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### PSYX 383.01: Health Psychology

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## Psychology 383 – Health Psychology

### Fall 2014, Section 1

#### Course Location and Time

Skaggs Building 169  
Tuesday & Thursday 9:40 AM – 11:00 AM

#### Instructor Information

Instructor: Duncan G. Campbell, Ph.D.  
Email: [duncan.campbell@umontana.edu](mailto:duncan.campbell@umontana.edu)  
Office: Skaggs Bldg., Room 312  
Office hours: Monday 9:00 - 10:30 am; Tuesday 2:00 – 3:30 pm  
Phone: 406.243.4731

#### Required Text

Straub, R.O. (2014). *Health Psychology: A Biopsychosocial Approach, 4th Edition*. New York, NY: Worth Publishers.

*Additional required readings will be posted to Moodle.*

#### Course Objectives

This course provides an introduction to health psychology, a rapidly expanding subfield of psychology. Over the course of the semester, we will engage a variety of topics. First, you will gain an appreciation of the field's biopsychosocial focus in general, as we will begin with an overview and discussion of health psychology's range of settings and applications. Next, you will gain knowledge about human physiology, basic bodily systems, and contemporary theories that account for the complex relationships between human behavior, health, and illness. Toward the middle of the semester, we will employ a biopsychosocial perspective to examine specific health demoting and promoting behaviors, including diet, exercise, sleep, smoking and substance abuse. In doing so, you will learn about modifiable and non-modifiable factors that confer risk for health problems and about the correlates/predictors of health-related behavior. Finally, you will gain knowledge of some of the most promising and commonly-used interventions employed by health psychologists, and you will learn about the contributions of psychological principles and psychological care for cancer, heart disease, HIV/AIDS, and chronic pain. Ultimately, this course aims to pique your interest in further study in the field of health psychology.

#### Learning Outcomes

Over the course of the semester, students will:

1. Demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology.
2. Demonstrate knowledge and understanding of the biopsychosocial view of health and will competently apply this conception to common chronic illness conditions.
3. Demonstrate knowledge and understanding of the roles of psychological factors in health/illness promotion and will understand the roles of psychologists in the promotion of health.

## Course Requirements and Policies

### 1. Exams

Four exams will assess your understanding of the course material. The tentative dates of the first three exams are listed on the attached course schedule. Please note that the dates of the first three exams might change depending on the pace of the class. The date and time of the final examination is determined by the University Registrar's office. ***Neither the date nor the time (Wednesday, December 10th, 10:10 AM –12:10 PM) of the final examination will change.*** Arrange your schedules accordingly.

Each exam is worth 50 points and includes short answer and multiple choice questions. Exams will assess your understanding of the material presented in the lectures and the assigned readings. Please note that the exams ***will*** assess knowledge of material from the assigned readings that is ***not*** discussed in class and material from lecture that will ***not*** find in the text. The final exam is cumulative and covers the material discussed over the entire semester.

#### Make-up exams

Without exception, make-up exams will be granted only if an absence is excused. There are three situations for which I will consider a make-up exam: 1) participation in a university-sanctioned athletic event; 2) a prolonged or severe illness; and 3) a death or serious illness in the family that requires the student to miss class. In fairness to all students, excuses must be documented by an appropriate person or agency. Make-up exams will be administered *after* the regularly scheduled exam and are likely to be a different format (e.g., essay questions). Make-up exams must be completed as soon as possible following your return. It is likely that I will not be available for questions before, during, or after the make-up exam. If you are aware of a scheduling problem that conflicts with the exam schedule, bring it to my attention immediately.

### 2. Expectations

You are expected to read assignments prior to class meetings. Your classmates and I will appreciate your discretion with respect to cell phone conversations, text messaging, and personal conversations. Grade sheets, interesting supplemental articles, and other course materials will be posted to Moodle. Finally, I'm happy to correspond with students via email. Please note, however, that university policy prohibits correspondence using a non-university email account. *Please send all email correspondence from your University of Montana email account.*

#### Academic integrity

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Specifically, cheating will result in a "0" for the assignment in question and may result in a failing course grade and dismissal from the university. Please enlist my help if you are having difficulty with course content. Plagiarism is an example of academic dishonesty and will be handled accordingly. If you have questions about what might constitute plagiarism, please let me know. Finally, all students need to be familiar with the [Student Conduct Code](#) .

### 3. Disability modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may

have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

#### 4. Drop dates

You may drop the course or change your grading option via CyberBear through the 15<sup>th</sup> instructional day. You may drop the course or change grading options via Drop form through the 45<sup>th</sup> instructional day (Fee applies; instructor & advisor signatures required; a “W” will appear on transcript for drops). Beyond the 45<sup>th</sup> day of instruction, dropping courses and/or changing grading options require a Petition to Change Registration form (Fee applies; instructor, advisor and Dean of College signatures required; a “WP” or “WF” will appear on transcript for drops). ***October 27 is the last day to drop classes or change grading options. After that date, I will not sign a Petition to Change Registration unless the student provides suitable documentation of justification (e.g., prolonged illness, family emergencies, etc.).*** Additionally, ‘incompletes’ will be assigned only in the event of documented urgent circumstances. It is your responsibility to contact the [Registrar’s Office](#) to confirm details and these dates.

#### 5. Grading

Course grading is based on a total of 200 points. Points are awarded as follows:

4 Examinations worth 50 points each  
TOTAL 200 points

There will be no grade curves in this course. Final grades will be based on the following scale:

187-200 Points = A  
180-186 Points = A-  
173-179 Points = B+  
167-172 Points = B  
160-166 Points = B-  
153-159 Points = C+  
147-152 Points = C  
140-146 Points = C-  
133-139 Points = D+  
120-132 Points = D  
<120 Points = F

### Tentative Course Schedule

<b>Date</b>	<b>Topics</b>	<b>Required Reading</b>
Tuesday, August 26	Course overview and introduction	Syllabus
Thursday, August 28	Foundations of Health Psychology	Chapter 1 Engel, 1977
Tuesday, September 2	Research Methodology	Chapter 2
Thursday, September 4	Biological Foundations and Physiological Systems	Chapter 3
Tuesday, September 9	Biological Foundations and Physiological Systems	Chapter 3
Thursday, September 11	Stress	Chapter 4
Tuesday, September 16	Stress	Chapter 4
Thursday, September 18	Coping	Chapter 5
Tuesday, September 23	<i>Interventions: Stress Management (CBT and Relaxation)</i>	Chapter 5
<b>Thursday, September 25</b>	<b>Exam 1</b>	<b>Chapters 1-5</b>
Tuesday, September 30	Theories of Health Behavior Change	Chapter 6 Baban & Craciun, 2007
Thursday, October 2	Primary Prevention, Positive Psychology and Health	Chapter 6
Tuesday, October 7	Health maintenance: Exercise & Sleep	Chapter 7
Thursday, October 9	Nutrition, Diet and Health	Chapter 8
Tuesday, October 14	Substance Abuse	Chapter 9
Thursday, October 16	<i>Interventions: Motivational Interviewing</i>	Resnicow et al., 2004
<b>Tuesday, October 21</b>	<b>Exam 2</b>	<b>Chapters 6-9</b>
Thursday, October 23	Chronic illness: Heart disease and hypertension	Chapter 10
Tuesday, October 28	Chronic illness: Diabetes	Chapter 10
Thursday, October 30	Cancer & Psycho-oncology	Chapter 11
Tuesday, November 4	Cancer & Psycho-oncology	Chapter 11 Speigel et al., 2007
Thursday, November 6	Sex and health: HIV/AIDS & sexual assault as public health epidemic	Chapter 12
<b>Tuesday, November 11</b>	<b>Veterans' Day (No Class)</b>	
<b>Thursday, November 13</b>	<b>Exam 3</b>	<b>Chapters 10-??</b>
Tuesday, November 18	Health Psychology and Integrated health care	Chapter 13 TBA
Thursday, November 20	Health Psychology and Integrated health care	Chapter 13
Tuesday, November 25	Pain	Chapter 14
<b>Thursday, November 27</b>	<b>Thanksgiving (No Class)</b>	
Tuesday, December 2	Pain	Chapter 14
Thursday, December 4	Summation	
<b>Wednesday, December 10</b>	<b>FINAL EXAM: 10:10 AM- 12:10 PM</b>	Chapters 1-14

**Supplemental Readings:**

Baban, A. & Craciun, C. (2007). Changing health-risk behaviors: A review of theory and evidence-based interventions in health psychology. *Journal of Cognitive and Behavioral Psychotherapies*, 7, 45-67.

Engel, G.L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.

Resnicow, K., Baskin, M.L., Rahoep, S.S., Periasamy, S., & Rollnick, S. (2004). Motivational interviewing in health promotion and behavioral medicine. In W.M. Cox & E. Klinger (Eds). *Handbook of Motivational Counseling: Concepts, Approaches and Assessment*. (pp. 457-476). New York: John Wiley & Sons.

Spiegel, D. et al. (2007). Effects of supportive-expressive group therapy on survival of patients with metastatic breast cancer. *Cancer*, 110, 1130-1138.