JACQUELINE J. EVANS  
Department of Psychology  

PART-TIME TEACHING AWARD PORTFOLIO DOCUMENTS  

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Name   Jacqueline Evans      Net ID   jje32

Department    Psychology      College   Liberal Arts

Current TXST teaching appointment FTE%   50%

Number of long semesters of TXST teaching     7

Brief statement (100 – 150 words) of your qualifications for this award:

As a Service Learning Fellow, my courses include opportunities to serve community organizations. I stay current with the latest psychological research, and best practices for online teaching. In July 2015, I completed Foundations of Online Course Design and Development. I am active in pedagogical research, and attend and present at teaching conferences annually. I constantly tune my courses to create an engaging learning environment where all students can challenge themselves and develop mastery, no matter their personal responsibilities (e.g., caretakers, full-time workers, or veterans). I strive to ensure inclusivity and transparency, and support each student in reaching their educational and professional development goals.
1) **What are your three biggest priorities in teaching and how do you approach these priorities in your teaching?**

   My overarching teaching goal is to facilitate student learning and curiosity through three components: empirically supported pedagogy, genuine care for students, and passion for the subject and role of mentor.

   Matching learning goals with empirically supported and meaningful pedagogical tools is a key component to facilitating success. Using reverse course design, I develop active learning strategies to support course goals based on my ongoing review of the teaching literature in psychology and delight in continuously tuning my courses and skills.

   In my experience teaching exclusively writing-intensive and capstone courses of considerable difficulty, I have seen the powerful effects of motivating my students and showing them the satisfaction that comes from perseverance in the face of self-doubt. I challenge students to frame their goals on personal advances, not on competition with others. I aim to validate students and their needs, build trust and rapport, and demonstrate care for them (providing resources like mindfulness meditation guidance).

   Passion for the subject can help students understand the powerful role that critical thinking and an awareness of psychological concepts can play in their lives, and the lives of all people. Psychology has a wonderful ability to indulge people in their greatest and most basic interests—the self, and the behavior of others. By demonstrating applications of the knowledge that we have amassed, we can underscore the immediate real-world importance of our field and why it is worth students’ time and effort.

   Although these three components resonate with me, they are undoubtedly just a subset of numerous qualities that any successful teacher must possess. I would argue, however, that an instructor who employs thoughtful pedagogy, demonstrates genuine care, and exudes passion for the subject has the basic tools necessary to overcome many challenges and barriers in learning.

   (291 words)
2) **Describe an innovative teaching strategy you have used or created.**

   In each class, students network within their new worlds as budding psychologists by performing service-learning projects at community organizations. Students share their experiences in often very moving presentations demonstrating incredible personal growth in the way students see themselves and their futures. Literature on service learning suggests that students benefit from real-world service experiences, and that they derive greater satisfaction and beneficial changes in their identity given these opportunities, even in online courses (Jones and Abes, 2004; Strain, 2005). In addition, I leverage technology to create class interactions and discussion forums using think-pair-share strategies, sample problems, and critical or controversial questions, with each serving as learning checks and opportunities to broaden and build. Actively engaging students and providing real-world experiences offers new opportunities for self-reflection, knowledge construction, and higher-level understanding of concepts, leading students to *apply and synthesize* what they have learned.

   (141 words)

3) **Describe a teaching challenge and how you solved it.**

   Teaching writing in an online format has inherent challenges, making rapport-building and opportunities for feedback and revision more difficult. By enriching my classes with the empirically-supported skills I have learned from teaching conferences, student outcomes have measurably improved. As a result of developing low-stakes writing activities and embedding those in the TRACS Forums tool to provide scaffolding for their major research paper (for example, see optional materials section), 100% of participating students in my Health Psychology and History of Psychology classes now meet the basic criteria of the assignment at their first draft. By breaking larger, more challenging writing tasks into their component parts and leveraging peer feedback from students in the course, I am better able to improve learning outcomes on written work, but also promote engagement with the course overall by creating new ways to feel connected to each other and part of an enriching learning community.

   (149 words)
EDUCATION

Ph.D., Psychology, The University of Texas at Austin 2011
B.A., Psychology (Honors), University of California, Santa Cruz 2003

PROFESSIONAL APPOINTMENTS

Lecturer (part-time), Psychology, Texas State University, San Marcos, TX 2012 - present
Associate Professor of Instruction, Psychology, UT Austin 2019 - present
Assistant Professor of Instruction, Psychology, UT Austin 2018 - 2019
Lecturer, Psychology, UT Austin 2013 - 2018
Instructor, Psychology, UT Austin Extension 2011 - 2012

AWARDS AND HONORS

2018-2019 Nominee for Raymond Dickson Centennial Endowed Teaching Fellowship, Psychology Department, UT Austin
2017-2018 President’s Associates Teaching Excellence Award, Office of the President, UT Austin
2016-2017 Harry Ransom Award for Teaching Excellence, College of Liberal Arts, UT Austin
2017 Zeta Tau Alpha Sorority Favorite Professor Dinner, UT Austin
2015-2016 Arnold H. Buss Teaching Award for Excellence in Undergraduate Teaching, Psychology Department, UT Austin
2015-2016 Nominee for Raymond Dickson Centennial Endowed Teaching Fellowship, Psychology Department, UT Austin
2016 Zeta Tau Alpha Sorority Favorite Professor Dinner, UT Austin
2015 Faculty Writing Retreat Professional Development Stipend, UT Austin ($1,200)
2015  Kappa Delta Sorority Favorite Professor Dinner, UT Austin
2014-2015  Nominee for Harry Ransom Award for Teaching Excellence, Psychology Department, UT Austin
2010-2011  Janet T. Spence Teaching Award for Excellence as Assistant Instructor, Psychology Department, UT Austin
2008-2009  Alma Carlson Teaching Award for Excellence as Teaching Assistant, Psychology Department, UT Austin
2008-2009  Liberal Arts Graduate Research Fellowship, UT Austin ($1,400)
2008  National Science Foundation Graduate Research Fellowship- Honorable Mention
2007-2008  Liberal Arts Graduate Research Fellowship, UT Austin ($1,800)
2007  National Science Foundation Graduate Research Fellowship- Honorable Mention
2006-2007  Graduate Research Intern Fellowship, UT Austin ($18,000)
2003  Honors, Intensive Majors Program, University of California, Santa Cruz
2001-2003  Chancellor’s Honor List, University of California, Santa Cruz
2001  Alpha Gamma Sigma Honor Society

PROFESSIONAL ENGAGEMENT

Professional Memberships

American Psychological Association, 2002 – present  
Division 2 Member (Teaching of Psychology)
Association for Psychological Science, 2012 - present
Society for Personality and Social Psychology, 2006 - present
Society for the Teaching of Psychology, 2013 - present

Teaching Conferences Attended (* indicates also presented)


Writing Faculty Retreat Teaching Workshop, Office of Undergraduate Studies, UT Austin, May 2015.

New Faculty Symposium, Center for Learning Sciences, UT Austin, Aug 2013.


Best Practices in Online Teaching Workshop, Texas State University-San Marcos, August 2012.

**PUBLICATIONS**

**Peer-Reviewed Journal Articles (including Accepted and In Press)**


**Peer-Reviewed Book Chapters (including Accepted and In Press)**


**Works in Progress**

**Peer-Reviewed Journal Articles**


**PRESENTATIONS**

**Invited Talks**


“Gene x hormone interaction predicts stress response.” Liberal Arts Council Meeting, The University of Texas at Austin, Austin, TX. April 2010.


**Conference Presentations**


“Leveraging the self and technology to teach the science of personality.” Annual Conference of the National Institute on the Teaching of Psychology. St. Petersburg, FL. January 2016.


**Poster Presentations** (* indicates a student mentee)


Fang, S.* & Evans, J.J. (2016, April). Health and Partner Dance: Changes in Affect and Anxiety After Dancing. Poster presented at the Longhorn Research Bazaar Research Week Poster Session, Office of Undergraduate Studies, UT Austin, Austin, TX.


ADVISING AND STUDENT-RELATED SERVICE

Undergraduate Honors Theses

Jasmine Liu-Zarzuela, Plan II Honors and Psychology, Coping and Self-Compassion: Influences on Job Satisfaction for Hospice Health Care Providers, 2018 - present. (Supervisor).


**Other Undergraduate Mentorship**

Provided professional and graduate study advice and letters of recommendation in support of more than 50 undergraduate and graduate students, 2013 - present.


Emily Barnes, Plan II Honors/Psychology, 2018. (Faculty Advisor).


**ADMINISTRATIVE AND PROFESSIONAL SERVICE**

**Departmental Service**

**Guest Speaking Engagements**


“Building Meaningful Experiences and Getting the Most from your Psychology Degree.” Lecture presented for Psi Chi, Psychology Undergraduate Organization, 2018.
“Pursuing a Career in Teaching.” Panel on Professional Teaching Careers, Psychology Graduate Student Association, 2017.


Guest lecturer, Putting Pedagogy into Action, PSY Graduate Teaching course, Prof. Bigler, 2016.


“Stress and Health.” Lecture presented for Texas Student Psychological Association, Psychology Undergraduate Organization, 2015.


**Other Departmental Service**

Instructor, PSY 352: Abnormal Psychology SMOC re-cast course for Prof. Bradbury, Fall semester 2017.

Attended and disseminated detailed summary to Psychology Faculty, UT Non-tenure Track Faculty Promotion Process Inaugural Meeting, 2017.

Graduate Representative, Graduate Student Assembly, Psychology Department, 2006-2007.

**University and Local Service**

**Guest Speaking Engagements**


Guest lecturer, Stress, Health, and Mindfulness, SOC 308/HS 301, Introduction to Health and Society course, Prof. Durden, UT Austin, 2015.

**Other University and Community Service**

Classroom Volunteer Representative, In-class science demonstrations and reading support, Reed Elementary School, Cedar Park, TX, 2017 - present.

Faculty judge, Liberal Arts Council Undergraduate Research Competition, College of Liberal Arts, UT Austin, 2018.


Classroom Volunteer, Developing reading skills with kindergarteners, Reed Elementary School, Cedar Park, TX, 2016-2017.

Interviewed for press article, Adult Coloring and Stress Reduction, Texas Monthly magazine, 2016.

Fundraising Volunteer (raised $860), ASPCA, 2014.

Faculty Representative, Bobcat Days, Psychology Department, Texas State University, 2013.

Faculty Sponsor, Round Rock Campus Psychology Association, Texas State University, 2013.

Consulted and performed hormone assays, Stress among Homeless Youth Project, UT Austin Nursing Department, 2007.

Student Feedback from Course Instructor Surveys
Jacqueline J. Evans
Psychology, College of Liberal Arts

Describe in as much detail as possible the actions, comments, or incidents that influenced your impression of the instructor and/or the course.

| The instructor was incredibly prepared and posted material online at the beginning of the week that made it easy to learn at my own pace. She posted all the information necessary to succeed in the class and made it easy to learn. This was honestly my favorite class I’ve taken at Texas State. The instructor motivated you to learn and made things clear cut in what she expected from the course. |
| N/a |

| Dr. Evans is one of the greatest professors I have ever had the privilege of taking class with—which goes a long way for saying, since it is an online class. I have taken another class with her previously (I-O Psychology), and she has really shaped my way of learning, as well as my critical thinking skills. I recommended her to various students this semester whom expressed interest in the Health Psychology, and I-O Psychology fields, because I have now left two classes taught by her that provided immense amounts of valuable information, and opportunities to better myself as an academic. She is the best! |
| I really enjoyed the course layout and modules. It helped with keeping on task each week and allowed for adequate time to complete tasks, papers, quizzes, and forums. It was much more organized than other courses I’ve taken. |
| She is a great professor! I don’t usually do well in online classes nor do I really learn anything in them but I have learned so much and have been doing well! |

What suggestions do you have for improving the course?

| Nothing, the course is perfect as is. If anything Dr. Evans should teach more online classes. |
| N/a |

| None. In fact, many professors should take note in terms of her lectures, assignments, organizations of modules, forum discussion topics/ideas, and communication with her classes. |
| None! I believe everything she does, she does well. Keep up the great work! |

Additional open-ended student feedback about my courses:

<p>| She is not only funny and engaging despite it being an online course her material makes you feel present within the actual course and the forum posts even help reinforce the information you learn. It has been a great course and she is an aboslutely wonderful professor! |
| What I appreciated most about the instructor for this course is that she was patient and understood that we are students just trying to learn |
| The instructor was very interested in this course and encouraged everyone to share their opinions. She was very helpful and excited for everyone to learn. |
| I found the course to be set up very well and found the course to be very informative and interesting. |
| This course is excellent! I have learned so much in such a short semester due to summer school. I would love to take her again in the future. She is the best! |</p>
<table>
<thead>
<tr>
<th>Very organized lectures and materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Evans is an amazing instructor. Fascinating and always on point. I have learned a lot from her in each of the classes I've taken with her.</td>
</tr>
<tr>
<td>Dr. Evans was a great professor! I took her during the 2nd summer session and it was a demanding class, but all the encouraging emails and comments helped me get through the course.</td>
</tr>
<tr>
<td>She was a great professor!!</td>
</tr>
<tr>
<td>She communicated with us regularly through tracs and bobcat mail. Her instructions were great and the work was challenging in a great way. The assignments that were assigned every week helped me understand the material better and helped me prepare for the tests. I also really appreciated having the exam reviews, it was a big help.</td>
</tr>
<tr>
<td>She gave me a few extensions when I couldn't finish my assignments on time due to having foot surgery and the pain meds I was taking kept making me drowsy. She is also very friendly and was willing to work with me. Overall, I really enjoyed being in her class this summer!</td>
</tr>
<tr>
<td>For an online class, she was very interactive and encouraged learning. I loved it. I am typically a visual learner but she made the class easy to understand. Very organized!</td>
</tr>
<tr>
<td>I really enjoyed having you as my professor for History &amp; Theory! At first I was very hesitant to take this particular class over the summer just because of the time constraint but I believe you made it as easy as possible and I still learned a ton of stuff! Thanks!</td>
</tr>
<tr>
<td>This class was online, but the professor was very thorough with explaining what she wanted from us. The syllabus was knowledgeable, and due dates were made clear. I loved that the professor was prompt with all my email questions. It was a great class and online experience.</td>
</tr>
<tr>
<td>She was always giving wonderful feedback and was very informative. The class was set up in a very organized way and helped me feel more confident when completing assignments. Even though it was an online class, I still feel I got a lot out of the class.</td>
</tr>
<tr>
<td>I really like Dr. Evans. Online class is hard since we don't see each other but Dr. Evans made it so much easier for us to learn and all of the assignments and forum are doable. She also offered lots of help and responded to my email quickly. Overall, she's the best teacher!</td>
</tr>
<tr>
<td>Dr. Evans was a phenomenal instructor! The learning modules helped me stay on track with the fast-paced course and were great reminders of deadlines. The assignments were fun and helped me so much in learning the course information. I also really enjoyed being able to choose my own research and project topics because I could really delve into things that really interested me within the study of psychology.</td>
</tr>
<tr>
<td>Dr. Evans provides students with a well organized and thoughtful course that encouraged open and challenging topics to discuss with other classmates. I feel that I grew some as a writer and am fortunate to have taken this class. Thank you, Dr. Evans!</td>
</tr>
<tr>
<td>She genuinely cared about the students doing well and did everything she could do give us valuable feedback. The class was outlined very well so it was easy to follow and gave us ample opportunity to practice and learn the material. As far as online classes go this was one of the best I've taken due to how well it was organized to feel like a normal class.</td>
</tr>
</tbody>
</table>
Hi Dr. Evans,

I wanted to say thank you for everything. You were greatly appreciated! It was a nice privilege to know you as my professor. I really enjoyed your class. I wanted to wish you the best endeavors.

Thank you again,
Danita 😊
Hi Dr. Evans,

I just wanted to let you know how much I enjoyed your online class this summer. I thought you have done the best job out of all the other online classes I have taken in my college career, with being so engaged with the class. I was pretty nervous about taking this class as I have heard from other peers how hard it can be. I really did not find this class to be as challenging as the other students said it was and enjoyed this class a lot and felt like I have learned a lot about how psychology has came about.

I am currently in the process of applying for graduate school at Corpus Christi A&M for Counseling. I was curious to see if you would be open to writing a recommendation letter for me? If not, I completely understand. Please let me know and, thank you again for teaching a great online course.

Thank you,

Megan H. Maguire
Texas State Equestrian Team President
(512)912-6277
mhm71@txstate.edu
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Contact Information

Name: Dr. Jacqueline Evans
Office Location: Remotely via phone, or electronically.
Office Hours: By appointment.
E-mail: jje32@txstate.edu

Communicating with Dr. Evans

Office Hours
Do not hesitate to send me an email if we need to talk so we can agree on a convenient
time for a phone call, or a virtual meeting.

Forums Versus Email
If you have a question about course content or mechanics, I encourage you to post it to the
Problem Solver discussion forum. Doing so gives students in the course an opportunity to
help one another and allows everyone to benefit from answers to your questions. Of course,
don’t hesitate to email me directly if your concern is of a personal nature.

Email Response Time
Generally, I will respond to emails within 2-3 days of receiving them. If I plan to be away
from my computer for more than a couple of days, I will let you know in advance. Please
include “PSY3361 WEB” somewhere in the subject line of your email so I will
know to attend to it quickly.
Course Goal

The purpose of this class is to explore the science of health psychology using the biopsychosocial model (i.e., biological, psychological, and social contributors to health). Among other themes and issues, we will emphasize the cyclical relationship between stress and illness. In addition, you will learn to think critically about research in health psychology and to apply research findings to your observations about mind-body relationships. As this is a **writing intensive course**, you will gain experience presenting your knowledge verbally through critical writing. This course also has a **service learning** component, which encourages engagement with applications of psychology, and a greater awareness of the needs of our society.

Refer to Learning Modules for learning objectives for each module of instruction.

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website: [http://www.psych.txstate.edu/assessment/](http://www.psych.txstate.edu/assessment/)

Required Materials

**Textbook**

There is a required text for this course. I chose this book in particular because of how well it has been updated with current research findings.

- **Title**: Health Psychology *(9th Ed.)*
- **Author**: Shelley E. Taylor
- **Publisher**: McGraw Hill
- **ISBN**: 9780077861810
- **Copyright**: 2014

**Computer Hardware**

In order to participate in any Texas State online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection via cable modem or DSL. You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

**Software**

- Firefox (latest version; Macintosh or Windows) [http://www.getfirefox.com](http://www.getfirefox.com)
- Virus protection: a free download is available at [http://www.tr.txstate.edu/software/download.html](http://www.tr.txstate.edu/software/download.html)
- Microsoft Office: A license to use Microsoft Office, including Word, Excel, Outlook for Windows or Entourage for Macintosh, and PowerPoint, is available for a discount from the Texas State University Bookstore in the LBJ Student Center or for download from [http://www.tr.txstate.edu/software/office-students.html](http://www.tr.txstate.edu/software/office-students.html)
Course Organization & Online Tools

**Learning Modules**
The course is organized into modules of instruction, called Learning Modules, as outlined in the Course Schedule and Due Dates below. Each learning module is listed by its main topic and contains any required readings, videos, lectures, discussion forum assignments, research paper assignments, or project that you will complete. **Each learning module has been designed to be completed each week (see schedule below for dates).**

Learning Modules 1 is available on the first class day. Each subsequent learning module of the course will become available on the date that prior learning module is due (see course schedule below). **You should complete each learning module in order, and each assignment is expected to be completed on time.** This course was designed to help you keep a good pace through the course material, just as you would in a conventional classroom environment. **Please keep in mind that this course is very demanding as it is a writing-intensive course.**

Learning modules also include reminders to work on assignments, which are described in more detail in documents contained in the Resources tool on TRACS. Keep in mind that these are just reminders, and **it is your responsibility to review the schedule and complete all work on time.**

**Note:** Most materials used in conjunction with the course are subject to copyright protection.

**Discussion Forums**
You will find the following discussion forums in the course TRACS site:

- **Meet and Greet:** Introduce yourself and get to know your classmates (worth 1 extra credit point).
- **Problem Solver:** Post any questions or comments you may have about course mechanics or technical issues to this forum.
- **Cyber Lounge:** Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.
- **Module Forums:** Collaborative assigned discussions, as described in each Learning Module section
  - For these discussion assignments, I will give you a topic prompt, and **you will be required to post one response to the prompt, and at least one response to a classmate** furthering the discussion.
  - **Guidelines for getting credit:**
    - Your forum discussion post should adequately address the questions and activities posed in the forum prompt.
    - Your response(s) to a classmate’s post must be at least 2 sentences and make a point. Please do not simply say, “I agree.” Tell your classmates what you think about their post, and add any relevant comments that you think further the discussion.
    - You will receive credit if you post a comment **and** a response to a classmate, and no credit if you do not.
    - You will receive credit only if your participation occurs by the deadline.
In requiring class discussions, I want to encourage you to be active in your learning and engage with and support each other. Despite this course being taught online, you still have much to gain from interacting with each other. Students often learn much by reading others’ comments.

My role in discussion forums is that of a facilitator. As such, I will read the messages you post, but will not be responding to every post. Instead, I want the class to be the driving force behind the discussion. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. To give feedback and point you in the right direction, I will post comments following the completion of discussions indicating my general impressions of the comments and conclusions.

Assignments

Unless indicated otherwise in Learning Modules, you will submit research papers, and the service learning project assignment using the Assignments tool in TRACS. The due dates in Assignments match the due dates in the schedule below.

Resources

In the Resources tool in TRACS, you’ll find documents that describe the assignments, including rubrics for the assignments.

Course Schedule and Due Dates

Be sure to note the following:

- The schedule below lists only the assignments with due dates. There are numerous other required assignments in Learning Modules, including reading assignments, videos, and lectures.
- Learning Modules will walk you step by step through the instructional sequence for this course. When one module ends, the next module becomes available.
- All students in the class are required to submit all assignments below.
- All assignments are due by 11:55pm (evening) of the due dates below.
- Due dates in bold are there to alert you to an exam, paper, or project due.

<table>
<thead>
<tr>
<th>Module #</th>
<th>Module</th>
<th>Assignments</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to Psy 3361: Health Psy</td>
<td>Syllabus Quiz</td>
<td>Fri, Jan 25</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Health Behaviors: Prevention and Change</td>
<td>Discussion Forum Paper Assignment Given Module Quiz</td>
<td>Fri, Feb 1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Health-Promoting and Health-Compromising Behaviors</td>
<td>Discussion Forum Module Quiz</td>
<td>Fri, Feb 8</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Stress and Physiology</td>
<td>Discussion Forum Module Quiz</td>
<td>Fri, Feb 15</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Stress and Coping</td>
<td>Discussion Forum Module Quiz Research Paper 1</td>
<td>Fri, Feb 22</td>
<td>1 40</td>
</tr>
<tr>
<td>6</td>
<td>Stress and Personality; Review for Exam 1</td>
<td>Discussion Forum Module Quiz</td>
<td>Fri, Mar 1</td>
<td>1</td>
</tr>
</tbody>
</table>
# Syllabus

<table>
<thead>
<tr>
<th>Section 1 Exam</th>
<th>Exam 1</th>
<th>Exam 1: Covering Modules 1-6</th>
<th>Fri, Mar 8</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Using Health Services &amp; Patient-Provider Relationships</td>
<td>Discussion Forum</td>
<td>Fri, Mar 15</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Pain and Chronic Illness</td>
<td>Discussion Forum</td>
<td>Fri, Mar 29</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Cardiovascular Illness</td>
<td>Discussion Forum</td>
<td>Fri, Apr 5</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Immune Disorders</td>
<td>Discussion Forum</td>
<td>Fri, Apr 12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service Presentations Assigned Module Quiz</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Paper 2</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>Terminal Illness</td>
<td>Discussion Forum</td>
<td>Fri, Apr 19</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Future of Health Psy and Review for Final Exam</td>
<td>Discussion Forum</td>
<td>Fri, Apr 26</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Service Learning Project</td>
<td>Service Discussion Forum Module Quiz</td>
<td>Fri, May 3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service Project Powerpoint</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Section 2 Exam</td>
<td>Exam 2</td>
<td>Exam 2: Modules 7-13</td>
<td>Weds, May 8</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOTAL:</td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

## How Students Demonstrate They Have Achieved Course Aims

### Exams
Exams are administered using the Assessments tool in TRACS. You will need to complete BOTH of two exams on the dates listed above on the course schedule:

- **Exam 1** will be available via TRACS on Friday, March 8.
- **Exam 2** will be available via TRACS on Wednesday, May 8.

- Please note that the exam dates are set in stone.
- You will have a 24-hour period to begin your exam (from 12:01am to 11:59pm on the exam day).
- Exam must be completed and submit within 1 hour of starting.
- All exams are closed-note, closed-book, and closed-everything.
- Exams contain multiple choice, and short answer essay questions.
- You must certify the honor code statement when you submit your exam.
- Cheating is a violation of the honor code, and the university has developed sophisticated measures of detecting scholastic dishonesty.

### Forum Participation and Quizzes
An important part of your class investment/professionalism will be evaluated based on your participation in forums. See the above in the discussion forum section for information about how forum posts will be graded.

Complete on-time quiz submissions receive credit. No credit awarded to late submissions.
Research Papers
You will need to complete two research papers. Each writing assignment will have you summarize three academic journal articles in language that the average person (non-psychologist) would understand. After summarizing each, you will discuss and compare the overall contributions of all three journal articles to their topic of study (note: articles must be related in topic). The article summary papers are worth 40 points each, and 20% of your final grade each. Each research paper will be a minimum of four complete pages and a maximum of six pages (double-spaced, one-inch margins, Times New Roman 12 pt. font—in addition to a separate References page).

Complete details on research paper assignments including the grading rubric will be provided in Resources.

Service Learning Project
You will also participate in a service learning project to advance your knowledge of a field of interest within Psychology. The goal of this project is to become involved with and learn about an agency within our community that offers a service that you are passionate about.

Your assignment is to volunteer for a minimum of two (2) hours at a local psychology-related organization that provides an important service to the community or to a special group within our community. You will then create a Powerpoint file presenting your service learning experience and linking it to course material.

Complete details on the service project presentation guidelines including the grading rubric will be provided in Resources.

Naming and Submitting Documents
All writing assignments are to be submitted using Assignments in TRACS.

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words. Be sure that you use the required file type (.doc or .docx for research papers, .ppt or .pptx for service project).

<table>
<thead>
<tr>
<th>The name of your...</th>
<th>should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper #1</td>
<td>LastNameFirstInitial_Paper1.doc</td>
<td>SmithJ_Paper1.doc</td>
</tr>
</tbody>
</table>

Late Work Policy
It is important to plan ahead and complete your work on time. It is all too easy to fall behind, especially in an online class environment. For that reason, there is a firm late policy to encourage you to keep up with the class:

No late exams will be accepted.
No late posts to forums will be accepted.
No late responses to quizzes will be accepted.

Late research papers will receive a penalty of 10 points per day after the due date. If you have not submitted your research paper within 3 days of the due date, you will automatically receive a zero on that assignment.

You are responsible for keeping a back-up copy of all submitted work.
Drop Policy

Permission to drop this class with a "W" will only be given after the student consults with the instructor. It is the student's responsibility to complete University paperwork and pay the required fees.

Grading of Course Assignments

Your overall course grade will be based on the assignments listed above, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests</strong> (Exam 1 and 2)</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Writing Assignments</strong> (Article Summary Research Paper 1, and 2)</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Participation</strong> (12 forums, 13 quizzes, 1 Service Learning Project)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

A complete, detailed breakdown of the points possible per assignment, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points (Percentage) Per Assignment</th>
<th>Total Points</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams 1 and 2</td>
<td>35 points (17.5% of final grade) each</td>
<td>35 points x 2 tests = 70</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Writing Assignments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Papers 1 and 2</td>
<td>40 points (20%) each</td>
<td>80 points</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Learning Project Powerpoint</td>
<td>25 points (12.5%)</td>
<td>25 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>Forum Participation and Quizzes</td>
<td>1 point (0.5%) each</td>
<td>1 pt x 25 = 25</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>
Final Grades
Each graded assignment is assigned a point score (see above for point possible), and final grades will be based on the total number of points earned out of a possible 200 points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180-200</td>
</tr>
<tr>
<td>B</td>
<td>160-179</td>
</tr>
<tr>
<td>C</td>
<td>140-159</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
</tr>
<tr>
<td>F</td>
<td>119 or fewer</td>
</tr>
</tbody>
</table>

Guidelines for Success

Course Logistics

Conduct and Civility
Every student is held accountable for abiding by the tenants of required conduct outlined in the Texas State Student Handbook (http://www.dos.txstate.edu/handbook/rules.html). Students should create a learning environment and refrain from interfering with the learning of fellow students. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas.

Investment in Learning
Each student is expected to demonstrate investment in learning through your attitude and work ethic. Specifically, each class member will be expected to submit assignments in a timely and correct manner, seek help promptly when necessary, and treat others with respect.

Communication Skills & Online Writing Support
All graduate students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper. Students who do not demonstrate graduate level writing should expect reduced grades on assignments. Students are responsible for procuring assistance to improve their writing if they enter the program with less than graduate level skills in this area. Texas State University provides several online tutoring services in the area of writing that students may wish to utilize, including the SLAC Online Writing Lab, the Grammar, Spelling, Punctuation Hotline, and Online Tutoring by the Writing Center.

Academic Honesty
Students must demonstrate high standards of integrity. They should do their own work on all material submitted to meet course requirements. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, I will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the Texas State Official Student Handbook (http://www.dos.txstate.edu/handbook/rules/honorcode.html).

Special Accommodations
Students who have special needs or disabilities and who require accommodations to successfully complete this course must notify the Texas State University Office of Disability
Services (http://www.ods.txstate.edu/) no later than the first week of class. If a student fails to notify that office on a timely basis, the professor may be unable to honor the request for accommodation.

**Time Commitment**

Online courses are typically just as time intensive as traditional courses. In fact, many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

**Active Participation**

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.

- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.

- Be aware of and keep up with the Course Schedule in the Syllabus.

**Technical Support**

**TRACS Support**

If you have questions about TRACS, click TRACS Facts on the TRACS login page. Then click the For Students tab at the top of the page. The TRACS Facts site contains training documents, tutorials, and tips on using TRACS. If you are unable to find an answer to your question in TRACS Facts, contact the ITS help team by email at tracs@txstate.edu, or by telephone at (512) 245-2319.

**Help/ITAC**

The IT Assistance Center (ITAC) can help you resolve problems with campus technology (e.g., Internet connectivity, usernames and passwords, university network outages, peripheral equipment issues, desktop software/hardware, etc.). You can contact ITAC by phone/voicemail at (512) 245-4822, by email (itac@txstate.edu), by live chat (http://remotehelp.css.txstate.edu/) or on campus in MCS 262. The call center and chat hours are 8:00-5:30, and the Service Desk hours are 8:00-6:00.

If you have technical issues that you cannot resolve through ITAC, please describe the problem in an email to me or in a post to a discussion forum in your course site.

**Using the Alkek Library**

Reference librarians at the Alkek Library help students with a wide variety of course-related and personal research needs. For example, reference librarians help with database and web searches, research strategy, article indexes, and the library catalog. Librarians also assist
students with obtaining library materials (such as books, journal articles, and online texts) from the Alkek and other libraries.

**Helpful Links**

Library Website: [http://www.library.txstate.edu](http://www.library.txstate.edu)


Many full text articles are available from the library’s databases: [http://www.library.txstate.edu/ref/access/e-indexes.htm](http://www.library.txstate.edu/ref/access/e-indexes.htm), which you can access from your home or office. All you need is your Texas State University NetID and password. Some articles may only be available in print at the library. These articles and other library materials such as books and videos can be mailed to your home address.

If a needed book or article is not in the library, you can use the Interlibrary Loan service: [https://illiad.library.txstate.edu/illiad/](https://illiad.library.txstate.edu/illiad/). The item(s) will be mailed to you.

**Special Accommodations**

Texas State University provides upon request appropriate academic adjustments for qualified students with disabilities. It is the student's responsibility to notify the professors of any modifications that are required within the first two weeks of the semester. Students must be registered with the office of disability services in order to request academic adjustments.

Suite 5-5.1, LBJ Student Center
601 University Drive
San Marcos, TX 78666
Phone: (512) 245-3451 (voice/TTY)
Fax: (512) 245-3452
[http://www.ods.txstate.edu/](http://www.ods.txstate.edu/)

Texas State’s policy statement that establishes policy and defines responsibility for the administration of services available to students with disabilities through the Office of Disability Services can be found at: [http://www.txstate.edu/effective/upps/upps-07-11-01.html](http://www.txstate.edu/effective/upps/upps-07-11-01.html)

**Financial Aid**

You can access information about financial aid at [http://www.finaid.txstate.edu/](http://www.finaid.txstate.edu/).

**Tuition Costs**

To learn about tuition and fees, go to [http://www1.txstate.edu/catsweb/sa/index.htm](http://www1.txstate.edu/catsweb/sa/index.htm).
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- Financial Aid ................................................................................................ 11
- Tuition Costs .................................................................................................. 11

Contact Information

Name: Dr. Jacqueline Evans
Office Location: Remotely via telephone, or electronically
Office Hours: By appointment
E-mail: jje32@txstate.edu

Communicating with Dr. Evans

Office Hours
Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Connect session, or a meeting.

Forums Versus Email
If you have a question about course content or mechanics, I encourage you to post it to the Problem Solver discussion forum. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, please email me directly if your concern is of a personal nature.

Email Response Time
Generally, I will respond to emails within 2-3 days of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Please include “PSY4391.751 WEB” in the subject line of your email so I will know to attend to it quickly.
Course Goal

The purpose of this class is to explore the founding and development of the field of psychology, from the early influences of Greek philosophy to the modern perspectives guiding current scholarship in psychology. Among other themes and issues, we will emphasize the competing theoretical perspectives that have led to the current approaches to psychological study. In addition, you will learn to think critically about research and theory in psychology and to apply scholarly journal articles to your observations about human behavior.

As this is a writing-intensive course, you will gain experience presenting your knowledge verbally through critical writing and presentation. Also, this class is officially recognized as a Service Learning Course, and upon completion of your two hours of volunteer work, you will be eligible to be awarded a certificate by the university recognizing your service.

Refer to Learning Modules for learning objectives for each module of instruction.

The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for PSY 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website: http://www.psych.txstate.edu/assessment/

Required Materials

Textbook

There is a required text for this course. I chose this book in particular because of how well it brings to life the key figures and events of psychological history.

Title: A History of Modern Psychology (10th Ed.)
Authors: Schultz and Schultz
Publisher: Cengage Learning/Wadsworth
ISBN: 9781133316244
Copyright: 2012

Computer Hardware

In order to participate in any Texas State online course, you should have easy access to a computer less than 5-years old and a high-speed internet connection. You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Firefox (latest version; Macintosh or Windows) http://www.getfirefox.com
- Virus protection: a free download is available at http://www.tr.txstate.edu/software/download.html
- Microsoft Office: A license to use Microsoft Office, including Word, Excel, Outlook for Windows or Entourage for Macintosh, and PowerPoint, is available for a discount
Course Organization & Online Tools

Learning Modules
The course is organized into modules of instruction, called Learning Modules, as outlined in the Course Schedule and Due Dates below. Each learning module is listed by its main topic and contains any required readings, videos, lectures, discussion forum assignments, research paper assignments, or project that you complete. These learning modules have been grouped into sections. This design allows you to complete the work within each section over a period of about a week (see schedule below for exact dates).

The first section of the course containing Learning Modules 1-3 is available on the first class day. Each subsequent section of the course will become available on the date that prior section is due (see course schedule below). You should complete each learning module in order, and each assignment is expected to be completed on time. This course was designed to help you keep a good pace through the course material, just as you would in a conventional classroom environment. Please keep in mind that this course is demanding as it is a writing-intensive Capstone course. As this is a condensed summer course, it will progress especially quickly.

Learning module sections also include reminders to work on assignments, which are described in more detail in documents contained in the Resources tool on TRACS. Keep in mind that these are just reminders, and it is your responsibility to review the schedule and complete all work on time.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums
You will find the following discussion forums in the course TRACS site:

- Meet and Greet: Introduce yourself and get to know your classmates (worth 1 extra credit point).
- Problem Solver: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Cyber Lounge: Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections
  - For these discussion assignments, I will give you a topic prompt, and you will be required to post one response to the prompt, and at least one response to a classmate furthering the discussion.
  - Guidelines for getting credit:
    - Your forum discussion post should adequately address the questions and activities posed in the forum prompt.
    - Your response(s) to a classmate’s post must be at least 2 thoughtfully-written sentences and make a point. Please do not simply say, “I
agree.” Tell your classmates what you think about their post, and add any relevant comments that you think further the discussion.

- You will receive credit if you post a comment and a response to a classmates, and no credit if you do not.
- You will receive credit only if your participation occurs by the deadline.

- In requiring class discussions, I want to encourage you to be active in your learning and engage with and support each other. Despite this course being taught online, you still have much to gain from interacting with each other. Students often learn much by reading others’ comments.

My role in discussion forums is that of a facilitator. As such, I will read the messages you post, but will not be responding to every post. Instead, I want the class to be the driving force behind the discussion. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. To give feedback and point you in the right direction, I will post comments following the completion of discussions indicating my general impressions of the comments and conclusions.

Assignments

Research paper assignments and the service learning project assignment are to be submitted using the Assignments tool in TRACS. The due dates in Assignments match the due dates in the schedule below.

Resources

In the Resources tool in TRACS, you’ll find documents that describe the assignments, including instructions, and grading rubrics for the assignments.

Course Schedule and Due Dates

Be sure to note the following:

- The schedule below lists only the assignments with due dates. There are numerous other required assignments in Learning Modules, including reading assignments, videos, and lectures.
- Learning Modules will walk you step-by-step through the instructional sequence for this course. When one set of learning modules ends, the next set of modules becomes available.
- All students in the class are required to submit all assignments below.
- All assignments are due by 11:55pm (evening) on the due dates below.
- Due dates in bold are there to alert you to an exam, paper, or project due.

<table>
<thead>
<tr>
<th>Module #</th>
<th>Module</th>
<th>Assignments</th>
<th>Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1:</strong> Modules 1-3</td>
<td>Welcome to Psy 4391</td>
<td>Module Quiz 1: Syllabus Discussion Forum 1 (extra credit)</td>
<td>Fri, July 13</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>Philosophical and Physiological Influences</td>
<td>Module Quiz 2 Discussion Forum 2 Begin: Research Paper Topic</td>
<td>Fri, July 13</td>
<td>1</td>
</tr>
</tbody>
</table>

Evans, J.  
PSY 4391.751 History and Theory of Psychology – A Service Learning Course

Syllabus
| Section 2: Modules 4-6 | 4 | Structuralism | Module Quiz 4  
Discussion Forum 4 | Sat, July 21 | 1  
1 |
|------------------------|---|----------------|----------------------|-----------|---|
| 5 | Functionalism | Module Quiz 5  
Discussion Forum 5  
**DUE: Research Paper: Topic, Outline and References** | Sat, July 21 | 1  
1  
20 |
| 6 | Applied Psychology; Review for Exam 1 | Module Quiz 6  
Discussion Forum 6 | Sat, July 21 | 1  
1 |
| Midterm Exam | Exam 1 | Exam 1: Covering Modules 1-6 | Mon, July 23 | 35 |
| Section 3: Modules 7-9 | 7 | Behaviorism: Antecedent Influences | Module Quiz 7  
Discussion Forum 7 | Tues, July 31 | 1  
1 |
| 8 | Behaviorism: The Beginnings | Module Quiz 8  
Discussion Forum 8  
**DUE: Research Paper: Final Draft** | Tues, July 31 | 1  
1  
60 |
| 9 | Behaviorism: After the Founding | Module Quiz 9  
Discussion Forum 9 | Tues, July 31 | 1  
1 |
| Section 4: Modules 10-13 | 10 | Gestalt Psychology | Module Quiz 10  
Discussion Forum 10 | Tues, Aug 7 | 1  
1 |
| 11 | Psychoanalysis | Module Quiz 11  
Discussion Forum 11 | Tues, Aug 7 | 1  
1 |
| 12 | Contemporary Psychology; Review for Final Exam | Module Quiz 12  
Discussion Forum 12 | Tues, Aug 7 | 1  
1 |
| 13 | Service Learning Project | Module Quiz 13  
Discussion Forum 13  
**DUE: Project Powerpoint Presentation** | Tues, Aug 7 | 1  
1  
25 |
| Final Exam | Exam 2 | Exam 2: Covering Modules 7-13 | Thurs, Aug 9 | 35 |
| **TOTAL:** | | | | | 200 |
How Students Demonstrate They Have Achieved Course Aims

Exams
Exams are administered using the Assessments tool in TRACS. You will need to complete BOTH of two exams on the dates listed above on the course schedule:

- Exam 1 will be available via TRACS on Monday, July 23.
- Exam 2 will be available via TRACS on Thursday, August 9.

- Please note that the exam dates are set in stone.
- You will have a 24-hour period to begin your exam (from 12:01am to 11:59pm on the exam day).
- Exam must be completed and submit within 1 hour of starting.
- All exams are closed-note, closed-book, and closed-everything.
- You must certify the honor code statement when you submit your exam.
- Cheating is a violation of the honor code, and the university has developed sophisticated measures of detecting scholastic dishonesty.

Forum Participation and Quizzes
An important part of your class investment/professionalism will be evaluated based on your participation in forums. See the above in the discussion forum section for information about how forum posts will be graded.

Complete on-time quiz submissions receive full credit, regardless of your responses being correct. To receive credit, complete quizzes in the Assessments tool on time and answer the question verifying that it is being submitted before the deadline. No credit awarded to late submissions.

Research Paper
You will need to complete one major research paper, completed in two parts. The assignment will have you write a research paper that thoroughly reviews and discusses a topic of interest related to the history of psychology using at least seven academic journal articles as source material (complete details will be provided in Resources).

Early in the semester, you will also be required to turn in Part One of your research paper assignment consisting of: 1) a clear statement of your research paper topic and your main point (thesis statement), 2) a complete outline of your paper (including how you will organize and present your supporting evidence), and 3) an APA-formatted reference page including your seven academic sources. This assignment is worth 20 points (10% of final grade).

Part Two of your research paper assignment consists of your final research paper. This final research paper will be a minimum of six complete pages and a maximum of eight pages (double-spaced, one-inch margins, Times New Roman 12 pt. font—in addition to a title page, and an APA-formatted References page). This assignment is worth 60 points (30% of final grade).

Complete details on research paper assignments including the grading rubric will be provided in Resources. In sum, the research paper assignments account for a total of 80 points, and 40% of your final grade.
Service Learning Project

You will also participate in a service learning project to advance your knowledge of a field of interest within Psychology. The goal of this project is to become involved with and learn about an agency within our community that offers a service that you are passionate about.

Your assignment is to volunteer for a minimum of two (2) hours at a local psychology-related organization that provides an important service to the community or to a special group within our community. You will then create a brief Powerpoint file presenting your service learning experience and linking it to the course material of history and theory of psychology.

Complete details on the service project presentation guidelines including the grading rubric will be provided in Resources. Past students have found this a very rewarding experience.

Please Note: You may choose to volunteer in any community, not just San Marcos, and this project does not require you to be present on-campus. You should not take this course if you are not able to volunteer at a location convenient to you for 2 hours.

Naming and Submitting Documents

All writing assignments are to be submitted using Assignments in TRACS. Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<table>
<thead>
<tr>
<th>The name of your...</th>
<th>...should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Assignment</td>
<td>LastNameFirstInitial_Paper1.doc</td>
<td>SmithJ_Paper1.doc</td>
</tr>
</tbody>
</table>

Late Work Policy

It is important to plan ahead and complete your work on time. It is all too easy to fall behind, especially in an online class environment. For that reason, there is a firm late policy to encourage you to keep up with the class:

- No late exams will be accepted.
- No late posts to forums will be accepted.
- No late responses to quizzes will be accepted.

Late paper or project assignments will receive a penalty of 20% of points possible per day after the due date. If you have not submitted your assignment within 4 days of the due date, you will receive a zero on that assignment.

You are responsible for keeping a back-up copy of all submitted work.

Drop Policy

Permission to drop this class with a "W" will only be given after the student consults with the instructor. It is the student's responsibility to complete University paperwork and pay the required fees.
Grading of Course Assignments

Your overall course grade will be based on the assignments listed above, as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (Exam 1 and 2)</td>
<td>35%</td>
</tr>
<tr>
<td>Writing Assignments (Research Paper-Topic and References, Research Paper-Final Draft)</td>
<td>40%</td>
</tr>
<tr>
<td>Participation (12 forums, 13 quizzes, 1 service project)</td>
<td>25%</td>
</tr>
</tbody>
</table>

A complete, detailed breakdown of the points possible per assignment, as follows:

<table>
<thead>
<tr>
<th></th>
<th>Points (Percentage) Per Assignment</th>
<th>Total Points</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tests:</strong> Exams 1 and 2</td>
<td>35 points (17.5% of final grade) each</td>
<td>35 points x 2 tests = 70</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Writing Assignments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Paper: Topic Assignment Final Draft</td>
<td>20 points (10%) 60 points (30%)</td>
<td>80 points</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Participation:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Presentation</td>
<td>25 points (12.5%)</td>
<td>25 points</td>
<td>12.5%</td>
</tr>
<tr>
<td>Forum Participation and Quizzes</td>
<td>1 point (0.5%) each</td>
<td>1 pt x 25 = 25</td>
<td>12.5%</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>200</td>
<td>100%</td>
</tr>
</tbody>
</table>

Final Grades

Each graded assignment is assigned a point score (see above for point possible), and final grades will be based on the total number of points earned out of a possible 200 points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>180-200</td>
</tr>
<tr>
<td>B</td>
<td>160-179</td>
</tr>
<tr>
<td>C</td>
<td>140-159</td>
</tr>
<tr>
<td>D</td>
<td>120-139</td>
</tr>
<tr>
<td>F</td>
<td>119 or fewer</td>
</tr>
</tbody>
</table>
Guidelines for Success

Course Logistics

Conduct and Civility

Every student is held accountable for abiding by the tenants of required conduct outlined in the Texas State Student Handbook (http://www.dos.txstate.edu/handbook/rules.html). Students should create a learning environment and refrain from interfering with the learning of fellow students. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas.

Investment in Learning

Each student is expected to demonstrate investment in learning through your attitude and work ethic. Specifically, each class member will be expected to submit assignments in a timely and correct manner, seek help promptly when necessary, and treat others with respect.

Communication Skills & Online Writing Support

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, and include sufficient references to support their thesis and ideas in the paper. Students are responsible for procuring assistance to improve their writing. Texas State University provides several helpful online tutoring services in the area of writing that students may wish to utilize, including the SLAC Online Writing Lab, the Grammar, Spelling, Punctuation Hotline, and Online Tutoring by the Writing Center.

Academic Honesty

Students must demonstrate high standards of integrity. They should do their own work on all material submitted to meet course requirements. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, I will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the Texas State Official Student Handbook (http://www.dos.txstate.edu/handbook/rules/honorcode.html).

Special Accommodations

Students who have special needs or disabilities and who require accommodations to successfully complete this course must notify the Texas State University Office of Disability Services (http://www.ods.txstate.edu/) no later than the first week of class. Students must also communicate their needs with the instructor immediately to ensure that adequate accommodations may be arranged.

Time Commitment

Online courses are typically just as time intensive as traditional courses. In fact, many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 15 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives
presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

**Active Participation**

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.

- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.

- Be aware of and keep up with the Course Schedule in the Syllabus.

**Technical Support**

**TRACS Support**

If you have questions about TRACS, click TRACS Facts on the TRACS login page. Then click the For Students tab at the top of the page. The TRACS Facts site contains training documents, tutorials, and tips on using TRACS. If you are unable to find an answer to your question in TRACS Facts, contact the ITS help team by email at tracs@txstate.edu, or by telephone at (512) 245-2319.

**Help/ITAC**

The IT Assistance Center (ITAC) can help you resolve problems with campus technology (e.g., Internet connectivity, usernames and passwords, university network outages, peripheral equipment issues, desktop software/hardware, etc.). You can contact ITAC by phone/voicemail at (512) 245-4822, by email (itac@txstate.edu), by live chat (http://remotehelp.css.txstate.edu/) or on campus in MCS 262. The call center and chat hours are 8:00-5:30, and the Service Desk hours are 8:00-6:00.

If you have technical issues that you cannot resolve through ITAC, please describe the problem in an email to me or in a post to a discussion forum in your course site.

**Using the Alkek Library**

Reference librarians at the Alkek Library help students with a wide variety of course-related and personal research needs. For example, reference librarians help with database and web searches, research strategy, article indexes, and the library catalog. Librarians also assist students with obtaining library materials (such as books, journal articles, and online texts) from the Alkek and other libraries.

**Helpful Links**

Library Website: [http://www.library.txstate.edu](http://www.library.txstate.edu)


Many full text articles are available from the library’s databases: [http://www.library.txstate.edu/ref/access/e-indexes.htm](http://www.library.txstate.edu/ref/access/e-indexes.htm), which you can access from your home or office. All you need is your Texas State University NetID and password. Some
articles may only be available in print at the library. These articles and other library materials such as books and videos can be mailed to your home address.

If a needed book or article is not in the library, you can use the Interlibrary Loan service: https://illiad.library.txstate.edu/illiad/. The item(s) will be mailed to you.

**Special Accommodations**

Texas State University provides upon request appropriate academic adjustments for qualified students with disabilities. It is the student's responsibility to notify the professors of any modifications that are required within the first two weeks of the semester. Students must be registered with the office of disability services in order to request academic adjustments.

Suite 5-5.1, LBJ Student Center  
601 University Drive  
San Marcos, TX 78666  
Phone: (512) 245-3451 (voice/TTY)  
Fax: (512) 245-3452  
http://www.ods.txstate.edu/

Texas State’s policy statement that establishes policy and defines responsibility for the administration of services available to students with disabilities through the Office of Disability Services can be found at: http://www.txstate.edu/effective/upps/upps-07-11-01.html

**Financial Aid**

You can access information about financial aid at http://www.finaid.txstate.edu/.

**Tuition Costs**

To learn about tuition and fees, go to http://www1.txstate.edu/catsweb/sa/index.htm.
**Enhancing Learning through Promoting Self-Care, Wellness, and Resiliency for Students as a Non-Clinician**

Jacqueline J. Evans, Ph.D.
Psychology Department
The University of Texas at Austin
108 E. Dean Keeton Stop A8000, Austin, TX 78712
j.evans@utexas.edu

**Summary**

Our students learn best when they are at their best, yet students are seemingly growing more stressed and overwhelmed. Many colleges and universities have mental health counselors and health promotion centers whose resources may even be exceeded by student needs. Incorporating in-class health promotion outreach activities allows us to better serve the needs of students through partnership with health promotion resources and care providers. By seeing wellness as a tool to improve learning outcomes, instructors can develop course goals that involve promoting self-care that may help set students on a path for overcoming barriers and promoting resiliency in the long-term.

Delving into self-care issues with students may seem out-of-bounds or intimidating to non-clinicians. However, by inviting trained mental health care professionals as guest lecturers, we can prompt students who might be in crisis to seek out appropriate resources directly. Additionally, instructors can approach mental health from a stress management and wellness perspective, without tackling mental health issues directly. In doing so, we can model the value of self-care, and provide students an opportunity for self-reflection through which they may gain valuable insights about wellness and thriving, and for some, needed connections to professional help. By using class time to promote self-care, we can support our most critical goals of building rapport with students, and bettering learning outcomes, while also helping improve the reach of taxed on-campus mental health and health promotion organizational services.

**Participant Idea Exchange Questions:**

1) What tools or resources are available to you at your organization or in your local community that you could leverage to give students additional mental health support (as a non-clinician yourself)?

2) Are there additional ways we can support student self-care in the classroom that you believe can make a meaningful impact in their wellbeing outside of the classroom?

3) By opening up topics related to wellbeing and mental health, students may feel more inclined to share personal health information with instructors. As non-clinicians, how can we set healthy boundaries while still meaningfully addressing such important concerns?
Health Psychology PSY 3361
Research Summary Paper

Assignment:
You will need to complete one major research paper. The assignment will have you write a research paper that thoroughly summarizes experimental research studies investigating one health psychology-related topic of interest to you from this class.

Your assignment is to write a 5- to 8-page paper presenting four (4) academic journal articles as your source material. This research must be related to your topic of interest and should go beyond what we have covered in class somewhat.

For example: If your topic is “Social Support and Cancer Treatments”, your included research would then be 4 studies that researched the role of social support in cancer treatment. You would present the studies and their findings, and discuss the contributions of these three studies to what the field seems to know or believe about this topic.

Your assignment will be completed in TWO parts:
Part 1: Topic, Outline, and References
Early in the semester, you will also be required to turn in a draft research paper assignment consisting of: 1) a concise statement of your research paper topic and your main point (thesis statement), 2) a brief outline of your paper, and 3) an APA-formatted reference page citing your four academic journal articles. This assignment is worth 20 points (10% of final grade).

Part 2: Final Draft
Later in the semester, your final research paper will be a minimum of five complete pages and a maximum of eight pages (double-spaced, one-inch margins, Times New Roman 12 pt. font— in addition to a title page, and an APA-formatted References page). This assignment is worth 60 points (30% of final grade). In sum, the research paper assignments account for a total of 80 points, and 40% of your final grade.

Summary of Requirements:
• Each writing assignment will have you summarize and explain FOUR academic journal articles in language that the average person (non-psychologist) would understand.
• This means that you will use your own jargon-free words—no quoting or paraphrasing from the articles. You will also write in a formal tone, befitting a research paper and not informal, conversational language.
• Your final research paper will be a minimum of five complete pages and a maximum of eight pages.
• Papers must be double-spaced, one-inch margins, Times New Roman 12 pt. font.
• All papers must also include a separate References page (not counted toward page limits)—this reference page is where you will cite your four journal articles in APA format.
• You are to read the journal articles thoroughly, then report on each of these major aspects of the research:
  1. Why was this study performed?
  2. What did the researchers expect to find?
  3. Who did they study (who was included in the study)?
4. How did they measure their variables (biological measures, psychological measures, etc?)
   o Remember, do not get too technical here—this needs to be said in your own words. Just describe in general terms what they did.

5. What did their study find?

6. What do they suggest are the flaws in their study?

7. Why is their study important?
   - Before summarizing each article, write an introduction paragraph identifying your topic of interest for the paper.
   - After summarizing all four articles, you will thoroughly and thoughtfully discuss and compare the overall contributions of these journal articles to their topic of study.
   - Finally, conclude and provide your take home message regarding what the findings of the research studies suggest overall when taken together.
   - Remember: these articles must be closely related in topic of study!

Grading:

Assignment 1: Draft Topic, Outline, and References
Each research paper draft is worth 20 points. Here is how your assignment will be scored:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Definition of criteria</th>
<th>Points</th>
</tr>
</thead>
</table>
| Topic Choice; Relevance to Health Psychology | • Did you choose an appropriate topic of interest?  
• You must choose a topic related to this course.  
• You must state your topic in the form of a thesis statement- a clear, concise statement of the main purpose/argument of your paper. | 5 points |
| Outline; Cohesiveness and Flow    | • Is your research paper outline coherent and complete?  
• You must give a brief mention of each source and how it is connected to your topic (thesis statement).  
• Are your sources generally investigating the same research question? | 5 points |
| Source Quality                    | • Did you select 4 original research articles from academic journals related to the field of health psychology as your sources?  
• Your 4 sources must be appropriate journal articles. | 5 points |
| Reference Page                    | • Did you cite your four sources correctly on a separate Reference page using APA formatting?  
• You must have a Reference page (otherwise it is plagiarism!). | 5 points |
| Total                             |                                                                                       | 20 points |
**Assignment 2: Final Research Paper Draft**

Each final research paper is worth a total of 60 points. Here is how your paper will be scored:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Definition of criteria</th>
<th>Points</th>
</tr>
</thead>
</table>
| Cohesiveness and Flow              | • Thesis statement is clear, relevant, and thoughtful  
• Thesis statement, in-depth summaries of 4 studies, comparison, and conclusion fit well together  
• Flows logically, and is well-organized                                                                                                                   | 12 points |
| Quality of Study Reporting and Comparison | • Clearly and thoroughly summarizes and describes 4 research articles and their findings in your own words  
• Compares and contrasts the studies together to make a cohesive point  
• Reporting is readable to a non-psychologist, and free of any jargon                                                                                     | 12 points |
| Source Quality                     | • 4 original research articles from academic journals related to the field of health psychology, and your topic specifically, serve as your sources                                                                 | 12 points |
| Clarity and Tone (Writing quality) | • Writing is formal in tone  
• Writing does not slow the reader down with grammatical, spelling, typographical, or other errors                                                                                                      | 12 points |
| Professionalism (Use of APA Formatting) | • 5-8 complete pages, 12 pt Times New Roman, double-spaced, 1-inch margins, etc  
• Sources cited correctly in-text and on a separate Reference page                                                                                     | 12 point |
| Total                              |                                                                                                                                                                                                                       | 60 points |

**TIP:** Use the above grading rubric as a checklist! Grade your own paper before it is due to find where you may be losing points and fix it! Also, come see me if you need help before it is due.

**Instructions for Research Summary Paper**

**Do:**
- Write about an area of interest to you that you developed from material in the lecture and readings of this course, and go beyond what we have covered in class.
- Present research findings in that area of interest from 4 academic journal articles.
- Include the following sections:
  1. APA-format Title page with your name (Note: No abstract is needed)
  2. Your paper: This section is 5-8 pages (double-spaced).
  3. APA-format Reference page
- Include an introduction (introducing your topic area of interest and providing your thesis statement) and a conclusion in your paper (summing up what you have learned from your journal article sources cited in the paper).
- Use your own words.
- Write coherently and concisely.
• Use a formal tone, befitting a research paper (avoid casual or unprofessional writing).
• Double-space your text.
• Use 1-inch margins (Left, Right, Top and Bottom should all be 1-inch margins).
• Use 12-point font size, Times New Roman font.
• Document sources within the text of your paper using APA format (Authors last names, Year of Publication): “(Taylor and Brown, 2000).”

**Do NOT:**
• Plagiarize. You MUST cite your sources in the text and on the “References” page.
• Use jargon, quote or paraphrase the article. This needs to be in YOUR own words.
• Write in a free-form style. This is a formal research paper, not a conversation.
• Use a heading on any page other than the title and reference pages.

**Websites:**
Please visit the following link for **APA Formatting Instructions:**
http://owl.english.purdue.edu/owl/resource/560/01/

Please visit the following link to reach the **PsycINFO research database** to find academic research to review and include in your research papers:
http://catalog.library.txstate.edu/search/j?Databases+p

Finding journal articles (research) for your Research Summary Paper:
The Texas State Library Databases are organized alphabetically. To find PsycINFO (the appropriate psychology research database), click on the above link, then scroll down to “PsycINFO” on the letter P’s page. Once you click on PsycINFO, you will be required to enter your Texas State NetID and password to log on and use the resources. Once you are logged on, you can search for keywords of interest. Using the above example, you would perform a single search using the keywords “Social Support” and “Cancer Treatment”. If you are having trouble using PsycINFO, please go to the Texas State Library. Librarians are available in-person or over the web, and their job is to help you find research articles.

**Help is available to you, but you have to ask for it. Please let me know if you need help.**
Assignment:
The goal of this project is to become involved with and learn about an agency within our community that offers a service that you are passionate about.

Your assignment is to volunteer for a minimum of two (2) hours at a local psychology-related organization that provides an important service to the community or to a special group within our community. This can include but is not limited to homeless shelters, mental health organizations, veteran affairs organizations, legal organizations, and so on. You can ask an organization to let you observe what they do, or you can volunteer to get involved in providing a charitable act.

For an extensive list of volunteer opportunities in our community, visit: https://getinvolved.lbjsc.txstate.edu/Service/Opportunities/Community-Partners.html and https://www.volunteermatch.org/

You will then create a Powerpoint file presenting your service learning experience.

Additionally, you will end your presentation by including an idea for an activity or class discussion that exemplifies or demonstrates an important aspect of your experience. There is room for creativity here, but the goal is to create discussion questions or an activity that would gain the interest of your audience and stimulate a discussion about your topic. Of course, being an online class, there will be no in-person presentation, however you should still devise an activity aimed at creating a discussion and deeper understanding of your topic.

Assignment Requirements:
• Each presentation is to be a minimum of 6 Powerpoint slides, and a maximum of 12 slides. (Most should be right around 8-10 slides.)

• Presentations should begin with a title slide, naming their presentation and the presenter.

• Your presentation must report on the following key points:
  1. Give a background and history of the organization and how that relates to the history of psychology.
  2. Give examples of what services the organization provides and how that relates to psychology.
  3. Describe your volunteer experience: What did you do? What did you learn?
  4. How does the organization reflect the current zeitgeist? Be sure to thoroughly discuss this point.

• Make sure that your presentation highlights what you learned from this experience and how that is connected to the spirit of our times!
• Includes an activity or discussion questions slide to help develop deeper understanding!
Grading:
Each presentation is worth a total of 25 points, 12.5% of your final grade.
Here is how points will be awarded:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Definition of criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>Is your presentation complete (i.e., does your presentation address each of the 4 points listed above, including explaining the link to the current zeitgeist?)</td>
<td>10 points</td>
</tr>
<tr>
<td>Activity/Discussion</td>
<td>Do you develop an activity or discussion questions that advance the understanding of your topic?</td>
<td>10 points</td>
</tr>
<tr>
<td>Formatting</td>
<td>Do you follow the guidelines for the presentation (Powerpoint, correct number of slides, clear, etc)</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25 points</strong></td>
</tr>
</tbody>
</table>

**TIP**: Use the above grading rubric as a checklist! Grade your own presentation before it is due to find where you may be losing points and fix it! Also, talk to me if you need help before it is due.
Forum Discussion #2: Health Behaviors- Prevention and Change

1. Discuss some health promotion initiatives that you found when you reviewed the government health initiative websites in the module activity. Did any surprise you?
2. How do you think you could help promote the health of people you are close to? Any ideas on how to promote good health habits in your neighborhood specifically?
3. List 2 or 3 potential health psychology topics of interest to you that you are considering choosing for your research paper #1 assignment.

After you respond, don’t forget to return to the forum to review others’ responses, and post a reply to at least one classmates’ post. (Remember: This step is required in order to receive credit.)

Note: Please always remember that this is a classroom forum and other classmates will read your responses. Please protect your personal health information and do not share names if you are discussing people in your life suffering with illness.

Forum Discussion #3: Health-Promoting and Health-Compromising Behaviors

1. Discuss at least one lesson that you learned about alcohol use from this learning module that you found surprising or important. What did you find surprising or important, and why? (Remember to protect your privacy and that of others in your response.)
2. Using correct APA formatting, cite one of the peer-reviewed research articles from an academic journal that you plan to summarize in your Research Paper #1 assignment. For help with correct APA formatting, please review the assignment instructions in the Resources tab, and visit: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
3. As you review your classmates’ posts, help them save their points! Be sure to help them catch any unseen APA formatting errors, or weigh in if you are not sure if their topic is clearly related to health psychology.

After you respond, don’t forget to return to the forum to review others’ responses, and post a reply to at least one classmates’ post. (Remember: This step is required in order to receive credit.)
March 15, 2019

Dear Selection Committee,

This letter is to enthusiastically endorse Dr. Jacqueline Evans for the Part-Time Faculty Teaching Award at Texas State University. As the Department Chair in Psychology at Texas State University, I am the direct supervisor of Dr. Evans. She is without a doubt the best part-time instructor I have employed during my eight years as chair, and she is very deserving of this award. I offer my highest recommendation.

Dr. Evans joined the Psychology Department in fall 2012, when she taught Introductory Psychology (PSY 1300) and Health Psychology (PSY 3361); she subsequently taught Health Psychology and History and Theory (PSY 4391) in spring 2013. Thus, I am familiar with her teaching in both face-to-face and distance formats as well as in a variety of courses within her expertise. I was very disappointed when she accepted a fulltime position on the faculty at UT Austin in fall 2013, but I am delighted that she has continued to teach part-time in the Psychology Department at Texas State University continuously since then.

Dr. Evans has provided a compelling portfolio, and I will not restate everything she included. Rather, I wish to highlight here the most salient aspects of her record from my perspective that make her an exceptional choice for this award. First, Dr. Evans maintains best practices for online teaching as evidenced by her participation in offered training programs, as well as feedback from students regarding the organization, clarity, transparency, etc. She provides a collaborative learning environment for students and promotes wellbeing in an online setting; she does not sacrifice a sense of collaboration and community for accessibility (as evidenced by student feedback about rapport and feeling like a “regular” class). Second, I wish to point out that Dr. Evans teaches senior-level capstone writing courses in an accessible format, allowing non-traditional students to meet their educational goals, even from a distance. Because writing can be a challenge even for our seniors, she provides scaffolding in her courses to encourage low-stakes writing before high-stakes due dates, and she builds in opportunities for revision. Third, Dr. Evans adds extra value to her courses through partnership with the Office of Service Learning. Each of her courses carries the SL designation and result in a total of 100+ hours of community service per class, and with this service comes valuable networking and career development opportunities for our soon-to-be graduates.

Although quite successful, already Dr. Evans is not one to rest on her laurels. Rather, she attends and presents at a teaching conference (i.e., the National Institute on the Teaching of Psychology; NITOP) every year. Her CV includes a list of her presentations, and her NITOP presentation handouts are included in her teaching portfolio. She strives to be active in this learning community, and she has infused all of her courses with tools and strategies learned from the teaching literature and discussed with her NITOP colleagues in workshops.
Given all of this background, you will not be surprised to know that Dr. Evans is among our highest rated instructors. Her numerical ratings routinely exceed our department norms. Student comments are always quite positive. For example, one student remarked that “Dr. Evans is an amazing instructor. Fascinating and always on point. I have learned a lot from her in each of the classes I’ve taken from her.” Please note in that comment that the student chose to take multiple courses with Dr. Evans, which is perhaps the highest compliment that can be delivered from a student perspective.

Finally, I would be remiss if I did not mention some of Dr. Evans’ many accomplishments at UT Austin. Although this is a Texas State University Award, I do think it is instructive to know that she has been honored with the President’s Associates Excellence in Teaching Award, which is a prestigious university-level teaching award, in addition to the Harry Ransom Award for Teaching in the College of Liberal Arts. Also, she has been promoted from Assistant Professor of Instruction to Associate Professor of Instruction. Thus, her colleagues there have recognized her excellence in teaching, and I hope Texas State University will do the same.

In closing, I am very pleased to support Dr. Evans for this award. Please feel free to contact me by email at wkelemen@txstate.edu or by phone at 512-245-2526 if you have any further questions.

Best regards,

William Kelemen

William L. Kelemen, Ph.D.
Chair, Department of Psychology
Texas State University
Phone: (512) 245-2526
FAX: (512) 245-3153