

1-2014

PSYX 391.01: Special Topics - Health Psychology

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Recommended Citation

McFarland, Craig P., "PSYX 391.01: Special Topics - Health Psychology" (2014). *Syllabi*. 2410.
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Health Psychology

PSYCHOLOGY 391

Spring 2014

Tues/Thurs 9:40 – 11:00 (Social Sciences 344)

Instructor: Craig P. McFarland, Ph.D.

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Office Hours: W: 9-10:30; R: 11-12:30; others by appointment

Course Objectives:

This course provides an introduction to health psychology, a subfield of clinical and experimental psychology, which is expanding at a rapid pace. Over the course of the semester, we will engage a variety of topics. 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 complicated relationships between human behavior, health, and illness. With that foundation in place, we will examine specific health demoting and promoting behaviors, including diet, exercise, smoking and substance abuse. In doing so, you will learn about modifiable and non-modifiable factors that confer risk for engagement in health-demoting behavior. Finally, you will gain knowledge in some of the most promising 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.

Learning Outcomes: Students will:

1. Demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology.
2. Demonstrate knowledge and understanding of the bio-psychosocial 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:

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 (Thursday, May 15th, 8:00am-10:00p) 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.*
3. **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 the 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

Please see the Student Conduct

Code: <http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf>

4. **Accommodations for students with disabilities:** I am pleased to make reasonable accommodations for students with a disability. If you have a disability that necessitates accommodation, please let me know right away so we can make a plan together. Please note that I cannot make any accommodations *unless your disability is documented by the Disability Services for Students* (DSS: 243-2243). Please see <http://life.umt.edu/dss/default.php> for more information or contact Amy Capolupo, DSS Interim Director, at amy.capalupo@umontana.edu.
5. **Drop dates:** You may drop the course or change your grading option via CyberBear through the 15th instructional day (**February 14th**). You may drop the course or change grading options via

Drop/Add form through the 45th instructional day (**April 7th**) (Fee applies; instructor & advisor signatures required; a “W” will appear on transcript for drops). Please note that you will not receive a full refund if you drop the course after instruction has begun. Beyond the 45th 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). ***April 8th 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 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.

6. **Grading:** Course grading is based on a total of 200 points. Points are awarded as follows:
- | | |
|--------------------------|--------------|
| Examinations: 4 @ 50 pts | = 200 points |
| TOTAL | 200 points |

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

A	= 187-200 pts.	(~93.4%)
A-	= 180-186 pts.	(~90.0%)
B+	= 173-179 pts.	(~86.7%)
B	= 167-172 pts.	(~83.4%)
B-	= 160-166 pts.	(~80.0%)
C+	= 153-159 pts.	(~76.7%)
C	= 147-152 pts.	(~73.4%)
C-	= 140-146 pts.	(~70.0%)
D+	= 133-139 pts.	(~66.7%)
D	= 120-132 pts.	(~60.0%)
F	= <120 pts.	(<60%)

Extra credit is available. You may (and are strongly encouraged) to take part in up to 4 hours of research. You will receive 1 extra credit point for each 30 minutes of documented participation. That means you could earn up to 8 points to be added to the 200 point grading scale used for this class. That could mean the difference between an A and a B.

TENTATIVE COURSE SCHEDULE

Date	Topic	Required Reading
Tues. Jan. 28	Course overview	
Thurs. Jan. 30	Foundations of health psychology	Chapter 1; *Engel, 1977
Tues. Feb. 4	Research methodology	Chapter 2
Thurs. Feb. 6	Biological foundations & bodily systems implicated in health and illness	Chapter 3
Tues. Feb. 11	“	“
Thurs. Feb. 13	NO CLASS	
Tues. Feb. 18	Stress	Chapter 4
Thurs. Feb. 20	“	“
Tues. Feb. 25	Coping	Chapter 5
Thurs. Feb. 27	Interventions: Stress management (CBT and relaxation)	
Tues. Mar. 4	<i>EXAM # 1 (Chapters 1-5)</i>	
Thurs. Mar. 6	Issues in health behavior: Behavioral change theories	Chapter 6
Tues. Mar. 11	Positive psychology and health	“
Thurs. Mar. 13	Nutrition, diet, obesity and health	Chapter 7
Tues. Mar. 18	Substance abuse	Chapter 8
Thurs. Mar. 20	Interventions: Motivational interviewing	*Resnicow et al., 2004
Tues. Mar. 25	<i>EXAM # 2 (Chapters 6-8)</i>	
Thurs. Mar. 27	Chronic illness: Heart disease & hypertension	Chapter 9
Tues. Apr. 1	SPRING BREAK!	
Thurs. Apr. 3	SPRING BREAK!	
Tues. Apr. 8	Chronic illness: Diabetes	Chapter 9
Thurs. Apr. 10	Cancer	Chapter 10
Tues. Apr. 15	Cancer & Psycho-oncology	*Spiegel et al., 2007
Thurs. Apr. 17	HIV/AIDS	Chapter 11
Tues. Apr. 22	“	“
Thurs. April. 24	<i>EXAM # 3 (Chapters 9-11)</i>	
Tues. Apr. 29	Pain	Chapter 13
Thurs. May 1	“	“
Tues. May 6	Health psychology roles in health care	Chapter 12
Thurs. May 8	Summation	Chapter 15

Thursday, May 15 8:00 – 10:00AM: FINAL EXAM

Required Text: Straub, R.O. (2012). *Health Psychology: A Biopsychosocial Approach*, 3rd Edition. New York, NY: Worth Publishers.

***Supplemental readings:** Available via MOODLE.

1. Engel, G.L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196, 129-136.
2. 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.
3. Spiegel, D. et al. (2007). Effects of supportive-expressive group therapy on survival of patients with metastatic breast cancer. *Cancer*, 110, 1130-1138.
4. Additional readings: To Be Announced