

SYLLABUS—Spring, 2008

Health Psychology refers to research into the ways behavior, mental states, culture, and physical health interact. This includes ways in which mental states and behaviors affect physical health, but also ways in which physical health may affect mental states and behavior. Further, health, disease and treatment occur within cultural contexts that affect our views and approaches. Diverse issues such as conditioned immunological responses, drug use, eating behavior, relaxation, "alternative" medical interventions, endocrinological responses to stress, and illness-prone personalities are all areas studied by health psychologists. In the present course, we will focus on two major areas within health psychology:

- **Stress**, a state that has served as a cornerstone of health psychology research, along with the ways in which people respond to stress physiologically, psychologically, and behaviorally. Along with this, the mechanisms and structures by which the mind communicates with the body and links between stress and health will be discussed as will approaches for coping and stress reduction.
- **Health promotion and disease prevention.** Key psychological theories regarding attitudes, motivation, and persuasion will be covered with an emphasis on understanding barriers to healthy behaviors and techniques for intervention.

As part of these emphasized areas, we will also discuss:

- Some history of Western medicine and the development of current views regarding the role of mind and behavior in health.
- Psychological and behavioral contributors to mechanisms underlying different disease processes.
- Methods and ethics associated with health-related research with an emphasis on understanding causal relationships.
- Research related to specific health issues (e.g., psychoneuroimmunology, cardiovascular health, sexually transmitted diseases, cancer).

As can be seen, Health Psychology is both a theory/research based science and an applied area of psychology. The goal of the course is to give you an introduction to both foci.

Accordingly, you will be expected to:

- Learn and understand content from textbook, lecture, and reserve readings on psychological and biological principles related to stress, health, disease, and associated behaviors;
- Evaluate and use psychological research in order to apply the findings;
- Effectively use principles learned in the course to develop and present intervention strategies.

My expectation of students in this course is one of active engagement rather than passive memorization of 'facts' to be replicated on closed-ended exams. Exams will ask you to interpret and predict based on theories and ideas learned in class. Although lecture will be used frequently during the course, we will also engage in class discussion related to the articles and readings. Therefore, keeping ahead in the readings will be necessary for success. The last portion of the course will place more emphasis on active student presentation of intervention approaches and topics.

Required Reading:

- Richard O. Straub (2007). *Health Psychology: A biopsychosocial approach (2 ed.)*. New York: Worth Publishers (ISBN: 0-7167-6450-4).
- Readings placed on reserve
- Recommended: An introductory psychology text as background reference.

Grades are determined from:

- Four, non-cumulative, exams (180 pts. total) that will cover
 - (1) History, mind-body, culture & complementary medicine (30 pts., Feb. 4),
 - (2) Stress, including biological aspects and theories (50 pts. in two parts: 20 pt. Bio. quiz, Feb. 22, + 30 pt. Stress exam, Mar. 3),
 - (3) Stress, control, coping and disease processes (50 pts., Mar. 31),
 - (4) Theories and research related to disease prevention and health promotion (50 pts., Apr. 21);
- Take-home assignment on research methods in health psychology (20 pts., due Feb. 15)
- Small group topic presentation (40 pts., Apr. 25 – May 7),
- A final take-home assignment on health promotion/disease prevention (40 pts., due May 13)

280 pts. total. More specific information on each of these follows.

Extra-credit You will be able to earn up-to **10 points** in extra-credit. Extra-credit can only be earned through participation in UMM research experiments and other activities announced in class. Note that the opportunity to participate is on an availability basis only. That means that although we allow up-to 10 points of extra credit, we cannot guarantee that there will be 10-points worth of activities available. Remember that these are only bonus points and, while helpful, you should not count on them to make up for poor examination grades. Points are awarded at a rate of 1 point per ½- hour of participation.

The following dates and structure are subject to change (with adequate notice) based on decisions we make about how the class might proceed and from events outside our control (e.g., illness, weather, etc.) You should get in the habit of checking your e-mail regularly, if you haven't already developed that habit.

Introduction, history of medicine, the "mind-body" problem, complementary medicine, and research methods

Dates: Jan. 23 – Feb. 11

Introduction, history, the mind-body problem, culture & complementary medicine—(1/23 – 2/4)

Reading:

Straub, Chapt. 1 (Introducing health psychology);

Straub, Chapt. 14 (Complementary & alternative medicine)

Reserve article:

- Mull, J.D., Wood, C.S., Gans, L.P., & Mull, D.S. (1989). Culture and 'compliance' among leprosy patients in Pakistan. *Social science & medicine*, 29 (7), 799-811.

Exam 1 (30 pts.): Mon., Feb. 4

Research methods in health psychology—(2/6 – 2/11)

Reading:

Straub, Chapt. 2 (Research in health psychology)

Take-home assignment on research methods in health psychology (20 pts.)—DUE Fri., Feb. 15

Stress-1: Definitions, measurement, and processes related to stress and coping.

Dates: Feb. 13 – March 3

Readings:

Straub, Chapt. 3 (Biological foundations of health and illness, pp. 52-64 & 68-74 ONLY)

Straub, Chapt. 4 (Stress);

Articles on reserve:

- Dienstbier, R. A., & Zillig, L. (2002). Toughness. In Snyder, C. R. & Lopez, S. (Eds.), *Handbook of positive psychology* (pp. 515-527). London: Oxford University Press.
- Robles, T.F., Glaser, R., & Kiecolt-Glaser, J.K. (2005). Out of balance: A new look at chronic stress, depression, and immunity. *Current Directions in Psychological Science, 14*, 111-115.

Biological foundations Quiz (20 pts.), Friday, Feb. 22

Exam 2 on Stress (30 pts.), Wednesday, March 5

Stress-2: Control, coping, and cardiovascular disease

Dates: March 7 – Mar. 31

Readings:

Straub, Chapt. 5 (Coping with stress);

Straub, Chapt. 9, (Cardiovascular disease, pp. 266-293 ONLY);

Articles on reserve:

- Baum, A., Fleming, R., & Reddy, D. (1986). Unemployment stress: Loss of control, reactance, and learned helplessness. *Soc. Sci. Med., 22*, 509-516.
- Reynolds, J. S., & Perrin, N. A. (2004). Mismatches in social support and psychosocial adjustment to breast cancer. *Health Psychology, 23*(4), 425-430.
- Smith, T.W. (1992). Hostility and health: Current status of a psychosomatic hypothesis. *Health Psychology, 11*, 139-150.

Exam 3 (50 pts.), Monday, Mar. 31

Disease prevention and health promotion-1: Theories related to health behaviors and seeking treatment

Dates: April 2 – April 21

Readings:

Straub, Chapt. 6 (Staying healthy: Primary prevention & positive psychology);

Straub, Chapt. 12 (The role of health psychology in health care settings, pp. 359-383 ONLY)

Articles on reserve:

- Gerend, M.A. & Shepherd, J.E. (2007). Using message framing to promote acceptance of the human papillomavirus vaccine. *Health Psychology, 26*, 745–752.
- Sprott, D. E., Smith, R. J., Spangenberg, E. R., & Freson, T. S. (2004). Specificity of prediction requests: Evidence for the differential effects of self-prophecy on commitment to a health assessment. *Journal of Applied Social Psychology, 34*(6), 1176-1190.
- Werch, C. (. (2007). The behavior-image model: A paradigm for integrating prevention and health promotion in brief interventions. *Health education research, 22*(5), 677-690.
- Stone, J., Aronson, E., Crain, A., Winslow, M., & Fried, C. (1994). Inducing hypocrisy as a means of encouraging young adults to use condoms. *Personality and Social Psychology Bulletin, 20*, 116-128.

Exam 4 (50 pts.),Monday, April 21

Disease prevention and health promotion-2: Applications of theories to promote healthy behaviors, prevent disease, and reduce stress

Dates: Apr. 23 – May 9

Readings: Readings from the text or other sources will be assigned as needed for the class to have proper background for the presentations and discussions. The reading assignments need to be ready for the class one-week prior to the presentation.

Possible presentation topics:

- Cancer prevention
- Compliance in a chronic illness (e.g., diabetes or asthma)
- Safer sex behaviors
- Healthy eating (preventing obesity)
- Promoting exercise
- Alcohol, tobacco, or other drug prevention

Attendance is expected on presentation days:

Fri. Apr. 25,

Mon. Apr. 28, Wed. Apr. 30, Fri. May 2

Mon. May 5, Wed. May 7

Final assignment on health promotion/disease prevention, (40 pts.) Due by 4:30 pm, Tue., May 13.

Exams:

The exams will be in-class, short-answer/short-essay affairs. Material from the assigned readings and class lectures/discussions will be included. The take-home assignment on research methods is to be treated as a set of exam questions, to be completed individually, but will be open-book/open-note.

Final assignment:

The final assignment at the end of the course will be a take-home assignment due after the end of the scheduled final exam time. The assignment will ask for more developed answers, primarily applying information from the research covered in the last portion of the course, but also assuming an understanding of material presented throughout the course. The final assignment changes each year, but previous assignments have included developing health promotion materials, developing a grant proposal for a health promotion program, based on research-based approaches covered in class and information learned about health issues. (The health issue will be different than the one used for your presentation). This will be open-book/open-note, but is to be completed individually.

Small group presentations (40 points):

Small group presentations will take place beginning April 25. There will be six groups of about 5 students each. Students will work in small groups to develop a presentation related to a specific health-related behavior.

A major part of applied health psychology deals with providing people with information that will affect their health and lives. This requires effectively reaching people and providing information in a way that will get their attention and get it incorporated into their lives. This is often a difficult task because the behaviors that are most likely to affect health are also ones that tend to be most tenaciously held. The focus of your presentation will be on a particular health-affecting behavior including its links to health and ways to alter it. You will be expected to discuss the issue, underlying mechanisms, prevention, promotion, etc., as appropriate.

The groups' role is to summarize information from research articles, relating that information to other course material, with a focus on approaches for changing these behaviors, reasons for doing so, and barriers against being successful. Non-presenting students will receive either an article or will be referred to appropriate background reading in the textbooks—therefore, non-presenting students will have at least basic knowledge about the topic *before* you present. Presenters will use additional articles/materials in order to flesh out the discussions.

Your grade on this portion will be based on your understanding of the material *and* your ability to extract and present main points. Presentations will take 40-50 min. of a class period, so you will need to be succinct.

Because these are *group* projects, grades will be based on the group's final presentation. I recognize, however, that there are at times group members who fail to pull their own weight. There will also be a mechanism by which group members will evaluate their own and others' contributions and these evaluations will be taken into account for final grades.

More detail about the presentations and the grading criteria are available on the course web page.

Psy 3521 Course Calendar, Spring 2008

MON	TUE	WED	THU	FRI
1/21—	1/22	1/23 <i>First day of class</i> Intro. and history (Text, Chapt. 1)	1/24	1/25 History & the mind-body relationship (Chapt. 1)
1/28 Mind-body relationship (Chapt. 1)	1/29	1/30 Health, culture & Complementary medicine (reserve reading + Chapt. 1; 14)	1/31	2/1 Health, culture & Complementary medicine (reserve reading + Chapt. 1; 14)
2/4— EXAM 1 (30 pts.): Intro., history, mind/body, culture & complementary medicine	2/5-	2/6- Determining causality & Complementary Medicine, cont. (Chapt. 2 & 14)	2/7-	2/8- Research methods in Health Psychology (Chapt. 2)
2/11 Research methods in Health Psychology (Chapt. 2)	2/12	2/13 Begin: Stress- Pt. 1 Biological foundations (Chapt. 3 (52-64; 68-74))	2/14	2/15 Stress- Pt. 1 Biological foundations (Chapt. 3 (52-64; 68-74)) Research Methods Take- Home Assignment DUE (20 pts.)
2/18 Stress- Pt. 1 Biological foundations (Chapt. 3 (52-64; 68-74))	2/19	2/20 Stress- Pt. 1 Biological foundations (Chapt. 3 (52-64; 68-74))	2/21	2/22 Biological Foundations QUIZ (20 pts.) Stress- Pt. 1 Stress theories (Chapt. 4)
2/25 Stress- Pt. 1 Stress theories (Chapt. 4 + reserve readings)	2/26	2/27 Stress- Pt. 1 Stress theories (Chapt. 4 + reserve readings)	2/28	2/29 Stress- Pt. 1 Stress theories (Chapt. 4 + reserve readings)
3/3 Stress- Pt. 1 Stress theories (Chapt. 4 + reserve readings)	3/4	3/5 EXAM 2 (30 pts.): Stress Pt. 1	3/6	3/7 Begin Stress Pt. 2 (Chapt. 5 + reserve readings)
3/10 Stress Pt. 2 (Chapt. 5 + reserve readings)	3/11	3/12 Stress Pt. 2 (Chapt. 5 + reserve readings)	3/13	3/14 Stress Pt. 2 (Chapt. 5 + reserve readings)
3/17 SPRING BREAK	3/18	3/19	3/20	3/21

MON	TUE	WED	THU	FRI
3/24 Stress Pt. 2 (Chapt. 5, 9 + reserve reading (Smith))	3/25	3/26 Stress Pt. 2 (Chapt. 5, 9 + reserve reading (Smith))	3/27	3/28 Stress Pt. 2 (Chapt. 5, 9 + reserve reading (Smith))
3/31 EXAM 3 (50 pts.): Stress Pt. 2	4/1	4/2 Begin: Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)	4/3	4/4 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)
4/7 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)	4/8	4/9 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)	4/10	4/11 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)
4/14 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)	4/15	4/16 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)	4/17	4/18 Disease Prevention & Health Promotion Pt. 1 (Chapts. 6 & 12 (pp. 359-383) & reserve readings)
4/21 EXAM 4 (50 pts.): Disease Prevention & Health Promotion Pt. 1	4/22	4/23 Begin Disease Prevention & Health Promotion Pt. 2 (assigned readings and presentations)	4/24	4/25 Presentation 1
4/28 Presentation 2	4/29	4/30 Presentation 3	5/1	5/2 Presentation 4
5/5 Presentation 5	5/6	5/7 Presentation 6	5/8	5/9 LAST DAY OF CLASSES: Wrap-up: Disease Prevention & Health Promotion; Course evaluations
5/12	5/13 FINAL TAKE- HOME ASSIGNMENT DUE BY 4:30 p.m.	5/14	5/15	5/16

DEFINITIONS OF GRADES & ACADEMIC WORKLOAD EXPECTATIONS

(The following information is provided as required by the University Senate.)

A -- achievement that is outstanding relative to the level necessary to meet course requirements.

B -- achievement that is significantly above the level necessary to meet course requirements.

C -- achievement that meets the course requirements in every respect.

D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.

S -- achievement that is satisfactory, which is equivalent to a C- or better.

F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Work load

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week necessary for an average student to achieve an average grade in the course. For example, a student taking a four-credit course will be expected to put in 180 hours of work during the semester. That means that for a course that meets three 65-minute sessions per week for 15 weeks, students will be expected to put in approximately 8 hours of work outside of class per week during the time the course meets.

Cheating and plagiarism policy

The University defines **scholastic dishonesty** as “submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.” Scholastic dishonesty, in the form of cheating on exams, using a previous student’s paper, etc., will result in a “0” for the assignment or exam, at the minimum, and possible removal from the course, at the maximum. Incidences of scholastic dishonesty will be reported, in writing, to the Vice-Chancellor for Student Affairs.