

ALHS 3362 - BEHAVIORAL HEALTH
Summer II semester, 2021
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	25% (12½ points each per 2 week period)
Group discussion (Extra topics)	10% (5 points each per 2 week period)
Group discussion (Weblinks)	10% (5 points each per 2 week period)
Projects	20% (10 points each per 2 week period)
Week 5 intervention discussion	5%
Exam	30% (16 points short open-ended questions; 14 points online true/false & multiple choice)

Learning Philosophy: 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 (see Course Format, below). 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 announced items that are due are submitted on time. It is recommended that you keep up with the daily chores as listed in the schedule.

You will discover that many questions raised during a reading or Canvas discussion 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 FOR DISCUSSION. Your participation will be closely gauged.

Course Format: Since this is an online class, lectures morph with your ability to read assigned readings, and class discussions turn into typed assignments and posting impressions into Canvas. Sounds easy, but it is not easy:

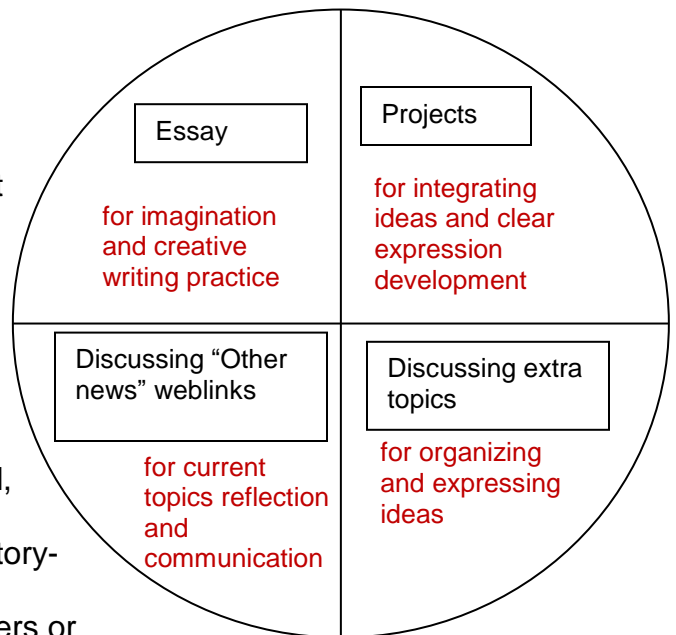
Self-discipline and time-management skills become more important in online classes than in traditional classes. Do you have these skills in order to be successful in this class? (If you don't think so, perhaps you should take this class during a longer, regular semester).

It is recommended that you set aside 13-18 hours or so, per week, for this class. There will be a lot of reading and writing, activities done in isolation. Do yourself a favor and 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 write about insights from the readings or web links into essays. *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.

Task Overview: Aside from reading Chapters 1-6, 9, 14, and 16...

and taking the exam, there are four tasks that students will cycle through. They are: Essay writing, Discussing extra topics and Discussing Weblinks (“Other news”), and Projects (see first circle). One of these is a solitary task, the other three have some sort of group interaction.



Reflection essays: This is the solitary activity. Every student will write two essays. An essay is a personal reflection that ties together an intriguing topic floating in your mind, with some information from our readings or outside investigations, 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 the experiences gained from the purple instructions in the schedule, or our weblinks. You will e-mail the finished essay, as a WORD document attached to an e-mail, to the Professor, Dr. Sorensen. (Do not email links from cloud-based accounts).

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

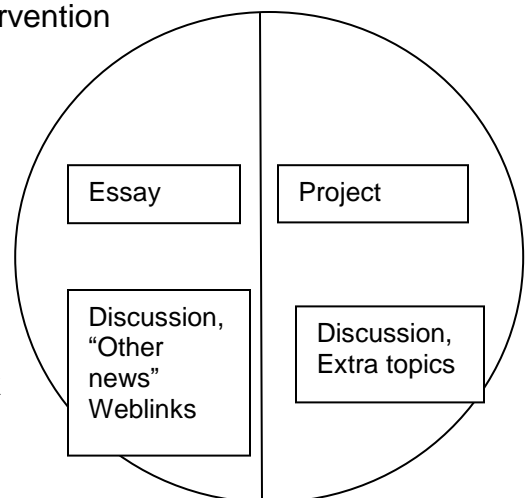
Projects: Every student will do these, in two different projects. The first project is about communication and the ability to capture communication (words and other cues). The second project is Intervention-design practice, tying in theoretical as well as practical things together. You will e-mail the finished project, as a WORD document attached to an e-mail, to the TA, Kimanh. (Do not email links from cloud-based accounts).

More information on the projects, with their instructions, will be posted early.

Discussions: Discussions are virtual conversations within Canvas with group members, based on either the three “Extra topics” mentioned each week in the schedule, or the “Other news”, weekly Weblinks. Discussing is done every week for everyone but depending on which week it is, it may be the “Extra topics” (twice per semester) or the “Other news” Weblinks (2 times). The last week of the semester will be somewhat different; everyone will try to design a health intervention using a discussion format.

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.

Cycling through the schedule: For weeks 1 to 4, think of the circle again but cut in half to represent the two major groups in class, the Furies and the Squalls (2nd circle). One week the Furies will do the left side, and the next week



they will do the right side. The Squalls flip tasks with the Furies, week to week. The last week of the semester will be somewhat different, primarily because of the exam.

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.

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.