

## HDE 135: Health Behaviors Winter 2024

Class will be **in-person** in **Wellman Hall 106**, but you can log in via Zoom or watch recordings if you must miss lecture due to illness or emergency.

Lectures will mostly be in-person, but audio and slides will be posted to Canvas modules to allow students to follow along asynchronously if they have to miss class. I will also try to have a live Zoom going while I teach, depending on classroom technology.

The audio of lectures and discussion (and live Zoom sessions) will be **automatically recorded**. **Recordings are only for use during and for this class. Delete all recordings after the class is completed.** We do not check Zoom transcripts for accuracy (there may be transcription errors). We will discuss COVID-19, death, mental health, and other diseases (in addition to other topics). If it will be difficult for you to learn about these topics, this class may not be the best fit for you.

**Class time:** Friday 12:10-3 pm

**Class location:** Wellman Hall 106

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

**To support all students**, including when students encounter unexpected emergencies:

1. In the spirit of universal design, we will drop 3 out of 8 in-class quiz grades (38%). These quizzes must be taken in-person in the classroom (not online from home). Please reserve these days you must miss class due to unexpected health, commuting, caregiving, or other emergencies, including the passing away of loved ones. Because this policy is so flexible, we will not grant any additional drops or re-do's.
2. There are 2 mandatory discussions that will take place during our usual class time. These can be attended in-person or online; but synchronous participation is mandatory.
3. The same high expectations are maintained for all students regardless of parenting or caregiver responsibilities, but we are here and happy to support you by problem solving.
4. If you encounter an emergency or hardship and require an extension on a writing assignment, you must do so **prior** to the due date. The only extensions given after the deadline will be for **documented** emergencies.

**Email policy:** Instead of emailing about course or content-related questions, use the **Discussion** board on Canvas to post questions. Your TA or instructor will request that you post any emailed questions to the discussion board so that other students can benefit from the answer. Students are encouraged to respond to one another's questions on the discussion board.

If you do need to email a question, please email the TAs first (**email the TAs**). If you have a question that you think only the professor can answer, email the professor, **but CC the TAs** on the same email. If you ever feel there is a need to email both the professor and the TA, email them on the **same** email. **Do not send separate emails to TAs or professors.** You can expect a

response within 48 hours, usually sooner. [Please follow the etiquette outlined on this handout for emails.](#) For questions that require more than a short paragraph to answer, please log into office hours, which allows for a thorough response.

**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).

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

**Course Format:**

- The course will be delivered via live and recorded lectures, videos, podcasts, and guest speakers. All synchronous lectures will be automatically recorded (audio at a minimum) and later posted on the corresponding Canvas Module later that day.
- The course will be organized on Canvas by weeks (i.e., Modules). Each module runs from Saturday to Friday, ending on the Friday of the class (e.g., Module 2 runs from Jan 13 to Jan 19 (2<sup>nd</sup> day of class).
- See each week's Module for a list of assigned readings, podcasts, or videos that should be completed before class.
- Almost all lectures will be delivered synchronously, but some may be asynchronous (e.g., if there is a pre-recorded lecture from a guest speaker). The module for the week will clarify.
- Recordings of in-class lecture will be posted to the week's module by Saturday after class, barring technical issues.
- **Disclaimer:** We cannot guarantee that recording technology will work. It sometimes fails. It is your responsibility to obtain notes in the event you miss lecture and a recording cannot be posted.

**Assignments:**

**Weekly quizzes on Canvas (20%)**

- Quizzes will cover the previous lecture (including any guest lecture or videos shown in class) and any assigned reading/podcasts/videos for the day of the quiz. For example, the quiz given during module 2 will cover the lecture from module 1 and readings assigned during module 2.

- There will be 8 quizzes total, 4 of which will count toward your grade. We will drop 3 of the 8 quizzes (that's 38%!) to accommodate emergencies or technical issues. This is a fair policy, so please do not ask for additional drops, and do not use all your drops early.
- Length: Quizzes will have 10 questions that can be completed in  $\leq 10$  minutes if you are staying caught up.
- Only 1 question at a time will be displayed. You cannot revisit a previous question, and there are no re-takes.
- Format: combination of T/F, multiple-choice, matching, and short answers.
- Although we do our best to write clear questions that correspond well to the lecture and reading materials, we sometimes miss the mark. We run diagnostics on all quizzes and exams after the class has taken them. If **most** of the class gets a particular question wrong, this means it was not the best question, and we will give points back accordingly.

### **Exams (30%)**

- There will be 2 in-class exams, 1 that covers the first half of class, and one that covers the second half of class and will be scheduled during Finals (3/21/24 6pm).
- 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 the questions will be **more difficult**, so please study.
- Exams are closed note, closed book.

**Participation (10%):** There will be 2 required small 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", 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. See "Assignments" for details.

**Participation schedule based on last name. Zoom link for the discussions are the same as our class zoom link.**

**Discussion 1: Feb 2, 2023:** We will have you sign up for whether you want to attend a Zoom or in-person discussion.

**Discussion 2: February 23, 2023.** We will sort people into groups based on topics submitted for writing assignment #1. Look for your name in the list on the assignment page.

**Writing assignments** (Go to the Assignments section of Canvas for detailed instructions). All writing assignments are due by 11:59 PM Pacific Time on specified date.

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

**Grading:**

<b>Assignment</b>	<b>Percent of final grade</b>
<b>Quizzes</b>	20 points (20%) 5 quizzes, ~4 points each (3 of 8 quizzes will be dropped)
<b>Exams</b>	35 points (35%) 2 exams, 15 pts each
<b>Participation</b>	10 points (10%) (2 discussions worth 5% each)
<b>Writing Assignments</b>	
<b>1. Description of your chosen health behavior</b>	10 points (10%)
<b>2. Application of theory or model to health behavior</b>	20 points (20%)
<b>3. Factsheet</b>	10 points (10%)
<b>Total</b>	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-).

**Late written assignments will receive the following reductions:**

- <24-hrs 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 from deadline = 10% reduction
- 48-72 hrs from deadline = 20% reduction
- >72 hrs from 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: doc, docx, pdf.

**Academic Accommodations:** Information about accommodations will be kept confidential. Formalize requests through the Student Disability Center. Accommodations for extra time on exams will be programmed into quizzes and exams. If your accommodation involves something other than additional time, contact the professor as soon as possible about the specific accommodations.

**Course materials:** 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:** All students are expected to follow the UCD Code of Academic Conduct: “Existing policies forbid cheating on examinations, plagiarism and other forms of academic dishonesty (see below). Academic dishonesty is contrary to the purposes of the University and is not to be tolerated. A code of conduct for the campus community must exist in order to support high standards of behavior.”

Any student who cheats on an assignment or exam will be referred to the Office for Student Judicial Affairs and will receive an automatic failing grade on the relevant assignment. A second instance of academic dishonesty will result in a failing grade in the course. If you have any questions about the nature of dishonest academic behavior or UCD policy, please see the following websites: <http://sja.ucdavis.edu/cac.html>; <http://sja.ucdavis.edu/files/plagiarism.pdf>; <http://sja.ucdavis.edu/publications.html>; <http://sja.ucdavis.edu/academic-integrity.html>

**Below is a tentative outline for the course modules.** Modules maybe updated as needed to accommodate the pace of learning.

Week/ Module	Dates	Topics	Discussions and Assignment deadlines
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1	1/12	Introduction, health behaviors, Ecological Models, Models of individual health behavior: Health Belief Model, Integrated Behavioral Model, Transtheoretical Model of Change	
2	1/19	Models of individual health behavior (cont'd). and Models of interpersonal health behavior: Social Cognitive Theory	In-class quiz
3	1/26	Behavioral Economics and social and commercial determinants of health (SDoH and CDoH)	In-class quiz
4	2/2	<b>Mandatory Discussion</b> , measures of association, and study design	<b>Mandatory synchronous Discussion 1</b> (take home quiz)
5	2/9	In-class: Documentary screening related to nutrition	<b>Writing Assignment 1 Due</b> In-class quiz
6	2/16	<b>IN-CLASS EXAM</b>	<b>No quiz this module</b> <b>Exam 1</b> (covers modules 1-4)
7	2/23	<b>Mandatory Discussion</b> and Nutrition	<b>Mandatory synchronous Discussion 2</b> (take home quiz)
8	3/1	Weight Bias and stigma and health behavior TBD	<b>Writing Assignment 2 Due</b> In-class quiz
9	3/8	Physical activity and health behavior TBD	In-class quiz

10	3/15	HPV vaccination and Vaping	Writing Assignment 3 Due In-class quiz
Finals week	3/21	<b>IN-CLASS EXAM</b>	Exam 2/The Final (covers modules 5-10 with integration with theories/models) 6:00 PM In-class

### 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](https://988lifeline.org) or chat [988lifeline.org](https://988lifeline.org)

### Campus faculty and staff responsibility

In my role as faculty, I am required by policy to report concerns that come to my attention related to sexual harassment, sexual violence, intimate partner violence and abuse, discrimination, or harassment involving students. Please know that you are free to discuss these concerns with me, but I will need to pass along any information shared with me to the Harassment and Discrimination Assistance and Prevention Program (HDAPP) so they can reach out to you and talk to you about resources and possible resolution options. If you would prefer to speak to a confidential resource, who does not have the same responsibility to report, I can help you get connected. Alternatively, see the link for CARE above and see this link to information about available resources on campus (including confidential resources): <https://hdapp.ucdavis.edu/resources>. Also, here is a link to information about reporting directly to HDAPP: <https://hdapp.sf.ucdavis.edu/report-incident>.