

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026



Health Psychology

Class meetings: Mon, Wed, and Fri: 12:20 – 1:10 pm. CHEM 106.

Instructor:

Brett Messman Ph.D. (Dr. Messman)

Contact Information: Brett.Messman@unt.edu, Office: Terrill Hall 369

Office Hours: **Mondays, 2-3 PM in person or Zoom appointment (please request Zoom meeting via email in advance for times outside of these hours)**

Teaching Assistant:

Olivia Sablich (Olivia.Sablich@unt.edu)

Office Hours: **Thursdays 11AM – 1PM (virtual)**

(<https://us02web.zoom.us/j/83638241878>)

** TAs are primarily responsible for grading and should be the first point of contact for grading, assignment due dates, and course-content issues/questions. **

Course Description

The course will expand your knowledge of the importance and significance of psychology in health, illnesses, and chronic medical conditions. We will examine the causes, prevention, and treatment of various medical conditions (e.g., cancer, depression, chronic pain) through a biopsychosocial lens. This class will introduce you to the main components of the field of health psychology, including: health behavior change models, stress and coping, illness perception and prevention, treatment and medical decision making, health disparities, and health behaviors (e.g., sleep, substance use, physical activity).

Course Objectives

By the end of this course, students will have:

- Developed an awareness of biopsychosocial processes occurring in the medical realm
- Learned to use psychological theory and research to understand how diseases emerge and how they can be prevented
- Critically evaluated the validity of medical findings using a biopsychosocial perspective
- Developed skills to be your own advocate in medical encounters
- Develop skills to effectively communicate knowledge acquired in the course to others

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Teaching statement:

Teaching, scholarship, and mentorship inside and outside of the classroom is a commitment I make to all my students. My goal is that each student will receive the foundational knowledge in the subject to help them excel in their future endeavors. My teaching practices are grounded in fostering and promoting inclusive practices, including valuing each student's unique backgrounds and experiences. As your instructor, I am committed to your education, I will show up to class fully prepared, and I will communicate my passion for the subject taught to you.

Respect in the classroom:

I acknowledge that we are all individuals with multiple identities that intersect and shape our worldview. I view the diversity that students bring to this class as a strength. My commitment as your instructor is to minimize oppression within the classroom such as ableism, classism, racism, sexism in efforts to create a safe learning environment for all of us. I ask that you join me in this commitment to foster respect for one another, enhance solidarity, and build community. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Further, our goal in this course is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. Classroom discussions should always be conducted in a way that shows respect for all members of the class. Be mindful and respectful that your classmates may vary on their sensitivity to topics covered in class based on their lived experiences. Any disagreements should be pursued without personal attack and aggression, and instead, should be handled with respect and empathy. This will allow for rigorous intellectual engagement and a richer learning experience for all.

What I ask from you:

As a student, I ask that you challenge yourself. If you have a question raise your hand, no matter how simple you think it may be. If you find yourself in disagreement with the content of the course or with me, please share your dissent in a respectful way. Be respectful when engaging with fellow classmates. Although the university curriculum naturally has a component of evaluation to it, this is not the sole measure of knowledge in my opinion. Allow this class to be an opportunity to rediscover why you are here. Become curious, inquisitive, and appreciative. Allow yourself the opportunity to grow, and to learn from others as well. I ask that you come to class on time, that you come to class prepared, that you keep up on reading, and that you push the limits of what you know.

Required Materials

Canvas:

All slides, course materials, readings, and grades will be available on Canvas at:
www.canvas.unt.edu.

Assigned Readings:

For some lectures, there will be an assigned reading of a research study related to the topic covered that day. See Course Schedule for details. PDFs of all readings will be posted to Canvas.

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Assignments/Worksheets:

For some lectures, there will be an assigned assignment or worksheet related to the topic covered that day. See Course Schedule for details. PDFs of all assignments/worksheets will be posted to Canvas or provided in class.

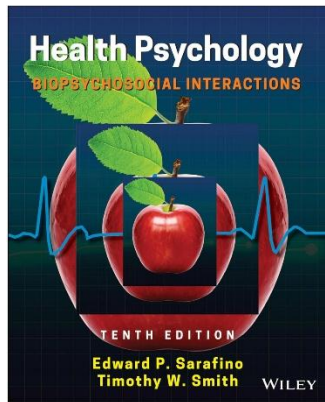
Writing utensils:

In-person assignments or exams will require a writing utensil, preferably pencils or blue/black ink pens.

Optional Textbook:

Sarafino, E. P. and Smith, T.W. (2022). *Health Psychology, Biopsychosocial Interactions, 10th Edition*. New Jersey: John Wiley & Sons Inc.

* Textbook is not required for this course nor will it be required to complete any course assignments. Purchasing the textbook is only to supplement your own learning



Technical Skill Requirements

For this course you will need to be able to download and upload files with a computer, send and receive emails, and use Canvas.

UNT Technical Support

Student Helpdesk:

UIT Helpdesk

Sage Hall 130

940-565-2324

helpdesk@unt.edu

Netiquette

Please use appropriate online etiquette while communication with others during this course.

See Albion's "The Core Rules of Netiquette":

<http://www.albion.com/netiquette/corerules.html>

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Course Structure:

This class will be held-in person. It is your best interest to attend the lectures, as the exams and assignments will be based on the content we cover in class. You do not need to let me know if you are going to be absent, but it is your responsibility to review the content you missed. I will post relevant course materials (slides, handouts, readings) to Canvas before each class. Please complete the assigned readings before each class.

Please see the Course Schedule (pgs. 7-8) for when we will be covering specific topics and for exam dates. Please see Assigned Readings (pg. 7 for a list of readings; all PDFs will be posted to Canvas). Sometimes instead of lectures, I will ask that you listen to a podcast, watch a documentary, or engage in another activity or group assignment relevant to the topics we cover in class. Please note that your assignments are expected to be completed by specific dates, and all exams will occur in-person. It is important that you keep track of the **Course Schedule**.

Attendance & Participation

Attendance is critical to your success in this class. While attendance will not be taken during class, many of the assignments and all exams will take place in-person. There are limited ways to make-up missing exams and assignments, so it is recommended you attend classes.

Exams

Exam dates and procedures will be announced in class and on Canvas. Exams 1 and 2 will be taken in-person during the semester. Given the breadth of material covered in the class I will allow use of notes for the exams, but I do expect all students to take the exams independently (please do not take exams as a group, share exam material with others, or use Artificial Intelligence [AI]-generated information, such as ChatGPT, to assist you on the exam). There will be 2 Exams, each worth 100 points, with Exam 3 being an optional final taken during finals week. Exams will consist of multiple short answer and essay questions.

Missed Exam Policy:

I do not allow makeup exams unless the reason for missing an exam satisfies one of the two following situations:

1. ***Preapproved circumstances*** (e.g., wedding, trip, religious event): Students must notify the TA **at least 3 class days before the exam**. For ODA testing accommodations, please see the instructor as soon as possible after the class begins.
2. ***Documented emergency***: Students who miss an exam without preapproval must provide valid documentation of a true emergency (e.g., a doctor's note). Notes from your mechanic or parents **do not** count as a documented emergency, and simply forgetting that you had an exam will make me super grumpy.

Assignments

There will be 13 assignments each worth 25 points. These assignments will be completed in class or should take less than two hours to complete outside of class and are designed to demonstrate synthesis and application of the material we cover in class. Details of each assignment will be provided in class or on Canvas. All assignments are due either in-person or on Canvas (see

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Course Scheduler on pgs. 5-6).

I do not allow makeup assignments unless the reason for the missing assignment satisfies the following situation:

1. ***Preapproved circumstances* (e.g., wedding, trip, religious event):** Students must notify the TA **at least 3 class days before the assignment is due.**

However, out of the 13 assignments assigned, only 10 assignments are required to be completed to receive full credit. Any additional assignments completed can be used to replace your lowest assignment grade(s) (e.g., if you have missed an assignment early in the semester, you can replace the grade by completing one of the additional optional assignments later in the semester).

Exam Review Slides

In lieu of live reviews, I will be posting exam review slides one week prior to each exam on Canvas. These slides will contain bullet-point information on upcoming test material, and I routinely stick very closely to this material for my exams.

Slides: I will do my best to have my lecture slides posted before each class.

Extra credit opportunities

Extra credit opportunities may be offered throughout the semester at the instructor's discretion.

***Extra credit points will be added as raw points to your total points at the end of the course.**

If you need help in this course for any reason:

Please come talk to me or send me an email! I want to hear what you're experiencing and will do my best to work with you to find an appropriate solution. Both UNT and I believe it is important to foster an environment that encourages students to maintain a standard of responsibility for self-care, which includes the ability to respond adequately to one's emotional, physical, and educational needs. If you are experiencing physical or emotional distress which adversely affects your ability to succeed in class, please let me know as soon as possible. I will strive to direct you toward the appropriate resources so you can succeed in this course.

Student Support Services

Mental Health: UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (https://studentaffairs.unt.edu/care)

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Breakdown of course grading

<i>Assignment</i>	<i>Points Possible</i>	<i>Percentage of Final Grade (approx.)</i>
Exam 1	100 points	22.2%
Exam 2	100 points	22.2%
Exam 3 (optional)		
Assignments (10 required)	25 points each (250 points total)	55.6%
Total Points Possible	450 points	100%

All the assignments and point values are listed below. The assignments will be made available as the course progresses (consistent with the availability of each respective module and lecture materials). Late assignment completions may incur a late penalty.

Grade Letter Breakdown:

Points	Letter Grade
405+	A
360-404	B
315-359	C
270-314	D
< 270	F

It is possible that I may round a final grade up if it is .51 or higher (e.g., rounding 89.70 to a 90), but we will never round a grade down. To be considered for a final rounding in this circumstance, students must have submitted every assignment.

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Course Schedule (subject to change as needed)

*The instructor will make an announcement if the course schedule changes.

	Lecture Topics	Assignment Due Dates	Assigned Readings (see Canvas for PDFs)
Week 1 8/17-8/21	1. Syllabus Review & Introduction 2. Why We Need Health Psychology 3. Research Methods in Health Psychology		
Week 2 8/24-8/28	4. Health Behavior Change Models Part 1 5. Health Behavior Change Models Part 2 6. In-Class Assignment 1	8/28: assignment 1	Armitage et al. 2005
Week 3 8/31-9/4	7. Health Behaviors Part 1 8. Health Behaviors Part 2 9. In-Class Assignment 2	9/4: assignment 2	Wilson et al. 2024
Week 4 9/7-9/11	10. NO CLASS – Labor Day 11. Health Tracking & Technologies 12. In-Class Assignment 3	9/11 assignment 3	Dunn et al. 2018
Week 5 9/14-9/18	13. Exam 1 14. Stress Models Part 1 15. In-Class Assignment 4	9/14: Exam 1 9/18: assignment 4	Crosswell et al. 2020
Week 6 9/21-9/25	16. Stress Models Part 2 17. Stress Coping and Social Support 18. In-Class Assignment 5	9/25: assignment 5	Leger et al. 2018
Week 7 9/28-10/2	19. Psychoneuroimmunology 20. Chronic Stress 21. In-Class Assignment 6	10/2: assignment 6	Cohen et al. 1991 Chiang et al. 2018 Grummitt et al. 2021
Week 8 10/5-10/9	22. Introduction to Sleep 23. Sleep and Circadian Rhythms 24. In-Class Assignment 7	10/7: assignment 7	Buyse 2014 Knutson et al. 2025
Week 9 10/12-10/16	25. Sleep Disorders Part 1 26. Sleep Disorders Part 2 27. In-Class Assignment 8	10/16: assignment 8	Taylor et al. 2013
Week 10 10/19-10/23	28. Exam 2 29. Using Health Services, Disease Management 30. In-Class Assignment 9	10/19: Exam 2 10/23: assignment 9	Watch “ Being Mortal ” documentary
Week 11 10/26-10/30	31. Autoimmune Disease 32. Cardiovascular Disease 33. In-Class Assignment 10	10/30: assignment 10	

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Week 12 11/2-11/6	34. Loneliness 35. Depression 36. In-Class Assignment 11	11/6: assignment 11	Holt-Lunstad et al. 2015 Sabel et al. 2014
Week 13 11/9-11/13	37. Aging 38. Terminal Illness, Caregiving, and Bereavement 39. In-Class Assignment 12	11/13: assignment 12	Brown et al. 2022 Puterman et al. 2020
Week 14 11/16-11/20	40. Cancer 41. Pain 42. In-Class Assignment 13	11/20: assignment 13	Koh et al. 2023 Watch “ In Sickness and In Wealth ” documentary
Week 15 11/23-11/27	43. NO CLASS – Thanksgiving break 44. NO CLASS – Thanksgiving break 45. NO CLASS – Thanksgiving break		
Week 16 11/30-12/4	46. Social determinants of Health Part 1 47. Social determinants of Health Part 2 48. NO CLASS – UNT Reading Day		Williams et al. 2001
Finals Week 12/10 (Wed) 10:30 am- 12:30 pm	Finals Week: <u>Exam 3 (Optional)</u>	12/10: Exam 3 (optional)	

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Assigned readings in alphabetical order (PDFs of readings available on Canvas)

1. Armitage C. J. (2005). Can the theory of planned behavior predict the maintenance of physical activity?. *Health Psychology*, 24(3), 235–245. <https://doi.org/10.1037/0278-6133.24.3.235>
2. Brown, R. L., LeRoy, A. S., Chen, M. A., Suchting, R., Jaremka, L. M., Liu, J., Heijnen, C., & Fagundes, C. P. (2022). Grief Symptoms Promote Inflammation During Acute Stress Among Bereaved Spouses. *Psychological Science*, 33(6), 859–873. <https://doi.org/10.1177/09567976211059502>
3. Daniel J. Buysse, Sleep Health: Can We Define It? Does It Matter?, *Sleep*, Volume 37, Issue 1, January 2014, Pages 9–17, <https://doi.org/10.5665/sleep.3298>
4. Dunn, J., Runge, R., & Snyder, M. (2018). Wearables and the medical revolution. *Personalized medicine*, 15(5), 429–448. <https://doi.org/10.2217/pme-2018-0044>
5. Chiang, J. J., Turiano, N. A., Mroczek, D. K., & Miller, G. E. (2018). Affective reactivity to daily stress and 20-year mortality risk in adults with chronic illness: Findings from the National Study of Daily Experiences. *Health Psychology*, 37(2), 170–178. <https://doi.org/10.1037/hea0000567>
6. Cohen, S., Tyrrell, D. A., & Smith, A. P. (1991). Psychological stress and susceptibility to the common cold. *The New England Journal of Medicine*, 325(9), 606–612. <https://doi.org/10.1056/NEJM199108293250903>
7. Crosswell, A. D., & Lockwood, K. G. (2020). Best practices for stress measurement: How to measure psychological stress in health research. *Health Psychology Open*, 7(2), 2055102920933072. <https://doi.org/10.1177/2055102920933072>
8. Grummitt, L. R., Kreski, N. T., Kim, S. G., Platt, J., Keyes, K. M., & McLaughlin, K. A. (2021). Association of Childhood Adversity with Morbidity and Mortality in US Adults: A Systematic Review. *JAMA Pediatrics*, 175(12), 1269–1278. <https://doi.org/10.1001/jamapediatrics.2021.2320>
9. Holt-Lunstad, J., Smith, T. B., Baker, M., Harris, T., & Stephenson, D. (2015). Loneliness and social isolation as risk factors for mortality: a meta-analytic review. *Perspectives on psychological science*, 10(2), 227-237. <https://doi.org/10.1177/1745691614568352>
10. Koh, B., Tan, D. J. H., Ng, C. H., Fu, C. E., Lim, W. H., et al. (2023). Patterns in Cancer Incidence Among People Younger Than 50 Years in the US, 2010 to 2019. *JAMA Network Open*, 6(8), e2328171. <https://doi.org/10.1001/jamanetworkopen.2023.28171>
11. Knutson, K. L., Dixon, D. D., Grandner, M. A., Jackson, C. L., Kline, C. E., Maher, L., ... & Johnson, D. A. (2025). Role of circadian health in cardiometabolic health and disease risk: a scientific statement from the American Heart Association. *Circulation*, 152(21), e408-e419. <https://doi.org/10.1161/CIR.0000000000001388>

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

12. Leger, K. A., Charles, S. T., & Almeida, D. M. (2018). Let It Go: Lingering Negative Affect in Response to Daily Stressors Is Associated with Physical Health Years Later. *Psychological Science*, 29(8), 1283–1290. <https://doi.org/10.1177/0956797618763097>
13. Puterman, E., Weiss, J., Hives, B. A., Gemmill, A., Karasek, D., Mendes, W. B., & Rehkopf, D. H. (2020). Predicting mortality from 57 economic, behavioral, social, and psychological factors. *Proceedings of the National Academy of Sciences of the United States of America*, 117(28), 16273–16282. <https://doi.org/10.1073/pnas.1918455117>
14. Sabel, C. E., Pedersen, C. B., Antonsen, S., Webb, R. T., & Horsdal, H. T. (2024). Changing Neighborhood Income Deprivation Over Time, Moving in Childhood, and Adult Risk of Depression. *JAMA Psychiatry*, e241382. Advance online publication. <https://doi.org/10.1001/jamapsychiatry.2024.1382>
15. Taylor, D. J., Bramoweth, A. D., Grieser, E. A., Tatum, J. I., & Roane, B. M. (2013). Epidemiology of insomnia in college students: Relationship with mental health, quality of life, and substance use difficulties. *Behavior Therapy*, 44(3), 339–348. <https://doi.org/10.1016/j.beth.2012.12.001>
16. Williams, D. R., & Collins, C. (2001). Racial residential segregation: A fundamental cause of racial disparities in health. *Public Health Reports*, 116(5), 404–416. <https://doi.org/10.1093/phr/116.5.404>
17. Wilson, O. W. A., Bullen, C., Duffey, M., & Bopp, M. (2024). The association between vaping and health behaviors among undergraduate college students in the United States. *Journal of American College Health*, 72(5), 1360–1364. <https://doi.org/10.1080/07448481.2022.2076097>

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

In case you're interested, here are some other popular science books related to health psychology that you may want to check out (not required for the course):

- Why We Sleep: The New Science of Sleep and Dreams by Matthew Walker
- The Autoimmune Epidemic: Bodies Gone Haywire in a World Out of Balance--And the Cutting Edge Science That Promises Hope by Donna Jackson Nakazawa
- Bad Pharma: How Drug Companies Mislead Doctors and Harm Patients by Ben Goldacre
- Factfulness: Ten Reasons We're Wrong About the World – and Why Things Are Better Than You Think by Hans Rosling
- An Epidemic of Absence: A New Way of Understanding Allergies and Autoimmune Diseases by Moises Velasquez-Manoff
- The Center Cannot Hold: My Journey Through Madness by Elyn Saks
- Living Downstream: A Scientist's Personal Investigation of Cancer and the Environment by Sandra Steingraber
- Doing Harm: The Truth About How Bad Medicine and Lazy Science Leave Women Dismissed, Misdiagnosed, and Sick by Maya Dusenbery
- The Immortal Life of Henrietta Lacks by Rebecca Skloot
- Overwhelmed: Work, Love, and Play When No One Has the Time by Brigid Schulte
- Dreamland: The True Tale of America's Opiate Epidemic by Sam Quinones
- Being Mortal: Medicine and What Matters in the End by Atul Gawande
- The Trouble with Testosterone and Other Essays on the Biology of the Human Predicament by Robert Sapolsky
- Why Zebras Don't Get Ulcers by Robert Sapolsky
- The People's Hospital: Hope and Peril in American Medicine by Ricardo Nuila
- How Medicine Works and When It Doesn't: Learning Who to Trust to Get and Stay Healthy by Perry Wilson
- The Invisible Kingdom: Reimagining Chronic Illness by Meghan O'Rourke
- Healing: Our Path from Mental Illness to Mental Health by Thomas Insel

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Other Course Policies

Email Policy: Neither the Tas nor I will discuss grades via email, per UNT policy. When emailing the instructor or the TA for the course, please include the following information in your email in order to expect a response:

- Your name (first and last)
- Your UNT email address
- The course name (Health Psychology) or number (PSYC 2580)

Incomplete Policy: Incompletes will only be given in rare circumstances on a case-by-case basis. In the event an “I” is granted, it is the student’s responsibility to complete the required course material within one year, after which the “I” will become “F”.

Academic Dishonesty Policy: If you’re here to learn something, it’s probably not in your best interest to cheat. Students caught cheating will receive a “0” for the assignment/exam. The incident will be reported to the Dean of Students (where it will be kept on record), who may impose further penalty. Further information on student standards of academic dishonesty and integrity can be found on the website of the Provost’s office: <http://policy.unt.edu/06-003>. Substantial plagiarism will result in, at a minimum, a “0” on that assignment. The Student Standards of academic integrity policy states that the term “plagiarism” is defined as:

- (a) The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation
- (b) The knowing or negligent use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.

Artificial Intelligence (AI)-generated information: The use of Artificial Intelligence (AI)-generated information, such as ChatGPT content, requires that you include the following in your assignment submission:

- AI-generated answers to exams are not permitted.
- Properly cite any AI-derived information and any other AI-derived references in APA format.
 - How to cite ChatGPT (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>). This post outlines how to create references for large language model AI tools like ChatGPT and how to present AI-generated text in a paper. apastyle.apa.org.
- If using AI-generated information to assist you on an assignment, you must disclose the use of AI and submit an additional document with your assignment that contains the references in APA format and screenshot(s) of the generated content, including:
 - The date of the generated material
 - Your prompt
 - The AI program’s response to your prompt
- No more than 20% of AI-generated information is allowed in any assignment.

Failure to adhere to these requirements regarding use of AI-generated information will result in a “0” on that assignment. You are responsible for the integrity and correctness of what you submit in your assignments. AI is known to fabricate information and sources, so use AI with caution as any information present in your work is your responsibility.

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

Student Behavior in Classroom: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instruction forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

Disability Accommodations: The University of North Texas makes reasonable accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

Sexual Assault Prevention: The University of North Texas is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator in the Office of Equal Opportunity at oeo@unt.edu or at 940-565-2759. Additionally, if you report any information indicating that you have been a victim of sexual harassment, sexual assault, dating violence, or stalking being a student or employee at UNT, the lecturer is required by Texas State Law to report this information to concerned authorities.

Lecture Recording Policy: Students with disabilities with approved accommodations have the right to audio-record lectures only for personal study purposes. Students without disabilities are required to request instructor approval before audio-recording lectures. These requests will be reviewed on a case-to-case basis. Lectures recorded for any personal study may not be shared

Syllabus: Health Psychology (PSYC 2580-002) Fall 2026

with other people without the consent of the lecturer. Information contained in the audio-recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer. If open discussions involve a great deal of self-disclosure from students as part of the class, that would not be appropriate subject matter for any student to be taking notes, the instructor may make a general request that any students who are using a recording device turn it off. The following are expectations of any student recording lectures/course material:

- Neither the recordings nor any copy of transcripts of the recordings may be used for any purpose other than as a supplement for notes taken in class.
- The information contained in the lecture materials is protected under federal and international copyright legislation and may not be published or quoted without the lecturer's explicit consent and without properly identifying and crediting the lecturer.
- Only audio-recording is permitted.
- Unauthorized use of the recordings will be reported to the Dean of students' Student Conduct and Community Standards team.

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Additional information:

1. UNT schedule to register and withdraw/drop a course: <https://registrar.unt.edu/registration/>
2. Information on student policies and resources: <https://deanofstudents.unt.edu/>
3. Learning Center: <https://learningcenter.unt.edu/>
4. Undergraduate Research Fellowship: <https://honors.unt.edu/research/unt-undergraduate-research-fellowship>

Syllabus Modification Statement: The instructor reserves the right to modify or change the syllabus as the curriculum and/or program requires. This syllabus should not be interpreted as a contract. This syllabus and the course schedule are subject to change. Any changes to this syllabus will be communicated to you by the instructor.