

PSYC 331 and PSYC 331G: PSYCHOLOGY OF HEALTH

Fall 2005

B105

11:40-12:30

3 credit hours

Directions to the TA office: Capital Village is in the Starbucks/Quizno's shopping center at the corner of University and Capitol. The entrance to the building faces the main parking lot. Go in the main door and walk straight back until you find 108A (past the restroom and kitchen).

REQUIRED TEXTS:

Straub, R. O. (2003). *Health psychology*. New York, NY: Worth Publishers.

COURSE OBJECTIVES:

This course will focus upon how biological, psychological, and social factors affect health and illness. We will discuss the best ways to promote healthy living and prevent disease and how people react psychologically when they are diagnosed with an illness or asked to make a lifestyle changes (e.g., controlling cholesterol, start an exercise program, get a mammogram). We will also cover the influence of stress, coping, personality, and family influences on health as well as health intervention at the level of individual, family, and community.

COURSE OVERVIEW:

Class meetings will combine lecture, discussion, demonstrations, activities, and films. The basic lecture notes can be found on Blackboard at <http://blackboard.boisestate.edu> or <http://bb6.boisestate.edu>. I hope the sessions will be interactive; I encourage questions and comments. You are responsible for all information presented in each meeting, even when you are absent.

ATTENDANCE:

Regular attendance is expected. If you miss a class, you should obtain notes from a classmate. You are expected to read the assigned material in the text prior to the lecture topic.

EXAMS:

There will be three exams worth 100 points each over the material from lecture, the text, any readings assigned, and any films in class. Exams will consist of 50 multiple choice questions worth 2 points each. Approximately half the material on the exams will be from both the text and lecture, with roughly 25% of the material from just lecture, 25% from just text, and 50% overlap between lecture and text.

Make up exams are allowed only upon presentation of a written excuse from a physician verifying illness at the time of the exam or with a written excuse from an approved university official verifying an authorized university-required absence. No other excuses will be accepted. The following excuses have not worked: Forgetting to set

your alarm, spending the night in jail, pulling an all-nighter to finish a paper, and having a ticket for a plane home that leaves before an exam. If you have any questions or concerns about a particular situation, talk to me as early as possible. These make up exams must be completed within one week of the original exam date or you will receive a zero. Make-up exams may be different from scheduled exams. If you miss an exam without contacting me *beforehand*, you will receive a zero.

If you have a disability or language problem that might hinder your performance on exams, please let me know prior to the first exam. With documentation, arrangements may be made for an alternative test.

COMMUNITY-BASED HEALTH PROJECT:

The purpose of this project is 1) to reinforce connections between health psychology and community issues you see everyday, and 2) to educate community members on a health issue. Students will work in groups of 7 individuals to complete a 3-4 hour health-based intervention project. The total points possible for this project are 170 points.

Benefits of the community-based health project:

- It allows you to see how health psychology can affect people's choices and options in life.
- It allows you to have a deeper understanding of some deceptively simple questions such as: "Why is health psychology important?" "How can it shape behaviors?"
- It allows you to apply what you are learning in class and gain new skills.
- It allows you to participate in the public life of the Boise community in new ways, and to gain new contacts through that participation

Examples of community projects:

- developing and coordinating a health awareness event
- teaching a session on a health topic (e.g., nutrition, diabetes prevention) to community agency clients
- designing workshops for staff or clients of the agency
- preparing text for a brochure or manual for agency volunteers

Requirement of the community-based health project:

- Select a community agency and attend an orientation at the agency to learn about community issues and potential health intervention projects (1-2 hours) -15 points
- Negotiate a project with the agency at orientation. Many agencies have a project in mind that relates to the course; other agencies may turn to you for ideas. The project must incorporate findings from health psychology research, and require you to use skills and knowledge associated with a health psychology background (e.g., not just anyone off the street would have this knowledge)
- Submit *Project Proposal*. Show justification for the need for and effectiveness of your intervention for your chosen population– 50 points
- Research and plan the project
- Implement the project (expect to spend 3-4 hours)
- Turn in three reflection assignments connecting your project to course material.

- Questions will be assigned later. – *10 points each*
- Submit a final report to the agency and to me evaluating the effectiveness of your intervention and suggestions for future use – *25 points*
 - Design a poster to be presented in an open session at the end of the semester. On the poster, summarize the purpose, steps, and outcomes of the project, as well as the ways health psychology was used to address a community need. – *50 points*

Notes on evaluation:

- Agencies will be asked to evaluate your performance and the effectiveness of your intervention.
- Group members will be asked to evaluate one another to make sure that no one slacked off or loafed on their group project.
- If the agency or group members report that you did not do your work, points will be deducted from your final course grade.

GRADUATE STUDENT RESEARCH PROJECT

In addition to the other course requirements, graduate students will be required to give a 30-minute presentation on a health topic of their choice/expertise. Students will present topic ideas to Dr. Pritchard by the third week of class and we will work together to decide where the presentation would best fit. This is worth 100 points of your final course grade.

ACADEMIC DISHONESTY

The only assignments that can be accomplished with the input of others are the in-class group assignments. The out of class assignments and exams must be your own work. I will report all violations of the Student Code of Conduct. Thus, it is essential that you familiarize yourself with this information. The Student Code of Conduct, which includes information on academic dishonesty and describes the reporting and the Conduct hearing processes, can be found at: <http://www2.boisestate.edu/studentconduct>.

GRADES:

The final grade will be calculated based on total points earned from the exams, reaction papers, quizzes, and project. The maximum number of points undergraduates students could earn in this class is 470, and 570 for graduate students. Assignment of final grades will be made according to the following scale:

90-100% = A	80- 89% = B	70- 79% = C
60- 69% = D	below 60% = F	

TENTATIVE COURSE OUTLINE

DATE	TOPIC	READING
M 8/22	Introduction to Course and Service Learning	N/A
W 8/24 – F 8/26	Introduction to Health Psychology	Ch. 1, 2
F 8/26 – F 9/2	Theories of Health Behavior	Ch. 6
M 9/5	LABOR DAY – no classes	
F 9/2 – M 9/12	Stress & Coping	Ch. 4, 5
F 9/9	no class - MEET WITH AGENCIES	
W 9/14 – M 9/19	Personality	N/A
W 9/21 – M 9/26	Designing Effective Interventions Health Literacy	Ch. 12
W 9/28	EXAM 1	
F 9/30 – W 10/5	Social Support Spirituality	N/A
F 10/7 – W 10/12	Substance Abuse (smoking, alcohol, caffeine)	Ch. 8
F 10/14 – W 10/19	Obesity, Eating Disorders, & Body Image	Ch. 7
F 10/21 – W 10/26	Pain	Ch. 13
F 10/28 – W 11/2	Chronic Illness	Ch. 9, 10, 11
F 11/4	EXAM 2	
M 11/7 – F 11/11	Mental Illness	N/A

M 11/14 –
F 11/18

Sleep

N/A

M 11/28 –
F 12/2

Alternative Medicine

Ch. 14

M 12/5 –
F 12/9

Wrap up; Get posters ready

Th 12/15

EXAM 3 – 10:30am-12:30am

COMMUNITY-BASED HEALTH PROJECT DEADLINES

August 22-26th – review list of Service-Learning (SL) service opportunities on handout/ Sign up for a project online at <http://servicelearning.boisestate.edu>. – If not registered for a project by Aug. 29th, a project will be chosen for you.

August 29th TA will confirm your SL group/project assignment by this date. Each group will be assigned one of the TAs to oversee your project. Read project checklist. Assign group member roles and notify your group TA of everyone's assigned role (we will pass out a sheet for your group to fill out in class on the 29th). All group members are expected to help with each phase of the project. However, you should appoint group members in the following roles to be 'in charge' of each particular section of the project.

Group member roles:

- 1) Agency contact/evaluation gatherer – **one** individual in your group will be responsible for setting up all agency meetings and being the key 'contact' for your agency supervisor. This person is also in charge of coordinating with the agency to make sure that the agency evaluates your intervention. This means that this person must be at the implementation, develop an evaluation form for the agency supervisor, and make sure the agency supervisor has completed that form by the end of the intervention.
- 2) Proposal developer – **two** individuals from your group will be responsible for writing the proposal and any revisions necessary (see description under September 23rd)
- 3) Implementation – **two** individuals from your group will be responsible for implementing your project at your agency (e.g., teaching the class on nutrition)
- 4) Final report/poster writer – **two** individuals from your group will be responsible for writing up the final report and poster for the class which evaluates the effectiveness of your project utilizing both your own observations and feedback from your agency supervisor

August 31st.–Group liaison will contact your assigned agency to schedule your group orientation (before Sept. 16th).

September 5-16th – Meet with agency for orientation and to discuss proposed intervention.

At your agency meeting, you should do the following:

- *Explain* your class and its learning goals.
- *Discuss* the parameters of potential service projects:
 - Explain your time commitment, availability, and project deadlines.
 - Describe your project's scope and your ability level.
- *Tell* them your idea... and *ask* for their ideas (they might have an exciting project!).
- *Describe* your anticipated needs:
 - meeting times, information, regular feedback, evaluation.

- Ask what they need from you:
 - background checks, training, minimum time commitment.
- Discuss communication arrangements:
 - If group project, who is the main contact?
 - How will feedback be exchanged?
 - When and with whom is your next meeting and how often will you meet after that?
 - When will you contact each other next, and what are each party's next steps?
- Discuss potential risks. Talk about ways to make sure you (and the agency) stay safe.

Key: You must have health insurance: ...University liability insurance will not cover injuries you may incur. Not all agencies have liability insurance to protect their volunteers (you can ask if they have it). It is your responsibility to protect yourself.

September 16th – complete reflection activity #1 individually (we will post this assignment on Blackboard on September 12th); attend any additional meetings or orientations that your agency may require (not all agencies will require this).

September 23rd – turn in a written description of your proposed intervention as a group (each group turns in one proposal with all group members names on it), including material from the text, at least 3 journal articles, and at least 3 websites to support the need for and effectiveness of your intervention for your chosen population– you may include primary source material from meetings with your agency. Students must visit RADAR to obtain at least one source for their paper. RADAR is located in the Health and Wellness Building in the back (ask up front when you get there).

September 30th – turn in any required revisions of proposed intervention, meet with group's assigned TA to discuss proposal

October 7th – meet/email/fax with agency supervisor to discuss final proposed intervention and get them to sign off on it

October 14th – complete reflection activity #2 individually (we will post this assignment on Blackboard on October 10th)

October 28th – complete intervention

November 4th - complete reflection activity #3 individually (we will post this assignment on Blackboard on October 31st)

November 11th - submit a structured final report to your group TA evaluating the effectiveness of your intervention and suggestions for future use

November 18th - submit revisions of final report to your TA and agency supervisor

December 2nd – submit poster text draft to your group TA – poster should present your intervention and your findings to the class and community at large

December 9th – final poster is due, submit your final log sheet to your group TA, submit your student evaluation to site supervisor with SASE addressed to me

POSTER SESSION during finals week – TBA

CHECKLIST FOR SERVICE LEA

CHECKLIST FOR SERVICE-LEARNING STUDENT

STUDENT RESPONSIBILITIES (Check each line to indicate that you have read it

A **Service-Learning experience** is part of a course in which students apply course theory to real community issues. Students gain **hands-on experience** in the community (10-45 hours per semester depending on the class). Through assignments and class discussion, students reflect on their service, relate it to the course, reinforce their understanding of course material, and discover how the course relates to their personal lives.

EXAMPLES:

- English students assist in an adult literacy program
- History students become companions to veterans and refugees
- Ecology students plant trees or teach children about pollution

carefully)

- Attend** agency orientation at selected time
- Sign** an agreement with agency partner (clarify your learning objectives and their needs)
- Serve** as ambassadors of goodwill for the project
- Communicate** with agency partner regarding service hours and activities
- Respect rules**, regulations, and confidentiality standards of agency
- Participate in reflection** activities and assignments
- Complete service project on schedule.** Agencies and their clients count on you. In case of emergency, contact the agency ASAP to work out alternative projects.
- Evaluate** SL experience and your service site at the end of the semester
- Maintain personal health insurance** or BSU student health insurance. (BSU liability insurance does not cover you if you are injured at the site; however, it will protect you if you cause any harm). Most agencies carry liability insurance in case you are harmed on-site
- Maintain auto insurance** if you plan to use your personal vehicle. BSU is not liable for students getting to and from community sites

STUDENT RIGHTS

- ❑ To **know** as much as possible about agency organization-policy, people, programs, and activities
- ❑ To **receive orientation**, training, and ongoing supervision for the job expected
- ❑ To **receive sound guidance** and direction.
- ❑ To **do meaningful and satisfying work**
- ❑ To **be evaluated** and receive letters of recommendation based on services completed
- ❑ To **have an advocate** in the SL Office if problems arise.

HOW TO SELECT & REGISTER FOR A S-L PROJECT ON-LINE:

If you run into problems in registering on our website, SERVICE-LEARNING STAFF ARE HERE TO HELP! Call 426-1004.

1. Go the Service-Learning website <http://servicelearning.boisestate.edu> to get started
2. Click “**Students**” from the left side menu.
 - ❑ Click “[Login](#)”
3. Select your class, browse the projects, select a project, and choose an orientation time.
 - ❑ Choose carefully: the “project descriptions” indicate orientation times, background check requirements, schedule flexibility, and whether you can bring your children.
4. Print your project **STUDENT/AGENCY AGREEMENT**. This form:
 - ❑ Helps you clarify expectations, days/times you will serve, and your goals
 - ❑ Requires agency signature (to be obtained at orientation)
 - ❑ Must be returned to your instructor; consult syllabus for deadline