

ALHS 3362 - BEHAVIORAL HEALTH
Summer II semester, 2024, (begins July 8th)
Canvas online format

Instructor Name: William Sorensen, Ph.D. Professor

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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-Swirls; week 3-Whorls)
Video creation	15% (week 2-Whorls; week 3-Swirls)
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 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/embed it to a particular Discussion folder for this class for final viewing. The video will be viewed publicly (classmates), 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.

AI statement: (starting in the fall of 2024, UT Tyler will expect every course syllabus to include an AI statement; Dr. Sorensen is starting early.) AI is not permitted in this course at all. The reasons for this decision from Dr. Sorensen emanate from the Getting Started-Introduction module, where a link is given about "your success in life depends on 3 things." All three of these things rely on critical thinking, and AI does not help in developing critical thinking skills. Though the instructor himself has nothing against AI, the student seems unaware that AI generated assignments are 1. Repetitive, 2. Use a lot of jargon, and 3. Are not concise. Thus, they are not good assignments if the student just relies on AI.