



OTRP online

Office of Teaching Resources in Psychology

PSYC 350 HEALTH PSYCHOLOGY

Spring 2006

1:40-2:55

Tuesday & Thursday

Lewis Hall 001

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Office Hours:

Monday 1:30 – 2:45

Tuesday 10:00 – 11:00

Wednesday 10:00 – 10:30

1:30 – 2:45

Friday 10:00 – 10:30

Also by appointment

Required Text:

Brannon, L. & Feist J. (2004). Health psychology: An introduction to behavior and health (5th Ed.). Belmont, CA: Thomson.

Student Companion Web Site may be accessed from:

<http://www.thomsonedu.com/psychology/>

Other readings will be periodically assigned.

COURSE DESCRIPTION AND GOALS:

As you already know, **psychology** is the scientific study of behavior & cognition. The subfield of **health psychology** focuses on the relationships between physical health, behavior and cognition. This course will provide an overview of the foundation areas pertaining to health psychology, discussion of leading research and theory in these areas, and exploration of personal and practical implications of this information.

This course is intended to meet the following learning outcomes in the psychology major:

- Describe, compare, and contrast major theoretical perspectives in psychology

- Distinguish observations from conclusions, and distinguish theories and findings based on evidence from those without support
- Give an oral presentation in front of a class or conference audience
- Explain how research helps to develop the knowledge base of psychology
- Examine major ethical issues and standards for psychological research and practice, and determine the circumstances in which specific behaviors would or would not be ethical

This syllabus is an important reference tool for the course.
YOU ARE EXPECTED TO CONSULT THIS SYLLABUS ON A REGULAR BASIS.

GENERAL INFORMATION:

As you already know, psychology is a large and diverse field of study. Physical health is determined not only by biological factors, but by multiple and complex interactions between biological and psychosocial factors. Therefore, only selected topics will be covered, and not all topics selected will receive equal attention in class. However, you are responsible for learning all the material assigned, and you will be tested over it. Read and review all assigned material before class so that you have an opportunity to ask questions. Questions are *strongly* encouraged—they are an important component of active learning, and usually more than one person will be wondering the same thing.

What I Expect From You:

- Attend all classes, arriving on time and ready to learn.
If you must miss a class, notify me in advance, or as soon as possible. It is *your* responsibility to consult with me about what you missed, and to obtain class notes from one of your classmates.
- Complete all assigned readings **before** class.
- After class, review the day's readings and your lecture notes. Review again before the next class, taking notes over the readings in *your own words*.
- **Participate** in class discussions, ask questions, and learn from others.
- **Distribute** your studying over several days and not cram at the last minute.
- **Complete** all assignments & activities on time, with effort and care. Give yourself enough time in advance of the due date.
- **Meet** with me if you feel that you are having difficulty with any aspect of this course.
- Consider working with the **Student Success Center** (Ambrose Hall 243, 333-6331). They provide writing tutorials for papers, and study strategy advice. Although best to seek help early, tutorials may be arranged all semester.

What You Can Expect From Me:

- I will structure class time and activities to facilitate learning.
- I will answer your questions as completely as possible (and get back to you when I can't).
- I will maintain a classroom environment where questions and discussions can take place without personal judgment. (I will need your assistance with this).

- I will provide prompt and constructive feedback on your progress (every attempt will be made to provide evaluation feedback within one week of assignments and exams).
- I will be available to assist you with your learning as needed (please contact me!)

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Services for Students with Disabilities at 333-6161 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

***COURSE REQUIREMENTS: There are 500 points possible
(not including extra credit)***

Your course grade will be based on the following requirements:

EXAMS (60% of final grade)

Two take-home essay exams will cover the material assigned for that particular section of the course (including readings, lecture and class discussion, and videos). The general policy in this course is that there will be no make-up exams. However, in some very specific situations (*extreme and documented* circumstances), I *may* allow a student to make up an exam. Please notify me in advance, or as soon as reasonably possible if you must miss a scheduled exam.

Graded exams will be available in class after 1 week. We will not discuss exam questions in detail during class, however you are *strongly* encouraged to come to my office to review your exam, discuss any questions that you might not have fully understood, or work together on ways to maintain or improve your exam performance for the next exam (*the sooner you come, the better I can help you*). If you are not in class when I distribute exam feedback, it is your responsibility to come to my office to get your grade.

A note regarding exam content: Exam questions will vary in difficulty. Some questions will seem easy, while others may appear confusing or difficult to answer. Exams are designed so that most students will answer some of the questions correctly, and only students who have achieved the highest level of understanding the material will answer others correctly. **The purpose of including questions with a variety of difficulty levels is to determine the depth and breadth of your understanding of the material.** “Trick” questions are not tricky to those who have achieved the highest level of understanding. See the handout “How to Really Learn” for more information about the levels of understanding, how they are assessed, and how you can best prepare for exams.

GROUP PRESENTATIONS/FINAL EXAM (15% of final grade)

Five teams of students will be assigned to research a behavioral health issue in depth (see text chapters 12-16). Groups will then give a presentation to the class during finals week, **Tuesday, May 9^h, 1:00 –2:50**. Grades will be based on several factors, assessing content (accuracy, use of sources, preparation, organization, knowledge of topic), style (creativity, interest level, visual aids), and teamwork.

SYSTEMS of the BODY TEACHING ASSIGNMENT (10% of final grade)

In order to learn the major physiological systems important for an understanding of the physiology of stress, students will meet in small groups in class and teach one another the various systems. **On Thursday, March 16th**, students will be randomly assigned to groups where each person will be responsible for teaching the group about one particular system of the body.

PARTICIPATION (6% of final grade)

Meaningful discussion of the material (including asking questions) and participation in class activities have been shown to reduce boredom, and enhance learning. I expect all students to be active members of the class and participate throughout the course. It is easier to participate if you have read the assigned material and completed any assignments before class. *If you are uncomfortable with class participation, please meet with me as soon as possible so that we can work together to help you overcome your discomfort.* Participation points will be given for on-time completion of in-class assignments and participation in group discussions. Points will be deducted for unexcused absences, repeatedly arriving late to class, and disruptive class behavior.

APPLICATION ASSIGNMENTS (9% of final grade)

Three assignments will focus on application and integration of course concepts. These activities require both individual exploration and group participation. More information on these assignments will be presented later in the class.

EXTRA CREDIT QUIZZES (equivalent to 3% of total course points): Unannounced quizzes are intended to help motivate you to keep up with the readings, and to be a check on your learning. Quizzes will cover the reading material assigned for that class day (factual/definition level—see the handout “How to Really Learn”), and material reviewed since the last exam (conceptual/comprehension & applied levels). Quizzes will be given at the beginning of class, and cannot be made up.

GENERAL REQUIREMENTS FOR WRITTEN ASSIGNMENTS

Unless otherwise specified, ALL assignments to be handed in MUST adhere to the following guidelines. Failure to adhere to these requirements WILL result in a loss of points.

- Typed, double-spaced, 12-point font, black ink
- Staple pages together.
- Include an APA style cover page with your name. Your **name** should appear only on the cover page.
- Include an APA style Reference section.
- **Assignments that are not typed or stapled, or are missing a cover page will not be accepted.**
- Grammatical errors will result in a lower grade.
- Plagiarism (material copied directly from a source, without quotation marks and citation—see handout) will result in no grade (0) for the assignment.
- On this and all assignments, you are required to use your own words (paraphrase a source, do not use using direct quotes).
- Late assignments will not be accepted. Extensions will be given only under extreme and documented circumstances.

CONTENT OUTLINE & Schedule

This schedule is subject to change.
All changes will be announced in class.

SECTION I—FOUNDATIONS OF HEALTH PSYCHOLOGY

- Introducing Health Psychology
 - Chapter 1 (Brannon & Feist)
- Research Methods
 - Chapter 2
- Seeking Health Care
 - Chapter 3
- Adherence to Medical Advice
 - Chapter 4

Exam 1 Target Date: Tuesday, February 28th

SECTION II—STRESS, PAIN, & COPING

- Defining & Measuring Stress
 - Chapter 5

**Systems Teaching Assignment:
Thursday, March 16th**

- Stress & Disease
 - Chapter 6
- Pain
 - Chapter 7
- Coping
 - Chapter 8

Exam 2 Target Date: Thursday, April 20th

SECTION III—BEHAVIOR & CHRONIC DISEASE

- Cardiovascular Disease
 - Chapter 9
- Cancer
 - Chapter 10
- Chronic Illnesses
 - Chapter 11

Final Exam Time/GROUP PRESENTATIONS
Tuesday, May 9th, 1:00 – 2:50

PSYC 350 HEALTH PSYCHOLOGY
Spring 2006 Record of Grades

Cooperative learning is encouraged in this course. You do not have to compete with other students for a good grade!

| | |
|-------------------|--------------|
| A = 90% and above | C+ = 77%-79% |
| B+ = 87%-89% | C = 70%-76% |
| B = 80%-86% | D = 60%-69% |

SECTION I

Exam 1: _____/150
 Class Participation: _____/10
 Assignment 1: _____/15
 Extra Credit Quizzes: _____/5

TOTAL SECTION I: _____/175
GRADE SECTION I: _____%

SUBTOTAL SECTIONS I AND II

TOTAL I + II: _____/400
Approximate grade: _____%

SECTION II

Exam 2: _____/150
 Class Participation: _____/10
 Systems Assignment: _____/50
 Assignment 2: _____/15
 Extra Credit Quizzes: _____/5

TOTAL SECTION II: _____/225
GRADE SECTION II: _____%

SECTION III

Class Participation: _____/10
 Assignment 3: _____/15
 Extra Credit Quizzes: _____/5

TOTAL SECTION III: _____/25
GRADE SECTION III: _____%

TOTAL POINTS:

TOTALS for Sections I-III + _____ / 425

FINAL EXAM/ Group Presentation: + _____ / 75

COURSE TOTAL = _____ / 500