

HEALTH PSYCHOLOGY, CRN 31107
Weber State University
Psychology 3030, Spring 2020
Class Times: Tuesdays and Thursdays 9:00 a.m. – 10:15 p.m. in LH 114

Professor:	Dr. Azenett A. Garza
Office & Student Hours:	Lindquist Hall 372 – Appointment are always a great idea. Mondays & Wednesdays 10:00 a.m. to 11:00 a.m. and Tuesdays and Thursdays 11:45 a.m. to 12:45 p.m.
Contact Information:	e-mail: agarza@weber.edu or through CANVAS mail tool (These are by far the best ways to reach me). Office #: (801) 626-6249
Course Website:	CANVAS – may access through student portal (http://weber.edu) or http://canvas.weber.edu or http://weber.instructure.com and will need Wildcat username and password to access. From the “Courses” tab, click on “PSY 3460”. This syllabus, power point handouts, assignments, course announcements, and grades will be accessed through CANVAS. You will also be able to e-mail classmates and your professor through CANVAS. Go to http://guides.instructure.com/m/4212 for more information about CANVAS.
Text:	- Gurung, R. A. R. (2017) <i>Health Psychology: Well-being in a Diverse World</i> , 4th edition, Sage.

Topics that Health Psychology that this course address

This class will address the core concepts of Health Psychology. I hope that you will find this course both interesting and applicable to your own life. Health Psychology involves the application of psychological concepts to promoting and maintaining health and preventing and treating illness. It is interdisciplinary in nature because it integrates and applies theories and findings from social psychology, personality psychology, clinical psychology, developmental psychology, biological psychology, and cognitive psychology. Students will be introduced to a set of research methods used by health psychologists to address relevant research questions. Topics covered in this class include the biological, psychological, cultural factors that influence health, stressors, the stress response, and the role of stress in the immune system and disease; coping mechanisms, and social support; the role of nutrition and exercise on health; models of behavioral change; the role of patient-practitioner interactions in adherence to treatments and health behaviors; perceptions of pain and coping with chronic illness, terminal illness, and death.

Learning Objectives

This course emphasizes health psychology as a behavioral science. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of health psychology mainly as part of their general education requirements. Its objectives are to help you acquire knowledge of:

- vocabulary and concepts involved in describing and explaining health psychological phenomena;
- basic methods used by health psychologists to investigate human health behavior scientifically;
- principles, theories, and other empirical generalizations which have emerged from psychological studies in various disciplines;
- key psychological values (e.g., skepticism, intellectual curiosity, respect for evidence and human diversity), the limits of psychological knowledge and skills, and the necessity of ethical behavior in all aspects of the science and practice of psychology.

Will acquire skills necessary to:

- explaining health psychological phenomena in written and oral formats to others;
- interpreting and integrating health psychological theories and research with real-life applications to make the study of health psychology both interesting and meaningful to you. This includes learning how to improve or solve societal problems;

- appreciate that all behavior is the result of a complex interaction between biological, cognitive, and cultural factors.

Online Platforms You will Use:

Canvas: In Canvas, you will find power points for each of the chapters to be covered. For help with browser configuration issues or username/password issues, call 801-626-7777 or send an email to csupport@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). Toll free number for distance students: 1-800-848-7770, select option 2, request extension 7777 from the operator. For help with Canvas navigation, Canvas tools, course enrollment issues, or eTutoring, call 626-6499 or send an email to wsonline@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). This phone is staffed Monday-Thursday from 8:00am to 5:00pm, Friday from 8:00am to 4:30pm.

ChiTester: Use your WildCat username and password to log in. If you need help with your Wildcat username or password or experience any difficulties, call 801-626-7777.

Exams: There will be a total of four midterm exams. All exams will be taken using **Chi Tester**, which is a computerized testing program. You may take the exams from any WSU testing center during the exam period. You will have at least 4 days to take each exam.

Please note that you should save your answers frequently before continuing to the next question. If you don't, you may receive a 0 on an exam because none of your responses will have been saved. All exams are to be taken with no external help (book, notes, other people, etc.). Please note that all testing centers demand that you show up **NO LATER** than **ONE HOUR** before closing time. Be sure to know the hours of the testing center where you wish to take the exam. That means you should plan enough time for you to travel to the testing center and arrive no later than one hour before closing time to be able to take the exams. Note that students often take longer than one hour to take the exams. It is highly recommended that you **DO NOT** wait until the last minute or day possible to take the exams. It is highly probable that you will experience some sort of difficulty at that time and no ability to resolve it in time for you to take the exams. You may use or request to see a dictionary or foreign dictionary if necessary. Be sure to bring your ID to the Testing Center or you will not be allowed to take the exam. After the exam period is over, you may review the exam on chi tester to see which questions you missed.

Each exam will consist of 25-40 multiple choice questions PER chapter. Each exam will be worth 100 points and make up **50% of your final grade**. Exam questions will be taken from the textbooks and the lecture. You will be responsible for all material covered during the semester regardless of its source. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a 0. You are responsible for knowing the test deadlines.** This means try your hardest to not miss an exam. **IF you know of a conflict with the exam schedule, you may take ANY exam early if advanced notice is given. If you take all 5 exams, however, your lowest exam score will be dropped. However, in an emergency (i.e, car accident, prolonged, illness, hospitalization, death in the family, etc.), you may take an exam late. Please note, however, that you will need to provide evidence of the emergency and your grade will be deducted by 10% of your actual grade.**

Social Science Testing Center hours are provided below and it is located in Lindquist Hall room 024, however do note that exams will be available at all WSU Testing Centers.

Monday – Thursday	8:30 AM – 8:00 PM (Must show up by 7:00 PM to take an exam)
Friday	8:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)
Saturday	10:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

Online Class Discussions:

Discussion assignments provide an opportunity for you to get to know and learn from your classmates, explore how health psychology relates to your life and make the material more memorable and easier to understand. Research shows that participation in discussions in classes helps students earn higher grades. Online communication, however, creates some concerns that we wouldn't have in a face-to-face discussion. Online, what we say comes across as more negative or critical than it would face to face even if you're just trying to joke around. Because we have no nonverbal signals, expressions, voice intonation, etc., it is also easier to treat others more harshly. Therefore, in this class, I want you to make a special effort to make sure that you treat each other with RESPECT

and KINDNESS in your online communications. You may disagree with each other, even myself, but be sure that you are only criticizing an idea and not the person. I reserve the right to delete posts that I find insulting, disparaging toward particular groups of people, or otherwise damaging to our online community. I will also contact you to discuss the negative post. Discussions will involve either relating class material to your own life, making connections among material covered in class, or applying class material to a real-life type of situation. You are **required to posting at least one substantive response of your own, and replying to at least 2 other people for each discussion. Each submission will be worth 10 points and overall class discussions make up 15% of your grade.** There will be 10 Discussion Topics in which you can participate, **2 of the lowest grades will be dropped.**

Grading Rubric

Responses will earn points according to the following rubric:

Points	Criteria
10 - 9 points – Very well written	There are no more than 2 spelling or grammar mistakes. The student has written a comprehensive yet succinct response that addresses the prompt provided. The content extends the reading from the chapter so it is clear that the student has taken time to think about the topic. Connections are made between the material and the student’s life, other classes and/or current events.
8 – 7 points – Well written	There are no more than 4 spelling or grammar mistakes. It may not be a comprehensive response and the content may not make clear how the material is connected to the student or class material. That is, interesting response may be provided, but they are not related back to the material clearly or address the question or prompt fully
6 – 5 points – Adequately written	There are more than 5 spelling or grammar mistakes. The student does not focus on the question or prompt at hand, but instead provides a few unrelated sentences. The student does not provide clear examples that might be relatable to the chapter content.
4 -3 points – Poorly written.	There are many spelling and grammar mistakes. There is little to no discussion of the prompt or question introduced. It reads like the student sat at the computer and simply typed whatever came to mind.
2 -1 point	Little or no evidence of effort.

Class Exercises and Practice Group Quizzes: Research shows that testing one –self and applying new concepts increases understanding, retention of information, and higher grades. In order to help you understand and master the material better, various application assignments and practice quizzes will be given throughout the semester to check your understanding of the material. Class assignments will be examined for overall completion and group quizzes will be graded based on quiz performance. Overall, these assignments **make up 15% of your final grade and you may miss two of these assignments/quizzes** without penalty.

Final Project:

An important component to learning is taking information you have learned from class and empirical studies and applying it to a new or applied context. You will have the option among three projects. All will include a written paper and a presentation. The three options will be discussed in greater detail in class and more detailed information will be provided in CANVAS.

Option 1 Group Presentation on a Major Illness (Group Project)

You may do a group project with no more than 3 people where you discuss one of the three major illnesses discussed in the last few chapters of your text which include, HIV (Chapter 12), Cancer (Chapter 13), or Cardiovascular Disease (Chapter 14). You will read one of the chapters, find additional research articles associated with the topic, write a paper summarizing what you learned and give an oral presentation.

Option 2 Public Service Announcement (Group Project)

You may do a group project with no more than 3 people where you create a Public Service Announcement (PSA) that will educate an audience about a health-related topic covered in class or one you research. It will require you find relevant research articles, write a script for the PSA, write a brochure, and create an audio or video recording of the PSA.

Option 3 Health Behavior Change Plan (Individual or Group Project)

You may create a plan to change a health-related behavior that you would like to personally change or a plan for a particular group of people. You will read additional research articles associated with the behavior you want to change, create a plan, and collect data over a period of time to see if the plan was effective. You will also write a paper and give an oral presentation.

Extra Credit:

Absolutely NO EXTRA CREDIT will be available in this class so do your very best.

What is the workload expectation for this course?

In this course, in addition to the 42 hours spent in class or taking exams, you should spend up to 84 hours doing "homework," to include reading the text and documents, writing your assignments, and studying for exams. That equals 126 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. This is roughly equivalent to 2 hours outside of class per hour spent in class, which is about 6 hours per week.

Student Disability Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

Class Questions and Discussions:

Within the discussion section, one will be titled **Class Questions**. This section is meant for anyone to pose general questions about the class material, class requirements and regulations, and/or anything that other students may have a question about as well and/or may be able to answer. This will be a public place for people to communicate with the class. I will respond ASAP but if someone knows the answer and wants to respond first, you are more than welcome to. I have found that often times more than one person has the same question so the question and answer could benefit many. For more personal questions, please e-mail me directly.

Calculation of Grades

Exams	100 pts. Ea.	50% of your grade
Online Class Discussions	10 pts. Ea.	15 % of your grade
Class Exercises and Quizzes	pts will vary.	15 % of your grade
Final Project & presentation	TBD	20% of your grade

Final Grade

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

Final Grade

C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	0-59%

Final Grades: Please note that due to the policy in which assignments are dropped in most of the categories, extra points are usually awarded in exams, and the extra grade opportunities are available, final grades are not “rounded up or curved”. Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. In the **ONLY** circumstance in which a grade will be rounded is if **ALL** assignments and exams have been completed. This means **ALL** exams and **ALL** assignments, even ones that could have been dropped. There should be **NO** missed assignment nor exam for me to do this. *Please DO NOT e-mail me approaching the end of the semester OR once the semester is over asking if there is anything you can do to improve your grade. The answer will always be NO. Plenty of opportunities are given during the semester to improve your grade. Realizing at the end that you should have done more is too late and not my responsibility.*

Grade Appeals: You are welcome to review each exam for 2 weeks after its deadline. Each exam will be available on ChiTester for review from any computer. If after completing an exam you think a question is open to more than one interpretation, please write down on a sheet of paper your challenge to me. The challenge must be submitted within two weeks after taking the exam through e-mail and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as “correct” as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) your exam with answer sheet 3) the number of the question that you are challenging and what the question is generally asking 4) the **CORRECT** answer (according to me) 5) **YOUR** answer, and 6) why **YOUR** answer is as “correct” as the **CORRECT** answer. **NOTE:** Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc. **THIS IS THE ONLY WAY** that your concerns will be addressed. **ONLY** written questions and comments **THAT YOU SUPPORT** will be evaluated. At times, your professor may determine that a question is problematic due to the number of students missing an exam question; she will then give points back for that question. Thus, no challenge will be necessary for that question.

Name changes: If your name has recently changed or will be changing during the semester, please notify me **immediately**. This will help avoid confusion that arises by having different names in the class roll vs. CANVAS.

E-mail communication: When you send me an e-mail, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me (whether it is online or face to face) and what your question or concern is in the text of the e-mail. **Don’t assume** that I know who you are and/or I know/understand what you are e-mailing me about. Please provide a context for your question as well. **Before e-mailing me, be sure that your question is not answered in the syllabus first.** When e-mailing me about a homework or exam question be sure to include the entire question and all response options, this will help in me providing a quicker reply even if I don’t have access to the homework or exam at the time I receive your e-mail. I shall respond to e-mails within 24 – 30 hours of receiving the e-mail with one exception. If the e-mail is received on Friday afternoon, I may not respond until late Monday.

Class Attendance: *Please note that although attendance will not officially be taken every day, an excessive number of unexcused absences will result in a lower grade. Class and some homework assignments are given during class. In addition, tests will cover both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change. Therefore, it is to the benefit of the student to attend class every day.*

Excused Absences for University-Recognized Activities. “Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.

Emergency Closure: If for any reason the university is forced to close for an extended period of time [for example, some epidemic, terrorists attack, the apocalypse, etc.], assuming we still have electricity, we will conduct our class via Canvas. Look for announcements in your Weber e-mail and on CANVAS. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Dropping the Course.

You may completely withdraw from the semester at any time. **Please be aware that 1/27 is the last day to cancel semester classes and 3/24 is the last day to withdraw from this class.**

Core Beliefs: According to PPM 6-22 IV, students are to “determine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.”

Class and Online Behavior and Etiquette:

Although this class is face to face, we will be interacting with each other through e-mail and discussion sessions, it is important to remember that you must remain cordial and respectful to your instructor and fellow classmates. Instructors and students have the right to be expected to be treated with respect and thus, any online interaction that is deemed inappropriate will be first given a warning. A second warning will result in a lower grade in the assignment that is associated with the inappropriate on-line interaction. If inappropriate behavior continues, a petition will be submitted to the Dean of Students' office to drop the disruptive student from the class roster. Those dropped from the roster may receive a grade of “E”.

Diversity Statement:

I consider this course to be a place where you will be treated with respect, and I welcome EVERY student. Dimensions of diversity that individuals may possess may include sex, race, ethnicity, age, national origin, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith, and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every member of the class. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of his preference early in the semester so that I may make appropriate changes to my records.

Reduce bias in language in your writing:

Constructions that might imply bias against persons on basis of gender, sexual orientation, racial or ethnic group, immigration status, disability, socioeconomic status, or age must be avoided in our writing but particularly in scientific writing. However, long standing cultural practice can exert a powerful influence over even the most conscientious writer. You can test your writing for implied evaluation by reading it while (1) substituting your own group for the group or groups you are discussing or (2) imagining you are a member of the group you are discussing. If you feel excluded or offended, your material needs further revision. You can also ask people from that group to read your paper and provide candid feedback.

Video and Audio Recording of Class

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video or audio recording of any portion of lectures is only permitted in this class upon authorization of the faculty member. On request, the instructor will usually grant

permission for students to audio record lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM 6-22, Student Code. Students who seek to record for purposes of accommodating a disability should contact the Disability Services Office at (801) 626-6413 or dsc@weber.edu. See more info at <https://www.weber.edu/disabilityservices>.

Academic Dishonesty

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. “Plagiarism” means the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you

- 1) turn in the work of another person as your own;
- 2) “cut & paste” material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author’s idea(s) and fail to cite the source;
- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author’s exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author’s exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person’s ideas, concepts, or theories, whenever you use another person’s facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person’s actual spoken or written words, and whenever you paraphrase another person’s spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer’s exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer’s.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:
Sociology and social psychology are distinct disciplines. Sociologists “study groups, from small to very large” (Myers, 2005, p. 6). Social psychologists, by contrast, “study average individuals – how one person at a time thinks about others, is influenced by them, relates to them” (Myers, 2005, p. 6).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer’s ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Although it may not seem to be “a big deal” and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person’s ideas) and an act of lying (passing another person’s ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct. **It will result in a grade of zero for the assignment. It may further result in failure of the course. Regardless of the outcome**, the Dean of Students will be notified of the incident. Therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to http://www.weber.edu/ppm/Policies/6-22_StudentCode.html for the WSU Student Code.

Help with Writing:

"In addition to seeking my assistance with your writing, the WSU Writing Center is a place for you to seek assistance in becoming a better, and more confident, writer. Tutors working in the Writing Center are students who have been trained to assist students with all aspects of their writing, including composition, grammar, structure, and ideas for English papers, scientific research papers, abstracts, and creative writing. Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Instead, tutors seek to help you become a better writer. Therefore, you should be prepared with specific questions about the areas of your writing that you want to improve. There is no need to make an appointment for the Writing Center and there is no cost for the assistance provided. The Writing Center is located in Room 261 of the Student Services Building (phone # 626-6463). Writing Center hours are Monday-Friday, 9:00 am - 4:00 pm, Monday-Thursday, 6:00 - 9:00 pm, and Saturday 10:00 am - 1:00 pm. For more information, please refer to the following web site: <http://departments.weber.edu/writingcenter/Default.htm> "

Starfish

We Care About Your Success! Weber State University uses Starfish to help identify students who may need additional support in order to achieve academic success. Throughout the term, you may receive emails from Starfish regarding your course grades or academic performance. If you receive one of these alerts, please keep in mind they are meant to help you achieve success—they do not affect your grade, or carry any punitive action. Students may also raise flags in Starfish that signal to the instructor and academic advisor that they need additional help. Advisors are available to connect students with a variety of campus resources and answer questions. You may find the Starfish program at your eWeber portal.



ACADEMIC PROBATION

Students who believe that a poor grade in this course may lead to their dismissal from Weber State University should come talk to me BEFORE the first exam about strategies to improve their class performance. Seeing me after the final exam will not be helpful since extra-credit projects and test retakes are not to be available in this course.

Students who do not perform well on the first exam should come and see me immediately to determine ways in which to help improve your scores for the rest of the course. Coming to see me because you are unhappy with your grade after the third or final exam will be of no avail. At that point in time, it is too late to do anything to improve your grade since no extra-credit or test retakes are available in this class.

CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgets. Students are expected to silence cellular phones and watch alarms while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No ipods or other portable headsets may be worn while class is in session. Recording devices are permitted in lecture; however, care should be taken to not disrupt class while recording. Ipads and laptops are allowed as long as they are being used to take notes, look up class material, or completing work that has been assigned in class. **If your use of these devices are for login in to Facebook, chatting, or anything not related to class work, you will be asked to turn the device off.** If you are expecting an important phone call or text (e.g., someone is in the hospital, you are expecting a baby, etc.), please notify me and if you are contacted during class, please step outside of the classroom to answer your phone.

VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. This syllabus is intended to give the student guidance in what will be covered during the course and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement, and make changes as needs arise. Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. **Announcements made in class, e-mail or online in CANVAS "count" just as much as policies outlined in the written syllabus.**

Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.

Permissions/Notifications: If at any time, you need to notify me of an upcoming tardiness on an assignment, or any unique circumstance, you are to provide me with a written notice in an e-mail. This procedure will allow me to remember what agreements or arrangements have been made with you.

COURSE CALENDAR

Jan. 7 (T)	<i>Introduction ~ Syllabus</i>	Discussion 1 Due Jan. 8 (W)
Jan. 9 (Th)	<i>What is Health?</i>	Chapter 1
Jan. 14 (T)	<i>What is Health?</i>	Chapter 1
		Discussion 2 Due Jan. 15 (W)
Jan. 16 (Th)	<i>Doing Health Psychology Research</i>	Chapter 2
Jan. 21 (T)	<i>Doing Health Psychology Research</i>	Chapter 2
		Discussion 3 Due Jan. 22 (W)
Jan. 23 (Th)	<i>Cultural Approaches to Health</i>	Chapter 3
Jan. 28 (T)	<i>Cultural Approaches to Health</i>	Chapter 3
Jan. 30 (Th)	<i>Diverse Views of Health Presentations</i>	
Feb. 4(T)	EXAM 1 – No Class	Exam available 1/31 – 2/5
Feb. 6 (Th)	<i>Essential Physiology</i>	Chapter 4
		Discussion 4 Due Feb. 7 (F)
Feb. 11 (T)	<i>Essential Physiology</i>	Final Project Topic Discussion Due Feb. 10 (M)
		Chapter 4
Feb. 13 (Th)	<i>Diverse Understandings of Stress</i>	Discussion 5 Due Feb. 12 (W)
		Chapter 5
Feb. 18 (T)	<i>Diverse Understandings of Stress</i>	Chapter 5
		Discussion 6 Due Feb. 19 (W)
Feb. 20(Th)	<i>Coping and Social Support</i>	Chapter 6
Feb. 25 (T)	<i>Coping and Social Support</i>	Chapter 6
		Discussion 6 Due Feb. 26 (W)
Feb. 27 (Th)	EXAM 2 – No Class	Exam available Feb. 26 - 29
Mar. 3 – 6	SPRING BREAK – NO CLASSES	
Mar. 10 (T)	<i>Models of Behavior Change</i>	Chapter 7
		Discussion 7 Due Mar. 11 (W)
Mar. 12 (Th)	<i>Models of Behavior Change</i>	Chapter 7
Mar. 17 (T)	<i>Health Behaviors</i>	Chapter 8
		Discussion 8 Due Mar. 18 (W)
Mar. 19 (Th)	<i>Health Behaviors</i>	Chapter 8
Mar. 24 (T)	EXAM 3 – No Class	Exam available Mar. 20 - 25
Mar. 26 (Th)	<i>Illness Cognitions, Adherence, & Patient-Practitioner Interactions</i>	Chapter 9
Mar. 31 (T)	<i>Illness Cognitions, Adherence, & Patient-Practitioner Interactions</i>	Chapter 9
Apr. 2 (Th)	<i>Diverse Approaches to Pain</i>	Discussion 9 Due Apr. 1 (W)
		Chapter 10
Apr. 7 (T)	<i>Diverse Approaches to Pain</i>	Chapter 10
		Discussion 10 Due Apr. 8 (W)
Apr. 9 (Th)	<i>Chronic Illness, Terminal Illness, and Death</i>	Chapter 11
Apr. 14 (T)	<i>Chronic Illness, Terminal Illness, and Death</i>	Chapter 11
	EXAM 4	Exam available Apr. 15 - 23
Apr. 16 (Th)	<i>Presentations</i>	
Apr. 17 (F)	<i>Final Paper Due</i>	Final Paper Due

NOTE: Automatic Reminders of Deadlines:

I have set CANVAS and chitester to give you automatic reminders of deadlines. You will receive these whether you have turned in assignments or not. Receiving them will not be an indication that your assignment/exam was not completed. However, please do not rely on these automatic reminders to make sure that you do not forget to complete assignments on time. It is crucial that you develop a system to keep you on track for deadlines in this class and others. Create a master calendar (either on your smart phone, tablet, and/or paper & pencil calendar ~ whatever works best for you) where you enter all deadlines at the beginning of the semester. Refer to it daily so that you can keep up with all class requirements.

How can I be successful in this course?

- < ***Enter all due dates for assignments and exams on a calendar.*** The very first thing to do in *any* class is to take your syllabus and enter all due dates for assignments and exams in your calendar. Set electronic reminders for each due date. Set reminders for yourself 2 days before small assignments, and 2 weeks for bigger assignments. Make sure to spend time figuring out the best way to manage your time for the semester.
- < ***Set up a study schedule, study regularly and keep up.*** Do not put off studying until the last moment. In order, to be prepared for assignments, you must begin studying immediately. For the exams, it is very difficult to “cram” several chapters into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.
- < ***Ask questions and participate in class.*** Do not be afraid to ask questions of the instructor. You can e-mail me your questions and/or you can ask me questions through CANVAS in the General Class Questions Discussion Section. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between the sympathetic system and parasympathetic system ” vs. “I don’t get Chapter 4.”). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.
- < ***Keep up on the class & homework.*** These are not just busy work; they will help you learn and master the material.
- < ***Read the book.*** Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends life, from TV shows or movies, or newspapers, novels, etc.) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. You should examine my power point slides for similarities and differences in the information covered from the text. Pencil in any questions that arise as you look over them and ask me about it. Read the chapter once more. Next, go through each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.
- < ***Integrate notes from book and lecture.*** After every lecture, be sure you go over your notes, fill in any gaps in your notes. Be sure to look and highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. You can also organize the course material though **concept maps**. You can review the links provided on CANVAS that demonstrate what concept maps are and how to use them. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.

Start your studying and organization of information on the FIRST day!!!