Related Coursework for Master of Science in Child Life

\*\*\*This list is meant to be comprehensive, but may not be exhaustive. If you have questions about using a specific class as a prerequisite, please email MSCL@cofc.edu

**ANTH 340 Medical Anthropology (3)**

This course is the cross-cultural study of health, illness, and healing. Topics discussed in this course include the ecology of health and disease; changing patterns of birth, disease, death and nutrition; ethnomedicine and medical specialists; and evolutionary medicine.

**ANTH 341 Culture and the Individual (3)**

A comparative study of personality, child rearing, cognition, mental disorders, altered states of consciousness and gender identity. Theory and research methods of psychological anthropologists will also be examined.

**BIOL 201 Human Physiology (4)**

An introduction to the structure and function of the major organ systems of the human body. Lectures three hours per week; laboratory three hours per week. This course is specifically intended for preallied health, physical education, and pre-nursing majors

**BIOL 202 Human Anatomy (4)**

An introduction to the gross morphology and microscopic anatomy of the major organ systems of the human body. Lectures three hours per week; laboratory three hours per week. This course is specifically intended for pre-allied health, physical education, and pre-nursing majors.

**CLAS 111 Medical Terminology in Greek and Latin (3)**

This course offers a systematic approach to understanding the technical vocabulary of the medical professions through an analysis of Latin and Greek elements in English words and the underlying etymological principles.

**EDEE 363 Introduction to Early Childhood Education (3)**

This course provides an introduction to early childhood education to include historical and theoretical foundations, characteristics of children and their families, multiple influences of development, and purposes and uses of assessment.

**EDEE 327 Learner Development and the Context of Learning (3)**

This course provides candidates an opportunity to develop observational skills in three settings: early childhood, elementary and middle school. Through the guided field experience, candidates examine how curriculum, instruction and the learning context change as children and youth develop. The course is linked to the other courses in the semester.

**EDEE 370 Teaching Health & Physical Education (3)**

A course designed to develop instructional techniques as related to health and physical education, movement education theory and the integration of early childhood, elementary and middle school studies through movement experiences; included is an examination of health concepts and health programs.

**EDEE 407 Creating Learning Environments (3)**

This course focuses on how teachers create collaborative and inclusive communities of learners. Supportive,

preventative and corrective teaching practices and management strategies are emphasized.

**EDFS 303 Human Growth and Education Process (3)**

This course provides an introduction to the general principles of lifelong human growth and development and their relationship to the educational process. An emphasis will be placed on physical, social, intellectual and emotional development and their interaction with educational variables.

**EDFS 350 Field Experience I in the Instruction of Students with Disabilities (3)**

Supervised field experience requiring 45 hours of classroom experience with children or youth with disabilities. Related seminar addresses the roles of the special educators, organizational and legal contexts for special education programs, models of service delivery, professional and ethical practice and collaboration skills.

**EDFS 351 Characteristics of Students with Emotional Disabilities (3)**

An introductory study of causes, characteristics, and educational practices associated with students with emotional disabilities. Includes field experiences with students with emotional disabilities. Observations required.

**EDFS 352 Characteristics of Students with Learning Disabilities (3)**

An introductory study of causes, characteristics, and educational practices associated with students with learning disabilities. Includes field experiences with students with learning disabilities. Observations required.

**EDFS 353 Characteristics of Students with Mental Disabilities (3)**

An introductory study of causes, characteristics, and educational practices associated with students with mental disabilities. Includes field experiences with students with mental disabilities. Observations required.

**EDFS 345 Introduction to the Education of Exceptional Children and Youth (3)**

An introduction to programs, problems and procedures related to working with children and youth who are exceptional: mentally, physically or emotionally. Focuses on children and youth who have problems of vision, hearing or speech as well as those with physical and neurological difficulties. Attention is also given to recent research and timely issues dealing with students with exceptionalities and special education programs. Observations required.

**EDFS 412 Social Competence Instruction for Students with Disabilities (3)**

A study of the application of functional behavioral assessment, development of positive behavior intervention plans, and instruction in social competence addressing the unique social learning and behavioral characteristics of students exhibiting high-incidence disabilities with primary or secondary behavioral and/ or emotional characteristics within the context of an academically meaningful school-based program.

**EDFS 426 Language Development and Communication (3)**

The study of language development and how to enhance language and communication skills of students with disabilities. Class sessions will address language communication abilities of students with a variety of disabilities, assessing and enhancing communication skills of students with a disability, exploring augmentative and alternative modes of communication and investigating the effects of culture on language development.

**HEAL 215 Introduction to Public Health (3)**

This course is designed to introduce the basic tenets, applications, and foci of public health, including integrating public health with other health professions. It will provide a history of public health, an overview of the core disciplines, current events and issues in the field.

**HEAL 325 Health Promotion (3)**

The educational, organizational, economical, and environmental supports for behaviors conducive to health will be examined in the public and private sector. Health promotion will include the assessment, prescription, implementation, and evaluation of programs.

**HIST 291 Disease, Medicine, and History (3)**

An examination of the historical background of medical and health-related issues in their social, cultural and political context. The geographical and chronological focus is Western Europe and the United States from the 18th century to the present.

**PHIL 170 Biomedical Ethics (3)**

The application of ethical theories to issues and problems in biomedical ethics such as abortion, euthanasia, genetic engineering and genetic counseling, behavior control, death and dying and medical experimentation.

**POLI 309 Health Policy (3)**

This course will focus on American health policymaking, with particular emphasis on the three pillars of health: Access, Cost, and Quality. The course will examine the financing and delivery of health care, the political environment in which health policymaking occurs and the key policy actors that drive federal and state decision-making regarding affordable health care for all Americans. Special attention will be paid to the impact of the Patient Protection and Affordable Care Act (P.L. 111-148), its effect on reducing the number of uninsured Americans and the challenges to its constitutionality.

**PSYC 224 Lifespan Development (3)**

An introduction to the understanding of change and continuity from conception to death. Special attention will be given to core theoretical explanations and empirical findings regarding physical, cognitive, emotional and social development early in the life-span.

**PSYC 333 Health Psychology (3)**

An examination of psychological variables contributing to disease and the effects of illness and injury on behavior. Examples of topics treated include psycho-physiological disorders, impact of stress, pain mechanisms, medical settings and patient behavior, psychological approaches to prevention and management, and compliance.

**PSYC 334 Psychology of Stress (3)**

An examination of stress from physiological and psychological perspectives. Presentation of empirical research and theoretical models. Examples of topics include occupational and performance stress, stress in animals, stressful life events, post-traumatic stress, sociocultural and familial stress and coping mechanisms.

**PSYC 372 Applied Behavior Analysis (3)**

A study of the application of the principles of operant and respondent conditioning to the control of human behavior, both normal and disordered, including a consideration of the moral and social implications of the behavior control technologies.

**PSYC 375 Topics in Child and Adolescent Development (3)**

This course will give students a more advanced exposure to topics in child and/or adolescent development-e.g., socio-emotional/moral development; the role of parenting in child development; early developmental neuroscience; optimal development, etc. Students will gain a more comprehensive understanding of both the major developmental theories and the developmental research methodologies.

**PSYC 389 Child Psychopathology (3)**

A comprehensive overview of the field of abnormal child psychology. Coverage will emphasize the multidimensional, reciprocal nature of child behavior problems within a developmental, clinical/diagnostic and experimental framework. Topical coverage will include definitions, theories, clinical presentation, research, assessment and treatment issues related to various externalizing and internalizing symptomatology.

**PSYC 469 Advanced Developmental with Lab (3)**

This capstone provides an in-depth examination of various theories and practices in the area of developmental psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: Theory of mind and executive function development, social/moral development, effectiveness of learning tools, parenting outcomes and interventions.

**SOCY 103 Sociology of the Family (3)**

An analysis of the family in its social context. Emphasis placed on how socio- cultural factors influence social interaction within families, on social change effects on families and on the relationship of families to the total social system.

**SOCY 336 Death and Dying (3)**

Review of historical and contemporary perspectives on dying and death, including current American practices regarding death, as well as cross-cultural interpretations. Terminal illnesses, biomedical ethical issues, the legal aspects of dying, and the business of dying are discussed in addition to dying and grieving throughout the life cycle.

**SOCY 340 Medical Sociology (3)**

This course presents a critical perspective on the institution of medicine in society and examines the socio-cultural aspects of health and illness, the epidemiology and social demography of health, the behaviors associated with health and illness, the medical professions in a changing society, the social construction of health and illness, the medicalization of diagnostic and treatment processes and health care delivery systems regarding medical care

**SOCY 361 Child Welfare (3)**

An in-depth sociological consideration of children as a minority group and of inequalities between different categories of children, with attention to issues such as child care, education, health, youth employment, poverty, child maltreatment, foster care, and adoption both internationally and domestically. Special attention will be given to describing and evaluating societal attempts to deal with these issues.