

Spring 2-1-2017

PSYX 383.01: Health Psychology

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PSYX 383: Health Psychology
Fall 2015
Monday, Wednesday, Friday 12:00pm – 12:50pm
Classroom: Liberal Arts (LA) 304

Instructor: Mark Primosch

Email: mark.primosch@umontana.edu

Office: Skaggs 368

Office Hours: To be announced (see Moodle)

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. Within the broad topic of Health Psychology, we will focus on stress and its effects on health. After we achieve a foundation in this knowledge, we will examine specific health demoting and promoting behaviors, including diet, exercise and etc. In doing so, you will learn about modifiable and non-modifiable factors that confer risk for engagement in health-demoting behavior. In addition, 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 heart disease, HIV/AIDS, chronic pain, and other conditions.

Learning Outcomes: Students will:

- A. Demonstrate knowledge and understanding of commonly used research methodologies in health psychology and epidemiology.
- B. Demonstrate knowledge and understanding of the bio-psychosocial view of health and will competently apply this conception to common chronic illness conditions.
- C. 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.
- D. Demonstrate knowledge and understanding of stress and its effects on the body and human health.
- E. Demonstrate their ability to think critically about the information taught in the course. My hope is that you will become critical consumers of information.

Required Text:

Straub, R.O. (2014). *Health psychology: A biopsychosocial approach, 4th Edition*. New York, NY: Worth Publishers.

Sapolsky, R. M. (2004). *Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping 3rd Edition*. New York, NY: Holt Paperbacks.

Supplemental Reading List: Available via MOODLE.

Carver, C. S., & Connor-Smith, J. (2010). Personality and coping. *Annual Review of Psychology, 61*, 679-704.

Slavich, G. M., & Irwin, M. R. (2014). From stress to inflammation and major depressive disorder: A social signal transduction theory of depression. *Psychological Bulletin, 140*(3), 774.

Borgelt, L. M., Franson, K. L., Nussbaum, A. M., & Wang, G. S. (2013). The pharmacologic and clinical effects of medical cannabis. *Pharmacotherapy, 33*(2), 195-209.

Wiech, K., Ploner, M., & Tracey, I. (2008). Neurocognitive aspects of pain perception. *Trends in Cognitive Sciences, 12*(8), 306-313.

Miller, W. R. & Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change*. New York, NY: The Guilford Press.

Additional readings: To Be Announced

Moodle: A website for this course can be accessed by logging in to [Moodle](#) using your student NetID and password. Announcements, grades, PowerPoint presentations, exams, and supplemental readings will be posted on this site. Therefore, it is imperative that you familiarize yourself with this website.

Course Policies

Announcements: Students are responsible for all announcements made in class. These may include changes in policy, schedule, or requirements. Announcements may also be directly emailed to students' university e-mail addresses via Moodle. Students are responsible for checking their official UM e-mail account (or forwarding their UM account to an email address that is regularly used). *Note: I strongly encourage checking your university email account daily for announcements.*

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 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](#).

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 the DSS site or contact [Amy Capolupo](#), DSS Director.

Drop dates: Please consult the university's [Official Dates and Deadlines](#) document for the Spring 2017 semester.

Poll Everywhere: From time to time, I will use the online polling service *Polleverywhere.com* to stimulate thought and discussion. This service requires students to send responses via text message, thus standard messaging fees apply. You do not have to participate in this activity.

Course Requirements:

Exams: Three exams will assess your understanding of the course material. All exams will be taken online using the course Moodle page. These exams **ARE NOT** open note exams. The tentative dates of the first three exams are listed on the attached course schedule. Please note that the dates of the three exams might change depending on the pace of the class. *Each exam will cover all material in lecture and assigned readings.* Each exam will cover a specific set of readings and lectures. The date and time of the final examination is determined by the University Registrar's office. ***Neither the date nor the time (Wednesday, May 10th, 10:10am-12:10pm) of the final examination will change.*** Arrange your schedules accordingly. If you have a conflict with another final, please notify

me in advance. For the Final Exam, you will be presented with published research and asked to critique it. Further instructions will be given on the day of the final.

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. Each exam is worth 50 points and includes 50 multiple-choice questions.

Discussion of the exams with fellow classmates and peers is prohibited.

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 on Moodle. Make-up exams must be completed as soon as possible following your return. If you are aware of a scheduling problem that conflicts with the exam schedule, bring it to my attention immediately.

Taking Sides Group Project: Students will identify a controversial topic/issue relevant to health psychology and present their work to the class. There are two parts to this project: (1) students will write an introduction to their topic and supply additional information and material as outlined *Taking Sides Group Project* document; (2) students will present their topic to the class using a digital medium (e.g., PowerPoint or Prezi). The format of the assignment will be similar to the supplemental reading titled, *Should Neuroscience Research be used to Inform Public Policy?* This project will be worth 130 points (50 points for the written portion; 50 points for the oral presentation; and 30 points for participation).

Discussion Days: There will be one in-class discussion on Monday January 30th, 2017. For this discussion, we will cover the featured Taking Sides Article, *Should Neuroscience Research Be Used to Inform Public Policy?* We will read and discuss the article in class. You will write a response to this reading/discussion and hand it in at the end of class.

There are three Discussion Fridays. For these discussions, you will be responsible for selecting one published peer-reviewed scientific article that pertains to health psychology. The article must be related to a **controversial** topic. I recommend using [Google Scholar](#) to find your articles. Articles should be published within the last 5 years. You must read your article beforehand and be an expert on it because you will then share what you learned with your classmates and answer their questions. For the in-class peer discussion, you will provide a brief write up on the article and hand it in at the end of class. This write up is to help you discuss the article with your peers. In other words, this write up will look more like notes. Elements to include in your write up: the article citation in APA format; research methodology used; population sampled; hypotheses; major findings; and why this study is controversial in your opinion. The typed summary must not exceed one page (1

inch margins), double-spaced (12 font). You could do this in a bullet point-fashion if you so desire. Each discussion day is worth 10 points.

Presentation Summaries: You will physically hand-in a written summary for each groups' presentation on each presentation day. Each summary will be worth 5 points.

Grading:

Course grading is based on a total of 375 points. Points are awarded as follows:

Exams: 150 points (3, 50-point exams)

Taking Sides Group Project: 130 points

Presentation Summaries: 25 points

Discussion Days: 40 points

Final: 30 points

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

100%-89% Points = A

88%-79% Points = B

78%-69% Points = C

68%-59% Points = D

< 58% Points = F

Extra Credit: Students may earn up to 10 extra credit points offered throughout the semester. Extra credit opportunities will be posted on Moodle.

Frequently Asked Questions

- **Do I need to come to class?** Yes. Students are expected to attend all classes. Skip at your own risk. I do not take attendance, but tests cover material that is discussed during class that may not be on the PowerPoints or in the text.
- **Do I need to read the book?** Yes. You should complete all assigned reading BEFORE you attend the class lecture covering that material. Lectures and PowerPoint presentations will supplement the text, not replace it.
- **What should I do if I miss class?** On the first day of class you will exchange email information with 4-5 people you can help you out with class notes, studying for exams, etc.
- **How can I see my grades?** All grades will be posted on Moodle.
- **Is there anything more I can do for extra credit?** Extra credit opportunities are limited to those made available to the entire class. I will not offer extra credit opportunities to individual students.
- **I have a friend who needs to talk to someone.** Curry Health Center Counseling offers confidential, reduced-fee counseling to UM Students. Call 243-4711 to make an appointment or learn more. The Clinical Psychology Center (CPC) is also located on campus and offers sliding-fee counseling to students and non-students. The CPC can be reached at 243-2367.

Disclaimer: Mark Primosch reserves the right to make changes in (a) the course schedule, (b) course requirements, (c) the course grading procedures, and/or any other aspects of the course at any time. Any alterations will be circumspect and will be made in the best interests of the students, the course, and the instructor.

Tentative Course Schedule				
Week #		Date	Topic	Materials Covered
Week 1	M	January 23	Course Overview and Introduction	Syllabus
	W	January 25	Foundations of Health Psychology	Ch. 1/ Zebras 1
	F	January 27	Foundations of Health Psychology	Ch. 1/Zebras 1
Week 2	M	January 30	Discussion Monday!	Taking Sides Article
	W	February 1	No Class. Watch - <i>Stress: Portrait of a Killer</i> on your own	Documentary
	F	February 3	No Class. Watch - <i>Stress: Portrait of a Killer</i> on your own	Documentary
Week 3	M	February 6	Research Methodology	Ch. 2
	W	February 8	Research Methodology	Ch. 2
	F	February 10	Discussion Friday!	Bring summary
Week 4	M	February 13	Biological Foundations and Systems	Ch. 3/ Zebras 2
	W	February 15	Biological Foundations and Systems	Ch. 3/Zebras 8
	F	February 17	Biological Foundations and Systems	Ch. 3/Zebras 8
Week 5	M	February 20	PRESIDENT'S DAY - NO CLASS	Woot!
	W	February 22	Stress & Coping	Ch. 4/Zebras 13
	F	February 24	Stress & Coping	Ch. 4/Zebras 13
Week 6	M	February 27	Personality, Stress & Coping	Carver et al. 2010/Zebra 15
	W	March 1	Stress, Inflammation, and Depression	Zebras 14
		March 1-3	Exam 1: Opens March 1st @ 1pm and closes March 3rd @ 12pm	Covers all content thus far
	F	March 3	Discussion Friday!	Bring summary
Week 7	M	March 6	Prevention/Health Behavior Change	Ch. 6
	W	March 8	Prevention/Health Behavior Change	Ch. 6
	F	March 10	Motivational Interviewing	MI Book Ch. 1, 2, & 5

Week 8	M	March 13	Motivational Interviewing	MI Book Ch. 8
	W	March 15	Health Maintenance: Exercise and Sleep	Ch. 7/Zebra 11
	F	March 17	Health Maintenance: Exercise and Sleep	Ch. 7/Zebra 11
Week 9	M	March 20	SPRING BREAK - NO CLASS	Woot!
	W	March 22	SPRING BREAK - NO CLASS	Woot!
	F	March 24	SPRING BREAK - NO CLASS	Woot!
Week 10	M	March 27	Nutrition, Diet, and Health	Ch. 8/Zebra 4
	W	March 29	Nutrition, Diet, and Health	Ch. 8/Zebra 4
		March 29-31	Exam 1: Opens March 29th @ 1pm and closes March 31st @ 12pm	Info from March 6th - March 29th
	F	March 31	Discussion Friday!	Bring article
Week 11	M	April 3	Drug Use	Ch. 9
	W	April 5	Chronic Illness	Ch. 10/Zebra 3
	F	April 7	Chronic Illness	Ch. 10/Zebra 3
Week 12	M	April 10	HIV/AIDS	Ch. 12
	W	April 12	HIV/AIDS	Ch. 12
	F	April 14	Pain	Ch. 14/Zebra 9
Week 13	M	April 17	Pain - <i>Borgelt et al. (2013)</i>	Ch. 14/Zebra 9
	W	April 19	Pain - <i>Wiech et al. (2008)</i>	Ch. 14/Zebra 9
	F	April 21	Presentations	
Week 14	M	April 24	Presentations	
	W	April 26	Presentations	

	F	April 28	Presentations	
Week 15	M	May 1	Presentations	
	Th	May 2	Exam 3: Opens May 1st @ 1pm and closes May 2nd @ 12:59pm	Info from April 3rd - April 19th
	W	May 3	<i>READING DAY - NO CLASS</i>	
	F	May 5	<i>READING DAY - NO CLASS</i>	
Finals Week	FINAL EXAM: Wednesday, May 10th, 10:10am-12:10pm			Location: LA 304

Taking Sides Group Project

Overview and General Format

This project follows the format for the book series *Taking Sides: Clashing Views on Psychological Issues*. The written portion of this project mimics the publication process for this book series. Therefore, I will hold students to a high standard when grading. For this project, students will need to identify two peer-reviewed published studies within the last 5 years that oppose one another (one article for each side). In other words, one article will make a claim or conclusion about a topic and the other article will make a contradictory or conflicting claim. In short, **drama sells**. Consider a topic that will be of interest to your peers. What are some “hot” and controversial topics? What lifestyle behaviors are your peers interested in? Groups will be created shortly after the first week of class. No one group will present on the same topic. Topics will need to be submitted via email to the instructor by March 1st, 2017.

Part 1: The Written Introduction

The Introduction

You will need to introduce the relevance of your topic in such a way that readers will be captivated and engaged. *The more seductive and juicy it is, the better*. Consider the following questions: What is the issue? Why should your audience care? What are the implications and/or ramifications for each side? What’s stake (e.g., money, mental health, etc.)? This could be done in two paragraphs.

Next you will need to present each side of the issue and provide a succinct summary of each article and its main points for and against the issue. This could be done in two paragraphs—one for each side. Your introduction must be between 550-650 words. You must use 1-inch margins and 12-point font (either *Cambria Body* or *Times New Roman*). **See Moodle for a template**. In addition to your two featured articles, you must incorporate three additional sources either primary or secondary. I have required these additional references to enhance the credibility of your introduction. Therefore, you must have at least 5 references total. All references and citations must follow APA format.

The Issue

Similar to the assigned reading, *Should Neuroscience Research be used to Inform Public Policy?*, you will need to include the *Issue*, which will serve as the title for your project and a **YES** and **No Summary Statement** for each side. The Summary Statements must contain a brief piece about the author(s) credentials (e.g., *Assistant Professor of Psychology, etc.*) and a succinct summary statement for their article’s argument. The *Issue* will come first then the *Summary Statements*. Following the Summary Statements, you will write your introduction. References for the citations in the introduction will follow immediately after the introduction.

Point and Counterpoints

After the introduction, you will provide a **Point** and **Counterpoint** table. Create 3-5 points based on the information in each featured article. These should be concise and not long-winded (i.e., no more than 15 words).

Challenge Questions

You will also create 5 challenge questions. These questions must stimulate critical thinking about the information discussed in each article.

Biographical Sketches

Lastly, you will provide short biographical sketches of each author mentioned in the publications. Each sketch SHOULD NOT exceed 50 words for each author. What I am looking for here is information about the author(s) education, academic or research appointment, and her or his accomplishments.

Part 2: The Presentation

Each group will present their topic to the class at the end of the semester. You are expected to cover and expound upon the information covered in Part 1. In other words, introduce the issue and seduce the audience with dazzling controversial flare (I'm being dramatic). You will want to discuss the main arguments from both sides clearly. As a side note, your peers may not be familiar with the topic and terminology so you will need to explain anything that may be foreign to them. I am interested in your ability to present information in a clear and concise manner with confidence. Groups will have 15 minutes to present their issue and another 5 minutes to take questions from their peers. Timing is critical. All group members should participate in presenting information. Last piece of advice, I recommend that you use less than 8 slides and keep the information on each slide to a minimum. Less is more.

Part 3: Participation

Each group member is expected to contribute equally to the overall project. Each group member will complete a peer evaluation form that will assess each group member's contribution. After assessing their group members' performance, each student will then provide an overall score to be given for each member's participant ranging from **0-30 points**. The average of all scores will serve as that group member's final grade for her or his group participation. Thus, each student will hold her or his peers accountable for their work and contribution to the project. Peer ratings will be kept confidential. **Students will be allowed to submit their peer ratings beginning Friday April 21st and the last day to submit peer ratings will be Monday May 1st on Moodle*.**

**Failure to submit peer ratings during the allotted window will result in 5-point reduction from your participation grade for each late day.*