

Health Psychology
 PSY 367, Winter, 2024
 Grand Valley State University

Professor: **Mariceli O’Neill, Psy.D.** (pronouns: she, her, hers)
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Schedule: Live Lectures Tuesday and Thursday

Section 04	8:30 AM – 9:45 AM	Location: 2132 ASH (Au Sable Hall)
Section 05	11:30 AM – 12:45 PM	Location: 114 LMH (Lake Michigan Hall)

Course description

Health Psychology involves applying psychological principles and research to improve health and address the prevention and treatment of illnesses. This course will introduce you to the foundational concepts, key theories, and empirical research. Our exploration will adopt a biopsychosocial perspective, delving into the influences of biological, psychological, and social factors on health.

Health Psychology offers a comprehensive examination of how psychological processes, behaviors, and societal factors influence overall health and well-being. Upon completion of this course students will engage in critical analysis and discussions to deepen their understanding of the complex interactions between psychological processes and health outcomes. By the end of the semester, students will have gained valuable insights into how health psychology contributes to improving overall health and quality of life.

Student Drop-In Hours (Office hours): My student drop-in hours are Tuesdays and Thursdays, 10am-11:15am at 2138 ASH. If you cannot make it to my regularly scheduled drop-in hours, email me to set up a different time that works for us both.

Contacting me: Blackboard, using the messages function or via email oneimari@gvsu.edu. If you message or email me and don’t hear back from me within two business days, please send a follow up. I will appreciate the gentle reminder.

Textbook Information

Required reading

Brannon, L. Updegraff, J.A., & Feist, J. (2021). Health Psychology (10th ed.). Cengage Learning.

Online text can be accessed via Blackboard course website via GVSU SAVE.

The deadline to opt-out of the SAVE program is Friday, Jan. 19th for Winter courses.

Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at: <https://lakerstore.gvsu.edu/gvsusave>

- I strongly recommend using the current version of this textbook. If you use earlier editions is your responsibility to figure out how the textbook differ.
- If you cannot afford the textbook, please contact me as soon as possible and I will connect you with resources that may be available to you that these challenges do not affect your performance in class.

Course Elements

Evaluation procedures

The total points for this class will be 500. You will be evaluated on 3 in-class exams (each worth 100 points), a final exam (worth 100 points), 5 class exercises (each worth 10 points; 50 points total), and 2 collaborative exercises (each worth 25 points; 50 points total).

This course will use the following grading scale.

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	65-69%
B	83-86%	D	60-64%
B-	80-82%	F	59% or lower
C+	77-79%		

Exams

Exams: Three non-cumulative examinations (100 points each). Exams include multiple choice and a short essay item drawn from the text, lecture, and class discussions.

Final exam: The Final exam will be cumulative, covering information from the entire semester. The date and time of the Final exam is listed below the Course Schedule.

Make-up policy: You are expected to take the exams in class on the specified dates. If you do not appear for an exam, and you have not been given permission by me to delay it, you will receive a zero, unless you bring documentation (such as a doctor's note) to excuse your absence. You will have one week after the date of a scheduled exam to take a make-up exam.

Class exercises

There will be five class exercises. These exercises will be completed in class or submitted online (after being assigned during class). Each exercise will be worth 10 points. The exercises vary from comprehension questions about small group discussion or about class topics. The purpose of these exercises is to enhance learning and facilitate application of concepts. These exercises are not listed in the Course schedule as their dates vary depending on factors such as timing and student comprehension of topics.

** Please note that if you miss a class and an exercise occurs, you will not be able to make it up (unless you have an excused absence; please meet with me if you have extended absences). However, I will allow one missed exercise/freebie for all students. Therefore, if you miss one exercise, you can still obtain a perfect score. If you miss two exercises, you will lose points for one exercise, if you miss three, you will lose points for two, etc.

Collaborative participation

There will be 2 collaborative participation exercises. These exercises will take place during class, and you will be given advance notice as to when they will occur. For each exercise, you will collaborate with assigned group members to solve a problem. There will be an individual portion to the exercises in preparation for the group collaboration. You will apply theory and research as well as your own ideas. The purpose of these exercises is to engage you in problem-solving, collaborating, and integrating different perspectives.

Course Policies:

Reading: For most weeks, you will read chapters from the text, but for some weeks, you will read additional articles that I have selected. Additional readings will be assigned in advance and with enough time before we discuss it in class. If there is an article (i.e., non-chapter reading) for the week, it will be posted in Blackboard. Note that only some readings will be covered in class, but exams will require you to demonstrate that you have read and understood all readings.

Attendance: I do not take attendance. You are adults and I expect you to be motivated to grow your knowledge and abilities by engaging in the course lectures. I believe attending lectures is the best way to learn the concepts and will parallel (but not simply duplicate) text. You can expect exams to cover anything that we do in class. If you miss a class, you should ask a fellow student for the notes.

Preferred Names: If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can use your preferred name.

Course Conduct: I am committed to creating a learning environment that acknowledges and appreciates diverse perspectives. I encourage all students to collaborate with me in shaping a class culture centered on open communication, mutual respect, and inclusivity. Together, as a class, we will engage in discussions with respect and civility. While disagreements and academic debates are anticipated and encouraged, personal attacks are unequivocally unacceptable and will not be accepted. My goal is to maintain an open and inviting classroom environment for every student. Should there be any instances where I fall short of this objective, please feel free to approach me for discussion. We are all part of a shared learning experience.

Blackboard website: You have to be able to access the Blackboard website for this class. Please contact the IT help desk if you have issues. The primary text for the class is accessed via the Blackboard website. Lecture notes and additional readings will be posted in the weekly folders. I will also post announcements, assignments, and grades on Blackboard. Please check your grades on the website often. Contact me if you think an error has been made. You have one week after a grade is posted to dispute it.

School-Life Conflict: Numerous students encounter educational barriers due to work commitments, family responsibilities, or unexpected personal challenges. If you are facing difficulties that affect your success in this course or your undergraduate studies in general, please

don't hesitate to contact me. In the event you cannot attend my drop-in hours, feel free to email to schedule a convenient time.

Academic Integrity: If I have evidence of any form of academic dishonesty (cheating on an exam, giving or receiving information about what is asked in the exam, or any other form of cheating such as plagiarism), you will receive a failing grade in that activity and other consequences as dictated by GVSU policy. Plagiarism is presenting work, ideas or words that are not your own as though they were your own—this includes work of other students or work that is in a published source (the textbook, a journal article). To avoid plagiarism be sure to do your own work and put information in your own words or use quotes, with appropriate reference to the original source from which you got the information or ideas.

Symptomatic illness

Please do not come to class if you are ill. Instead, notify me as soon as possible via email. If you have a known COVID exposure and are asymptomatic, please wear a mask. University link to COVID relevant information: <https://www.gvsu.edu/lakerstogether/>

Academic Supports:

Grand Valley State University provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Below you will find some of them.

Psychology Department

Psych Friends Peer-to-Peer Mentors: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

Disabilities Support Resources (DSR)

Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience, please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the approved accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Disability Support Resources office (215 CON) by calling (616) 331-2490 or by email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. Furthermore, if you have a

disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.

Students' Academic Success

- <https://www.gvsu.edu/sasc/success-coaching-105.htm#:~:text=Success%20Coaches%20work%20with%20students,with%20each%20student's%20individual%20situation.>

Mental health and counseling services

- <https://youtu.be/KZ2LtsRB0P8>
- <https://www.gvsu.edu/counsel/>

Student Resources List

- <https://www.gvsu.edu/studentaffairs/student-resources-list-29.htm>

GVSU Tutoring

- <https://www.gvsu.edu/tutoring/>

Other information

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Excused absence policy can be found:

<http://catalog.gvsu.edu/content.php?catoid=48&navoid=2406&hl=%22attendance%22&returnto=search>

Tentative Schedule for Winter 2024

Week	Date	Topic	Readings
1	Jan 9	Course introduction	
	11	Foundations of Health Psychology	Chapter 1
2	16	Introduction to Health Psychology	Chapter 1
	18	Conducting Health Research	Chapter 2
3	23	Research Methods	Chapter 2
	25	Seeking and receiving health care	Chapter 3
4	30	Exam 1	
	Feb 1	Adherence	Chapter 4
5	6	Collaborative Exercise	
	8	Stress	Chapter 5
6	13	Stress	Chapter 5
	15	Stress	Chapter 5
7	20	Understanding stress, immunity, and disease	Chapter 6
	22	Exam 2	
8	27	Pain and the nervous system	Chapter 7
	29	Pain	Chapter 7
9	March 5	Spring break!	!!!
	7	Spring break!	!!!
10	12	Considering alternative approaches	Chapter 8
	14	Cardiovascular Disease	Chapter 9
11	19	Cancer	Chapter 10
11	21	Chronic Illness	Chapter 11
12	26	Chronic Illness	Chapter 11
	28	Exam 3	
13	April 2	Behavioral health -Smoking Tobacco	Chapter 12
	4	Collaborative Exercise	

14	9	Alcohol and other drugs	Chapter 13
	11	Eating and weight	Chapter 14
15	16	Exercising	Chapter 15
	18	Future Challenges	Chapter
16	23	Tuesday: Exam 10:00-11:50 am	Section 367_05
	25	Thursday: Exam 8:00-9:50 am	Section 367_04

**** I may adapt this scheduled as needed.



**PSY 367 Health Psychology
Issues - Health**

This course is part of GVSU's General Education Program. The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

PSY 367 is designed to help you learn:

1. How the course relates to health.
2. How complementary and competing perspectives covered in the course contribute to the ongoing discussion about health.
3. Collaboration, which is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time. People with a general education work collaboratively with others on both small and large projects. Effective collaborators are interdependent, interactive, accountable, and reflective. That is, they work interdependently within a group, interact productively with group members, demonstrate accountability for their own contributions to the work of the group, and reflect on the success of the group, including their own contributions and the contributions of others.
4. Integration, which is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations. People with a general education correlate and synthesize facts, basic concepts, and disparate knowledge for application within and beyond the campus, to make sense of a variety of data and experiences, to address issues in a more effective way than can be accomplished from only one field of study or perspective, and reflect on their own learning.
5. Problem solving, which is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals. People with a general education define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solutions.

This course satisfies one or more of the General Education course requirements. The overall goal of the General Education program is designed to increase your knowledge and skills in the following areas:

Knowledge Goals:

1. The major areas of human investigation and accomplishment — the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the culture of others.
3. An understanding of how academic study connects to issues in the world.

Skills Goals:

1. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives, learned through structured activities that occur over a significant period of time.

2. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
3. Ethical reasoning is a decision-making process based on defining systems of value.
4. Information literacy is the process of locating, evaluating, and using multiple forms of information.
5. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.
6. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
7. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
8. Quantitative literacy is a competency and comfort in working with numbers.
9. Written communication is the practice of creating and refining messages that educated readers will value.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

Grand Valley State University educates students to shape their lives, their professions, and their societies.