

PSY 469 O/2 - Health Psychology

Prerequisites: PSY F101; PSY F275; and junior standing; COMM 131 or COMM 141

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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 a half Oral-Intensive (O/2). This designation means that the "O/2" is evident in the course number on the syllabus (PSY 469 O/2). This designation applies to upper-division courses. Oral activities in this course will follow these rules:

Public (large class)

- A. a minimum of 15% of the graded work will be based on effectiveness of oral communication **CORE a**
- B. two presentations of 10 and 20 minutes with questions and answers
- C. Students will receive intermediate instructor assistance in developing presentational competency **CORE b**
- 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. **CORE 5 b, f**

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%
7. Extra Credit = 10 points for utilizing the Speaker Center before your presentation.

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.

The Speaking Center: is located on 5th floor of Gruening. Coaches are available to help you organize, rehearse, and refine your presentations. Contact 474-5470 or fyspeak@uaf.edu to schedule an appointment.

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.	

PRESENTATION DETAILS (CORE 5 b,c,d, e)

Presentation 1 (100 pts)

Topic: Disease/chronic health problem simulation. Considering your experience with your simulation, prepare a 10 minute oral presentation to explain the following:

- ❖ The health problem you simulated
- ❖ The usual prescribed treatment for this health problem
- ❖ What you did to simulate the health problem and the treatment (did you mark your skin with a pen to represent blood sugar testing for diabetes? Or take a candy at certain times of day to simulate medication? What else did you do?)
- ❖ What was it like for you? What was your subjective experience while doing the simulation?
- ❖ What would your life be like if you had to manage this chronic health condition on a daily basis?
- ❖ What would be most/least difficult to incorporate into your daily routine?

After your presentation, you will be asked questions about your experiences by your classmates and instructor. Please use Powerpoint or some other professional presentation software program to accompany your oral presentation. You will receive detailed feedback from the instructor and will be graded on both the content and style of the presentation. You should include pictures of yourself performing the simulation, if possible. Be creative! You will earn 10 bonus points for going to the Speaker Center.

Presentation 2 (100 pts)

Topic: Health education pamphlet Considering the research you did to develop your health education pamphlet, prepare a 15 minute oral presentation to show your pamphlet to your classmates and explain the following:

- ❖ The health problem you selected and its usual cause/course
- ❖ Recommendations for how to address/treat this problem (must be based in science!)
- ❖ Summary of the scientific literature to support your recommendations (for example, cite the literature supporting dietary change and exercise in addition to medication for the management of Type I diabetes)

You must cite a minimum of 10 academic journal articles to support your recommendations. You may use other sources such as Wikipedia or news articles, but these must be in addition to your 10 academic journal articles, and your recommendations must be supported by scientific research. After your presentation, you will be asked questions about your health topic by your classmates and instructor. Please use Powerpoint or some other professional presentation software program to accompany your oral presentation. You will receive detailed feedback from the instructor and will be graded on both the content and style of the presentation. You will earn 10 bonus points for going to the Speaker Center.

General Guidelines:

- a. A minimum of 15% of the final course grade should be based on effectiveness of oral communication. This minimum is proposed so that a student's failure to attend to the oral communication aspects of his or her work in an "O" designated course will have an important effect on his or her final grade for the course, while at the same time not overshadowing the importance of subject matter mastery.
- b. Attention to oral communication in "O" designated courses must be developmental, in that students need the opportunity (i) to receive intermediate instructor assistance in developing presentational competency, (ii) to utilize their communication competency across the span of the semester, not just in a final project, and (iii) to receive instructor feedback on the success of their efforts at each stage.
- c. These guidelines distinguish between courses emphasizing Group projects and those emphasizing Public presentations. The guidelines for courses emphasizing public communication are further divided according to the number of students regularly enrolling in a given course, i.e., Small Class (less than 12 students), Medium or Large Class (at least 12 students), and Large Class (at least 20 students).
***Note specifically that under guideline 5 for a Large Class, a given course fulfills only half of the "O" intensive requirement, so that a student must take two such courses (hence the designation "O/2"). Under each of the other sets of guidelines, a single course would fulfill the "O" requirement.*
- d. Exceptions to these guidelines may be made by the Core Review Subcommittee because of unique circumstances in individual departments.

5. Specific Guidelines for "O/2" Designated Courses Emphasizing Public Communication in Large Class Contexts (Regularly enrolling 20 or more students):

- a. Each student must take at least two "O/2" designated courses to meet the Core Curriculum requirement for oral intensive coursework.
- b. Each student must be involved in the individual preparation and delivery of at least 2 course related presentations one of at least 5 minutes duration and one of at least 8-10 minutes duration, to an audience of about 20 persons.
- c. The 8-10 minute presentation, must be a formal individual presentation, and must involve questions from the audience and responses by the presenter.
- d. All presentations must have a clear introduction-body- conclusion organization, appropriate to the discipline.
- e. All presentations should receive evaluation by the instructor on oral communication competency (including responsiveness to audience questions), as well as on subject mastery.
- f. Students must receive, as part of the course structure, information/instruction on effective speaking, on organization of material for effective presentation, and on development and use of media and visual aids.

Presentation Rubric (100 pts)

Name: _____

Date: _____

		Fair	Good	Exceptional	Subtotals
Organization (0-15 pts)		Some non sequential information, tangents, or loss of place; difficult for the audience to	Information presented in a logical sequence Clear introduction, body and conclusion.	Logical flow, maintains interest in topic Easy to follow, main points restated	
Content (0-20 pts)		Content is marginally related to the assignment and has some lack of substance.	Content is related to the assignment and contains adequate substance.	Content is related to the assignment, is of substance, and evokes high levels of interest from the audience.	
Verbal Fluidity (0-10 pts)		Speech is characterized by some inappropriate pauses, repeats or some use of fillers, contains a few slang or specialized terms.	Speech flow is relatively fluid, with only very few inappropriate pauses, fillers, slang, or specialized terms.	Speech is fluid with no inappropriate pauses, fillers, slang, or specialized terms.	
Tone and clarity of voice (0-10 pts)		Occasional mumbling, mispronunciations, or quietness makes it difficult, at times, to follow the content of the presentation	Speech is clear, free of mispronunciation, and projects sufficiently for the audience to hear, but somewhat monotone.	Speech is clear, free of mispronunciation, projects well, is tonally relaxed, varies tone, and facilitates audience attention.	
Eye Contact (0-15 pts)		Occasional eye contact, but generally looks at notes or self.	Maintains eye contact sufficient to keep audience attention, but frequently reverts to looking at notes or self.	Maintains eye contact throughout the duration of the speech, with only very occasional reference to self or notes.	

Mannerisms (0-10 pts)		Body language is closed or expresses much movement that is sometimes distracting.	Body language is fairly open and there is minimal inappropriate movement. No impact on ability of audience to attend to the speech.	Relaxed, confident, inviting body language; movement enhances attention.	
Ability to handle questions (0-5 pts)		Becomes flustered or loses poise	Ability to handle questions appropriately can provide plausible answer	Handles questions with grace, provides thoughtful answer	
Timing (0-10)		Much too short	Over time limit	Appropriate time limit	

OTHER: (5 pts)

Outline at start of class with thesis clearly states _____

Visuals enhance presentation _____

References are noted (ex. quotes) accurately

Comments:

GRADE _____/100