

January Experiences for January 2013:

This is a tentative list of courses that will be offered in our first J-Term in 2013.

A small number of the courses are still awaiting final approval and/or relevant AOI approval and may be removed before registration. It is also possible that one or two classes that are still being developed will be added to the list. The final official list will be made available by February 26, two days before the J-Term Fair.

Arts and Sciences:

1. ARTxxx: Introduction to Letterpress 3 Credits
Sarah McCoy
Prerequisites: ART051, ART052
Instructor Approval for non-Art and Design Majors
This course will introduce students to terminology, process and context of letterpress printing within the graphic design discipline.. The course will provide an introduction to the history of letterpress as well as how it is used today in the industry. Using hands-on projects students will be taught how to properly compose hand-set type., lock-up jobs, and print using a flat bed cylinder press. The course also includes a parallel “hand-craft” component focusing on the development of teamwork, professional level presentation skills. Course activities will include lectures, demonstrations, discussions, readings, practical exercises, applied projects, and class critiques. Specific course content and schedule are subject to change and or modification.

2. Art 150: Adobe InDesign Master Class 3 Credits
Catherine Dreiss
Prerequisites: ART021 or JMC059. Juniors and Seniors preferred.
This class will teach the concepts and skills to effectively use Adobe InDesign for publication design. Students will receive hands-on practice working with basic through advanced techniques to get the most out of InDesign, the industry-leading page layout tool for both print and digital distribution. They will learn the basics like type control, graphic file management, layer and document setup to advanced techniques, like setting up automatic indexes, working with tables, importing databases and producing interactive publications for e-readers and tablets. Having expertise in InDesign will not make anyone a good designer. It will, however, allow good designers to best display their proficiency and distinguish themselves from competitors in the marketplace.

3. Bio 145L: Winter Avian Ecology: 3 Credits
Muir Eaton
Prerequisites: BIO001, BIO012, BIO013, or BIO018

Course description: This course will explore the species composition of Iowa's winter birds, adaptations of these winter residents, and general features of bird biology. The course will be heavily field oriented; learning species identification skills, learning field techniques for capturing and studying birds, and collecting behavioral data in a field setting. We will also study general bird anatomy and physiology in the laboratory.

4. BIO182: Immunology 3 Credits
BIO182L: Immunology Lab 1 Credit

Chinh Dao

Prerequisites: BIO095, BIO103 or permission of the Instructor

Co-requisites: It is not required to take these two courses together. Students may register for the class, the lab, or both.

Biology 182 is a survey of mammalian immune systems and immune defenses. This class is an advanced level systems biology course designed for science majors who have completed a general microbiology course but who are studying immunology for the first time. A systems approach will be used to examine and integrate the events, tissues, cells, cellular components, enzymes, and proteins involved in the body's attempts to prevent and clear infections. Moreover, the coursework will provide opportunities to study how the immune system is regulated, disorders which arise when this regulation goes awry, infectious agents which subvert the immune system, how immune systems can be modulated for human benefit, and what role the immune system plays in cancer.

5. CS195: Robot Programming and Control Theory Credits 3

Michael Rieck

Prerequisites: CS 65 and Math 50.

The course will cover several technical aspects concerning robots. Students would gain considerable experience programming. Lego Mindstorms NXT robots. This would involve graphical programming using NXT-G, as well as programming in a C-like language called NXC (in many ways similar to Java). Some course goals:

- Teach the C language to students who know Java from CS 65
- Gain practical experience in writing timing sensitive programs involving various sensors and motors
- Learn to write concurrent (multiple-threaded) code in connection with this
- Learn basic "Control Theory" (requires calculus) and see how this is built into the robots to synchronize motor movement.

6. ENG132: Dickens in London. 3 Credits

Melissa Klimasweski and Craig Owens

Prerequisites: 1 English course at the 0-99 level or permission of instructor
Students in this seminar will read texts written by Dickens and will visit sites in London that are pertinent to Dickens's life and writings. The writing

assignments for the course will ask students to reflect critically upon how visiting London affects their understanding of Dickens's writing as well as how reading Dickens's writings affects their response to and experience of London. We will stay in Bloomsbury and plan to take one "side trip" in England as well. Readings will include *Great Expectations*, *Little Dorrit*, *A Christmas Carol*, and selections of Dickens's journalism. Sites visited in London will include: The Dickens House Museum, The British Library, Covent Garden, The Tate, Southwark (including Borough Market and the remaining wall of the Marshalsea prison), the Foundling Museum, and Kensington Palace. We will take several walking tours of neighborhoods with Dickensian connections as well.

7. ENG133: Theories of Myth and Archetypes: Harry Potter and the Golden Fleece. 3 Credits

Elizabeth Robertson

Prerequisites: English 60 or 61 and one other English course at the 20-99 level

The study of myth and archetype involves both theoretical and practical readings in anthropology, linguistics, psychology, philosophy, literary theory, and folklore. We will read a range of theoretical accounts of myth and archetypes as they seek to explore narratives of creation, of the hero, of the divine child. These will include Jung, Cassirer, Malinowski, Campbell, Cohen, among others. We will also read exemplary mythic texts, including, in this version of the course, the heroic cycle in several cultures. Along with some of the Greek heroic myths, the Harry Potter books will be included as a modern--and derivative, as all hero myths are derivative--account of the magical child, the cyclical nature of the hero's quest. the hero, as Joseph Campbell has it, of a thousand faces. *Students who take the course will be expected to have already read each of the Harry Potter books, and to be thoroughly familiar with their conventions.* In addition to the assigned reading of the theoretical texts and selected Greek myths, students will be expected to write regular responses to the readings, to sit for a final exam, and will complete a course paper that will go through drafts and revisions. Class sessions will consist of large and small group discussions of the readings and of student writings about them.

8. ENSP50: Winter Biology: 3 Credits

Keith Summerville

Prerequisites: None

AOI: Life Sciences

Maximum Enrollment: 16

This course will emphasize the physiological and ecological adaptations of plants and animals that live in environments exposed to extreme cold. Students will spend extended time in the field learning how to identify trees and herbaceous vegetation using seeds and non-floral characteristics. Animal study will emphasize identification of tracks and

adaptations to withstand adverse effects of freezing temperatures. One week will be held on campus (with short field trips), one week will be held off campus at the MetroWaste Authority ecology learning center, and one week may involve an extended trip to NE Iowa. The class is open to majors and non-majors.

9. ENSP111: International Environmental Seminar 3 Credits

David Courard-Hauri:

Prerequisites: None

AOI: Global and Cultural Understanding

The 2012 International Environmental Seminar to Ecuador and the Galapagos will address issues of poverty, environmental protection, and economic development. Visiting a research site in the Ecuadoran Amazon, we will investigate how we might think about weighing the economic benefits of oil production and jobs against environmental protection and the rights of indigenous people? If extraction pits the environment against development, can ecotourism combine them? At one of the planet's most well-known World Heritage Sites, the Galapagos Islands, we will investigate the complex interplay between the needs of residents, ecosystems, and a developing nation. This is a service-learning course, where students will spend significant time on the Islands developing responses to these questions through habitat restoration, teaching children in a local school, and/or helping at a health clinic. We will also study the natural and social history of the area via boat tours, island hikes, snorkeling, and other activities.

10. ENSP027: Environmental Hazards. 3 Credits

Kathryn Szramek

Prerequisites: None

AOI: Physical Science

Disaster movies often portray an earthquake, flood, volcanic eruption, toxic spill, tsunami, deep freeze, drought, mass movements, and/or meteorite impact with an eye toward the dramatic. In recent years, events generally saved for Hollywood movies are the topics of news stories around the world. The Japanese earthquake and tsunami, Hurricane Katrina, the droughts in Texas and Russia to name a few have brought the human reality of these events to our collective conscience.

Environmental Hazards explores the interaction between the science that drives natural and environmental disasters and the human response to these events. As a class we will actively investigate processes through hands on experiments including creating volcanic eruptions and mass movements with experimental flumes. We will explore risk assessment with real data and information provided by government agencies such as FEMA and USGS. We will also see the reality of these events with documentaries on the aftermath of these disasters, including earthquakes, volcanic eruptions, and Hurricane Katrina.

11. LPS135: Intergroup Dialogue on Race/Ethnicity: 3 Credits
Melissa Sturm-Smith
Prerequisites: Permission of the Instructor
AOI: Engaged Citizen
In this course, students will have the opportunity to actively participate in facilitated dialogue and experiential learning opportunities to explore how race and ethnicity are enacted on a personal, social, and institutional level. Students will learn from each others' perspectives, read and discuss relevant texts, and explore their own and other groups' experiences in various social and institutional contexts. Students will also explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels. Students will expand on in-class learning through readings, written reading responses, an intergroup collaboration project and a final reflection paper. Instructor permission required for enrollment.
12. MUS 078: Introduction to Jazz. 3 Credits
Grady McGrannahan
Prerequisites: None
AOI: Artistic Experience
Enrollment restricted to non-music majors
This course will develop listening skills that will allow the student to cultivate a lifelong appreciation of and interest in, America's Classical Music - Jazz. The major style periods to be covered include: early/New Orleans style jazz, swing, bebop, cool, hard bop, free jazz, jazz fusion, and contemporary trends. Students will learn aural characteristics of the various styles and periods and be able to recognize and identify recordings of key jazz musicians.
13. MUS 181: Chamber Ensemble 3 Credits
Ashley Sidon
Prerequisites: None
Open to Music Majors
This course is designed for the music major to participate in a chamber ensemble in an intensive and competitive setting. The group will rehearse and receive coachings, perform for guest artists, and audition for a chamber music competition.
14. MUS160: Home of the Masters. 3 Credits
Thomas Sletto
Prerequisites: None
AOI: Artistic Expression, Global and Multicultural
Fine Arts Integration requirement for Education Majors
This seminar will take students to observe and participate in classes in Geneva, Switzerland – home of the Institut du Jacques-Dalcroze; also to Salzburg, Austria for classes at the Orff Institut of the Mozarteum; then to Kecskemet, Hungary for classes at the Zoltan Kodály Pedagogical Institute of

Music. A final side-trip will be taken to Budapest, Hungary to observe additional teaching using the Kodály approach at the Franz Liszt Akademia of Music. Students will also observe pieces of visual art at various galleries and sites in the three major cities of Geneva, Salzburg, & Budapest.

15. POLS119: Inside Washington: The Presidential Inauguration 3 Credits
Rachel Caufield
Prerequisites: None
AOI: Engaged Citizen
This is a travel seminar to Washington, D.C. for the Presidential Inauguration in conjunction with The Washington Center for Internships and Academic Seminars. During their time in D.C. students will attend large-group seminars with national political leaders and recognized scholars, small-group discussions with Drake faculty, and will attend special events and receptions in addition to fieldwork assignments with the inauguration planning committee or other prominent party, media, or non-profit organizations participating in inaugural activities. All students will also attend the presidential inauguration on the national mall. For more information, visit www.twc.edu and contact Professor Rachel Paine Caufield.
16. POLS133: Understanding the Middle East Through Film. 3 Credits
Mahmoud Hamad
Prerequisites: None
AOI: Engaged Citizen, Global and Cultural Understanding
This class relies on films to study important political and social events in the Middle East region. Some of the movies covered in class examine the political and economic realities, whereas other films focus on societal changes that have had significant implications for the Middle East and beyond. We start with a lecture on the background of the political topics covered in the film; the second and third hours of class are devoted to the screening of the film; and the last hour of class involves class discussion of the film and an analysis of its political meaning and significance. I urge everyone to engage and to think critically about the topics presented and the questions presented during the course.
17. PSY044: Adult Development and Aging. 3 Credits
Maria Valdavinios
Prerequisites: PSY001
In this class, students will learn about the issues (i.e., psychological, behavioral, social) facing adults as they go through the aging process. In conjunction with class meetings, students will be assigned to complete service learning projects within an agency that provides services to the aging population (e.g., a nursing home, home health, Alzheimer's unit, meals on wheels, supported living)
18. PSY 183: Industrial Psychology 3 Credits

Maria Clapham

Prerequisites: PSY001 and PSY011 (or PSY015, BIO099, or STAT071 and 072)

Industrial Psychology is an applied field that focuses on people as members of organizations. It is concerned with examining individual differences in behavior and work performance in order to help organizations make the best, most humane use of human resources. Specific topics of study include determination of the skills and talents needed for various jobs; assessment of the skills, abilities, and characteristics of potential employees; and development of systems for selecting, evaluating and training employees. In this course, students will develop a solid understanding of scientific, practical, and legal issues related to employee assessment through a blending of theory, research, and application.

19. REL198: Letters of Paul in Cultural Context. 3 Credits

Trisha Wheelock

Prerequisites: None

This course will focus on critical readings of the Letters of Paul and his interpreters in their cultural context. It will consider Paul's biography, the relation between Acts and the Pauline epistles, the literary structure and rhetorical strategy of his letters, and the specific issues addressed in each of the letters. Particular attention will be given to questions of pseudonymous authorship, the social worlds and imperial context of the Pauline communities, Pauline theology, and its lasting impression on Christianity.

20. SCSS076: The Sociology of Childhood. 3 Credits

Darcie Vandergrift

Prerequisites: None

What is the experience of childhood in the contemporary period and across history? Emerging social factors have changed the experience of childhood over time. Additionally, we will learn how children actively create meaning and engage in social processes to make their way in the world. In this class, these topics will emerge through reading-based discussions, service learning with children at Children and Family Urban Ministries, film critique, and personal exploration. Topics of emphasis include gender on the playground, consumer culture & kids, and childhood socialization in the family and school.

21. SCSS 150: Ethnographic Video Challenge. 3 Credits

Sandy Patton-Imani

Prerequisites: None

This course will be an immersion in qualitative fieldwork and digital video editing methods. Students will be introduced to ethnographic participant-observation and interviewing methods, as well as video editing techniques. During the three-week J-term course students will work in small groups to conduct ethnographic research, document it on videotape, and produce short video essays that will be put online for public education purposes. This is loosely modeled on the film challenges/contests that

happen in many U.S. cities for fictional films (though ours will not be a contest). This course will serve as an introduction to qualitative interview-based research.

22. THEA076: Introduction to Theatre. 3 Credits
Michael Rothmayer
Prerequisites: None
AOI: Artistic Experience
Not open to Theatre majors
Introduction to Theatre (THEA076) is, as the name suggests, an introduction to the various elements of theatrical production. Students will learn the work of the producer, playwright, director, actor, designer and technician as well as how that work has changed over time. Students will have the opportunity to experience the role of each of these individuals as well, with exercises in class focused on each production area. In addition, assuming the Winterstock project goes forward, students in THEA076 will have the opportunity to observe portions of the theatrical production in process. Students may also be able to volunteer to assist in the production.
23. THEA114: Classic American Film: 3 Credits
John Holman
Prerequisites: None
AOI: Artistic Experience
In this J-Term course we will look at nine classic Hollywood films from the point of view of the writers who penned the screen plays. The unique perspective of the writer is one that is seldom explored, their work being overshadowed by the promotion of the actors and directors. In class film viewing and discussion is required. Purchase of a text is necessary, additional reading assignments will be made from web based sources. Information about film genre and terminology will be reviewed and included in weekly quizzes.
24. THEA132: Special Topics: Winterstock:
Five separate courses that combine in a single production. 3 credits each. Students will register for one of the five classes below.
Five separate courses will function as the elements to create a theatre production that performs at the end of J-Term. The production will be mounted in Studio 55, Harmon Arts Center. A typical rehearsal schedule for collegiate theatre includes approximately five to six weeks of rehearsal. In the professional theatre world actors/directors/designers have only two-and-a-half weeks to mount a production. J-term allows us to produce a play (offer a course) in a setting that is analogous to a professional theatre company.

24a. THEA132: Special Topics: Winterstock: Design

Josie Poppen

Description: Students enrolled in this course will work as the individual designers for all necessary elements of the Drake Theatre Winterstock production. Likely Design positions may include: Scenery, Lights, Sound, Costumes, Props, Hair & Makeup. Less experienced students may choose to enroll as an Assistant to a faculty designer working on the production. Each designer would be involved with script analysis, research, materials procurement, providing visual representations of design ideas, communication and collaboration with the director and others involved with the production. Most importantly, student designers would work closely with the Technical Production faculty/students to realize the design as envisioned.

24b. THEA132 Special Topics: Winterstock: Acting/Directing

Deena Conley

Some students will be cast in the production and approximately two will serve as Assistant Directors. This course will culminate in a full-length production. Students cast in the production as a part of this course will work with the director on developing the characterization, physicalization, and objectives of the character they are portraying. Students who serve as the assistant directors will help the director with text analysis, blocking/staging, coaching actors, and in creating the rehearsal calendar. Students will be able to apply what they're learning in the classroom to the work they're doing in the production.

24c. THEA132 Special Topics: Winterstock – Voice/Dramaturg

John Graham

This class will be set up to work all vocal aspects of the production done in the J-Term Theatre Department show. The Voice/text work will be based on the type of production selected for performance. Examples of the type of Voice/text training can be, but are not limited to:

- Classical Text Analysis, Including:
 - Verse and scansion
 - First Folio textual work
 - Heightened Speech
 - Vocal Coaching
 - Dialect design and coaching
 - Strategies for role-specific warm-ups
 - Speech work

The goal of this course is to aid the student actors in all of the vocal aspects of their characters. Objectives include: Character-specific vocal choices, vocal health in vocal violence, Dialect acquisition, using

Standard Stage Speech, finding vocal release through strategic use of character tension.

24d. THEA132 Special Topics: Winterstock – Movement Course

Karla Kash

This class will be set up to work all aspects of the production done in the J-Term Theatre Department show. The movement work will be based on the type of production selected for performance. Examples of the type of movement training can be, but are not limited to:

- Stage Combat (unarmed, rapier and dagger, broadsword, sword and shield, quarterstaff, small sword or found objects)
- Dance (ballet, tap, jazz, modern, hip hop, Latin, Musical Theatre Dance)
- Period Styles (Ancient Greeks/Romans, Renaissance, Restoration, Middle Ages, Elizabethan etc.)
- Miscellaneous (clowning, tumbling, pratfalls, physical comedy etc.)

The goal of this course is to aid the student actors in all of the physical aspects of their characters. As well as to help the students to learn movement in relationship to theatre emphasizing skeletal alignment and correct body placement for the purpose of developing efficient, economical movement for the stage. (If the Winterstock production is not offered, she will offer THEA 015: American Musical Theatre: Course Description And Outcomes: To aid students in gaining an understanding and appreciation for the evolution of America's original art form- the musical. Students will learn the different styles and genres of musicals as well as composers, lyricist, librettist, actors, directors, choreographers, designers and producers of musical theatre.)

24e. THEA132 Special Topics: Winterstock-Technical Production

John Pomeroy

This course would encompass construction and implementation of the technical components necessary for our Theatre Dept. proposed production for the January Term- 2013 (yet to be determined). Lighting, sound, scenery and costumes are essential parts of the production that will be realized (excluding costumes) by myself and the students enrolled in this course.

Business and Public Administration:

25. BLAW060: Business Law:

3 Credits

J. Royce Fichtner

Prerequisites: Sophomore or above.

AOI: Value and Ethics; Critical Thinking

This course discusses the basic precepts of our legal system. These concepts are then applied in the examination of the legal principles that affect business in the areas of contracts, torts, and product liability. The course also addresses relevant ethical issues.

Journalism:

26. JMC133: International Advertising. Travel Seminar to Poland. 3 Credits
Dorothy Pisarski
Prerequisites: None
AOI: Global and Cultural Understanding
This immersive course will expose and sensitize students to cultural and managerial differences in the practice of advertising, public relations, graphic design and integrated marketing communications in several foreign countries. Includes visits of agencies and advertisers overseas. Taught in English
27. JMC135: Public Relations Principles. 3 Credits
Kelly Bruhn
Prerequisites: Sophomore Standing
AOI: Engaged Citizen
Role and process of public relations in modern society. Functions of the professional. Case problems of various organizations and institutions. Guest practitioners.
28. JMC 143: Publicity. 3 Credits
David Remund
Pre-Requisites: JMC 59, JMC 135, JMC 123.
Planning, implementing and evaluating publicity, including analysis of publics, selection of media and preparation of messages.

Education:

29. EDUC 109, Educational Technology. 2 Credits
Jerrid Kruse
Prerequisites: None
AOI: Information Literacy
This course will explore the implications of technology in teaching and learning as well as explore some aspects of the philosophy of technology that apply to both classroom use, personal use, and societal issues regarding technology.
30. LEAD198: Leadership at Sea. 3 Credits
Tom Westbrook
Prerequisites: None

Leadership At Sea is a blend of classroom and experiential learning focusing on leadership development, team building, and seamanship. The course features sailing in the Bahamas onboard the tall mast schooner Liberty Clipper. The goal of the course is to elevate the students' ability to form and work in teams, apply leadership skills in a new environment, learn to sail, and experience life at sea. The course will begin with campus-based instruction on team building, communication, conflict management, and the technical aspects of sailing. This will be followed by three days in Nassau that includes a possible visit to the American Embassy, small craft sailing, a service project, and an orientation to the Liberty Clipper.

We will then set sail for a week exploring the Bahamas Out Islands. The Liberty Clipper, a U.S. Coast Guard licensed 125' gaff-rigged schooner (<http://www.libertyfleet.com>), will serve as a leadership laboratory enabling students to rotate through ship positions and attend sessions with captain and crew. While at sea, the itinerary includes small island exploration, kayaking, snorkeling, and small craft sailing.

31. EDUC199: Classroom Management. 3 Credits
William Orcutt
Prerequisites: None
This course will explore many areas of managing a classroom and will be appropriate for prospective teachers of elementary and secondary students. Topics included in the course are Rules and Procedures, Managing student work, Beginning the school year or semester, Planning and conducting instruction, Maintaining appropriate student behavior, Managing problem behaviors, Managing special groups of students. The format of the course will be combinations of lecture, discussion, lab, and observation. Students will be actively involved in simulated classroom situations.
32. EDUC199: The History of Higher Education in Iowa. 3 Credits
Charles Sengstock
Prerequisites: None
This course will cover the rich history of higher education in Iowa as well as the U.S. Many people do not know that Iowa is home to the oldest coeducational college located west of the Mississippi River or that the individuals that designed the St. Louis Arch also designed multiple buildings on the Drake Campus. This course will cover these topics as well as others related to the history, growth and significance of various colleges and universities in Iowa as well as the U.S. We will also look at how higher education has changed over the years and how technology is redefining the way colleges and universities teach, market and communicate with their students. If possible, we will tour various campuses within Iowa.

33. EDUC199: Education Opportunities for Children in a Developing Country: Ghana, Africa Credits: 3

Jill Johnson

Prerequisites: None

AOI: Engaged Citizen

The course is designed to facilitate Drake's goal of educating its students as global citizens who are prepared to operate in a global economy. Drake students will experience both cultural and educational difference between the Des Moines metro area and associated schools and the culture and education system in a small village outside the capital of Ghana. The content of the course will focus on the challenges people in this village face as they try to educate and advance the "next generation". Special attention will be directed towards analyzing the instructional paradigms used in the village schools, training of teachers, expectations of students attending, long-term goals of the educational system and individual students, differences between male and female students, and overall "condition" of the educational experience afforded young children.

Library:

34. LIB072: What's Up, Doc: An Information Literacy Exploration of Documentary. 3 Credits

Carrie Dunham-Lagree

Prerequisites: None

AOI: Information Literacy

This course will use documentary films to explore the standards of information literacy and impart an understanding of information resources. Students will explore the history of documentary film as well as current trends in documentaries. We will watch a variety of documentary film formats and learn the skills needed to search many types of information resources. We will explore the notion of documentaries as texts that are both the result of research and the starting point for more research. This course will also explore the research methods and processes of documentary filmmakers.

Interdisciplinary

35. INTD110: Making Meaning of the Study Abroad Experience. 3 Credits

Jen Hogan

Prerequisites: Study Abroad Experience or Permission of the Instructor

Studying abroad can be one of the most transformative, amazing experiences you can have while in college. However, it can be challenging to integrate the experience into your personal/emotional life as well as demonstrating and utilizing the skills you gained while abroad to channel your ideas and energy into civic engagement, social action and personal/professional/academic

development. This course will assist you in processing your education abroad while on your path to becoming a global citizen.

36. INTD076: Exploration of Urban Poverty in Des Moines and New York City.
3 Credits

Mandi McReynolds

Prerequisites: None

AOI: Engaged Citizen

Fulfills Drake Undergraduate Experiential Learning Requirement.

This class will bring together students from a variety of disciplines to discuss ways in which to further understand urban poverty in the Des Moines and New York City. The course will allow students to define and design their own service-learning experience in the local community and explore urban poverty in New York City. The class will address definitions, core theories, principles, and practices of urban poverty. The community is our classroom and textbook. We will spend many hours in and outside of classroom hours in reflective observation and active participation in the Greater Des Moines Area and one week exploring urban poverty in New York City.

College of Pharmacy and Health Sciences:

37. HSCI020: Issues in Health Sciences I. 1.5 Credits.

Jennifer Tran and Renae Chesnut

Restricted to Health Sciences students.

This is a web class.

This course is designed to provide students an introduction to the College of Pharmacy and Health Sciences policies, resources, and academic information, as well as offer awareness and understanding of various career pathways in the field of health sciences. Course activities will include speaker panels and presentations, shadowing experiences, interview of health care professionals, library and literature research, and class discussions. Students will identify the course work, experiences, and skills needed to be successful in a chosen field and outline an academic and experiential plan.

38. HSCI140: Patient Assessment. 2 Credits.

Rhonda Beemer

Prerequisites: Physiology (Undergraduate level PHAR 125 Minimum Grade of D or Pharmacy level PHAR 125 Minimum Grade of D or Undergraduate level BIO 129 Minimum Grade of D or Pharmacy level BIO 129 Minimum Grade of D or Pharmacy level BIO 128 Minimum Grade of D or Undergraduate level BIO 128 Minimum Grade of D or Undergraduate level HSCI 125 Minimum Grade of D or Pharmacy level HSCI 125 Minimum Grade of D)

Priority to Health Sciences students.

Patient assessment is a core skill of all health care professionals. Health Sciences students enrolled will acquire a basic foundation of knowledge and skills regarding patient assessment in order to: 1. Monitor a patient's vitals 2.

Demonstrate effective communication skills for future interactions with patients and healthcare professionals 3. Complete an appropriate patient history 4. Document findings 5. Communicate appropriately in regards to patient evaluation, care, and referral 6. Conduct basic wellness screenings 7. Become aware of various equipment used in healthcare and the basic set up of the equipment During this course, the student will be introduced to basic techniques and skills used in order to obtain a complete and problem-focused patient/client history, physical examination, and appropriate documentation of such assessments. The laboratory sessions will provide the student an opportunity to practice these skills and to enhance their critical thinking. Note: This is intended to be an introductory and basic skills class.

39. PHAR126: Principles of Nutrition.

2 Credits

Christa Hanson

Restrictions: Sophomores, Juniors, Seniors, P1, P2, P3

In this course, principles of normal nutrition are introduced. Each essential nutrient function and metabolism is studied as well as cultural, societal, and economic influences on eating disorders and habits. An emphasis is placed on the application of nutrition principles within the health care setting.