

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

SEMESTER: SPRING 2021

Course Title: **THEORIES AND MODELS IN HEALTH BEHAVIOR**

Course Number: **ALHS 5365.001**

Credits: 3 Hours

Prerequisites: None

Days/Hours of Class: Tuesdays 5 pm -7.45pm. Hybrid option for international students and any others, (**Co-listed** 100% Online for non-international students only who want the option)

Class Location: Zoom via Canvas LMS; and F2F Class TBD for hybrid option (depending on safety of meeting at the time).

Instructor Information

Name and Title: Fletcher Njororai, Ph.D., MPH, MCHES
Associate professor

Office Location: HPC Suite 3105

Phone Number: (903) 566-7058

Email Address: fnjororai@uttyler.edu

Emergency Number (Office): (903) 566-7031 (Tina Taylor, Admn. Assistant)

Office Hours: Virtual hours via zoom - (By appointment
Only. Please send email or call to fix an appointment)

UT Tyler Ethics Honor Code: I embrace honor and integrity that will not allow me to lie, cheat, or steal nor to accept the actions of those who do.

Required Texts

1. Glanz, K., Rimer, B. K., and Viswanath, K. (eds.) 2015). *Health Behavior and Health Education: Theory, Research and Practice*. San Francisco, CA: Jossey-Bass, 5th Ed. ISBN 978 -1-118-62898; ISBN 978-1-118-62905-5(pdf); ISBN 978-1-118-62900-0 (epub)

Additional /Recommended Resources

1. Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2012). *Principles and Foundations of Community Health Promotion and Education*. San Francisco: Pearson/Benjamin Cummings.5th Edition
2. National Cancer Institute (2003). *Theory at a glance: A guide for health promotion practice*. HPERLINK: <http://www.cancer.gov/cancerinformation/theory-at-a-glance>

3. *A competency-based framework for Health Education Specialists* – 2010 by NCHEC at www.ncheec.org
4. *The Health Education Specialist: A companion Guide for Professional Excellence* – 6th Edition by NCHEC at www.ncheec.org
5. American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington D.C.

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*** and **MCHES** exams

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:

This course will be provided as hybrid as well as co-listed 100% Online. The 100% Online optional format is for non-international students only. The hybrid format means part of the course is completed online and part face-to-face. All international students enroll for the hybrid format. The course schedule provided outlines the chapter readings, assignments and related course activities in weekly modules with due dates. We will use a variety of methods in this course towards attainment of the stated course objectives. The methods may include all or some of the following: recorded lectures (selected chapters), readings, in-class learning exercises, group discussions, individual/group assignments and presentations, guest speakers, DVDs quizzes/exams, and semester-long individual/group project. The texts and internet resources (required and/or recommended) will be used as a foundation for this course to study key issues, methods and applications of theories and models. This being a graduate-level class, 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 are encouraged to read widely beyond class assignments or texts and learn to synthesize and critique what you read. Complete work/assignments on time as indicated.

As you read, generate points of discussion, comparison with current events/personal experiences or other observations, and also establishing your position on the issue is important. 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). Make your own notes. Should you miss any class, it is **your responsibility** to cover/access all materials, work and assignments for that date. 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 in Canvas. 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 and with a valid reason. Please do not email your assignments to me, follow instructions on where to submit your work. Assignments have been scheduled in advance to facilitate completion and submission on time

Teaching & Learning Philosophy – Embracing Diversity

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 Canvas 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**

Module Assignments – 50%	90 % - 100% - A
Final Exam - 20%	80 % - 89.99 % - B
Project – 20%	70 % - 79.99 % - C.
Video presentations – 10%	

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. 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, check with your advisor for further information.

Note: The instructor reserves the right to make changes on the course (for example syllabus, assignments, and the grading plan) at any point in the semester though these will be minimized or avoided. You will be notified of any changes made on the syllabus.

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.

<http://www.learnthenet.com/learn-about/netiquette/index.php>

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. Please indicate the course number and name in the subject line of the emails (*e.g. ALHS 4304.001 Theories & Models, question on.....*). **And please note that emails you send without these specifications may take long to be answered or will go unanswered. Do not expect me to respond urgently to your emails just because you suddenly realized a deadline for submitting an assignment is about due and you have urgent question.** 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. However, real emergencies will be accorded due attention with proof is provided.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

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/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center on or before the Census Date of the semester in which the course will be repeated. (Consult the Academic Calendar for the actual date) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Check the Academic Calendar) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

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 Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

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.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - Possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or

- information about an un-administered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://www.uttyler.edu/writingcenter) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://www.uttyler.edu/tutoring) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](http://www.uttyler.edu/counseling) (903.566.7254)
- More resources are given on the Course front page in Canvas

COVID-19 Information & Resources

Hotline (UT Tyler): 903.565.5999

Please be informed and keep up with the updates on the COVID-19 related information at the following resources:

- <https://www.uttyler.edu/coronavirus/>
- <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19>
- <https://coronavirus.jhu.edu/map.html>