Course Overview

This course is designed to provide you with a broad knowledge and hands-on experience on the relatively new and exciting field of health psychology. The topics covered in this course are diverse and range from disease prevention to disease treatment and coping with illnesses. The framework used for examining these topics is the biopsychosocial model. As the title suggests, understanding these complex topics requires examination from a biological, psychological, and socio-cultural perspective. We will discuss these perspectives individually as well as their interactions and its impact on health. Additionally, in this course you will have an opportunity to work with community partners and conduct consulting work on existing policies or programs. By doing so you will have the opportunity to apply the knowledge acquired throughout the course and have hands-on experience on some of the work that health psychologists conduct.

Goals and Objectives

1) Students will be able to predict health outcomes based on prevention, treatments, and coping strategies for a wide-variety of illnesses.

2) Students will be able to synthetize, critique, and integrate health psychology research findings from a biological, psychological, and social perspective.

3) Students will be able to conduct consulting work with community partners on existing health policies or programs and make a recommendation for improvement.


Additional readings: Additional readings will also be required.

How can I know which readings are assigned for each class? At least two days prior to each class you will be able to see on Moodle the assigned readings for the upcoming class. This will include both the textbook chapters and pages as well as other additional readings assigned for the upcoming class.
COURSE REQUIREMENTS

ATTENDANCE AND IN-CLASS PARTICIPATION

Attendance is mandatory and will count towards your grade. Students are expected to participate in class and demonstrate synthetization, evaluation, and critical thinking of the assigned reading materials.

ONLINE PRE-CLASS DISCUSSION FORUM

Goals:

- To provide out-of-class opportunities for students for discussion and critical thinking
- To enable quitter students to share their views and boost their participation score
- To provide me with insight into topics that students find provocative, challenging, or confusing

Throughout the semester students will take turns to be posters or responders for discussing the readings (through Moodle) assigned for the week.

Posters. Every Saturday by 8 pm posters will submit a short post associated with the assigned readings for the week. This post must be 3-5 sentences in length and will discuss something that you found particularly intriguing, controversial, or confusing from the assigned readings. In order for you to receive participation credit, the post must be submitted on time, must demonstrate critical thinking about the material, and must be written using proper grammar and syntax. You are encouraged (but not required) to add a thought-provoking question at the end of your post.

Responders. Every Sunday by 8 pm responders will submit a response to one of the student’s posts. This response must be thoughtfully articulated and will discuss, elaborate, or rebut another student’s initial post and/or answer a question. The response should be 3-5 sentences in length. In order for you to receive participation credit, the response must be submitted on time, must demonstrate critical thinking about the material, and must be written using proper grammar and syntax.

Netiquette. Please be mindful about how to communicate via discussion forums. You must use professional language, be courteous, concise, and use proper grammar and syntax.
**ASSIGNMENTS AND PROJECTS**

**HEALTH IN THE NEWS SHORT PAPER (DUE date = MONDAY, 9/24/18)**

Students will complete one short paper (4-5 pages long, double-spaced), which is designed to encourage thinking about the ways in which health issues are conveyed to the public domain. For this assignment, students will identify an article, printed or online, discussing a health issue that also cites the original peer-reviewed journal article source. Student’s papers should include the following:

1) What is the health issue that is being conveyed by the article?
2) Why did the journalist report on this issue? What might be its audience? What might be the relevance for its intended audience?
3) What research was reported to support the journalist’s approach to the issue?
4) How would you evaluate the article’s level of coverage of the health issue?
5) Does the news article came to the same conclusion as the original journal article?
6) If you were assigned to write this article is there anything that you would have done differently? Why?

**PUBLIC SERVICE ANNOUNCEMENT POSTERS (PSA) (DUE date = MONDAY, 10/01/18)**

After reading about and discussing effective persuasion strategies, you will be asked to design a PSA poster in small groups.

**POLICY AND HEALTH PROJECT (SEE DUE DATES BELOW AND IN PAGE 8)**

For this project you will work in groups to propose and justify (using principles of health psychology) policy or program changes that could have beneficial health effects on a target population. For example, you might want to make a policy recommendation to a director in a high school regarding how the high school can promote consumption of healthier food. Another example, you could investigate policies associated with tobacco or alcohol consumption at a workplace.

1. **Identify an existing problem, your target population, and a venue of interest.** You might be interested in behaviors that you might want to increase or decrease for example, exercise, STD prevention, nutrition, sleep habits, and cancer screening. Your population of interest could be for example children, adult males, adult females, or the elderly. You also need to define your venue of interest for example a school campus or a private work site.

2. **Investigate the issue on site.** Investigate whether there is a policy associated with the problem (and read a policy manual) that you are addressing, you can also contact stakeholders and conduct phone interviews to get a better sense of the issue. For example, is there a policy regarding food consumption at a local high school? If there is an existing policy or program that you think that could be
changed or improved, then you can address that issue for your project. Alternatively, if there is no policy or program regarding your problem of interest then you will recommend the creation of one. Additionally, anticipate obstacles to the acceptance of your proposal (financial, political, practical, etc) and address them preemptively.

3. **Actively promote your proposal.** This might entail meeting with existent policy makers (e.g. school administrators, company managers, government officials) and presenting them with your consulting report.

4. **Prepare and present a poster describing your work.** Through this presentation we will be able to learn about your experience, including any resistance that you faced. In order to promote individual accountability and fairness, groups will be advised to complete a confidential peer-assessment form which will be used to calculate a small component of your grade (20%).

**Format expected:** You will write a 6-8 pages proposal (not including cover page and references; page limits strictly enforced). The proposal should have pictures and diagrams to better engage your audience. Remember that your job will be to persuade your audience to adopt your recommendations/changes.

**Meeting with community partner:** You and your team will meet with a community partner approximately three times during the trimester to discuss your plan and promote your proposal.

**Schedule of Submission of Projects and Meetings**

**Week 1:** N/A

**Week 2:** Group assignment and proposing a topic

**Week 3:** Investigating current policy

**Week 4:** 1st meeting with community partner

**Week 5:** Preparing a proposal

**Week 6:** Preparing a proposal

**Week 7:** Policy and health proposals due on Monday 10/22

**Week 8:** 2nd meeting with community partner

**Week 9:** Revised policy and health proposals due on Monday 11/05

**Week 10:** 3rd meeting with community partner; Posters due on Wednesday 11/14
EXAMS

There will be only one exam in the trimester, the final exam. The exam will be open ended and will require you to think critically about the material covered during class and apply the concepts learned to problem-solve different scenarios. Make up exams will only be allowed under extreme circumstances and you must provide adequate documentation providing proof of the extreme circumstance. Additionally, you must notify your instructor that you will be absent before the exam is administered.

The course grade will be based on the following elements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
</tr>
<tr>
<td>In class</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td></td>
</tr>
<tr>
<td>Health in the newspaper</td>
<td>20</td>
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<tr>
<td>Group projects</td>
<td></td>
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<tr>
<td>Public service announcement</td>
<td>15</td>
</tr>
<tr>
<td>Policy and health project</td>
<td>30</td>
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<tr>
<td>Final Exam</td>
<td>25</td>
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</tbody>
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Grades will be determined on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>77-79.9%</td>
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<tr>
<td>C-</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-72.9%</td>
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<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9%</td>
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GENERAL POLICIES

LATE ASSIGNMENTS
Late assignments will be accepted, but at the penalty of one-third of a grade per weekday. For example, a “B+” assignment due on Tuesday but submitted on Thursday would receive a grade of “B-” (in other words it will be two-thirds of a grade lower). Exceptions to the penalty can occur with highly legitimate excuses. Such excuses include family emergencies, major illness, or events of similar seriousness. Being excessively burdened with work can certainly be stressful but unfortunately it does not qualify as a legitimate excuse! The instructor shall determine the legitimacy of an excuse.

STUDENTS WITH SPECIAL NEEDS
Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 507-222-4464 or anchrist@carleton.edu, who will then inform faculty about student accommodations.

ACADEMIC HONESTY
Academic honesty is expected of all students at Carleton College. Please visit the following website http://apps.carleton.edu/campus/doc/honesty/ for access to the full policy on Academic Integrity at Carleton and the Academic Integrity Booklet from Carleton. To clarify, using someone’s work without giving that person proper credit (i.e. properly citing their work) or passing other people’s works off as your own is considered plagiarism regardless of whether you got the material from a book, the Web or your best friend.

WRITTEN WORK POLICY
Papers cannot be evaluated if they cannot be read. In other words, all assignments must be typed and appropriately bound or stapled. You are expected to use correct spelling, punctuation, and grammar in all of your written work. You must provide complete citations for each source that you use in your written work.

Assignments are always due in class on the day designated. They must be both uploaded into Moodle and given to the instructor in a printed version. Emailed papers are not an acceptable mechanism for submitting papers and will not be accepted. Late papers will lose a letter grade for each day that they are late. Any exceptions must be properly documented and discussed in advance for an extension to be arranged.

WRITING ASSISTANCE
The writing center, located on the 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming and final proofreading). Hours and more information can be found on the writing center website on https://apps.carleton.edu/writingcenter/.
CLASS PRESENTATION ASSISTANCE/PUBLIC SPEAKING ASSISTANCE

Speech coaching is a student-staffed resource designed to assist you with class presentations, comps talks, and other speech-related events. Your coach can help you depending on your needs. For example, your coach can help you learn how to tailor the content of your talk for a specific audience, how to present the information in a clear and organized manner, and how to effectively use body language and eye contact. Please visit https://apps.carleton.edu/campus/asc/speakeasy/ for more information.

SCRUNCHING THE CLASS?

You may decide to scrunch this class (if it does not count towards you major). However for me to be able to consider you as an eligible candidate for scrunching you must have attended at least 70% of the classes offered during the term and have performed at or above 70%-level in the class.
### HEALTH PSYCHOLOGY SCHEDULE: This syllabus is subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Type</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Basics/Background</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
| 1 | Monday 9/10  
Wednesday 9/12  
Friday 9/14 | Introduction  
The Biopsychosocial model  
Physiological systems | |
| **II. Health Behavior Change** | | |
| 2 | Monday 9/17  
Wednesday 9/19  
Friday 9/21 | Sleep  
Diet and exercise  
Drinking alcohol | |
| 3 | Monday 9/24  
Wednesday 9/26  
Friday 9/28 | Health behavior theories  
Designing persuasive Interventions  
Designing persuasive Interventions | Health in the News Paper Due |
| **III. Stress and Adjustment Processes** | | |
| 4 | Monday 10/1  
Wednesday 10/03  
Friday 10/05 | Stress  
Stress  
Stress | PSA Posters Due |
| 5 | Monday 10/08  
Wednesday 10/10  
Friday 10/12 | Coping  
Coping  
Coping | |
| 6 | Monday 10/15  
Wednesday 10/17  
Friday 10/19 | N/A  
Health disparities  
Health disparities | Midterm Break |
| **IV. Health Psychology in Practice** | | |
| 7 | Monday 10/22  
Wednesday 10/24  
Friday 10/26 | Healthcare policy  
Patient-practitioner relationship  
The healthcare system | Policy & Health Proposals Due |
| **V. Chronic Illness** | | |
| 8 | Monday 10/29  
Wednesday 10/31  
Friday 11/02 | Pain  
Pain  
Cancer | |
| 9 | Monday 11/05  
Wednesday 11/07  
Friday 11/09 | Cancer  
TBA  
HIV/AIDS | Revised Policy & Health Proposals Due |
| 10 | Monday 11/12  
Wednesday 11/14 | HIV/AIDS  
Poster Presentations | Poster Presentations |
| 11 | Monday 11/19 | | Final Exam from 3:30 to 6:00 pm |