



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

**Number of credits:** 3 credits

**Course Description:**

Describes the interaction of psychology and health, including the ways in which thoughts, emotions, and behavior influence one's health.

**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](mailto:lexi.kvasnicka@dakotacollege.edu)

**Lecture/Lab Schedule:** Online

**Textbook(s):**

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

**Course Requirements:**

- Exams (5 exams, each worth 40 pts) 200 points
- Quizzes 50 points

- Discussion Board Participation 50 points
  - Health Behavior Change Poster 50 points
- Total: 350 points**

A	315 and above
B	280-314
C	245-279
D	210-244
F	Below 210

### Major Assignments (all done on Blackboard):

- **Exams:** There will be 5 exams throughout the semester worth 40 points each. Exams will cover information presented in class and from the textbook. Each exam will consist of 40 multiple choice questions worth 1 point each. Exams are over specified chapters (non-cumulative).
  - **Exam Procedures:** Exams will be taken online (thus internet access is needed) and are located on the course Blackboard page under the appropriate week (see the Course Schedule). Students will have 90 minutes to complete the exam, and **ONLY ONE ATTEMPT**. All exams are open until the closing date. Closing dates for exams are also the closing dates for quizzes and discussions over the exam material (e.g., quizzes and discussions over Chapters 6-7 will close when Exam #3 closes).
    - **Exam Closing Dates and Times:**
      - Exam #1 Material: Closes at 11:59pm on September 8
      - Exam #2 Material: Closes at 11:59pm on September 22
      - Exam #3 Material: Closes at 11:59pm on October 13
      - Exam #4 Material: Closes at 11:59pm on November 3
        - Health Behavior Change Projects are also due on this date.
      - Exam #5 Material: Closes at 11:59pm on December 15
- **Quizzes:** Ten (10) quizzes will be given throughout the semester. Each quiz is worth 5 points, and will consist of multiple choice questions. These quizzes are posted on the course Blackboard page. These quizzes cover material presented in the week's readings and lectures. Quizzes are open until the exam covering the quiz material closes (e.g. quizzes over Chapters 6-7 will close when Exam #3 closes).
- **Discussion Board Participation:** In the course outline for the class, ten different weeks are identified as "Discussion" weeks. During these weeks, the instructor has posed a discussion question on the course Blackboard page for the given week. Each student is responsible for participating in the discussion by posting his/her own response to the discussion question (3 points), and engaging in discussion with at least one additional student (2 points). Discussions are open until the exam covering the discussion material closes (e.g. discussion over Chapters 6-7 will close when Exam #3 closes).
- **Health Behavior Change Poster:** Each student will complete a health behavior change project during the course of the semester. This will consist of identifying a personal health behavior that 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 3, 2024, 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 8, 2024
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 22, 2024
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 13, 2024
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 3, 2025
Week 10	Patient-Provider Relations	9	Discussion #6	Quiz #7		
Week 11	Management of Pain/Discomfort ***HBC 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 15, 2024
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. Discussions posted after the due date will receive a 0 (since they are discussions and discussions don't work well after the due date occurs).
  - Exam #1 Material: Closes at 11:59pm on September 8
    - Chapters 1-2
  - Exam #2 Material: Closes at 11:59pm on September 22
    - Chapters 3-5
  - Exam #3 Material: Closes at 11:59pm on October 13
    - Chapters 6-7
  - Exam #4 Material: Closes at 11:59pm on November 3
    - Chapters 8-10
    - Health Behavior Change Projects are also due on this date.
  - Exam #5 Material: Closes at 11:59pm on December 15
    - 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.