

Department of Health Behavior and Education

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Departmental courses are designed to introduce students to the field of health behavior and education. This is the process through which behavioral change from actions that are not conducive to health can be facilitated to those that are more favorable. Emphasis is given to the role of health educators as agents of change, to the importance of the participation of the communities and groups in all phases of the process of designing, implementation and evaluation of interventions that lead to health promotion. Ethical issues in health behavior and education are emphasized in all courses.

The following courses are offered by the department:

HBED 310 Social and Behavioral Foundations of Public Health 3.0; 3 cr

A course that focuses on the social and behavioral influences on health. Students will learn how to challenge the assumptions used in defining, addressing and evaluating health issues. Students will be introduced to a selection of social-science theories and the way in which they guide contemporary public health practice and policy. The course also covers the effects of globalization and global environmental issues on health. Throughout the course students use case studies, apply theory, learn analytical and critical thinking, and discuss ethical issues in public health.

HBED 315 Communication Skills for Health Professionals 1.2; 2 cr.

A course on interpersonal and group communication theory and practice. This course aims to enhance the student's ability to interact effectively in work settings, as well as to prepare and carry out effective presentations using appropriate audiovisuals.

HBED 331 Theories of Health Behavior 3.0; 3 cr.

A course that focuses on the factors and circumstances influencing behavior. Students explore the theoretical perspectives on behavior and behavior change in the personal, interpersonal, organizational, community, and policy domains. An ecological paradigm is emphasized. In accordance with the philosophical and theoretical foundations of health behavior change, students develop a theory-based health education campaign that spans social organization from the personal to the national level. *Prerequisites: HBED 310 and HBED 315.*

* Seconded to the Center for Research on Population and Health (CRPH)

^P Part time

- HBED 332 Community Health and Development 2.0; 2 cr.**
A course in which students learn concepts and acquire skills that are necessary for successful community health promotion and development programs. Students look critically at current trends of community development practices using relevant literature on development and community organization. Students also investigate alternative approaches necessary to improve community development practices through applications in the field. *Prerequisite: HBED 310 or consent of instructor.*
- HBED 333 Communication for Health 2.2; 3 cr.**
A course in which students gain skills to analyze critically a range of technologies, methods, and media for health communication for use with diverse groups. Students will demonstrate proficiency in identifying an at-risk population and tailoring a culturally sensitive message to meet their specific needs, solicited through the population's participation in all stages of the health communication campaign. *Prerequisites: HBED 310 and HBED 315 or consent of instructor.*
- HBED 334 Qualitative Health Research 1.2; 2 cr.**
A course in which students advance their qualitative social research methodology and methods for public health research. Students revisit the underlying paradigms and use of qualitative methodology. Throughout this course students refine their interviewing skills, train on how to manage qualitative data, apply systematic data analysis, and produce a rigorous account of qualitative research findings through practical applications in Arabic and English. *Prerequisite: PBHL 310 or similar research design course or consent of instructor.*
- HBED 335 Design and Evaluation of Health Programs 2.0; 2 cr.**
A course in which students learn how to plan, implement, and evaluate a health program, starting with the health-related needs assessment in the community to determine priority areas for health education. Based on these areas, students go through the process of developing objectives, selecting appropriate strategies, obtaining support from decision makers, and implementing a program by applying conceptual models from health education and related disciplines. Students are also introduced to the fundamentals of health program evaluation and exposed to various evaluation approaches. Emphasis is placed on the importance of involving participants in the different phases of program planning, implementation, and evaluation. *Prerequisite: HBED 310 or consent of instructor.*
- HBED 338 Advanced Qualitative Methods 2 cr.**
A course that provides students with hands-on experience in a variety of meaning-centered qualitative data gathering and analysis techniques, and provides students with local practical experience in several computerized data analysis techniques suitable for Arabic and English texts. The course builds on the core understanding of qualitative research design and execution gained in HBED 334. Students will apply critical thinking in their choice of qualitative research design, apply a variety of theoretical approaches to text analysis, and analyze a qualitative interview text using computer-based techniques. *Prerequisite: HBED 334.*
- HBED 339 Tutorial in Health Behavior and Education 1–3 cr.**
A guided study in particular topics in health behavior and health education as defined by instructor and student.
- HBED 340 Seminar 0 cr.**
A seminar that serves as a forum for discussion among all faculty and students in the Department of Health Behavior and Education regarding current issues in the field. In this seminar students critique state-of-the-art education programs in health behavior and health. Students also discuss their professional role in policy formation, as well as the importance of a code of ethics to professional practice. Finally, each student will develop a personal plan for professional growth. *Prerequisite: HBED 310.*

