

**Health Psychology (PSY-3740-921-003)  
Spring 2020**

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**Course Description**

The objective of this course is to provide an overview of the scientific field of Health Psychology, which explores the behavioral, psychological, social, and biological factors that affect stress and illness. More specifically, this area of study applies psychological science to the understanding of (a) promotion and maintenance of physical health; (b) prevention and treatment of physical illness; (c) identification of causal and diagnostic correlates of physical health and illness; and (d) analysis and improvement of the healthcare system and health policy. Students will be able to explain the effects of stress on the body, and how behavior influences physical disorders. Students will also be able to explain how psychological and behavioral treatments can prevent and treat physical illness.

**Course Readings & Text**

**Required Texts:** Brannon, L. Updegraff, J.A. & Feist, J. (2018). *Health Psychology: An Introduction to Behavior and Health* (9<sup>th</sup> ed.). Belmont CA: Wadsworth.

**Selected Readings:** In addition to the text, there will be several required empirical journal articles that must be reviewed. These articles will be available through the course website.

**Grading Policy**

You earn points in the class as follows:

<b>Assignment</b>	<b>Weight</b>	<b>Possible Points</b>
6 Exams - 30 pts each	75%	180 points
Activity Participation/Projects	25%	60 points
<i>Total</i>		<i>240 points</i>

**Letter Grades**

A	93+% > 221 points	C	73-76%	175-184
A-	90-92% 215-221	C-	70-72%	167-174
B+	87-89% 208-214	D+	67-69%	160-166
B	83-86% 199-207	D	63-66%	150-159
B-	80-82% 191-198	D-	60-62%	143-149
C+	77-79% 185-190	F	< 60%	<143

## Course Requirements and Materials

### Exams

There will be **6 small exams over the course of the semester, worth 30 points each (180 total)**. Each exam will consist of 30 multiple-choice questions. The exams will draw from the text, readings, videos, lecture and other content. You can expect some questions about definitions, research designs, theories, and results, but many of the questions will ask you to *apply* the materials of this course to some real world situation. **Exams are taken online through the Blackboard system.** You should not use your notes, book, journal articles, electronic devices, etc. during the exam. Thus, you should prepare for these online exams in the same way you prepare for any other in-class exam. Given that these are being taken online, you have a limited amount of time to complete each exam. Specifically, you will have 35 minutes to complete each exam. This gives you just over 1 minute per question. Once you begin the exam, you will need to complete it in one sitting (not multiple tries). I will leave the exam open for one week during the ending portion of the time that a unit is released (generally starting early on a Monday morning at 12:00am until the close of section content on a Sunday at 11:59pm). See schedule below for specifics. There are 6 units throughout the semester, going with the 6 exams. The content will cover everything since the last exam (i.e., there are no comprehensive exams). You can take the exam at any point during the window of time when the exam is available. You should attempt to follow the schedule of consuming the relevant course content over the unit release period and take the exam near the end of the exam release period. Under extreme circumstances, I will allow a given exam window to be extended if the student has a legitimate, university-appropriate reason for missing the window the first time. Please contact me (Dr. Rose) via email ASAP if you find yourself in this situation. As you can imagine, it would be rather difficult to miss multiple exams in a row and still perform well in the course. So please try to keep up and, if you do fall behind, let me know ASAP so that we can discuss your options.

*Respondus Lock Down Browser:* Exams in this course are taken on-line through "Respondus Lock Down Browser" in Blackboard. This program is already on computers at the Field House and main campus library, but you may need to take several minutes to download on your computer prior to the examination. Information about this program is located at the following page: [https://www.utoledo.edu/dl/students/lockdown\\_pc.html](https://www.utoledo.edu/dl/students/lockdown_pc.html).

This webpage also gives instructions on how to use this program for test taking. The program reduces the usage of other programs on your computer during the examination.

You can download the program here: <http://www.utoledo.edu/dl/main/downloads.html>

### Activity Participation/Projects

Throughout the semester, there will be two separate activities (30 points each). Documents in Blackboard under the "Activities" folder describe these in greater detail. Completed activities should be submitted through Blackboard as attachments by the due date. Failure to complete the activities by the deadline without a university-appropriate excuse will result in loss of points (5 points off per day late).

#### Activity 1: Family Health History Project (2/28 by 5pm)

The goal of this project is for you to determine any trends in the types of illnesses that run in your family, what types of risk factors are associated with these illnesses, and what types of health behaviors may be able to reduce your risks.

#### Activity 2: Tiny Habits (due 5/1 by 5pm)

The goal of this project is to provide insights into the process of behavior change.

## Course Website and Computer Skills Requirements

The course website is on Blackboard (<http://www.dl.utoledo.edu>) and contains assignment information, course content, grades, etc. All students should be comfortable and able to navigate on-line. If you do not have strong computer skills, I do not recommend taking this course. A basic level of computer skills is a prerequisite and I will not be teaching these skills in the course. If you have never taken an on-line course before I highly recommend visiting [http://www.dl.utoledo.edu/help\\_desk/help.htm](http://www.dl.utoledo.edu/help_desk/help.htm) to learn how to work with the on-line course system.

**Technical Assistance:** I am not a computer expert. Therefore, if you are having technical problems, please contact the Distance Learning Department at 419-530-8835 or toll free at 866-utoledo (866-886-5336) or by email at [UTDL@utoledo.edu](mailto:UTDL@utoledo.edu). Please contact them when problems arise—they want to help.

**Notification of Technical Problems:** If you are having problems with your computer and you are unable to notify me of this event by email, please contact me by phone. My contact numbers are listed on the top of our syllabus. Technical problems with your computer are not a legitimate reason for failing to complete assignments or exams by posted deadlines. There are many computer options available to you, such as the many University of Toledo computer labs and the computers at public libraries. To find out the hours of the University of Toledo computer labs, you can call this number: 419-530-4636. Each student is responsible for finding their own alternative methods or locations to complete assignments by the given deadlines.

## Class Home Page

These are the areas on our home page that you need to visit and learn to use:

- How to Log On to Our Class Home Page: <https://blackboard.utdl.edu/>. Once you are there, you will see the following areas/icons in our home page:
  - **Course News**– This is basically the homepage to our course. If needed, it provides announcements for the course.
  - **Syllabus** – This link takes you to our course syllabus.
  - **Lecture Content** – This link is where the “Lectures” take place. The material is broken up into folders based on the week. Each week will have various materials that are relevant to the exam for that week. Typically these will involve PowerPoint lecture slide files, articles, and video links. Naturally, there will be a great deal of overlap between the text and this other material, but there will also be material unique to each. All of this material is important for exams.
  - **Activities** – This link displays content related to the 2 course activities.
  - **Exams** – This is where you will take your exams.
  - **My Grades** – This is where course grades will be displayed

## **Course Policies**

### **Absenteeism**

This is a distance learning class, which means that the structure and timing are unconventional. Content will be released in six “units” corresponding to each exam, and students are responsible for accessing and consuming the relevant content as it becomes available prior to the exam on such content. If you have an illness or other university-appropriate excuse that interferes with your ability to meet deadlines in this class, notify me ASAP and provide appropriate documentation. Such events may necessitate your dropping the course, particularly given the nature of the class.

### **Email**

I will respond to student email daily. During many days during the week, I will be in my physical office space in University Hall and thus may also be reached by phone or in person (see contact information above). Please email me to see if you have a particular time that you would like to speak with me or come to my office (if outside of my office hours times listed).

## **University Policies**

### **Policy Statement on Non-Discrimination on the Basis of Disability (ADA)**

The University is an equal opportunity educational institution. Please read [The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

Students can find this policy along with other university policies listed by audience on the [University Policy webpage](http://www.utoledo.edu/policies/audience.html/#students) (<http://www.utoledo.edu/policies/audience.html/#students>).

### **Academic Accommodations**

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](http://www.utoledo.edu/offices/student-disability-services/) (<http://www.utoledo.edu/offices/student-disability-services/>) by calling 419.530.4981 or sending an email to [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

### **Academic and Support Services**

Please follow this link to view a comprehensive list of [Student Academic and Support Services](http://www.utoledo.edu/studentaffairs/departments.html) (<http://www.utoledo.edu/studentaffairs/departments.html>) available to you as a student

### **Safety and Health Services for UT Students**

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student.

## Course Materials

As indicated above, you will take 6 exams throughout the semester. When it comes to material for each of the 6 units (e.g., lectures, articles), I will release each set of materials for a particular exam one at a time just like the exams (see above). This is to allow you to pace yourself throughout the course and permit you to create habits of consuming the material and demonstrating your knowledge. Typically the content is released first and then the exam is released later during the unit period.

### Tentative Course Schedule (Subject to change based on announcements)

<b>Week of</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
1/20	Introducing Health Psychology	Ch. 1	
1/27	Conducting Health Research	Ch. 2; Cohen article	--- <b>Exam Unit 1</b> (available 1/27 through 2/2)
2/3	Seeking and Receiving Health Care	Ch. 3	
2/10	Adhering to Healthy Behavior	Ch. 4; Stone article	--- <b>Exam Unit 2</b> (available 2/10 through 2/16)
2/17	Defining, Measuring, Managing Stress	Ch. 5	
2/24	Understanding Stress, Immunity, Disease	Ch. 6	--- <b>Activity 1</b> due by 5pm on 2/28
3/2	Understanding and Managing Pain	Ch. 7; Kiecolt-Glaser et al article	--- <b>Exam Unit 3</b> (available 3/2 through 3/8)
3/9	<b>Spring Break</b>		
3/16	Considering Alternative Approaches; Behavioral Factors in Cardio Disease	Chs. 8-9; Schier et al article	
3/23	Behavioral Factors in Cancer	Ch. 10	--- <b>Exam Unit 4</b> (available 3/23 through 3/29)
3/30	Living with Chronic Illness	Ch. 11; Helgeson et al article	
4/6	Smoking Tobacco	Ch. 12	
4/13	Using Alcohol and Other Drugs	Ch. 13	--- <b>Exam Unit 5</b> (available 4/13 through 4/19)
4/20	Eating and Weight	Ch. 14	
4/27	Exercise	Ch. 15; Pischke et al article	--- <b>Activity 2</b> due by 5pm on 5/1
5/4	<b>Finals week</b>		--- <b>Exam Unit 6</b> (available 5/4 through 5/10)

### Selecting Readings (PDFs linked on Blackboard)

- (1) Cohen (2004). Social relationships and health. *American Psychologist*, 676-684.
- (2) Stone, J., Aronson, E., Crain, A.L., Winslow, M.P., & Friend, C.B. (1994). Inducing hypocrisy as a means of encouraging young adults to use condoms. *Personality and Social Psychology Bulletin*, 20, 116-128.
- (3) Kiecolt-Glaser, J.K., Marucha, P.T., Malarkey, W.B., Mercado, A.M., & Glaser, R. (1995). Slowing of wound healing by psychological stress. *The Lancet*, 346, 1194-96.
- (4) Schier et al. (1989). Dispositional optimism and recovery from coronary artery bypass surgery: The beneficial effect on physical and psychological well-being. *Journal of Personality and Social Psychology*, 57, 1024-1040.
- (5) Helgeson, V., Cohen, S., Schultz, R., & Yasko, J. (2001). Long-term effects of educational and peer discussion group interventions on adjustment to breast cancer. *Health Psychology*, 20, 387-392.
- (6) Pischke, C. R., Scherwitz, L., Weidner, G., & Ornish, D. (2008). Long-term effects of lifestyle changes on well-being and cardiac variables among coronary heart disease patients. *Health Psychology*, 27, 584-592.