CLP4314 Course Syllabus

Professor Information

Instructor: Arlene Garcia, PhD.
Office Hours: By Appointment for phone conferences or Live Chat via Zoom

Phone: (305) 348-9899
E-mail: Please use Canvas Inbox

Course Description and Purpose

- Recent reports from the office of the Surgeon General indicate that the leading causes of death in the U.S. today have substantial behavioral components. These reports recommend that behavioral and lifestyle risk factors (e.g., drug and alcohol use, high risk sexual behavior, smoking, diet, a sedentary lifestyle, stress) become the main focus of efforts in the area of health promotion and disease prevention.
- Health psychology is a field within Psychology that focuses on the behavioral, cognitive, psychosocial, and physiological factors that influence individual responses to health and illness. Its aims are: the promotion of good health, the prevention of poor health, and the maintenance of quality of life and well-being within the context of illness. This is an upper-level survey course that will focus on the theoretical, scientific, and applied aspects of the field of health psychology. We will cover topics such as health-enhancing and health-compromising behaviors, risk factors for leading causes of death, stress and coping, the interplay among patients, their health care providers, and health care settings, pain and chronic illness, and specific illnesses ranging from heart disease, cancer, and HIV/AIDS to neurological and age-related disorders. We will explore the role of personality, gender, interpersonal relations, and ethnic, and sociocultural influences and their linkages to risk, prevention, illness, and wellness. We will draw on many related disciplines such as medicine, biology, experimental psychology, neuropsychology, developmental, social, and clinical psychology, behavioral medicine, pharmacology, nutrition, and others and thus this course will have a wide appeal to psychology majors and non-majors alike.

This is a Discipline-specific course that counts towards your FIU Global Learning graduation requirement.

- Enhance Students’ Global Awareness, Perspective, and Engagement so that all students in this course have knowledge of the inter-relationships among: the ability to develop a multi-perspective analysis of; and the willingness to engage in -- local, global, international and intercultural issues, trends, and systems within the context of health & illness
Course Objectives

Students will be able to:

- Understand the major theories that guide the field of health psychology. The course is based on the biopsychosocial model of health and illness.
- Demonstrate knowledge of the seminal empirical foundations for our current knowledge of health psychology. Be able to assess and critically evaluate claims made in popular and empirical media for their scientific merit. Understand and be able to articulate the role of psychological factors in health and illness.
- Apply the practical information gained in the course to personal lifestyle choices.

Specific Global Learning Outcomes:

- **Global Awareness**: Students will be able to demonstrate knowledge of the interrelatedness of the biopsychosocial model of health as it applies to multicultural and global health issues, trends, and systems.
- **Global Perspective**: Students will demonstrate the ability to apply a multi-perspective analysis of the biopsychosocial model of health as it applies to multicultural and global health issues, trends, and systems.
- **Global Engagement**: All students will demonstrate a willingness to engage in prevention/intervention using the biopsychosocial model to address individual and global health problems.

Important Information

Policies

Please review the [FIU’s Policies and Netiquette](#) webpage. This policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).
Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "What's Required" webpage to find out more information on this subject.

Privacy Policy Statements for partners and Vendors

- Canvas
- Microsoft
- Adobe
- Google
- Turnitin
- Respondus LockDown Browser
- Zoom

Please visit our Technical Requirements webpage for additional information.

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at (305) 348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's Disability Resource Center.

Web Accessibility Statements for Partners and Vendors

- Canvas
- Microsoft
- Adobe
- Google
- Turnitin
- Respondus LockDown Browser
- Zoom

Please visit our ADA Compliance webpage for additional information about accessibility involving the tools used in this course.
### Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

### Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services (CAPS)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

### Course Prerequisites

This course has a prerequisite(s). Review the [Course Catalog](#) webpage for prerequisites information.
Textbook and Course Materials

**Title:** Health Psychology (Required)

**Authors:** Shelley Taylor

**Publish Date:** 11th Edition, 2021

**Publisher:** McGraw-Hill Education

**ISBN 13:** 9781264144303

Rental of all course materials are included in FIU's PantherBook Pack Program for a $20 per credit fee ($60 for this class).

Since the first edition was published in 1986, this text has helped thousands of college students learn how to maintain their health and guard against illness. The goal of Health Psychology has always been to make research accessible in a way that integrates theory with practical applications so that people can lead healthier lives. The importance of social relationships, health behaviors, and co-management of health and illness are themes that are woven throughout the text.

**Expectations of This Course**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students are expected to:**
- **Review how to get started information** located in the course content
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact online with instructors and peers**
- **Review** and follow the course calendar
- **Log in to the course at least 3 times per week**
- **Respond** to messages within 3 days
- **Submit assignments by the corresponding deadline**

**The instructor will:**
- **Log in to the course 5 times per week**
- **Respond to messages within 48 hours Monday-Friday**
- **Grade assignments within 7 days of the assignment deadline**

Course Detail
Course Communication

Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox.

Discussion Forums

Discussion Posts

On six occasions throughout the semester, (see syllabus calendar), you participate in a discussion with your peers (some discussions may require that you watch a video). These discussion posts will require that you think outside the box, integrate your own cultural experiences, make connections among ideas, or consider wider-global perspectives. Posts should reference the videos and/or the reading material and should demonstrate that you read and understand the assigned textbook chapter. Make sure to answer all the questions within the discussion post and reply to a peer. A grading rubric is posted in the “Getting Started” module within Canvas for your review. You will earn up to 4 points for each video discussion assignment, based on your quality and quantity of participation, for a total of 24 points.

Discussion Post Requirements:
1. Responses must be well thought out and well written. This should be your own, not copied content in your own words.
2. Responses must focus on course material first and personal reflection second. Please cite or reference course material or outside sources. If you do not cite or reference course materials, you will automatically lose points.
3. Responses must be between 350-500 words.
4. Responses must include at least 1 peer interaction.

Due Date: It is recommended that you post your initial response to the discussion question by Wednesday night and your response to a classmate by Sunday at 11:59 pm. However, Discussion boards are closed after the deadline (Sunday at 11:59pm) and students MAY NOT post late responses. Closed discussions are archived and available for viewing.

Keep in mind that forum discussions are public, and care should be taken when determining what to post. If you need to send a private message to an instructor or student, please use email.
Assessments

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum hardware requirements.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact FIU Online Support Services.

Unit exams are intended to assess your comprehension, retention, and knowledge of the material covered in lectures and the textbook for a designated unit. There are three (3) unit exams. Each exam is comprised of 50 multiple-choice questions. The lowest exam score will be DROPPED. The two highest exam scores count for 40 points in the course and make up 40% of your final grade.

Exams are to be taken independently without the use of notes or the internet. Students have 75 minutes from the time they begin the exam to complete all 50 questions. After 75 minutes, students are automatically logged out of the system. Students have only 1 opportunity to take each exam! Questions are randomized across students so that no two students will have the same questions. Exam grades are available on "Grades" after every student has completed the exam and the exam is closed by the Professor. Failure to take the exam during the allotted time period will result in a zero (0).

Professor's Tip: Exam questions are taken from material in the textbook, outlines, videos, lectures, and any other material posted by the Professor. The best way to prepare for exams is to read all the material ahead of time, watch any videos that as posted, ask questions, take the chapter quizzes, and read the discussion forum.

Due Date: Pay close attention to availability dates and times for exams! Unless otherwise indicated by the Professor, online exam dates are listed in the Course Calendar below.

There are no make-up opportunities under any circumstances, including computer/technical malfunctions.

**Exams open at 12:00am and close at 11:59pm**

H5P Study Quizzes

Most weeks you will participate in the H5P study quiz based on the readings. The practice quiz will help prepare you for the exams. You will earn 1 point for each H5P practice quiz you complete with 70% correct or more for a total of 15 points. H5P study quizzes are due on Sunday at 11:59pm of the week in which they are assigned. You may take the study quiz as many times as you would like.
Group Project

This semester you will work in groups to analyze a chosen epidemic from a global perspective and compose a research project. During the first week of classes, you will have the opportunity to select your group members. Students who do not select a group during the first week of class, will be randomly placed into groups. If a group member seems hesitant to participate in the group (e.g., has not posted to the discussion board), please reach out to that group member by email, text, or phone call before contacting the professor to intervene. Your final group project is worth 21 points (21% of your final grade). 20 of these points will come from your final paper and 1 will come from the Group Agreement submitted at the beginning of the term. Although this is a group project, most of the work should be conducted virtually (by phone, email, whatsapp, google docs, using Canvas, etc).

Topic: Identify a global health epidemic or pandemic that can be understood using the biopsychosocial model. Examples include heart disease, cancer, AIDS, diabetes, and the obesity epidemic. You will:

1. Describe this issue and justify why you believe it is a global issue rather than a local or national one. Thoroughly discuss regions of the world that have been more/less heavily impacted by this crisis. This section will require you to dig into the data and examine trends in your epidemic for different areas of the world.
2. Discuss key issues from the biopsychosocial standpoint that have contributed to this epidemic/pandemic. For instance, how have biology, psychology, and societal factors contributed to the development of your chosen epidemic?
3. Describe what is being done currently to deal with the epidemic/pandemic (include key interventions and research in this area).

Please remember to cite your sources by including a references section with a minimum of 8-10 citations of valid, scientific sources. Citations and references should be written in APA style. Please do your best to keep references as current as possible (e.g., 2000-present).

You should plan to work on this project throughout the semester (see checkpoints below). Each group will be given a page via the "People" are in Canvas to work on drafts of your project. You will have the option to submit rough drafts to the drop box, by the due dates. Although these checkpoints are not for credit (with the exception of the Group Agreement), it is recommended that you submit, because the professor will be providing feedback for each section. All items below must be submitted to the dropbox by the due dates to receive feedback, more information about group pages can be found in the Getting Started module in the course.

It is important for each student to do their fair share throughout the group project. You will be required to evaluate each group member when you turn in your final draft of the paper (score will range from 1 or "poor" to 5 or "outstanding"). If you do not evaluate your group members, you will automatically lose 1 point from your total group project score. Students who receive an average score lower than 3 are at risk of losing up to 5 points from their final group score.

Since you are being given the opportunity to submit rough drafts and obtain feedback, resubmissions of final papers will not be allowed. Please take advantage of rough draft submissions and make the necessary changes. I especially recommend that you submit the rough draft for the biopsychosocial analysis section. Once you have been provided with feedback for each section, please make the changes and compile the sections into your final paper. Your final paper will not be submitted as a rough draft, since it should be a compilation of the sections you have already received feedback on.

<table>
<thead>
<tr>
<th>Group Project &amp; Topic</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Agreement &amp; Topic (worth 2 points)</td>
<td>January 27</td>
</tr>
<tr>
<td>Description of the issue (rough draft)</td>
<td>February 9</td>
</tr>
<tr>
<td>Global regions impacted (rough draft)</td>
<td>February 16</td>
</tr>
<tr>
<td>Key biopsychosocial factors contributing to epidemic (rough draft)</td>
<td>March 9</td>
</tr>
</tbody>
</table>
### Group Project & Topic

<table>
<thead>
<tr>
<th>Group Project &amp; Topic</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current handling of epidemic ( rough draft )</td>
<td>March 30</td>
</tr>
<tr>
<td>Rough draft for team's proofreading</td>
<td>April 6</td>
</tr>
<tr>
<td>Final draft (will be turned in as an assignment, not a group page)</td>
<td>April 13</td>
</tr>
</tbody>
</table>

---

### Zoom Video Conference

Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. We will utilize this tool to conduct appointments.

**Zoom Test Meeting Room**

Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- [Download Zoom](#)
- [Login to Zoom through Desktop Application](#)
- [Enable and Test Audio & Webcam](#)
- [Schedule a meeting or Join a Zoom meeting](#)
- [Invite others to join meeting](#)
- [Chat (Professors) - Students look at attended section for instructions](#)
- [Share My Screen](#)
- [Record a Local Zoom meeting](#)
- [Host Control in Meetings](#)
- [Getting Started with MacOS](#)
- [Getting Started with Android](#)

---

### Extra Credit

Students may earn up to 1% or 1 extra credit points on their final course grades by participating in research studies, if available. You will earn .5 points of extra credit for every 1 SONA point earned for a total of 1% of extra credit in the course. Some studies can be completed online, while others require that you come to campus to participate. Some studies are worth 1 SONA point but others may be worth 2 or more SONA points. Note: When completing studies worth 1 point, you will have to participate in 2 studies to earn the maximum 1 extra credit points. If you participate in a study worth 2 credits, you only have to participate in one study to achieve the 1 point of extra credit. See [Sona Systems](#) for research participation opportunities. (You may need to unblock messages in your spam filter from psyexp@fiu.edu to receive messages from this system). You do NOT need to notify me when you complete extra credit. I will receive the list of extra credit points at the end of the semester and post them at that time. The maximum extra credit that can be earned for this course is 2 points.
Grading

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Number of Items</th>
<th>Points for Each</th>
<th>Total Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Discussions</td>
<td>6</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>H5P Study Quizzes</td>
<td>15</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Online Exams</td>
<td>2 out of 3</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Group Project Agreement</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Final Group Project</td>
<td>1</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>N/A</td>
<td>N/A</td>
<td><strong>100 (101)</strong></td>
</tr>
<tr>
<td><em>Extra Credit</em></td>
<td>2</td>
<td>.5</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
<th>Letter</th>
<th>Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 or above</td>
<td>B</td>
<td>85 - 86.99</td>
<td>C</td>
<td>70 - 76.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
<td>C+</td>
<td>77 - 79.99</td>
<td>F</td>
<td>59.99 or less</td>
</tr>
</tbody>
</table>

Course Calendar
<table>
<thead>
<tr>
<th>Dates</th>
<th>Chapters</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **Week 1** Jan 10 - 16 | **Chapter 1**  
What is Health Psychology | 1. Introduce yourself on the discussion board:  
2. Chapter 1 H5P Quiz due Sunday |
| **Week 2** Jan 17 - 23 | **Chapter 2**  
The Systems of the Body | 1. Chapter 2 H5P Quiz due Sunday  
2. Choose a group via the “People” page and decide on topic. Send your topics via the canvas inbox for approval.  
3. Review the “Group Agreement & Guidelines” |
| **Week 3** Jan 24 - 30 | **Chapter 3**  
Health Behaviors  
2. Topic & project agreement due (submit via Canvas drop box)  
3. Video Discussion #1 |
| **Week 4** Jan 31 - Feb 6 | **Chapter 4**  
Health-Promoting Behaviors | 1. Chapter 4 H5P Quiz due Sunday |
| **Week 5** Feb 7 - 13 | **Chapter 5**  
Health-Compromising Behaviors | 1. Chapter 5 H5P Quiz due Sunday  
2. Group project: Description of issue due  
3. **Exam 1: Due Feb 14** |
<table>
<thead>
<tr>
<th>Dates</th>
<th>Chapters</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| **Week 6**  | **Chapter 6** Stress            | 1. Group project: Global regions impacted due  
2. Chapter 6 H5P Quiz due Sunday |
| Feb 14 - 20|                                 |                                                                      |
| **Week 7**  | **Chapter 7** Coping, Resilience, & Social Support | 1. Chapter 7 H5P Quiz due Sunday  
2. Video Discussion #2 |
| **Week 8**  | **Spring Break**                 |                                                                      |
| Feb 28 - Mar 6 |                                |                                                                      |
| **Week 9**  | **Chapter 8** Using Health Services | 1. Group project: Key biopsychosocial factors contributing to epidemic due  
2. Chapter 8 H5P Quiz due Sunday |
| Mar 7 - 13  |                                 |                                                                      |
| **Week 10** | **Chapter 9** Patients, Providers, & Treatment | 1. Chapter 9 H5P Quiz due Sunday  
2. Video Discussion #3 |
| Mar 14 - 20 | View Know your numbers by using off campus access at library.fiu.edu and clicking on: http://digital.films.com.ezproxy.fiu.edu/PortalViewVideo.aspx?xtid=52802 |                                                                      |
| **Week 11** | **Chapter 10** The Management of Pain & Discomfort | 1. **Exam 2**: Due Mar 21  
2. Chapter 10 H5P Quiz due Sunday |
| Mar 21 - 27 |                                 |                                                                      |