



## Health and Human Performance

A&M-COMMERCE

### HHPH 547: Health Psychology COURSE SYLLABUS: SPRING 2020

**Instructor:** Dr. Betty A. Block, Professor

**Office Location:** NHS 146

**Office Hours:** By Appointment: either Face-to-Face, Phone, or Instant Message

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## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings:

Tietjen-Smith (2017). *Health psychology*. McGraw-Hill Create. ISBN 13: 9781307146127. Order and download from: <https://create.mheducation.com/shop/>

Purdue Online Writing Lab (OWL) (2017). APA Style.

<https://owl.english.purdue.edu/owl/section/2/10/>

**Course Description:** An examination of the contributions of psychological research to the understanding, prevention, and treatment of a variety of health concerns. The biopsychosocial model of health and illness will be emphasized. Social, emotional, behavioral, biological, and spiritual factors that influence health will be explored.

**Student Learning Outcomes:** At the successful completion of the course, the learner will:

1. Demonstrate a broad background of knowledge in health psychology;
2. Describe the models and theories that are used to explain health risk and health-enhancing behaviors;
3. Explain the biopsychosocial model and its relevance to the prevention, etiology, and treatment of disease & apply that model to specific health issues;
4. Synthesize research on factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue; and
5. Evaluate own health history and habits; and describe and enact a positive, proactive attitude toward healthy living.
6. An overall goal of the course is to Prepare Students for an Interconnected World.
  - a. o Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).
  - b. o Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

We will identify, analyze, discuss, and research various issues in health and human performance. We will do this through online class discussions, assignments, and a group research project.

**Assignment 1: Discussions**(10 online discussions at 30 points = 300 points – 30% of final grade)

Ten discussions will take place online during the term over assigned topics. Students should research each assigned topic online before joining the debates. Students will be graded on the following: (1) quality of discussion; (2) responses to other students' posts; and (3) use of outside (reputable, professional) references to support or refute the studies discussed.

**Student Learning Outcomes #1, #2, #3, #4, and #5**

- (1) Demonstrate a broad background of knowledge in health psychology;
- (2) Describe the models and theories that are used to explain health risk and health-enhancing behaviors.
- (3) Explain the biopsychosocial model and its relevance to the prevention, etiology, and treatment of disease& apply that model to specific health issues;
- (4) Synthesize research on factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue
- (5) Evaluate his/her own health history and habits; and describe and enact a positive, proactive attitude toward healthy living.

Ten discussions will take place during the term. You should post a **minimum of 3 posts per discussion thread**: one initial post answering the question and two response posts to your fellow classmates that further the discussion. Be sure to cite your references in APA format. Each initial post should be a minimum of 150 words. Response posts should be a minimum of 75 words.

Grade Earned	Discussion Rubric: Evaluation Criteria	Points Awarded
<b>A</b>	<ul style="list-style-type: none"> <li>• Participates with the required number of on-topic postings of required length (75 (response posts) – 150 (initial post) words minimum). Initial response plus at least two additional posts.</li> <li>• Initial post submitted by Friday before due.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> <li>• Frequently attempts to motivate the group discussion by asking questions (related to initial discussion question) that further the discussion.</li> <li>• No plagiarism.</li> <li>• Accurately cites accurate information in APA format</li> <li>• Provided outside references (that support discussion material) as well as the book in APA format at the end of each post</li> </ul>	90-100% 27 - 30 points
<b>B</b>	<ul style="list-style-type: none"> <li>• Participates with the required number of on-topic postings of required length</li> <li>• Initial post submitted by Friday before due.</li> </ul>	80-89% 24 – 26.9 points

	<ul style="list-style-type: none"> <li>• Postings reflect the reading and some outside source material but may not be accurately cited.</li> <li>• Consistently uses Standard American English with rare misspellings</li> <li>• Comments are logical and reflect critical thinking</li> <li>• No plagiarism.</li> <li>• Provided outside references (that support discussion material) as well as the book in APA format at the end of each post</li> </ul>	
<b>C</b>	<ul style="list-style-type: none"> <li>• Participates with the required number of on-topic postings of required length</li> <li>• Participates, but does not further the discussion by asking other questions related to discussion question.</li> <li>• Minimal grammatical or spelling errors are noted in posts</li> <li>• Opinions and ideas are stated clearly</li> <li>• No plagiarism.</li> <li>• Provided references (that support discussion material) as well as the book at the end of most posts</li> </ul>	70-79% 21 – 23.9 points
<b>D</b>	<ul style="list-style-type: none"> <li>• Participates with the required number of on-topic postings</li> <li>• Significant errors in spelling and/or grammar</li> <li>• Occasionally posts off topic</li> <li>• Posts do not meet length requirements</li> <li>• No plagiarism.</li> <li>• Provided references that support discussion material</li> </ul>	60-69% 18 – 20.9 points
<b>F</b>	<ul style="list-style-type: none"> <li>• Does not meet the required number of posts</li> <li>• Poor spelling and grammar appear in most posts</li> <li>• Posts topics which do not relate to the discussion content</li> <li>• Postings may have inaccurate information</li> <li>• Did not provide references - plagiarized</li> </ul>	<60% 0 – 17.9 points

## **Assignment 2: Behavior Change Project** (200 points; 20%)

### **Student Learning Outcomes #1, 4, & 5**

- (1) Demonstrate a broad background of knowledge in health psychology;
- (4) Synthesize research on factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue
- (5) Evaluate his/her own health history and habits; and describe and enact a positive, proactive attitude toward healthy living.

Each student will **identify a behavioral change** that would contribute to his/her health. Examples are as follows: exercising regularly, eating more fruit/vegetables, managing stress better, quitting smoking, sleeping more, etc. Students will keep a time log (100 points) **throughout the semester** to be turned in at the end of the semester. Then, the student will write a paper describing the success (or lack thereof) he/she has in changing the behavior (100 points) **(20% total)**. **Please email the instructor the behavior you wish to change by the end of Week 2. This behavior MUST BE APPROVED by the instructor.**

Grade Earned	Behavior Change Project: Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> <li>• Selects appropriate behavior for change. Instructor approves.</li> <li>• States the behavior to be changed and the reasons behind changing it.</li> <li>• Includes detailed personal health care plan: incremental goals and rewards; plan; progress; wellness enhancement statement; and permanence of change.</li> <li>• Describes detailed, reasonable outcome measures.</li> <li>• Produces accurate, detailed 8-week time log with personal progress journal. Three entries minimum are logged per week.</li> <li>• Provides evaluation of health history and habits.</li> <li>• Provides details of why behavior was chosen and factors contributing to either success or lack of success.</li> <li>• Produces detailed and complete summary/analysis of the behavior change experience.</li> <li>• Accurate graph of weekly progress included.</li> <li>• Presented in a professional manner using APA format throughout Reference Section.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	<p>90-100% 180 – 200 points</p>
B	<ul style="list-style-type: none"> <li>• Selects appropriate behavior for change. Instructor approves.</li> <li>• States the behavior to be changed and the reasons behind changing it.</li> <li>• Includes detailed personal health care plan: incremental goals and rewards; plan; progress; wellness enhancement statement; and permanence of change.</li> <li>• Describes mostly reasonable outcome measures.</li> <li>• Produces accurate 8-week time log with personal progress journal. Three entries minimum are logged per week.</li> <li>• Provides evaluation of health history and habits.</li> <li>• Provides some details of why behavior was chosen and factors contributing to either success or lack of success.</li> <li>• Produces mostly detailed and complete summary/analysis of the behavior change experience.</li> <li>• Accurate graph of weekly progress included.</li> <li>• Presented in a mostly professional manner using APA format throughout Reference Section.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	<p>80-89% 160 – 179.9 points</p>
C	<ul style="list-style-type: none"> <li>• Selects appropriate behavior for change. Instructor approves.</li> <li>• States the behavior to be changed and the reasons behind changing it.</li> </ul>	<p>70-79% 140 – 159.9 points</p>

	<ul style="list-style-type: none"> <li>• Includes somewhat detailed personal health care plan: incremental goals and rewards; plan; progress; wellness enhancement statement; and permanence of change.</li> <li>• Describes somewhat detailed, reasonable outcome measures.</li> <li>• Produces somewhat accurate, detailed 8-week time log with personal progress journal. Two entries minimum are logged per week.</li> <li>• Provides evaluation of health history and habits.</li> <li>• Provides some details of why behavior was chosen and factors contributing to either success or lack of success.</li> <li>• Produces marginal summary/analysis of the behavior change experience.</li> <li>• Graph of weekly progress included.</li> <li>• Presented in a somewhat professional manner using APA format throughout Reference Section.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	
D	<ul style="list-style-type: none"> <li>• Selects behavior for change. Instructor may or may not approve.</li> <li>• States the behavior to be changed but not reasons behind changing it.</li> <li>• Includes only parts of a personal health care plan: incremental goals and rewards; plan; progress; wellness enhancement statement; and permanence of change.</li> <li>• Describes outcome measures.</li> <li>• Produces time log with personal progress journal.</li> <li>• Provides evaluation of health history and habits.</li> <li>• Graph of weekly progress may or may not be included.</li> <li>• Presented in a somewhat professional manner.</li> <li>• May or may not consistently use Standard American English with rare misspellings.</li> </ul>	60-69% 120 – 139.9 points
F	<ul style="list-style-type: none"> <li>• Does not select appropriate behavior for change.</li> <li>• Marginally states the behavior to be changed and the reasons behind changing it.</li> <li>• Does not include detailed personal health care plan: incremental goals and rewards; plan; progress; wellness enhancement statement; and permanence of change.</li> <li>• Does not describe detailed, reasonable outcome measures.</li> <li>• Does not produce accurate, detailed 8-week time log with personal progress journal.</li> <li>• Does not produce detailed and complete summary/analysis of the behavior change experience.</li> <li>• Graph of weekly progress not included.</li> <li>• Not presented in a professional manner using APA format throughout Reference Section.</li> <li>• May or may not consistently use Standard American English with rare misspellings.</li> </ul>	<60% 0 – 119.9 points

### **Assignment 3: Research Paper** (200 points; 20%)

#### **Student Learning Outcomes #2 - #4**

(2) Describe the models and theories that are used to explain health risk and health-enhancing behaviors.

(3) Explain the biopsychosocial model and its relevance to the prevention, etiology, and treatment of disease & apply that model to specific health issues;

(4) Synthesize research on factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue

Students will submit **one research paper** (in APA format) covering a topic approved by the instructor. The purpose of the research paper is for the student to synthesize research about and apply the biopsychosocial model to a specific health issue. The research paper involves the following steps:

**Step 1: Choose a specific health issue** (This issue must be approved by the instructor by the 4<sup>th</sup> week of the semester.)

Possible topics are as follows (This list is not all-inclusive. If you have other topics in which you are interested, please share them with the instructor. Please do some preliminary research on your topic to make sure that you can find enough information for this paper.):

- Self-care (e.g., breast, testicular or skin self-exams; getting regular check-ups)
- Exercise (e.g., improving adherence to training programs)
- Eating disorders or obesity
- Prevention of accidents & injury (e.g., safety gear, helmets, seat belts)
- Smoking
- Pain management
- Immunizations or vaccinations
- Infant mortality or treatment of terminally- or chronically-ill children
- Compliance with medical advice
- Health impact of caregiving (e.g., family members of Alzheimer's or AIDS patients)
- Brain or spinal injuries
- Cancer
- Arthritis
- Survivorship & grief
- Asthma
- Hospice vs. hospital care for the dying
- Strokes

**The student MUST get approval of the topic before writing!**

**Step 2: Research how that situation/disease develops and the factors that contribute to it.** (This can be done by going to the university library and searching for research articles pertaining to your topic.)

**Step 3: Research current treatment, education, or prevention approaches.** (Same as Step 2.)

**Step 4: Apply knowledge of at least one other healthcare system (other than the United States) to this topic and how a person would use that system versus the United States (Affordable Care Act).**

**Step 5: Write a research paper, and submit to the Dropbox.**

**Guidelines for the final paper are as follows:**

- 5-8 pages (actual writing not including the cover page, references, etc.)
- APA format (The Purdue OWL website is an excellent resource.)
- At least 6 references (at least 4 of them current (2011 – 2018), professional, refereed journal articles)

NOTE: Each student should have a separate topic. (If you have a topic in mind, please let me know ASAP.)

NOTE 2: Each paper is submitted through Turnitin.com which is a plagiarism-checking software.

**WATCH OUT FOR PLAGIARISM!!! IF YOU USE A DIRECT QUOTE, IT MUST BE PUT INTO QUOTATIONS WITH THE REFERENCE AND PAGE NUMBER IMMEDIATELY AFTER!!!**

Grade Earned	Research Paper: Evaluation Criteria	Points Awarded
<b>A</b>	<ul style="list-style-type: none"> <li>• Topic was approved by instructor.</li> <li>• Paper is a minimum of 5 pages in APA format (actual writing; excluding cover page, references, headings, tables, figures, etc.)</li> <li>• Quality of research paper is excellent. Topic covered thoroughly and substantively using the most updated research available.</li> <li>• Application to at least one other country's healthcare system is clear.</li> <li>• Clearly, concisely written. Logical intuitive progression of ideas &amp; supporting information.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> <li>• Accurately cites information in APA format throughout paper using in-text citations.</li> <li>• Paper has no plagiarism.</li> <li>• Reference page includes at least 6 references with a minimum of 4 current, professional, refereed journal articles.</li> </ul>	90-100% 180 – 200 points
<b>B</b>	<ul style="list-style-type: none"> <li>• Topic was approved by instructor.</li> <li>• Paper is a minimum of 5 pages in APA format (actual writing; excluding cover page, references, headings, tables, figures, etc.)</li> <li>• Quality of research paper is good. Topic covered somewhat thoroughly and substantively using updated research.</li> <li>• Application to at least one other country's healthcare system is clear.</li> </ul>	80-89% 160 – 179.9 points

	<ul style="list-style-type: none"> <li>Clearly, concisely written. Logical intuitive progression of ideas &amp; supporting information.</li> <li>Consistently uses Standard American English with rare misspellings.</li> <li>Accurately cites information in APA format throughout paper using in-text citations.</li> <li>Paper has no plagiarism.</li> <li>Reference page is included with a minimum of 6 total references.</li> </ul>	
<b>C</b>	<ul style="list-style-type: none"> <li>Topic was approved by instructor.</li> <li>Paper is a minimum of 4 pages in APA format (actual writing; excluding cover page, references, headings, tables, figures, etc.)</li> <li>Quality of research paper is acceptable. Topic covered using research.</li> <li>Application to at least one other country's healthcare system is fairly clear.</li> <li>Mostly clearly and concisely written.</li> <li>Consistently uses Standard American English with rare misspellings.</li> <li>Mostly accurately cites information in APA format throughout paper using in-text citations.</li> <li>Paper has little or no plagiarism.</li> <li>Reference page is included with a minimum of 4 references.</li> </ul>	<p>70-79% 140 – 159.9 points</p>
<b>D</b>	<ul style="list-style-type: none"> <li>Paper is a minimum of 4 pages in APA format (actual writing; excluding cover page, references, headings, tables, figures, etc.)</li> <li>Quality of research paper is poor. Topic not covered thoroughly and substantively.</li> <li>Application to at least one other country's healthcare system is unclear.</li> <li>Not clearly, concisely written.</li> <li>Consistently uses Standard American English.</li> <li>Attempts to cite information in APA format throughout paper using in-text citations.</li> <li>Paper has little or no plagiarism.</li> <li>Reference page is included with a minimum of 2 references.</li> </ul>	<p>60-69% 120 – 139.9 points</p>
<b>F</b>	<ul style="list-style-type: none"> <li>Paper is not a minimum of 5 pages in APA format (actual writing; excluding cover page, references, headings, tables, figures, etc.)</li> <li>Quality of research paper is very poor. Topic not covered thoroughly and substantively.</li> <li>Does not apply situation to another country's healthcare system.</li> <li>Not clearly and concisely written.</li> <li>Does not consistently use Standard American English. May have several misspellings.</li> <li>Information not accurately cited in APA format throughout paper using in-text citations.</li> </ul>	<p>&lt;60% 0 – 119.9 points</p>

- Paper may have plagiarism.
- Reference page may or may not be included.

**Assignment 4: Exams** (2 exams at 100 points each; 20% of final grade)

**Student Learning Outcomes #1 - #4**

- (1) Demonstrate a broad background of knowledge in health psychology;
- (2) Describe the models and theories that are used to explain health risk and health-enhancing behaviors.
- (3) Explain the biopsychosocial model and its relevance to the prevention, etiology, and treatment of disease& apply that model to specific health issues;
- (4) Synthesize research on factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue

A **mid-term and final exam** will be administered throughout the semester, covering all information covered in home assignments, web discussions, and the book (**100 points each, 20%**)

Grade Earned	Mid-Term and Final Exam Evaluation Criteria	Points Awarded
A	<ul style="list-style-type: none"> <li>• Accurately answers ALL questions with detail, substance, and higher-order thinking.</li> <li>• Provides references in APA format at the end of each question.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	90-100% 90 – 100 points
B	<ul style="list-style-type: none"> <li>• Answers most questions with detail, substance, and higher-order thinking.</li> <li>• Provides references in APA format at the end of most questions.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	80-89% 80 – 89.9 points
C	<ul style="list-style-type: none"> <li>• Answers most questions with detail, substance, and higher-order thinking.</li> <li>• Provides references at the end of most questions.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	70-79% 70 – 79.9 points
D	<ul style="list-style-type: none"> <li>• Answers some questions with detail, substance, and higher-order thinking.</li> <li>• Provides references at the end of each question.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> </ul>	60-69% 60 – 69.9 points
F	<ul style="list-style-type: none"> <li>• Does not answer questions with detail, substance, and higher-order thinking.</li> <li>• May or may not provide references in APA format at the end of each question.</li> <li>• May or may not use Standard American English with rare misspellings.</li> </ul>	<60% 0 – 59.9 points

**Assignment 5: Participation and Homework** (10%)

**Student Learning Outcomes #1 - #5**

- (1) Demonstrate a broad background of knowledge in health psychology;

- (2) Describe the models and theories that are used to explain health risk and health-enhancing behaviors.
- (3) Explain the biopsychosocial model and its relevance to the prevention, etiology, and treatment of disease & apply that model to specific health issues;
- (4) Synthesize research on factors involved in causing, maintaining, contributing to, preventing, and treating a specific health issue
- (5) Evaluate his/her own health history and habits; and describe and enact a positive, proactive attitude toward healthy living.

The student will be responsible for obtaining all materials presented online, assigned readings from the textbook, and outside assignments given by the instructor. Students are also **REQUIRED** to participate in class discussions online. Since this class is online, a major portion of time management is up to the student. You are responsible for making sure your assignments are in on time. Lack of professional participation will be reflected on the final grade. You may work ahead, but **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

**WATCH OUT FOR PLAGIARISM!!! IF YOU USE A DIRECT QUOTE, IT MUST BE PUT INTO QUOTATIONS WITH THE REFERENCE IMMEDIATELY AFTER!!!**

Grade Earned	Participation and Homework: Evaluation Criteria	Points Awarded
<b>A</b>	<ul style="list-style-type: none"> <li>• Quality of participation is Excellent.</li> <li>• Student is obviously well-prepared for discussions and other assignments.</li> <li>• Quality of interactions is professional and contributes to discussions and knowledge.</li> <li>• Assignments are submitted in a timely manner.</li> <li>• Clearly, concisely written. Logical intuitive progression of ideas &amp; supporting information.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> <li>• Assignments have no plagiarism.</li> <li>• Professional references are used to support comments, discussion submissions, and other class activities.</li> </ul>	90-100% 90 – 100 points
<b>B</b>	<ul style="list-style-type: none"> <li>• Quality of participation is Good.</li> <li>• Student is mostly well-prepared for discussions and other assignments.</li> <li>• Quality of interactions is professional and contributes to discussions and knowledge.</li> <li>• Assignments are submitted in a timely manner.</li> <li>• Clearly, concisely written. Logical intuitive progression of ideas &amp; supporting information is mostly used.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> <li>• Assignments have no plagiarism.</li> <li>• Professional references are used to support comments, discussion submissions, and other class activities.</li> </ul>	80-89% 80 – 89.9 points
<b>C</b>	<ul style="list-style-type: none"> <li>• Quality of participation is Fair.</li> </ul>	70-79%

	<ul style="list-style-type: none"> <li>• Student is somewhat well-prepared for discussions and other assignments.</li> <li>• Quality of interactions is mostly professional and contributes to discussions and knowledge.</li> <li>• Assignments are mostly submitted in a timely manner.</li> <li>• Somewhat clearly, concisely written. Logical intuitive progression of ideas &amp; supporting information used somewhat.</li> <li>• Consistently uses Standard American English with rare misspellings.</li> <li>• Assignments have no plagiarism.</li> <li>• Some references are used to support comments, discussion submissions, and other class activities. May or may not be professional.</li> </ul>	70 – 79.9 points
<b>D</b>	<ul style="list-style-type: none"> <li>• Quality of participation is Poor.</li> <li>• Student is only marginally well-prepared for discussions and other assignments.</li> <li>• Quality of interactions is somewhat professional and contributes to discussions and knowledge.</li> <li>• Assignments are not submitted in a timely manner.</li> <li>• Most submissions are not clearly, concisely written.</li> <li>• May or may not consistently use Standard American English.</li> <li>• Assignments have no plagiarism.</li> <li>• Professional references are only marginally used to support comments, discussion submissions, and other class activities.</li> </ul>	60-69% 60 – 69.9 points
<b>F</b>	<ul style="list-style-type: none"> <li>• Quality of participation is Poor.</li> <li>• Student is obviously not prepared for discussions and other assignments.</li> <li>• Quality of interactions is unprofessional and does not contribute to discussions and knowledge.</li> <li>• Assignments are not submitted in a timely manner.</li> <li>• Submissions are not all clearly, concisely written.</li> <li>• May or may not consistently use Standard American English.</li> <li>• Assignments may have plagiarism.</li> <li>• Professional references are not properly used to support comments, discussion submissions, and other class activities.</li> </ul>	<60% 0 – 59.9 points

### Grading

Discussions (10)	300 points (30%)
Behavior Change Project	200 points (20%)
Exams (2 @ 100 points each)	200 points (20%)
Research Paper	200 points (20%)
Participation and Homework	100 points (10%)
<b>TOTAL</b>	<b>1000 POINTS (100%)</b>

### Grade Scale:

900 - 1000 = A	600 - 699 = D
800 - 899 = B	0 - 599 = F
700 - 799 = C	

## TECHNOLOGY REQUIREMENTS

The following information on technological requirements has been provided to assist you in preparing to use technology successfully in this course. You should have access to a computer with:

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Office (more specifically, MS Word and PowerPoint)

You also have access to a personal MyLeo account and a **MyLeo email address**. This is the email address that I will use to send you information regarding this course. Please check it regularly, and be sure to send me emails from this address, also.

## ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

The best way to reach me is via email ([Tara.Tietjen-Smith@tamuc.edu](mailto:Tara.Tietjen-Smith@tamuc.edu)) as I check it frequently. I will reply within 24 hours to your MyLeo email address. Please be courteous and professional in all of your interactions with me and fellow students.

### ***eCollege Student Technical Support***

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- o **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- o **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- o **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- o **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to Discussions etc...)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

#### ***Attendance:***

Please see syllabus for due dates on all assignments. Late assignments will incur a 10% point deduction per day late.

## ***Academic Honesty Policy***

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. For more information, please go to <http://www.plagiarism.org/>. **If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.**

## **University Specific Procedures:**

### ***ADA Statement for Students with Disabilities***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Gee Library 132**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### ***Student Conduct***

This course will cover topics related to health and human performance. Students may have widely differing views. Students should feel comfortable discussing their individual views and experiences concerning each subject. Students should also respect each other's differences and points of view. **If the instructor deems that individual students are not being respectful toward each other or the instructor, then these students will be asked to drop the course.** Please refer to pages 35 - 40 of the TAMU-C Students' Guidebook, Codes of Conduct for details. All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct* from *Student Guide Handbook*).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.