

**Health Psychology (PSY-3740-921)
Summer 2016**

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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. Student will also be able to explain how psychological and behavioral treatments can prevent and treat physical illness.

Course Readings & Text

Required Texts: Brannon, L. Feist, J., & Updegraff, J.A. (2014). *Health Psychology: An Introduction to Behavior and Health* (8th 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:

Assignment	Weight	Possible Points
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—1 per week—worth 30 points each (180 total)**. Each exam will consist of 30 multiple-choice questions. The exams will draw from the text, readings, 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 available for the complete week (generally starting early Monday morning at 12:00am until the following Sunday at 11:59pm). Thus, you will have the complete calendar week to review all the content for that week and take the exam. You should attempt to follow this schedule of consuming the relevant course content within a week and then taking each exam at the end of the relevant week. 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 with such a short summer semester. 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. 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.

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. Failure to complete the activities by the deadline without a university-appropriate excuse will result in "0" points. Completed activities should be submitted through Blackboard as attachments by the due date.

Activity 1: Family Health History Project (7/15 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 8/5 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 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. 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 summer class and a distance learning class, which means that the structure and timing are unconventional. Content will be released a week at a time and students are responsible for accessing and consuming a large amount of content in a short period of time in preparation for an exam that same week. 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.

University of Toledo Policy Pertaining to Academic Integrity

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Students with Disabilities

Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Accommodations (Rocket Hall 1820) for an evaluation and a form specifying what course accommodations are judged reasonable for that student

(<http://www.utoledo.edu/utlc/accessibility/>). Please contact the instructor so that appropriate arrangements may be made.

Course Materials

As indicated above, you will take 6 exams throughout the semester corresponding to each week of the term. When it comes to material for each of the 6 weeks/sections (e.g., lectures, articles), I will release each set of materials one week 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.

Tentative Course Schedule (Subject to change based on announcements)

Week of	Topic & Readings	Assignments
6/27	---Introducing Health Psychology (Ch. 1) ---Conducting Health Research (Ch. 2) ---Cohen article	--- Exam 1 (available 6/27 through 7/3)
7/4	---Seeking and Receiving Health Care (Ch. 3) ---Adhering to Healthy Behavior (Ch. 4) ---Stone et al article	--- Exam 2 (available 7/4 through 7/10)
7/11	---Defining, Measuring, Managing Stress (Ch. 5) ---Understanding Stress, Immunity, Disease (Ch. 6) ---Understanding and Managing Pain (Ch. 7) ---Kiecolt-Glaser et al article	--- Exam 3 (available 7/11 through 7/17) --- Activity 1 due by 5pm on 7/15
7/18	---Considering Alternative Approaches (Ch. 8) ---Behavioral Factors in Cardio Disease (Ch. 9) ---Behavioral Factors in Cancer (Ch. 10) ---Schier et al. article	--- Exam 4 (available 7/18 through 7/24)
7/25	---Living with Chronic Illness (Ch. 11) ---Smoking Tobacco (Ch. 12) ---Using Alcohol and Other Drugs (Ch. 13) ---Helgeson et al article	--- Exam 5 (available 7/25 through 7/31)
8/1	---Eating and Weight (Ch. 14) ---Exercise (Ch. 15) ---Pischke et al article	--- Exam 6 (available 8/1 through 8/7) --- Activity 2 due by 5pm on 8/5

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.