

## **PSYC 331 and PSYC 331G: PSYCHOLOGY OF HEALTH**

**Fall 2006**

B105

11:40-12:30

3 credit hours

### **REQUIRED TEXTS:**

Gurung, R. A. R. (2006). *Health psychology: A cultural perspective*. Belmont, CA: Thompson.

### **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 because you will be responsible to know this information for exams. 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 the text and half from lecture.

Make up exams are allowed only upon presentation of a written excuse from a physician verifying illness at the time of the exam, with a written excuse from an approved university official verifying an authorized university-required absence, or because of serious extenuating circumstances that are given professor approval. 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 SERVICE-LEARNING:**

You will spend 15 hours at local non-profit agency that works daily with the health issues that our community faces. Purposes of community-based service-learning are the following:

- 1.) Reinforce course theory about health psychology
- 2.) Learn about its role in the community
- 3.) Allow students to better empathize with current health issues faced by the community

You will have a variety of agencies to choose from and will pick the one that best fits your interests, needs, and schedule. The total points possible for this project are 300 points.

*\*Attention:* Group projects are available. See Kelly.\*

Requirement of community-based health service-learning:

Select a community agency and attend an orientation at the agency.	<i>15 points</i>
Turn in Service Learning Agreement that is printed out with your confirmation.	<i>5 points</i>
Complete 15 hours of service.	<i>100 points</i>
Complete 10 weekly journal questions found on Blackboard. -Turn in a hard copy and an email copy to TA on date assigned.	<i>100 points</i>
Complete final reflection paper and participate in the assigned discussion day.	<i>70 points</i>
Complete an evaluation of your agency at the end of the semester.	<i>10 points</i>
<b>TOTAL</b>	<b><i>300 points</i></b>

\*\*Agencies will be asked to evaluate your performance as well. Negative feedback and/or notification of incomplete hours will result in reduction of points.

Community-based service-learning is not *extra* work. Course requirements have been adjusted to accommodate for the time you will spend on this assignment. This project will be explained in more detail as the semester goes by. Service-learning should be a rewarding, exciting, and challenging experience, but we are always available to listen to your concerns.

**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 for approval 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. Rough drafts of presentations are due one week prior to presentation date.

**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 600, and 700 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

**Grade Breakdown:**

Undergraduate Students

<i>Exams</i>	
Exam 1	<i>100 points</i>
Exam 2	<i>100 points</i>
Exam 3	<i>100 points</i>
<i>Community-based Service-Learning</i>	
Select a community agency and attend an orientation at the agency.	<i>15 points</i>
Turn in Service Learning Agreement that is printed out with your confirmation.	<i>5 points</i>
Complete 15 hours of service.	<i>100 points</i>
Complete 10 weekly journal questions found on Blackboard. -Turn in a hard copy and an email copy to TA on date assigned.	<i>100 points</i>
Complete final reflection paper and participate in the assigned discussion day.	<i>70 points</i>
Complete an evaluation of your agency at the end of the semester.	<i>10 points</i>
<b>TOTAL</b>	<i>600 points</i>

Graduate Students

<i>Exams</i>	
Exam 1	<i>100 points</i>
Exam 2	<i>100 points</i>
Exam 3	<i>100 points</i>
<i>Community-based Service-Learning</i>	
Select a community agency and attend an orientation at the agency.	<i>15 points</i>
Turn in Service Learning Agreement that is printed out with your confirmation.	<i>5 points</i>
Complete 15 hours of service.	<i>100 points</i>
Complete 10 weekly journal questions found on Blackboard. -Turn in a hard copy and an email copy to TA on date assigned.	<i>100 points</i>
Complete final reflection paper and participate in the assigned discussion day.	<i>70 points</i>
Complete an evaluation of your agency at the end of the semester.	<i>10 points</i>
Graduate Student Research Project	<i>100 points</i>
<b>TOTAL</b>	<i>700 points</i>

## TENTATIVE COURSE OUTLINE

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>
M 8/21	Introduction to Course	
W 8/23	Introduction to Service Learning	
F 8/25	Introduction to Health Psychology	Ch .1
M 8/28	Health Literacy	
W 8/30 - F 9/1	Cultural Approaches to Health, Complementary and Alternative Medicine (CAM)	Ch .2
<b>M 9/4</b>	<b>Labor Day (no class)</b>	
W 9/6	Complementary and Alternative Medicine (CAM)	
<b>F 9/8</b>	<b>No class – attend agency orientation</b>	
M 9/11 - F 9/15	Stress across Cultures	Ch .4
M 9/18 - F 9/22	Coping, Social Support, Spirituality	Ch. 5
M 9/25 - W 10/4	Models of Behavior Change: Theories of Health Behavior Designing Effective Interventions	Ch. 6
<b>F 10/6</b>	<b>Exam 1</b>	
M 10/9 - W 10/18	Health Behaviors: Eating, Physical Activity, Smoking, and Drinking, Sleep	Ch. 7
F 10/20 - W 10/25	Factors Surrounding Illness, Personality	Ch. 8
F 10/27	Mental Illness	
M 10/30 - F 11/3	Pain	Ch. 9
M 11/6 - W 11/8	Chronic Illness and Death Diabetes	Ch. 10

<b>F 11/10</b>	<b>Exam 2</b>	
M 11/13 - F 11/17	HIV/AIDS	Ch. 11
<b>M 11/20 - F 11/24</b>	<b>Thanksgiving Break</b>	
M 11/27	Cancer	Ch .12
W 11/29	Coronary Heart Disease (CHD)	Ch. 13
F 12/1	Future of Health Psychology	Ch .14
M 12/4 - F 12/8	Service Learning Discussion Week	
<b>Th 12/14</b>	<b>Exam 3 - 10:30 a.m. - 12:30 p.m.</b>	

\* Note: This final examination schedule was set by the registrar. I cannot change it.

## Classroom Policies

I. Students are not customers. Professors and teaching assistants are not employees.

II. Students, professors, and teaching assistants have obligations to each other.

III. Here is what we (your professor and teachings assistants) expect from students:

- You will treat everyone in the class, including the professor, with the respect due to all human beings.
- You will attend every class, give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.

IV. Here is what students can expect from us:

- We will treat you with the respect due to all human beings.
- We will treat you as an individual.
- We will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- We will manage the class in a professional manner. That may include educating you in appropriate behavior.
- We will prepare carefully for every class.
- We will begin and end class on time.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will conduct scholarly research and publication with the aim of making myself a more informed professor.
- We will return your assignments quickly with detailed feedback.

- We will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- We will keep careful records of your performance.
- We will investigate every excuse for nonattendance of classes and noncompletion of assignments.
- We will make ourselves available to you during our office hours or by appointment for advising.
- We will maintain confidentiality concerning your performance.
- I will provide you with professional support and write recommendations for you if appropriate.
- We will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- We are interested in your feedback about the class, but we are more interested in what you learned than how you feel.