

# COLLEGE OF HEALTH AND HUMAN SERVICES

[www.chhs.unh.edu/](http://www.chhs.unh.edu/)

Barbara Arrington, Dean  
Neil B. Vroman, Associate Dean

Department of Communication Sciences and Disorders  
Department of Family Studies  
Department of Health Management and Policy  
Department of Kinesiology  
Department of Nursing  
Department of Occupational Therapy  
Department of Recreation Management and Policy  
Department of Social Work

## Bachelor of Science

Communication Sciences and Disorders  
Family Studies

Child Advocacy and Family Policy  
Young Child Specialization  
Family Support/Family Life Education  
Individual and Family Development

Health Management and Policy  
Public Health

International Affairs (dual major)

Kinesiology

Athletic Training  
Exercise Science  
Outdoor Education  
Physical Education Pedagogy  
Sports Studies

Nursing

Occupational Therapy

Recreation Management and Policy  
Program Administration

Therapeutic Recreation

Social Work

**T**he College of Health and Human Services, established in 1968, was created in response to the growing need for programs in higher education that prepare young men and women for health-related careers. The college offers undergraduate instruction leading to the bachelor of science degree in communication sciences and disorders, family studies, health management and policy, kinesiology, nursing, occupational therapy, recreation management and policy, and social work. Each program enables students to acquire the basic knowledge and skills needed to practice their chosen professions and to obtain a broad cultural background in the humanities and social sciences.

## Degree Requirements

Candidates for the B.S. and B.A. degree must satisfy all general education requirements for graduation, earn at least 128 credits, successfully complete the courses required in one of the curricula described in this section, and achieve the required minimum grade-point average in the chosen curriculum. Generally, courses are to be completed in the sequence in which they are arranged.

*Minors:* See University Academic Requirements; also see Degrees and Major Programs of Study, page 19.

*Dual-degree programs:* See University Academic Requirements, page 18.

*Student-designed majors:* See Special University Programs, page 119.

*Second majors:* See University Academic Requirements, page 19.

## Undeclared Major

A limited number of well-qualified first-year students who have expressed an interest in a health-related career but who are undecided about a specific major may enter the College of Health and Human Services as undeclared students. Undeclared students should explore possible majors by selecting courses from those listed below.

### Required Courses

ENGL 401, Freshman English  
PSYC 401, Introduction to Psychology  
ZOO 507-508, Human Anatomy and Physiology

### Exploration Courses

COMM 520, Survey of Communication Disorders  
FS 525, Human Development  
HMP 401, U.S. Health Care Systems  
KIN 500, Historical and Contemporary Issues in Physical Education  
KIN 585, Emergency First Responder  
NUTR 400, Nutrition Health and Well Being  
RMP 490, Recreation and Leisure in Society  
SW 424, Introduction to Social Work

All HHS undeclared students are advised by a professional academic counselor. Upon declaration of a specific major, each student is assigned to a faculty adviser within the major department.

## Disabilities Minor

This interdisciplinary minor is offered by several of the Departments in the College of Health and Human Services. The minor will prepare undergraduate students to apply their unique disciplinary skills in an interdisciplinary service delivery environment. Graduates work with and support individuals with disabilities and their families to become fully engaged in their communities, achieving independence and increasing quality of life. The 18-credit curriculum consists of two required courses (EDUC 750, HHS 798), two elective courses, and a two-credit independent study.

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## Programs of Study

### Communication Sciences and Disorders (COMM)

[www.chhs.unh.edu/csd/](http://www.chhs.unh.edu/csd/)

(For course descriptions, see page 172.)

Communication sciences and disorders is the profession devoted to helping people overcome disabilities of speech, language, and hearing. The study of communication sciences and disorders may begin in the freshman or sophomore year. Students learn about speech, language, and hearing disorders in the classroom and are involved in clinical observation in the on-campus Speech-Language-Hearing Center. Students are encouraged to take elective courses in linguistics, human development, learning theory, early childhood, health administration, special education, and various aspects of rehabilitation.

Students are advised to continue their professional education at colleges or universities offering graduate programs leading to a master's degree and to subsequent certification by the American Speech-Language-Hearing Association. Certified clinicians find employment opportunities in hospitals, schools, community speech and hearing clinics, and private practice.

The required courses in communication sciences and disorders that all students in the program must successfully complete are COMM 520, Survey of Communication Disorders; COMM 521, Anatomy and Physiology of the Speech and Hearing Mechanism; COMM 522, The Acquisition of Language; COMM 524, Clinical Phonetics; COMM 630, Organic Pathologies; COMM 631, Articulation and Language Disorders in Children; COMM 635, Professional Issues in Speech-Language Pathology; COMM 704, Basic Audiology; COMM 705, Introduction to Auditory Perception and Aural Rehabilitation; and COMM 777, Speech and Hearing Science. Students also must complete KIN 706, Neurology, and a course in statistics. Other elective courses are available.

Students must have a grade-point average of 3.0 at the end of their sophomore year to continue in the major. A 3.0 grade-point average is also required to transfer into the major. Students interested in this program should consult with the chairperson, Stephen N. Calculator.

### ***Minor in Deaf and Hard of Hearing Studies***

The minor in deaf and hard of hearing studies is intended to provide students with courses leading to specialized knowledge related to the fields of deafness and hearing loss. It will be of interest to students who intend to engage in teaching, counseling, rehabilitation, social work, and other professions in which contact with individuals who are deaf or hard of hearing may be expected. There may be some interest as well on the part of students majoring in TESOL and linguistics due to the bilingual aspect of part of the field study. (Individuals whose native language is American Sign Language (ASL) receive instruction in English as a second language.) Finally, it will be a good option for those students who wish to move on to graduate study in the fields of deaf education, rehabilitation counseling, speech-language pathology, and audiology. Minor coordinator: Mary Jane Sullivan.

### **Curriculum and Requirements**

The minor in Deaf and Hard of Hearing Studies will require the following for a minimum of 20 credits:

Three required courses:

COMM 575, Fundamentals of Hearing Loss  
COMM 401, American Sign Language I  
COMM 536, Introduction to Deaf Studies

Two electives from the list of electives, below:

COMM 402, American Sign Language II  
COMM 522, Acquisition of Language\*  
COMM 704, Audiology\*  
COMM 705, Auditory Perception and Aural Rehabilitation\*  
COMM 734, American Sign Language III  
COMM 735, American Sign Language IV  
COMM 738, Linguistics of American Sign Language  
COMM 779, Internship in Deaf/Hard of Hearing Studies (permission required)  
COMM 798, Special Topics (offerings vary)

\*required of CSD majors

Communication sciences and disorders majors may not use a course required of their major to fulfill both major and minor requirements.

Students in the minor must earn a grade of C- or better in each course in order to receive credit for the course in the minor. A maximum of eight credits will be accepted in transfer.

### **Family Studies (FS)**

[www.chhs.unh.edu/fs/](http://www.chhs.unh.edu/fs/)

(For course descriptions, see page 191.)

**Chairperson:** Elizabeth M. Dolan

**Associate Professor:** Elizabeth M. Dolan, Barbara R. Frankel, Michael F. Kalinowski, Kerry Kazura, John W. Nimmo, Corinna Jenkins Tucker

**Assistant Professor:** Dora Wu Chen

**Clinical Associate Professor:** Mark Moses

**Extension Educators:** Charlotte W. Cross, Paula J. Gregory, Suzann E. Knight, Malcolm L. Smith

The department's mission is to support the well-being of individuals and families through research, teaching, and service. Programs emphasize both theoretical and practical knowledge about lifespan development, the social and economic roles of families, child advocacy, teacher and parent education, and intervention programs that support families. The department is committed to acknowledging and supporting diversity, to providing an educational environment that stresses excellence and innovation, and to developing exemplary programs to serve both students and the larger community.

Students learn about families through integration of developmental, theoretical, and empirical information. The department offers a B.S. degree in family studies. Each

student selects from one of the four specializations, each offering unique opportunities. Students prepare for positions in family service organizations, educational settings and programs, corporations, and government agencies. Each specialization has entry-level criteria and specific course requirements. All require close consultation with a faculty adviser. Any changes or updates are posted on our Web site.

The Preschool/Third grade teaching certification and the Certified Family Life Educator programs are highly structured and may have limited enrollment. Acceptance to these programs and to internships and practica is restricted to students demonstrating exceptional potential for working with children and families.

### **Major Requirements**

Core courses required of each family studies major are: FS 525, Human Development, and FS 545, Family Relations. A minimum of nine family studies courses is required, at least two of which must be at the 700 level. Twenty credits of supporting coursework are selected in consultation with the adviser. These courses must be 500 level or above and must include at least 12 credits in courses outside the department. Each specialization has required or recommended supporting courses. Some departmental specializations may specify general education courses because they enhance the plan of study. Family studies majors are required to complete an undergraduate statistics course.

### ***Child Advocacy and Family Policy Specialization***

This specialization focuses on analyzing and solving problems related to children and their families, with a primary emphasis on unmet needs. The goal is for students to complete their degree with a detailed understanding of human development, family relations, educational and government initiatives and regulations, cultural differences, statistics, politics, and effective communication strategies. The specialization is designed to prepare students for entry-level positions as advocates or policy generalists, or to pursue a graduate degree.

### **Department Requirements**

FS 525, Human Development  
FS 545, Family Relations  
FS 553, Personal and Family Finance for Family Life Educators,  
or FS 653, Family Economics  
FS 623, Development Perspectives on Infancy and Early  
Childhood,  
or FS 624, Developmental Perspectives on Adolescence and  
Early Adulthood

FS 641, Parenting Across the Lifespan,  
or FS 743, Families, Schools and Community,  
or FS 760, Family Programs and Policies  
FS 746, Human Sexuality,  
or FS 757, Race, Class, Gender and Families  
FS 772, Child Advocacy  
FS 773, International Perspectives on Families and Young  
Children  
FS 794, Families and the Law  
FS 712, 714, Internship

#### Supporting Courses

ENGL 503, ENGL 502, or CMN 456; CSL 201, CSL 202, CSL 204,  
or CSL 208 and CSL 209; SW 705 or PSYC 581; EDUC 500, EDUC  
507, or FS 635; elective approved by adviser.

#### Young Child Specialization/Preschool– Third Grade Teaching Certification

This concentration is for those who have a broad interest in working with young children ranging in age from birth to age eight. This specialization has four major foci: child development, teaching methodology and curriculum development, developmentally appropriate learning environments for young children, and home-school-community relations.

The Preschool–Third Grade (P-3) Teacher Certification Program is offered for students graduating in 2009 and 2010. For updated information please refer to the departmental Web site. The P-3 Certification is a highly competitive program within the young child specialization. Students who qualify and who are accepted into the program will participate in student teaching in their senior year. Applications to the P-3 program are completed by students during the fall of the junior year.

#### Department Requirements

FS 525, Human Development\*  
FS 545, Family Relations\*  
FS 623, Developmental Perspectives on Infancy and Early  
Childhood\*  
FS 635, Teaching and Learning in Early Childhood Settings\*  
FS 708-709, Advanced Child Development Internship\*  
FS 733, Supervising Programs for Young Children\*  
FS 734, Curriculum for Young Children\*  
FS 743, Families, Schools and Community\*  
FS 771, Observation and Assessment\*

**Students accepted into the certification program  
must also enroll in the following courses during their  
senior year:**

FS 785, Seminar for Student Teachers\*  
FS 786, Seminar for Student Teachers\*  
FS 788, Student Teaching of Young Children\*

#### Supporting Courses

EDUC 500\* (may substitute FS 708 or FS 709 if not planning  
to apply to P-3); THDA 622\*; PSYC 581; KIN 600 or 675\*;  
MATH 601\* or EDUC 741\* ; FS 760, 772, 773, 794, 797  
(Families in Poverty); EDUC 706\*, 703M\* and 703F\*, 733,  
734, 750, 751, 760\*.

\*These courses are required for P-3 certification.

#### Family Support/Provisional Certification Family Life Education

This specialization is for students interested in working with children, adolescents, and adults either as individuals or as families. Students develop knowledge and skills to prepare them to provide family support, direct services, and family life education. This specialization prepares students to work in human service settings. Students may choose a plan of study leading to a provisional certification as a family life educator.

The National Council on Family Relations has approved the Department of Family Studies undergraduate program as meeting the standards and criteria required for the Provisional Certified Family Life Educator (CFLE) designation. Certified family life educators work in a variety of settings including social services, health services, child care, family support, youth programs, parent education, junior and senior high schools, and universities and colleges. The designation recognizes expertise in a broad range of issues that constitute family life education and increases credibility by validating the individual's education and experience.

#### Department Requirements

FS 525, Human Development\*  
FS 545, Family Relations\*  
FS 641, Parenting Across the Life Span\*  
FS 746, Human Sexuality\*  
FS 757, Race, Class and Gender\*  
FS 760, Family Programs and Policies\*  
FS 794, Families and the Law\*  
FS 553, Personal and Family Finance for Family Life  
Professionals\*,  
or FS 653, Family Economics\*  
FS 623, Developmental Perspectives on Infancy and Early  
Childhood,  
or FS 624, Developmental Perspectives on Adolescence and  
Early Adulthood  
FS 772, International Approaches to Child Advocacy,  
or FS 773, International Perspectives on Children and  
Families

**Students accepted into the CFLE Program must also  
take:**

FS 782, Family Internship\*  
FS 792, Seminar for Family Interns\*

#### Supporting Courses

Gerontology Minor: Research Methods course (e.g., PSYC 502)  
NURS 535; PSYC 552, 582; SOC 525, 540, 675; SW 524, 525,  
697A, 697B, 697C; CMN 530 or PSYC 762.

\*These courses are required for the Certified Family Life  
Educator designation.

#### Individual and Family Development Specialization

This specialization is for students with a broad interest in working with families. This specialization provides knowledge about spe-

cific life stages of individuals within the context of family systems with a focus on system dynamics, diverse family systems, gender, and cultural differences. This plan of study is designed particularly for those expecting to attend graduate school and those who desire a general background in lifespan development and family dynamics.

#### Department Requirements

FS 525, Human Development  
FS 545, Family Relations  
FS 623, Developmental Perspectives on Infancy and Early  
Childhood  
FS 624, Developmental Perspectives on Adolescence and  
Early Adulthood  
FS 641, Parenting Across the Lifespan  
FS 653, Family Economics  
FS 746, Human Sexuality  
FS 757, Race, Class and Gender  
FS 794, Families and the Law

#### Supporting Courses

FS 760, Family Programs and Policies  
FS 782, Family Internship  
FS 792, Family Internship Seminar  
Research Methods course (e.g., PSYC 502, Research Methods  
in Psychology)  
PSYC 552, 581, 582  
NURS 535  
SOC 540  
A foreign language  
Work with the Institute on Disability

#### Family Internships

Internship students will apply knowledge gained from their academic studies in a supervised environment. The internship involves a commitment of fifteen hours per week for two semesters, plus a three-hour seminar every other week. Students apply for the internship during the spring semester of their junior year. Internship applicants must have completed 20 credits of departmental coursework prior to their senior year with a minimum overall grade-point average of 3.0 and a departmental grade-point average of 3.2 or higher. Internship requirements vary depending on specialization. Internship courses will count toward the 20 credits required in supporting courses.

#### Family Studies Minor

The department offers a minor to interested students in related majors. Minor requirements include FS 525, FS 545, and three additional courses chosen in consultation with a departmental adviser. Individual course grades must be C or above and the overall grade-point average for the 20 credits must be at least 2.0. Students desiring a minor in family studies are advised to consult with the departmental administrative manager as early as possible.

### *Child Life Minor*

The interdisciplinary minor is offered by the Department of Family Studies and the Therapeutic Recreation Option in the Department of Recreation Management and Policy. Upon completion of course requirements, students will be able to sit for the Child Life Specialist exam. Family studies majors are required to take three core courses: RMP 502, FS 525, and FS 623. FS students will select two courses from the following: RMP 501, RMP 503, RMP 504, RMP 603, RMP 604. Students will complete an internship that will entail a minimum of 480 hours of experience and be supervised by a certified child life specialist. Family studies majors will be assigned a minor adviser from therapeutic recreation.

### *Adolescence Minor*

The UNH Center on Adolescence, in conjunction with the Departments of Family Studies and Recreation Management and Policy, offers a minor in adolescent and youth development. The minor is designed to provide students an opportunity to develop knowledge and skills regarding adolescence and youth development. Required courses offer a foundation in theory, research, and practice for all minors. Students select three additional courses from a wide array of more specialized offerings from collaborating departments. In order that students may be assisted in developing a cohesive plan of study for their minor, a simple application process will be used. Only students who have submitted an application, been accepted into the minor, and have completed the required coursework will be identified as having achieved a minor in adolescent and youth development. Students will select two courses from: FS 624, Developmental Perspectives on Adolescence and Early Adulthood; FS 750, Contemporary Issues in Adolescent Development; RMP 668, Youth Culture and Programs. Students will select three electives from: EDUC 710c, Youth Organizations; EDUC 797, Seminar in Early Adolescent Development; EDUC 717, Growing Up Male in America; EDUC 735, Young Adult Literature; FS 797, Adolescent Males and Violence; KIN 565, Principles of Coaching; RMP 558, Program Supervision and Leadership; RMP 560, Recreational Sport Management; RMP 730, Camp Administration and Leadership; RMP 760, Community Sport Organizations: Administration and Development; SOC 525, Juvenile Crime and Delinquency; SOC 773, Sociology of Childhood; RMP 563 or FS 707, Practicum; EDUC 507, Mentoring Adolescents.

### **Health Management and Policy (HMP)**

[www.chhs.unh.edu/hmp/](http://www.chhs.unh.edu/hmp/)

(For course descriptions, see page 197.)

**Chairperson:** James B. Lewis

**Professor:** Barbara Arrington, Cynthia M. Duncan, Leslie N.H. MacLeod, John W. Seavey, Lee F. Seidel, Robert S. Woodward

**Associate Professor:** Rosemary M. Caron, Marc D. Hiller, James B. Lewis

**Assistant Professor:** Robert J. McGrath

**Research Assistant Professor:** David J. Laflamme

**Clinical Professor:** Edgar J. Helms Jr.

Undergraduates majoring in the health management and policy program are prepared to embark upon management careers in a wide range of health care delivery and financing organizations, public health, and health policy. Graduates work in many settings, including health care delivery systems, hospitals, nursing homes, health maintenance and other managed care organizations, public health departments, community-based and home-health agencies, mental health facilities, regulatory bodies, consulting companies, and insurance companies.

The academic program is interdisciplinary, with undergraduates taking courses in many academic units of the University. Students gain a broad view of health and health care while developing analytical skills in health care management and policy. The department uses a computer laboratory that is integrated throughout the curriculum.

The department's undergraduate program maintains full certification by the Association of University Programs in Health Administration (AUPHA). Students have the opportunity to become student members in the American College of Healthcare Executives and the American College of Health Care Administrators, both of which are represented by student chapters at the University. There also is an organization for students interested in public health issues. The department curriculum is approved under the New England Regional Student Program.

#### *Academic Program*

Competencies are achieved through three components of the curriculum: University general education requirements, HMP collateral courses, and the HMP core courses, which include a field practicum. Students work closely with their assigned faculty advisers to develop a plan of study to achieve completion of each of these components. Upper-division HMP courses are sequenced in a two-year progression as described in departmental handouts to all majors. Students are expected

to follow this sequence; any exceptions are made by petition. Late transfers may have to plan for an extra year. Several upper-division HMP elective courses are available.

#### **University General Education Requirements:**

Advisers assist students in selecting courses that satisfy certain program expectations and simultaneously meet University general education requirements.

#### **HMP-Required Collateral Courses:**

A basic understanding is expected in each of the following areas related to health management and policy: 1) microeconomics, 2) finite mathematics, and 3) statistics. HMP faculty advisers work with students to select the appropriate courses to fulfill these requirements. Students are strongly advised to complete their collateral coursework prior to their junior year in the major.

#### **HMP Core Courses:**

Each of the following courses must be completed by HMP majors prior to graduation:

Introductory courses include HMP 401, U.S. Health Care Systems; HMP 501, Epidemiology and Community Medicine; and HMP 570, Social Marketing.

Upper-division courses include HMP 630 and HMP 631, Health Issues Seminar; HMP 642, Health Economics; HMP 711, Health Systems; Research I; HMP 712, Health Systems Research II; HMP 721, Managing Health Care Organizations I; HMP 722, Managing Health Care Organizations II; and HMP 723, Health Planning; HMP 740, Health Care Financial Management I; HMP 741, Health Care Financial Management II; and HMP 742, Strategic Management for Health Care Organizations; HMP 744, Ethical Issues in Health Management and Medicine; and HMP 746, Health Policy. Upper-division courses are not offered every semester and students progress through these courses in a sequential order. Students are required to meet with their departmental academic adviser to ensure appropriate scheduling of classes within the major.

#### **Field Practicum:**

A full-time practicum (or administrative internship) that integrates class work with a supervised managerial work experience constitutes an essential part of the academic program. It allows students to explore an area of special interest in depth. Courses comprising this component of the major include: HMP 621, Prepracticum Seminar; HMP 622, Field Practicum; and HMP 624, Post Practicum Seminar. The practicum is divided into three concurrent components: A. Field Practicum Organizational Analysis; B. Field Practicum Management Skills Development; and C. Field Practicum Project Analysis. Field practicum sites are selected by faculty with student involvement and are concentrated in central and northern New England. Given sufficient timing of student requests, efforts will be made to arrange practica at distant sites based on special needs.

HMP field practica currently occur during the summer between the junior and senior year within the curriculum. They begin in late May and end in late August and require a full-time commitment of a minimum of 400 hours.

#### **Academic Requirements:**

HMP majors must obtain a minimum of a C- in all HMP core courses and must pass all HMP-required collateral courses. Majors must have an overall grade-point average of 2.5 by the end of the semester preceding their practicum. Students not maintaining an overall grade-point average of 2.5 are

reevaluated by the faculty and may be counseled into another major at the University.

The faculty reviews student performances during the semester before the practicum to determine each student's readiness. Students who do not successfully complete pre-requisite courses may not be permitted to advance through subsequent courses in the major.

### **Applications for Major**

Students interested in additional information or in applying for admission to the health management and policy major should contact the department's director of undergraduate studies. Students seeking internal transfer into the major must complete an internal transfer application form. Efforts should be made to complete this process during the freshman year or early in the sophomore year to ensure sufficient time to complete all of the required collateral courses as well as those in the major in a timely manner.

### **Honors-in-Major**

The department offers an honors-in-major program. To qualify, students must meet the department's requirement of having an overall 3.2 grade-point average at UNH and a 3.3 grade-point average for required HMP courses taken by the end of the junior year. Honors in major students take honors courses during the last half of junior year and senior year and complete an honors project. Students work with a faculty member in the department in the development of the honors project. Students should contact the department's honors in major adviser for further information.

### **Public Health Option**

This option was approved in 2005 and provides students with the knowledge and skills for entry-level positions within the public health agencies workforce. The public health field is emerging as a key area for the protection of population health. This option provides students with an introduction to many of the foundation areas of public health and gives basic exposure to key concepts and skills in the five core disciplines of public health as articulated by the Council on Education for Public Health. The core courses are biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences.

The Public Health option at UNH is one of the few programs at the undergraduate level available nationally.

### **Required Courses**

ECON 401, Microeconomics  
MATH 420 or equivalent in Finite Mathematics  
HMP 401, US Health Care Systems  
HMP 403, Introduction to Public Health

HHS 540 or equivalent in Statistics  
HMP 501, Epidemiology and Community Medicine  
HMP 569, Public Health and Human Behavior  
HMP 570, Social Marketing  
HMP 711, Health Services Research I  
HMP 715, Environmental Health  
HMP 721, Management of Health Care Organizations I  
HMP 740, Health Care Financial Management I  
HMP 621, Pre-Practicum  
HMP 712, Health Services Research II  
HMP 630, Health Issues Seminar I  
HMP 631, Health Issues Seminar II  
HMP 642, Health Economics  
HMP 723, Health Planning  
HMP 622, Field Practicum (Summer session junior year)  
HMP 624, Post Practicum  
HMP 744, Health Care Ethics and Law  
HMP 746, Health Policy  
HMP 748, Health Policy Analysis

### **Academic Minor in Health Management**

The department offers an integrated minor in health management designed for students in any major. Students must complete: HMP 401, U.S. Health Care Systems; HMP 501, Epidemiology and Community Health; HMP 570, Social Marketing; 721, Managing Health Care Organizations; and either HMP 710, Financial Management for Clinicians, or HMP 740 Financial Management for Health Care Organizations. Students seeking to minor in health management must meet with the department's director of undergraduate studies before commencing the minor.

### **Public Health Minor**

The Department of Health Management and Policy also offers a minor in public health. Public health deals with the health of populations and focuses on health promotion and disease prevention as well as access to the medical system. The public health minor requires 20 credits. The minor introduces students to many of the foundation areas of public health, and provides a basic exposure to key concepts and skills in the five core disciplines of public health, as articulated by the Council on Education for Public Health. All students are required to complete: HMP 403, Introduction to Public Health; HMP 501, Epidemiology and Community Medicine; HMP 505, Public Health: History & Practice; HMP 569, Behavior and Public Health; and HMP 570, Social Marketing. The minor is open to any baccalaureate student at UNH.

### **International Affairs (dual major)**

(For course descriptions, see page 207.)

## **Kinesiology (KIN)**

[www.unh.edu/kinesiology/](http://www.unh.edu/kinesiology/)

(For course descriptions, see page 209.)

**Chairperson:** Ronald V. Croce

**Professor:** Ronald V. Croce, Michael A. Gass, Stephen H. Hardy

**Associate Professor:** Heather Barber, Karen E. Collins, John P. Miller, Timothy J. Quinn, Erik E. Swartz, Neil B. Vroman, Steven C. Wright

**Assistant Professor:** Brent J. Bell, Michelle A. Grenier, Dain LaRoche, Jayson O. Seaman, Summer Cook

**Clinical Associate Professor:** Daniel R. Sedory

**Clinical Assistant Professor:** Tara Flippo, Laurie Gullion, Kenneth T. Hult, Allison MacKenzie, Pam McPhee

**Instructor:** Karen N. Henny

**Senior Lecturer:** Thomas W. Ashwell

The mission of the Department of Kinesiology is to generate, transmit, and apply knowledge about the role of physical activity (including exercise, movement, outdoor adventure experiences, and sport) in the advancement of health in society. The department has several teaching, research, and service functions that support this mission, including the preparation of professionals in the four options and one major described below. While programs vary in emphasis, each curriculum offers students fundamental knowledge in the following areas: the biological, psychological, and sociocultural foundations and consequences of physical activity; the pedagogical and rehabilitative aspects of physical activity; and the management and marketing of delivery systems in the field. Each program makes extensive use of field experiences and internships that blend theory with practice.

The department offers five areas of study for majors: athletic training, exercise science, outdoor education, sport studies, and physical education pedagogy. Students who wish to minor in kinesiology must complete 20 credits of coursework that have been approved by a department minor adviser. No more than six of the 20 credits may be earned through activity or coaching courses.

Students interested in majoring or minor-ing in kinesiology should consult with the specific program coordinator.

### **Athletic Training Major**

An athletic trainer collaborates with physicians to optimize the activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, first aid, and rehabilitation of emergency, acute, and chronic medical conditions. The Athletic Training Major has been accredited by the

Commission on Accreditation of Athletic Training Education (CAATE) since 1991 and prepares professionals qualified to attend to the athlete, the fitness-conscious jogger, the skilled professional athlete, or anyone engaged in physical activity.

Students must earn a grade of C (2.0) or better in all KIN required courses and ZOOL 507-508.

Students gain clinical experience in University athletic training rooms and at off-campus clinical sites. Successful completion of the entire program, including supervised clinical experience, qualifies students to take the BOC certification exam. Students who wish to pursue both BOC certification and public school teacher certification also should see the pedagogy option. This double course of study will require between five and six years.

Students are admitted to the University in athletic training with conditional status. Specific competitive criteria must be met during the student's first year before he or she may apply for full-time status in the major, which is awarded only to students demonstrating exemplary performance in classes and directed observation. Detailed criteria may be found at [www.chhs.unh.edu/kin\\_at/admission\\_at.html](http://www.chhs.unh.edu/kin_at/admission_at.html). Additionally, technical standards establish the qualities considered necessary for students to achieve the knowledge, skills, and competencies associated with the program. Candidates for full-time status will be required to verify they understand and meet these technical standards or that, with reasonable accommodation, they can meet them. Interested students should consult with program coordinator, Dan Sedory, regarding entry criteria and the technical standards.

<b>Required Courses</b>	<b>Credits</b>
KIN 506, Concepts of Athletic Training	4
KIN 507, Concepts of Athletic Training Lab	1
KIN 585, Emergency First Responder	4
KIN 620, Physiology of Exercise	4
KIN 652, Clinical Kinesiology	3
KIN 653A, Musculoskeletal Assessment	2
KIN 658, Evaluation & Care of Athletic Training Injury I	4
KIN 658L, Evaluation/Care of Athletic Training Injury I Lab	1
KIN 659, Evaluation & Care of Athletic Training Injury II	4
KIN 659L, Evaluation/Care of Athletic Training Injury II Lab	1
KIN 660, Therapeutic Exercise in Athletic Training	4
KIN 661, Therapeutic Exercise Lab	1
KIN 662, Therapeutic Modalities in Athletic Training	4
KIN 663, Therapeutic Modalities Lab	1
KIN 665, Laboratory Practicum in Athletic Training	
665A, Level I	2
665B, Level II	2
665C, Level III	2
665D, Level IV	2
665E, Level V	2

KIN 667, Pharmacology in Athletic Training	2
KIN 670, General Medical Conditions in Athletics	4
KIN 710, Organization/Admin of Athletic Training Programs	4
KIN 715, Seminar in Athletic Training	4
KIN 718, Career Preparation in Athletic Training	4
KIN 780, Psychological Factors in Sport	4

**University Required Courses**

NUTR 400, Nutrition in Health and Well Being	4
PSYC 401, Introduction to Psychology	4
Statistics Course	4
ZOOL 507-508, Human Anatomy and Physiology	8

**Exercise Science Option**

This curriculum prepares individuals for career opportunities in health and fitness promotion and education programs in hospitals, sports medicine centers, wellness clinics, universities, and rehabilitation facilities. Students are also prepared for advanced degree programs in the health professions, basic biology fields, medicine, or other health-related fields. Students must earn a grade of C (2.0) or better in every required course. All required courses must be completed before enrolling in KIN 650. Interested students should consult with the option coordinator, Timothy J. Quinn.

**Required Courses**

	<b>Credits</b>
KIN 585, Emergency First Responder	4
KIN 620, Physiology of Exercise	4
KIN 621, Exercise Laboratory Techniques	4
KIN 650, Exercise Science Internship	8
KIN 652, Clinical Kinesiology	4
KIN 653A, Musculoskeletal Assessment	2
KIN 704, Electrocardiography	4
KIN 705, Topics in Applied Physiology	4
KIN 720, Science & Practice of Strength Training	4
KIN 724, Metabolic Adaptations to Exercise	4
KIN 736, Fitness and Graded Exercise Testing	4
KIN 737, Exercise Prescription and Leadership	4
KIN 794, Cardiopulmonary Pathologies	4
KIN 795, Practicum in Cardiac Rehabilitation	2

**University Required Courses**

NUTR 400, Nutrition in Health and Well Being	4
PSYC 401, Introduction to Psychology	4
ZOOL 507-508, Human Anatomy and Physiology	8
One course chosen from SOC 502, PSYC 402, or HHS 540	4
CHEM 403-404, General Chemistry	8
CS 403, Online Network Applications	4

**Outdoor Education Option**

The outdoor education option is an accredited, award-winning, internationally recognized program preparing individuals for careers in outdoor education, adventure programming, wilderness therapy, and other educational/organizational settings. In addition to providing rich course content, this interdisciplinary program gives ample opportunity for practical application and field experience in the NH seacoast and White Mountain areas. Students must earn a grade of C (2.0) or better in every major course.

In addition, they must complete 100 days of documented leadership experience prior to beginning a required internship. Interested students should contact the undergraduate curriculum coordinator, Laurie Gullion, e-mail [lgullion@unh.edu](mailto:lgullion@unh.edu).

<b>Required Courses</b>	<b>Credits</b>
KIN 540, Top Rope Rock Climbing	4
KIN 541, Management of Initiatives and Challenge Courses	4
KIN 543, Winter Adventure Programming	2
or KIN 548, Winter Expedition Programming	4
KIN 550, Outdoor Education Philosophy and Methods	4
KIN 551, Adventure Programming: Backcountry Based Exp.	3
KIN 552, Adventure Programming: Water Based Experiences	3
KIN 682, Outdoor Leadership	4
KIN 684, Emergency Medical Care: Principles/Practices	3
KIN 685, Emergency Medical Care: Principles/Practices Lab	2
KIN 686, Wilderness Emergency Medical Care	4
KIN 687, Leadership Practicum	4
KIN 786, Organization/Administration of Outdoor Education	4
KIN 787, Theory of Adventure Education	4
KIN 650, Internship*	(2-4) Cr/F

**University Required Courses**

ENGL 501, 502, or 503, Intro to Prose, Technical, or Persuasive Writing	4
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*Other:* Core of courses (16 credits) emphasizing the particular area or population in outdoor education of interest to student, e.g., business, education, psychology—selected with assistance of an adviser.

**Elective Courses (must successfully complete at least one)**

KIN 542, Sea Kayaking	2
KIN 545, High Angle Rescue	2
KIN 546, Whitewater Canoeing	3
KIN 547, Lead Rock Climbing	3
KIN 549, Wilderness Navigation	4
KIN 693C, Teaching Assistantship	2
KIN 782, Therapeutic Applications of Adventure Programming	4
KIN 798, Special Topics	Var.

**Sport Studies Option**

Sport studies is an interdisciplinary option in the Department of Kinesiology that provides a foundation for a variety of career paths in school and college athletics, including coaching, administration, marketing, and sports information. The major also prepares students for further graduate study in areas such as sport psychology. Some sport studies courses are appropriate for students with career interests in other industry segments (e.g., pro-sports, broadcasting), but those students must choose other majors (e.g., business or journalism). Majors take a core of foundation courses (e.g., The Sport Industry) as well as electives in applied areas such as sport marketing, athletic administration, and sport psychology. Majors must earn a grade of B- (2.67) or better in KIN 565 and KIN 580 and a grade of C (2.0) or better in each required University and KIN course. All majors must complete 20 credits

of prior-approved coursework in supporting areas such as business, psychology, or education. In addition, an internship experience or independent study is required. An internship experience is strongly recommended since it is often critical to career development. Interested students should consult with the option coordinator, Karen Collins.

<b>Required Courses</b>	<b>Credits</b>
KIN 560, Sport Psychology	4
KIN 562, Sports Media Relations	4
KIN 565, Principles of Coaching	4
KIN 580, The Sport Industry	4
KIN 741, Social Issues in Contemporary Sports	4
KIN 761, Senior Seminar in Sport Studies*	4

\*Majors must complete a minimum of 150 hours of industry experience before they can take KIN 761. See adviser for details.

Sixteen credits of approved KIN electives to include KIN 650 or KIN 696.

**University Required Courses**

CS 401, Computer Applications	4
PSYC 401, Introduction to Psychology	4
One approved statistics course	4

Cognate Requirement (outside of Department of Kinesiology). Students must complete a minimum of 20 credits of coursework in other departments. Each course must be approved in advance by the faculty adviser.

**Physical Education Pedagogy Option**

Pedagogy is the art and science of teaching. This option integrates a general education background with the theoretical and process knowledge involved in teaching within movement-based elementary and secondary physical education programs. Extensive practicum experiences prepare students to teach preschool children, school-aged youth, and young adults, including students with developmental disabilities.

The physical education pedagogy option provides the foundation for public school teacher certification through either the department's four-year certification program, or, if a student chooses to pursue a master's degree with certification, the Department of Education's Fifth-Year Program. All fifth-year candidates must meet the requirements for admission to graduate school (e.g., grade-point average of roughly 2.8 or above and 'minimum' scores on the Graduate Record Examination). Internal transfer candidates must have a minimum GPA of 2.67 and pass the Praxis I state licensure exam before admission to the option. All physical education pedagogy option students must receive a "C" grade (2.0) or better in all KIN required courses, including: KIN 655, Middle School and Secondary PE Pedagogy; KIN 666, Middle School and Sec-

ondary PE Practicum; KIN 610, Elementary PE Pedagogy; KIN 781, Inclusion in PE; and KIN 570, Elementary PE Practicum. Freshmen pedagogy majors are admitted with conditional status. In order to obtain full-time status in the option, majors must pass the Praxis I state licensure exam before classes begin in the fall of their sophomore year and maintain at least a 2.67 overall GPA at the start of their junior year. For questions about this program, contact the option coordinator, Steven Wright, at (603) 862-4408, or e-mail Steven.Wright@unh.edu.

<b>Required Courses</b>	<b>Credits</b>
KIN 500, Historical/Contemporary Issues Physical Education	4
KIN 501, First Aid: Responding to Emergencies	2
KIN 570, Elementary Physical Education Practicum	4
KIN 600, Movement and Gymnastics Exploration	4
KIN 601, Lifetime Sports	3
KIN 603, Team Sports	3
KIN 610, Elementary Physical Education Pedagogy	4
KIN 620, Physiology of Exercise	4
KIN 648, Current Issues in Health	4
KIN 652, Clinical Kinesiology	4
KIN 653B, Biomechanical Analysis of Movement	2
KIN 655, Middle School/Secondary Physical Education	4
KIN 666, Middle/Secondary Physical Education Practicum	4
KIN 675, Motor Development and Learning	4
KIN 676, Adventure Activities	3
KIN 780, Psychological Factors in Sport	4
KIN 781, Inclusion in Physical Education	4

**Required Education Courses**

EDUC 700/800, Educational Structure and Change	4
EDUC 705/805, Alt. Perspectives/Nature of Education	4
KIN/EDUC 694, Courses in Supervised Student Teaching or EDUC 900/901, Internship and Seminar in Teaching	8

**Nursing (NURS)**

[www.chhs.unh.edu/nursing/](http://www.chhs.unh.edu/nursing/)

(For course descriptions, see page 231.)

**Chairperson:** Lynette A. Hamlin

**Associate Professor:** Pamela P. DiNapoli, Susan J. Fetzer, Joan E. Hahn, Lynette A. Hamlin, Gene E. Harkless, Carol L. Williams-Barnard

**Assistant Professor:** Catherine H. Bernosky deFlores, Paula L. McWilliam, Christine W. Saltzberg, Joanne Samuels, Gerard A. Tobin, Susanne M. Tracy

**Clinical Assistant Professor:** Sarah E. Belisle, Catherine G. Brown, Kimberly Carey, Denise A. Cole, Elizabeth J. Evans, Deborah Leveille, Christine McCarthy, Sandra Mote, Patricia Puccilli

**Lecturer:** Karen S. Niland

The nursing program is nationally accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC 20036-1120. It reflects the mission and goals of the University and focuses on the uniqueness of each individual. The mission of the Department of Nursing is

to enhance the health of individuals, families, groups, and communities. The philosophy expresses the beliefs of the faculty regarding person, environment, health, nursing, and education. Its goals are to help nursing students develop knowledge and skills essential to the present and future practice of nursing. Graduates of the program are prepared to provide care to individuals and groups, help people identify and meet their health care needs, be effective colleagues on the health care team, and shape the future of health care.

The curriculum is divided into biological, social sciences, and humanities as a foundation for courses in the major; and nursing courses, which emphasize caring, critical thinking, problem solving, decision making, and developing clinical skills. Clinical experiences are offered in area hospitals and in community health agencies. The senior year culminates in a practicum in which students apply curriculum concepts in a precepted clinical experience.

The faculty of the nursing program believe learning is a creative process wherein students are active participants in their education, growth, and development as professional nurses. Faculty members are facilitators and mentors to students within a supportive, scholarly environment.

Honors in major courses are offered to interested nursing students who have achieved a minimum cumulative grade-point average of 3.2 and 3.5 in the major.

The following prerequisite courses must be completed successfully prior to enrollment in NURS 500: ENGL 401, ZOOL 507-508, NUTR 400, and PSYC 401. MICR 501 must be taken prior to or concurrent with NURS 500. A course in statistics must be completed prior to, or taken concurrent with, NURS 641.

Prerequisite courses require grades of C or better and only one prerequisite course may be repeated one time in order to progress. Most of the prerequisite courses also meet general education requirements. A cumulative grade-point average of 2.5 must be maintained through the program. Major courses require a minimum grade of C. Nursing courses may not be repeated.

Students are responsible for their own transportation to clinical agencies, uniforms, professional equipment, health insurance coverage, criminal background checks, and selected immunizations. Additional costs associated with the program include laboratory fees each semester beginning in the sophomore year and fees associated with attendance at professional meetings. Students must be certified in cardiopulmonary resus-

\*Note: Proof of 100 days of leadership experience is required prior to taking this course.

citation by July 1 of their sophomore year and re-certified as necessary until graduation. Students will be assessed a late fee if clinical documents are not received by the due date and will be dropped from the major if documentation is not received by the first day of class.

	Fall	Spring
<b>Freshman Year</b>		
ZOOL 507-508, Human Anatomy and Physiology	4	4
NUTR 400, Nutrition in Health and Well Being	4	-
ENGL 401, First-Year Writing	4	-
PSYC 401, Introduction to Psychology	-	4
Electives (3)	4	8
<b>Total</b>	<b>16</b>	<b>16</b>
<b>Sophomore Year</b>		
Micr 501, Microbes in Health & Well-Being	4	-
Nurs 500, Introduction to Professional Nursing	2	-
Nurs 504, Diseases and Drugs 1	4	-
Nurs 506, Lifespan Development, Interaction, and Learning for Professional Practice	4	-
Nurs 512, Introduction to Nursing Interventions 4 *Statistics	-	4
Nurs 601, Function and Well-being of Older Adults	-	4
Nurs 505, Diseases and Drugs 2	-	4
Elective	-	4
<b>Total</b>	<b>18</b>	<b>16</b>
* HHS 540, PSYC 402, SOC 502		
<b>Junior Year</b>		
Nurs 611, Care of the Adult with Acute Illness 1	4	-
Nurs 611C, Care of the Adult with Acute Illness I Clinical	2	-
Nurs 621, Maternal and Newborn Nursing or RCC: Living with Mental Illness	4	-
Nurs 626, Clinical Reasoning and Judgment 1	2	-
Nurs 641, Translating Research for Practice	4	-
Nurs 612, Care of the Adult with Acute Illness 2	-	4
Nurs 612C, Care of the Adult with Acute Illness 2 Clinical	-	2
Nurs 616, Maternal and Newborn Nursing or RCC: Living with Mental Illness	-	4
Nurs 627, Clinical Reasoning and Judgment 2	-	2
Elective	-	4
<b>Total</b>	<b>16</b>	<b>16</b>
<b>Interim</b>		
Nurs 613C, Care of the Adult with Acute Illness 3, Clinical Concentration	2	-
<b>Total</b>	<b>2</b>	
<b>Senior Year</b>		
Nurs 702, Child Health Nursing	2	-
Nurs 704, 21st Century Public Health Nursing WI	4	-
Nurs 704C, 21st Century Public Health Nursing Clinical	4	-
Elective	4	-
Nurs 705, Contemporary Leadership within Health Care Systems	-	4
Nurs 721, Integrating Professional Nursing Practice	-	8
Elective	-	2-4
<b>Total</b>	<b>14</b>	<b>14</b>

**R.N. Baccalaureate Program**

Registered nurses with an unencumbered registered nurse license who meet University admission criteria may pursue, on a full- or part-time basis, a bachelor of science degree with a major in nursing. Major courses are offered at the Durham campus, the campus at UNH-Manchester, and on-line.

Curriculum requirements may be met through transfer credits, course enrollments, and challenge examinations.

The nursing component is based on the belief that R.N. students enter the program with knowledge and competence gained through previous educational and work experiences. This knowledge and competence can be demonstrated through completion of required baccalaureate-level nursing courses. Individualized plans of study are developed to enable completion of nursing content.

The R.N. student must earn a minimum of 128 credits and have a 2.5 cumulative grade-point average throughout their coursework. A minimum grade of C is required in each nursing course.

RN-BS Courses	Credits
NURS 606, Seminar on Professional Nursing	7
NURS 617, Nursing and Healthcare Policy	3
NURS 622, Clinical Decision Making II	4
NURS 645, Research	4
NURS 655, Community Health Nursing I	3
NURS 656, Comm Hlth Nurs II: Indiv, Fam, & Aggregates	2
NURS 656C, Community Health Nursing II/Clinical	1
NURS 703, Nursing Leadership/Mgmt and Org Context	4
NURS 719, Professional Nursing Practice: Transitions	7

**Occupational Therapy (OT)**

[www.chhs.unh.edu/ot/](http://www.chhs.unh.edu/ot/)

(For course descriptions, see page 233.)

- Chairperson:** Shelley E. Mulligan
- Associate Professor:** Lou Ann Griswold, Shelley Mulligan, Barbara Prudhomme White
- Assistant Professor:** Sajay Arthanat, Douglas C. Simmons, Kerryellen Vroman
- Clinical Assistant Professor:** Susan C. Merrill, Elizabeth A. Stewart, Therese Willkomm

Occupational therapy enables people to participate in daily life activities including leisure, work, self-care, and home management. Occupational therapists work with people of all ages to gain or regain skills and abilities or adapt tasks within their natural environment. Occupational therapy education includes studies in liberal arts, biological, behavioral, and health sciences, and occupational science and occupational therapy.

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

ACOTE is located at the American Occupational Therapy Association, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 652-2682. Graduates from an accredited program are eligible to sit for the certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). After successful completion of this exam, the individual will be a registered occupational therapist (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination.

**Combined Bachelor of Science/Master of Science Program**

Graduates of professional programs must complete a professional master's degree in occupational therapy in order to enter the field. The University of New Hampshire Department of Occupational Therapy offers a combined bachelor's degree/master's degree program. Students may enter as first-year students or transfer into the B.S./M.S. program at the end of the sophomore year, space permitting in the program. Students interested in transferring into this program should contact the Department of Occupational Therapy for information about transfer requirements and application deadlines.

**Pre-Professional Curriculum**

Students begin the B.S./M.S. curriculum with three years of pre-professional courses, which include courses in biological and social sciences as well as occupational therapy. In addition to University general education courses, students take the following core courses during their first three years:

- ENGL 401, First-Year Writing
- PSYC 401, Introduction to Psychology
- ZOOL 507 and 508, Human Anatomy and Physiology
- Social Sciences: three courses in the social sciences, such as history, sociology, psychology, economics, anthropology
- OT 500, The Behavior and Development of Children
- OT 501, Development Tasks of Adulthood
- OT 510, Exploring Occupational Therapy and Occupation
- OT 610, Occupation, Identity, and Disability
- OT 685, Psychosocial Disorders and Everyday Life
- KIN 706 and 707, Neurology and Neurology Lab Statistics

**Additional requirements include:**

- an experiential learning course for four credits;
- a health or social policy course;
- a minor or self-designed concentration area that relates to health and human services for a total of 20 credits;
- 40 hours of volunteer or work experience in a health and human service organization are recommended.

**Professional Curriculum**

Students in the B.S./M.S. curriculum begin the professional program in the senior year and complete the following courses:

- OT 741, Human Occupation
- OT 746, Transitions from Student to Professional
- OT 751, Mind Body Systems Neurologically Based Function and Dysfunction
- OT 752, Human Movement and Environmental Effects on Everyday Occupations
- OT 760, Psychosocial Evaluation and Intervention (with co-requisite lab, OT 760L)
- OT 762, Evaluation and Intervention for Children
- OT 763, Evaluation and Intervention for Adults (with co-requisite lab, OT 764)
- OT 771, Enabling Participation in Community Groups
- OT 792, Level I Fieldwork

At the end of this year, students are awarded a Bachelor of Science degree in occupational science. Students then apply to the graduate school as advanced-standing students in the professional master's program. An overall minimum grade point of 3.0 is required for admission to the master's degree program. Please refer to the graduate catalog for additional information about the master's program and the fifth year of the occupational therapy curriculum, including fieldwork requirements.

Students have 5.5 academic years (11 semesters) to complete the professional curriculum, including level II field work. They then will be eligible to sit for the certification examination administered by the National Board of Certification of Occupational Therapists (NBCOT). Consistent with NBCOT, students must sit for the certification examination within two years of completion of coursework and fieldwork. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination and/or obtain state licensure.

Students are responsible for transportation to off-campus practicum and fieldwork locations and must purchase personal liability insurance for coverage for the practical components of the curriculum.

Curriculum review and revision is undertaken annually. Modifications to the schedule of coursework, and required coursework are scheduled to begin for students entering the professional program (senior year) in 2010. Detailed information about these proposed changes is available from The Department of Occupational Therapy. The department works closely with students during academic advising sessions and shares information about policy and requirement changes during registration periods as well as throughout the academic year. Students also are expected to take an active role in verifying expectations and should check with their department

advisers each September for updated policies and requirements. Program requirements and policies for retention in the major are in the OT Department Policy and Procedure Manual, which is available on Blackboard. Students are expected to ensure they have updated information on the department's current policies and procedures.

**Recreation Management and Policy (RMP)**

[www.unh.edu/rmp/index.shtml](http://www.unh.edu/rmp/index.shtml)

(For course descriptions, see page 245.)

**Chairperson:** Janet R. Sable

**Professor:** Lou G. Powell, Janet R. Sable

**Associate Professor:** Ann L. Morgan

**Assistant Professor:** Heather E. Bowen, Joshua Carroll, Chris Harrist, Alison Wilder

**Affiliate Assistant Professor:** James Hilton, Cari Moorhead

**Clinical Assistant Professor:** Patricia J. Craig, Jill Gravink

**Clinical Instructor:** Tom Carr, David Lee

As the fabric of life in contemporary society grows in complexity, people are increasingly turning to leisure and recreation services to find meaning, renewal, and enrichment. Recreation services can improve the public health, develop a sense of community, and enhance the quality of life of all citizens. Recreation professionals work in diverse settings, including human services, health care, natural recreation resource areas such as parks, and commercial recreation businesses. Graduates are employed in a broad range of settings such as community recreation agencies, resorts, conference centers, youth services agencies, hospitals, rehabilitation centers, and long-term care facilities. Population and economic projections suggest that recreation service industries will continue to expand and thereby continue to provide numerous professional career opportunities. The Department of Recreation Management and Policy is nationally accredited by the National Recreation and Parks Association/American Association of Leisure and Recreation. The department's curriculum supports a broad-based liberal education and an opportunity to acquire specialized professional knowledge and skills.

**Curriculum Structure**

Students entering the major may choose either an option in program administration, which includes the professional core and required courses related to program administration, or a specialized option in therapeutic recreation, which includes the professional core and required courses in therapeutic recreation.

**International Study in Recreation and Leisure**

A semester abroad sponsored by the American Universities International Program is available to students pursuing a degree in recreation management and policy. Programs in Scotland, Australia, New Zealand, South Africa, or Belize provide discipline-related exchange opportunities. Approval by the curriculum director is required approximately one year before departure. Eleven transfer credits can be granted. Other destinations can be negotiated through the Center for International Education on campus.

**Core Courses**

All majors must complete a core curriculum of nine courses: RMP 490, Recreation and Leisure in Society; RMP 501, Recreation Services for Individuals with Disabilities; RMP 557, Recreation Services Program Design and Planning; RMP 563, Recreation Management and Policy Practicum; RMP 654, Professional Development and Ethics; RMP 663, Management and Policy in Leisure Services; RMP 664 Professional Internship; RMP 724, Grantsmanship, Evaluation, and Research; and RMP 772, Law and Public Policy in Leisure Services.

A supervised internship (RMP 664) is required of all majors. The internship is designed to create a bridge between theory and practical application. Students working with their advisers and the internship coordinator select an appropriate setting based on their professional and career interests. They must complete a 14-16 week full-time internship under the supervision of a qualified professional. Specific requirements are identified in the Internship Manual available from the Department of Recreation Management and Policy.

**Program Administration Option**

This option prepares students for managerial positions in commercial, public, and nonprofit organizations that provide recreation and leisure services. Curriculum design emphasizes the effective and efficient planning, delivery, and evaluation of leisure-based programs, services, and enterprises. Applied experience is a component of most courses, in addition to a required practicum and the 14-16 week full-time internship under professional supervision. Depending upon the RMP electives and the career support emphasis or minor chosen, students may expect to find employment in a broad range of settings. Recent graduates have found employment in the areas of conference and event planning, municipal park and recreation services, recreational sports, commercial/entrepreneurial recreation busi-

nesses, youth serving agencies, resorts, and natural resource management positions in state and federal agencies.

In addition to the required core courses, students who pursue the program administration option must complete the following departmental requirements: RMP 558, Program Supervision and Leadership; RMP 665, Applied Marketing and Communication in Recreation Services; RMP 770, Management and Design of Recreation and Park Facilities; two RMP course electives; CS 401, Computer Applications, or an approved equivalent; SOC 502 or other descriptive statistics; PSYC 401, Introduction to Psychology; FS 525, Human Development; or SW 550. Program administration students must complete a minor or emphasis area of 18–20 credits to support their specific career goals.

### ***Therapeutic Recreation Option***

Therapeutic recreation utilizes recreation to help people with disabilities or illnesses to develop and use their leisure in ways that enhance health, independence, and well-being. Therapeutic recreation recognizes the importance of quality of life and uses activities to remediate or rehabilitate functional abilities. Therapeutic recreation services are provided in a variety of settings, including hospitals, long-term care facilities, residential treatment facilities, schools, home health care, community recreation, correctional facilities, rehabilitation centers, camp and outdoor education centers, and adult day programs. Observation and applied experience is a component of several courses. Students complete a 14–16 week full-time clinical internship under the supervision of a certified therapeutic recreation specialist (CTRS). Students must purchase professional liability insurance for coverage for the clinical components of the curriculum. The Bureau of Labor Statistics reports that therapeutic recreation is one of the fourteen fastest growing occupations in the country. The occupational outlook statistics reflect a “39 percent increase in demand for recreational therapists with strong clinical backgrounds” for the beginning of the 21st century. Upon successful completion of this option, students are prepared to meet sitting requirements for the National Council for Therapeutic Recreation Certification Examination and are eligible for licensure in the state of New Hampshire.

In addition to the required core courses, students who choose this option must complete the following departmental require-

ments: RMP 502, Foundations of Therapeutic Recreation; RMP 503, Therapeutic Recreation Rehabilitation Principles and Interventions; RMP 504, Therapeutic Recreation Mental Health Principles and Interventions; RMP 603, Assessment and Treatment Planning in Therapeutic Recreation; RMP 602, Clinical Treatment Lab I; RMP 604, Therapeutic Communication and Facilitation Techniques in Therapeutic Recreation; RMP 605, Clinical Treatment Lab II; CS 401, Computer Applications or approved equivalent; HHS 540, Statistics, or equivalent; PSYC 401, Introduction to Psychology; PSYC 561, Abnormal Behavior; FS 525, Human Development; ZOOL 507-508, Human Anatomy and Physiology; KIN 652, Clinical Kinesiology, and KIN 653A, Musculoskeletal Assessment.

### ***Criteria for Admission and Retention***

Internal transfer students interested in applying to the major must meet with an RMP faculty member prior to receiving an application for admission to the major. Transfer applications are accepted throughout the year; however, priority is given to applications received by October 15 for spring and March 15 for fall. Applications can be obtained from the Department of Recreation Management and Policy. Students within the major are required to maintain a minimum 2.5 semester grade-point average every semester to retain good academic standing within the major. In addition, student majors must obtain a grade of C (2.0) or better in RMP courses and a grade of C- (1.67) or better in all other courses specifically required by the department.

### ***Child Life Minor***

This interdisciplinary minor is offered to a limited number of students by the therapeutic recreation option in the Department of Recreation Management and Policy and the Department of Family Studies. Upon completion of course requirements, students will be able to sit for the Child Life Specialist exam. All students complete two core courses: RMP 502 and FS 525. Therapeutic Recreation students will select two courses from the following: RMP 593, FS 623, FS 635, FS 641, FS 709, FS 734, and FS 772. Students will complete an internship that will entail a minimum of 480 hours of experience and be supervised by a certified child life specialist. Therapeutic recreation majors will be assigned a minor adviser from family studies.

## **Social Work (SW)**

[www.chhs.unh.edu/sw/](http://www.chhs.unh.edu/sw/)

*(For course descriptions, see page 249.)*

**Chairperson:** Jerry D. Marx

**Associate Professor:** Mary Banach, Linda Rene Bergeron, Cynthia Anne Broussard, Robert E. Jolley, Jerry D. Marx, Sharyn J. Zunz

**Assistant Professor:** Vernon Brooks Carter, Susan A. Lord, Sharon B. Murphy, Karen R. Oil, Martha H. Ortmann, Anita Tucker, Melissa Wells

**Clinical Assistant Professor:** Martha A. Byam, Kim Kelsey, Lee P. Rush

The Department of Social Work’s undergraduate program offers both a major and a minor in social work. It is a specialized degree that prepares graduates for generalist social work practice with a solid foundation in the liberal arts and in the knowledge, skills, and value base of social work. Through the mastery of core competencies, social work graduates apply their education working with individuals, families, groups, organizations, and communities. In addition, the program prepares qualified students to pursue graduate education in schools of social work and other human services fields.

The baccalaureate program at the University of New Hampshire is accredited by the Council on Social Work Education (CSWE) and must meet rigorous academic standards to retain this accreditation. Social work majors pursue a program that encompasses the professional social work foundation of social welfare policy and services, social work practice, human behavior in the social environment, and research. Course content includes theories and practice models that inform intervention, values and ethics, human rights, and social and economic justice.

To connect the theoretical and conceptual contribution of the classroom with the practice world, students complete an introductory-year 20-hour service learning experience as well as a 450-hour social work internship over two semesters during the senior year. The senior field placement in the final year of the baccalaureate program is arranged between the student and the field education coordinator. Evaluation of this senior field placement is one tool that measures student achievement of program competencies. Students are required to pay a liability insurance fee for their off-campus field education experience. In compliance with CSWE accreditation standards, the B.S. in social work program does not grant social work course credits for life experience or work experience.

Social work majors earn a B.S. degree in social work. Graduates are eligible for practice in a variety of social work settings throughout the United States. In addition, qualified graduates may be eligible for advanced standing in M.S.W. programs that offer advanced standing.

***Academic Program***

Social work majors are required to take SW 424, 525, 550, 551, 601, 622, 623, 625, 640, 640A, 641, 641A. In addition, students are expected to successfully complete four courses taken from the disciplines of anthropology/sociology, zoology, philosophy, and psychology. Many of these also may fulfill general education requirements. Students wishing to minor in social work are required to take SW 424, SW 525, and any three other courses offered by the department, excluding SW 640, 641. Students interested in either a major or minor in social work should consult with the undergraduate program coordinator, Martha Byam, Pettee Hall, Room 231, (603) 862-1077.