

ALHS 3362 - BEHAVIORAL HEALTH
Summer II semester, 2023
Canvas online format

Instructor Name: William Sorensen, Ph.D. Professor

Office Location & Times: H&K Rm #3095 (email instructor to set a time if you wish to meet).

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Required Text: Edberg, M, PhD, Essentials of Health Behavior. Jones and Bartlett, 2020 (3rd edition; **ISBN** 9781284145359).

Course Catalogue Description: Study of the effects of various aspects of behavior on health, including effects on disease risks and prognosis in selected disease states, and study of behavioral alternatives in relation to promotion of health of the individual.

Course Goal: The purpose of this course is to provide historical and theoretical information regarding the study of health behavior, and to investigate practical applications to individuals and communities. This course is built as one of the pillars of the **CHES*** exam.

Course Objectives: To accomplish the purpose of the course the student will be able:

1. to know the evolution of behavioral health modeling and its relation to other branches of health science.
2. to understand individual health behavior models and differentiate between them.
3. to understand social health behavior models and differentiate between them.
4. to apply research components of behavior models to a real situation.
5. to analyze applications of behavioral change models in example situations.
6. to know appropriate behavior/cognitive terminology through reading, and writing this terminology.
7. to synthesize knowledge gained for the **CHES*** exam.

***The Certified Health Education Specialist (CHES)** exam covers seven Areas of Responsibility. This class should help prepare the student for 6 of the 7 areas, which are:

- Plan health education strategies, interventions, and programs.
- Implement health education strategies, interventions, and programs.
- Conduct evaluation and research related to health education.
- Administer health education strategies, interventions, and programs.
- Serve as a health education resource person
- Communicate and advocate for health and health education.

Letter grade-percentage transposition:

A: 91% - 100%

D: 61% - 70%

B: 81% - 90%

F: below 61%

C: 71% - 80%

Grading Plan:

Reflection essay writing	15% (week 2-Blazes; week 3-Rushes)
Video creation	15% (week 2-Rushes; week 3-Blazes)
Raising discussion	13% (2 opportunities: week 1- Discussion @ 5pts; week 5-self-evaluation @ 8pts)
Commenting to other students	7% (2 opportunities: week 1- Discussion @ 2pts; week 4-videos @ 5pts)
Check-for-progress Assignment	15% (due end of week 4)
Exam	35% (week 5: 17.2 points short open-ended questions, 17.8 points online true/false & multiple choice)

Learning Philosophy: In the Introduction folder (Getting started module) the instructor mentions what a leader at a large, prestigious university says about being successful in life: "*Your success in life will be determined largely by 1. your ability to speak, 2. your ability to write, and 3. the quality of your ideas...*" Therefore, class activities, besides reading many chapters from the textbook, will be to practice those 3 things.

This class will seem to have more than usual reading requirements because this is a condensed class. You should be reading something for this class EVERY DAY. Also, timing is important. A missed day can have repercussions down the road. For this reason the instructor has created a schedule that reflects day-by-day chores. The instructor has no way to monitor student's preparation; feel free to rearrange daily chores within the week just so long as items that are due are submitted on time.

You will discover that many questions raised during a writing or reading or Zoom event do not have a single right or wrong answer. As will soon be apparent, everyone in the class (including your instructor) is fallible and may not always have a "perfect" answer. This is not a reflection of his/her lack of study or expertise, but of the complexity of many behavioral questions. **THE WORLD IS COMPLEX- IF A TOPIC POINT OR ANSWER FROM SOMEONE ELSE SEEMS INCORRECT OR IMPLAUSIBLE ACCORDING TO YOUR EXPERIENCE, YOU ARE ENCOURAGED TO BRING THESE ISSUES UP** in your writing or speaking events.

Course Format: Since this is an online class, there is a lot of written detail to pay attention to, and respond to. Sounds easy, but it is not easy:

Self-discipline and time-management skills become more important in online classes than in traditional classes. Do you have these skills in order to be successful in this class? (If you don't think so, perhaps you should take this class during a longer, regular semester). Students are expected to read selected chapters from the text during the week they are assigned. Each student should have his/her own textbook, otherwise problems will arise.

It is recommended that you set aside 12-16 hours or so, per week, for this class. There will be a lot of reading and writing activities done in isolation. It is recommended that you dedicate a few hours every day to this class- and reserve these times within your personal calendar. Don't let anything or anyone interrupt you when you arrive at those reserved times.

Students should be prepared to express about insights from the text or extra topic prompts, or weblinks, into essays or videos.

Task Overview: Aside from reading Chapters 1-6, 9, 14, and 16, there are four tasks that students will cycle through. They are: Essay writing, making videos and/or commenting on others' videos, doing a check-for-progress assignment, taking one exam, and evaluating your own work at the end.

Reflection essay: For imagination and creative writing practice (this is one of those things to help practice for life success). This is a solitary activity. Every student will write an essay. An essay is a personal reflection that ties together an intriguing topic floating in your mind with some information from our readings or ponderings, into an interesting and story-like narrative. Essays used in this class are not research papers. Observations of family members or friends matter, memories of yourself as a child or young adult matter, daydreams matter, questions matter. Make these essays personal. You are encouraged to tie in your experiences or extra topic thoughts (from the schedule), or incorporating our weblinks. Only Dr. Sorensen will read and evaluate the writing-ability of the student; complete confidentiality will be kept and no one else will view the essay. Students will upload the finished essay, as a WORD document into the Canvas assignments prompt.

More information on essay writing, it's formats, and APA formatting, will be posted during the first week of class.

Video development: This is for integrating ideas, organizing ideas, and developing clear, verbal expression (one of those things to help practice for life success). Students will use the Canvas application for video development (called "Studio"). Once the 6-8 minute video is made, the student has to move it to a particular Discussion folder for this class for final viewing. The video will be viewed publicly (others in class), therefore the student making the video will not want to post such sensitive expression that may cause embarrassment, nor inflammatory rhetoric that may cause anger.

Video commenting/critiquing: For communication and written reflective feedback to others. The student views/listens to another student's video, and will carefully note a story, an argument, and the parts that build up that story/argument. A "critique" should be constructive: This means you may praise the good things (and write why they were good) but also suggest solutions to problem areas.

Check-for-progress Assignment: It is an intervention design practice, tying in theoretical as well as practical concepts together. Students will post this assignment into Canvas.

Exam: There are two parts. The first part (A) is answering open ended, essay-like questions. The second part (B) is a combination of true/false, and multiple choice questions. The true/false and multiple choice part will be timed, and taken within Canvas. Therefore, a good internet connection (preferable via cable, not telephone landline) will be necessary. The instructor is not responsible for online work that gets cut off because of poor connections; find a computer with a good connection. The instructor cannot reschedule the exam; look at the schedule now and reserve a time in your calendar to take the exam components. A missed exam has no possibility for make-up.

Self-Evaluation. The student will review his/her work: the essay, the video, and the check-for-progress assignment, and weave these reflections into his/her wider history and interests. The student does this by clicking on the first "Reply" in the Discussion folder and copying a polished paragraph from the essay into this space. Then talking about what prompted one to write about this? How has this activity- writing and evaluation of writing- help in idea development? (One should be aware that essay paragraph will be shown publicly to other students in this format, the student may want to blot out any confidential information or mask relationships, events, names, etc.). Also talk about the video and assignment in the same manner (what led you to pick these topics? Etc.)

NO late work: Because this is a condensed class, and because your work ties into other students work, late work will not be accepted. Deadlines are final.

UTT POLICIES

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>

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 (ADM 230) on or before the Census Date of the semester in which the course will be repeated. 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 is the deadline for many forms and enrollment actions that students need to be aware of. 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 Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or

to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

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, 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 seeding 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 unadministered 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.

Tobacco-Free Campus:

- 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

Important Covid-19 Information

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.