



Instructor Information

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Virtual Office Hours (Zoom): By appointment

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Time and Place for Class Meetings

Blackboard (Asynchronous)

Required Textbooks and Other Readings

Karren, K.J., Smth, N. L., Hafen, B. Q., & Jenkin, K. J. (2010). *Mind/body health: The effect of attitudes, emotions and relationships (5th ed.)*. San Francisco, CA: Benjamin Cummings.

Course Format

This course will be taught in a condensed online format. All lectures will be online asynchronous. Students are required to participate in online discussions and complete homework assignments.

Course Description

This course explores a variety of types of emotions and their determinants in addition to their contributions to an individual's overall health and wellbeing. Applying emotional management skills within a social-ecological framework, which consists of individuals, families, communities, and broader environments, is emphasized.

STUDENT LEARNING OBJECTIVES

1. Define the concepts of different types of emotions.
2. Identify the characteristics of both positive and negative emotions.
3. Identify the determinants of both positive and negative emotions.
4. Explain the physiological and psychosocial impact of emotional health on overall health.
5. Apply emotional management skills to achieve positive emotional health.
6. Understand the social and economic cost of negative emotions.
7. Practice emotional management skills in health education.
8. Understand the mind-body connection.

PUBLIC HEALTH DOMAINS and HEALTH EDUCATION RESPONSIBILITIES

How does what I learn in this course align with the Public Health Domains? Successful completion of PBHE 230 prepares you by addressing knowledge, skills and abilities in the following PH Domains:

- Analytical/Assessment Skills
- Communication Skills
- Community Dimensions of Practice Skills
- Public Health Science Skills

Source: The Council on Linkages Between Academia and Public Health Practice. *Core Competencies for Public Health Practice*. Retrieved from http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx. Washington, DC: Public Health Foundation

ACADEMIC ACCOMMODATIONS

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at www.siu.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

COURSE and UNIVERSITY POLICIES

Academic Integrity

Academic and personal misconduct by students is defined and will be addressed according to the *SIUE Student Academic Code*. Students should take credit only for the ideas and efforts that are their own.

Academic misconduct includes, but is not limited to, the following:

- Improperly citing other's ideas
- Submitting other students' ideas/writing as your own
- Engaging in group work or collaboration on individual assignments and
- Submitting the same or similar work to different classes without prior approval of the instructor,
- **You are responsible for the information contained in the Code.** If any violation occurs, the following actions may be taken at the discretion of the instructor:
 - The student(s) will receive a grade F for the course.

In all cases of violations, the Provost and Vice Chancellor of Academic Affairs may be notified regarding the situation of academic misconduct, and you may be formally charged with academic misconduct. Students with questions about this policy should read the Code and discuss it with the instructor.

- Any information shared is confidential, must remain as such;
- Please show your respect, patience, and support to your SIUE colleagues. Any discrimination, harassment and impatience will not be tolerated;
- Be active participants. Each student should be responsible for being fully involved in any and every activity.
- Please check your SIUE email account, and the course announcements on the Blackboard regularly, at least once a day. If you fail to do so, you will have to take the full responsibility for any missing piece of the course information.

Plagiarism

- SIUE Legal and Ethical Standards will be followed. Detailed information can be found: <http://www.siu.edu/policies/3c2.shtml>.
- Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Course withdrawal

- *“It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course for any reason. Students who do not withdraw from the course will receive the grade earned. Students will NOT be given a grade of Incomplete (“I”) for activity courses.”—AH & SIUE*
- *“Upon registration, students accept the responsibility for attending classes and completing course work or officially withdrawing from classes in which they are not in attendance. It is the responsibility of students to ascertain the policies of instructors with regard to absence from class, and to make arrangements satisfactory to instructors with regard to missed course work. Students should understand that it is particularly important to attend the first meeting of a course. Failure to attend the first session of a course may result in the student’s place in class being assigned to another student.”---SIUE*

EMAIL ETIQUETTE

Electronic communications can be prone to misinterpretation. Thus, professional e-mail etiquette should be practiced (e.g., do not use all caps). I will typically respond to students’ e-mails during working hours on the weekdays (Monday–Friday). I attempt to address all e-mails in a timely fashion (within 24 hours); however, in some instances, it may take me a bit longer to respond. *Your e-mails should include ‘PBHE 230’ in the subject line to help filter class messages in my Inbox for this course.*

PROFESSIONAL ETIQUETTE

This course is designed to be taught to students who are about to enter a professional career or who are already in a professional career and are seeking to enhance their professional training. As such, each student will be expected to act and perform in a professional manner. This includes civil and appropriate comments in the discussions held during class, completing the assignments and activities for the class early or on-time, and completing the required readings for the course. Failure to act in a professional manner may reflect upon the final grade earned for the class. The instructor reserves the right to reduce participation points for violations of professional courtesy. Students should take personal responsibility for their education and actions. Thus, students should read the text and readings that are assigned, engage in discussions, and complete all required work in a professional and timely fashion.

WRITING STANDARDS

Students at the collegiate level are expected to demonstrate professional writing standards. As such, all writing assignments in this course will be expected to meet a minimal standard. These standards address spelling, punctuation, format, and basic grammar. A failure to meet these standards will result in a loss of points on the final grade for the assignment. Properly proofreading and correcting the paper before turning the paper into the instructor can avoid such issues. Using spell check; Speak/Read Aloud in Word, Grammarly, or other related grammar/proofreading apps; and other writing resources can assist in the editing process but should not be used in exclusion of individual editing.

Considerations:

- Correctly spelled, but inappropriate words (i.e., a word that spell check approves, but is incorrectly used: “two” for “too”)
- Run-on sentences
- Lack of capitalization at the beginning of a sentence
- Failure to properly use paragraph breaks and standard formatting
- Unprofessional language (i.e., using contractions such as can’t or didn’t instead of cannot or did not)

Common errors that will lead to point deductions:

- Lack of conformity with the assignment instructions (i.e., section headings)
- Any misspelled words
- Punctuation and grammar errors
- Failure to use in-text citations and references, as appropriate

Submitted assignments must be typed, unless otherwise noted:

- Formatted in .doc or .docx (not .pages or .pdf)
- APA formatting style for citations and references
- Times New Roman, Cambria, or Calibri font; 1-inch page margins on all sides
- Appropriate spacing (double spaced) and font size (12)
- Double spacing after end of sentence punctuation

TECHNICAL SUPPORT

You are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Please note that there are scheduled maintenance times for Blackboard. It is essential that you are aware of those times and make sure that you have submitted any work in progress (e.g., assignments, discussion board posting) prior to the maintenance work. Any work in progress will be lost when the servers are down for maintenance. Visit the Blackboard Maintenance Times site for specific times:

<http://www.siu.edu/its/bb/maintenance.shtml>

For assistance with other technical issues, you can call ITS at 618-560-5500, email help@siue.edu, or visit <http://www.siu.edu/its/bb/help.shtml>

CAMPUS RESOURCES:

- **Writing Center:** If you are concerned about your ability to present your thoughts in written form, the Writing Center provides free services to SIUE students. Call 618-650-2045 or email wcenter@siue.edu
- **Counseling:** There are various resources for students who wish to talk with a professional about their mental health, such as Counseling Services. Call 618-650-2197 or visit www.siu.edu/counseling/
- **Career Development Center:** The Career Development Center offers career counseling, career and graduate school preparation, professionalism tools, and other services and events. Call 618-650-3708, email careerdevelopment@siue.edu, or visit www.siu.edu/careerdevelopmentcenter/

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Center for Student Diversity & Inclusion <https://www.siu.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

ADDITIONAL SUPPORT

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

***If you find that you need additional support, please reach out to me and let me know.**

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling [618-650-2842](tel:618-650-2842).

COURSE REQUIREMENTS

There are various activities, tests and assignments that will be used to evaluate your knowledge and determine your grade for this course. These assessments take into consideration different learning and testing styles, so that each of you will have opportunities to demonstrate your strengths. The course schedule, which is tentative, contains the due dates for all assignments.

Online class behavior

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments in order to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.
- **Be constructive.** Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on topic.** Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS Knowledge Base article](#).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS Knowledge Base](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Submitting work

Unless noted otherwise, all assignments are due to be uploaded to Blackboard by Sunday night @ 11:59p CST.

Late or Missed Assignments

Late assignments will be deducted **ten** points each day they are late.

Online discussions

All discussion posts are due on Sunday night @ 11:59p CST on Blackboard. These dates have been outlined below in the weekly assignments table. All discussions will pertain to the required readings and lectures.

In order to receive **FULL CREDIT** for discussion posts you must:

1. Respond to the question provided.
2. You **must** provide an original response **of at least one full paragraph (≥5 sentences)**.
3. You **must** respond to **at least 2 classmates** discussion posts **of at least one full paragraph (≥5 sentences)** per response. **(paragraph response does not include the Introduction Video)**

It is vitally important that our classroom environment promote the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that you adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is **NOT** optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric discussed above.

ASSIGNMENTS

Exams (100 pts x 2): All exams (midterm + final) in this course will be online. You will be responsible for questions based on the material from the assigned readings and lectures for the exam date. All exams will be timed with an automatic completion deadline. **Exams will be made available on the day of the week which the exam is assigned (see daily assignments below) by 12:01a CST and you will have until 11:59p CST on Blackboard on the next day to complete. ONCE YOU START, YOU MUST FINISH THE EXAM IN ONE SITTING.** Exams will be timed for 1-1.5 hrs. It is up to you to begin taking the exam prior to the deadline. If your exam times out before you finish, that is on you. **NO EXCEPTIONS WILL BE MADE.**

Online Discussion Board (100 pts): Throughout the course you will be required to participate weekly online discussions. There will be **four** total required discussions for this course.

GRADES

Introduction video 1 @ 25 pts=25 pts

Discussions 4 @ 25 pts = 100 pts

Examinations (midterm & final) 2 @ 100 pts = 200 pts

Total points possible = 325 pts

A= \geq 90%

B= 80-89%

C= 70-79%

D= 60-69%

F= \leq 59%

***NOTE:** *All grades for academic work are based on the quality of the work submitted, not on hours of effort.*

Date	Topic	Textbook Reading	Assignments Due
Day 1 (Dec 16th)	Introduction to Course/Syllabus Impact of Stress on Health	Ch.2 Differences in Perceived Stress and Depression among Weight (Dis)Satisfied Midwestern College Students during COVID- 19	Review Syllabus
Day 2 (Dec 17th)	Locus of Control, Self-Esteem, & Health	Ch.6	Discussion 1 Due Dec 18th @11:59p
Day 3 (Dec 18th)	Anger, Hostility, & Health Healing Power of Spirituality, Faith, & Religion	Ch.7 & 15	Discussion 2 Due Dec 20th @ 11:59p
Day 4 (Dec 19th)	Worry, Anxiety, Fear, & Health Depression, Despair, & Health	Ch. 8 & 9	
Day 5 (Dec 20th)	Loneliness & Health	Ch.12	Discussion 3 Due Dec 23rd @ 11:59p
Day 6 (Dec 23rd)	Midterm Exam (DATE ASSIGNED)		MIDTERM ASSIGNED MUST COMPLETE BY DEC 27th @1159p
Day 7 (Dec. 26th)	Social Support, Relationships, & Health Marriage & Health	Ch.11 & 13	
Day 8 (Dec 27th)	Families & Health	Ch.14	Discussion 4 Due Dec 30th @ 11:59p

Day 9 (Dec 30th)	The Healing Power of Altruism	Ch.16	
Day 10 (Jan 2nd)	The Healing Power of Humor & Laughter	Ch.17	
Day 11 (Jan 3rd)	FINAL EXAM (DATE ASSIGNED)	n/a	
Day 12 (Jan 4th)		n/a	FINAL EXAM MUST COMPLETE BY JAN 5th @1159p

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