



# Health Psychology

PSYC-333-001 (AU course ID 279959)

Prerequisite: PSYC-105 (*Psychology: Understanding Human Behavior*)

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**learning objectives: (*listen & view*) + *read* + *discuss* + *write* = learn Health Psych!**

1. Understand the major determinants of health: psychological, biological, environmental, and economic epidemiologies of both good health and health problems
2. Use psychological principles and techniques to foster good health and prevent health problems in yourself and others, and
3. Use psychological principles and techniques to facilitate traditional medical solutions for health problems in your and others' communities.

This exclusively online course combines brief screen talks, audio+slide lectures, readings, videos, websites, articles, and a 4-stage comprehensive Self-Health Project to enmesh you in the world of *health psychology*: using research-based psychological principles and practices to help you and others live longer, healthier, higher-quality lives.

A brief introductory unit describes the topic of our course and gives you practice using the online format and online tools. You begin your Self-Health Project by describing your own family background – your own genealogy, back through your grandparents, and a bit about your family's health and health issues, in Self-Health Project Report #1.

If you don't know your biological family's health issues (which I ask you to begin exploring in the first assignments), you're by no means alone ... and no problem: epidemiology provides reasonably good estimates of what those probably are. I'll work with you on this.

In the second unit of this course, you explore the primary causes of sickness (*morbidity*) and death (*mortality*). After noting the major sources of morbidity and mortality in different parts of the world, and particularly in the US, this second unit dissects specific relationships between personality and health, how your immune system affects your health, and how stress, your behaviors, and your environments affect your immune system. In your Self-Health Project Report #2, you apply this knowledge via health psychology's biopsychosocial model to understand your own health risks, now and in your future.

In the third unit of this course, you learn behavioral and cognitive methods that psychologists have developed through research and practice. In your Self-Health Project Report #3, you use this knowledge to create plans to minimize your own health risks, and to maximize the quality of your own health, now and in the future.

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In the fourth, final unit you learn how health psychologists use psychological techniques to maximize the effectiveness and reduce the costs of traditional medical services by:

- (a) seeking professional services before a health problem becomes critical,
- (b) eschewing unnecessary health services,
- (c) following the advice of physicians and other health service providers, and
- (d) preparing for, coping with, and recovering from medical treatments such as surgery, and from major life changes.

You develop plans for each of the above for your own health and life in Self-Health Project Report #4.

*As Health Psychology progresses, you may experience concern about the loss of control and dignity that can accompany serious health problems, as well as a heightened awareness of the critical importance of prevention and early detection of health problems. I share all this with you, for sure. This is where psychology can help traditional medicine enable all of us to live lives of high quality for many years.*

There are uncertainties about the effectiveness of current psychological theories and methods for changing health-related behaviors, thoughts, and feelings. The effectiveness of traditional medicine, from diagnosis through treatment and recovery, is uncertain as well. I hope these uncertainties can be reduced through iterations of theory, research, and practice. By integrating health psychology into traditional medical practice, we can improve the quality as well as the quantity of the years of our lives. Join me in seeking psychological answers to questions of health that are deeply and personally important for us as individuals and as members of communities throughout our world. This is, for many of us, the most central and important journey of our lives.

## *confidentiality*

All information you provide in discussions, emails, and assignments uploaded to me and our Teaching Assistant (a graduate student in our Clinical Ph.D. program, well-trained in ethics) is confidential, except for reports of discriminatory, domestic, or sexual violence performed against you or by you, harassment, or discrimination, abuse of a child, or suicidal intent. As you probably realize, I am required by US federal law (Title IX) to report what is disclosed to me about these problems. You can, however, speak confidentially to

someone who is not required to report these problems by contacting AU's Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS) at 202-885-7070, AU's Counseling Center at 202-885-3500, ordained clergy at AU (202-885-3320), or medical professionals at AU's Health Center (202-885-3380).

## course calendar

<u>unit deadlines</u> & <b>suggested</b> dates for lecture exams, readings exams, and reports	<b>lectures and lecture materials,</b> corresponding lecture exams on <a href="#">Blackboard</a>	<b>lecture</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>readings</b> (in our text):	<b>readings</b> on Blackboard [Bb]:	<b>readings</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>Self-Health Project Reports</b> upload to Bb before unit deadline <u>points:</u>	<b>TOTALS</b>
<b>unit 1: Introduction</b>							
Aug 29, 2018	intro to online format and tools	5		syllabus	5	download, use template for report #1	
Sep 3, 2018	intro to Health Psychology	5	Taylor Ch. 1		5		
Sep 5, 2018	finish Self-Health Project Report #1			instructions		10	
Sep 6, 2018	Deadline for all <u>Intro</u> unit work	10			10	10	<b>30</b>
<b>unit 2: "Get" Health!</b>							
Sep 10, 2018	understanding bodies	5	Taylor Ch. 2		5	download and fill in template for Self-Health Project Report #1	
Sep 12, 2018	intro to epidemiology	5		terminology, news	5		
Sep 17, 2018	environmental-political epidemiology	5		environmental and political causes	5		
Sep 19, 2018	medical epidemiology	5	Taylor Ch. 6	stress readings	5	while doing	

<u>unit deadlines</u> & <i>suggested</i> dates for lecture exams, readings exams, and reports	<b>lectures and lecture materials,</b> corresponding lecture exams on <a href="#">Blackboard</a>	<b>lecture</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>readings</b> (in our text):	<b>readings</b> on Blackboard [Bb]:	<b>readings</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>Self-Health Project Reports</b> upload to Bb before unit deadline <u>points:</u>	<b>TOTALS</b>
Sep 24, 2018	behavioral epidemiology	5	Taylor Ch. 7	coping, support	5	lectures, readings.	
Sep 26, 2018	economic epidemiology	5		economics, stress	5		
Oct 1, 2018	neuro-endocrine-immunological epidemiology	5	Taylor Ch. 14		5		
Oct 3, 2018	<i>finish</i> Self-Health Project Report #2	report screen talk		comments on Report #1, sample student report		40	
<u>Oct 4, 2018</u>	Deadline for all <u>"Get"</u> Health work:	<u>35</u>			<u>35</u>	<u>40</u>	<b>110</b>
<b>unit 3: Better Health!</b>							
Oct 8, 2018	psychological frameworks and tools for change	5		ASM Ch. 1 (on Blackboard), plus wearable tech!	5	download and fill in template for Self-Health Project Report #3 while doing lectures, readings.	
Oct 10, 2018	tools for changing communities, businesses, organizations	5		ASM Ch. 2 (on Blackboard), more ... tools ...	5		
Oct 15, 2018	using psychological tools to manage health	5		ASM Ch. 3 (on Blackboard)	5		
Oct 17, 2018	personality and health	5	Taylor Ch. 13		5		
Oct 22, 2018	sick behaviors, cognitions, affects	5	Taylor Ch. 5		5		

<u>unit deadlines</u> & <b>suggested</b> dates for lecture exams, readings exams, and reports	<b>lectures and lecture materials,</b> corresponding lecture exams on <a href="#">Blackboard</a>	<b>lecture</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>readings</b> (in our text):	<b>readings</b> on Blackboard [Bb]:	<b>readings</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>Self-Health Project Reports</b> upload to Bb before unit deadline <u>points:</u>	<b>TOTALS</b>
Oct 24, 2018	healthy behaviors, cognitions, affects	5	Taylor Ch. 3		5		
Oct 29, 2018	sick versus healthy communities, businesses, organizations	5	Taylor Ch. 4		5		
Oct 31, 2018	<i>finish</i> Self-Health Project Report #3	report video		comments on Report #2, sample student report		40	
<u>Nov 1, 2018</u>	Deadline for all <u>Better Health</u> work:	<u>35</u>			<u>35</u>	<u>40</u>	<b>110</b>
<b>unit 4: Help Treatment</b>							
Nov 5, 2018	health care systems	5		Bb materials	5	download and fill in template for Self-Health Project Report #4 while doing lectures, readings.	
Nov 7, 2018	early detection of health problems	5	Taylor Ch. 8		5		
Nov 12, 2018	facilitating outpatient assessment and treatment, health literacy	5	Taylor Ch. 9		5		
Nov 14, 2018	facilitating inpatient treatments, managing pain and discomfort	5	Taylor Ch. 10		5		
	<i>Thanksgiving Break!</i>						
Nov 26, 2018	surgery preparation, chronic illness	5	Taylor Ch. 11		5		
Nov 28, 2018	adapting to changes	5	Taylor Ch. 12		5		

<u>unit deadlines</u> & <b>suggested</b> dates for lecture exams, readings exams, and reports	<b>lectures and lecture materials,</b> corresponding lecture exams on <a href="#">Blackboard</a>	<b>lecture</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>readings</b> (in our text):	<b>readings</b> on Blackboard [Bb]:	<b>readings</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>Self-Health Project Reports</b> upload to Bb before unit deadline <u>points:</u>	<b>TOTALS</b>
Dec 3, 2018	careers in health psychology	5	Taylor Ch. 15		5		
Dec 5, 2018	finish Self-Health Project Report #4	report video		comments on Report #3, sample student report		20	
<u>Dec 6, 2018</u>	Deadline for all <u>Help Treatment</u> work:	<u>35</u>			<u>35</u>	<u>20</u>	<b>90</b>
<u>Dec 13, 2018</u>	Deadline for completing <u>Final Exam</u> (all lectures, lecture materials, readings, reading materials)						<b>40</b>
Course:		115			115	110	<b>380</b>
Course Grade (We can meet to review your progress; just email me good days & times 1+ week in advance. - Brian)							<b>minima:</b>
A (93%)							<b>353</b>
A- (90%)							<b>342</b>
B+ (87%)							<b>330</b>
B (83%)							<b>315</b>
B- (80%)							<b>304</b>
C+ (77%)							<b>292</b>
C (73%)							<b>277</b>

<u>unit deadlines</u> & <b>suggested</b> dates for lecture exams, readings exams, and reports	<b>lectures and lecture materials,</b> corresponding lecture exams on <a href="#">Blackboard</a>	<b>lecture</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>readings</b> (in our text):	<b>readings</b> on Blackboard [Bb]:	<b>readings</b> <u>exams</u>  take all before unit deadline. <u>points:</u>	<b>Self-Health Project Reports</b> upload to Bb before unit deadline <u>points:</u>	<b>TOTALS</b>
C- (70%)							<b>266</b>
D (60%)							<b>228</b>
F (below 60%)							

## resources you need for this course to work for you

- Resources from you: your intellect, time, energy, and honesty. I believe these are the most important resources for learning, and for life. Self-management skills help too, especially in an online course.
- Reliable, fast access to the internet for most of the other resources used in this course. Dial-up connections simply will not do. Also, trying to take an exam while in a moving car, train, boat, or airplane (or just walking) is pretty much guaranteed to result in a broken connection and a premature end to your exam or upload. My advice: stay in one place while taking exams and uploading assignments.
- Regular, reliable access to AU's Blackboard site. You'll use Blackboard to access Announcements critical to our course and your learning (and grade), get and do assignments, view videos, read readings, access other materials, take exams, upload assignments, and view and get feedback on your Self-Health Project Reports.
- Regular, reliable access to an email address to receive critically important course Announcements. If you don't check your American University email address regularly, make sure it automatically forwards from Blackboard to the email address you *do* check regularly. You can set up this automatic forwarding by visiting [myau.american.edu](http://myau.american.edu) and logging in, then clicking on "Technology" in the right



column, and clicking "Forward my AU E-mail" ... or visit <http://www.american.edu/oit/email/Gmail-FAQ.cfm#forward> or call 202-885-2550 to get help with this. If you receive no emailed announcements from me in the first few days of the semester, call 202-885-2550 for help getting email from AU's Blackboard system forward to your email system. To get reminders in a timely way, check and read email related to our course at least once a day. I do. If you really don't want to or can't use email, check the course announcements daily on Blackboard itself.

- Firefox (<http://www.mozilla.org/en-US/firefox/new/>) or Chrome (<https://www.google.com/intl/en/chrome/browser/>) browsers, recommended by AU's Blackboard gurus as the least trouble-prone. I use Safari (Apple's default browser) with few glitches... Internet Explorer (Window's default browser) has been said to have issues, unfortunately. All these browsers are free.
- Readings and links provided via our Blackboard site. These can be viewed via links and usually as .pdf files on just about every computer and iDevice out there, including Android, Windows, and Apple smartphones and tablets.

*listen to, view, take exams on lectures + lecture materials!*

I have developed slides with audio (aka "lectures") and associated materials to weave together points from our text, newspaper, other readings, and the self-health project. These are the primary way I can quickly broadcast to you and all the other students in the course information and (hopefully) inspiration about Health Psychology.

These lectures do not slavishly following the readings, like (some) high school courses. Instead, the readings are independent resources I use the guide you further into topics introduced in the lectures. Start with the lectures, I suggest, but hey—it's your education! Start where you want ... and learn and enjoy your own way.

These lectures often are way shorter than a full 75-minute class. But do not fear ... you'll get your full dose of higher education! In addition to lecture slides with audio, the folders for most lectures also include materials I would access in a "live" lecture. Read, view, and listen to these resources as well as my lectures. They will augment the lectures so much—and material from them often is tested in the lecture exams.

## lecture exams

**complete all in the unit at least 3 days (72 hours) before 5:00 PM on the unit deadline for 3 extra credits for each of our 4 units!**

Material presented in lectures, and material presented in the files and videos in the "lecture materials" folder, can appear on these exams. There will be a separate exam for each topic: each will have 5 to 10 questions. Each exam will be some combination of multiple-choice, multiple-answer, True/False, and the occasional matching question. Once you start an exam, you'll have 30 minutes to complete it (double the time most students take) and it cannot be restarted for any reason. Exams shut down after 30 minutes and cannot be retaken. Do start your exam at least 30 minutes before 5:00 PM on the final deadline day: late exams will be scored zero. You can take the test from any computer, anywhere. All exams are CLOSED book, CLOSED notes. You should take these exams without assistance from anyone, and without consulting any slides or anything. Blackboard's [Respondus lockdown browser](#) may be required for exams.

## readings: "pText" or eText?

Our text is [Health Psychology, 9th Edition](#) (do not use earlier or later editions) by Shelley Taylor, Ph.D. (an award-winning Health Psychology researcher at the University of California at Los Angeles [UCLA], a major US-funded center of research). Publisher: McGraw-Hill Higher Education Copyright year: 2015. ISBN 0077861817 / 9780077861810.



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**Health Psychology**

**Author(s)** : Taylor, Shelley  
**Publisher** : McGraw-Hill Higher Education  
**Edition** : 9th  
**Print ISBN** : 9780077861810, 0077861817  
**eText ISBN** : 9780078123467, 0078123461

This is not the most recent edition; it's a good one, though, and less expensive than the newest edition. You can instantly rent and then view an eText version of our text on your iPhone, iPad, and hopefully other common i-devices with the free Bookshelf app. Rent this eText either online from any computer or downloaded to one computer, for only about \$67 – far less than the cost of a new text, according to the VitalSource website. Check it out at <https://www.vitalsource.com/products/health-psychology-taylor-shelley-v0078123461>

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Chapters in one of two texts I wrote on self-management a while ago, are available at no charge on our Blackboard course site. Other readings and viewings are assigned throughout the course to augment lectures and to help you drill down to more specific information that can help you in your Self-Health Project Reports.

### *reading materials: Internet sites, links, files*

Given the lag between writing or rewriting something and publishing it, texts can be months to years out-of-date even if they were published just last year. To stay current, sometimes I need to get you information from articles published online in professional journals and reputable lay media. This includes prepublication releases of peer-reviewed professional manuscripts, and knowledgeable newspaper accounts. I use these, along videos, apps, and interactive internet resources, to help you learn more about health psychology. These readings materials are tested in the readings exams. These resources also can aid your Self-Health Project Reports.

### *readings exams*

**complete all in the unit at least 2 days (48 hours) before 5:00 PM on the unit deadline for 3 extra credits for each of our 4 units**

To help you keep up with the readings, and to get credit for doing the readings, complete the Blackboard exam for each of the assigned chapters in a unit more than 2 days (48 hours) before the deadline for that unit ... and I'll add 3 points of extra credit! These points accumulate for each unit in a "early Readings exams" field in the Blackboard database: from INTRODUCTION through HELP TREATMENT. That's 12 possible points of extra credit just for completing the Readings exams.

All Readings exams are CLOSED book, CLOSED notes. You should take the exam without assistance from anyone, and without consulting any questions or answers that might be provided by something or someone else. Blackboard's [Respondus lockdown browser](#) may be required for exams.

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Each exam is 5 to 10 multiple-choice, multiple-answer, and True/False questions. According to many of my students who've taken these sorts of exams before, you won't need more than 10 to 15 minutes to complete the exam ... but I've given you twice that—30 minutes—for each exam. Exams cannot be restarted for any reason. Of course, be sure to start the last exam for the unit more than 30 minutes before 5:00 PM of the deadline date for the unit. You can take the test from any computer and anywhere that has a reliable internet connection.

## *Self-Health Project Reports*

**successfully upload the unit report at least 1 day (24 hours) before 5:00 PM on the unit deadline for 3 extra credits for each unit**

This project can be an exciting vehicle for application of the course material! Use the template I provide on Blackboard (in two formats, Word and Pages) to make sure you include all the sections that are required. I designed these templates to guide you through this project, from assessing your health risks to planing to minimize them – and maximize the quality of your years of life! To get a better idea of what each project entails, review the descriptions of each report that I gave on pages 2 and 3 of this syllabus, in the learning objectives section. You also can view sample Self-Health Project Reports in each unit to see what other students have written for their reports. (They gave me permission to use their deidentified reports.) Here's how to get the best possible score on each section:

- Read and carefully follow the instructions provided on the template in the Self-Health Project Report folders, even if you're in a huge hurry. Really. Do not use the examples from other students as templates, which can be somewhat different. Always use the blank templates I've provided.
- Do not "combine" sections; keep to the structure specified in the template; it's designed to help you through the self-health project.
- Note the number of points associated with each heading and subheading. Papers are scored according to these maximum point values. Do not spend time or space providing definitions of health problems, quotations, or describing the various body systems. Do not review the epidemiology of physical disorders for the different body systems. Focus on your risks and what you can do about them using the theory and techniques of psychology.

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- Length...the most important thing is to do what the template asks. Sample reports can give you a good idea of what I'm looking for.
- Content is key, but neatness, grammar, spelling, and style, all are important for effective communication, of course.
- Please single-space. I know that's different from what some other prof's may want, but this makes reading easier for me and our TA.
- Please do not use the outline mode of your word processing software; it will make the paper seem longer than it is.
- Please do not review theories or principles in the paper at all. Instead, apply them as requested below. Use terminology appropriate to the theoretical approach: "sling the lingo," but accurately.
- If you provide references, use whatever reference citation or footnote style you wish. (You should not be quoting or paraphrasing much, however, since review of concepts or principles is not appropriate for this paper as noted earlier.)
- If you feel that description of some body systems, family history, or behaviors is too personal, then simply write a sentence to that effect. Be sure to include some mention of the body system and problem, though, or I'll have to conclude that you've neglected it. Never use "N/A," which is way too ambiguous.

Your reports must be uploaded in .pdf format (so the tables and figures appear just as you intended to Blackboard for scoring and comments: [Submitting an Assignment: Watch It!](#) Please view this video, even if you've worked with Blackboard a lot.

**Be certain to always check what you upload by immediately viewing what you uploaded in Blackboard. Check to make sure you can view all the file and its contents, from start to finish.** Be careful! I can only score what I receive by the deadline. Of course, I cannot give points for empty files, inadvertent uploads of the wrong file (I have received some interesting ones!), or otherwise problematic uploads. Not a problem if you just give yourself another few minutes to check and correct if needed.

Finally, please be sure to read our comments on your prior written assignment before you complete your next assignment. We place these comments right in Blackboard. Even if you received a great score, do read our comments as soon as I send out an announcement that the assignment has been graded. It just takes a few minutes. These usually include praise for your successes as well as descriptions

of problems we noted in your assignment – and often potential solutions – so you can continue getting great scores on future assignments. We're giving you advice! ... and an education.

If you wish, you can make a phone (202-885-1727), Skype, or GoToMeeting (great for screen-sharing) appointment to meet with me or our TA about ideas for your paper. Just email me good days and times. We want to help! Because we're all busy and scheduling can become complex, please try to make this appointment at least a week before you need to meet.

## *final exam*

Yep, AU is requiring final exams or similar educational activities during Finals Week. So, we have a final exam that you can complete anytime before 5:00 PM on the deadline date for the exam (show in the Course Calendar a few pages back, and on Blackboard). This is a *cumulative* exam, potentially drawing questions from any lecture and lecture material, and any reading or reading material. 80 questions; you'll have 90 minutes. Question formats can include True/False, Multiple Answer, Multiple Choice, and Matching.

### *Why a final exam? ... and a cumulative one at that?*

1. an exam or other educational activity is required by College and University rules,
2. knowing that there's a cumulative final exam at the end of the course can help motivate retention of material from lectures and readings beyond the unit in which they are given and tested, and
3. in earlier offerings of some of my online course, a few students have asked for a final exam to give them a final chance to get more points and a better grade.

## *additional extra credit for posting to the current unit forum on our Discussion Board*

... up to 3 extra credit points for each unit! Start your own threads in the forum for our current unit, or respond to someone else's. Make 'em substantive, of course. I read and respond to these often. This is the most interactive and exciting way for many people to learn. I'd

make it required, but because some people would rather learn on their own, contributions to Discussion Board forums are all sweet sweet extra credit.

### *late assignments (exams, papers) always receive a zero score*

As you probably noticed, I use extra credit to encourage you to manage your coursework so it's less likely to pile up at the end of a unit, so that you spend fewer sleepless nights before deadlines. This helps many people learn and retain more! To make this course work and get everyone through it by the end of the semester, you must complete all Lecture exams and Readings exams, upload all Self-Health Project Reports successfully, and post any Discussion Board forum posts before 5:00 PM (AU time, in Washington DC of course!) of the deadline date for the unit (shown in the course calendar and next to the unit label on Blackboard in the menu on the left side of your screen). Otherwise you'll receive a score of zero for the late exams or assignment uploads.

Because there is plenty of time to take the exams and upload the Self-Health Project Reports, and as I offer so much extra credit for completing exams and assignments early, there are no exceptions to this. Really! My advice: get your Readings and Lectures exams done days early. Turn in your Self-Health Project Reports a day or more early too. I will give you extra points for doing this, as detailed above. That way, if there is a problem, you have time to deal with it before the deadline.

### *always back up your work, one way or another, to survive any computer problem*

If you don't have your computer or i-device set to automatically backup, periodically make a copy of your report drafts by emailing it to yourself with gmail or another email service that you can access via the internet from any computer.

As you probably know, Apple computers come with Time Machine, which automatically backs up your computer to any external drive you attach. The word processing (Pages), spreadsheet (Numbers), presentation (Keynote), calendar (iCal), contacts (um, Contacts), and email (Mail) programs that come free with Apple computers all store your files in iCloud, where you can access and change them from any Apple computer, iPad, or iPhone.

Not an Apple device user? No problem! Windows comes with File History and Windows Backup and Restore, two backup programs that can work like Time Machine. And, of course, Office 365, Google Docs and Chrome systems store your files in the Cloud like Apple's software does, accessible with apps on your phone or tablet as well as on your computer. Really, there's no good reason to ever lose your writing, your data, your work!

## *letters of recommendation*

Recommendations from professors can be an important part of applications for internships, employment, and graduate school. Most recommendation forms ask for much more than a glowing letter with a few examples of the positive traits attributed by the professor to the student. The typical recommendation form requires the professor to rate the student's diligence, industry, honesty, leadership capacity, intelligence, ability to work with others, aptitude for teaching and for research, and more.

Those ratings are difficult to make with accuracy or honesty for students in my online courses, with whom interactions typically are limited to a few emails ... and sometimes an in-office visit or two. I've tried. A recommendation form that is full of "no information" checks rather than "excellent" ratings is not very impressive.

So, it has long been my policy to write letters of recommendation only for students I've come to know by supervising their research in my [Program Evaluation Research Lab \(PERL\)](#) for Independent Study credit for at least a semester. Working in a lab with a professor and her or his graduate students actually is a great way to learn what psychology is all about ... that's the way almost every professor in our department got her or his start! And you might be able to get Psychology course credit for it too.

If you are interested in a recommendation from me, I invite you to read up on [the sort of research I do](#) and consider collaborating with me and other students on pushing the frontiers of knowledge. And thanks in advance for your understanding.



## *help for learning with challenges*

If you are a student with physical or other disabilities and experience difficulty in this course, our university offers help and so do I. Please contact [Academic Support and Access Center](#) (202-885-3360). They offer resources and consultation for all students, as well as services for students with learning disabilities and ADHD (attention deficit hyperactivity disorder). If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support and Access Center so that I can make arrangements to meet your needs. The best time to do this is the first week of class.

## *academic integrity*

Unfortunately, experience has shown that a few of my students have needed the following made explicit, so I must burden you with it as well. Please read the following with special care.

Standards of academic conduct are set forth in the University's Academic Integrity Code, which can be found in the University Catalog. By registering for classes at AU, you are acknowledging your awareness of the Code and obligating yourself to become familiar with your rights and responsibilities as defined by the Code. Violations of the Code will not be treated lightly, and disciplinary actions will be taken should such violations occur. The standard sanction for violations of the code is failure in the course. Please see me if you have any questions about the academic violations described in the Code.

**Hey! All exams, including the final, are closed-book, closed-notes, closed-video, closed-everything else, and you must not seek or accept help from, or provide help to, other people for the exams. If you do not follow these rules precisely and completely, you are in violation of AU's rules of academic integrity.**



Students who make-up data for the Self-Health Project Reports are actually violating the academic integrity code of our university, in addition to cheating themselves out of a good education in this course. The very first sentence of our university's Academic Integrity code states, "Academic integrity essentially means 'intellectual honesty.'" A specific section of the our code lists violations of the code that will be adjudicated, and specifically includes making up data for coursework as the sixth violation:

"A. Violations Adjudicated under the Academic Integrity Code"

...

"6. Fabrication of Data

Fabrication is the falsification, distortion, or invention of any information or citation in academic work. Examples include, but are not limited to, inventing a source, deliberately misquoting, or falsifying numbers or other data."

Faking data for your Self-Health reports is among the worst violations of intellectual honesty, in my opinion. It is an egregious violation of the University Academic Integrity code that, because it is falsifying actual data on behavior, cognition, affect, or events related to these, also violates scientific codes of conduct. I'm sorry, but I need to make this very, very clear to all reading this. I will protect the integrity of this course by pursuing all violations of our university's academic integrity code. - Brian

All of your exam responses, and your Self-Health Project Reports, must be completely original and honest: your own work, done for the first time for this course, and for real. All material drawn from other sources, whether a direct quote or a close paraphrasing (a "putting in your own words") must be placed within quotation marks and must be followed immediately by a reference citation (a footnote or APA-style citation with a References section at the end of your paper). To do otherwise is plagiarism, which is a violation of the [Academic Integrity Code of American University](#) (accessible via the link behind "Academic Integrity ..."; please view this often but avoid printing it out to save paper, ink, and energy). Also, I will not accept use of any material from a paper you have written for another course: do not do this, under any circumstances! All suspected plagiarism, including paraphrasing without quotation marks and without reference citation, will be reported to the Dean of the College of Arts and Sciences with a recommendation for disciplinary action. This is a University regulation.

AU's College of Arts and Sciences says the following, which I endorse:

I take plagiarism and academic dishonesty very seriously, and I am required to report cases to the Dean of the College of Arts and Sciences, whose policy is to fail students for the course. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at <http://www.american.edu/academics/integrity/index.htm>.

In writing papers, you must properly cite all sources (1) directly quoted, (2) paraphrased, or (3) consulted in any fashion. Sources include all printed material as well as the Internet. Proper citation means using a standard citation format: MLA, APA, or Chicago. I use APA (American Psychological Association) format.

It is also considered plagiarism if you merely rework source material, placing an author's thoughts in other words without contributing your own ideas. For that reason, you must include some kind of source note whenever drawing on someone else's interpretation. A source note can be a sentence or more in your paper, or it can be a footnote. A source note should clarify the extent to which your interpretation is indebted to your source, explaining both (1) what you use and (2) where you depart or differ from the source.

It is also considered plagiarism to submit drafts, response papers, and other informal assignments without properly citing sources and acknowledging intellectual debts. Failure for the course is the typical sanction in such cases. I expect all work that you do on homework, on take-home exams, and on in-class exams to be your own work.

Consulting with and sharing answers with other students violates the Academic Integrity Code, as does consulting outside resources such as notes, textbooks, and the Internet.

## *emergency preparedness*

We're totally online, so education need not stop if classes are cancelled. Keep watching, listening, seeing, reading, learning, taking exams, uploading assignment templates completed, and writing posts. Check Blackboard and your email for announcements, as always.