

H EDU 4250-001 Facilitating Healthy Behavior

SPRING 2021

CLASS TIME AND LOCATION

Days, Time, and Location: This is a fully online course with weekly synchronous discussions on Tuesdays from 2:00 to 3:20 pm mst.

Credit Hours: 3

INSTRUCTOR INFORMATION

NICK GALLI, Ph.D., CMPC®

Associate Professor (Lecturer)

Contact Info: nick.galli@hsc.utah.edu |
[801-585-9927](tel:801-585-9927)

Office Location and Hours:

William Stewart Building #101; By
appointment

Accessibility score: Low [Click to improve](#)

Course Description

This course is designed to explore individual as well as group health counseling approaches and theories with an emphasis on application of health promotion strategies, in varied settings, that facilitate the adoption of healthy behaviors.

PRE- OR CO-REQUISITES

None

REQUIRED MATERIAL

[Glanz, K., Rimer, B. K., & Viswanath, K. \(2015\). *Health Behavior: Theory, Research, and Practice* \(5th ed.\). Jossey-Bass Public Health.](#)

[Rolnick, S., Miller, W. R., & Butler, C. C. \(2007\). *Motivational Interviewing in Healthcare: Helping Patients Change Behavior*. The Guilford Press.](#)

Additional readings will be posted on Canvas

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

- List and explain classic and contemporary theories of health behavior change
- Use theories of health behavior change to explain real and/or hypothetical situations involving health behavior
- Apply behavior change theories and concepts to your own health behavior.
- Demonstrate basic proficiency in motivational interviewing and counseling skills for health behavior change

TEACHING AND LEARNING METHODS

Reading – The required textbook and other assigned readings are meant to provide you with a foundation of knowledge prior to each week's discussions and activities. It is imperative that you complete the assigned reading prior to each week, as that day's class activities will be designed based on the assumption that you have done so.

Canvas – Most handouts, assignments, and evaluations will be administered using Canvas. It is your responsibility to learn how to use the various tools available on Canvas, as well as to ensure that any computers that you use for this class possess the software required in order for Canvas to operate correctly. For assistance with Canvas, please visit the following address - <https://utah.instructure.com/courses/23633>

Video – When appropriate I will show video clips relevant to the course content. The purpose of videos is to bring the course to life by providing you with real-world examples and diverse perspectives on issues related to course topics.

LEARNING ASSESSMENTS

I. WEEKLY ASSIGNMENTS (21 total; must pass 17 to be eligible for an 'A' in the class)

1. Weekly Reading Questions (10)- The purpose of the reading questions is to keep you on top of the readings, to allow you to connect course information to current events, and to help me know which ideas make the most and least sense to you. The questions will also help us know what to focus on for the upcoming class session. Specific questions will be posted each week on Canvas.

A passing reading question assignment meets the following criteria:

- a. Submitted no more than 5 minutes past the deadline (every Monday night by 11:55 pm)
- b. At least 200 words in length
- c. Addresses all questions
- d. Minimal spelling and grammar errors

2. Weekly Online Engagement (11)- The purpose of these weekly assignments is to encourage interaction with and/or exposure to the perspective of your instructor and classmates, and to give you the opportunity to actively work with course content. You are expected to participate in live Zoom sessions on most **Tuesdays from 2:00 to 3:20**. The weekly Zoom link is posted on our Canvas home page.

For synchronous participants a passing online engagement assignment meets all of the following criteria:

- a. Arrival to the Zoom session by 2:05 pm mst. and remaining in session until its conclusion.
- b. Camera turned on for the majority of the session.
- c. Satisfactory engagement in the session as shown by participation in activities and/or contribution to discussions either verbally or in the chat box.

II. Exams (2) - The purpose of the exams is to assess your comprehension of course readings, lectures, and discussions. Both exams will consist of several open-ended questions from the material covered in both the assigned readings and in-class lectures and discussions. Each question will be graded on a “pass/fail” basis. The second exam will include all course material covered to that point. I will post a study guide on Canvas prior to each exam. See the course schedule for exam dates.

III. Personal Application Assignment- The purpose of this assignment is for you to show your understanding of and ability to apply course concepts. Your paper should contain the following:

- a. A description of a past or present health behavior you were or are interested in changing, and why you want or wanted to make this change (minimum 200 words)
- b. Something you tried to change the behavior that didn't work, and why it might not have worked according to at least one theory from this class (300 words)
- c. Something you tried or could try to change the behavior that *did* or *might* work, and why it might work according to at least one theory from this class (300 words)

A passing personal application assignment meets all the following criteria:

- a. Submitted on Canvas no later than 5 minutes past the deadline of Sunday April 4th at 11:55 pm**
- b. Includes all sections described above**
- c. At least 800 words in length**
- d. Minimal spelling and grammar errors**
- e. Demonstrated understanding of theories**
- f. Demonstrated ability to work with theories in explaining your behavior**

IV. Health Counseling Session- The purpose of this assignment is for you to apply the theories and skills you've learned in this class, and then reflect on and evaluate that experience. The instructions for this assignment are as follows:

a. Video record a 20-30 minute health counseling session with a friend or family member. *This session should focus on a specific health behavior (e.g., nutrition, physical activity, sleep).*

- The "client" should not be a fellow student in this class.

- Please ensure that the sound quality is sufficient for both voices to be clearly heard. The Office of Teaching and Learning Technology has recording equipment available for checkout

- <https://tlt.utah.edu/forms/request-av-portable-equipment.php>

- Treat this session as if it's the second or third time you've worked with the client. Thus, rather than spend too much time building rapport, get right into the work. Feel free to map the session out with the client beforehand, but the session should be somewhat spontaneous rather than scripted line-by-line.

- Although it's important to be flexible, have a theory or two in mind to help guide your session with the client.

- Throughout the session, try and work in 2-3 motivational interviewing techniques discussed in class.

b. Write a 2,000 word paper addressing the following points:

i. Briefly describe your client (e.g., demographics, presenting health behavior to work on)

ii. Describe the behavior change theories you had in mind going into your session. Include all key concepts, and your reason for choosing each theory.

iii. Describe the techniques/interventions you intended to implement for the session. Include a complete explanation of each one, and your reason for choosing it.

iv. Evaluate your performance as the health counselor. Did things go as planned? What did you do particularly well? What could be better when you do this with an actual client? Explain.

A passing health counseling session assignment meets all the following criteria:

a. Paper and video recording submitted on Canvas no later than 5 minutes past the deadline of Wednesday May 5th at 11:55 pm.

The video can be uploaded to YouTube as "Public" and the link shared within your submission. If you wish you can make the video "Unlisted" on YouTube. Alternatively you can save as an mp4 file and share with me on Box.

- b. Session is at least 20 but no more than 30 minutes in length
- c. Topic of the session fits within the scope of personal health behaviors discussed this semester (e.g., nutrition, physical activity, sleep)
- d. Demonstration of an honest attempt to apply theories and behavior change techniques/interventions with the client during the session
- e. Paper contains minimal spelling and grammar errors
- f. All sections above are included in the paper, and minimum word lengths are followed
- g. Demonstration of satisfactory understanding of chosen behavior change theories
- h. Demonstration of satisfactory understanding of behavior change techniques/interventions, including strengths and limitations of how they were applied in the session

Assignment Revisions:

Exams - Students who earn a score less than 70% on the first exam will have the opportunity to re-take the questions that they missed for a chance to raise their score to an 70%. Re-takes for the second exam will be determined on an individual basis.

Personal Application Assignment- Any student who submits this paper on time and fails will have one revision opportunity. Instructions will be provided in my feedback.

Health Counseling Session- Students who submit the client session assignment on time and fail may have a revision attempt only if they have: (a) previously attempted both exams and the personal application assignment, (b) have not previously been *offered* an revision or exam re-take, and (c) turned the health counseling assignment in on time.

GRADE SCHEME

Rather than using a traditional points-based grading system, grades in this course are determined on a “pass/fail” basis. Each letter grade is linked to one or more assignments/activities that assess specific student learning outcomes. To achieve the desired grade, students must successfully pass the criteria for that grade.

Grade	Criteria
A	Pass at least 17 weekly assignments (reading questions + online engagement) AND Average an 80% on the exams AND Pass the personal application assignment AND Pass the health counseling assignment
B	Pass at least 17 weekly assignments (reading questions + online engagement) AND Average an 80% on the exams AND Pass the personal application assignment <i>*In lieu of meeting all three criteria, students can earn a B by fulfilling just two of the criteria and passing the health counseling assignment</i>
C	Pass at least 17 weekly assignments (reading questions + online engagement) <i>*In lieu of meeting this criteria, students can earn a C by averaging an 80% on the exams, passing the personal application assignment, or passing the health counseling assignment.</i>
D	Pass at least 10 weekly assignments (reading questions + online engagement)

Grade Criteria

**In lieu of the above, a D can also be earned by averaging an 80% on exams, passing the personal application assignment, or passing the health counseling assignment.*

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week #, Dates, Topic	Assigned Readings and Due Dates
	<i>HB = Health Behavior book</i>
	<i>MI = Motivational Interviewing book</i>
	**additional readings may be posted on Canvas
1 (1/19-1/24): Course Intro	Read: syllabus
2 (1/25-1/31): The Nature of Behavior Change and the Role of Personal Responsibility	Read: HB ch's. 1-2, articles posted on Canvas Submit: reading question assignment #1
3 (2/1-2/7): Individual Theories-HBM	Read: HB ch's. 4-5 Submit: reading question assignment #2
4 (2/8-2/14): TPB and Habit	Read: HB ch. 6, articles on Canvas Submit: reading question assignment #3
5 (2/15-2/21): TTM	Read: HB ch. 7 Submit: reading question assignment #4
6 (2/22-2/28): Mindset and Attributions	Read: articles on Canvas

	Submit: reading question assignment #5
7 (3/1-3/7): Interpersonal Theories- SCT and SDT	Read: HB ch.s 8-9 Submit: reading question assignment #6
8 (3/8-3/14): Recovery Week	N/A
9 (3/15-3/21): EXAM 1	N/A
10 (3/22-3/28): Intro to Motivational Interviewing	Read: MI ch.s 1-2 Submit: reading question assignment #7
11 (3/29-4/4): Core MI Skills Part 1	Read: MI ch.'s 3-4 Submit: personal application paper Submit: reading question assignment #8
11 (4/5-4/11): Core MI Skills Part 2	Read: MI ch.'s 5-7 Submit: reading question assignment #9
12 (4/12-4/18): Special Considerations When Working With Groups	Read: articles on Canvas Submit: reading question assignment #10
13 (4/19-4/25): EXAM 2	N/A
14 (4/26-5/5): FINALS WEEK	Submit: health counseling assignment

COURSE POLICIES AND RESPONSIBILITIES

Cell Phones & Computers: Because I recognize that personal laptops, tablets, and smartphones can be powerful tools for learning, we do not have a ban on these devices in my classroom. However, we do ask that they be used appropriately and respectfully (e.g., avoid texting or e-mailing on your phone during class discussion).

Canvas: It is your responsibility to maintain your computer and other equipment needed to access class documents or submit assignments. Equipment failure will not be an acceptable excuse for late or absent assignments. It is also your responsibility to learn how to use the various tools Canvas tools that we will use in this class, as well as to ensure that any computers that you use for this class possess the software required for Canvas to operate correctly. For assistance with Canvas, please contact the Teaching Assisted Curriculum Center at (801) 581-6112, or visit their site at <https://utah.instructure.com/courses/23633>

Expectations:

- Of my students – I expect all of my students to come to class prepared and ready to learn. I expect you to be respectful of your fellow classmates and your teacher. This course requires a great deal of time spent studying, and it will be up to you to stay self-motivated and engage with me if you have questions.
- Of myself - I take responsibility for helping create a positive and respectful environment in which students are not afraid to participate, or come to me for help. I will arrive at class prepared and enthusiastic to facilitate student learning and understanding.

UNIVERSITY POLICIES

COVID-19 CAMPUS GUIDELINES

Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu (Links to an external site.)

To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.** Face coverings are required to cover both your mouth and your nose. Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. **If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.**

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access \(Links to an external site.\)](#) (CDA). Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

If you believe you meet these criteria, contact:

Center for Disability & Access

801-581-5020

[disability.utah.edu](#) (Links to an external site.)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Everyone is encouraged to wash their hands, use hand sanitizer, and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on [coronavirus.utah.edu](#).

DROP/WITHDRAWAL POLICIES

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U’s [Academic Calendar](#).

PLAGIARISM & CHEATING

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

COURSE MATERIALS COPYRIGHT

The Content is made available only for your personal, noncommercial educational and scholarly use. You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](#), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php>

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

SAFETY AT THE U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu (Links to an external site.).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.

Salt Lake City, UT 84112

WELLNESS AT THE U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

2100 Eccles Student Life Center

1836 Student Life Way

Salt Lake City, UT 84112

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

[\(Links to an external site\)](#)

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

oeo.utah.edu

135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

deanofstudents.utah.edu

270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

dps.utah.edu

1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

wellness.utah.edu

328 Student Services Building
201 S. 1460 E.
Salt Lake City, UT 84112

AMERICANS WITH DISABILITIES ACT (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

DIVERSE STUDENT SUPPORT

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.

Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students With Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122

writingcenter.utah.edu

(Links to an external site.)

2701 Marriott Library

295 S 1500 E

Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047

linguistics.utah.edu/eas-program

2300 LNCO

255 S. Central Campus Dr.

Salt Lake City, UT 84112

English Language Institute

801-581-4600

continue.utah.edu/eli (Links to an external site.)

540 Arapeen Dr.

Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center
801-213-3697
dream.utah.edu

(Links to an external site.)
1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center
801-587-7973
lgbt.utah.edu (Links to an external site.)
409 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center
801-587-7722
veteranscenter.utah.edu (Links to an external site.)
418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/

studentsuccess.utah.edu/resources/student-support

Canvas Information

Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through [CIS](#)
- For Canvas, Passwords, or any other computer-related technical support contact the [Campus Help Desk](#).
 - 801 581-4000
 - <http://it.utah.edu/help>
 - helpdesk@utah.edu
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu