

Syllabus: HDE 135 Health Behaviors

Spring 2024

Teaching Team

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Email: jfalbe@ucdavis.edu

Office hours: Wed 12-1

TAs: TBD

Course materials: There is no textbook. Required readings (journal articles, reports, and news articles) and assigned podcasts and videos will be posted to Canvas Modules.

Course description: This course focuses on how context impacts health-related behaviors and how health-related behaviors impact health outcomes (physical and mental) across the lifespan. This course will cover health behavior theories and frameworks and the manner in which developmental stages and changes relate to context, health-related behaviors, and health outcomes. The health-related behaviors may include but are not limited to: short- and long-term behaviors and coping strategies and behaviors related to nutrition, physical activity, technology and substance use/abuse, and social and cognitive engagement (exact health behaviors change each course offering). Note that this is a writing experience class, so a multi-step writing assignment project is a key part of student assessments.

Learning objectives:

1. Identify the leading behavioral contributors to morbidity, mortality, and positive health outcomes across the lifespan and contextual influences over those behavioral contributions.
2. Describe and apply major health behavior theories and conceptual frameworks
3. Describe how race, ethnicity, gender, and social class relate to context, health-related behaviors, and/or health outcomes

- Find, describe, critique, and apply research on health-related behaviors

Course Format:

- This is an in-person class, and your attendance is required to receive credit on in-class activities and quizzes.
- The course will be delivered via lectures, videos, podcasts, and guest speakers. All synchronous in-person lectures will be automatically recorded and posted to the Canvas Module the day after. Although slides are provided, you are expected to take additional notes on lecture, video clips, or documentaries shown in class.
- The course will be organized on Canvas by weeks (i.e., Modules). Each module runs Saturday to Friday, ending on the Friday of class (e.g., Module 1 ends the first day of class).
- See each week's Module for a list of assigned readings, podcasts, or videos that should be completed **before** class that week.
- Almost all lectures will be in-person and delivered synchronously, but if Dr. Falbe is sick or has to travel for a conference, we may need to move a lecture online (e.g., you will watch a pre-recorded or live Zoom lecture instead). The home page schedule, module for the week, and any announcements will clarify if this is the case. Currently, all classes are scheduled to be in-person.
- Disclaimer:** We cannot guarantee that recording technology will work. It is your responsibility to obtain notes in the event you miss lecture and a recording cannot be posted.

Schedule: Modules and deadlines

Each module starts (and is published) on Saturday and ends on the Friday we have class

WEEK (end)	MODULE	Type of quiz	DUE OUTSIDE CLASS (due 11:59 PM)
1 (4/5)	1: Introduction, health behaviors, ecological models, models of individual health behavior (Health Belief Model)	Take-home syllabus quiz (avail wed)	
2 (4/12)	2: Models of individual health behavior (Integrated Behavioral Model,	in-person	

	Transtheoretical Model of Change) and how to search databases for research		
3 (4/19)	3: Model of interpersonal behavior (Social Cognitive Theory) and Behavioral Economics	in-person	
4 (4/26)	4: Mandatory Discussion , measures of association, and study design	take-home	Discussion template: <ul style="list-style-type: none"> • Sec 1 on Thurs 4/25 • Sec 1&2 on Fri 4/26
5 (5/3)	5: Social and commercial determinants of health (SDoH and CDoH)	in-person	<ul style="list-style-type: none"> • Writing Assignment 1 on Fri 5/3 • Screenshot
6 (5/10)	6: IN-CLASS EXAM		
7 (5/17)	7: Mandatory Discussion , Nutrition	take-home	Discussion 2 template <ul style="list-style-type: none"> • Sec 1 on Thurs 5/16 • Sec 1&2 on Fri 5/17
8 (5/24)	8: Adiposity, Weight Bias, and stigma	in-person	
9 (5/31)	9: Physical activity, Sleep, and/or firearms (TBD)	in-person	Writing Assignment 2 on Tues 5/28
10 (6/7)	No class because finals start on 6/7		Writing Assignment 3 on Thurs 6/7
Finals	In-person Final at 8 AM (Sorry! I don't pick the time) on 6/13		

To support all students:

1. In the spirit of universal design, we will **drop 2** out of 7 quizzes, 5 of which are in-person (2 drops out of 5 in-person quizzes = 40% drops!). See the schedule on the homepage for when we have in-person quizzes. Because this policy is flexible, **we will not grant any additional drops or re-do's**, and we will not respond to emails requesting this. Reserve the 2 drops for days you must miss in-person class due the following issues:
 1. Health (e.g., COVID, ER visit, hospitalization)
 2. Passing away of loved ones and funerals
 3. Commuting (e.g., traffic, flat tire, car accident)
 4. Caregiving (e.g., babysitter canceled, grandparent needed help)
 5. Other needs or accommodations (SDC accommodations that allow for class to be missed on occasion), or games for student athletes
 6. You forgot to check in via iClicker
 7. Any other issue
2. There are **2 mandatory discussions** during our usual class time. These can be attended in-person or online; but synchronous participation with cameras on is mandatory. If you opt for Zoom, it is YOUR responsibility to make sure you have a working camera and know how to operate Zoom. Points will be deducted for camera being off or other tech issues that disrupt your participation. During these modules, we will assign canvas quizzes that can be taken **at home** instead of in class. See the schedule on the homepage to see when quizzes are in-person vs. take-home.
3. The same high expectations are maintained for all students regardless of parenting or caregiver responsibilities, but we are happy to support you by problem solving. Please come to us **early** to discuss any issues you think could interfere with your success in the class.
4. If you encounter an **emergency** and have **valid documentation** that conveys the nature of the emergency, you can request an extension on a writing assignment. This must be done **prior** to the due date unless the emergency renders you unable.
 1. **What is an emergency?** Examples include a serious car accident or debilitating illness like a concussion or one that requires surgery or hospitalization. During the early pandemic, we accommodated non-emergencies, but this practice has become completely unsustainable given the extra time and effort it requires of your teaching team. The **very** high volume of non-emergency requests for extensions (e.g., non-serious respiratory illness or stomach flu, broke up with a partner, feeling very "stressed") has only increased since then, becoming unmanageable. These are definitely stressful events, and we sympathize, but they are not emergencies. It is your responsibility to plan ahead and get started on assignments early. It is our responsibility to prepare you for the workforce, where deadlines matter.

Email policy:

- Instead of emailing, use the **Canvas Discussion board** to post questions when possible. Your TA or instructor will request that you post emailed questions to the board so other students can benefit. Students are encouraged to respond to each other's questions on the board.
- Think **twice** before sending an email. First check the **syllabus, home page, week's module, and announcements**. We will not reply if the answer is in one of these places. It's not that we don't want to help you (we do!), but because we receive an extremely high volume of emails, we need to dedicate our time to answering emails that students cannot answer for themselves.
- We will not reply to emails asking for exceptions to the quiz policy.
- It is the student's responsibility to check their UC Davis email daily for any time-sensitive class announcements or emails from the TA or professor.
- If you need to email,
 - Email us **DIRECTLY (NOT** through Canvas or by replying to an announcement we send on Canvas) and put "HDE135" in the subject line.
 - Email the TAs (**email Daniel and cc Mia**). Only email the professor with questions only she can answer.
 - If you ever feel there is a need to email both the professor and the TAs, email them on the **same** email. **Do not send separate emails to each.**
 - You can generally expect a response within 48 hours, except weekends or holidays.
 - Please follow email etiquette (e.g., <https://wayne.edu/advising/center/email-etiquette>)
 - For questions that require more than a few sentences to answer, you must come to office hours.

Office hours:

Together, we hold 3 hours every week of office hours at various times so that students can meet with us and get questions answered. We love seeing students in office hours and are happy to answer questions about the class, careers, or grad school. Please do come! We are also available to meet in-person at the end of class, and if class is let out early, we are available for even longer at the end of class. Office hours become especially busy just before assignments are due, so plan ahead. Do not wait until the last office hours before the deadline because it may be too busy. Although we wish we were available to meet with you when it best fits your schedule, we do **not** have the capacity to accommodate individual preferences. Only if you have classes that overlap with all 3 of our office hours, you may request an appointment via email and attach a copy of your course schedule that shows overlap with our office hours. Please submit these requests at least 1 week in advance.

During office hours, we are happy to answer specific questions about writing assignments or to review outlines or segments of text to confirm you are on the right track. However, we do **not** have capacity to pre-grade a writing assignment or read an entire draft to see if it is "correct."

Assignments:

Weekly in-class quizzes (15%)

- Quizzes cover the **previous lecture** (including videos shown in class) and **readings/podcasts/videos due the day of the quiz**. For example, the quiz given during module 3 will cover the lecture from module 2 and readings assigned during module 3.
- There will be 7 quizzes (5 in-person). We will drop 2 of the 7 quizzes (that's nearly 30%, and we ask that you reserve drops for in-person quizzes [2 drops out of 5 in-person quizzes = 40% drops]) you have to miss due to the reasons stated above. This is a fair policy, so please do not ask for additional drops (we will not reply), and do not use all your drops early.
- The Canvas gradebook is programmed to automatically drop the 3 lowest quiz scores. We do not wait to drop them until the end of the quarter, so as long as we have assigned 0's to any missed quizzes, the grade you see for quizzes is your current quiz grade.
- To receive credit for an in-person quiz, you must check in via iClicker (geofenced to the classroom). If iClicker is not working for you, it is your responsibility to raise your hand so that we know you attended class that day.
- Length: Quizzes will have 10 questions. We will give you 12 minutes to complete them.
- Only 1 question at a time will be displayed. You cannot revisit a previous question, and there are no re-takes.
- Format: Canvas quiz, combination of T/F, multiple-choice, matching, and short answers.
- Quizzes are open-note and open-reading but you cannot use non-class resources (no websites) and no assistance from others.
- Although we do our best to write clear questions, we sometimes miss the mark. We run diagnostics on all quizzes and exams. If **most** of the class gets a particular question wrong, we will give points back accordingly.

Syllabus quiz (1%)

There will be a take-home syllabus quiz for which you will get 10 chances to receive a 100%. The quiz is worth 1% of your final grade.

Exams (30%)

- There will be 2 in-class exams, one that covers the first half of class, and one that is cumulative but emphasizes the second half of the class (Final Exam).
- These will follow the same format as the quizzes (T/F, multiple choice, matching, short answers) but will be longer with more emphasis on short answers and "mark all that apply" questions, and the questions will be **more difficult**, so please study.

- Exams are administered on Canvas using Lockdown browser and may be taken on a laptop or tablet.
- You must have checked in via iClicker to receive credit on the exam. Raise your hand if it didn't work.
- Exams are closed-book, closed-note, with the exception of a single 4x6 handwritten note card (front and back) that you may use as a cheat sheet.
- **Exams are mandatory. If you fail to show up, you will be assigned a grade of 0.** The only acceptable reason for missing an exam is an emergency for which there is valid documentation that conveys the nature of the emergency. Refer to previous section on the definition of an emergency. If the first exam is missed due to a documented emergency, the student will have Exam 1 questions added to their Final Exam (taking both exams together).
- Exams may be curved.
- We do not provide exam study guides, but the learning outcomes for each module are an excellent guide on what to study.

Participation

In-class assignments (4%): There will be 5 in-class assignments that help you with your writing assignments and that help you reflect upon and review the material you learned. We will drop 1 of these to accommodate emergencies. These can be turned in, even if you are participating synchronously via Zoom.

Mandatory discussions (10%): There will be 2 required small group discussions (5% each). These discussions are designed to help you succeed on your writing assignments. For writing assignments #1 and #2, fill out the templates under “Assignments,” upload them to the assignment page, and be prepared to share with your group. Group members will provide one another feedback on their ideas. Each person will turn their bullet point list and a brief summary of feedback they received from their group members and anything new they learned. These are due the same day as the Discussion. See “Assignments” for details.

Zoom link for the discussions are the same as our class zoom link.

Writing assignments (Go to the Assignments section of Canvas for detailed instructions). All writing assignments are due by 11:59 PM Pacific Time on the specified date. You are allowed and encouraged to use content and citations you used in a prior writing assignment on the next writing assignment. They are designed to build upon one another.

1. Detailed description of your chosen health behavior (10%)
2. Applying a health behavior theory or approach to your health behavior (20%)
3. Factsheet (10%)

Grading

Assignment	Percent of final grade
	Weekly quizzes: 15 points (15%)
Quizzes	5 (of 7) quizzes are graded, ~3 points each
	Syllabus quiz: 1 pt (1%) 30 points (30%)
Exams	2 exams, 15 pts each In-class activities: 4 points (4%)
Participation	Discussion: 10 points (10%) (2 discussions worth 5% each)
Writing Assignments	
1. Description of your chosen health behavior	10 points (10%)
2. Application of theory or model to health behavior	20 points (20%)
3. Factsheet	10 points (10%)
Total	100 points (100%)

Final grades

98-100%=A+	93-97%=A	90-92%=A-
87-89%=B+	84-86%=B	80-83%=B-
77-79%=C+	74-76%=C	70-73%=C-
67-69%=D+	64-66%=D	60-63%=D-
< 60%=F		

Rounding: Final grades ending in 0.5 and higher will be rounded up (i.e., grades of 92.50 will be considered an A, but a grade of 92.45 would be considered an A-). We will not reply to emails asking for additional rounding.

Late written assignments will receive the following reductions:

- <24-hrs (1 day) from deadline = 5% reduction in maximum grade possible (e.g., a maximum grade of 19 points is possible for a 20 point paper)
- 24-48 hrs (2 days) from deadline = 10% reduction
- 48-72 hrs (3 days) from deadline = 15% reduction
- 72-96 hrs (4 days) from deadline= 20% reduction
- >96 hrs (5 days+) past deadline will not be accepted

Submission of assignments are through Canvas: All assignments are due electronically via upload to “**Assignments**” on Canvas. If Canvas is not working that day, email your assignment **before** the deadline to your TA with an explanation. Acceptable formats for WA1 and WA2 are doc and docx, and for WA3 are ppt, pptx, doc, docx, or pdf. Microsoft office is available for free for UC Davis students. It is your responsibility to ensure you uploaded the correct file, and a file that is readable, to Canvas using the "preview."

Grading questions: If you have questions about your grade, first read the rubric and comments from the TA to see why you got points deducted. Only if you believe an error was made in applying the rubric, you may email the TA respectfully and then logically explain why you believe there was an error by using the rubric and the assignment instructions. To uphold fairness, we will not consider any other reasons for regrading (e.g., "my grade is so close").

Extra credit: The only extra credit offered is an extra 1% to everyone if 80% of the class completes the course evaluations. We will not consider requests for any other extra credit assignment or regrade of an assignment just because a student did poorly on it.

SDC Accommodations:

Information about accommodations will be kept confidential. Formalize requests through the Student Disability Center as soon as possible, and make sure the letters are sent to professors through your portal.

- Accommodations for extra time on exams will be programmed into quizzes and exams.
- We will arrange for quizzes and exams so that you can take them at the SDC AES, but it is your responsibility to confirm the schedule through your SDC portal. **Do this as soon as possible prior to the end of module 2** because we need to program separate quiz and exam times for you through Canvas. You also have the option to just take your quizzes in the classroom as long as we have enough time for you to receive your extra minutes. If you choose to take the quizzes at the SDC AES, you will leave the classroom as soon as I announce the quiz.

- If your accommodation involves something other than additional time and a quiet/small testing environment, please contact the professor as soon as possible about the specific accommodations.

Course material policy:

Posting or sharing lecture notes, assignments, or other course material to websites like course hero is prohibited. Even sharing AFTER the course is over is prohibited, and necessary action will be taken. We are aware of materials posted on course hero and will pay careful attention to potential plagiarism based on these materials.

Academic Integrity:

Any student suspected of academic misconduct will be referred to the Office for Student Support and Judicial Affairs (OSSJA) and will receive an automatic failing grade on the relevant assignment(s) if it is deemed that misconduct occurred. A second instance of academic dishonesty will result in a failing grade in the course.

All students are expected to follow the UCD Code of Academic Conduct:

Honesty, Fairness & Integrity

This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

► **Academic misconduct on exams or other coursework**

- Copying or attempting to copy from another student, allowing another student to copy, or collaborating with another student on an exam.
- Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices, or content generated by artificial intelligence
- Looking at another student's exam
- Not following an instructor's directions
- Talking, texting or communicating during an exam
- Altering assignments or exams for re-grading purposes
- Bringing pre-written answers to an exam
- Having another person take an exam for the student, or taking an exam for another student
- Theft of academic work

- Unexcused exit and re-entry during an exam period

► **Plagiarism**

- Taking credit for any work not created by the student; work includes, but is not limited to, books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings, and content generated by software or artificial intelligence
- Copying any work not created by the student without indicating that it is copied and properly citing the source of the work
- Using ideas that are not the student's without putting such work in their own words or form and/or failing to provide proper citation
- Using false citations that do not correspond to the submitted work
- Representing previous work as if it is original or new work
- Submitting the same or similar work in more than one course without prior permission of the instructor

► **Unauthorized collaboration**

- Working together on graded coursework without permission of the instructor
- Working with another student beyond the limits set by the instructor
- Providing or obtaining unauthorized assistance on graded coursework

► **Misuse of an instructor's course materials or the materials of others**

- Posting, purchasing, obtaining, sharing, or copying any course materials of an instructor without the explicit written permission of that instructor
- Unauthorized use of another student's work

► **Lying or fraud**

- Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
- Forging signatures or submitting documents containing false information
- Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons

► **Intimidation or disruption**

- Interfering with the orderly operation of the campus involving teaching, research, administration, disciplinary procedures or other university activities
- Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
- Refusing to leave an office when directed to do so

- Physically or verbally intimidating or threatening an instructor, teaching assistant or staff person, including, but not limited to, invading personal space, or engaging in any form of harassment
- Repeatedly contacting or following an instructor, teaching assistant, or staff person when directed not to do so
- Misusing a classroom electronic forum by posting material unrelated to the course
- Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class

► **Misuse of University properties or resources**

- Purchasing or selling (or attempting to) one's registration in a class

If you have any questions about the nature of dishonest academic behavior or UCD policy, please see the following website: <https://ossja.ucdavis.edu/code-academic-conduct>

UC Davis Campus Resources

- **Frequently Asked Questions – UC Davis Student Resources:** <https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/>
- **Center for Advocacy, Resources & Education (CARE):** <http://care.ucdavis.edu/>
- (530) 752-3299.
- **Counseling Services:** <https://shcs.ucdavis.edu/counseling-services> 530-752-0871.
- **Student Disability Center (SDC):** <http://sdc.ucdavis.edu>
- **Counseling Services:** <https://shcs.ucdavis.edu/counseling-services>
- **Student Health and Wellness Center:** <https://shcs.ucdavis.edu/medical-services>
- **Division of Student Affairs:** <https://studentaffairs.ucdavis.edu/>
- **AB540 and Undocumented Student Center:** <http://undocumented.ucdavis.edu/>
- **Mental Health Crisis Consultation Services:** Call 530.752.0871
- **In Crisis?** <https://eachaggiematters.ucdavis.edu/here-are-some-options-immediate-crisis-support> National Resource: Text "RELATE" to 741741; If you or someone you know is struggling or in crisis, help is available. Call or text [988](tel:988) or chat 988lifeline.org