

Mayville State University

PSYC450, Health Psychology, Class #35280

Spring 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dera Benson-Johnson

Contact Information: Office Location-Classroom Building 114B. Phone- (701)788-4674.

Email- dera.johnson@mayvillestate.edu

Hours of Availability:

By email: 8 a.m.-4 p.m.

Phone: same as office hours

Instruction Mode: Online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT) Meeting Times and/or

Course Materials and Technologies

Required

This class employs Open Access materials that are free to you online. No book will be needed. You will need a computer with a word processor, and access to the internet. The URL to access the book is here: [Health Science 100 V3.pdf - Google Drive](#)

Online platforms: Zoom, Blackboard

Software: current and functional Internet browser, Microsoft Office

Course Description

This class will provide an introduction to the field of health psychology, a specialty area of psychology focused on how biological, social, and psychological factors interact to affect health and illness. Health enhancing behaviors will be addressed, in addition to strategies aimed at identifying and modifying health-endangering behaviors. Specific topics will include stress and coping, use of health care services, management of pain and management of chronic and terminal health disorders. Prerequisite: [PSYC 111](#).

Course Objectives

This course will provide the student with the foundation necessary to employ, understand, and reference basic elements of health and how it relates to psychological well-being. Multiple concepts will be presented, including concepts of general health, disease, treatment options, addiction etc. Physical health has long since been known to have an impact on general psychological/mental well-being and the ways in which the two correlate are focused on within this course.

Course Objectives

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By the end of this course, students will be able to:

- Identify and explain the components of the biopsychosocial model of health
- Employ intervention skills learned to enhance biopsychosocial health
- Change a less-healthy behavior pattern towards a more-healthy behavior pattern using methods learned in class.

1. For Health Education Majors, to successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Health Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):
2. **Standards Alignment** (Health Education Program Approval Standards-ND ESPB):
 1. 18015.1 Content Knowledge-Component 1.a: Candidates demonstrate knowledge acquisition in multiple health content areas.
 2. 18015.3 Implementation-Component 3.a: Candidates use a variety of instructional strategies to facilitate students' development of health-related skills and their application of functional health knowledge, in order to meet the students' diverse needs.

Course Expectations

- You are expected to read materials and reference them in your thoughtful responses to discussion boards, to complete the assignments, reflection/reaction papers, exams, and topic paper by the posted dates.
- You are expected to adhere to all deadlines, due dates and scheduled times for exams.
- If your assignment appears in Blackboard as a corrupted, blank, or incorrect file, it will not be considered as a submission and will be graded according to the late policy. It is your responsibility to preview your submission in Blackboard to ensure that your assignment was submitted correctly. This often happens when you are not using the recommended browser, which is currently Google Chrome.

Our class will include independent completion of work, lectures and group work (including group discussion) in class, some video lectures online, and unit projects. Reading the material before you comment on discussion boards and demonstrating knowledge of that material will be essential. You are responsible for all material in the text, posted on Blackboard via video, and articles/other materials posted on Blackboard by me. Not all content can be covered but ALL content is fair game for the unit exam, meaning that some content might not be covered directly in a PowerPoint or lecture, and reading the text is essential. You should plan ahead - issues with internet access or Blackboard are not acceptable excuses for late work. If campus is closed because of weather, items are still due in Blackboard and will not be reopened.

Instructor/Student Communication

- I do not have a preference on communication; you may contact me via office phone or email. I do prefer that you address me as Prof. Benson-Johnson in your emails and to treat email communication as a formal means of communication.

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- MSU is transitioning to an effort to guide students in communicating more formally here at Mayville State. The expectation is for an e-mail to be written in a professional manner. Your correspondence with professionals (faculty, staff etc.) should contain a greeting and a sign-off, as well as careful editing. Take a minute to review every email you send me and see if you are missing some of the key components. Our hope is that with a little practice, students will begin to communicate more effectively through emails. **If emails sent to me are not designed properly, you run the risk of me not responding to them.**
- I will return any attempt at communication within 24 – 72 hours. However, I do not check emails over the weekend or after 4:00 p.m. In other words, please plan accordingly if you will need input from me.
- I will return all work with feedback within 7 days.

Students are accountable for all academic communications sent to their Mayville State University e-mail address.

Assignments and Assessments

Week 1	Topic: What is Health Psychology? Discussion forum ACEs=10 points Discussion forum Impact of Stress=10 points Syllabus scavenger hunt=8 points	28 points
Week 2	Topic: Systems of the Body, Disorders and Dysfunctions Discussion forum Chronic Pain=10 points Reading Guide/Quiz=5 points	15 points
Week 3	Topic: Healthy and Unhealthy Health Behaviors, and Changing Those Behaviors Reading Guide/Quiz=5 points	5 points
Week 4	Unit 1 reflection paper	45 points
Week 5	Topic: Health Promoting Behaviors Reading Guide/Quiz=5 points Unit 1 Project=20 points	25 points
Week 6	Topic: Health-Compromising Behaviors Discussion forum Eating Disorders Reading Guide/Quiz	15 points
Week 7	Topic: Stress Discussion forum Positive Stress=10 points Reading Guide/Quiz Unit 2 project=21 points	36 points
Week 8	Unit 2 reflection paper=45 points	45 points
Week 9	Topic: Coping, Resilience, and Social Support Assignment Coping Strategies=10 points	15 points

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	Reading Guide/Quiz=5 points	
Week 10	Topic: Using Health Services: Patients, Providers, and Treatments Discussion forum Quackery=10 points Reading Guide/Quiz=5 points	15 points
Week 11	Topic: The Management of Pain and Discomfort Reading Guide/Quiz=5 points Unit 3 project=25 points	30 points
Week 12	Unit 3 reflection paper=45 points	45 points
Week 13	Topic: Management of Chronic Pain Disorders Reading Guide/Quiz=5 points	5 points
Week 14	Topic: Psychological Issues in Advancing and Terminal Illness Reading Guide/Quiz=5 points	5 points
Week 15	Topic: Heart Disease, Hypertension, Stroke, and Type II Diabetes Reading Guide/Quiz=5 points	5 points
Week 16	Unit 4 debate assignment=28 points Reading Guide/Quiz=5 points Unit 5 assignment=10 points	43 points
Week 17	Final reflection paper	45 points
		=422 points

Evaluation and Grading

Grading Policies

Late work will not be accepted unless you present a university-sanctioned excuse (with proper documentation; for example: military duty, hospitalization, athletics) in advance of the due date. Once grades for an activity have been entered in Blackboard, no late work will be accepted. I will return work with feedback within 7 days.

Attendance/Participation Policies

The grading system for students adding this course after the first day of **instruction will NOT be modified**. The student will be graded only on the activities that transpired while the student is enrolled. **Students will be penalized for missed assignments** and the student is still responsible for learning the course material that was covered during their initial absence.

Participation for this class is noted in participation in discussion forums as well as completion of required work. Late work *may* be accepted at the instructor's discretion, but the instructor

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reserves the right to not accept late work without a university-sanctioned and documented excuse. Please reach out if you are having difficulties completing coursework so that we can collaborate.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Breakdown of Grades

A	90-100%	380-422 points
B	80-89%	337-379 points
C	70-79%	295-336 points
D	60-69%	253-335 points
F	Below 60%	Below 253 points

Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. For this class, the enrollment verification activity is the **Syllabus Scavenger Hunt**. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities

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- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Course Timeline/Schedule

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Date	Reading	Assignments Due
Week 1 January 13-January 20	<ul style="list-style-type: none"> Check Blackboard 	Discussion forum ACEs Discussion forum Impact of Stress Syllabus scavenger hunt
Week 2 January 20-January 27	<ul style="list-style-type: none"> Check Blackboard 	Discussion forum Chronic Pain Chapter 2 Reading Guide/Quiz
Week 3 January 27-February 3	<ul style="list-style-type: none"> Check Blackboard 	Chapter 3 Reading Guide/Quiz
Week 4 February 3-February 10	<ul style="list-style-type: none"> Check Blackboard 	Unit 1 Reflection
Week 5 February 10-February 17	<ul style="list-style-type: none"> Check Blackboard 	Chapter 4 Reading Guide/Quiz Unit 1 Project
Week 6 February 17-February 24	<ul style="list-style-type: none"> Check Blackboard 	Discussion forum Eating Disorders Chapter 5 Reading Guide/Quiz
Week 7 February 24-March 3	<ul style="list-style-type: none"> Check Blackboard 	Discussion forum Positive Stress Chapter 6 Reading Guide/Quiz Unit 2 project
Week 8 March 3-March 10	Check Blackboard	Unit 2 Reflection
Week 9 March 10-March 17	<ul style="list-style-type: none"> None 	Spring Break on campus—no assignments due
Week 10 March 17-March 24	<ul style="list-style-type: none"> Check Blackboard 	Assignment Coping Strategies Chapter 7 Reading Guide/Quiz
Week 11 March 24-March 31	<ul style="list-style-type: none"> Check Blackboard 	Discussion forum Quackery Chapter 8 Reading Guide/Quiz
Week 12 March 31-April 7	<ul style="list-style-type: none"> Check Blackboard 	Chapter 9 Reading Guide/Quiz Unit 3 project
Week 13 April 7-April 14	Check Blackboard	Unit 3 Reflection
Week 14 April 14-April 21	<ul style="list-style-type: none"> Check Blackboard 	Chapter 10 Reading Guide/Quiz

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Week 15 April 21-April 28	<ul style="list-style-type: none">• Check Blackboard	Chapter 11 Reading Guide/Quiz
Week 16 April 28-May 5	<ul style="list-style-type: none">• Check Blackboard	Chapter 12 Reading Guide/Quiz
Week 16: May 5-May 12	<ul style="list-style-type: none">• Check Blackboard	Unit 4 assignment Chapter 13 Reading Guide/Quiz Unit 5 assignment FINAL REFLECTION PAPER 5/5

Appendix

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Program Student Learning Outcomes (SLOs) Addressed in This Course

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This course addresses the following SLOs from the Applied Psychology BA program.

- Students will understand and be able to apply psychological principles in interpersonal situations and vocational settings.
- Students will use critical and creative thinking, to solve problems related to behavior, mental processes, and challenges faced by persons of all backgrounds and experiences.

Instructional Strategies

Active learning, brainstorming, discussion forums, exams, feedback, position papers, presentations, and reflective writing