# Course Description

Students will study the application of psychological principles to health and wellness. Topics will include illness perception and prevention, health enhancing and health compromising behaviors, the effects of stress on health, patient provider interactions, factors influencing utilization of health services and the management of chronic illness.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Analyze from different perspectives the impact of physiology, cognition, social interaction, group situations, interpersonal relations, attitudes, opinions, group conflicts, language, and communication on human behavior. (ULO1, 2, 4, 5)
* **PLO2:** Understand and articulate the application of psychological principles across professional settings, including mental health care, schools, general health care, social services, and corporate environments. (ULO2, 4)
* **PLO3:** Identify the impact of psychology on societal issues, including race, gender, religion, and social inequality, and articulate the role of advocacy to affect policy and societal change. (ULO1, 3, 5)
* **PLO4:** Understand key concepts in statistics and research methodology, and be able to use their acquired knowledge and critical-thinking skills to do the following: comprehensive and critical analysis of original research studies in the field, demonstrated through class discussion, presentations, and research papers. (ULO2, 4)
* **PLO5:** Engage in basic therapeutic counseling skills that allow students to interact appropriately across a variety of supervised professional settings. (ULO1, 2, 3, 4, 5)
* **PLO6:** Engage in critical thinking concerning the application of the discipline and ethical issues relevant to this evolving field of study. (ULO3, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Apply psychological principles to health and wellness.
* **CLO2:** Examine illness perception and prevention, as well as health enhancing and health compromising behaviors.
* **CLO3:** Determine the effects of stress on health.
* **CLO4**: Summarize patient provider interactions and factors influencing utilization of health services
* **CLO5**: Examine the management of chronic illness.

# Student Expectations

Students are expected to do the following:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Brannon, L., Updegraff, J. A., & Feist, J. (2018). *Health psychology: An introduction to behavior and health* (9th ed.). Boston, MA: Cengage.

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# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Do This First: Pre-Course Health Knowledge Quiz | 20 |  |
| Discussion: Health Psychology | 40 |  |
| Discussion: The Relationship Between Your Environment and Your Health | 40 |  |
| Self-Care Project Research | 30 |  |
| Week 1 Quiz | 60 |  |
| **Week 2** |  |  |
| Discussion: Relaxation Exercise | 40 |  |
| Journal: Stress | 60 |  |
| Self-Care Project Proposal | 40 |  |
| Week 2 Quiz | 30 |  |
| **Week 3** |  |  |
| Discussion: Patient Care | 40 |  |
| Discussion: Pain Management | 40 |  |
| Cardiovascular Disease Paper | 45 |  |
| Week 3 Quiz | 45 |  |
| **Week 4** |  |  |
| Discussion: Vaccines | 40 |  |
| Health Topic Presentation | 40 |  |
| Health Topic Presentation Review | 40 |  |
| Self-Care Project Data and Graph | 40 |  |
| Week 4 Quiz | 60 |  |
| **Week 5** |  |  |
| Discussion: Making Health Psychology Personal | 40 |  |
| Discussion: The Fighting Spirit | 40 |  |
| Self-Care Project Reflection Paper | 100 |  |
| Self-Assessment | 50 |  |
| Week 5 Quiz | 20 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Your Health and the Environment** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe health psychology. | | CLO1 | |
| * 1. Explain the relationship between environment and health. | | CLO1, CLO2 | |
| * 1. Apply psychological principles to health and wellness in a self-study. | | CLO1, CLO2 | |
| * 1. Discuss factors that prevent a patient from accessing healthcare. | | CLO4, CLO1 | |
| * 1. Identify ways to improve patient–provider interactions. | | CLO4, CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least 1 substantive comment of 100 to 150 words to 3 of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback. | | Course |  |
| **Readings**  **Read** the following:   * Ch. 1–4 of *Health Psychology* * [Health Psychology Center Presents: What is Health Psychology?](https://healthpsychology.org/what-is-health-psychology/) | | 1.1, 1.2, 1.3 |  |
| **Videos**  **Watch** the following:   * [Psychology 101: Health Psychology](https://youtu.be/xxiqk7wfPEQ) (11:20) * [How childhood trauma affects health across a lifetime | Nadine Burke Harris](https://youtu.be/95ovIJ3dsNk) (16:02)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 1.1, 1.2, 1.3 | Video = 1 hour |
| **Health Topic Presentation Preparation**  Thursday of week 4 you will present on one of the following health topics:   * Smoking tobacco (group) * Diabetes * Asthma * Alcoholism * Obesity * Eating disorders, such as anorexia, bulimia, and binge eating (group) * Physical activity/exercising (group) * Alzheimer’s disease   By the end of this week you will be assigned to a small group or individual project and a specific topic.  **Research** the specific topic in health your group has been assigned.  **Prepare** a 7- to 10-minute narrated presentation (using PowerPoint, Prezi, or any other online presentation tool) that instructs the class about the components of your topic in health. Use your text as a guide on your topic.  **Include** the following elements in your presentation:   * Introduction of your topic * The essential characteristics of your topic * The health risks or benefits of your topic * Risks factors or lifestyle choices * Long-term and short-term effects * Treatment and barriers to treatment | | 4.1 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Do This First: Pre-Course Health Knowledge Quiz**  **Complete** the Pre-Course Health Knowledge Quiz by 11:59 p.m. (Eastern time) on **Wednesday**.  **Record** your score as you will need this information to complete the Week 5 Self-Assessment Reflection assignment. | | Course |  |
| **Discussion: Health Psychology**  **Read** [Health Psychology Center Presents: What is Health Psychology?](https://healthpsychology.org/what-is-health-psychology/)  **Watch** [Psychology 101: Health Psychology](https://youtu.be/xxiqk7wfPEQ) (11:20).  **Post** a clear and logical response in 150 to 200 words to the following, providing specific examples to support your answers:   * In your own words, define *health* and *health psychology*. What are important areas that are studied by a health psychologist? What type of training do you need to become a health psychologist? Why?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.1 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Discussion: The Relationship Between Your Environment and Your Health**  **Watch** [How childhood trauma affects health across a lifetime | Nadine Burke Harris](https://youtu.be/95ovIJ3dsNk) (16:02).  **Complete** [Got Your ACE Score?](https://acestoohigh.com/got-your-ace-score/)  **Post** a clear and logical response to the following, providing specific examples to support your answers:   * Discuss the interrelationship between health, age, ethnicity, income, and educational level. Who fares better, and who fares worse? How do you fare based on health, age, ethnicity, income, and educational level? What are ACEs? Does this presentation about ACE research surprise you? Did your ACE score surprise you? What are some implications, if any, for your personal lifestyle? Are you more aware of who is at-risk and how to discuss the importance of preventive life styles if someone has a high ACE score? What are the implications for a health psychologist? What are the implications to society?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.2 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Self-Care Project Research**  Can you think of a small behavioral change that would have a positive effect on your health or well-being? With this Self-Care project, you have an opportunity to identify such a behavior, set a goal to change it, track your progress, and assess your results!  **Identify** a behavior that research has linked with personal health/well-being and that you would like to change over the next five weeks.  Consider, for example:   * + Increasing your hours of sleep * Increasing your steps (if you have a device to monitor your steps) * Practicing deep breathing three times a day * Reducing the number of cigarettes smoked per day * Increasing the time spent doing physical activity * Increasing the number of fruits or vegetables you eat * Decreasing the number of times you eat fast food or processed food or reduce toxins in your diet * Incorporating a mindfulness activity into your daily or weekly routine * Journaling to reduce stress   **Locate** a peer-reviewed journal article supporting that your activity is associated with well-being or a healthy lifestyle.  **Write** 1-2 pages on the following:   * What is one thing that you would like to change about yourself, your habits, or your lifestyle that could have a significant impact on your health? * Describe one behavior or change that you will incorporate into your lifestyle for a few weeks and that can be built upon. * Summary of the article. * Include evidence from the article supporting that your activity is associated with well-being or a healthy lifestyle.   **Submit** your summary with the attached article or a link to the article by 11:59 p.m. (Eastern time) on Sunday.  **Next Step:** Friday of week 1 begin collecting baseline data to start working on the *Self-Care Project Examine Baseline Data and Set a Goal* assignment located in Week 2. | | 1.3 | Guided project and library research and review faculty feedback = 3.5 hour |
| **Week 1 Quiz**  **Complete** the quiz in Blackboard. | | 1.1, 1.2 | Quiz = 1 hour |
| **Total** |  |  | **9.5 hours** |

# Faculty Notes

**Course Setup**

**Pre-Course Health Knowledge Quiz:** Create an announcement to students at the beginning of class letting them know they should complete this assignment before any other assignments. This assignment is for you and the students to understand their health knowledge before this class. This is a complete/incomplete assignment where you will have to manually enter 20 points for each student that completes this quiz. In week 5 students will retake this quiz to see how they have improved. The Week 5 Post-Course Health Knowledge Quiz is worth zero points because the credit for taking the quiz is embedded in the Week 5 Self-Assessment Reflection paper.

**Health Topic Presentation:** In Week 4, students will work on a Health Topic Presentation. This assignment can be done as individuals, in pairs, or in small groups. If you choose to allow students to work on this assignment as a pair or in a small group, tell students that everyone in the pair or small group needs to submit the presentation for grading. Choose your desired setup, and assign the topics before the end of Week 1, or create a post with the list of topics for students to sign up for their desired topic by the end of Week 1. Post an instructor announcement explaining your desired setup, and let students know which topic they are assigned. Smoking tobacco, eating disorders (anorexia, bulimia, and binge eating), and physical activity/exercising would be good topics for more than one student.

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Stress | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the short and long-term effects that stress has on the body. | | CLO3 | |
| * 1. Apply strategies to combat stress. | | CLO1, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 5 & 6 of *Health Psychology.* | | 2.1, 2.2 |  |
| **Video**  **Watch** the following:   * [How stress affects your body - Sharon Horesh Bergquist](https://youtu.be/v-t1Z5-oPtU) (4:42) * [Diaphragmatic Breathing Part 1 of 3 - Intro to Diaphragmatic Breathing](https://youtu.be/gAkjx25o4eI) (1:56) * [Progressive Muscle Relaxation (WITH Music)](https://youtu.be/86HUcX8ZtAk) (15:52) * [Learn the Diaphragmatic Breathing Technique](https://youtu.be/kgTL5G1ibIo) (3:46)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.1, 2.2 | Video = 1 hour |
| **Health Topic Presentation Preparation**  Your health topic presentation is due Thursday of Week 4. Begin working on your project now to give yourself time to complete this project. | | 4.1 |  |
| **PowerPoint Presentation With Audio Narration Tutorials**  You will need to submit a narrated presentation this week. The following are some tutorials you can use to familiarize yourself with this functionality in PowerPoint:   * [Add or delete audio in your PowerPoint presentation](https://support.office.com/en-us/article/Add-or-delete-audio-in-your-PowerPoint-presentation-c3b2a9fd-2547-41d9-9182-3dfaa58f1316?ui=en-US&rs=en-US&ad=US#OfficeVersion=2013,_2016) * [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#OfficeVersion=2013,_2016) | | N/A | Tutorial = .25 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Relaxation Exercise**  **Watch** [Diaphragmatic Breathing Part 1 of 3 - Intro to Diaphragmatic Breathing](https://youtu.be/gAkjx25o4eI) (1:56).  **Watch** and **complete** the following exercises:   * [Progressive Muscle Relaxation (WITH Music)](https://youtu.be/86HUcX8ZtAk) (15:52) * [Learn the Diaphragmatic Breathing Technique](https://youtu.be/kgTL5G1ibIo) (3:46)   **Post** a clear and logical response to the following, providing specific examples to support your answers:   * Did you find these exercises easy or hard? Did you get distracted? Were you able to complete the exercises? Explain your answers. * How will you incorporate these exercises into your daily living? Why should a health psychologist understand these methods? How can they use them in their practice? What are the benefits of muscle relaxation and deep breathing techniques for yourself and others?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.2 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Journal: Stress**  **Watch** [How stress affects your body - Sharon Horesh Bergquist](https://youtu.be/v-t1Z5-oPtU) (4:42).  **Complete** Check Your Health Risks: Life Events Scale for Students on p. 86 of *Health Psychology.*  *Note:* If you are a nontraditional student, complete [The Holmes-Rahe Stress Inventory](https://www.mindtools.com/pages/article/newTCS_82.htm).  **Post** a clear and logical response to the following, providing specific examples to support your answers:   * How does long-term stress affect the body? What is the damage it can cause? * How stressed are you on a scale from 1 to 10? Are your stressors more life events, daily hassles, or cataclysmic events? * How do you cope with stress in a positive manner? How do you cope with stress in a negative manner? * What can you do to reduce your levels of stress and improve your health on a regular basis?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1 2.2 | Journal and review faculty feedback = 1.5 hour |
| **Self-Care Project Examine Baseline Data and Set a Goal**  For this week you will record a baseline of your behavior before you implement your plan. You will do this by tracking this behavior starting Friday of week 1 until Thursday of this week to establish a baseline. For example, if you chose to increase your vegetable intake, over 7 days, you would collect data on how many vegetables you ate per day. Here is a collection chart you might make:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Friday | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | | 1 | 0 | 0 | 2 | 1 | 0 | 0 |   Next, you will need to examine your data and establish a goal. Given the chart above, in 1 week, you ate five portions of vegetables. You might set a goal to increase your vegetable intake from 5 servings to 14 servings per week (2 servings per day).  **Write** 1- to 2-pages addressing the following:   * Collect a baseline of your behavior (you should have started this last Friday and will collect the data through Thursday of this week.) * Examine your baseline data and create a goal. Your goal should be specific, measurable, and achievable within this limited time-frame.   Remember, this is a 5-week course, so saying you will lose 20 pounds by the end of the course in not realistic. However, making a goal to drink 64 ounces of water a day or practicing deep breathing three times a day would be good goals.  **Submit** your self-care project proposal by 11:59 p.m. (Eastern time) on Thursday.  **Next Step:** Friday of week 2 begin collecting data daily for the *Self-Care Project Graph Your Results* assignment located in Week 4. | | 1.3 | Guided project, reflection paper and review faculty feedback = 2.5 hour |
| **Week 2 Quiz**  **Complete** the quiz in Blackboard. | | 2.1 2.2 | Quiz = 1 hour |
| **Total** |  |  | **9 hours** |

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| Week Three: Cardiovascular Disease Prevention and Recovery | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify factors affecting cardiovascular disease prevention and recovery. | | CLO2, CLO5 | |
| * 1. Describe pain management approaches | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** Ch. 7–9 of *Health Psychology.* | | 3.1, 3.2 |  |
| **Video**  **Watch** the following:   * [American Heart Association's Life Simple 7- Simple Factors that Impact Health and Quality of Life](https://youtu.be/WGECqL1qb1A) (3:50) * [Cardiac Rehab: The Patient Experience St. Luke's Heart Health and Rehabilitation Center](https://youtu.be/XfQDFESD3V4) (5:38) * [A Different Approach To Pain Management: Mindfulness Meditation | Fadel Zeidan | TEDxEmory](https://youtu.be/OLQJJDrbj6Q) (18:36)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.1, 3.2 | Video = 1 hour |
| **Self-Care Project**  **Continue** collecting data daily for the *Self-Care Project Graph Your Results* assignment located in Week 4. | | 1.3 | Guided project = 1 hour |
| **Health Topic Presentation Preparation**  **Continue** working on your health topic presentation. | | 4.1 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Patient Care**  **Find** an article that discusses factors influencing the utilization of health services or an article addressing patient–provider interactions.  **Summarize** your article clearly and logically in 200 to 400 words.  **Post** your summary by Thursday with a link to the article.  *Note*. Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 1.4, 1.5 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Discussion: Pain Management**  **Read** Ch. 7 & 8 of *Health Psychology*.  **Watch** [A Different Approach To Pain Management: Mindfulness Meditation | Fadel Zeidan | TEDxEmory](https://youtu.be/OLQJJDrbj6Q) (18:36).  **Post** a clear and logical response in to the following, providing specific examples to support your answers:   * How is *pain* defined? What are three ways to assess and measure pain? What are the three types of pain that present the biggest problems? What are some non-pharmalogical techniques (alternative approaches) that can be used for pain management? How can these alternative approaches help? Do you have any experience with any alternative approaches to pain management? Why are health psychologists more important than ever in pain management, especially given the opioid epidemic?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 3.2 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Cardiovascular Disease Paper**  **Read** Ch. 9 of *Health Psychology*.  **Watch** the following:   * [American Heart Association's Life Simple 7- Simple Factors that Impact Health and Quality of Life](https://youtu.be/WGECqL1qb1A) (3:50) * [Cardiac Rehab: The Patient Experience St. Luke's Heart Health and Rehabilitation Center](https://youtu.be/XfQDFESD3V4) (5:38)     **Complete** Check Your Health Risks: Regarding Cardiovascular Disease on p. 206 of *Health Psychology.*  **Write** 1 to 2 pages responding to the following questions:   * What is cardiovascular disease (CVD)? * What are the inherent risk factors for cardiovascular disease? * What are the behavioral risk factors for cardiovascular disease? * How does lifestyle relate to cardiovascular health? * What behaviors allow for people to lower their cardiovascular risks? * What is cardiac rehab? How is this beneficial to patients? * Where do you see health psychology becoming important in this area? * What are your risks? How do you plan to combat them?   **Submit** your answers by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Library research and review faculty feedback = 2.5 |
| **Week 3 Quiz**  **Complete** the quiz in Blackboard. | | 3.1, 3.2 | Quiz = 1 hour |
| **Total** |  |  | **8.5 hours** |

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| Week Four: Health Topic Presentations | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Investigate a health topic and the impact it has on an individual. | | CLO1, CLO2, CLO5 | |
| * 1. Explain vaccines and their importance to society. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Ch. 12–15 of *Health Psychology* * Vaccines are not associated with autism | | 4.1, 4.2 |  |
| **Videos**  **Watch** the following:   * [A Beginner's Guide to Graphing Data](https://youtu.be/9BkbYeTC6Mo) (10:37) * [How to make a line graph in Excel (Scientific data)](https://youtu.be/Xn7Sd5Uu42A) (6:41): Although this video teaches you how to make a line graph in Excel, you can use this information to make any type of graph.   **Post** any questions, comments, or observations to share with the class in the Week Four General Q & A discussion forum on Blackboard. | | 1.3 | Video = 1 hour |
| **PowerPoint Presentation With Audio Narration Tutorials**  You will need to submit a narrated presentation this week. The following are some tutorials you can use to familiarize yourself with this functionality in PowerPoint:   * [Add or delete audio in your PowerPoint presentation](https://support.office.com/en-us/article/Add-or-delete-audio-in-your-PowerPoint-presentation-c3b2a9fd-2547-41d9-9182-3dfaa58f1316?ui=en-US&rs=en-US&ad=US#OfficeVersion=2013,_2016) * [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#OfficeVersion=2013,_2016) | | N/A |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Vaccines**  **Read** Vaccines are not associated with autism.  **Post** a clear and logical response to the following, providing specific examples to support your answers:   * What are vaccines, and how do they operate in your immune system? Were you surprised by the meta-analysis? Numerous long-term studies have found no correlation between vaccines and autism, yet many people believe the opposite. How does social media contribute to this notion? What can be done about this? What would the role of a health psychologist be in counseling parents who are avoiding having their children vaccinated? What is the risk to society if vaccines are not given to the majority of the population?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Health Topic Presentation**  You will be assigned to a small group or individual project to research a specific topic affecting health from among the following:   * Smoking tobacco (group) * Diabetes * Asthma * Alcoholism * Obesity * Eating disorders, such as anorexia, bulimia, and binge eating (group) * Physical activity/exercising (group) * Alzheimer’s disease   **Research** the specific topic in health your group has been assigned.  **Prepare** a 7- to 10-minute narrated presentation (using PowerPoint, Prezi, or any other online presentation tool) that instructs the class about the components of your topic in health. Use your text as a guide on your topic.  **Include** the following elements in your presentation:   * Introduction of your topic * The essential characteristics of your topic * The health risks or benefits of your topic * Risks factors or lifestyle choices * Long-term and short-term effects * Treatment and barriers to treatment   **Choose** 1 person to postyour presentation in the Week Four Discussion: Small Group Health Topic Presentation Review by 11:59 p.m. (Eastern time) on Thursday.  **Submit** your presentation by 11:59 p.m. (Eastern time) on Thursday.  *Note*: Each person in your group must submit a copy of the presentation. | | 4.1 | Group project and library research and review faculty feedback = 3.5 hours |
| **Health Topic Presentation Review**  **Review** your classmates’ presentations.  **Respond** to at least 3 presentations in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.1 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Self-Care Project Graph Your Results**  **Resources:**   * [A Beginner's Guide to Graphing Data](https://youtu.be/9BkbYeTC6Mo) (10:37) * [How to make a line graph in Excel (Scientific data)](https://youtu.be/Xn7Sd5Uu42A) (6:41): Although this video teaches you how to make a line graph in Excel, you can use this information to make any type of graph.   **Collect** data daily from Friday of week 2 through Thursday of week 4 in a chart like the one you used to collect your baseline data. Daily data collection ensures accurate results.  **Review** your baseline data, the 2 weeks of data you have collected, and your goal.  **Graph** your results. Example chart and graph.  **Submit** your data chart and results graph by 11:59 p.m. (Eastern time) on Sunday.  **Next Step:** Begin working on the *Self-Care Project Reflection Paper* assignment located in Week 5. | | 1.3 | Guided project and review faculty feedback = 1.5 hour |
| **Week 4 Quiz**  **Complete** the quiz in Blackboard. | | 4.1 | Quiz = 1 hour |
| **Total** |  |  | **8.5 hours** |

# Faculty Notes

**Health Topic Presentation:** This assignment can be done as individuals, in pairs, or in small groups. If you choose to allow students to work on this assignment as a pair or in a small group, tell students that everyone in the pair or small group needs to submit the presentation for grading. Choose your desired setup, and assign the topics before the end of Week 1 or create a post with the list of topics for students to sign up for their desired topic by the end of Week 1. Post an instructor announcement explaining your desired setup, and let students know which topic they are assigned. Smoking tobacco, eating disorders (anorexia, bulimia, and binge eating), and physical activity/exercising would be good topics for more than one student.

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| Week Five: Managing Chronic Illness | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate life choices and how they increase or prevent disease. | | CLO1, CLO2 | |
| * 1. Examine factors that affect one’s ability to cope with long-term illnesses. | | CLO5, CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Reading**  **Read** Ch. 16 of *Health Psychology.* | | 5.1, 5.2 |  |
| **Videos**  **Watch** the following:     * [Carol - "Optimism"](https://youtu.be/ioeFud3HRr4) (4:57) * [What It's Really Like To Have Cancer](https://youtu.be/WsE0todqBXY) (4:42)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 5.1, 5.2 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Making Health Psychology Personal**  **Post** a clear and logical response to the following, providing specific examples to support your answers:   * How can you make health psychology personal? What did you learn in terms of your risks, behaviors, coping style, and stress management? What can you do to cultivate a healthy lifestyle? What recommendations would you make to college students? What recommendations would you make to a young family? How has your view of the importance and impact of health psychology changed during this course?   *Note*: Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Discussion: The Fighting Spirit**  **Watch** the following:     * [Carol - "Optimism"](https://youtu.be/ioeFud3HRr4) (4:57) * [What It's Really Like To Have Cancer](https://youtu.be/WsE0todqBXY) (4:42)   **Post** a clear and logical response to the following, providing specific examples to support your answers:   * If the negative effect of cancer is a problem for adjustment, then optimism should be an advantage. Do you believe that having a fighting spirit, which reflects an optimistic outlook and a belief that a cancer is controllable, predicts better adjustment for cancer patients? * Do you believe it helps for long-term survival? * How can patients be helped in coping with their disease?   + What are some things that can be done on an individual basis?   + What are some things that society can do to help those manage a chronic illness?   *Note:* Initial answers to the questions are due by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.2 | Discussion: one post and replies to three other posts and review faculty feedback = **1.5 hour** |
| **Self-Care Project Reflection Paper**  **Write** a 1- to 2-page paper reflecting on this exercise and answering the following questions:   * What is the behavior or routine you chose to increase your health or well-being? * Was it easy or hard to make this change in your behavior? Why? * What obstacles did you encounter? * How did the change in behavior affect your well-being? * How could you modify your target goal or behavior to further improve your well-being? * How did the process of behavior change inform your understanding of change?   **Submit** your self-care project reflection paper by 11:59 p.m. (Eastern time) on Sunday. | | 1.3 | Guided project reflective paper and review faculty feedback = 2.5 hour |
| **Post-Course Health Knowledge Quiz**  **Complete** the Post-Course Health Knowledge Quiz at your earliest convenience this week.  **Record** your score as you will need this information to complete the Week 5 Self-Assessment Reflection assignment. | | Course |  |
| **Self-Assessment Reflection**  **Compare** your Week 5 Post-Course Health Knowledge Quiz score with the score you received in Week 1 on the Pre-Course Health Knowledge Quiz.  **Reflect** on your health and this course.  **Write** 1 page answering the following questions:   * Did your score increase or decrease? How do you feel about that change? * How has your perception of stress and cardiac disease changed? * What is one thing you are going to do to manage or decrease your stress? * What is one thing you will do to prevent cardiac disease? * What health-compromising behaviors have you quit or are in the process of quitting?   **Submit** your self-assessment by 11:59 p.m. (Eastern time) on Sunday. | | Course |  |
| **Week 5 Quiz**  **Complete** the quiz in Blackboard. | | 5.1, 5.2 | Quiz = 1 hour |
| **Total** |  |  | **7.5 hours** |

# Faculty Notes

**Post-Course Health Knowledge Quiz:** This week students will retake the Week 1 Pre-Course Health Knowledge Quiz to see how they have improved. The Week 5 Post-Course Health Knowledge Quiz is worth zero points because the credit for taking the quiz is embedded in the Week 5 Self-Assessment Reflection paper.

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 8.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 9 |
| Supplemental |  |
| **Week 3** |  |
| Required | 8.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 8.5 |
| Supplemental |  |
| **Week 5** |  |
| Required | 7.5 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 42 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 43 |