THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH AND KINESIOLOGY
COURSE SYLLABUS

SEMESTER: SPRING 2015

Course Title: THEORIES AND MODELS IN HEALTH BEHAVIOR
Course Number: ALHS 5365
Credits: 3 Hours
Prerequisites: None
Days/Hours of Class: Tue 5:00 p.m. — 7:40 p.m.
Room: HPC 3035

INSTRUCTOR INFORMATION
Name and Title: Fletcher Njororai, Ph.D., MCHES, Assistant Professor
Office Location: HPC 3105
Phone Number: (903) 566-7058
Email Address: fnjororai@uttyler.edu
Emergency Number (Office): (903) 566-7031 (Sarah Cowan, Admn. Assistant)
Office Hours: M/W 12.00pm – 2.00pm (HPC Suite 3105).
Any other time: By appointment only. Email or call to fix an appointment

Required Texts

Additional/Recommended Resources


Course Description: This course provides students with knowledge and skills necessary for assessment of various theoretical frameworks and models related to understanding psychosocial, cultural, and contextual factors influencing health behavior and behavior change. Students will be introduced to established and emerging health behavior, health education and health promotion theories and models. A focus is on the role of theories and models in planning, implementing and evaluating health interventions at various levels.

Course goal: Integrate knowledge and skills learned in this course and previous courses in preparation as future professionals competent in public health, health care and related careers in this vast and complex discipline. To develop the capability for students to contribute to the broad professional service in health care, health education and promotion in community, government, and organizations that benefit populations at the local, state, national, and international levels. Contribute knowledge relevant to CHES* exam

Course Objectives: By the end of the course, the student will:
1). Describe the evolution and current application of established and emerging health behavior theories and models.
2). Explain how these theories might be applied to promote health and prevent disease in individuals, groups, and communities.
3). Use multiple approaches to conceptualize and use theory to answer research questions in relation to addressing given health issues, risk factors or behaviors in an attempt to design interventions that promote health and prevent disease.
4). Demonstrate informed selection of appropriate theories, theoretical constructs/frameworks, and models to inform methods to assess or change determinants of health behavior.
5). Develop theory-based research questions addressing a given health issue.
6). Actively engage in thoughtful discussions, critical thinking and intellectual critique of scholarly articles of relevance to theoretical applications in health promotion.
7). Demonstrate basic application of a theory/model in addressing a health issue through completion of a scholarly paper on a chosen health issue.
8). Explain the role and processes of using theories/models in program planning, implementation and evaluation in public health programs, research and practice according to the 7 areas of responsibilities for certified health education specialists (CHES)*

Course Format: The course schedule outlining the chapter readings, assignments and related course activities is given separately in Blackboard (BB) course forum. We will use a variety of methods in this course towards attainment of the stated course objectives. The methods will include lectures, readings, in-class learning exercises, group discussions, individual/group assignments and presentations, guest speakers, DVDs exams/quizzes, and semester-long individual/group project. The texts and internet resources (required and recommended) will be used as a foundation to study key issues, methods and applications. This being a graduate-level class, the
The instructor serves just as a facilitator while a greater responsibility, initiative and drive that guides the individual learning lies with you as the student. While every effort will be made to make learning possible, your drive and participation play a crucial role on your continuing course satisfaction as well as final outcome.

You, the students should read specific text chapters, and other assigned class materials/documents before the scheduled class session that covers the material. As you read, generate points of discussion, comparison with current events/personal experiences or other observations, and also establishing your position on the issue. Every student should have their own text and required materials/documents for the course. Students will be called upon during each class session to provide insights into particular issue(s). Students are encouraged to read widely related materials above and beyond the class materials indicated in this course. Make your own notes. Should you miss any class, it is your responsibility to cover/access all materials, work and assignments for that date. Misplaced priorities will negatively impact your performance and outcome in this course. Your grade reflects your learning readiness, class participation and personal initiative within the course.

Projects/Assignments
Guidelines/instructions for completing individual assignments as well as the group projects are given separately. Deadlines for submission and presentation of the assignments are indicated in the course schedule. No late submission of assignments/projects after the due date will be accepted unless prior discussion with the course instructor has been made. Please do not email your assignments to me, you should hand in a printed copy of your work on due dates as scheduled. Assignments have been scheduled in advance to facilitate your having them submitted on time.

Teaching & Learning Philosophy: Different people learn differently or better through a variety of methods by which information is presented, acquired, synthesized and/or utilized. No single class may provide all the possibilities of individualized learning but the instructor in this course embraces a well-rounded approach which includes a variety of strategies: readings, writing, observational activities, discussions, questions and answers, and presentations/participatory approaches. It is your responsibility to strive and gain the most from each of these strategies because each serves a different purpose in the learning process. You will realize that many questions raised during a class session do not have a single right or wrong answer hence everyone in the class (including the course instructor) is fallible and may not always have the “perfect” answer. This is not a reflection of their lack of study or expertise but of the complexity of many perspectives about health and behavior as well as a wide spectrum of different experiences and varying forms and degrees of their expressions. The world is complex therefore if a topic, idea, or answer seems incorrect or implausible according to your perspective; you are encouraged to bring these issues up for discussion in a respectful manner.
**Academic Obligations:** You are expected to read the entire syllabus, course schedule and related documents (including various guidelines) well in advance and ensure you comprehend what is expected of you at all times. Consult with the course instructor well in advance for any clarifications including clarifications of any class or BB announcements or class instructions. Failure to do so does not constitute a reason on your part to fail in fulfilling your obligations or require exemption(s). Personal commitments (even in the seemingly clear emergencies) will not exempt you from fulfilling your academic obligations in a reasonably timely manner.

**Grading**
Midterm Exam – 100 points
Final Exam – 100 points
Class Chapter Presentation - 25
Written Assignment (paper) – 150 points
Final Paper class Presentation – 25 points
Class attendance & Participation – 20 points

89.5 % - 100% - A
79.5 % - 89.4 % - B
79.4 % - 69.5 % - C.

**Note:**

*This information is relevant for those students interested in pursuing CHES exam for certification. Details on CHES exam are provided on the website: [www.nchec.org](http://www.nchec.org). You are encouraged to check this website for more information and resources related directly to preparing for and taking the CHES exam. Information on the 7 areas of responsibility is also clearly explained. You should be knowledgeable on all of the 7 areas.

**The grading plan reflects a relatively finalized plan however if there are any other necessary adjustments that may be made during the semester, these will be indicated in the grading plan as necessary and you will be notified. Grade C and any grade below it are not acceptable at graduate level. Note that the instructor reserves the right to make changes on the syllabus and the grading plan at any point in the semester. You will be notified of any changes made on the syllabus.*
UNIVERSITY POLICIES

Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY
At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:
"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.
"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. "Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit.

GRADE APPEAL PROCEDURE
A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that
level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with
the recommendation of the administrator at that level with all documentation. If the appeal is to
be considered by the vice president for academic affairs, then a copy of the Grade Appeal Form
shall be forwarded by the academic dean of the student. The Office of the President is the final
step in the appeal process at The University of Texas at Tyler.

**FOOD AND DRINK IN CLASSROOMS**
Consumption of food and drink in university classrooms is prohibited.

**INDOOR SMOKE-FREE CAMPUS**
The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be
permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other
indoor location.

**Netiquette Guide & Emails:**
“Netiquette” is network etiquette, the do’s and don’ts of online communication. Netiquette covers both
common courtesy online and informal “rules of the road” of cyberspace. Review and familiarize yourself
with the guidelines provided.

I will respond to your emails **within 48 hours (excluding weekends)**. This means if you email
me on a Friday, expect a response by Monday or Tuesday. When emailing me about any course
related information or cases/issues please include the course name and code as well as brief
indication for the reason for email in the subject line (please note that emails you send without
these specifications will go unanswered). Do not expect me to respond to your emails on the spot
just because you consider them urgent especially just before a deadline for submitting an
assignment. Pace your work well and when a need arises to email me, make sure you have
enough time to cover the 48-hour expected response duration. Emergencies you create on your
side will not constitute emergencies on my side and therefore you will not be excused for not
meeting a due date just because you did not receive a response from me to your email/inquiry
related to a pending assignment due. Making a phone call may be a faster way to reach me.

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler,
please follow this link: http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html

**CLASS ATTENDANCE**
Responsibility for class attendance rests with the student. When a student has a legitimate reason
for being absent, the instructor has the option of permitting make-up work.
The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

APPROVED STUDENT ABSENCES
On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:
1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence.
It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

GRADE REPLACEMENT
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Schedule of Classes for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance.
Please contact the Registrar's Office if you have any questions.

DISABILITY STATEMENT
If you have a disability, including a learning disability, for which you request disability support services/accommodations(s), please contact Ida MacDonald in the Disability Support Services
office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. Visit University Center, Room 282 or call 903-566-7079 for more information.