UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH & KINESIOLOGY

COURSE SYLLABUS FALL 2015
ALHS 3362.001 – BEHAVIORAL HEALTH
Class Time: In-Class: Mondays 11a.m. – 12.20 pm & Online
Classroom Location- HPC 3010

3.0 Credit Hours

Instructor Name & Title: Fletcher Njororai, PhD, MCHES
Assistant Professor

Office hours: Mondays 10 am– 11.00 am; 4pm – 5pm (HPC Suite 3105) & Online.
Any other time: By appointment only. Email or call to fix an appointment

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COURSE DESCRIPTION: This course explores health-related behavior at the individual, family, community, organizational and policy level. An ecological (systems) approach that incorporates the application of theory and general principles of health behavior change is the springboard for the teaching/learning activities for this course. Contextual factors, vulnerable populations and health disparities are addressed in relation to health behaviors, behavior change and health promotion. Students explore health behaviors considering the individual, community/population, cultural and sociopolitical perspectives at the local, national and global levels. A variety of behavior change theories and models are discussed. The focus is on application of relevant theories, models and principles to develop behavior change interventions for health promotion.

COURSE GOAL: The Purpose of this course is to provide theoretical foundation on knowledge regarding interrelationship between behavior(s) and health and the significance this has in health promotion, health education and public health in general. This course is being built as one of the pillars of CHES*.
**COURSE OBJECTIVES:** Upon successful completion of this course, the student should be able to:

1. Explain the evolution of the ‘health model’ and its relation to other branches of Science and the social sciences.

2. Describe the significance of the ecologic framework in understanding behavior and health for health promotion and public health in general.

3. Demonstrate an understanding of various social and behavioral theories and models in relation to health behaviors and behavior change.

4. Demonstrate an understanding of the application of relevant health behavior and health change theories and models to real-life situations for health promotion.

5. Synthesize knowledge gained in the course in preparation for the CHES exam (where applicable).

**Required:**


2). **DVD – Unnatural Causes** from California Newsreel at [www.unnaturalcauses.org](http://www.unnaturalcauses.org)

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| A). Continuous Assessment  - 40% | **Grading Scale**  
|   • DB Questions (4 x 5) | **Percentage** | **Grade** |
|   • 12 Quizzes (12 x 20) | 90 –100 | A |
|   • Weekly Journal Entry | 80 – 89.8 | B |
| B). Exams 40% | 70 – 79.8 | C |
|   • Midterm Exam (100 points) | 60 – 69.8 | D |
|   • Final Exam (100 points) | < 60 | F |
| C). Class activities/ Participation 10% |  |
| D. Class attendance 10% |  |
| (13 x 10 = 130 points) |  |
| **TOTAL 100%** |  |
COURSE FORMAT - HYBRID: This class is presented in a hybrid format i.e. partly online and partly in class. The course schedule is provided online. Generally classes will consist of a variety of strategies including online (BB) activities such as readings, individual assignments, group work, discussion questions, journaling, and videos. Face-to-face/class activities will include discussions, quizzes, group work, documentaries, group presentations and exams. Some sessions will include guest speakers/lectures. Students should be prepared to write about insights from guest speakers, DVDS/videos as well as from all sessions or any part of the text and supplemental readings. As you know, you, the student is responsible for your own reading and completion of the work and assignments of specific text chapters, and other assigned class materials/documents before deadlines for each module and the scheduled face-to-face class session. Make your own notes to supplement the PPTs provided on BB for your better understanding of course 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 required course text. Students will randomly 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 or assignments. Should you miss any face-to-face class, it is your responsibility to cover/access all materials, work and/or assignments for that module/class that may have been distributed, shared or discussed in class. Your final grade in this course reflects your learning readiness, class participation and personal initiative and drive within the course.

Assignments

The course outline is given separately in BB. You will complete both individual and group assignments/work as indicated in the different modules in the Blackboard (BB) course shell throughout the semester. Please make sure you submit your work where and how it is supposed to be submitted/completed. Specific instructions and guidelines are given in each module. Keep track of each assignment’s deadline.

Exams: There will be two exams, midterm exam and final exam, constituting 40% of your final grade. A missed exam/quiz without a prior accepted valid reason to the instructor receives an automatic zero with no make-up. An excused missed exam must be taken as soon as possible in
arrangement with the instructor. Final exam(s) must be taken as a scheduled within the exam period.

**Late work.** No Late work will be accepted unless permission was sought in advance or the issue had been discussed with the course instructor in advance. Assignments have been scheduled in such a way as to allow/facilitate you having them completed/submitted on time.

**Note** * The CHES exam covers Seven Areas of Responsibilities (also known as Health Promotion and Education Competences) please visit: www.nchec.org. This class contributes towards preparation of the student in acquiring knowledge (and/or skills) for 6 of the 7 areas, which are:

- Plan health education/promotion strategies, interventions, and programs.
- Implement health education/promotion strategies, interventions, and programs.
- Administer health education/promotion strategies, interventions, and programs.
- Serve as a health education/promotion resource person
- Communicate and advocate for health and health education and promotion.

**Note:** 1). Details on CHES exam are covered on the website: www.nchec.org. You are encouraged to consult this website for more information and resources related directly to preparing for and taking the CHES exam).

**Netiquette**

The following guidelines should be followed each time you interact in the course to insure your interactions are respectful and professional:

1. In all your interactions, remember that there is a person behind the written post, who has feelings and can be hurt by what and how you interact with him or her.
2. It is easier to say something online when you do not have to look the person in the eye, so never post anything that you would not say to the person face-to-face.
3. Adhere to the same standards of behavior online that you follow in real life, which includes acting ethically and following rules and regulations. If you would not steal in real life, then you should not steal online by taking other people’s ideas and using them as your own.
4. Respect other people’s time and bandwidth:
   a. Take time to understand the requirements of the discussion.
   b. Do not waste people’s time by asking questions that are not relevant to the discussion or questions whose answers can be readily be found in the course with a little effort.
   c. Refrain from disagreements that lead to personal attacks.
5. Make yourself look good online:
   a. Take time to check your spelling and grammar.
   b. Prepare for discussions prior to engaging in them.
   c. Refrain from inappropriate language and remarks.
6. Share your knowledge by offering help to learners who have questions.
7. Help keep flame wars under control by not posting flames and not responding to flames – keep discussions professional.
8. Forgive other learners’ mistakes and be patient and compassionate of all learners in the course.
9. Remember that culture influences communication style and practices. Stay open and ask questions – avoid assumptions.
10. We all come with personalities. Remember there is a person behind the words. Ask for clarification before making judgment.
11. Expect my response to your emails within 48 hours excluding weekends.
12. Use the course name and number within the subject line when you send an email.
13. Use of upper case in the entire text is considered shouting or rude. Avoid using this unless it is necessary.
14. If you are working collaboratively – agree on ground rules for text communication (formal or informal; seek clarification whenever needed, etc.)
15. Always quote if you are responding to a specific point made by someone else.
16. Ask the author of an email before forwarding it.
17. Be Concise - Don't ramble on endlessly. Make your point clearly and concisely and move on. Your readers don't have unlimited time and neither do you.
18. Be Professional - Remember: every interaction is an impression. Your classmates may one day be your colleagues; your instructors may one day be your references for internships, jobs, graduate and post-graduate study, etc. Make every interaction work for you!
Academic Dishonesty

At The University of Texas at Tyler, students and faculty are responsible for maintaining an environment that encourages academic integrity. Student and faculty members are required to report an observed or 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 the student maintains a high standard of individual honor in scholastic work. Scholastic dishonesty includes but is not limited to:

“Cheating” includes: 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 seeding aid from another student when not permitted by the instructor; 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; taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself; using, obtaining, or attempting to obtain by any means, the whole or any part of, an administered examination or work assignment.

“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.

Grading 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/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, which 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 grade 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, 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.

**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. (2006-08 Catalog, p. 35).

**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. The detailed information on ‘netiquette’ is provided separately in a different menu button- Getting started (Course Information).

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. **Please indicate the course number and name in the subject line of the emails (please note that emails which you send without these specifications will go unanswered).** 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 to avoid missing set deadlines while waiting for a response. At times a phone call could be helpful when you need an urgent response.
**Americans with Disabilities Act (ADA)**

The ADA is a federal anti-discrimination law that provides comprehensive civil rights protection to individuals with disabilities. Among other things, this statute requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

If you have a disability, including a learning disability, for which you request disability support services/accommodation(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/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

**Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Services office in UC 3150, or call (903) 566-7079.

**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

**Grade Replacement/Forgiveness**

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 do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.
**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.

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. **DO NOT** re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.