

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, namely the process by which behavioral change from actions that are not conducive to health to those that are more favorable to health, can be facilitated. Emphasis is given to the role of health educators as agents of change, to the importance of the participation of the target group in the assessment, and to the 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 305 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 with peers and superiors in work settings, as well as to prepare and carry out effective presentations using appropriate audiovisuals. *Students cannot receive credit for both HBED 203 and HBED 305.*

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: PBHL 300 and HBED 305.*

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. *Prerequisites: PBHL 300.*

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: PBHL 300 and HBED 305.*

^P Part time

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. *Prerequisites: IDHL 310 or similar research design course.*

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. *Prerequisites: PBHL 300 and HBED 305.*

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. *Prerequisites: PBHL 300 and HBED 305.*

HBED 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.

HBED 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.

HBED 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.*

HBED 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.

HBED 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: IDHL 310, EPHD 311, and completion of all, or all but one, of the core and concentration courses.*

HBED 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.*