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

PSYC 261 – Lab Research in Health Psychology
Fall 2015 T 2:00-5:00pm
Olin Hall 106

Heather Scherschel  hscherschel@carleton.edu  Tues 5:00-6:00pm  Olin Hall 133

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

Course Description:

This lab is meant to complement the course in Health Psychology (PSYC 260). Health Psychology is a broad field examining the bi-directional relationship between psychology and health. In this lab, we will take a closer look at specific topics within the broader areas being covered in the Health Psychology course. Additionally, students will take a more active role in learning by leading a class discussed based on the readings and by completing a self-directed behavior change program. Each lab session will include discussion of the selected readings, discussion of the self-directed behavior change program, and sometimes demonstrations of health psychology techniques, videos, or guest speakers.

Course Assignments: (Materials adapted from Kenneth Abrams’ PSYC 261 Laboratory Research in Health Psychology and from Straub’s Health Psychology, 4e)

Self-Directed Behavior Change (SDBC): Students will be asked to choose an aspect of their lives, specifically a health behavior, which they would like to improve. The behavior should be one that students feel would improve their lives if modified but not so severe that it requires more intense attention than can be provided in a class setting. Additionally, students should choose a behavior they feel comfortable discussing with their classmates. After choosing a health behavior change goal, students will be guided through the behavior change process. For this assignment, students will routinely turn in progress reports as well as a final report at the end of the term. Additional details of this assignment will be provided throughout the term.

Student Led Discussions of Readings: Students will take turns leading discussion for approximately 30 minutes on the assigned readings for that lab session. Students will need to prepare thoughtful questions to engage the class as well as a creative activity to involve the students in that session’s readings. More details of this assignment will be provided within a couple weeks into the term.

Participation: Participation is very important in a class of this nature. To benefit maximally from this lab, all students should be well prepared for each session, whether leading a discussion that day or not. Students need to show that they have read and critically thought about the assigned readings.
Assignment | Percent of Total
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Self-Directed Behavior Change | 70%
Student led discussion | 15%
Participation | 15%

Grades will be determined on the following scale:

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

SDBC: Overview of Project
For next week: What behavior might you want to change this term?

Week 2: 9/21

Self-Control & Behavior Change

SDBC: Self-Control & Behavior Change
For next week: Choose one behavior you would like to change this term. Why do you want to modify this behavior?

Week 3: 9/28

College Students and Stress

Demonstration: Yoga

SDBC: Goals & Sub-goals
For next week: What is your overall goal for this behavior modification program? What are your sub-goals to reach while working on the overall goal?

Week 4: 10/5

Are Internet-Based Interventions Effective?

SDBC: Structured Diaries  
*For next week:* Begin monitoring your behavior, (but don’t change it yet!).

**Week 5: 10/12**

*Alternative Medicines & Pain*  

*Video:* Alan Alda’s Scientific American: A Different Way to Heal

*SDBC: Antecedents & their Consequences; Barriers to Change*  
*For next week:* While monitoring your behavior, note any antecedents to the undesired behavior and the desired behavior. What are some of your barriers to change?  
*Acupuncture*

**Week 6: 10/19**

*Social Media & Health*  

*SDBC: Methods for altering your behavior: Role of Reinforcements v. Punishments*  
*For next week:* What methods will you implement to modify your behavior?

**Week 7: 10/26**

*Disordered Eating and Exercise Behavior Among Athletes*  
**SDBC: Implementing a Behavior Change Plan**  
*For next week:* Implement your behavior change plan. Monitor your progress. Be prepared to discuss successes and possible issues.

**Week 8: 11/2**

*Age, gender, culture, and personality*  


Bahta, L., Ashkir, A. *Addressing vaccine hesitancy in a diverse community.* [PDF document].  

**SDBC: Overcoming Barriers through Problem Solving**  
*For next week:* What were your problem solving techniques? Did implementing these techniques lead to successful sub-goal completion?

**Week 9: 11/9**

*Ethics in Health Psychology*  
Readings TBD

**SDBC: Relapse Prevention**  
*For next week:* How do you plan on preventing relapse? Finalize your reports and be prepared to discuss in lab.

**Week 10: 11/16**

*Positive Psychology: Resilience following traumatic events*  
Readings TBD

**SDBC: Have your views on self-control changed?**  
Reports Due