The Course Catalog Description
Welcome to Health Psychology! This course takes the stance that health and human behavior are closely related. For example, health condition may influence whether you go jogging, stay in bed, or even choose a particular career. In this course you will examine the contributions of psychological research to the understanding, prevention, and treatment of a variety of health concerns. We will emphasize a bio-psycho-social-spiritual model, which means we will study how social, emotional, behavioral, biological, and spiritual factors influence health outcomes. Accordingly, we will cover a variety of topics including, but not limited to, injury, stress, pain management, addictions, patient-physician relations, health care systems, and chronic illnesses such as Alzheimer’s, diabetes, and AIDS. Pre-requisite: Introduction to Psychology.

Course Objectives
This course will further expand your knowledge of the importance and significance of psychology in health, illnesses, and chronic health conditions. It will provide a theoretical foundation (i.e., bio-psycho-social) for exploring the relationship/interaction between biology, social, cognitions, emotions, and behaviors within the reviewed topics, areas, and/or persons. This course will examine various medical conditions from the etiology, prevention, and treatment but through a Health Psychology perspective. Finally, this course will also demand critical thinking of the research, assigned readings, and articles that supports or contradicts a certain theoretical perspective/viewpoint.

Student Learning Outcomes
By the end of this course, you will be able to:
- describe the science of the field of Health Psychology by identifying and discussing the interplay of psychological, biological, behavioral, and social factors (Biopsychosocial Model) in the study of health issues including mechanisms and pathways in disease processes such as the initiation, promotion, and management of disease;
- summarize the theory and research of the field of Health Psychology by reviewing and discussing the fundamental and more recent contributions to the science;
- critique and synthesize research on the factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue;
- better examine one’s own health history and describe and enact a positive, proactive attitude toward healthy living for oneself;

The Text
- Supplemental readings materials will be provided on as need basis.

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description and Structure
This is a Hyflex (or Hybrid) course. It combines both face-to-face (F2F) and online teaching-learning methods.

As mentioned above, this course combines both on-line and in-class teaching methods for maximal efficiency and effectiveness. Approximately, 25% of your learning will occur in the classroom (i.e., F2F meetings) and 75% will occur on-line through the comfort of your own time and environment. Accordingly, we will meet in room BEP 213 every other Wednesday from 2:00 – 3:15 PM. The first day of the class will be F2F.

The face-to-face meetings will be devoted more to introducing and summarizing topics fully dealt with in the text and clarifying
difficult areas, rather than repeating the material in the chapters. More importantly, I will introduce current topics from the field and give you as much hands on experience with the subject matter as possible. To that end, group activities often occur in the F2F meetings. You are responsible for all the material in the assigned readings even if not covered in lectures. I urge you to bring up any problems you have with the readings whenever we meet or to post them on the discussion board. Please feel free to ask questions and offer constructive comments related to your readings, life experiences, or daily observations.

The On-line activities and assignments are outline in the course schedule (see below). Accordingly, for every chapter, you are expected to:

- read the assigned readings,
- watch the selected video clips,
- complete the assignments/activities,
- take the chapter quiz,
- participate in the discussion board,
- complete the weekly journal entry.

### Overview of Course Activities

#### Face-to-face Meetings

Face-to-face (F2F) sessions will be held on the UT Tyler Campus (TBA).

#### Calendar of Course Activities

The schedule of course dates and deadlines can be accessed from the Syllabus and Modules on the course menu in Black Board. It is your responsibility to be aware of dates and deadlines posted in the calendar and keep up with course requirements.

#### Learning Modules

Learning Modules are used to organize content, activities, assignments, and course resources into specific units for each week of the course. Access Learning Modules from the link on the course menu.

Each week you should begin by visiting the corresponding Learning Module for an overview and links to the week’s activities, assignments, and deliverables.

While Learning Modules serve as an organized place to find all activities for a particular week or unit, you may also access individual activities directly from the respective tools as explained in the sections below.

#### Course Assignments and Projects

Assignments and projects can be accessed from the Assignment Tool on the course menu (or from the corresponding Learning Module for the week in which they are assigned).

#### Assignment Submission Instructions

All assignments for this course will be submitted electronically through Black Board unless otherwise instructed. Refer to each assignment for specific instructions regarding expectations, deadlines, and submission.

Prior to the deadline, you may have the opportunity to “take back” an assignment, make revisions or updates and resubmit. Once the deadline passes, you may not take back an assignment.

Group assignments will have specific instructions for completion and submission. Typically, one person from each group will be responsible for submitting the group’s assignment file(s).

#### Discussion Activities

The Discussion area can be accessed from the Discussions Tool on the course menu (or from the corresponding Learning Module for the week in which they are assigned). In this course, there will be four types of postings required

1. **General Discussion Assignments**
   The primary discussion category used for course discussion activities. This space includes threaded discussions with topics posted by the instructor. You will respond, and often be asked to respond to your peer’s postings. (This activity is required)

2. **Group Discussions**
   A space provided for groups to discuss group assignments, collaborate on projects, and share feedback with group members. (This activity is optional but highly encouraged.)

3. **Course Blog**
   The Course Blog is designed to build community in our course. It is open to all students in the course and the instructor
to post comments and messages related to both face-to-face and online activities and topics. This activity is different from the Discussion Board in that the topics are open and NOT restricted to the ones post by the instructor. (This activity is optional but highly encouraged.)

4. Private Journal
This discussion category serves as your personal reflection journal. Post to this journal as indicated in the course assignments and weekly learning modules. The journal is a private space where only you and your instructor can view and reply to your journal posts. (This activity is required)

Collaborate - Live and Pre-Recorded Presentations
Access Collaborate live lectures and presentations or pre-recorded archives through the Collaborate link on your course home page.

Quizzes & Exams
Quizzes can be accessed from the Assessments Tool on the course menu (or from the corresponding Learning Module for the week in which they are assigned). Each Quiz question/item is worth 2 points for a total of 20 points per quiz.
Part of the midterm and final exams (i.e., the multiple choice section) will be conducted online, and the essay questions will be conducted in the classroom (BEP 213). You may access the midterm and final exam via Black Board when they become available. Each multiple-choice question/item on the exam is worth 1 point (60 questions) and each essay question taken in class is worth 20 points (2 questions x 2 = 40). Thus, exam points will be calculated as follows:
  o Midterm Exam: 60 multiple choice questions (1 point each) = 60 points
  Two attempts (highest grade will be used)
  2 in-class essays (20 points each x 2) = 40 points
  o Final Exam: 60 multiple choice questions (1 point each) = 60 points
  Two attempts (highest grade will be used)
  2 in-class essays (20 points each x 2) = 40 points
You can only take the quizzes or exams within the specified time frame. Be sure to pay close attention to deadlines—there will be no make-up quizzes or exams. When a quiz or an exam becomes available, the link will become active and you can then begin your exam.

Important Note: The activities listed above serve as a reference to the types of activities we will complete in this course. This list is subject to change. Specific information about each required activity will be provided in the weekly Learning Module Expectations

What I expect from you:
An Online Course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, I can play a much bigger role in actively directing your learning, since I see you more often. In an online course, I have to do a lot more work in designing an appropriate learning environment, so that you can learn at your own pace, at your convenience sitting in your pajamas. (-: Since you are in control, you need to be disciplined enough to stay up to date with the course. The following tips will help you succeed in the course:
1. Black Board Login: Log in to Black Board (BB) every day to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
2. Manage your Time: To be successful in this course, you will need to develop excellent planning and organizational skills. Good planning allows you to plan for the unexpected sickness, travel requirements, Internet outages etc.
3. Keep track of due dates: Use the calendar tool on BB to keep track of due dates. Print out the schedule at the end of the syllabus, but look for updates on BB.

What your peers expect from you:
1. Netiquette: In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. The following tips for interacting online in e-mail and/or Discussion Board messages are adapted from guidelines originally compiled by Chuq Von Rospach and Gene Spafford.

2. Giving Feedback: This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that you understand how to provide quality feedback to their peers. Here are a few tips for providing, positive, constructive, and useful feedback to peers:
   a. Be empathetic and remember that this environment is a safe place for making mistakes.
   b. Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision.
c. Use specific questions, examples, and references to research as a way of making your point.
d. Make your feedback useful by providing suggestions that the individual can understand and use to improve her/his work.

3. Maintain Professional Conduct Both in the Classroom and Online
The classroom is a professional environment where academic debate and learning take place. I will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption. The course follows the standards set in the Code of Students Rights and Responsibilities, other codes of conduct can be found at the following link: http://www2.uttler.edu/welness/rightsresponsibilities.php and you are subject to disciplinary action for violation of that code.

Communication Guidelines:
- The best way to get a hold of me is via email (dngo@uttler.edu). This is the preferred way. However, you may also call my office phone, but I could respond to email much quicker.
- When sending an email, please clearly state the subject matter (e.g., Module 1 Assignment) and the course number (i.e., PSYC 3310) the in the Subject line.
- I will try my best to respond to your email within 24 hours.
- I may not have internet access on weekends; therefore, any emails received on Friday will be answered on Monday.

Description of Required Assignments
- Discussion Board Participation (10 pts/week): I believe that learning is best achieved if you actively participate in sharing your thoughts, ideas, and experiences. To facilitate active learning, I will set up the discussion board on Black Board (BB). For each chapter, I will post several open-ended questions for you to share ideas among your peers. After reading each chapter, you are required to log onto BB to respond to the posted questions and constructively communicate to your classmates’ comments. Your participation will be monitored and graded on a weekly basis. Up to ten (10) points will be awarded for active participation (see rubric). To learn how your discussion board participation is graded, please refer to the Discussion Board Grading Rubric posted on BB.
- Private Journal (10 points/entry): This is where you document your weekly journal. No one has access to these entries except you and your instructor. A total of 10 journal/blog entries are required for this course. Your reflection is your personal journey toward the path of becoming healthier. In this course, not only will you learn how various factors influence your health and your decision to seeking help, you will also be an active participant in making changes to your lifestyle. Each week you are to thoughtfully reflect on your current lifestyle and how it may influence your current health status. The following ideas may be helpful:
  o What aspects of your current lifestyle that you most satisfied with? How do they positively affect your health?
  o What aspects are you least satisfied with, which may potentially have negative consequences to your health?
  o Which aspects would you like to maintain (and why?) and which aspects would you like to change (and Why)?
  o [Ideas: You may comment on the types of food/drink you eat/drink, your eating/drinking habit, the people you associate with, the amount (or lack of) exercise, your addictive behaviors (e.g., tobacco smoking, gambling, etc.), your sleeping pattern (e.g., too much or too little), help-seeking behavior, your conception of health and illness, your family background, your belief systems, etc.]
  o You may also want to focus on the biological, sociological, psychological, and spiritual factors to document your reflection.
- Assignments: Please complete all assignments assigned in each chapter.
- Quizzes (20 points per quiz): There will be an online multiple-choice quiz at the end of every assigned chapter.
- Midterm Exam (100 points—Comprehensive): The midterm exam will cover all chapters read up to date. It may include some questions from the quizzes, in addition to new ones. All exams include multiple-choice items and 1-2 essay questions.

You get two attempts on both the Midterm and Final exams (online multiple choice portion only). The highest grade will be used toward your final grade.
- Final Exam (100 points—Comprehensive, from the mid-term - end).
- Behavioral Change Paper (75 points): We all have behaviors that we would like to do more off, and some that we want to do less of. This assignment will allow you to take what you learn in this class and make a direct change to your life. You will write a Plan and a Final Report that documents your procedure and success with changing a behavior of your choosing (e.g. exercising, eating too much chocolate, smoking, excessive drinking, etc.). Think of this paper as your personal account of your journey toward making a positive change toward living a healthier lifestyle. For this
paper, you may use the Course Blog (i.e., weekly journals) as the foundation for this paper. Your paper should be 5-7 double-spaced pages long (should be spell-checked, grammatically sound, in a 12 point font, and have 1 inch margins). You are strongly recommended to sign up with the campus writing center to get your paper checked and critiqued. Final papers are due on the due date as specified. No exceptions. Complete and specific details regarding each assignment will be covered in class and separate handouts. The guidelines for this paper will be posted on BB.

Grading Total Points
- Discussion Board Participation (14 @ 10 pts/week): 140
- Private Journal (10 required @ 10 points/entry): 100
- Quizzes (14 @ 20 points/quiz): 280
- Assignments 140
- Midterm Exam (100 points—Comprehensive): 100
  - 60 multiple choice questions (taken online)
  - 2 essays (in-class)
- Final Exam (100 points—Comprehensive): 100
  - 60 multiple choice questions (taken online)
  - 2 essays (in-class)
- Behavioral Change Paper: 75

Total possible: 935
A = 841 – 935 (90%)
B = 748 – 840 (80%)
C = 654 – 747 (70%)
D = 561 – 653 (60%)
F = <560

Make-up Quizzes and Exams: NO make-up quizzes or exams will be given. Because exam dates are specified well in advance and scheduled during class times you will be expected to be able to take all of them. Exceptions for catastrophic cases will be reviewed individually.

Course Schedule Will be included on the Final Draft.

University Policies
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services
Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Technical Support
If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing support@patriots.uttler.edu or call 903.565.5555. When you email IT Support, be sure to include a complete description of your question or problem including:
- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message
You may also visit the Help Tab in Blackboard for useful information or check out On Demand Learning Center for Students http://ondemand.blackboard.com/students.htm

Plug-ins and Helper Applications
UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course. Always ensure that you are using the most update version for the browser you choose to access the online learning content.

- Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/
- RealPlayer allows you to view and listen to streaming video and audio. http://www.real.com/

More on Netiquette Guide
"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. (URL: http://www.learnthenet.com/learn-about/netiquette/index.php)

*This COURSE SYLLABUS is subject to change as seen fit by the instructor*