

# Health Psychology

Psyc 3360  
January Term 2020

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## Course Description

The objective of this course is to survey the field of health psychology. This area of study applies psychological science to the understanding of the (a) promotion and maintenance of physical health; (b) prevention and treatment of physical illness; (c) identification of causal and diagnostic correlates of physical health and illness; and (d) analysis and improvement of the health care system and health policy. Health psychology seeks to explain the dynamic interplay of biological, psychological, and social systems and their effects on people's health. Although students will be exposed to information concerning human physical organ systems and disease, our primary focus will be on understanding psychological theories and principles as they are applicable to the biopsychosocial perspective. In examining these issues, we will pay particular attention to the methodologies that have been adopted to test the assumptions underlying the theories and principles.

## Course Prerequisites

PSYC 1300 and one additional Psychology course, or instructor approval

## Student Learning Outcomes

This course meets the student learning outcomes for the *University Curriculum's Proficiencies and Experiences: Oral Communication* requirement:

1. Students will select, organize and use appropriate evidence or information to suit a specific or targeted audience.
2. Students will use appropriate vocal and visual cues to deliver a presentation to a specific or targeted audience.

### Course-specific Student Learning Outcomes:

1. To acquire knowledge about the history and current theories in health psychology, challenges between providers and patients, and behavioral and medical approaches to preventing and treating chronic diseases through class activities, assignments, and project.
2. To understand the general principles of the biopsychosocial model, health behavior theories, and disease processes, and to demonstrate that knowledge on quizzes and exams.
3. To demonstrate competency in understanding health behavior change and in oral presentation skills on the class presentation.

## Course Text and Readings

### Required Text

Taylor, S.E. (2017). *Health Psychology* (10<sup>th</sup> edition). New York: McGraw-Hill.

### Additional Readings

The following readings are available on the course Canvas site.

1. Gerrard, M., Gibbons, F.X., Benthin, A.C., & Hessling, R.M. (1996). A longitudinal study of the reciprocal nature of risk behaviors and risk cognitions in adolescents: What you do shapes what you think and vice versa. *Health Psychology, 15*, 344-354.
2. Weinstein, N.D., Lyon, J.E., Sandman, P.M., & Cuite, C.L. (1998). Experimental evidence for stages of health behavior change: The precaution adoption process model applied to home radon testing. *Health Psychology, 17*, 445-453.
3. Williams, D. M., Dunsiger, S., Jennings, E. G., & Marcus, B. H. (2012). Does affective valence during and immediately following a 10-min walk predict concurrent and future physical activity?. *Annals of Behavioral Medicine, 44*, 43-51.
4. Brewer, N. T., Hall, M. G., Noar, S. M., Parada, H., Stein-Seroussi, A., Bach, L. E., ... & Ribisl, K. M. (2016). Effect of pictorial cigarette pack warnings on changes in smoking behavior: A randomized clinical trial. *JAMA Internal Medicine, 176*, 905-912.
5. Miller, G.E., Cohen, S., Pressman, S., Barkin, A., Rabin, B.S., & Treanor, J.J. (2004). Psychological stress and antibody response to influenza vaccination: When is the critical period for stress, and how does it get inside the body? *Psychosomatic Medicine, 66*, 215-223.

### Recommended

The companion website to the text: <http://www.mhhe.com/taylorhealth10e>

## Course Structure and Requirements

### (1) Readings

You are required to read all assigned material *prior* to the class for which it is assigned. Class lecture and activities will be based on the assumption that you have read all of the assigned material.

Lectures will cover topics from the text and readings in greater depth, as well as material not found in the readings. A schedule of assigned readings appears on p. 5 of this syllabus. **Note:** Chapters 1, 3, 4, & 5 of the Taylor textbook should be read *prior* to the start of classes (January 6).

### (2) Lectures and Attendance

Lectures will be given during the regularly scheduled class meeting times. Attendance will not be taken during class; however, attendance and participation at lecture sessions are essential to your success in this course. Moreover, there will be regular quizzes given in class for which you must be in attendance to receive credit (see below). If you must miss a lecture for whatever reason, you should get notes from at least one, preferably two, of your colleagues.

## Course Evaluation and Grading

There are four components to your evaluation for the course:

### (1) Exams

There will be 2 exams in the course. Please note the following dates in your schedule:

Exam #1  
Final Exam

Friday, January 10  
Thursday, January 16

Exams will take place in the same classroom as lectures on the dates listed above. The first exam will cover the material from the first part of the course. The final exam will be cumulative, but with an emphasis on the second part of the course. The exams may consist of multiple choice and short essay questions. The items will be designed to test your understanding of basic terminology, your grasp of elementary concepts, your knowledge in support of these concepts (research results), and your ability to integrate these concepts and apply them to novel situations.

*A note about make-up exams:* The only circumstances in which a make-up exam will be given are: 1) an official, University sponsored event requires you to be off campus during the regularly scheduled examination time; 2) a medical emergency prevents you from attending class; 3) a family emergency prevents you from attending class; 4) jury duty, military service, a religious observance, or a similar obligation prevents you from attending class. If you are going to miss an exam for any of the above reasons, you **must** contact the instructor **before** the exam and you must provide written documentation of the event or emergency in order to schedule a make-up exam. If a student misses an exam without a legitimate reason listed above, the student will receive a zero for that exam. In the event that you must miss an exam because of illness, please get a physician's note stating that you were physically unable to take the exam. Without it, no make-up exam will be given. If you have a legitimate reason, you must schedule a time to make-up the exam as soon as possible.

## **(2) In-Class Quizzes**

An in-class quiz will be given most days that will be worth **5** points. The quiz will be based on the readings for that day, and you must be in attendance on the day the quiz is given to earn points. Due to unexpected circumstances that will inevitably occur to some of you (e.g., sickness, car problems, computer problems, other emergencies), you will be allowed to drop your **one** lowest quiz score. There will be 6 quizzes throughout the term, but only 5 will count toward your final grade. However, you will **not** be allowed to make-up any missed in-class quizzes.

## **(3) Reflection Assignments**

There will be two graded reflection assignments, one on health behavior change and the other on stress management. The purpose of these assignments is to reflect on the course material and discuss "take home" messages from the course you can apply to your own life. The assignments will be completed in-class and specific instructions will be given then. The reflection assignments will be worth **25** points each.

## **(4) Health Behavior Change Project**

Students will identify a health behavior they would like to change in their own life and will undertake a project to change it. The project will include the application of theories, strategies, and principles addressed in the course. The project will culminate with an oral presentation (8-10 minutes) in which students present specific details of the project. These presentations will occur on **January 16**. The project will be worth a total of **100** points. More specific information will be provided later.

**Note. I cannot accept extra credit that is not part of the course or make any special arrangements regarding grades, or adjust grades due to special circumstances of any kind.**

## Grading

Final grades will be based on the total points accumulated from exams, writing assignment, quizzes, project, and extra credit.

	<i>Points</i>
Exam #1	50
Final Exam	75
Health Behavior Change Project	100
Reflection Assignments	50
In-Class Quizzes	25
 Total Possible	 300

## Translating Points Into Letter Grades

In order to compute your letter grade from the points you earn in the course, I will figure out what percentage of the total points possible you earned. This percentage will determine your final grade. Note: I do **not** round your percentage points up (e.g., 87.7% is not rounded to 88%).

<i>Letter Grade</i>	<i>Percentage</i>
A	93%
A-	90%
B+	88%
B	83%
B-	80%
C+	78%
C	73%
C-	70%
D+	68%
D	63%
D-	60%
F	less than 60%

## Course Policies

### Disability Accommodations

Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

### Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)

### Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

### Campus Carry

In accordance with Texas Senate Bill 11, also known as the “campus carry” law, following consultation with entire University community SMU determined to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus.

### Grade Disputes

If you wish to dispute the grade assigned on an exam, your dispute must be presented to the instructor **IN WRITING** within two days after the exam has been returned. You must include a specific rationale for why your answer is correct.

### Electronic Devices

The use of phones and other electronic devices not related to class material is **not** allowed during class. Make sure that all phones are turned off or placed on silent during class. You are welcome to bring a laptop to class for the purpose of taking notes.

### The Syllabus May Change

The syllabus and the course schedule may change to accommodate the needs of the class and the instructor. You are responsible for all such changes announced in class.

### COURSE OUTLINE

**Note: Chapters 1, 3, 4, & 5 of the Taylor textbook should be read prior to the start of classes.**

Date	Day	Topic	Readings
1/6	M	Introduction and Course Overview, Health Promotion and Behavior Change	Reading #1
1/7	T	Health Promotion and Behavior Change	Reading #2
1/8	W	Health Promoting Behaviors	Reading #3
1/9	Th	Health Risk Behaviors and Health Behavior Maintenance <b>Reflection Paper #1</b>	Reading #4
1/10	F	<b>Exam #1</b> ; Chronic Illness	Chapters 2 & 13
1/13	M	Reading Day	
1/14	T	Stress, Coping, and Chronic Illness Management	Chapters 6, 7, & 11; Reading #5
1/15	W	Health Services, Patient-Provider Relations, and Psychoneuroimmunology <b>Reflection Paper #2</b>	Chapters 8, 9, & 14
1/16	Th	<b>Final Exam and Class Presentations</b>	