DEPARTMENT OF HEALTH BEHAVIOR (GRAD)

Contact Information
Department of Health Behavior
http://www.sph.unc.edu/hb

Leslie A. Lytle, Chair

Health Behavior is a department within the Gillings School of Global Public Health.

Professors
Noel Brewer, Biases in Health Decisions, Health Communication, Decision Making, Cancer Prevention and Control
Eugenia Eng, Community-Based Participatory Research, Structural Issues of Race and Class, Lay Health Advisor Interventions
Susan T. Ennett, Social Networks, Adolescent Health Risk Behaviors, Research Methods
Edwin Fisher, Diabetes, Community and Peer Interventions, Chronic Disease Management, Smoking and Smoking Cessation
Laura Linnan, Applied Research in Worksites and Other Community-Based Settings, Multiple Risk Factor Behaviors, Organizational Change
Leslie A. Lytle, Obesity, Nutrition, Cardiovascular Disease, Evidence-Based Public Health
Suzanne Maman, HIV/AIDS, International Health, Associations between HIV and Violence
Kurt Ribisl, Tobacco Control Policy, Built Environment and Health, Cancer Prevention and Control
Barbara Rimer, Cancer Control and Prevention, Tailored Print Communications
Deborah Tate, Obesity, Computer/Internet Interventions, Health Communication

Associate Professors
Clare Barrington, Global Health, Infectious Diseases, Minority Health, Sexually Transmitted Diseases
Vivian Go, Global Health, HIV/AIDS, Sexually Transmitted Diseases, Substance Abuse, Violence Prevention
Carol Golin, Adherence to Chronic Medical Therapy, Patient-Provider Communication, Medical Decision Making for HIV Therapy and Prevention
Wizdom Powell, Men's Health, Health Disparities, Social and Health Behavior Theory

Assistant Professors
Nisha Gottfredson, Statistical Models, Research Methods, Substance Abuse
Kate Muessig, Global Health, Health Communication, Infectious Diseases, Mental Health, Minority Health, Sexually Transmitted Diseases
Nora Rosenberg, HIV/AIDS, Adolescent Health, Global Health, Women's Health, Sexual Behavior

Professor of the Practice
Jim Herrington, Global Health

Research Professor
Jo Anne L. Earp, Health Education Evaluation, Women's Health, Cancer Control, Patient Advocacy

Research Associate Professors
Carolyn Crump, Worksite Health Promotion and Evaluation, Program Planning, Management
K. Elizabeth (Beth) Moracco, Women's Health, Violence against Women, Evaluation Research

Research Assistant Professors
Marcella Boynton Hansen, Statistics and Methods, Stress and Coping, Cancer Prevention, Tobacco and Alcohol, Daily Diary Research, Health Disparities and Discrimination
Alexandra Lightfoot, Community-Based Participatory Research, Health Disparities, Healthy Choices and Behaviors to Support the Growth and Development of Youth, Educational Inequities
H. Luz McNaughton Reyes, Adolescent Health, Reproductive Health, Global Health
Ha Viet Tran, HIV/AIDS, Substance Abuse, Global Health
Carmina Valle, Cancer Survivorship and Obesity

Clinical Associate Professors
Jason B. Smith, Women's Health, Global Health, Sexual Health
Lynn White Blanchard, Research around Public Service (including Community Partnerships and Collaborations), Program Evaluation, Service Learning

Clinical Assistant Professor
Shelley Golden, Health Policy, Injury and Violence Prevention, Tobacco Control, Women's Health

Lecturer
Megan Ellenson Landfried, Community Engagement, Culturally Relevant Interventions

Adjunct Professors
Lori Carter-Edwards, Aging, Evidence-based Public Health, Minority Health, Women's Health
Robert DeVellis, Scale Development, Research Methods, Chronic Disease Management
Vangie Foshee, Adolescent Violence Prevention
Robert Foss, Alcohol and Transportation-Related Injury, Adolescent Injury, Social Policy Approaches to Injury Prevention
Daniel Halperin, HIV Epidemiology and Prevention, Behavior Change Approaches, Family Planning/Population, Public Health Research in Developing Countries
Krista Perreira, Child Development and Adolescence, Mental Health and Substance Abuse, Latino Health, Education, and Employment, Demography of Immigration
Christopher Ringwalt, Drug Prevention, Survey Research, Program Evaluation
Carol Runyan, Injury Control, Violence Prevention, Worksite Injury Prevention
Michael Schulman, Occupational Injury; Injury Prevention and Control; Work, Violence and Health among Adolescents
Paschal Sheeran, Social Psychology, Health Behavior Change
Adjunct Associate Professors

Johanna Birckmayer, Health Policy, Tobacco Control
Kristie Foley, Cancer Prevention, Global Health, Minority Health, eHealth, Public Health Ethics and Law, Tobacco Prevention and Control
Susan Gaylord, Alternative Therapies and Integrative Health Care, Aging, Health Beliefs and Care Pathways
Christine Jackson, Parenting and Family-Based Public Health, Health Communication, and Community-Based Intervention
Kathleen MacQueen, Qualitative Research Methods and Approaches in Research Design, Ethics in Public Health and Research (including Applied Ethics Research), Social and Behavioral Dimensions of Clinical Trials Research (especially HIV Prevention Trials)
Kathryn Pollak, Patient-Physician Communication, Smoking Cessation, Health Disparities
Scott Rhodes, Sexual Health, HIV and Sexually Transmitted Disease Prevention, Health Disparities among Vulnerable Communities
LaHoma Romocki, HIV/AIDS, Reproductive Health, Health Literacy, Diabetes, HPV Vaccine Feasibility, Cancer
Celette Skinner, Cancer Screening, Cancer Genetics, Tailored Interventions
Paige Hall Smith, Violence against Women, Women’s Health, Breastfeeding
Brian Southwell, Health Communication
Deborah Stroman, Diversity and Inclusion, Sport Business, Entrepreneurship, Marketing, Leadership Development
Anna Waller, Injury Prevention and Control, Data System Users (especially Database Design), Emergency Department Data and Surveillance
Godfrey Woelk, Project Design, Execution, and Analysis in HIV Prevention and Care, Maternal Health, Hypertensive Diseases of Pregnancy, Child Health, Community-Based HIV and Sexually Transmitted Disease Prevention
Michael Yonas, Social and Contextual Factors Associated with Youth Violence and Dating Violence, Community-Based Participatory Research

Adjunct Professors

Mary Altpeter, Health Promotion and Older Adults, Particularly Older Women; Community-Based Research and Health Promotion with Older Adults; Community-Based Research with Rural Populations
Ewan Cobran, Cancer, Health Disparities
Delesha Miller Carpenter, Chronic Disease Self-Management, Patient-Provider Communication, Social Support
Mary Davis, Prevention Education, Program Evaluation, Program Planning
Robert Flewelling, Substance Abuse Prevention, Community-Based Intervention, Adolescent Health Risk Behaviors
Moses Goldman, Minority Health, Obesity, Public Health Leadership, Community Engagement
Jennifer Giersch, Cancer Prevention/Control, Health Communication, Chronic Disease Management, Mental Health, Tobacco Use Prevention/Control, Women’s Health
Lisa Gilbert, Sexual and Reproductive Health, STD/HIV Prevention and Sex Education, Health Communication, Behavior Change Theory and Practice, Adolescent and Women’s Health
Susan Haws, Adolescent Health, School-based Health, Substance Abuse
Megan Lewis, Social Relationships and Health, Cardiovascular Disease, Social Ecology
David McCoy, American Indian Health, Health Care of Rural and Minority Populations, Budgetary and Policy Aspects of the Delivery of Health Care
Margaret Molloy, Prevention, Health Behavior Change, Health Policy
Allison Myers, Tobacco Control, Public Health Policy, Health Equity
Melva Fager Okun, Tobacco Cessation, Nutrition, Physical Activity
Robert Pleasants, Injury Prevention and Control
Arjumand Siddiqui, Social Epidemiology, Children’s Health and Development, Social Policy and Health
Maihan Vu, Qualitative Research, Adolescent Health, Obesity and Physical Activity

Adjunct Instructors

Margaret (Molly) Cannon, International Health, Diabetes Prevention/Control, Health Care Delivery, Injury Prevention/Control
Denise Dickinson, Intervention Design and Program Management, Home-Based Interventions for Families
Elizabeth French, Patient Advocacy, Professional Development
Bernard Glassman, Emerging Technologies for Health Communication, Communication about Emerging Health Technologies, Writing about Science for Results
Deborah (Debbie) Grammer, Health Promotion, Project Management
Sally Herndon, Health Policy, Tobacco Use Prevention/Control
Alexis Moore, Community-Based and Rural Health Promotion, Lay Health Advisors, Breast and Cervical Cancer
Ingrid Morris, Health Policy, Health Promotion, Obesity Prevention
Carol Patterson, Obesity Prevention, Coping Mechanisms for Chronic Illness, Community Networking in Research Endeavors
Elizabeth Stern, Intimate Partner Violence, Training and Education, Latino Health, Sexual Violence
Karen Strazza, Community-Based Public Health, Community-Based Participatory Research, Minority Health, International Health
Katherine Turner, International Women’s Health, Education and Training, Sexual and Reproductive Health Education and Counseling, Cultural Competency (especially on Lesbian, Gay, Bisexual, and Transgender Health)
Gina Upchurch, Health Policy, Aging, Pharmaceutical Care
Amy Vincus, Global Monitoring and Evaluation, Adolescent Health, Substance Use Prevention, Sexual Violence
Karen Webb, Mental Health, Substance Abuse Prevention, Coalition-Building

Professors Emeriti

Karl Bauman
Brenda DeVellis
John W. Hatch
Ethel J. Jackson
Elizabeth Mutran
James R. Sorenson
Allan Steckler

HBEH Advanced Undergraduate and Graduate-level Courses

HBEH 561. Environmental and Science Video Storytelling. 3 Credits. Students work in teams to produce, shoot, script, and report environmental, science, and medical stories for broadcast on “Carolina Week,” the award-winning, student-produced television newscast.
Grading status: Letter grade
Same as: MEJO 561, HPM 551.
HBEH 562. Environmental and Science Documentary Television. 3 Credits.  
Students work in teams to conceive, produce, and script mini-documentaries on environmental and science topics for broadcast on North Carolina Public Television.  
Grading status: Letter grade  
Same as: MEJO 562, HPM 552.

HBEH 600. Social and Behavioral Sciences in Public Health. 3 Credits.  
This course focuses on social and behavioral science theories, research and interventions aimed at promoting health of individuals, groups, communities and populations. Two lecture hours per week. Enrollment is restricted to junior, senior, graduate, and certificate students in programs or majors within the School of Public Health.  
Grading status: Letter grade

HBEH 601. Principles of Statistical Inference for Health Behavior. 3 Credits.  
Required preparation, knowledge of basic descriptive statistics. Majors only. Major topics include elementary probability theory, probability distributions, estimation, tests of hypotheses, paired and independent samples t-tests, ANOVA, linear and logistic regression, correlation and chi-squared procedures. SAS, a statistical software package, is used in the course.  
Grading status: Letter grade.

HBEH 610. Alternative Spring Break. 2 Credits.  
This course will explore issues, theories, and experiences relevant to social action, coalition building, and social change. The content of this course will be examined by confronting the possibilities and limitations of service and service-learning as it relates to APPLES Alternative Spring Break experiences.  
Gen Ed: EE-Service Learning.  
Grading status: Pass/Fail.

HBEH 611. Philanthropy as a Tool for Social Change. 3 Credits.  
In this course students learn about and experience the process of awarding grants to local agencies. In addition to participating in the grant-making process, students learn about the nonprofit sector and the philosophy and practice of philanthropy through readings, class exercises, and guest speakers.  
Gen Ed: EE-Service Learning.  
Grading status: Letter grade.

HBEH 625. Injury as a Public Health Problem. 1 Credit.  
This course considers the causes and consequences of traumatic injury and dilemmas in injury research and prevention. This one-credit course consists of 10 class sessions of 75 minutes each over the first five weeks of the semester.  
Requisites: Pre- or corequisite, EPID 600.  
Grading status: Letter grade  
Same as: EPID 625, MHCH 625.

HBEH 626. Intentional Injury as a Public Health Problem. 1 Credit.  
This one-credit course considers the causes and consequences of intentional injury and dilemmas in injury research and prevention. The course meets once a week for 75 minutes starting the sixth week of the semester. Students may enroll concurrently in EPID 627.  
Requisites: Corequisite, EPID 625.  
Grading status: Letter grade  
Same as: EPID 626, MHCH 626.

HBEH 627. Unintentional Injury as a Public Health Problem. 1 Credit.  
This one-credit course considers the causes and consequences of unintentional injury and dilemmas in injury research and prevention. The course meets once a week for 75 minutes starting the sixth week of the semester.  
Requisites: Corequisite, EPID 625.  
Grading status: Letter grade  
Same as: EPID 627, MHCH 627.

HBEH 660. Environmental and Science Journalism. 3 Credits.  
Prepare students to work as environmental and science journalists. The course emphasizes writing skills in all delivery formats and interpreting environmental, science, and medical information for consumers.  
Grading status: Letter grade  
Same as: MEJO 560, HPM 550.

HBEH 690. Special Topics in Health Behavior. 1-3 Credits.  
Special topics in health behavior. An experimental course designed for faculty who wish to offer a new course. Content will vary from semester to semester.  
Repeat rules: May be repeated for credit. 6 total credits. 6 total completions.  
Grading status: Letter grade.

Graduate-level Courses

HBEH 700. Foundations of Health Behavior. 3 Credits.  
This course offers an introduction to public health and the field of health behavior, a history of public health and public health education, and an overview of population health/social determinants of health.  
HBEH 703. Professional Development Part I. 1 Credit.  
Topics included in the fall semester focus on knowledge and skills to manage programs. Specific topics include leadership, followership, emotional intelligence, communication, conflict management, negotiation, and participatory decision making. The primary assignment involves a self-assessment and identification of a self-development plan.  
HBEH 704. MPH Professional Development Part II. 1 Credit.  
The spring semester will focus on knowledge and skills to manage programs with an emphasis on personnel and resources management. Specific topics include: supervision, interviewing, salary negotiation, non-profit management, organizational culture, budgeting, and proposal development. Majors only.  
HBEH 705. Lesbian, Gay, Bisexual, and Transgender Health: A Population Perspective. 1-3 Credits.  
This seminar course explores health challenges faced by LGBT populations. Discussions will span a variety of health behaviors and outcomes, determinants of health, developmental stages, identities, and settings. Students will be able to identify conceptual frameworks and considerations relevant in LGBT health research and practice.  
HBEH 706. Effective Training for Global Health. 1 Credit.  
Students are introduced to adult learning principles, effective training methods, course design and evaluation for international audiences and settings, and characteristics of culturally-competent trainers. Students work in teams to: design a course and activity; facilitate the activity; and provide and incorporate feedback to foster peer sharing and learning.

HBEH 709. U.S. Populations of Color. 3 Credits.  
This course explores the various structural forces that impact the health status and health behaviors of populations of color in the United States.
HBEH 710. Community Capacity, Competence, and Power. 3 Credits. 
The nature and delineation of participatory action research and its relevance to concepts, principles, and practices of community 
empowerment. Students learn methods (such as photovoice) through learning projects.

HBEH 715. Communication for Health-Related Decision Making. 2 
Credits. 
Course provides foundation and skills to understand and improve decision making that affects people’s health. It teaches theoretical basis and evidence-based applications of health-related decision making.
Same as: PUBH 715.

HBEH 725. Injury as a Public Health Problem. 3 Credits. 
This course considers the causes and consequences of traumatic injury within developmental, social, and economic contexts, and dilemma in injury prevention. Injuries associated with transportation, violence, and the home and occupational environments are included. Three lecture hours per week.
Requisites: Prerequisite, EPID 600.
Same as: MHCH 725.

HBEH 726. Adolescent Health. 3 Credits. 
Topics covered include the epidemiology of health problems, developmental issues, health services, and psychosocial influences on adolescent problem behaviors. Course materials are useful for research generation and practical application. Three seminar hours per week.
Same as: MHCH 726.

HBEH 727. Patient Advocacy. 3 Credits. 
Explore competing definitions of patient advocacy. Topics related to ethics, policy, and law will be covered in the context of what have often been termed patient rights and responsibilities. Three lectures hours per week.

HBEH 730. Theoretical Foundations of Behavior and Social Science. 3 
Credits.
This course covers selected social and behavioral science theories and concepts that apply to the analysis of health-related behaviors and intervention strategies.

HBEH 733. Introduction to Program Management. 3 Credits. 
An introductory overview of health education program management. A practical study of personnel and financial management issues including staff development, recruitment, performance appraisal, budget preparation and monitoring. Three lecture hours per week.

HBEH 740. Health Behavior Practice I. 3 Credits. 
This is the first part of year-long course covering key principles of health education practice. The coursework will be conducted in modules. HBEH Practice I will cover community engagement/assessment and intervention, development, adaptation, and implementation. The course will draw from the expertise of a wide range of faculty and practitioners.

HBEH 741. Health Behavior Practice II. 3 Credits. 
This is the second part of a year-long course covering key principles of health education practice. Coursework will be conducted in modules. HBEH Practice II will cover evaluation, as well as sustainability, dissemination, and translation. The course will draw from the expertise of a wide range of faculty and practitioners.

HBEH 742. MPH Practicum. 1 Credit. 
The practicum is an individual field training opportunity that serves as a bridge between a student’s academic training and applied public health practice. Majors only.
Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.

HBEH 743. Program Intervention, Implementation, and Monitoring II. 1-4 
Credits. 
Application of methods to analyze and interpret data regarding the effectiveness of health education interventions. Students work under faculty advisers to assess the effectiveness of interventions implementation in HBEH 742.
Requisites: Prerequisite, HBEH 742.

HBEH 744. Research Practicum for MSPH-to-PhD Students I. 1-2 
Credits. 
Individually designed and mentored research practicum for enhancing knowledge and skills in research through work on a research project.
Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.

HBEH 745. Research Practicum for MSPH-to-PhD Students II. 1-2 
Credits. 
Mentored research practicum in writing a publishable manuscript.
Requisites: Prerequisite, HBEH 744.
Repeat rules: May be repeated for credit. 2 total credits. 2 total completions.

HBEH 746. MPH Capstone I. 3 Credits. 
capstone is a year-long, group-based, mentored, service-learning course. Over the course of two semesters, each team works with a partner organization and its stakeholders to produce a set of deliverables. Capstone sessions provide opportunities for students to prepare for, reflect upon, cross-share about, and present their Capstone projects. Majors only.

HBEH 750. Applied Research Methods. 3 Credits. 
Permission of the instructor for non-majors. Quantitative research methods, including observational and experimental designs, for program evaluation. Focus on analyzing published research to inform public health practice. Three lecture hours, and optional one hour recitation, per week.

HBEH 751. The Role of Evaluation in Health Education. 2 Credits. 
Emphasis on methods to show the importance of evaluation in health education program planning and developing skills in formative evaluation design, emphasizing analysis that contributed to decision making regarding programs. Two lecture hours per week.

HBEH 752. Program Evaluation. 3 Credits. 
This course is a critical examination and application of the concepts and methodologies necessary for effectively selecting, adapting, implementing, and evaluating evidence-based public health interventions.

HBEH 753. Qualitative Research Methods. 3 Credits. 
Approaches to designing qualitative research studies for the development and evaluation of public health programs. Emphasis is on the practice of collecting and analyzing data from individual interviews, focus group discussions, and observations.
Requisites: Prerequisite, HBEH 750.

HBEH 754. Advanced Qualitative Research Methods in Health Behavior 
and Health Research. 3 Credits. 
This course provides advanced graduate students in public health and related fields the opportunity to explore different analytic approaches and techniques and develop analysis and writing skills. Students will apply methods they learn to analyze, interpret and write-up the results of their own qualitative research.
Requisites: Prerequisite, HBEH 753.
HBEH 755. Popular and Empowerment Education for Health Educators. 3 Credits.
Explore empowerment education and popular learning methodologies within the context of health education, creating opportunities for dialogue between theory and practice. Examine adult learning theories, participatory learning concepts, and community development techniques. Will also discuss issues of power between practitioners, health educators, and the community.

HBEH 756. Social and Peer Support in Health: An Ecological and Global Perspective. 3 Credits.
Course will survey social support in health, including the nature and key processes of social support, cultural influences in different countries, and approaches to promoting peer support in health promotion around the world. Term assignment will entail planning a peer support program or research project of the student's choice.

HBEH 760. Research Methods with Health Behavior Applications I. 3 Credits.
Permission of the instructor for non-majors. Fundamentals of quantitative research in health behavior, including conceptualization of research questions and hypotheses, sampling, and experimental and observational research designs.

HBEH 761. Generalized Linear Modeling with Health Behavior Applications. 3 Credits.
Permission of the instructor for non-majors. Fundamentals of regression with continuous and categorical outcome data, including techniques to assess mediation. Applications with health behavior data.

HBEH 762. Multilevel Modeling with Applications to Health Behavior. 3 Credits.
This course prepares students to analyze nested or longitudinal data using random coefficient models using SAS. Three hours per week.
Requisites: Prerequisite, HBEH 761.

HBEH 765. Cancer Prevention and Control Seminar. 3 Credits.
An interdisciplinary overview of cancer prevention and control. Emphasis on projects and activities from perspectives of epidemiology, health behavior and education, and health policy and management. Appropriate research design and methodologies are covered.
Same as: HPM 765, EPID 772.

HBEH 772. Planning Public Health Interventions. 3 Credits.
In this course, students use a comprehensive planning model to plan, implement, and evaluate an evidence-based intervention that addresses a public health problem within a defined population.

HBEH 775. Introduction to Public Health Policy and The Policy-Making Process. 3 Credits.
This course introduces students to skills they will need to effectively assess and influence a policy process.

HBEH 795. E-Health. 3 Credits.
An overview of the positive and negative impacts of the Internet on public health. Covers research, evaluation sites, ethics, and use of theory that addresses key public health problems.
Same as: MEJO 795.

HBEH 799. Special Studies in Behavior Change. 1-6 Credits.
Experimental course to be offered by faculty to determine the need and demand for the subject. Topics will be chosen by faculty based on current public health issues.

HBEH 800. Social Psychological Theories of Individual Health Behavior. 3 Credits.
Selected social psychological theories and their relationship to health promotion, disease prevention, and patient education. Three lecture hours per week.
Requisites: Prerequisite, HBEH 730; permission of the instructor for students lacking the prerequisite.

HBEH 802. Social Determinants of Health: Theory, Method, and Intervention. 3 Credits.
Discussion and readings will focus on population vs. individual perspectives on health, risk conditions vs. risk factors, concepts of causation, and knowledge development as a historic and social process. Course will also examine macro-level determinants of population health.
Requisites: Prerequisite, EPID 600.
Same as: EPID 825.

HBEH 811. Development and Evaluation of Health Promotion and Disease Prevention Interventions. 3 Credits.
Permission of the instructor for non-majors. Doctoral seminar on application of theory and empirical evidence to intervention development, evaluation paradigms, and methods of process and outcome evaluations.
Same as: NUTR 811.

HBEH 812. Professional Development for Doctoral Students I. 2 Credits.
Focus is on professional development competencies needed for doctoral training and career advancement. Emphasis is on topics relevant to students early in training.

HBEH 813. Professional Development for Doctoral Students II. 1 Credit.
Focus is on professional development competencies needed for doctoral training and career advancement. Emphasis is on topics relevant to students nearing the dissertation phase and training completion.

HBEH 815. Foundations of Health Behavior I. 3 Credits.
A critical examination of the conceptual, theoretical, and empirical bases of public health and health education, health transitions, globalization, and issues around social justice. Restricted to doctoral students majoring or minoring in Health Behavior.

HBEH 816. Foundations of Health Behavior II. 3 Credits.
A critical examination of the social determinants of health, health disparities, principles of individual and collective behavior and behavior change, and the role of health behavior in emerging public health issues. Restricted to doctoral students majoring or minoring in Health Behavior.

HBEH 825. Seminar in Interdisciplinary Health Communication. 3 Credits.
Permission required for nonmajors. Interdisciplinary overview of communication theory and research and critical analysis of applications of theory to interventions using communication for health. Three hours per week.
Requisites: Prerequisite, HBEH 730.
Same as: MEJO 825.

HBEH 826. Interdisciplinary Health Communication Colloquium. 1.5 Credit.
Open to Interdisciplinary Health Communication graduate certificate and master's track students only. This course is structured for interactive student/faculty discussion on health communication research and practice. Seminar and online blog format.
Repeat rules: May be repeated for credit.
Same as: MEJO 826.
HBEH 840. Advanced Field Training in Health Education. 1-3 Credits. 
Open to doctoral students in the department. Under guidance by faculty and field counselors, students assume major responsibility for planning, executing, and evaluating community health education projects. Field fee: $125.

HBEH 841. Advanced Field Training. 0.5-21 Credits.

HBEH 842. Primary Practicum for Doctoral Students. 1-4 Credits. 
Individually designed and mentored practicum for gaining and strengthening skills in research.
Repeat rules: May be repeated for credit.

HBEH 843. Secondary Practicum for Doctoral Students. 1-4 Credits. 
Individually designed and mentored practicum for gaining and strengthening skills in teaching, research, or another area relevant to professional goals.
Repeat rules: May be repeated for credit.

HBEH 850. Research Manuscript Development. 3 Credits. 
This seminar is designed to help advanced students refine conceptual and writing skills essential to the production of a manuscript based on already collected qualitative and quantitative data. Three hours per week.
Requisites: Prerequisite, HBEH 751 or 860.

HBEH 851. Causal Modeling and Structural Equations. 3 Credits. 
This seminar is designed to refine a wide range of research skills in health behavior by using data collected by others. Three seminar hours per week.
Requisites: Prerequisite, BIOS 545; Permission of the instructor for students lacking the prerequisite.

HBEH 852. Scale Development Methods. 3 Credits.
Covers theory and application of scale development techniques for measuring latent constructs in health research; classical measurement theory and factor analytic methods are emphasized. Three seminar hours per week.
Requisites: Prerequisite, HBEH 750; Permission of the instructor for students lacking the prerequisite.

HBEH 860. Research Proposal Development. 3 Credits.
Restricted to doctoral students in department. Integration and application of detailed components of research methods to preparation and writing of a research grant proposal. Introduction to proposal submission and review process for various funding agencies.

HBEH 891. Special Studies in Behavior Change. 1-6 Credits. 
An independent course designed for study areas of natural or planned change; personal and nonpersonal methods, in health related fields. To be arranged with faculty in each case.

HBEH 892. Special Topics in Program Design and Evaluation. 1-6 Credits. 
Required preparation, to be arranged with the faculty in each case. An independent course of study designed for students who wish to pursue advanced studies in program design and evaluation. Repeatable within degree (for six hours).
Repeat rules: May be repeated for credit.

HBEH 893. Special Studies in Behavior Change. 1-6 Credits. 
An independent course of study for students who wish to pursue studies in social class and variations in planned change. To be arranged with faculty in each case. Fall, spring, and summer.

HBEH 897. Advanced Topics in Health Behavior. 1-6 Credits. 
For doctoral students who wish to pursue an independent study or research in a selected area. Student will work with a faculty member in designing the study.

HBEH 960. Principles and Practices of Alternative and Complementary Medicine. 3 Credits. 
This course is designed to introduce medical students and other health professionals to the underlying philosophies, practitioners, techniques, and evidence of efficacy of alternative therapeutics currently in use in the United States, including chiropractic, dietary, mind-body, acupuncture, homeopathy, and healing.

HBEH 992. Master's (Non-Thesis). 3 Credits. 
Capstone is a year-long, group-based, mentored, service-learning course. Over the course of two semesters, each team works with a partner organization and its stakeholders to produce a set of deliverables. Capstone sessions provide opportunities for students to prepare for, reflect upon, cross-share about, and present their Capstone projects. Majors only.
Repeat rules: May be repeated for credit.

HBEH 994. Doctoral Research and Dissertation. 3 Credits.