The University of Montana Graduate Programs in the Department of Health and Human Performance

http://www.soe.umt.edu/hhp/graduate_programs/default.html
UNIVERSITY OF MONTANA

Nestled in the Rocky Mountain grandeur of western Montana, Missoula is the hub of five valleys and three major rivers – the Blackfoot, the Bitterroot and the Clark Fork. Roughly halfway between Glacier and Yellowstone national parks, Missoula is a blend of small-town charm and big-city sophistication.

One of the first things visitors notice is how friendly people are here. With about 60,000 residents and visitors from around the globe, the city has an increasingly diverse population. On summer Saturdays, Missoulians congregate at the Farmer’s Market for fresh produce, coffee and conversation. Year-round, they meet on the recreation trails that run alongside the river through the heart of downtown and past campus. Hiking, bicycling, fly fishing, river rafting and skiing are all big here. It’s no wonder that the book “How to Get an Ivy League Education at a State University” called Missoula “a Rocky Mountain Berkeley ... the kind of place many people hate to leave.”

HHP PROGRAM DESCRIPTIONS

The Department of Health and Human Performance (HHP) in the College of Education and Human Sciences at UM has three different Masters degree curriculum tracks, each with the option of a thesis or professional paper. The three options are Exercise Science, Community Health, and HHP Generalist.

POTENTIAL CAREER OPPORTUNITIES:

Athletic Programs:
- Strength & Conditioning Coach
- Sport Coach

Exercise & Fitness Center:
- Program Director
- Personal Trainer
- Exercise Specialist
- Fitness Instructor

Hospital Wellness Programs:
- Program Director
- Exercise Specialist
- Fitness Instructor
- Health/Patient Educator

Corporate Fitness Programs:
- Program Director
- Exercise Specialist
- Health Promotion Specialist

Rehabilitation Centers:
- Exercise Specialist
- Exercise Testing Technician

Community Health
- Non-Profit Program Director
- Public Health Specialist
- Human Resources or Wellness Program Director/Specialist
- Community Health Specialist

Other Allied Areas:
- Research & Development
  -- Exercise Equipment
- Sales
  -- Exercise & Testing Equipment
  -- Pharmaceuticals
- Sports Performance & Fitness Testing

Indian Health Service or Tribal Health Program Disease Prevention Specialist
HIV/AIDS Community Program Director/Specialist
Employee Health Program Specialist
University/College Student Wellness Program Specialist

Preparation for Further Study In:
- Physical Therapy
- Medicine
- Physician’s Assistant
- Chiropractic Medicine
- Exercise Physiology
- Nutritional Science
- Graduate Programs (Ph.D.)
- Nursing
- Community Health/Public Health

Useful links:
- HHP dept http://www.soe.umt.edu/hhp/;
- Graduate School http://life.umt.edu/grad/default.php;
- Other Resources http://life.umt.edu/grad/Resources/default.php;
- Maps and virtual tours http://umt.edu/home/map/;
- http://www.umt.edu/virtualtour/;
- campus visits http://admissions.umt.edu/visit.html;
- on campus housing http://life.umt.edu/rlo;
- financial aid http://life.umt.edu/financialaid

HHP Graduate Programs
Revised 12/12 C.Dumke
**EXERCISE SCIENCE**

The *Research Option* is designed for those students who intend to pursue further graduate studies. This option involves a more intensive study of laboratory methods and statistical and research design. A thesis is required.

The *Applied Option* is intended for those students who plan to pursue professional careers in Exercise or Applied Sciences (corporate/adult fitness, cardiac rehabilitation). This option involves additional required coursework and an internship. Coursework is modified to meet student needs.

**Prerequisites** for the Exercise Science option include a year of Anatomy and Physiology and Exercise Physiology.

<table>
<thead>
<tr>
<th>Core Requirements (23 credits)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 486 Statistical Procedures in Education (or advisor approved substitution)</td>
<td>3</td>
</tr>
<tr>
<td>HHP 520 Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>HHP 529 Advanced Physiology of Exercise I</td>
<td>3</td>
</tr>
<tr>
<td>HHP 530 Advanced Physiology of Exercise II</td>
<td>3</td>
</tr>
<tr>
<td>HHP 524 Ethics in Health &amp; Human Performance</td>
<td>3</td>
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<tr>
<td>HHP 531 Laboratory Procedures in Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>HHP 528 Advanced Exercise Prescription</td>
<td>3</td>
</tr>
<tr>
<td>HHP 594 Graduate Seminar (2 X 1 credit each fall)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total 23</strong></td>
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</tbody>
</table>

**Research Option Requirements: (41 credits minimum)**

| HHP 699 Thesis                                                      | 6       |

**Applied Option Requirements: (42 credits minimum)**

| HHP 598 Internship                                                 | 3       |
| HHP 599 Professional Paper                                         | 3       |
| **OR**                                                             |         |
| HHP 699 Thesis                                                      | 6       |

**Electives (to meet minimum credit requirements)**

| HHP 446 Nutrition for Sport                                        | 3       |
| HHP 475 Legal & Ethical Issues in the Exercise Professions         | 3       |
| HHP 482 Electrocardiogram Assessment                               | 1       |
| HHP 483 Exercise, Disease and Aging                                | 3       |
| HHP 484 Exercise, Disease and Aging – Laboratory                   | 1       |
| HHP 485 Theories of Health Behavior & Counseling                   | 3       |
| HHP 540 Health Promotion Strategies                                | 3       |
| HHP 492 Program Planning for Community Health                     | 3       |
| HHP 430 Health Aspects of Aging                                   | 3       |
| HHP 465 Leading HHP Organizations                                  | 3       |
| HHP 417 Fundamentals of Coaching                                   | 3       |
| HHP 435 Certification Preparation                                  | 3       |
| HHP 544 Community Based Participatory Research Methods             | 3       |
| HHP 597 Research                                                    | 3       |
| HHP 598 Internship                                                 | 1-3     |
| HHP 599 Professional Paper                                         | 3       |
COMMUNITY HEALTH

The Community Health Graduate option is designed to provide students with an in-depth knowledge of the role of program planning and behavioral science theory in the development of health related programs designed to improve the physical, mental and social health of individuals and communities. Graduates in Community Health are prepared to work in a variety of settings. These include non-profit health organizations, public health departments, corporate wellness programs, college and university human resource and wellness programs, community health agencies, and primary health care sites such as hospitals and health organizations.

Students who will be most successful in the community health major are those who are deeply interested in the interrelationship among all aspects of health (social, emotional, mental, spiritual and physical) and in the life sciences and behavioral sciences. In addition, success in this field requires imagination and creativity in applying scientific knowledge to strategies for individual and community change through a wide range of educational, environmental and political approaches. Students graduating with a degree in Community Health will be eligible to take the national exam to become Certified Health Education Specialists.

Prerequisites for the Community Health option are on a case by case basis. Interested students are encouraged to contact Blakely Brown (blakely.brown@umontana.edu) or Annie Sondag (annie.sondag@umontana.edu).

Core Requirements (20 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HHP 485</td>
<td>Theories of Health Behavior &amp; Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HHP 486</td>
<td>Statistical Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 563</td>
<td>Social Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>HHP 415</td>
<td>Health &amp; the Mind, Body, Spirit Relationship</td>
<td>3</td>
</tr>
<tr>
<td>HHP 544</td>
<td>Community Based Participatory Research</td>
<td>3</td>
</tr>
<tr>
<td>HHP 524</td>
<td>Ethics in Health &amp; Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>HHP 540</td>
<td>Health Promotion Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HHP 488</td>
<td>Program Planning for Community Health</td>
<td>3</td>
</tr>
<tr>
<td>HHP 594</td>
<td>Graduate Seminar (2 X 1 credit each fall)</td>
<td>2</td>
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</table>

Total 23

Thesis Option Requirements: (38 credits minimum)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 699</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Professional Paper Option Requirements: (38 credits minimum)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 598</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>HHP 599</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (minimum 9 credits)

Elective credits must be chosen in consultation with and approved by the student’s academic advisor.
HHP GENERALIST

This option prepares students who are seeking a broad general knowledge in the field of Health and Human Performance. The broad-based option responds to the needs of students who do not desire to specialize, but want to focus on the diversity of Health and Human Performance. The broad-based option offers the flexibility to design individualized programs, enabling students to pursue career paths requiring expertise in multiple areas.

Prerequisites for the Generalist option include Anatomy and Physiology and Psychology.

Degree Course Work Requirements (37 credits)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>HHP 486</td>
<td>Statistical Procedures in Education</td>
<td>3</td>
</tr>
<tr>
<td>HHP 520</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>HHP 524</td>
<td>Ethics in Health and Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>HHP 540</td>
<td>Health Promotion Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HHP 594</td>
<td>Graduate Seminar (2 X 1 credit each fall)</td>
<td>2</td>
</tr>
<tr>
<td>HHP 596</td>
<td>Independent Study</td>
<td>2</td>
</tr>
<tr>
<td>HHP 699</td>
<td>Thesis</td>
<td>6</td>
</tr>
<tr>
<td>HHP 599</td>
<td>Professional Paper</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 19-22

Electives (minimum 18 credits)

Elective credits must be chosen in consultation with and approved by the student’s academic advisor.
ADMISSION REQUIREMENTS

1. Application Materials and Deadline

To ensure consideration for a teaching assistantship for the fall semester, application packet materials must be received by March 1st. All applicants are encouraged to apply by March 1st. Application packets submitted after this date are reviewed by the HHP Graduate Committee depending upon program space. Applications for spring semester will be evaluated on a case-by-case basis.

Instructions for applying to the Graduate School are in the Applying for Admission section of the UM Graduate School web site (http://life.umt.edu/grad/Apply/default.php).

In addition to the application materials required by the Graduate School, the Department of Health and Human Performance also requires:

- A statement of purpose of your background and goals, including your degree option choice. (max 500 words)
- A resume/curriculum vitae

2. Requirements for Full Admission

- A bachelor's degree.
- Minimum GPA of 3.0 for all college work.
- Minimum combined GRE verbal and quantitative score of 900 (new minimum standards for the new GRE will be developed soon).
- The Health and Human Performance department accepts GRE scores with a test date that is within the past five years OR verifiable GRE scores if the test date is over five years old.

3. International Students

- The TOEFL exam can substitute for the GRE.
- See the following sections on the UM Graduate School web site.
  
  Graduate school  http://life.umt.edu/grad/default.php
  Grad school resources  http://life.umt.edu/grad/Resources/default.php
  Graduate admissions  http://life.umt.edu/grad/Apply/default.php

GRADUATE ASSISTANTSHIPS (GA)

UM provides teaching assistantships which are generally limited to ½ time assistantships. The minimum stipend (2 semesters) for a teaching assistantship from the Graduate School in 2010-2011 was $4,500. All ½ time teaching assistantships come with a one semester tuition waiver. The most common duties of graduate assistants in the Department include helping with activity classes, academic classes, and assisting with undergraduate lab classes. Additionally, grant funding from individual faculty members may be available to supplement student income. These funds depend on faculty research funding and prospective students are encouraged to contact faculty to inquire about these opportunities. Extra funding from additional sources can conspire to allow students to apply for out of state waivers through the TARA guidelines. Current tuition rates can be found here  http://www.umt.edu/bussrvc/Students/Tuition%20and%20Fees/default.aspx . Tuition Waivers cover the cost of in-state or out-of-state tuition and the $30 registration fee for one semester. Other fees charged by the University are not covered. These fees total approximately $1,260 per semester. Included in the fees is student health insurance.
**Assistantship Application and Deadline**

*New students*: Students should indicate their interest in an assistantship within the admission materials of the graduate school application. Students should request a GA application from Dr. Dumke following the completion of their application to the program.

*Returning students*: submit a letter of intent and GA application to the graduate coordinator, Chuck Dumke, McGill Hall #103 or [charles.dumke@umontana.edu](mailto:charles.dumke@umontana.edu).

**Contact info about HHP graduate students, and address to send in GA application:**

Charles Dumke, PhD, FACSM  
Graduate Program Coordinator  
University of Montana  
Health and Human Performance  
103 McGill Hall  
32 Campus Drive  
Missoula, MT 59812  
[charles.dumke@umontana.edu](mailto:charles.dumke@umontana.edu)  
406.243.6176

**FACULTY RESEARCH INTERESTS**

The backgrounds, areas of expertise, and research interests of the HHP faculty are expansive and provide a broad base to accommodate the needs and specific interests of graduate students. Please refer to our web page ([http://www.soe.umt.edu/directory/default.php?mode=list&sort=dept&spec=hhp](http://www.soe.umt.edu/directory/default.php?mode=list&sort=dept&spec=hhp)) for information about our faculty and their research interests.

- **Blakely Brown** – Dr. Brown is a nutritional scientist specializing in maternal-child health, diabetes and childhood obesity prevention, and Indian health.
- **Matt Bundle** – Dr. Bundle specializes in biomechanics and high speed running.
- **Gene Burns** – Dr. Burns specializes in ethics and sociocultural relationships in sport and exercise.
- **Charles Dumke** – Dr. Dumke is an exercise physiologist that studies the interaction between energy expenditure, fuel utilization, and exercise biochemistry.
- **Laura Dybdal** - Dr. Dybdal is interested in community health & health psychology and specializes in HIV prevention and social marketing, the mind/body relationship and program planning.
- **Steven Gaskill** – Dr. Gaskill is an exercise physiologist with interests in physical activity for youth, clinical exercise physiology, and wildland firefighter work physiology.
- **Arthur Miller** – Dr. Miller is interested in self-esteem & activity level in children, effective teaching, and teacher's attitudes toward teaching Physical Education.
- **Charles Palmer** – Dr. Palmer researches the legal and ethical issues of sport, and has interests in the psychology of exercise.
- **Valerie Rich** - Dr. Rich is in athletic training and athletic training education, teaching styles, and active learning strategies.
- **Scott Richter** – Dr. Richter is an athletic training interested in technology in sports medicine.
- **Brent Ruby** – Dr. Ruby directs the Montana Center for Work Physiology and Exercise Metabolism (WPEM). His research focus is on fuel utilization, carbohydrate metabolism and performance in hostile environments.
- **Annie Sondag** – Dr. Sondag is interested in community health and specializes in HIV prevention and program planning & evaluation.
GRADUATE STUDENT RESEARCH:

In addition, graduate students at University of Montana have completed some of their own research. Following is a brief list of some of the projects that graduate students have completed in recent years. More can be found on the UM e-thesis site which is searchable by department: [http://www.lib.umt.edu/etd](http://www.lib.umt.edu/etd)

**Exercise Science:**
Stephanie Harger-Domitrovich; “Exogenous Carbohydrate Spares Muscle Glycogen in Men and Women during 10 h of Exercise”

Aaron Kelly; “Variation in Systolic Blood Pressure Between Exercise Modes”

Adrian Yavah; “The Effects of Sport Massage and Superficial Heat on Resting Muscle and Connective Tissue Stiffness”

Nicole Plante “Work shift food delivery strategies during arduous wildfire suppression”

Kristen Rofliesch ” The effects of a nutrition education program on nutrition knowledge, attitudes and beliefs (KAB) of college students at the University of Montana”

Andrew Miller; “Effects Of High Intensity / Low Volume And Low Intensity / High Volume Isokinetic Resistance Exercise On Glucose Tolerance”

Andrew Reinhart; “Heart Rate Variability as a Marker of Stress Following Extended Duration Exercise and Glycogen Depletion”

Anne E. Mcclaughry; “Effects Of Carbohydrate Supplementation On Muscle Glycogen And Substrate Oxidation During Extended Exercise In Females”

Anne Goodson; “Effect of Supplemental Feeding on Cognitive Function in Wildland Firefighters During Arduous Fire Suppression”

Brenda Brady; “The Effects Of A Cooling Hand Device On Time Trial Performance And Core Body Temperature During Exercise In The Heat.”

Carla Cox; “Determination of Energy Expenditure of Dog Sled Drivers Using the doubly labeled (^2H_2,^18O) water method during the 2003 Iditarod 1049 Mile Sled Dog Race”

Coral Hannah; “Exploring The Relationship Between Cardiovascular Disease Risk And Physical Activity As Measured By Accelerometers”

Ericka Lieberg; “Substrate utilization during exercise relative to ventilatory threshold and VO_{2max}”

Erin Riley; “The Utilization of Self-Report Questionnaires to Predict Ventilatory Threshold”

Ian Marshall; “Monitoring individual training load during female collegiate soccer practices and games”

Jamie Wagner; “Carbohydrate Feedings Reduce Muscle Glycogenolysis During Ultra-Endurance Exercise”

Jason Siegler; “Changes Evaluated In Soccer-Specific Power Endurance either With or Without A 10-Week, In-Season Strength And Plyometric Training Program”

Joe Domitrovitch; “Hydration Delivery Systems For Wildland Firefighters”

John Cuddy; “Supplemental feedings increase self-selected work output during wildfire suppression”

Jonathan Berdanier; “Using The Maximal Vertical Jump Test To Evaluate Training And Fatigue In Collegiate Soccer Players, A Series Of Case Studies”
Julie Ham; “Effects of water and electrolytes on changes in body temperature and drinking behavior during arduous wildfire suppression”

Kathleen Frank; “Changes in Performance Factors and Anthropometric Parameters During a Junior A Ice Hockey Season”

Kelly Rice; “Decreases in 2nd-12th Grade Student Physical Activity in Missoula, MT”

Kent Hansen; “Effects of Liquid Carbohydrate Feeding on Salivary IgA During Exercise in a Heated Environment”

Kristen Kodeski; “Nutritional Attitudes and Beliefs of Hotshot crews in the Western United States”

Laura Mohar; “Physical Activity Patterns in Grades 2-12 in a Rural Western Montana Town”

Laura Young; “Training Comparison: 95%VO2peak intervals vs. race pace intervals are Equally Effective”

Kimberly Whitish; “Nutrition and Bone Health in Female Athletes; A Nutritional Assessment for Coaches and Athletes”

Ann Somerville; “Using Heart Rate Variability to Evaluate Training in Adolescent Swimmers, a Series of Case Studies”

Leah Paige Versteegen; “Effects of carbohydrate on self-selected exercise performance and balance during exercise in a healthy, older population.”

Lori Looper; “Effect of Body Fat on Substrate Oxidation During Aerobic Exercise”

Luke C. Matteucci; “Affects of low frequency aerobic training relative to ventilatory threshold of sedentary individuals”

Nobu Yasuda; “Substrate Utilization During Arm And Leg Exercise Relative To The Ventilatory Threshold In Men”

Trevor L. Gillum; “Muscle Glycogenolysis And Resynthesis In Response To A Half Ironman Triathlon: A Case Study”

Walter Hailes; “Reproducibility of field time-trial performance and the effect of the Rotor crank on 16.1 km time-trials”

Nicole Plante; “Work Shift Food Delivery Strategies during Arduous Wildfire Suppression”

**Community Health:**

Christiana Ricci; “Assessing the influence of Parent/Guardian variables on select type 2 Diabetes risk factors among 10 to 14 year old Northern Plains Indian Youth”

Jennifer Elliott; “An Assessment of the retail Food Environment, Access to Food, and Food Security in Missoula, Montana in Relation to the Socioeconomic and Health Status of its Residents”

Kristin Rohfleisch; “An Assessment of Female Freshman Students’ Nutrition Education Needs at the University of Montana”

Helen Burnside; “Evaluation of Montana’s HIV Prevention Social Marketing Campaign”

Ruijiang Liao; “An Assessment of Quality of Life Among Hepatitis B Virus Carriers in China”

Corey Campbell; “An Outcome Evaluation of An Outreach Program for Injection Drug Users”

Jacqueline Kakos; “Process and Impact Evaluation of the Montana HIV Prevention Social Marketing Campaign”

Jennifer Hackenbruch; “Assessment of the Needs of HIV Positive People in Montana”

Rimo Carneiro; “Community-Level Prevention Intervention: The Effects of Gay Men’s Health Retreats”

Tannis Hargrove; “A Phenomenological Study of Reiki Practitioners and their Perspectives of Reiki as it Relates to Personal Health”

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Katherine Mills; “Complementary Medicine: Healthcare Provider’s Perceptions and Practices”

Nancy Mulla; ‘Osteoporosis Prevention for Women 25 Years and Younger; Knowledge, Beliefs, and Practices of Providers at Montana Title X Clinics”

Catherine Taft; ‘An Investigation of The Long Term Effects of an HIV/Hepatitis C Prevention Intervention For Injection Drug Users”

Anne Lydiard; “Evaluation of a Rape Prevention Program: Effects on Attitudes Towards Rape and Beliefs in Rape Myths Among Freshman”

Nolan Langweil; ‘Evaluation of a Social Norm Campaign: Communicating Responsible Use at The University of Montana”

Karen Elliott; “Internal Locus of Control: A Description of High and Low Orientation and Approaches to Coping with Scleroderma”

Sarah Landry; “An Assessment of HIV Prevention Needs among Montana’s Native Americans on the Flathead Reservation in Montana”

Lindsey Doe; “Phenomenological Claim of First Sexual Intercourse Among Individuals of Varied Levels of Sexual Self Disclosure”

Julee Stearns; “Alcohol and University of Montana Freshman: Use, Perceptions, and Attitudes”

Ryan Campbell; “Determining the HIV Prevention Needs of Men who have Sex with Men in Montana”

Sarah Keup; “HIV/AIDS Prevention Needs of Montana’s High Risk Groups”

Starr Wharton; ‘Automated External Defibrillators in Collegiate Athletic Training Programs”

Meredith Ruland; “HIV Counseling, Testing, and Referral Services Assessment”

Cathryn Rase; “Effect of Modifications to the PeaBody Developmental Motor Scale Test”

Bonnie Leifer; “The Relationship of Medicaid and the Children’s Health Insurance Plan (CHIP): Is it a barrier to CHIP Enrollment?”

**HHP Generalist:**

Phil Keller; “Training Characteristics of Males at the 2008 NCAA Division I Cross Country Championships”

Sarah Cummings; “Exploring the Experiences of the Certified Athletic Trainer and the Athlete Post-Surgery”

Drew Babcock; “Injury Rates, Severity of Injury and Access to Specialty Health Care of American Indian High School Athletes in Montana”

Cara Cocchiarella; “A Qualitative and Quantitative Analysis of the Key Leadership Skills and Characteristics of Selected Head Collegiate Women’s Basketball Coaches”

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