

PSYC 6300-001

Health and Human Behavior

Spring 2009

Instructor: Angela Liegey Dougall, PhD
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Course Website: Please go to WebCT at
<http://www.uta.edu/webct/index.htm>

Office Hours: Tuesday & Thursday 10:00-11:00 AM and by appointment

Time and Place of Class Meetings: LS401, Wednesday 1:00-3:50 PM

Description of Course Content: PSYC6300- Health and Human Behavior 3 hours credit

This course will cover current topics in health behavior research using an interactive, participatory format. The course provides a balanced presentation of the important issues in the field, as well as specific content topics that are especially relevant today to better understand health and illness.

Student Learning Outcomes:

- The student will be able to summarize the theory and research pertaining to health behaviors by reviewing and discussing the fundamental and more recent contributions to the science. The student will also be able to apply the basic tenets of health behavior research to common health issues including both acute conditions and chronic concerns.
- The student will be able to synthesize research and facilitate discussion on a given health behavior that will broaden class understanding of relevant current research and applications.
- The student will be able to apply the concepts that are covered in the class by developing a research protocol that incorporates the study of health behaviors and by writing, reviewing, and editing grant proposals.

Required Textbooks and Other Course Materials:

- Reserved readings will be available in the Science Education and Career Center in LS106 or a link will be available on the WebCT site for the course.

Descriptions of major assignments and examinations:

R01 grant application (100 points)
(Due Date for Peer Review 4-08-09)
(Due Date for Instructor Review 5-13-09)

Each student will write an R01 grant application using the SF424 forms. You are required to complete a Research Plan and either the Human Subjects or Vertebrate

Animals sections. Forms and formatting instructions can be found at <http://grants.nih.gov/grants/funding/424/index.htm> .

As part of the seminar, you will write an R01 independent investigator research grant application. Your proposal needs to include at least one health behavior. Your proposal should coincide with your current line of research. It should be a “next step” in your line of research. You are encouraged to base the proposal on an existing protocol to which you add or emphasize health behavior (e.g., thesis or dissertation proposal or another research project). The intention is NOT for you to start from scratch. You are encouraged to consult with your Research Mentor to develop the proposal idea.

R01 grant application peer review (50 points)
(Assignment of application 4-08-09)
(Due date of peer review 4-22-09)

Each student will review a classmate’s R01 application and provide constructive feedback on the application. Peer review will occur prior to an application being submitted to the instructor. Your peer review will be graded for its quality.

The point of peer review is not to have your peers proofread or rewrite your application. Of course, some surface level editing can and will occur, but this is not the point of the peer review process. In fact, it is embarrassing to receive a review that includes the comment “The manuscript or application was so poorly written that I was unable to adequately review the manuscript or application for scientific merit”. Applications with egregious grammatical and typographical errors will be returned to the author for immediate correction. Applications that are so poorly written that it is difficult to follow the logic outlined in them will be returned to the author for immediate correction as well. Failure to correct such problems within 72 hours will result in the student who wrote the application being assigned a grade of 0 for the peer review process. Furthermore, the application assigned to the student will be assigned to another student for peer review.

R01 grant application presentation (50 points)
(Dates of Presentations 4-29-09 & 5-06-09)

Each student will present a concise overview of his or her research plan to the class. The student presentation will include a 15 minute presentation and a 15 minute feedback session. Students will be graded on their overall ability to clearly present their research plan to the class.

Student-led Discussion (50 points)
(Due date of topic 01-28-09)
(Date of Student led Discussion TBA; Due date of article selection is at least one week prior to Discussion date)

Each student will select a health behavior from the tentative course schedule. Each student will select and provide the class with .pdf copies of 3-6 empirical research articles that present research on the behavior. These research articles may use either

human or lower order animals. Students are responsible for assigning readings that touch on each of the following:

- Initiation, maintenance, and relapse
- Interventions
- Health effects
- Target populations

Note that some articles may cover several of these topics and others only one. Choose articles so that the entire breadth is represented.

The student will lead class discussion on the selected articles. All students in the class are expected to have read the assigned articles. All students in the class are expected to contribute to the discussion of the content of the articles. **The students leading class discussion over the selected articles are NOT being asked to present or teach the contents of the articles to the class.** Rather, students are being asked to lead discussion on the contents of the articles. The discussion leader is the “expert” on the area and may need to read or discuss supplemental material to prepare for the class discussion. Students leading discussion will be graded on their coverage of the topic, quality of the readings, preparedness, and ability to engage their classmates in discussing the selected articles. As part of leading class discussion, the discussion leader might find it useful to provide their fellow classmates with a brief handout containing supplemental information or informative figures or graphs.

Student Participation (50 points)

Each student is expected to be an active participant in weekly class discussions. The student should come to class prepared having read the assigned readings and having thought of 2-4 “thought questions” pertaining to the readings that are designed to evoke discussion and that are based broadly (rather than specifically on one article). Students are expected to discuss their thought questions during class and may be randomly called on to discuss their thought questions if needed.

Grading Policy:

You will have a chance to earn **300 points**. One-hundred (100) of these points will come from your R01 application. Fifty (50) of these points will come from your peer review of a classmate’s R01 application. Fifty (50) of these points will come from your presentation of your R01 research plan. Fifty (50) of these points will come from your ability to lead class discussion on your topic. Fifty (50) of these points will come from your weekly class participation. Final course grades will be calculated by adding these points together, dividing by 300, and assigning final letter grades as follows:

<u>Letter Grade</u>	<u>Percentage of Points</u>	<u>Points required</u>
A	89.5-100.0%	268.5-300
B	79.5-89.4%	238.5-268.4
C	69.5-79.4%	208.5-238.4
D	59.5%-69.4%	178.5-208.4
F	0%-59.4%	0-178.4

Grade Grievance Policy:

The University Grade Grievance Policy will be followed. (See Grade Grievance Policy in the Graduate School Regulations and Information.)

Attendance Policy: Attendance is mandatory unless you obtain an approved absence. If you are dropped from this class for non-payment of tuition, you may secure an Enrollment Loan through the Bursar's Office. You may not continue to attend class until your Enrollment Loan has been applied to outstanding tuition fees.

Drop Policy: Please refer to university drop policy. Please also refer to the academic calendar (<http://www.uta.edu/uta/acadcal/>).

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Sections of your work for which scholastic dishonesty has been detected will receive zero points and a disciplinary report will be filed.

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

Librarian to Contact:

Library information can be obtained through Helen Hough, Psychology Librarian. Please contact her by phone (817-272-7429) or by email (hough@uta.edu). You will find useful information for psychology at <http://library.uta.edu/JDBC/DBs/narrowdbs.jsp?DBID=PSYCHOLOGY>.

E-Culture Policy:

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Tentative Course Schedule:

Week	Date	Lecture Topic	Discussant
1	W 1/21	Theories of Health Behavior	Angela Liegey Dougall
2	W 1/28	Energy Balance	Angela Liegey Dougall
3	W 2/4	Energy Balance	Angela Liegey Dougall
4	W 2/11	Physical Activity Only	Jeff Swanson
5	W 2/18	Eating Only	TBN
6	W 2/25	Physical Activity & Eating Combined	TBN
7	W 3/4	Substance Use	Angela Liegey Dougall
8	W 3/11	Substance Use	Angela Liegey Dougall
9	W 3/18	SPRING HOLIDAY – NO CLASSES	
10	W 3/25	Tobacco Use	TBN
11	W 4/1	Alcohol and Drug Use	TBN
12	W 4/8	Self-Protection <i>R01 Proposals Due for Review</i>	Angela Liegey Dougall
13	W 4/15	HIV-related Behaviors (Needle & Condom Use)	TBN
14	W 4/22	Injury Prevention/Safety Behaviors <i>Grant Reviews Due</i>	TBN
15	W 4/29	<i>R01 grant application presentations</i>	TBN
16	W 5/6	<i>R01 grant application presentations</i>	TBN
17	W 5/13	Final R01 Proposal Due May 13, 2009	