NOT A CURRENT SYLLABUS – use this Fall 2015 syllabus to get an idea about content of course for

PSYC 260 – Health Psychology
Fall 2015 MW 3:10-4:20, F 3:30-4:30
Olin Hall 102

Heather Scherschel  hscherschel@carleton.edu  Mon 4:45-5:45pm  Olin Hall 133

Required Readings:
2) Selected Readings, which are available through the course website.

Course Description:

This course is designed to give you a broad overview of the field of health psychology. Health psychology is a young and exciting field of study that examines the bi-directional relationship between psychology and health. Within a biospsychosocial framework, we will try to answer such questions as: Are certain personality types more likely to get sick, or to get certain illnesses? What does stress do to your health? What psychological and social factors cause people to behave in unhealthy ways? What helps people adjust to illness? Does having a lot of friends affect your health? What can psychologists do to help cure illness? Who is healthier, men or women? Are there ethnic variations in health? How can we help people who are in pain without getting them addicted to painkillers? Does it matter how your doctor talks to you? Does dieting work? Can a sugar pill cure back pain?

Course Overview:

Attendance/In-Class Participation: Attending class AND participating in class is very important. Lectures provide an opportunity to discuss and critique the readings as well as material that extends beyond the required readings. Starting the week of Monday 9/21, attendance will be taken every day, except on the exam day. Students will earn 3 points for each lecture they attend, for a total of 75 points.

Students will receive 1 point simply for attending class that day. The other two points will be based on that day’s participation. Students will receive that day’s participation points by actively participating in that day’s discussion and group assignments and by being respectful to the professor and your classmates. Ways to lose the day’s participation points: showing up late for class, talking while the instructor is talking, talking while one of your classmates is talking, not discussing the assigned topic during group-work, and generally being rude during class.

Because illnesses and other unexpected events occur, each student will have 6 “free” points. These “free” points allow students to miss 2 class periods without losing any of the total 75 points possible for attendance. If you miss more than 2 class periods, you will begin to lose attendance points.

Online Discussion Forum: Each week (Weeks 2-8, 10) students will submit either a short post reflecting on the week’s assigned articles or thoughtfully respond to a post from a classmate.
Students will take turns being initial posters and responders; this will ensure that each student spends 4 weeks as an initial poster and as a responder.

Each post should be 3-5 sentences long, use correct grammar and syntax, and show critical thinking in regards to the article and/or another students’ post. Initial posters will need to submit their contribution to the online discussion by midnight of the Saturday before that week’s lecture, and responders will need to submit their comments by midnight of the Sunday before that week’s lecture.

Posts will be worth 5 points, with a total of 40 points for the semester. More detailed information regarding the posting schedule and how posts will be submitted through moodle will be discussed at the end of the first week of class.

**Health in the News Short Paper:** Students will complete one short paper, which is designed to encourage thinking about the ways in which health issues are conveyed in 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. Students’ papers should include the following: 1) What is the health issue that is being covered by the article? 2) Why did the journalist report on this issue? 3) What research was reported to support the journalist’s approach to the health issue? 4) How would you evaluate the article’s level of coverage of the health issue? 5) Does the news article come to the same conclusions as the original journal article?

The paper should be approximately 5 pages in length, double-spaced. The paper will need to have a proper heading, title, and APA formatted references. This assignment is worth 50 points and is due on October 26th. More information regarding this assignment will be discussed at the beginning of the third week of class.

**Public Health Campaign Evaluation:** Students will complete a group project by evaluating a local public health campaign. For this assignment, each group will identify one locally-based program that focuses on addressing a health issue. The program may focus on behavior change, changing local environments for health, or developing new health policies for physical and/or mental health. The program can be through the college, a local health department, or a local non-profit organization. You will analyze this program based on the 8 Key Principles for an Effective Intervention—see week four. You will most likely have to visit or call the program to obtain the necessary information to assess its effectiveness.

Groups will present their findings to the class, and each group member will write his or her own paper analyzing the effectiveness of the program. In total, this assignment will be worth 150 points (100 points for the individual paper; 50 points for the group presentation). Presentations and papers will be due throughout the week of Monday, 11/9. More information regarding this assignment will be provided during the fourth week of class.

**Exams:** There will be two exams, each worth 100 points, during the semester. The midterm will be on Monday, 10/12, and the final exam will be on Saturday, 11/21 from 7:00-9:30pm; or self-scheduled. (Make-up exams will be allowed only under extreme circumstances. Documentation must be provided to demonstrate proof of the extreme circumstance. You must notify the instructor before the exam occurs, and the make-up exam must be scheduled within one week of the original exam date.)
Assignment | Percent of Total | Points
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Attendance/Participation | 10% | 75
Online Discussion Forum Posts | 10% | 50
Health in the News Paper | 20% | 50
Public Health Campaign Evaluation | 30% | 150
Exams | 30% | 200

Grades will be determined on the following scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>90-92.9%</td>
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<td>B+</td>
<td>87-89.9%</td>
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<td>B</td>
<td>83-86.9%</td>
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<td>B-</td>
<td>80-82.9%</td>
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<td>C+</td>
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<td>F</td>
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**Academic Honesty:**
Academic honesty is expected of all students at Carleton College. The work you do in this course must be your own. Please refer to the following website for the full policy: http://apps.carleton.edu/campus/doc/honesty/. Ask for clarification if you have any questions.

**Student Accommodations:**
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 222-4464 or anchrist@carleton.edu, to begin the process. Carleton faculty are strongly encouraged to wait for official notification of accommodations before modifying course requirements for students.

The Assistive Technology program brings together academic and technological resources to complement student classroom and computing needs, particularly in support of students with physical or learning disabilities. Accessibility features include text-to-speech (Kurzweil), speech-to-text (Dragon) software, and audio recording Smartpens. If you would like to know more, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

**Writing Assistance:**
The Writing Center, located in 420 4th Libe, has peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on the writing center website (https://apps.carleton.edu/campus/asc/writingcenter/). You can reserve specific times for conferences in 420 4th Libe by using their online appointment system. Walk-ins are welcome, though writers with appointments have priority.

**Class Presentations/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 assist you with speech & communication skills including clarity, organization, articulation, projection, body language, eye contact, and effective use of aids (e.g., notes, PowerPoint, Keynote, etc.). Depending on your goals, your coach can also work with you on the content of the presentation: organization, voice, clarity, and, ultimately, persuasive impact. Individuals and groups are welcome to request a speech coach by completing a brief, online form. The speech coach will meet you at a mutually convenient time and place. For more information, visit go.carleton.edu/speakeasy.
Class Schedule

Week 1: 9/14

*Introduction to Health Psychology*
Straub, p. 2-7

*Research Methods in Health Psychology*
Straub, p. 36-58

*The Biopsychosocial model*
Straub (p. 7-30)

Week 2: 9/21

*Stress History*
Straub, p. 106-117, 141-149

*Stress & Health*
Straub, p. 128-133

Week 3: 9/28

*Psychoneuroimmunology*
Straub, p. 90-96, 133-141

*Health Behavior Change Models*
Straub p. 196-204, 213-217
Week 4: 10/5

**Effective Interventions**

Straub, p. 350-360


*Instructions: Public Health Campaign Evaluation*

Week 5: 10/12

**Midterm on Monday, 10/12**

**Pain and Its Management**

Straub, p. 519-546


**Coping with stress and chronic illness**

Straub, p. 152-155, 163-172, 184-192

Week 6: 10/19

**No Class on Monday, 10/19**

**Social Relationships**

Straub, p. 175-179


Week 7: 10/26

**Short Paper Due Monday, 10/26**

**Eating, Diets, & Exercise**

Straub, p. 271-303, 234-250


**Week 8: 11/2**

*Age, gender, culture, and personality*
*Straub, p. 490-494, 364-396*


**Week 9: 11/9**

*Public Health Campaign Evaluation Presentations throughout the week*

*Healthcare System & Doctor-Patient Communication*
*Straub, p. 498-516*

**Week 10: 11/16**

*Positive Psychology*
*Straub, p. 221-231*
