

HEALTH STUDIES

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 (http://catalog.ufl.edu/UGRD/colleges-schools/UGHHU/HEB_BSHE/HEB_BSHE01/) | Health Studies (p. 1)
- **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).

Health Studies

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Additional science coursework is included within the semester plan to help students meet prerequisites for professional health programs. However, it is imperative that students review the requirements for targeted graduate programs as additional prerequisite coursework outside the curriculum for the major. Students should meet regularly with a pre-health advisor in the Academic Advising Center (100 Farrior Hall) as well as the department academic advisor to ensure adequate preparation for application to professional health programs. Ultimately, students are responsible for ensuring completion of the required prerequisites for their chosen professional health program.

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 (<http://heb.hhp.ufl.edu/index.php/academia/undergraduate/combined-degree-programs/>).

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 (<http://www.flvc.org/cpp/displayRecord.jsp?cip=512208&track=01>) may be used for transfer students.

Semester 1

- Complete 2 of 7 critical-tracking courses: APK 2100C, APK 2105C, BSC 2010/BSC 2010L, CHM 2045/CHM 2045L, MAC 1147 or higher level course, PSY 2012, STA 2023
- 2.8 GPA required for all critical-tracking courses
- 2.0 UF GPA required

Semester 2

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

Semester 3

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

Semester 4

- Complete all 7 critical-tracking courses, including labs
- 2.8 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 3537
- Complete 1 of 4 HSC specialization courses – see degree audit for course list options
- 2.0 UF GPA required

Semester 6

- Complete 2 additional major courses: HSC 4233, HSC 4302
- Complete 1 additional HSC specialization course
- 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 all 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
HSC 3102	Personal and Family Health (Gen Ed Social and Behavioral Sciences; complete before the end of Semester five)	3
PSY 2012	General Psychology (Critical Tracking ; State Core Gen Ed Social and Behavioral Sciences)	3
MAC 1147	Precalculus Algebra and Trigonometry (Critical Tracking ; State Core Gen Ed Mathematics)	4
State Core Gen Ed Composition (http://catalog.ufl.edu/UGRD/academic-programs/general-education/#genedcoursestext); Writing Requirement		3
	Credits	16
Semester Two		
Quest 2		3
CHM 2045 & 2045L	General Chemistry 1 and General Chemistry 1 Laboratory (Gen Ed Physical Sciences)	4
STA 2023	Introduction to Statistics 1 (Critical Tracking ; 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: 6,000 words		3
	Credits	16
Semester Three		
APK 2100C	Applied Human Anatomy with Laboratory (Critical Tracking ; Gen Ed Biological Sciences)	4
BSC 2010 & 2010L	Integrated Principles of Biology 1 and Integrated Principles of Biology Laboratory 1 (Critical Tracking ; Gen Ed Biological Sciences)	4
Elective (Writing Requirement: 6,000 words)		3
State Core Gen Ed Humanities (http://catalog.ufl.edu/UGRD/academic-programs/general-education/#genedcoursestext)		3
	Credits	14
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
Elective (Writing Requirement: 6,000 words)		3
Recommended electives: ²		4
BSC 2011	Integrated Principles of Biology 2	
BSC 2011L	Integrated Principles of Biology Laboratory 2	
CHM 2210	Organic Chemistry 1 ³	
	Credits	14
Semester Five		
Select one:		3
AEC 3030C	Effective Oral Communication	
SPC 2608	Introduction to Public Speaking	
HSC 3032	Foundations of Health Education (Critical Tracking)	3
HSC 3537	Health and Medical Terminology (Critical Tracking)	3
HSC specialization course		3
Select one elective: ²		3
PHY 2053 & 2053L	Physics 1 and Laboratory for Physics 1	

MCB 3020 & 3020L	Basic Biology of Microorganisms and Laboratory for Basic Biology of Microorganisms	
Credits		15
Semester Six		
HSC 4233	Patient Health Education (Critical Tracking)	3
HSC 4302	Methods and Materials in Health Education (Critical Tracking)	3
HSC specialization courses		6
Recommended electives: ²		6
PHY 2054	Physics 2	
PHY 2054L	Laboratory for Physics 2	
BCH 4024	Introduction to Biochemistry and Molecular Biology	
DEP 3053	Developmental Psychology (or other advanced psychology)	
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 course		6
Elective (genetics or science course) ²		3
Credits		15
Semester Eight		
HSC 4876	Internship in Health Education ⁴	12
Credits		12
Total Credits		120

¹ Or higher level MAC course.

² These science courses may not be required for your career goal.

³ Students following a pre-health track may want to begin CHM 2210 during the summer term prior to semester five.

⁴ Students must register for fulltime internship (15 credits) or part-time internship (6 credits). If the part-time internship option is selected, the student may concurrently register for up to 9 credits of electives or pre-health requisites.

HSC Specialization Courses | Select 12 Credits

Code	Title	Credits
HSC 3201	Community and Environmental Health	3
HSC 3301	Health Education in Elementary Schools	3
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 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		1-3

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	

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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