories of family and health behavior. Covers an array of theoretical perspectives related to the process, structure and function of systems. Examines the human values associated with intimate and non-intimate relationships that comprise healthy relational settings. Implications of these conceptual and theoretical frames for public health issues will be discusses.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=7417

PHC 7704: Applied Research Methods in Community and Family Health (3 hours; Prerequisites): FALL
Focuses on the application of appropriate theories, models, and methods of research inquiry to multi-level public health research and evaluation (has three course pre-reqs).
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=7704

Gender Studies

ANG 6302: Gender in Cross-Cultural Perspectives (3 hours): SPRING
Examines roles of women, men, other genders and social, economic, and political aspects of sex and gender, from a biocultural, 4-field anthropological perspective, emphasizing non-Western societies and cross-cultural comparison in past and present.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6302

COM 6017: Gender in the Workplace (3 hours): FALL
This course focuses on the workplace as a site of gendered communication practices. A variety of work settings will be analyzed in terms of how they construct gender identities, reinforce public-private distinctions and maintain traditional career models.
http://ugs.usf.edu/course-inventory/?output=detail&subj=COM&num=6017

EDF 6705: Gender and the Educational Process (3 hours): FALL, SPRING and SUMMER
Course is designed to enable public school personnel, teachers, counselors, administrators, and other professionals to identify those aspects of public education that perpetuate sex role stereotyping. Emphasis will be placed on how the law and formal and informal affirmative action activities can be employed to correct sexism in schools.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=6705

RTV 5416: Race, Gender, Class Issues in Media (USF St. Pete) (3 hours): SPRING
Survey of how those outside the American mainstream, whether by race, ethnicity, gender or socio-economic class are portrayed in various forms of media. Emphasis on news media, with a secondary focus on entertainment media.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RTV&num=5416

WST 6936: Selected Topics in Women's Studies (3 hours): FALL and SPRING
Content varies according to scholarship focus of students and instructor. Repeatable-- content and instructor will vary.
http://ugs.usf.edu/course-inventory/?output=detail&subj=WST&num=6936

ANG 6735: Reproductive Health (3 hours): FALL
An in-depth examination of major issues related to sexual and reproductive health in both domestic and international settings, with emphasis on perspectives from medical anthropology, public health, and women studies.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6735

MHS 6494: Women's Mental Health (3 hours): SUMMER
This course focuses on women's mental health and substance use disorders through a detailed examination of the interaction of trauma, mental health, and substance use disorders that affect the lives of women across the life span.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6494

PHA 6890: Interdisciplinary Approach to Women's Health (3 hours)
This interdisciplinary course is designed to address women's health across the lifespan, taking into account diseases unique to or with higher prevalence in women. It will concentrate on health promotion, disease prevention, and treatment.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHA&num=6890

WST 6001: Feminist Research and Methodology: SPRING
To develop a more comprehensive understanding of the situation of women in society and to develop a theoretical basis for integrating this knowledge into the student's graduate course of study. Available to non-majors.
http://ugs.usf.edu/course-inventory/?output=detail&subj=WST&num=6001

HIV/AIDS

PHC 6549: HIV and Mental Health (3 hours)
This course will provide students with an interdisciplinary understanding of HIV/AID, focusing primarily on behavioral health and ethical issues. Students will study the unique contributions to prevention and treatment that both mental healthcare workers and theories can make to persons affected by HIV.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6549

ANG 6730: Socio Cultural Aspects of HIV/AIDS (3 hours): FALL (EVERY OTHER YEAR)
This Anthropology course is designed to provide an overview of the different social, economic, cultural, political, and ethical issues surrounding the spread of HIV/AIDS around the world.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6730

GMS 6849: Approaches to Clinical and Behavioral Research on Adolescents: Focus on HIV (3 hours; Prerequisites)
The course will address quantitative and qualitative research methods to study adolescent HIV/AIDS. The course is not restricted to majors or non-majors and is not repeatable for credit.
http://ugs.usf.edu/course-inventory/?output=detail&subj=GMS&num=6849

COM 6025: Health Communication (3 hours): FALL and SPRING
Application of communication theory and research to the health context including provider-patient communication, health information campaigns, and health beliefs and behavior. Special attention to the value issues in health communication.
http://ugs.usf.edu/course-inventory/?output=detail&subj=COM&num=6025

SPC 6432: Family Communication (3 hours): SPRING
This course examines the family in terms of the patterns of interaction through which meanings are produced. Family communication concepts and theories will be introduced as they relate to diverse family forms and experiences.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPC&num=6432

SPC 6728: Communicating Grief, Loss, and Illness (3 hours)
How illness and loss disrupt our stories of self and relationships and lead to construction of new stories, also, cultural patterns of stories. Topics include critical illness and relationships, dying, bodies, emotions, caregiving, aging, and divorce.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPC&num=6728

Language and Literacy

SPA 5403 – Language-Learning in the School Age Years (3 hours): FALL AND SPRING
Metalinguistic and metacognitive development are linked to the interactional demands of classroom and clinical discourse; observational tools are applied to evaluation and intervention planning.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPA&num=5403

SPA 6401 – Pediatric Language Disorders (3 hours):
An examination of the pre-verbal and language skills of the infant and preschool child, and of the Speech-Language Pathologist's role in the diagnosis, treatment, and as parent-trainer for these children.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPA&num=6401

SPA 6404 – Language Learning Disabilities (3 hours): SUMMER
Examination of research and clinical literature pertaining to causes and effects of atypical language and literacy learning and developmental frameworks for integrated intervention in oral and written language.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPA&num=6404

SPA 6645 – Language for the Hearing Impaired (3 hours):: SUMMER
Listed in catalog as SPA 6421 techniques and materials of teaching language to children with auditory disorders as well as evaluation and analysis of contemporary intervention and clinical methods.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPA&num=6645

SPA 7415 – Neurolinguistic Theories of Language(3 hours): (Prerequisites)
Neurolinguistic theories as appropriate to the discipline are presented and discussed in relationship to language development and disorders. Information from linguistics, psycho-linguistics, artificial intelligence, neuroanatomy, and other sciences are applied to Language Science.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPA&num=7415

SPA 7841 – Research Foundations of Language Science(3 hours): FALL
This course introduces doctoral students to fundamental topics in the area of language science. Students will learn about the research foundations of the field directly from seminal research articles and other primary sources.
http://ugs.usf.edu/course-inventory/?output=detail&subj=SPA&num=7841

EDF 7265 - Psychology of Oral and Written Language Development (3 hours): SPRING
The course focuses on theoretical and empirical perspectives of monolingual and bilingual language and literacy development. A foundational understanding of language and literacy allows a student the ability to critically analyze practical implications.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7265

EEX 7797 – Language and Learning Variability in Urban Schools (3 hours)
This seminar explores the opportunities and challenges facing urban schools as cultural identity construction sites by focusing on the experiences of students and their families as well as language, power and politics in education, and social justice.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEX&num=7797

EDG 7046 - Trends and Issues in Educational Policy: Literacy and Teachers (3 hours): SPRING
Offers the opportunity for wide reading and vigorous discussion of a variety of texts focused on the historical and current educational policies impacting literacy, elementary, and teacher education.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDG&num=7046

EEC 7417 - Family Literacy (3 hours)
Students will examine how literacy is acquired, how culture, language, and family life relate to literacy development, and how home, school, and community contexts influence literacy acquisition.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEC&num=7417

FLE 5145 – Language Principles, Acquisition and Teaching (3 hours); Prerequisite): FALL, SPRING and SUMMER
Restricted to Education majors and not repeatable for credit. Overview of applied SLA theory and components of language. Methods & techniques of comprehensible instruction and the development of oral proficiency and literacy skills for LEP children.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=5145

FLE 5313 – Methods of Teaching Foreign Language and ESOL in the Elementary School (3 hours): FALL
This course is designed to provide training in the theory and methods of teaching foreign languages and ESOL in the elementary school (FLES) to both pre- and in-service teachers.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=5313

FLE 5331 – Methods of Teaching Foreign Language and ESOL in the Secondary School (3 hours; Prerequisite): SPRING
This course provides for the development of knowledge and skills necessary to prepare students to assume roles as foreign language (FL) and ESOL teachers at the secondary school level. It represents the second part of a sequence of methods courses.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=5331

FLE 5345 – Teaching English Language Learners K – 12 (3 hours): FALL
This course is restricted to Education majors and is not repeatable for credit. It is designed to prepare pre-professional teachers to provide linguistically and culturally appropriate instruction, assessment, and learning opportunities for LEP students.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=5345

FLE 5895 – Dual Language Education (3 hours): FALL (EVERY OTHER YEAR)
This course is for teachers who are interested in bilingual education. The aim is to deconstruct the philosophical, theoretical, political, social and educational underpinning of instruction (K-16) when it is delivered through two languages.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=5895

FLE 6639 – Second Language Reading and Literacy (3 hours): SPRING
Explores theoretical issues in L2 language and literacy learning from a sociocultural perspective an covers seminal perspectives on L2 language development.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=6639

FLE 7367 – Sociocultural Theory in Second Language Acquisition (3 hours): SPRING
Examines the theoretical contributions of Vygotskian theory and explores the development of sociocultural theory based on Vygotsky and extending to contemporary post-Vygotskian theories and practices in the field of SLA.
http://ugs.usf.edu/course-inventory/?output=detail&subj=FLE&num=7367

LAE 7718 – Linguistic Foundations in Literacy (3 hours)
Examines the historical, theoretical, and applied aspects of the relationships between linguistics and literacy.
http://ugs.usf.edu/course-inventory/?output=detail&subj=LAE&num=7718

LAE 6749 – Composition and the Arts in Literacy Education (3 hours)
Students will critically examine research on composition and the arts. Students will evaluate instructional practices and design integrated language arts programs. Open to non-majors. Not repeatable for credit.
http://ugs.usf.edu/course-inventory/?output=detail&subj=LAE&num=6749

LIN 5700 Applied Linguistics (3 hours): FALL
Analysis of the phonological, morphonological, and syntactic features of English as a basis for linguistic application to problems of English language acquisition by non-native speakers.
http://ugs.usf.edu/course-inventory/?output=detail&subj=LIN&num=5700

LIN 6720 Second Language Acquisition (3 hours; Prerequisite): SPRING
Neurolinguistic, psycholinguistic, and sociolinguistic bases of second language acquisition by both children and adults.
http://ugs.usf.edu/course-inventory/?output=detail&subj=LIN&num=6720

LIN 6601 Sociolinguistics (3 hours): SPRING
Detailed analysis of the phenomenon of language variation with emphasis upon the research methodology of sociolinguistics and the implications of its findings for current linguistic theory.
http://ugs.usf.edu/course-inventory/?output=detail&subj=LIN&num=6601

LIN 6932 Special topics (e.g., Discourse Analysis, Bilingualism, Corpus Linguistics): FALL, SPRING and SUMMER (3 hours):
Content will depend upon instructor's interests and students' needs. Such topics and neurolinguistics, bilingualism, and discourse analysis may be taught.
http://ugs.usf.edu/course-inventory/?output=detail&subj=LIN&num=6932

RED 6068: Adolescent Literacy: In and Out of School Literacy Practices (3 hours): SPRING
Explore the literate practices (both in and out of school) of adolescent learners, including the ways that race, gender, and culture inform and impact students' agency a identity.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RED&num=6068

RED 6316: Emergent Literacy: Skills, Strategies, & Assessment (3 hours): FALL
Understand the developmentally appropriate, research-based theories and practices that support children's emergent literacy and language learning.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RED&num=6316

RED 6317: Intermediate Literacy: Assessment, Skill, and Strategies (3 hours; Prerequisite): SPRING
Understand the developmentally appropriate, research-based theories and practices that support children's literacy learning in the intermediate grade levels.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RED&num=6317

RED 6449: Literacy and Technology (3 hours): FALL, SPRING and SUMMER
Students will develop the skills and cultural competencies necessary to engage in participatory culture and develop strategies for integrating digital tools and media literacies into school and school-like settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RED&num=6449

RED 7315: Survey of Literacy Research Methods (3 hours): SUMMER
Students will survey current methods used in literacy research. Students will determine standards of quality and employ data collection and analysis techniques to address literacy research questions. Open to non-majors. Not repeatable for credit.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RED&num=7315

TSL 5085: ESOL I - Theory and Practice of Teaching English Language Learners (3 hours): FALL, SPRING and SUMMER
This course is for undergraduate degree holding, pre-professional (preservice) teachers to learn about appropriate instruction, assessment and learning opportunities for Limited English Proficient (LEP) students in the content areas.
http://ugs.usf.edu/course-inventory/?output=detail&subj=TSL&num=5085

TSL 5086: ESOL II-Second Language & Literacy Acquisition in Children & Adolescents (3 hours: Prerequisite): FALL, SPRING and SUMMER
This course is designed to provide students with a critical understanding of instructional delivery which caters for the linguistic and literacy needs of minority / heritage communities.
http://ugs.usf.edu/course-inventory/?output=detail&subj=TSL&num=5086

TSL 5525 Cross-cultural issues in ESL (3 hours: Prerequisite): SPRING
Lecture course on cultural issues in Teaching English as a Second/Foreign language.
http://ugs.usf.edu/course-inventory/?output=detail&subj=TSL&num=5525

Non-Profit Management

PAD 6146 - Nonprofit Management and Leadership (3 hours): FALL, SPRING and SUMMER
Role and importance of third-sector organizations in American society; unique problems of nonprofit administration, role of leadership in nonprofit organizations.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PAD&num=6146

PAD 6231 - Resource Development: Fundraising and Grantsmanship (3 hours): FALL and SUMMER
Administration and management of the fundraising process; principles, skills, methods, and techniques. Administration and management of the grantsmanship process
http://ugs.usf.edu/course-inventory/?output=detail&subj=PAD&num=6231

PAD 6208 - Financial Oversight of Nonprofit Organizations (3 hours): FALL, SPRING and SUMMER
Introduce the non-financial manger to financial information used to make decisions for nonprofit organizations. Students will learn how to use the principles of financial management to make operating and capital budgeting decisions and to analyze long-term financial options.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PAD&num=6208

PAD 6335 - Strategic Planning and Social Innovation for Public & Nonprofit Organizations (3 hours): FALL, SPRING and SUMMER
Addresses strategic planning and social innovation. Emphasizes methods of strategic planning and the principles of social innovation as practiced by the public and nonprofits sectors. Contemporary research and literature is discussed.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PAD&num=6335

PAD 6307: Policy Analysis, Implementation, and Program Evaluation (3 hours): SPRING
An introduction to analyzing public problems and program development. Emphasis is placed on the methodological tools for analyzing public problems, and criteria to assess the value of programs in addressing public problems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PAD&num=6307

MAN 6116: Diversity and Organizational Justice (3 hours)
Course deals with questions, dimensions of style and structure, problems and paradigms of solutions that have come out of management experience of a changing workforce during the past twenty years. Emerging styles of leadership among people of diverse cultural backgrounds will be explored as solutions, not as problems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MAN&num=6116

PHC 6181: Organizational Behavior in Health Services (3 hours): FALL
Investigates the impact that individuals, groups, and structure have on behavior within organizations. The application of such knowledge is used toward advancing the effectiveness of health care and related organizations. Special consideration is given to human resource applications. Case studies and other exercises are used.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6181

PHC 7119: Organizational Behavior in Public Health Systems (3 hours)
This course investigates the impact that individuals, groups, and structure have on behavior within organizations. The application of such knowledge is used toward advancing the effectiveness of public health systems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=7119

Positive Behavior Support

MHS 6410: Intensive Individualized Positive Behavior Support (3 hours): SPRING
Provides class participants with knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support at an individual level including functional behavior assessment and behavior support in various settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6410

MHS 6607: Behavior Consultation and Collaborative Systems Change (3 hours; Prerequisites): FALL
This course focuses on basic concepts in behavior consultation, verbal interaction techniques, consultation problem solving, and application of consultation in applied settings. The course includes multiple opportunities for students to practice consultation in role play and problem solving situations as preparation for an application of consultation problem solving in a consultant role.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6607

MHS 6608: School-wide Positive Behavior Support (3 hours): SUMMER
Provides class participants with the knowledge and skills necessary to develop, implement, and evaluate the systemic impact of positive behavior support on the behavioral needs of all students from Pre-K to 12, including those with disabilities.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6608

MHS 6605: Addressing Behavior Challenges in Young Children (3 hours): SUMMER
Focuses on the application of promotion, prevention, and intervention framework to promote the social development of young children and address behavioral issues through the Pyramid Model within early childhood and intervention programs/systems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6605

EEX 6619: Positive Behavior Support for Low Incidence Intellectual Disabilities & ASD: SPRING
Knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support for students with intellectual disabilities and/or autism spectrum disorder. Communicative function of challenging behaviors, teaching new skills & prevention.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEX&num=6619

Public Policy

PAD 6307: Policy Analysis, Implementation, and Program Evaluation (3 hours): SPRING
An introduction to analyzing public problems and program development. Emphasis is placed on the methodological tools for analyzing public problems, and criteria to assess the value of programs in addressing public problems.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PAD&num=6307

PHC 6151: Health Policy and Politics (3 hours; Prerequisites): SPRING
This course will examine the role of federal, state, and local government in health care organization, delivery, and financing in the United States and other comparable industrial nations.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6151

PUP 5607: Public Policy and Health Care (3 hours)
The study of health care policy as it relates to the policy process in the American setting.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PUP&num=5607

PHC 6421: Public Health Law and Ethics (3 hours): FALL
This course provides students with an overview of major ethical and legal concepts. The course considers the role of the legal system in resolving public health problems through the legislature, the courts, and administrative agencies.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6421

ECP 6535: Analysis of Health Care Issues (3 hours; Prerequisites)
Department of Economics: Evolution of medical care industries and government healthcare policies. International comparisons. Measures of cost benefit and of cost-effectiveness.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ECP&num=6535

MHS 6706: Child & Adolescent Behavioral Health Policy (3 hours): FALL
This course focuses on critical policy issues affecting child and adolescent behavioral health services in the U.S. Historical, legislative and policy making issues will be discussed, and U.S. policies will be examined within an inclusive global context.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6706

PHC 7152: Policy and Practice in Community and Family Health (3 hours): FALL and SPRING
This course is designed to prepare students to critically analyze issues and develop skills pertaining to effective policy development and practice in community and family health public health programs.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=7152

Rehabilitation Sciences

RSD 6111: Introduction to Rehabilitation Sciences (3 hours): FALL
Introduction to & overview of rehabilitation sciences, emphasizing the interdisciplinary and interprofessional nature. The enablement-disablement process and literature highlighting quantitative and qualitative inquiry is highlighted.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RSD&num=6111

RSD 6112: Advanced Rehabilitation Sciences (3 hours; Prerequisite): SUMMER
This course provides an in-depth analysis of theoretical and methodological issues in rehabilitation science research, education and practice. RSD 6111 pre-req
http://ugs.usf.edu/course-inventory/?output=detail&subj=RSD&num=6112

RSD 7306: Rehabilitation Ethics (3 hours)
This course is designed to introduce the student to the social, moral and ethical dimensions of rehabilitative healthcare including informed consent, research on human subjects, health care allocation and disparities.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RSD&num=7306

RSD 7933: Special Topics in Veteran's Health/Reintegration (3 hours): course under development; may not be available until after Spring, 2019 PreReqs

Understanding rehabilitation for veterans directed toward successful reintegration, long-term health, and holistic care. Application of validated rehabilitation examination and intervention approaches consistent with evidence-based practice.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RSD&num=7933

Substance Use and Addictions

RCS 5450: Fundamentals of Substance Abuse (3 hours): FALL, SPRING and SUMMER
An overview of alcohol and other drug abuse. Explores the extent and rate of abuse in the United States, causes, biology, psychosocial aspects, legal aspects, and treatment.
http://ugs.usf.edu/course-inventory/?output=detail&subj=RCS&num=5450

MHS 6900: Substance Abuse, Crime, and the Justice System (3 hours): FALL and SPRING
This seminar considers problems of substance abuse and its consequences for crime, health, and the justice system. Specific topics include the social consequences of substance abuse, drugs and violence, treatment alternatives to incarceration (e.g., drug courts), treatment of substance abuse and co-occurring mental/other health disorders, prevention programs for juvenile offenders, drug legalization and decriminalization, and recent state and national drug policy initiatives.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6900

MHS 6900: Co-Morbidity and Physical Disorders (3 hours): FALL and SPRING
This course examines the co-morbidity of mental and physical disorders, taking a lifespan epidemiological approach. Emphasis is placed upon theories and empirical research elucidating co-morbidities, risk factors, and mechanisms.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6900

PHA 6730C: Drugs of Abuse, Addiction, and Law Enforcement (3 hours; Prerequisites)
Course will consist of one to two hours of didactic lecture covering the medical chemistry and pharmacology for the drug and for certain topics, one hour of documentary on the drug in society. Students will also be required to write a book report on a book about drug addiction taken from a list that will be provided of approved books. There will be two exams worth 40% each and the book report will be worth the remaining 20%
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHA&num=6730C

CCJ 6654: Seminar in Drugs and Crime (3 hours)
The objective of this course is to provide the student a comprehensive understanding of the dynamics of drug use in American society.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CCJ&num=6654

CLP 6318: Prevention Science and Health Psychology (3 hours): SPRING
The objective of this course is to provide the student a comprehensive understanding of the dynamics of drug use in American society.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CLP&num=6318

Violence

MHS 6900: Substance Abuse, Crime, and the Justice System (3 hours): FALL and SPRING
This seminar considers problems of substance abuse and its consequences for crime, health, and the justice system. Specific topics include the social consequences of substance abuse, drugs and violence, treatment alternatives to incarceration (e.g., drug courts), treatment of substance abuse and co-occurring mental/other health disorders, prevention programs for juvenile offenders, drug legalization and decriminalization, and recent state and national drug policy initiatives.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=6900

ANG 6746: Investigation of Violent Crimes Against Children (3 hours): SUMMER
Advanced instruction for students to help them to understand the definitions of various forms and aspects of neglect, abuse, exploitation, abduction, and murder involving child victims.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6746

CCJ 6624: Seminar in Violence (3 hours): FALL and SPRING
This course utilizes psychological, sociological, and biological perspectives to help students to understand different types of violent offenders and various intervention strategies.
http://ugs.usf.edu/course-inventory/?output=detail&subj=CCJ&num=6624

PHC 6413: Family and Community Violence in Public Health (3 hours): SUMMER
The objective of this course will be to identify and to focus on the most serious policy and research issues which are specific to the field of family violence. The course will cover theory, research, and applied programs in community settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6413

PHC 6401: Homelessness: Implications for Behavioral Health (3 hours): SUMMER
A study of the structural, personal, treatment, and sociopolitical issues related to homelessness. Quantitative and qualitative data are reviewed to examine the experience of homelessness, pathways into homelessness including mental health, substance abuse, and violence/trauma.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6401

Research and Statistics Courses

Foundation Courses

EDF 6407 Statistical Analysis For Educational Research I (4 hrs)
Theory and application of statistical procedures to problems in education: (1) descriptive statistics, (2) Probability-sampling distributions, (3) Inferential statistics--interval estimation, tests of significance (z, t, F-one way ANOVA). Coordinated use of computer included.

MHS 6xxx: Applied Qualitative Research Methods (course under re-development)
This course is designed to provide students with an understanding of applied qualitative research methods

MHS 6xxx: Applied Quantitative Research Methods (course under re-development)
This course is designed to provide students with an understanding of applied qualitative research methods

GEY 6402: Statistics Methods in Aging Research (name being changed to Behavioral Sciences): FALL
The major goal of this course is to deliver fundamental quantitative research concepts that are useful in aging research. Other goals include hands-on exposure to secondary data analysis.
http://ugs.usf.edu/course-inventory/?output=detail&subj=GEY&num=6402

Advanced Research and Statistics Courses

Advanced Statistics

MHS 7748: Statistical Applications in Translational Research & Evaluation: SUMMER (EVERY OTHER YEAR)
The course covers the basic applications of statistical concepts and techniques essential to translational research and evaluation in child and adolescent behavioral health.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=7748

GEY 6403: Multivariate Statistical Analysis for Aging Research: SPRING
This course will give students experience with many of today's advanced statistical techniques. Primary emphasis will be on the description of these methods of analysis, situations in which their application is most appropriate, and hands-on experience.
http://ugs.usf.edu/course-inventory/?output=detail&subj=GEY&num=6403

PHC 7056 Longitudinal Data Analysis (3 hrs; Prerequisites): SPRING (EVERY OTHER YEAR)
This course is a discussion of recent development of methods for analysis of longitudinal data. Covered topics include generalized estimating equations, mixed effects models, hierarchal models.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=7056

EDF 7412: Application of Structural Equation Modeling (3 hrs; Prerequisites)
Application of structural equation modeling in educational research, including path models, confirmatory factor analysis, structural modeling with latent variables, and latent growth curve models. http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7412

EDF 7474: Applied Multilevel Modeling in Education (3 hrs. Prerequisite): SPRING
Helps students develop skills in defining, estimating, testing, and reporting the results of multilevel models. Design issues, model specification, estimation, statistical software, and model evaluation will be discussed.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7474

EDF 7484: Statistical Analysis for Educational Research III (Prerequisite): FALL and SPRING
Theory and application of selected multivariate statistical procedures, including multivariate analysis of variance, structural equation modeling, and multilevel modeling.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7484

EDF 7498: Analysis for Single-Case Experiments (Prerequisite): SPRING
Methods for analyzing data from single-case experiments (e.g., multiple baseline, reversal, and alternating treatment studies) including applications of visual analysis, effect size estimation, randomization tests, and multilevel modeling.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7498

Program Evaluation

MHS 7740 3 Mental Health Planning, Evaluation, and Accountability: SPRING
This introductory course is designed to provide a comprehensive overview of planning, evaluation and accountability methods within a systems context. Emphasis is placed on a broad range of quantitative and qualitative methods.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=7740

PHC 6708 3 Evaluation Methods in Community Health (Prerequisite): SPRING and SUMMER
This course will cover contextual issues surrounding evaluation, evaluation designs and methodological issues, steps involved in conducting an evaluation, communicating the results, and ensuring that evaluation findings are used by intended users.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6708

Qualitative Methods

PHC 6193 3 Qualitative Methods in Community Health Research: FALL
This course provides classroom instruction and field application of qualitative research methods for studying community health problems. It provides a general introduction to ethnographic field methods, emphasizing systematic approaches to collection and analysis of qualitative data. Students

will learn to identify the kinds of research problems for which qualitative methods are appropriate, and to critique qualitative research in terms of design, technique, analysis and interpretation.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6193

PHC 6725 3 Focus Group Research Strategies: SPRING
This course will cover contextual issues surrounding evaluation, evaluation designs and methodological issues, steps involved in conducting an evaluation, communicating the results, and ensuring that evaluation findings are used by intended users.
http://ugs.usf.edu/course-inventory/?output=detail&subj=PHC&num=6725

AFA 6355: African American Community Research: Ethnography: FALL (EVERY OTHER YEAR)
This course is designed to assist students in understanding the dynamics of African American communities and community research in urban settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=AFA&num=6355

ANG 6495: Oral History and Life History: Approaches to Qualitative Research: FALL
An in-depth survey of the methods, concepts, and practical applications of narrative-based qualitative research, featuring critical readings in case studies, and individual and group projects.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6495

ANG 6497: Qualitative Research Methods in Anthropology
This course is designed to acquaint students with the philosophical foundations of qualitative research, and to provide the opportunity for students to develop skills in the variety of data collection methods and analysis typical of qualitative research.
http://ugs.usf.edu/course-inventory/?output=detail&subj=ANG&num=6497

EDF 7477: Qualitative Research in Education Part I: FALL, SPRING and SUMMER
First of two sequenced seminars examining the theoretical and pragmatic aspects of conducting qualitative research in educational settings.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7477

EDF 7478: Qualitative Research in Education Part II (Prerequisite): FALL, SPRING and SUMMER
Second of two sequenced seminars examining the theoretical and pragmatic aspects of conducting qualitative research.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7478

EEX 6307: Qualitative Research in Special Education (Prerequisite)
Graduate research seminar that introduces students to the philosophies, methods, epistemologies & ethical foundations of qualitative research for those interested in students with disabilities & their families; non-restrictive; repeatable for credit.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EEX&num=6307

GEO 6113: Qualitative Research Methods (St. Pete): SPRING
This course explores a variety of qualitative research methods utilized by scholars in the social sciences and environmental studies, to include interviews, mapping, participant observation, surveys, visual techniques and document and archival analysis.
http://ugs.usf.edu/course-inventory/?output=detail&subj=GEO&num=6113

Measurement

MHS 7747 Measurement Issues in Behavioral Health Services Research: SUMMER
This course will examine the development, selection, and use of individual, program, and systems-level process and outcome measures used in behavioral health services research. The course will examine both quantitative and qualitative measurement issues.
http://ugs.usf.edu/course-inventory/?output=detail&subj=MHS&num=7747

EDF 6432 3 Foundations of Measurement: SPRING and SUMMER
Basic measurement concepts, role of measurement in education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=6432

EDF 7436 3 Rasch Measurement Models (Prerequisite)
Introduction to a family of Rasch models. Estimation procedures of item and ability parameters. Applications of Rasch models for dichotomous and polytomous data, such as item construction/selection and differential item functioning (DIF).
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7436

EDF 7439 3 Foundations of Item Response Theory (Prerequisite): FALL
Basic foundation underlying Item Response Theory (IRT) as well as most common applications in educational and psychological measurement, in terms of the theoretical basis, practical aspects, and specific applications.
http://ugs.usf.edu/course-inventory/?output=detail&subj=EDF&num=7439