

COMMUNITY HEALTH PROMOTION

The Department of Health Education and Behavior, with a foundation in the social and biological sciences, offers coursework focused on health information and theory application. Health Education and Behavior students learn techniques to promote healthy lifestyle choices in individual and group settings, with special attention given to diversity and culturally appropriate health education methodologies.

About this Program

- **College:** Health and Human Performance (<http://catalog.ufl.edu/UGRD/colleges-schools/UGHHU/>)
- **Degree:** Bachelor of Science in Health Education
- **Specializations:** Community Health Promotion (p. 1) | Health Studies (http://catalog.ufl.edu/UGRD/colleges-schools/UGHHU/HEB_BSHE/HEB_BSHE02/)
- **Credits for Degree:** 120

To graduate with this major, students must complete all university, college, and major requirements.

Department Information

For more than 60 years, the Department of Health Education & Behavior has been at the forefront of the health promotion and public health field, demonstrating leadership in instruction and mentoring, research and scholarship, and service and practice. By emphasizing innovation and data-driven advancements, the department's efforts ensure that students are well prepared for the health promotion and public health careers of the future.

Website (<http://hhp.ufl.edu/about/departments/heb/>)

CONTACT

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Curriculum

- Combination Degrees
- Health Education and Behavior
- Health Education and Behavior | Community Health Promotion UF Online
- Health Promotion Minor
- Health Promotion Minor UF Online

The Bachelor of Science in Health Education degree program allows students maximum flexibility to choose department specialization coursework during the junior and senior years that relates to personal interests in the health field. Students can focus their coursework on interest areas in health education and health promotion in community, clinical or worksite settings or in health studies as they prepare for professional health occupations.

Community Health Promotion

Students with a primary interest in community health education or worksite health promotion should select the Community Health Promotion specialization. Coursework in this specialization is focused on illness and disease prevention among special target groups within a particular community, with the ultimate goal of providing practical health information to diverse population groups through the use of behavioral interventions. Community health promotion specialists generally find employment in local, state or national government health agencies (state or county health departments, CDC, NIH) and in voluntary organizations such as the American Cancer Society, the March of Dimes and American Heart Association. Worksite health promotion specialists find employment opportunities within diverse small and large businesses and organizations.

This specialization is also appropriate for students planning to pursue graduate programs in health education or related fields (community or public health, health administration, health policy and epidemiology and disease preventions).

Health Studies

Students who want in-depth knowledge of diverse health topics, with the intention to complete postbaccalaureate work in a professional health program such as medicine, dentistry, optometry, pharmacy, physician assistant, occupational therapy and physical therapy should select the health studies specialization. This specialization enables students to gain knowledge on a variety of health issues plaguing diverse population groups and to complete required prerequisite coursework for professional health programs. Students may also pursue graduate programs in health education or related fields (public health, health administration and epidemiology and disease prevention).

Community Health Promotion

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Students majoring in health education and behavior are also eligible for the Bachelor/Master of Science combined degree program, thus receiving both degrees within approximately five years. Students interested in this program should schedule an appointment with the department academic advisor before the start of their junior year. More information about the health education and behavior BS/MS program.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for progress toward each major. Please note the critical-tracking requirements below on a per-semester basis.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites (<https://cpm.flvc.org/advance-search/>) may be used for transfer students.

Semester 1

- Complete 2 of 6 critical-tracking courses: APK 2100C, APK 2105C, BSC 2005/BSC 2005L, MAC 1105 or MAC 1140 or MAC 1147, PSY 2012, STA 2023
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 2

- Complete 2 additional critical-tracking courses
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 3

- Complete 1 additional critical-tracking courses
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 4

- Complete all 6 critical-tracking courses, including labs
- 2.5 GPA required for all critical-tracking courses
- 2.0 UF GPA required

All General Education requirements, including International (N) and Diversity (D), must be completed prior to the final internship semester.

Semester 5

- Complete 2 major courses: HSC 3032, HSC 3102
- Complete 2 of 6 HSC specialization courses | See degree audit for course list options
- 2.0 UF GPA required

Semester 6

- Complete 2 additional major courses: HSC 3201, HSC 4302
- Complete 2 additional HSC specialization courses
- 2.0 UF GPA required

Semester 7

- Complete 2 additional major courses: HSC 4713, HSC 4800
- Complete all remaining HSC specialization courses
- 2.0 UF GPA required

Semester 8

- Complete remaining major courses: HSC 4876
- 2.0 UF GPA required

Model Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Course	Title	Credits
Semester One		
Quest 1 (Gen Ed Humanities)		3
MAC 1105	Basic College Algebra (Critical Tracking ; Gen Ed Mathematics; or higher-level MAC course)	3
PSY 2012	General Psychology (Critical Tracking ; State Core Gen Ed Social and Behavioral Sciences)	3
State Core Gen Ed Composition (http://catalog.ufl.edu/UGRD/academic-programs/general-education/#genedcoursestext); Writing Requirement		3
Elective (Gen Ed International)		3
	Credits	15
Semester Two		
Quest 2		3
BSC 2005 & 2005L	Biological Sciences and Laboratory in Biological Sciences (Critical Tracking ; State Core Gen Ed Biological and Physical Sciences)	4
STA 2023	Introduction to Statistics 1 (Critical Tracking ; State Core Gen Ed Mathematics)	3
Select one (complete before the end of Semester Five):		3
SYG 2000	Principles of Sociology (Gen Ed Social and Behavioral Sciences)	
SYG 2010	Social Problems (Gen Ed Social and Behavioral Sciences)	
Gen Ed Composition; Writing Requirement		3
	Credits	16
Semester Three		
Select one (complete before the end of Semester Five):		3
AEC 3030C	Effective Oral Communication	
SPC 2608	Introduction to Public Speaking	
APK 2100C	Applied Human Anatomy with Laboratory (Critical Tracking ; Gen Ed Biological Sciences)	4
State Core Gen Ed Humanities (http://catalog.ufl.edu/UGRD/academic-programs/general-education/#genedcoursestext)		3
Electives (Writing Requirement: 6,000 words)		6
	Credits	16
Semester Four		
APK 2105C	Applied Human Physiology with Laboratory (Critical Tracking ; Gen Ed Biological Sciences)	4
HUN 2201	Fundamentals of Human Nutrition (Gen Ed Biological Sciences; complete before the end of Semester five)	3
Electives (Gen Ed Diversity and Writing Requirement: 6,000 words)		6
	Credits	13
Semester Five		
HSC 3032	Foundations of Health Education (Critical Tracking)	3
HSC 3102	Personal and Family Health (Critical Tracking ; Gen Ed Social and Behavioral Sciences)	3
HSC specialization courses		6
Elective (3000/4000 level)		3
	Credits	15
Semester Six		
HSC 3201	Community and Environmental Health (Critical Tracking)	3
HSC 4302	Methods and Materials in Health Education (Critical Tracking)	3
HSC specialization courses		9
Elective (3000/4000 level)		3
	Credits	18
Semester Seven		
HSC 4713	Planning and Evaluating Health Education Programs (Critical Tracking)	3
HSC 4800	Health Education Professional Development (Critical Tracking)	3
HSC specialization courses		6

Elective (3000/4000 level)		3
	Credits	15
Semester Eight		
HSC 4876	Internship in Health Education (Critical Tracking)	12
	Credits	12
	Total Credits	120

HSC Specialization Courses | Select 18 Credits

Code	Title	Credits
HSC 4133	Human Sexuality Education	3
HSC 4134	Emotional Health and Counseling	3
HSC 4143	Drug Education and Behavior	3
HSC 4174	Behavioral and Environmental Determinants of Obesity	3
HSC 4232C	Exercise Therapy, Adapted Physical Activity and Health	3
HSC 4233	Patient Health Education	3
HSC 4564	Health Promotion in Gerontology	3
HSC 4574	Nutrition Education for Special Populations	3
HSC 4579	Women's Health Issues	3
HSC 4593	HIV/AIDS Education	3
HSC 4623	Minority Health Issues	3
HSC 4624	Trends in International Health	3
HSC 4663	Community Health Methods in Injury Prevention and Control	3
HSC 4664	Health Communication for Consumers	3
HSC 4694	Worksite Health Promotion	3
HSC 4950	Current Topics in Health Education	3

Students must see an advisor before registering for these three courses.

Code	Title	Credits
HSC 4813	Practicum in Health Education	1-3
HSC 4905	Individual Study	1-4
HSC 5XXX	Any non-combined 5000-level course offered within the department	

Academic Learning Compact

The Bachelor of Science in Health Education prepares students to work as a health education specialist in schools, government agencies, voluntary health organizations, philanthropic foundations, colleges and universities, private-sector industry and healthcare settings. Health education specialists improve the health and well-being of individuals, families, groups, and community populations.

Grounded in social, behavioral, biological, and health sciences, the curriculum develops understanding of the causes and determinants of mortality and morbidity and develops specific competencies required of entry-level health education specialists. Graduates will be eligible to take the Certified Health Education Specialist examination governed by The National Commission for Health Education Credentialing, Inc.

Before Graduating Students Must

- Satisfactory performance on at least one major assignment or examination for each core course required for the degree, as determined by performance criteria developed specifically for the assignment.
- Satisfactory completion of the 15 credit health education internship (HSC 4876) as indicated on the final performance appraisal.
- Complete requirements for the baccalaureate degree, as determined by faculty.

Students in the Major Will Learn to

Student Learning Outcomes | SLOs

Content

1. Identify and apply theories-based strategies for assessing individual and community needs for health education/promotion.
2. Identify and apply a variety of theories, theory based models, methods, and procedures for planning, implementing, and evaluating health education/promotion programs.
3. Coordinate the provisions of health education/ promotion services.

4. Identify and apply the major concepts and principles related to current and emerging health issues.
5. Review and discuss the health education/promotion code of ethics and agree to adhere to the principles outlined within the professional code.

Critical Thinking

6. Interpret, evaluate, and disseminate results of health education/promotion research through appropriate methodologies via appropriate channels or outlets while fostering the translation of research into practice.
7. Identify effective strategies to build meaningful partnerships with stakeholders in health education/promotion.

Communication

8. Communicate health needs, information, and resources to clients, consumers, individuals, families and groups from diverse backgrounds using a variety of channels in various settings.
9. Promote health equity by addressing systemic racism and implicit bias through the recognition of and appreciation for various cultures, values, and traditions.

Curriculum Map

I = Introduced; R = Reinforced; A = Assessed

Courses	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9
HSC 3032	I	I	I	I	I	I		I	I
HSC 4302	R, A	R, A	R, A	R, A	R	R, A	I	R, A	R, A
HSC 4713	R, A	I, R, A	R	R		R, A	I, R	R	
HSC 4800				R	R		R	R	R
HSC 4876	R, A	R, A	R, A	R, A	R, A	R	R, A	R, A	R
Additional Assessments	A	A	A	A	A	A	A	A	A

Assessment Types

- Assignments
 - Projects
 - Internship evaluations
 - Exit survey
 - Certified Health Education Specialist (CHES) exam
 - Florida Department of Health HIV/AIDS 501 Client-Centered Counseling and Testing Certificate
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