

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**
(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Psychology	College/School	Liberal Arts
Prepared by	Janet Schichnes	Phone	J. Schichnes - 474-6163
Email Contact	jcschichnes	Faculty Contact	Janet Schichnes

See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	PSY	Course #	469	No. of Credits	3
------	-----	----------	-----	----------------	---

COURSE TITLE	Health Psychology
---------------------	-------------------

Existing Course	<input checked="" type="checkbox"/>	New Course Pending Approval*	<input type="checkbox"/>
-----------------	-------------------------------------	------------------------------	--------------------------

*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	<input type="checkbox"/>
Public (medium or large class)	<input type="checkbox"/>
Public (small class)	<input checked="" type="checkbox"/>
Public (large class) "O/2"	<input type="checkbox"/>

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

PSY F469 Health Psychology Related to #157-UCCh. at Curriculum Review Committee.
 Format 2 course change form has updated description.
 3 Credits Offered Fall See page 2 for copy of updated course description.

Scientific study of behaviors that relate to health enhancement, disease and injury prevention, safety and rehabilitation. While mental health is included, the emphasis is on physical health. Also available through Center for Distance Education. Prerequisites: PSY F101; PSY F275; and junior standing. (3+0)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.


The prerequisites (PSY 101, PSY 275 and COMM 131X or 141X) have been adjusted to better ensure that students are prepared to take the course before they enroll.

The frequency of offering has been adjusted to allow the Psychology department to offer a wider variety of courses on a regular basis. In addition, by offering the course less often, it will increase the enrollment of the course when it is offered.

Finally, by adding an Oral credit to this course, it provides another opportunity for psychology majors to receive their oral requirements while taking courses in their major.


APPROVALS:

	Date	12/4/12
Signature, Chair, Program/Department of:		

	Date	2-13-2013
Signature, Chair, College/School Curriculum Council for:	CLA	

	Date	02/22/13
Signature, Dean, College/School of:	CLA	

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair, Senate Core Review Committee		

Updated course description from #157-UCCh. (Format 2 at Curriculum Review Cmte)

PSY F469 Health Psychology
3 Credits Offered Fall Even Numbered Years
Principles of health promotion and disease prevention with a focus on social and cultural influences on health. Critical emphasis on theory and research within the field of health psychology with attention paid to evidence-based models of health behavior change. Topics include human anatomy and physiology, diet and nutrition, sexual health, substance abuse and dependence, common chronic illnesses, health disparities, and the interplay between psychology and medicine in treating disease. Prerequisites: COMM F131X or COMM F141X; PSY F101; PSY F275; and 9 credits of Psychology courses with a "C" grade or better. Stacked with PSY F669. (3+0)

1

**PSY 469 O - Health Psychology - Fall, year
5:50-8:50 Mondays; 402 Gruening**

Prerequisites: PSY F101; PSY F275; and junior standing.

Professor: Dr. Monica Skewes
E-mail: mcskewes@alaska.edu
Phone: 474-7326
Office: 238 Arctic Health Research Building
Hours: Monday, 3-5 p.m.; also by appointment

Required Texts:

Sarafino, E.P. (2008). *Health Psychology: Biopsychosocial Interactions* (7th ed.). Hoboken, NJ: John Wiley & Sons.
Album, M. (1997). *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson*. New York: Doubleday.

Additional Readings: Additional readings will be assigned throughout the semester and will be available on Blackboard.

Course Description: This course is intended to provide a broad overview of research and practice in health psychology. You will be required to master material presented in lectures, films, and the text. The lectures and films are meant to help you to understand the readings and to supplement the coverage of the textbook. Some of the material in the text will *not* be covered in lecture and films, and some of the material in lectures and films will *not* be covered in the text.

This course is designated as Oral-Intensive (O). This designation means that the "O" is evident in the course number on the syllabus (PSY 469 O). This designation applies to upper-division courses. Oral activities in this course will follow these rules:

Public (small class)

- A. a minimum of 15% of the graded work will be based on effectiveness of oral communication
- B. two presentations of 20 minutes with questions and answers
- C. Students will receive intermediate instructor assistance in developing presentational competency
- D. Students will utilize their communication competency across the span of the semester, not just in a final project.
- E. Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

Course Objectives: Students will:

- Develop and demonstrate understanding of the field of health psychology and its relevance to the fields of public health, clinical psychology, social psychology, and medicine.
- Integrate theory and research to develop a comprehensive understanding of health and illness
- Define the biopsychosocial model as an important and viable alternative to the biomedical model of health and illness
- Understand the biopsychosocial processes involved in staying healthy, becoming sick, and living with chronic disease
- Demonstrate how theory and research in health psychology can be applied in real-world settings to improve health and well-being
- Critically evaluate conclusions drawn from research in health psychology
- Demonstrate knowledge in the areas of minority health disparities and cultural influences on health
- Gain skills and experience in public speaking

Instructional Methods: Course lectures, films, readings, and discussions will comprise this course. Students are responsible for knowing all the material presented and discussed in class. All topics are fair game on the tests/quizzes.

Quizzes (15%): Pop quizzes will be given sporadically to monitor progress and motivate adherence to the reading schedule. Quizzes will cover material presented in the previous class and readings. Be prepared for a quiz at every class. There will be no make-up quizzes if you miss class or are late; however, your lowest quiz score will be dropped.

Exams (35%): There will be one midterm exam (15%) and one final exam (20%). Each will consist of multiple-choice and short answer questions taken from the lectures, films, text, other readings, and discussions. Both exams are **cumulative**. Make-up exams will not be given unless you are engaged in university-related activities during the normal exam time and you have followed the appropriate procedure for notifying the professor of your impending absence (see the Undergraduate Catalog).

Reflection Paper (15%): A brief reflection paper based on the book *Tuesdays with Morrie* will be due in class on or before date. Your paper should include a brief (one paragraph) description of the book and its relevance to health psychology. You should discuss the main themes of the book and how they relate to your own life or an experience you have had with illness, disease, or the health care system. Then, you should evaluate the book's themes in relation to culture. You are encouraged to discuss your thoughts, feelings, beliefs, and experiences in this paper—there are no wrong answers or observations. You will be graded on thoughtfulness and insight. The paper should be approximately five double spaced pages in length. Please include a title page and reference page in APA style *in addition to the five pages of text*. The only reference required in the reference page will be that for the book itself. **No late papers will be accepted.**

Project #1: Chronic Health Problem/Disease Simulation (15%): The purpose of this assignment is to increase your understanding of the impact of chronic illness on the lives of those who experience chronic health problems. For this assignment, you will need to select one chronic disease or health problem that requires a daily regimen of care (e.g., diabetes, kidney failure/dialysis, HIV disease, cancer, etc.) and simulate having that health problem for two days. This assignment requires three components: contract, simulation & journal, and presentation to the class (5% each).

Contract (due date): Select a health problem that requires daily monitoring and/or manipulation (e.g., injections, special diet, medication, blood glucose measurement, dialysis, chemotherapy, etc.). Think about the ways in which your life might change if you had to cope with this condition on a daily basis. Then, create a plan (contract) for how you will simulate living for two days with that health problem. Consider how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified. Each student will make an individual contract with the instructor. The contract should be typed, double-spaced, and include the following information:

- The health problem/disease that you are going to simulate. Give a brief description of the health problem and the special needs of individuals with that health problem/disease.
- Your plan for how you are going to simulate the health problem. Be specific and include what materials you are going to use (e.g., Tic Tacs for medication) and how often you will be doing the monitoring and/or manipulations. Include information on the frequency of monitoring/manipulation in the form of a schedule for the two days that includes the time at which each event will occur.
- Your anticipated start date and end date for the simulation.

Simulation & Journal (due date): For two days, implement the simulation according to your contract. During these two days, write a daily journal (2 full pages) of your experiences and reactions to living with the health problem.

Presentation (due date): Finally, when you have completed the disease simulation, you will prepare and deliver a 10 minute presentation to the class discussing your personal reactions to the simulation, including any insights that you gained from participating in the exercise. You should use Powerpoint or some other

professional presentation software program and will be graded on both the content and style of the presentation.

Examples of types of topics you may reflect on in your contract, journal, and presentation: Ways in which your life might change if you had to cope with this condition on a daily basis; how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified if you had this condition; anticipated obstacles to managing the condition; your own evaluation of the effectiveness of the daily regimen (why it worked or didn't work for you).

Project #2: Health Promotion Pamphlet (20%):

In this project, you will be developing a pamphlet to educate patients at the UAF Student Health and Counseling Center about a topic relevant to student health and well-being. For example, you could choose to focus on health promotion strategies regarding the prevention of sexually transmitted infections, nutrition and healthy eating, responsible alcohol use, tobacco cessation, stress management, depression, etc. Your goal is to select a relevant topic and to use **current literature and theory** to support your advice/suggestions. This assignment requires two components: pamphlet, and presentation to the class (10% each).

Pamphlet (due date): You will develop a health education and promotion pamphlet to educate students about the health problem and provide recommendations based on current best practices. You will need to research the problem and review the literature on recommended actions to avoid or manage the problem. Please include an APA-style reference list with a minimum of 5 references (at least 3 from academic journals) to support your recommendations. Your pamphlet can be created using Microsoft Word or other word processing program and should be formatted so that you can fold a standard sheet of paper in thirds to create the pamphlet. An example will be shown in class.

Presentation (due date): You will give a 15 minute presentation to the class explaining the problem you selected, the recommendations/advice you provided, and a summary of the literature supporting your recommendations. You must use the scientific literature (i.e., academic journals) to support your summary of the problem and recommendations. You should use Powerpoint or some other professional presentation software program and will be graded on both the content and style of the presentation.

Grading:

1. Quizzes = 15% (altogether, after dropping lowest score)
2. Reflection Paper = 15%
3. Project #1: Chronic Health Problem/Disease Simulation = 15%
 - Contract (5%)
 - Simulation and Journal (5%)
 - Course Presentation (5%)
4. Project #2: Health Promotion Pamphlet = 20%
 - Pamphlet (10%)
 - Course Presentation (10%)
5. Midterm = 15%
6. Final = 20%

The grading for the course will be based on the six components outlined above. Opportunities to obtain modest extra credit by serving as a research participant in psychology or by attending selected health-relevant talks on campus may be announced at various times throughout the course. Final letter grades will be assigned as follows:

- ≥ 94% = A
- 90-93% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-

77-79% = C+
 73-76% = C
 70-72% = C-
 67-69% = D+
 63-66% = D
 60-62% = D-
 < 60% = F

University policy does not permit professors to release grade information to students by telephone or e-mail. Please make requests for grade information in person.

Course Policies: You are expected to attend all classes. Because this course is being conducted in seminar format, missing one class is equivalent to missing three classes in another semester. If you miss a class, you are responsible for obtaining the information covered from another student. It is strongly recommended that you exchange contact information with another student in this course in the event that you must miss a class. Lectures will not be reiterated during office hours for those who do not attend class. Please do your best to arrive for class on time. You will not be permitted to take the quizzes if you arrive to class after another student has completed the quiz. Please quiet your cell phones during class and refrain from text messaging and chatting with your classmates during lectures. Participation during class is important. Please feel free to ask questions as they occur to you, and to offer your opinions during discussions.

It is strongly recommended that you visit the professor and/or TA during office hours should you have questions or difficulty understanding the material. We are here to help!

Laptops are allowed for the purpose of taking notes only. Please do not check your email, twitter, facebook, or engage in any other activity on your computer during class. If I discover that students are using laptops for purposes other than note taking during class, I may decide to prohibit their use in subsequent classes. Do not sleep during class; it is offensive and distracting to others. However, due to the time class will be held, please feel free to bring dinner or snacks to class. Please be respectful of class time, and keep extracurricular activities outside of the classroom. Also, be sure that you are respectful of your peers during course discussions, particularly when expressing disagreement.

Academic integrity is vitally important to the mission of the university. If you are caught cheating or plagiarizing in any way, you will receive a grade of "F" on that test or assignment. There will be no exceptions. If you are unsure about what constitutes plagiarism, please see the professor for assistance.

Support Services: Student support services are available at UAF. Writing support services are available on the UAF campus in the Writing Center located in 801 Gruening (474-5314). Other services are available for tutoring, financial assistance, workshops, academic advising, mentoring, social support, technology resources, and cultural/social engagement. The support services office is located at 508 Gruening (474-6844). You may also see the professor for additional information.

Disability Services: The Office of Disability Services at UAF implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 Whitaker, 474-7043) to provide reasonable accommodation to students with documented disabilities. Please make arrangements with me during the first two weeks of classes. If you have any questions about services for students with documented disabilities, please ask me after class.

Course Schedule:

Date	Topic	Readings
	Labor Day—No Class	
	Overview of Health Psychology; Systems of the Body	Chapters 1 and 2
	Systems of the Body	Chapters 2 and 6
	Health Behavior and Health Promotion	
	Health Behavior and Health Promotion	Chapter 6
	Harm Reduction and Motivational Interviewing	TBA
	Stress, Illness, and Coping	Chapters 3, 4, and 5
	Stress, Illness, and Coping	Chapters 3, 4, and 5
	Project #1 Contract Due	
	Review for Midterm	Chapters 1-6
	Reflection Paper Due	
	Midterm Exam	Chapters 1-6
	Healthy Lifestyles	Chapters 7 and 8
	Healthy Lifestyles	Chapters 7 and 8
	Project #1 Simulation and Journals Due	
	Chronic Illness	Chapters 13 and 14
	Chronic Illness	Chapters 13 and 14
	Project #1 Class Presentations	TBA
	Becoming Ill and Getting Medical Treatment	Chapters 9 and 10
	Health Literacy and Minority Health Disparities	TBA
	Pain	Chapters 11 and 12
	Project #2 Pamphlets Due	
	Review for Final	Chapters 1-14
	Project #2 Class Presentations	
	Final Exam, 8-10 p.m.	