

PSYC 331 and PSYC 331G: PSYCHOLOGY OF HEALTH

Spring 2007

LA 106

10:40-11:55 TuTh

3 credit hours

REQUIRED TEXTS:

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

2 copies of the textbook are on reserve in the library. You may use in them in the library only.

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>. 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. All exams will be given on-line in the Blackboard testing center on the 4th floor of the Education building. You will have a one week timeframe in which to take each exam. Make sure you take your exam during the allotted week. **Make up exams will not be allowed.**

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.

REQUIRED PAPERS:

One goal of this course is that you learn to apply aspects of health psychology to your personal life. With this in mind, you will be writing several 3-6 page typed, double spaced papers throughout the semester. (Minimum page requirements are listed for each paper.) They are described below and should include references or source material properly cited. Late papers will be deducted 10% for each day they are late (including non-class days and weekends), starting at 5pm on the day they are due. (Thus, if you turn your paper in at 5:01pm on the day that it is due, it will be deducted by 10%). If you cannot turn your paper in during class, it is your responsibility to notify your TA during class that you will get your paper to them and to ensure that your TA gets it by 5pm. You may either make arrangements with your TA or you may leave it in the brown bin outside Dr. Pritchard's office door (E-622). If you do the latter, it is your responsibility to get the paper time and day stamped by one of the administrative assistants on the 6th floor of the education building. Otherwise, it will be assumed that your paper was late and points will be deducted. Thus, it is highly encouraged that you get your paper in to your TA during class time, as that will save you and us a lot of trouble.

- 1) Self-intervention design – In this paper, you should
 - a) Include the goal of your intervention, being realistic about what you can accomplish in one month (1/2 page)
 - b) Explain why you chose this intervention, including reasons outside of 'it was for class'. Include any media or personal info, like ads seen, family genetics known, etc. (1/2 page)
 - c) The intervention/prevention model you will use. This should include a description of the model as well as an explanation as to why it applies to well to your intervention. (1 page)
 - d) The plan you design, including a concrete goal and expected results in a given time frame. (1 page)
 - e) A description of what resources are available to you to achieve your goal, as well as why you chose those resources. This includes community resources, social support networks, and anything else you may choose to use to accomplish your goal. (1/2 page)

The self-intervention design paper is worth 50 points and is due February 8th in class. This paper should include a minimum of 3 references. You may use either your textbook or lecture notes as one of the references.

- 2) CAM – In this paper, you should
 - a) Choose a CAM method to research and describe why you chose this method (1/2 page)
 - b) Research its origins – include the particular society/culture/country of origination, as well as the time frame of development (1 page)

- c) State the philosophy behind the treatment or practice and specific aspects of practices/treatments. What are the basic practices? How is the CAM practiced/administered and what is it used for? (1 page)
- d) What population uses it and how many use it worldwide. How many practitioners are there in the US? Boise? (1/2 page)
- e) Pick a health issue that this type of CAM would benefit. How effective is it? Is there any research to support its use and efficacy? (1/2 page)

The CAM paper is worth 50 points and is due February 27th in class. This paper should include a minimum of 3 references. You may use either your textbook or lecture notes as one of the references.

- 3) Self-intervention report – in this paper, you should
 - a) Briefly summarize the intervention you developed for yourself and your goals for changing your behaviors. Were you successful in reaching your goal? (1-2 pages)
 - b) Describe the change (if any) in your health behavior over the course of the past month. (1 page)
 - c) Looking back on the experience, what could have made the intervention you designed more successful? Do you feel the intervention you designed could be applied help you improve your health in other ways as well? (2 pages)

The self-intervention report is worth 40 points and is due March 13th in class. No references are required for this paper.

- 4) Social intervention – in this paper, you should:
 - a. Describe a local agency (see Blackboard for approved agency list and see your TA if you have a different agency in mind). What do they do? What are their goals? (1/2 page)
 - b. Design an intervention for your agency - include the goal of your intervention, being realistic about what your agency could accomplish in one month (1/2 page)
 - c) Explain why you chose this intervention. (1/2 page)
 - d) Describe the intervention/prevention model you will use. This should include a description of the model as well as an explanation as to why it applies to well to your intervention. (1 page)
 - e) Describe the plan you design, including a concrete goal and expected results in a given time frame. (1 page)
 - f) Describe what resources are available to your agency to achieve this goal (1/2 page)

The social intervention design paper is worth 60 points and is due April 12th in class. This paper should include a minimum of 3 references. You may use either your textbook or lecture notes as one of the references.

5) Interview – This interview should address the following questions directed toward the interviewee:

- a) Name of person interviewed and their contact information
- b) Job title/position
- c) Agency interviewee works for
- d) How long at this agency?
- e) How long employed in this field?
- f) What are the major duties and responsibilities?
- g) What are duties on a typical day?
- h) What is your educational background?
- i) What do you like about your job?
- j) What do you dislike about your job?
- k) How does your job impact your community?
- l) What are some special skills you possess that help in doing this job?
- m) If you were to choose a career over again, would this be the one?
- n) Why did you select the person you interviewed?
- o) Describe your typical client.
- p) Has your clientele remained the same or changed during the last few years?
- q) Has acceptance of your field been favorable and appreciated in the US?

You may interview any health professional (e.g., medical doctor, Chinese herbalist, Reiki master, addictions counselor, etc.). You must get pre-approval of your interviewee before you conduct your interview. Interviewee names and titles must be submitted to your TA for approval no later than February 6th. Students who do not turn in interviewee names for approval by the 6th will have 5 points deducted from their interview grade. Rather than write a paper, we have placed an interview form for you to fill out on Blackboard. You must also get a receipt of your interview signed by your interviewee at the time of your interview (see Blackboard). Every attempt should be made to conduct your interview in person. If you are conducting an interview with someone who is not local and are interviewing over the phone, please have your interviewee email the receipt to your TA. It is your responsibility to make sure that your TA gets the receipt before the interview due date. Interviews may be conducted at any time during the semester and we encourage you to get it done as early as possible. Interview forms and receipts must be turned in no later than April 24th in class. The interview is worth 50 points.

6) Project display

The last three days of class are project presentation days. You will present on only one of the class days, but are responsible for attending class on all three days. Your project presentation must be a health promotion intervention. You may use either your self- or social intervention or you may design a new intervention just for the purpose of this presentation. Your project should include a description of your intervention and explanation for why your intervention should work (founded in theory). We are open to all kinds of ideas and encourage creativity. Suggestions include:

- a story board for a TV spot

- a script for a radio spot
- an ad, brochure or power point presentation you designed

Your project display is worth 50 points and is due on your assigned presentation day (presentation days will be announced as soon as the drop/add period is over). You are responsible for your own display equipment (e.g., poster board, laptop, brochure, etc.). You are expected to attend class on all three presentation days even though you are only presenting on one of the days, as you are responsible for helping grade all student presentations. 10 points will be deducted from your course grade for each missed presentation day. You must get pre-approval for your project idea from your TA. Approval requests should entail a ½ page typed description of your project idea. Approval requests for final projects are due no later than April 3rd in class. Students who do not turn in their project ideas for approval by the 3rd will have 5 points deducted from their project 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 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>.

REALITY CHECK

This is a 300 level course, and as such the effort you must apply to study in order to receive a good grade in this course, is substantially greater than for a 100 level course. Health Psychology is also considered "Writing Intensive", which means that written assignments represent a significant portion of your total grade. Thus, we expect that you know how to utilize library and internet resources of sufficient quality and credibility to write a high quality paper. Although no specific style (e.g., MLA, APA) of writing is expected in this course, we expect that you will properly cite all sources used in your papers. The transition from a 100 level course to a 300 level course is difficult for most students. This is a warning regarding the rigor of this course, and a suggestion to develop good study habits and time management skills. Remember that you can also revise your schedule by dropping a course later in the semester. This is a wise choice if your schedule becomes too difficult and it appears likely that your grades in one or more classes will suffer.

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 for undergraduate students and 700 for graduate students. Assignment of final grades will be made according to the following scale:

90-100% = A (537 points for undergrads, 627 points for graduate students)

80- 89% = B (477 points for undergrads, 557 points for graduate students)

70- 79% = C (417 points for undergrads, 487 points for graduate students)

60- 69% = D (357 points for undergrads, 417 points for graduate students)

below 60% = F (below 357 points for undergrads, below 417 points for graduate students)

Note: We are using whole grades. The plus/minus system is not used in this class. Grading will follow the point values listed above. Do not email me at semesters end asking for just a few more points. You will receive the grade you earned.

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>Papers and Projects</i>	<i>300 points</i>
TOTAL	<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>Papers and Projects</i>	<i>300 points</i>
Graduate Student Research Project	<i>100 points</i>
TOTAL	<i>700 points</i>

TENTATIVE COURSE OUTLINE

DATE	TOPIC	READING
Tu 1/16	Introduction to Course Introduction to Health Psychology	Ch .1
Th 1/18 - Tu 1/23	Models of Behavior Change: Theories of Health Behavior Designing Effective Interventions	Ch. 6
Th 1/25 - Tu 2/6	Health Behaviors: Eating, Physical Activity, Smoking, Drinking, and Sleep Eating Disorders and Body Image	Ch. 7
Th 2/8- Th 2/15	Cultural Approaches to Health, Complementary and Alternative Medicine (CAM)	Ch .2
<p>EXAM 1 must be taken between Thursday 2/15 and Th 2/22 in the Blackboard Testing Center. No books or notes are allowed.</p>		
Th 2/20 - Th 2/22	Stress across Cultures	Ch .4
Tu 2/27- Th 3/1	Coping, Social Support, Spirituality	Ch. 5
Tu 3/6	Health Literacy	
Tu 3/6 - Tu 3/13	Factors Surrounding Illness, Personality	Ch. 8
Th 3/15 - Tu 3/20	Mental Illness	
Th 3/22	Pain	Ch. 9
M 3/26 - F 3/30	Spring Break	
Tu 4/3	Pain	Ch. 9
<p>EXAM 2 must be taken between Tuesday 4/3 and Tuesday 4/10 in the Blackboard Testing Center. No books or notes are allowed.</p>		
Th 4/5 -	Chronic Illness and Death	Ch. 10

Tu 4/10	Diabetes	
Th 4/12- Tu 4/17	HIV/AIDS	Ch. 11
Th 4/19	Cancer	Ch .12
Tu 4/24	Coronary Heart Disease (CHD) Future of Health Psychology	Ch. 13 Ch .14

EXAM 3 must be taken between Tuesday 4/24 and Tuesday 5/1 in the Blackboard Testing Center. No books or notes are allowed.

Th 4/26 -
Th 5/3 Project Days

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.