

Troy University
College of Education
Eglin, FL

PSY3330
Health Psychology
Pre-requisite(s): NONE
Syllabus

Term 4 2013
March 18 – May 17

Instructor: Dr. Lindsey Harkabus, Assistant Professor of Psychology
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Office Hours: I am available by email anytime, and I will respond within 48 hours. I have office hours on Mondays from 12-5 and Tuesdays from 12-5 at my office in FWB. Or by appointment.

Class Day/Time: Tuesdays, 5:00-10:00

Class Location/Modality of Instruction: This is a VTC course that will be delivered from the Eglin AFB, FL global campus. Students will experience lecture, group discussion, online delivery of videos, powerpoint presentations, assignment submissions, and examinations.

INSTRUCTOR EDUCATION

PhD & MS in Applied Social Psychology BS in Psychology
Colorado State University, Fort Collins Texas State University, San Marcos

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

Sarafino, E.P., & Smith, T.W. (2008). Health psychology: Biopsychosocial interactions (7th ed.). John Wiley and Sons.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the "Late Registration" section for further guidance.

LATE REGISTRATION

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2's work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd/eArmyU representative, or Military Education officer to discuss their options.

Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

FLEXIBILITY STATEMENT: The instructor reserves the right to make minor changes to this syllabus. Students will be notified of any change in advance of its occurrence.

STUDENT EXPECTATION STATEMENT

Students are expected to read the required material before the next class and to participate in class discussions, follow directions for their assignments and turn them in on time, be prepared for exams when they are scheduled, and check their Troy email on a regular basis.

Catalog Course Description

This course studies the science that connects behavior to health, including psychological processes and the relationship between health and human behavior.

STUDENT LEARNING OBJECTIVES (SLOs):

1. Conceptually understand health psychology and describe health psychologists' major areas of interest.
2. Describe various cultural perspectives on health and illness.
3. Describe major health behavior change models.
4. Explain ways in which stress, coping, culture, social support, demographic characteristics, personality, cognition, affect, and behavior influence health and illness.
5. Explain ways how behaviors such as eating, physical activity, smoking, and drinking impact health and illness.
6. Describe pain, chronic illness, cancer and cardiovascular disease from a health psychology perspective.
7. Demonstrate the ability to apply health psychology knowledge.
8. Explain different research methods used by psychologists and evaluate the appropriateness of conclusions derived from psychological research.
9. Demonstrate effective writing skills and application of APA style.

GOALS AND OBJECTIVES OF THE COURSE

- 1) Understanding the biopsychosocial approach to health psychology.
- 2) Describe the scientific, research-based foundations of health psychology.
- 3) Explain the influence of stress on health and wellness.
- 4) Explain the relative importance of individual differences in health & wellness.
- 5) Describe the different lifestyles and their effect on health and wellness.
- 6) Identify and describe examples of illness and effective treatments.
- 7) Explain different research methods used by psychologists and evaluate the appropriateness of conclusions derived from health psychology research.
- 8) Demonstrate effective writing skills and application of APA style.

CONTENT

The purpose of this course is to introduce students to the issues and processes involved in health psychology. Throughout this course, students will have opportunities to connect the course material to current societal and educational issues. In addition, this course will aim to promote students' critical thinking skills through the analytical examination of research methodology and professional publications.

COURSE REQUIREMENTS:

Biopsychosocial Observation Assignment: This assignment will provide you with the chance to watch and learn from the behavior of people in a naturalistic setting. Also, this assignment will allow you to apply the information you are learning in class to real life situations. See schedule for specific due date. Additional details can be found on the assignment sheet (25 points).

Exams: There will be two non-cumulative exams covering material from the text, class lecture, handouts, and other material such as films and mini-discussions. Each exam will consist of 20 multiple choice questions worth 1 point each (20 points per exam; 40 points total). **Exams are released online in Blackboard one week prior to the date listed in the syllabus calendar – they are due by midnight on the exam date listed in the syllabus calendar.**

****There will be a 10% point deduction on any makeup exam, regardless of the reason for the makeup. You cannot earn an A on a makeup exam.***

Mini-Discussion Leader: Although this is a VTC class, we are still going to participate in discussion. There will be one required day for each student to participate by running a mini-discussion – this can be done individually or as a pair. This is designed to encourage you to look outside of the textbook (e.g., news, internet, etc) for something to talk about that relates to the class topic for that day. The mini-discussion should not exceed 10 minutes and should be interesting, informative, and should keep us engaged in discussion. Using handouts, powerpoint presentations, and/or other techniques and technology is optional – it is up to you how you spend your ten minutes (be creative). (10 points)

In-Class Assignments: There will be five in-class assignments during the term. Students must be present to get credit for these activities and will not be able to make them up for any reason. (5 points each; 25 points total)

Optional Writing Assignment: Students may write a brief written report in APA format on a topic assigned during class (10 points max). The assignment will be due at the time of the final exam. It will not be accepted late or by email. However, it may be turned in early.

ATTENDANCE POLICY

Students are expected to attend all classes for the duration of each class meeting. Missing three or more classes will result in an FA grade (attendance F) in the course.

MAKE-UP WORK POLICY

Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See "Attendance," above. If I have not heard from you **by the deadline dates for assignments or exams**, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" is not an acceptable excuse.

METHOD OF EVALUATION AND ASSIGNMENT OF GRADES

Grades will be based on 100 total points for: the observation assignment (25 points), the mini-discussion (10 points), the two exams (40 points), the five in-class assignments (25 points), and if applicable, the optional writing assignment.

100 Points Possible

| | | |
|----------|----|-----------------------------|
| 90 - 100 | A | 90 - 100% |
| 80 - 89 | B | 80 - 89% |
| 70 - 79 | C | 70 - 79% |
| 60 - 69 | D | 60 - 69% |
| ≤ 59 | F | 59% and below |
| | FA | F due to lack of attendance |

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the **Attendance** section of this syllabus for additional information.

INCOMPLETE GRADE POLICY

This incomplete grade policy replaces all other incomplete grade policies as of August 1, 2006. The instructor may report an Incomplete (grade of I) for a student whose progress in a course has been satisfactory (e.g., the student is passing the course), but who is unable to complete the course grading requirements because of documented circumstances beyond his/her control at the discretion of the faculty person.

ACADEMIC MISCONDUCT

Students should refer to the Standards of Conduct section of the Oracle, the student handbook, for policies regarding misconduct. Students who engage in academic misconduct will receive a grade of "F" for the course. Your work may be submitted to an on-line plagiarism detection service. Cheating, plagiarism, or knowingly furnishing false information to the University constitutes academic misconduct, and disciplinary procedures specified in the *Student Handbook* will be followed.

Plagiarism Policy

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

Consequences for plagiarism in PSY 3330 are as follows: Plagiarism will result in a grade of zero for the assignment.

STUDENT EMAIL ACCOUNTS

The University provides an email account for all currently enrolled students. Please access your account by going to <https://mail.troy.edu>. Then read the note at the

bottom of the screen to determine your User ID and Password. The University uses this means to communicate with all students.

LIBRARY SUPPORT

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the University College Library Web site, which is for all University College and eTroy students, is <http://uclibrary.troy.edu>. This site provides access to the Library's Catalog and Databases, as well as to links to all Campus libraries and to online or telephone assistance by Troy Library staff. Additionally, the Library can also be accessed by choosing the "Library" link from the University's home page, www.troy.edu .

AMERICANS WITH DISABILITIES ACT

Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

FACULTY EVALUATION: In the eighth week of each term, students will be notified of the requirement to fill out a course evaluation form. These evaluations are completely anonymous and are on-line. Further information will be in the email notifying you of the location and availability of the evaluation.

Calendar

| Schedule of Classes | | |
|----------------------------|-------------|--|
| Week | Date | Topic |
| 1 | Tues, 03/19 | Part One: Chapters 1 & 2 - Introduction |
| 2 | Tues, 03/26 | Part Two: Chapters 3, 4, & 5 – Stress, Illness, & Coping |
| 3 | Tues, 04/02 | Part Two: Chapters 3, 4, & 5 – Stress, Illness, & Coping |
| 4 | Tues, 04/09 | Part Three: Chapters 6, 7, & 8 – Lifestyles to Enhance Health & Prevent Illness |
| 5 | Tues, 04/16 | MIDTERM DAY (EXAM 1) |
| 6 | Tues, 04/23 | Part Four: Chapters 9 & 10 – Becoming Ill & Getting Medical Treatment |
| 7 | Tues, 04/30 | Part Five: Chapter 11 & 12 – Physical Symptoms: Pain & Discomfort OBSERVATION ASSIGNMENT DUE |
| 8 | Tues, 05/07 | Part Six: Chapters 13 & 14 – Chronic & Life-Threatening Health Problems |
| 9 | Tues, 05/14 | FINAL EXAM DAY (EXAM 2) |

Psychology Program

As a department of faculty and students dedicated to the *Knowledge, Skills, Values, that are the Learning Goals for Undergraduate Psychology Majors, posited by American Psychology Association (APA)**, we strive to help students reach the following learning goals and develop the values associated with the science and application of psychology.

1. Students will demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings, and historical trends in psychology.
 2. Student will understand and apply basic research methods in psychology.
 3. Students will respect and use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to behavior and mental processes.
 4. Students will understand and apply psychological principles to personal, social, and organizational issues.
 5. Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.
 6. Students will demonstrate information competence and the ability to use computers and other technology for many purposes.
 7. Students will be able to communicate effectively in a variety of formats
 8. Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
 9. Students will develop insight into their own and other's behavior and mental processes and apply effective strategies for self-management and self-improvement.
 10. Students will emerge from the major with realistic ideas about how to implement their psychological knowledge, skills, and values in occupational pursuits, in a variety of settings.
- Retrieved April 2011 from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>; PDF document available for download.