

Health Psychology: Psyc 357 Syllabus

Instructor: Dr. Sandra Sgoutas-Emch

Office: Serra Hall Room 112

Email: emch@sandiego.edu ****Email is the best way to reach me – please include “Psych357” in the subject line****

Office hours: Please come see me on Tuesdays or Thursdays between 2:30 pm and 4pm or during a mutually convenient time (with 24 hour notice).

Required textbook: Straub, R. O. (2012). *Health psychology: A biopsychosocial approach, 3rd Edition*. ISBN-10: 1-4292-1632-8 or ISBN-13: 978-1-4292-1632-6
Book companion site (free):
http://bcs.worthpublishers.com/straub3e/#t_660498

Other required readings: Will be assigned throughout the semester and will be available on Blackboard.

Course Description: We will examine the psychological variables contributing to the development and/or progress of disease, and the effects of illness on injury and behavior. Areas we will consider include the impact of various types of stress on illness, coping, pain mechanisms, psychophysiological disorders, psychological approaches to prevention and management, and treatment compliance.

Teaching Methods: I believe in engaging students in active discussion throughout the course, and providing students with opportunities to apply health psychology to their own lives. The success of the class depends in part on students coming to class prepared to discuss the various topics.

In addition, this course is a community service-learning course because I firmly believe that in order to truly understand how to support health and wellness, students should experience working with community partners and within a community in which they one day may serve.

Goals, Objectives and Outcomes:

Goal #1: Students will learn some of the various biological, psychological, and social factors that influence our health, illness, and how we recover from illness.

Outcome #1: Students will be able to describe and discuss the biopsychosocial factors and models that influence health, illness and recovery by the end of the semester.

Goal #2: Students will develop the skills to research a specific topic in health psychology.

Outcome #2: Students will be able to evaluate and apply sources and information using the criteria and methods of health psychology to design a health fair project.

Goal #3: Students will be able to connect the course material with a real world experience through working with local teens and community health partners in a community service-learning project.

Outcome #3: Students will develop a health fair presentation that includes interactive components.

Outcome#4 Students will connect and extend knowledge from one's own academic study/discipline to civic engagement and to one's own participation in civic life.

Goal #4 To develop cultural competency to work within a diverse community

Outcome #5 Students will be able to demonstrate evidence of adjustment in their own attitudes and beliefs because of working within a diverse community.

Assessment of Student Learning:

Comprehensive Final	15%
Class Project (Health Fair Presentation)	30%
Reflective Essays	15%
Final Reflection Paper (Health Fair connection to course)	10%
Research Assignments	20%
Class Participation	10%

Health Fair, Reflection Paper and Assignments:

Throughout the semester, you will work in groups (assigned by the professor) with 8th grade students and other community partners at Montgomery Middle School on a health fair project. The health fair takes place at the end of the semester, but there are required meetings outside of class that occur throughout the semester. The health fair and all related meetings will take place at Montgomery Middle School, located in Linda Vista.

The purpose of the health fair is to build connections with the community and to provide information to adolescents on health issues that are of most concern to them. Each group will present on one topic at a booth during the health fair. You will help the middle school students in your group choose the topic that they want to present. At least 200 Middle School students will attend the health fair (not all at once) to learn about each of your topics.

As a group you will design an **age, gender and culturally** relevant information booth, pamphlet, and interactive activity for the health fair. This project should educate along several levels - what the health concern is and why it is relevant to adolescents, what can be done, where help and advice can be obtained (names, organizations, internet addresses, phone numbers, etc.), and anything to draw people's attention to the issue.

Goals:

- 1) To give the student an opportunity to learn more about health issues concerning the community and to learn from community health providers about their work and the health issues within the Linda Vista area.
- 2) To work with local middle school students and other community partners to collaborate in organizing and producing a Health Fair for and about young people.
- 3) To allow the students to interact with younger students on a collaborative project.
- 4) To provide the opportunity for oral presentation
- 5) To get an opportunity to interact with the Linda Vista Community

Time Commitment:

All members of your group must be present during the fair. There are no exceptions. If you will not be available on Tuesday, May 8th from 11:30am-3pm, you should not take this course.

- Your group will be required to attend 6 one-hour sessions with the middle school students at Montgomery Middle school (during dead hours) to help put your health fair presentation together. Dates for these meetings are posted below. **These meetings are critical to the project and to building rapport with the students. You may not miss more than one meeting. Note: If you can not make these meetings because of work or other commitments, you may want to drop this course now because half of your grade is based on this project.**

- The fair will be approximately 2 hours in length, but you will be required to be at the middle school before the health fair (11:30am) to set up and after (until 3pm), for clean up/take down. Depending on the complexity of your project, you may want to arrive even earlier, so please keep this in mind.
- **VERY IMPORTANT**: The students from Montgomery are depending on you to show up when you say you will so please be courteous. You are the adults and therefore the leaders in your group. Please do not expect the middle school kids to initiate the conversations. You need to be prepared at every meeting with an agenda and ideas of what you want to do during your limited time together. Also make a list of things you would like them to complete before your next meeting.

How you will be graded:

- Each person in the course (including student leaders) will be required at midsemester and at the end of the project to thoroughly evaluate and rate the performance of the other members of their group (student leaders will rate each others performance) as well as the usefulness of their student leaders. Your final presentation grade is based on the work of the group so if one of your members did not contribute equally – they should not receive the same grade as you. These rating sheets allow me the opportunity to grade each individual performance as well as the groups. Please take them seriously and be as honest as possible. Your grade on the presentation will have these ratings factored in so each member needs to contribute.

- **WARNING**: Group projects are hard enough but you must keep in mind that for the overall presentation to be good, all members must work together. Schedules will conflict, but you can work around these problems by having people do different jobs that fit their schedule. If one or more people are not contributing tell me or your student leader as soon as possible, waiting until the end of the semester is too late. Also the blackboard group discussions are an excellent way to communicate with each other and with me outside of class and actually meetings

Groups : 4 – 5 members per group, which will be assigned by the instructor. There will also be 2 student leaders who will serve as liaisons between the instructor, the middle school teacher and the individual groups, and will help you prepare for the meetings.

Policies:

All of you are here to be educated and obtain your degree in hopes of enhancing your chances of a better life. Doing your best in class is key to your success. However, there are many barriers to achieving your goals.

It is often very hard to concentrate in class when there are too many distractions. Good listening and communication skills are crucial to reducing stress and becoming stress resistant. I ask that you please consider your own actions that may contribute to distractions including cell phone use (please turn them off before the lecture and stow them out of sight), texting during class or talking while others are speaking. Be respectful to others - the classroom is a place where people should feel free to ask questions, have discussions, and express their opinions. Being on time for class is another important behavior that can lead to better success in your courses. It is extremely disruptive to have people coming in and out after the lecture has already begun. If you must be late or leave early - please notify me before hand and sit where there is easy access.

Other easy ways to enhance your performance:

- Since a portion of your grade is based on class participation, it would be wise of you to come to class every day and actively participate. Now I know this is not everyone's forte so please come and see me if you are apprehensive about speaking up in class.
- I have an over-scheduled life and so I design my classes to allow me time to grade papers/assignments in a timely manner so that you may receive feedback in a timely manner. Therefore, in order to keep with the schedule, due dates will be strictly enforced. If the assignment/essay is not turned in on the assigned date and time, the student will receive a 0 for that assignment/essay. However, as in life, stuff happens so some exceptions will be granted on a case-by-case base.
- Another great way to impress the professor and reduce your anxiety is coming prepared to class. Students should complete all assignments, watch videos and reading of the assigned chapters/articles ahead of class time.
- The syllabus, activities, and reading will be posted on BB for you to have access anytime. Any changes to the class schedule will be announced in class and made on the Blackboard tentative schedule. The syllabus and its schedule are tentative and therefore I reserve the right to make any changes to the schedule and the due dates. Make sure you check your e-mail and/or website on a regular basis for updates and announcements. I am not saying you need to do this as often as you update your facebook page but use your good judgment.

Academic Integrity:

"Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind." From the Policy for Integrity in Scholarship

USD's academic integrity policy can be found at <http://www.sandiego.edu/honorcouncil/integrity.php>

Because I feel academic integrity is so important to the validity of your education, I will strictly abide by these published policies.

Students with Disabilities:

In order to ensure equity for each student's educational experience, those with any documented disability and required accommodations should contact me early in the semester so that your

learning needs may be appropriately met. If you have not yet contacted the Disability and Learning Difference Resource Center (DLDRC), please do so as soon as possible. The office is located in Serra Hall Room 300.

Blackboard: This is a course in which materials will be found on the Blackboard server (address listed above). In order to access this course you will need

- 1) a USD e-mail address – if you do not have one you will need to go to academic computing to get one set up for you – the service is free to registered students. It does take a few days so you will need to do this ASAP to gain access. If you have a USD account you will automatically be registered on the Blackboard.
- 2) If you have problems viewing the site or the slides – please check the computer requirements and setup needs in order to be able to adequately access the system.
- 3) All instructions about how to use the Blackboard are available on the Blackboard site – ondemandblackboard.com

This format will allow the student access to a number of tools and information for the course

Blackboard Options

Since this is a course that offers Blackboard you have access to a number of things

- 1) Slides of the lectures will be available ahead of class time for you to print out before class
- 2) Calendar of dates that include reading assignments, quiz dates, and due dates for assignments and projects. Links to important and interesting websites can be made here as well
- 3) E-mail so that we can communicate within the course and I can send regular updates and information
- 4) Written assignments can be printed out from here
- 5) Syllabus available
- 6) More specific instructions for assignments and projects and rubrics
- 7) Check your progress in the course with the grade report option
- 8) Online surveys and quizzes will appear on the site
- 9) Blog posts and comments will be done through the Blackboard option
- 10) All Assignments, Reports and Reflective Essays (note: some assignments will be posted on the Organization as well) will be submitted using Blackboard unless specified by the instructor

TENTATIVE SCHEDULE

The instructor reserves the right to make changes to this schedule during the semester

Day/Date	Topic	Readings or Assignments Due
Thurs Jan. 26	Introduction to the Course and Discussion of Health Fair Ch 1 Intro to Health Psych	1 - Straub Ch. 1
Tues Jan. 31	Guest Presentation on Working with Middle School Students and What is Community Service	1 – Straub Ch. 1 2 - Straub student resources: Check your Health – How’s your health?

	Ch. 1 Intro to Health Psych (continued)	
Thurs Feb. 2	Meet in groups to discuss first health fair meeting What are Health Disparities? Video: Unnatural Causes	1 - Health Disparity Readings on Blackboard 2 - **Assignment #1 Due**
Tues Feb. 7 MONTGOMERY MEETING #1: 12:40-1:40PM	Reflection of Montgomery Meeting Ch. 2 Research in Health Psychology	1 – Straub Ch. 2 2 – Research reading on Blackboard
Thurs Feb. 9	Ch. 2 continued Ch 3 Biological foundations of Health and Illness	1 – Straub Ch. 3
Tues Feb. 14	Ch 3 continued	1 – Straub Ch. 3
Thurs Feb. 16	Video: Stress, a Silent Killer Ch 4 Stress	1 – Straub Ch. 4 2 – Stress reading on Blackboard 3 – Straub student resources: Is there too much stress in your life?
Tues Feb. 21 MONTGOMERY MEETING #2: 12:40-1:40PM **Should have health fair topics decided by end of Montgomery meeting**	Ch 4 Continued Reflection of Montgomery Meeting	1 - **Assignment #2 Due**
Thurs Feb. 23	Ch 5 Coping with Stress	1 – Straub Ch. 5 2 – Straub student resources: Your outlook on life
Tues Feb. 28	Ch 5 Continued	1 – Straub Ch. 5

	Discussion of Searching for Peer-Reviewed Literature	
Thurs Mar. 1	Guest Lecturer on Community Public Health	
Tues Mar. 6 Thurs Mar. 8	NO CLASS SPRING BREAK	NO CLASS SPRING BREAK
Tues Mar. 13 MONTGOMERY MEETING #3: 12:40-1:40PM	Ch 6 Staying Healthy: Prevention and Positive Psychology Reflection of Montgomery Meeting	1 – Straub Ch. 6
Thurs Mar. 15	Ch 7 Nutrition, Obesity and Eating Disorders	1 – Straub Ch. 7
Tues Mar. 20 MONTGOMERY MEETING #4: 12:40-1:40PM	Ch 8 Substance Abuse Reflection of Montgomery Meeting	1 – Straub Ch. 8 2 – Straub student resources: Check your alcohol expectancies 3 - **Assignment #3 Due**
Thurs Mar. 22	Ch 9 Cardiovascular Disease and Diabetes	1 – Straub Ch. 9 2 – Straub student resources: Check your hostility and suppressed anger.
Tues Mar. 27 MONTGOMERY MEETING #5: 12:40-1:40PM **You won't see the students again until May*	Ch 9 Continued Reflection of Montgomery Meeting	1 – Straub Ch. 9
Thurs Mar. 29	Ch 10 Cancer	1 – Straub Ch. 10 2 – Straub student resources: Measuring your risk of cancer 3 – Cancer readings on Blackboard
Tues Apr. 3	Ch 10 Continued	1 - **Assignment #4 Due**

Thurs Apr. 5	NO CLASS EASTER BREAK	NO CLASS EASTER BREAK
Tues Apr. 10	Guest Speaker on Linda Vista Community	
Thurs Apr. 12	IN-CLASS HEALTH FAIR GROUP WORK	IN-CLASS HEALTH FAIR GROUP WORK
Tues Apr. 17	Sexual Health Ch 11 HIV and AIDS	1 – Sexual health readings on Blackboard 2 – Straub Ch. 11
Thurs Apr. 19	Ch 11 continued	
Tues Apr. 24	Ch 12 The role of health psychology in health care settings	1 – Straub Ch 12 2 – Straub student resources: Taking charge of your health care
Thurs Apr. 26	Ch 13 Managing Pain	1 – Straub Ch 13 2 - **Assignment #5 Due**
Tues May 1 MONTGOMERY MEETING #6: 12:40-1:40PM **Final meeting before the health fair – practice your presentation and activities**	Ch 14 Complementary and Alternative Medicine Reflection of Montgomery Meeting	1 – Straub Ch 14 2 – Straub student resources: Be patient, health thyself, but be careful.
Thurs May 3	Ch 15 Health Psychology Today and Tomorrow	1 – Straub Ch 15
Tues May 8 HEALTH FAIR	HEALTH FAIR 11:30AM-3PM @Montgomery Middle	HEALTH FAIR NO CLASS FOLLOWING

Thurs May 10 LAST DAY OF CLASS	Final Reflection and Celebration of Health Fair	Attendance Mandatory
Tuesday May 22 2pm – 4pm	Final exam CH 11-15 and extra readings	**Final reflection paper due**