

ALHS3362 - BEHAVIORAL HEALTH
Spring Semester 2024

Instructor Name and Title: William Sorensen, Ph.D.

Office Location & Times: PAC Rm #3095, regular office hours: Tues, Thurs, 12:30-5pm (email instructor to set a time if you wish to meet).

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

Classroom Location: HPC 3010

Course Time and Dates: Jan 16 – May 4 (Tuesdays, Thursdays); 11:00am-12:20pm

Withdraw date without penalty: March 25th

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 being 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 health modeling and its relation to other branches of 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, speaking, and writing this terminology.
7. to synthesize knowledge gained to 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: 90% - 100%

B: 80% - 89%

C: 70% - 79%

D: 60% - 69%

F: below 60%

Grading Plan:

Project 3: Poster/Presentation	25%
Project 2: Journal/Personal Essay	15%
Project 1: Data-Mining	10%
Exam	30%
Attendance/Participation	20% (attendance at 10%)

Course Format: Classes will consist of a mixture of lecture, readings, class discussions, and team projects. Some sessions may include guest lecturers or video clips; students should be prepared to write about insights from guest speakers or video clips as well as from all sessions, or any part of the text. *Students are expected to read selected pages from the text before the scheduled class that covers the material.* Every student should have their own text. Students will be called upon during each class to provide insights into a particular issue. Your response-readiness and curiosity reflects on your grade. Stay alert, observant, and persistent.

Canvas will be used minimally: Mostly as a document storage (but notes from class like powerpoint slides will not be stored in Canvas); also part of the exam may be delivered through Canvas.

Class notes are up to the student (information from Powerpoint presentations should be written down as notes). If the student misses a day and wishes to go over the material, he/she must find a classmate to get the notes. Attendance to class is one "behavior". Being on time to class is a different "behavior". We will also study health behavior through the lens of class-attendance and class-tardiness. Definitions: If a student arrives at 11:01 or after, that is "lateness". If a student arrives at 11:40am or later, that is "absent". Points will be deducted for excessive absences or latenesses.

Projects: There are three projects. The major project (#3) is a group presentation where the group identifies and tackles a behavioral issue. This is an on-going project that will start early and evolve as time progresses. Frequently, the instructor will ask for updates, perhaps on a bi-weekly basis. This is a project that requires cooperation from all members; if group members cannot complete the project due to lack of team-work; the student's final grade drops one letter, and a different individual project will be assigned. More information on this main project and the two others will be released during appropriate times.

Late work: Unless you contact the instructor ahead of time late projects will be penalized 50%; After one week, they will not be accepted at all.

Exam: A missed exam without a prior excuse receives an automatic zero. An excused, missed exam must be taken with instructor arrangement (usually within the same week).

Learning Philosophy: The instructor endorses a well-rounded approach-- reading, writing, discussion. You are expected to participate in each of these branches of learning even if it is a struggle. You will find that many questions raised during

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 their lack of study or expertise, but of the complexity of many behavioral issues. THE WORLD IS COMPLEX (if a topic point or answer seems incorrect or implausible according to your experience, you are encouraged to bring these issues up for discussion). Your attention and participation in class is a gauge to your learning.

UT Tyler POLICIES

See Canvas module for University policies.