

Department of Health Promotion and Community Health

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Lecturer:	^P Kallash-El-Khoury, Michel R.
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Associate Preceptors:	Dabaghi, Lara; Sfeir, Nadi

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:

HPCH 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.

HPCH 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.

HPCH 331 Theory and Practice in Health Promotion 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. *Prerequisite: HPCH 310.*

^P Part time

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

- HPCH 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: HPCH 310 or consent of instructor.*
- HPCH 333 Health Communication 2.0; 2 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. *Prerequisite: HPCH 315 or consent of instructor.*
- HPCH 334 Qualitative Health Research 2.0; 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.*
- HPCH 335 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: HPCH 310 or consent of instructor.*
- HPCH 336 Advocacy for Health 1.1; 1.1cr**
In this course, students will be exposed to the art and science of advocacy in public health. The course will cover the basic elements of an effective evidence based advocacy process, including defining the issue, defining the audiences and crafting advocacy messages. Field trips will expose students to the context of decision making and case studies from Lebanon will provide tangible examples of advocacy processes. Students will work in groups to develop an advocacy tool, such as a newspaper article, a letter of complaint, or a policy statement for an advocacy project addressing a public health issue of relevance to Lebanon or a country of the region. *Prerequisite: HPCH 310.*
- HPCH 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 HPCH 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: HPCH 334.*
- HPCH 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.

- HPCH 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: HPCH 310.*
- HPCH 341 Special Topics in Health Behavior and Education—
Special Populations 1.2; 2 cr.**
A course in which students explore the personal, social, and community determinants that influence the health of special populations such as women, children, and adolescents, or an aging population. Issues of assessment as well as design, implementation, and evaluation of interventions at a variety of levels to promote the health of such special populations are discussed.
- HPCH 342 Special Topics in Health Behavior and Education—
Exploring the Context of Intervention 1.2; 2 cr.**
A course in which students explore social and political determinants affecting health and health behavior in Lebanon generally, and in rural and urban contexts, among others. Through group projects and investigations students learn how culture, laws, policies, economics, kinship, and communal ties interact and produce health inequalities in Lebanon today. By the end of this course students will have built up case studies analyzing social and political forces surrounding a contemporary health issue of their choice within a particular context.
- HPCH 343 Introduction to Medical Anthropology 2.2; 3 cr.**
Students are introduced to issues of concern in medical anthropology, and the theories and methodology the discipline uses to address these issues. The primary objective of the course is for students to begin to think about health problems in terms of ecological, evolutionary, and cultural systems, rather than in terms of their patterns of disease-oriented or clinical frameworks. A secondary goal is to learn to compare various societies in terms of their patterns of health and disease, ecological systems, and beliefs about and management of illness. Students will participate in anthropological fieldwork on a local health issue. *Open to undergraduate seniors.*
- HPCH 344 Workshop Development 1.0; 1 cr.**
A course in which students gain skills in the planning, implementation, and evaluation of continuing education workshops for professionals working in health and development.
- HPCH 345 Research Project in Health Behavior and Education 1.2; 2 cr.**
A project in which the student carries out research within his/her area of concentration or interest, as an individual or as part of a group. This research may focus on one or more of the qualitative and quantitative methodologies introduced in Research Design and Introduction to Epidemiology and Biostatistics. This course provides the student with a chance to apply background knowledge and master research skills in an area of interest. *Prerequisites: PBHL 310, EPHD 300, EPHD 310 and completion of all, or all but one, of the core and concentration courses.*
- HPCH 365 Practicum in Health Behavior and Education 0.30; 3 cr.**
A practicum in health behavior and education in which students gain field experience in the development, implementation, and evaluation of interventions for behavior change at the individual, interpersonal, organizational, community, or policy levels. Students will integrate knowledge and theory learned in the classroom setting with the realities of public health practice. Sites for practicum can include community health centers, hospitals, local or international NGOs, governmental organizations, schools, or academic field projects. *Prerequisites: PBHL 355, and completion of all, or all but one, of the concentration courses.*