

Course Prefix/Number/Title: PSYC 280—Introduction to Health Psychology

Number of credits: 3 credits

Course Description:

Health is not just about physical ailments and taking medicine. One's thoughts, emotions and behaviors are all influential factors in health. This course examines how biological, psychological, and social factors interact with and affect health. Students will gain an understanding of the important role that psychology plays within the health care system. Everyone has experienced some kind of health issue. I encourage you to relate your own experiences to the topics we discuss in class. This course will consist of lecture, discussion, and group work

Pre-/Co-requisites: None

Course Objectives:

Students will:

1. Demonstrate an understanding of health psychology, including the field's history, methods, and future directions.
2. Apply the biopsychosocial model of health psychology to concepts covered in class (i.e., understand that physical well-being is the result of complex biological, social, and psychological factors).
3. Appraise their own health including history, current behaviors, and implications for one's future health.
4. Implement a health behavior change project.
5. Identify and examine factors involved in different health issues (i.e., causes, maintenance, prevention, and treatment factors).

Instructor: Lexi R. Kvasnicka-Gates, Ph.D.

Office: Thatcher Hall 2206

Office Hours: By arrangement. We can "meet" virtually using the Blackboard Collaborate link on the Welcome page. Please email me to arrange a time.

Phone: 228-5475

Email: lexi.kvasnicka@dakotacollege.edu

Lecture/Lab Schedule: Online

Textbook(s):

Taylor, S. E. (2008). *Health Psychology*, 7th Ed. New York: McGraw-Hill Companies, Inc.

could be changed or modified to improve one's health. The student will do research on this behavior, will implement a change of the behavior for one week, and then will reflect upon this behavior. Each of these steps should be documented.

Each student will create a conference style poster based off of information gathered through the Health Behavior Change Project. The poster will be the size of a standard sheet of computer paper. PowerPoint will be the primary tool used to make these posters. A more detailed description of the poster is available on Blackboard. **Posters should be in the drop box by November 8, 2020, at 11:59pm.**

Tentative Course Outline:

Week	Topic	Chapter	Discussion	Quiz	Exam	Due Date
Material for Exam 1						
Week 1	What is Health Psych?	1	Discussion #1	Quiz #1	Exam #1 Chapters 1-2	September 6, 2020
Week 2	Systems of the Body	2		Quiz #2		
Material for Exam 2						
Week 3	Health Behaviors	3	Discussion #2		Exam #2 Chapters 3-5	September 27, 2020
Week 4	Health-Related Behaviors	4		Quiz #3		
Week 5	Health-Compromising Behaviors	5	Discussion #3			
Material for Exam 3						
Week 6	What is Stress	6		Quiz #4	Exam #3 Chapters 6-7	October 18, 2020
Week 7	Moderators of Stress	7	Discussion #4	Quiz #5		
Week 8	Project Discussion		Discussion #5			
Material for Exam 4						
Week 9	Using Health Services	8		Quiz #6	Exam #4 Chapters 8-10	November 8, 2020
Week 10	Patient-Provider Relations	9	Discussion #6	Quiz #7		
Week 11	Management of Pain/Discomfort ***HCB Poster Due***	10				
Material for Exam 5						
Week 12	SCT and Body Image Management of Chronic Illness	11	Discussion #7	Quiz #8	Exam #5 Chapters 11-14	December 13, 2020
Week 13	Psych Issues in Illness (Tuesdays with Morrie)	12	Discussion #8	Quiz #9		
Week 14	Heart Disease and Hypertension	13	Discussion #9			
Week 15	AIDS and Cancer	14	Discussion #10	Quiz #10		
Week 16						

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

- Competency/Goal 6: Demonstrates knowledge of social structures

- Learning Outcome 1: Examines the experience of the individual
- Learning Outcome 2: Examines the world of human diversity

Relationship to Campus Focus: Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the technological tools used to investigate the mind and our behavior.
- Students will be familiar with how nature influences our own (psychological) development.
- Students will use critical thinking to understand the importance of psychology now, and in the future.

Classroom Policies:

- **Participation.** Students are expected to stay up-to-date in the class. If a student needs extra help with course technology, it is the student’s responsibility to alert the instructor (via email, Blackboard message, or phone) as soon as possible. Please utilize the course Blackboard page. The classroom environment is open and harassment free, so please engaged in discussion.
- **Deadlines.** All assignments are due by Sunday at 11:59pm of the assigned week. Students will be deducted 5 points for every 24-hour period the assignment is not turned in, including weekends. All exams, quizzes, discussions, and project drop boxes are open until the closing date. DO NOT wait for the last minute to complete assignments. If a student does not turn in or complete an assignment by the necessary time, the student will receive a “0” for the incomplete assignment.
 - Exam #1 Material: Closes at 11:59pm on September 6
 - Chapters 1-2
 - Exam #2 Material: Closes at 11:59pm on September 27
 - Chapters 3-5
 - Exam #3 Material: Closes at 11:59pm on October 18
 - Chapters 6-7
 - Exam #4 Material: Closes at 11:59pm on November 8
 - Chapters 8-10
 - Health Behavior Change Projects are also due on this date.
 - Exam #5 Material: Closes at 11:59pm on December 13
 - Chapters 11-14
- **Grades.** Questions about test grades can be emailed to the instructor up to 10 days (including weekends) after the grade is posted; after this time grades are considered final. Questions regarding grades can be emailed to the instructor no sooner than 24-hours after the grade has been posted. Challenging the grade will result in a re-grade. Re-grades may result in a grade higher or lower than the original grade.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities and Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.