

Health Psychology
 PSY 367, Winter, 2018
 Grand Valley State University

Professor: **Amanda Dillard, Ph.D.**

Office: 2307 Au Sable Hall

Ph: 331-2865

Email: dillaram@gvsu.edu

Office hours: Mondays and Wednesdays 2-3pm, or by appointment

Course description

Welcome to Health Psychology! Health psychology is “the application of psychological principles and research to the enhancement of health, and the prevention and treatment of illness.” This course will introduce you to Health Psychology through examining current theories and empirical research in the field. We will study health from a biopsychosocial perspective, examining the interaction of biological, psychological, and social factors to understand contemporary health problems. After completing this course, you will have an understanding of health psychology and how it can be applied to prevent risky behavior and treat health problems as well as promote wellness and positively shape health care policy.

Required textbook

Taylor, Shelley. (2018). *Health Psychology* (10th ed.). New York: McGraw Hill.

Course evaluation procedures

The total points for this class will be 550. You will be evaluated on 3 in-class exams (each worth 100 points), a Final exam (worth 150 points), 14 class exercises (each worth 5 points; 70 points total), and 3 collaborative exercises (each worth 10 points; 30 points total).

All exams will use the following grading scale.

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	62-66%
B-	80-82%	F	61% or lower
C+	77-79%		

Exams

Exams: Exams will be non-cumulative, and cover 2-3 textbook chapters and additional readings as noted in the Course Schedule. Exams will also cover material from lecture (see section on Attendance). Questions will be a combination of multiple choice and essay.

Final exam: The Final exam will be cumulative, covering material from the entire semester. Questions will be a combination of multiple choice and essay. The date and time of the Final is listed in the Course Schedule. If you are not able to make this date and time, talk to me ASAP.

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 approximately 14 class exercises. Most of the exercises will be completed during class, but sometimes you may be asked to complete them as homework, in which case they will be due the next class period. Each exercise will be worth 5 points. The exercises may vary from reactions to something we read or watch to group discussion about class topics. The purpose of these exercises is to facilitate learning and discussion.

*** Credit for these exercises cannot be made up* – if you are not present in class that day *for any reason*, you will not be able to earn credit for the missed exercise. However, all students will be able to drop one missed exercise. In other words, if you only miss one of them, you can still obtain a perfect score for these exercises. If you miss two exercises, you will lose points for one exercise, if you miss three, you will lose points for two, etc. This “freebie” accounts for all excuses for missing so please do not ask about make-ups. You also do not need to let me know when you missed an exercise as the “freebie” will simply be added at the end of the semester for an exercise that you missed at some point during the semester. Students who do not miss any of the 14 exercises will be given 5 extra points (e.g., a freebie) at the end of the semester.

Collaborative participation

There will be approximately 3 collaborative participation exercises. These exercises will take place during class, and you will be given advance notice as to when they will occur. Each exercise will be worth 10 points. They will require you to collaborate with group members to solve a problem. The problems will relate to assigned reading and/or films. The purpose of these exercises is to engage you in problem-solving, working with others, and learning about different perspectives.

Useful things to know

Reading: You should read the assigned textbook chapters before coming to class. There are also additional reading assignments that are posted on Blackboard (found in “Assignments”). Only some of this assigned reading will be covered in class, but exams will require you to demonstrate that you have read and understood all readings. See the Course Schedule for topics and assigned readings each week.

Attendance: I do not take attendance, but it is to your advantage to come to class regularly. In class, I often lecture on material that is not covered in your reading. We complete class exercises and, as noted, there are no make-ups for these exercises. We watch films, listen to radio programs, and have discussions that expand class topics. You can expect exams to cover your textbook, additional readings, and anything else that we do in class. If you miss a class, you should ask a fellow student for the notes as I do not give my notes outside of class.

Blackboard website: I will post an outline of notes as well as grades and any announcements on the course information website for this class. Notes will be posted under “Course documents”.

Grades will be in the “Grade center”. Your additional readings will be posted under “Assignments”. Make sure you have access to the BB website or contact the help desk. **Please check your grades and assignments on the website OFTEN. You have only one week after an assignment is posted to dispute it- no exceptions!** Contact me ASAP if you think an error has been made.

Students with special needs or concerns

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me and Disability Support Resources (DSR) at (616) 331-2490. If you have a disability and think you will need assistance evacuating this classroom and building in an emergency, please make me aware so that the university and I can develop a plan to assist you. It is the student’s responsibility to request assistance from DSR.

Academic Integrity

Students are expected to adhere to the university's policies on Academic Honesty. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Cheating and plagiarism will be dealt with according to procedures described in the Student Code.

*Winter, 2018 Course Schedule**

		Topic	Assigned readings
M	8-Jan	Course welcome and introduction	
W	10-Jan	Health Psychology: What is it and why do we need it?	Taylor, 1
F	12-Jan	Health psychology <i>continued</i>	Taylor, 15
M	15-Jan	<i>Martin Luther King Jr. day – No class</i>	
W	17-Jan	Experimental design: How do we do health psychology?	Straub, 2007; Taylor, 9 (pps. 193-196)
F	19-Jan	Biological systems	Taylor, 2
M	22-Jan	Health behavior; What are healthy habits and how do they relate to health outcomes?	Taylor, 4; Taylor, 5
W	24-Jan	Why are health behaviors difficult to change? Independence and instability	Taylor, 3

F	26-Jan	Explaining and predicting health behavior and change: Theories of health behavior	Stroebe, 2011
M	29-Jan	Attitude theories	
W	31-Jan	Attitude theories <i>continued</i>	
F	2-Feb	Cognitive theories	Prochaska, DiClemente & Norcross, 1992
M	5-Feb	TEST 1	
W	7-Feb	Stress, health, and illness	Taylor, 6
F	9-Feb	Early models of stress	Dougall & Baum, 2012
M	12-Feb	Measuring stress	
W	14-Feb	Chronic stress; Sources and consequences	Cohen et al., 1998
F	16-Feb	Chronic stress and illness: The Allostatic load model	
M	19-Feb	<i>Stress: Portrait of a killer</i>	
W	21-Feb	Chronic illness: Prevalence and impact	Taylor, 11
F	23-Feb	Psychological response and adjustment to chronic illness	Hoyt & Stanton, 2012
M	26-Feb	Response and adjustment <i>continued</i>	
W	28-Mar	Wrap up	
F	2-Mar	TEST 2	
	4-11 Mar	SPRING BREAK	
M	12-Mar	Coping; Types of coping	Taylor, 7

W	14-Mar	Coping with chronic illness	
F	16-Mar	<i>The Truth about Cancer (TAC)</i>	
M	19-Mar	TAC continued; The five-factor model of personality	Smith et al., 2012 (pps. 375-387)
W	21-Mar	Optimism and unrealistic optimism	Dillard, Midboe, & Klein, 2009
F	23-Mar	Psychological control and health emotions	
M	26-Mar	<i>This emotional life</i> ; Positive emotions	Fredrickson, 2003
W	28-Mar	Positive emotions <i>continued</i>	
F	30-Mar	Social Support-Types and sources	Reblin & Uchino, 2008
M	2-April	Social support <i>continued</i>	
W	4-April	Wrap up	
F	6-April	TEST 3	
M	9-April	The Health-wealth gradient; <i>Place matters</i>	Ruiz, Prather, & Steffen, 2012
W	11-April	Perceived discrimination and health	
F	13-April	Psychology and use of health services	Taylor, 8
M	16-April	Use of health services <i>continued</i>	
W	18-April	Psychology in health related decision-making	Taylor, 9 (pps. 173-180); Peters, 2008
F	20-April	Psychology in decision-making <i>continued</i>	

For Sec 367-01 (12pm), Final exam is Wednesday, April 25, 2:00-3:50pm

For Sec 367-02 (1pm), Final exam is Tuesday, April 24, 2:00-3:50pm

For Sec 367-03 (11am), Final exam is Wednesday, April 25, 10:00-11:50am

* I may adapt this schedule 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.