

Health Psychology
 PSY 367, Winter, 2020
 Grand Valley State University

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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 a comprehensive understanding of Health Psychology and how this field can be applied to prevent risky behaviors, treat illness and health problems, and promote health and well-being.

Required textbook

Taylor, Shelley. (2018). *Health Psychology* (10th ed.). New York: McGraw Hill. (Connect is not required.)

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 and your Final grade 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

Class exercises will typically be completed during class, but occasionally you may be asked to complete them as homework, in which case they will be due the next class period. *I do not take emailed homework (in cases of excused absences, hand in to my mailbox in 2224 Au Sable).* The content of these exercises may vary from reactions to something we read or watch to group discussion about class topics. The purpose of these exercises is to promote further learning and facilitate discussion of class material.

*** Credit for class exercises cannot be made up. If you miss a class and an exercise occurs on that day, you cannot make it up for credit (exceptions exist for excused absences). However, I will allow for one missed exercise for all students. Therefore, if you only 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. 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.*

Collaborative participation

Collaborative participation exercises will be completed during class. You will be given advance notice as to when they will occur. For each exercise, you will collaborate with group members to solve a problem while applying theory and research of the field. 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 (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 in “Course documents”. Grades will be posted in the “Grade center”. Additional readings will be posted in

“Assignments”. Make sure you have access to the BB website or contact the help desk. *Please check your grades on the website OFTEN. You have one week after a grade is posted to dispute it.* Contact me ASAP if you think an error has been made.

*Winter, 2020 Course Schedule**

		Topic	Assigned readings
M	6-Jan	Course welcome and introduction	
W	8-Jan	Health psychology: Conceptualization and historical roots	Taylor, 1
F	10-Jan	Health psychology <i>continued</i>	Taylor, 15
M	13-Jan	Research methods in health psychology	Straub, 2007; Taylor, 9(193-196)
W	15-Jan	Research methods <i>continued</i>	
F	17-Jan	Health behaviors: Habits and outcomes	Taylor, 4; Taylor, 5
M	20-Jan	<i>Martin Luther King, Jr. Day recess</i>	
W	22-Jan	The independence and instability of health behaviors	Taylor, 3
F	24-Jan	Explaining and predicting behavior change	Stroebe, 2011
M	27-Jan	Attitude theories of behavior change	Concepts and constructs (NCI)
W	29-Jan	Attitude theories <i>continued</i>	
F	31-Jan	Cognitive theories of behavior change	Prochaska, DiClemente & Norcross, 1992
M	3-Feb	Wrap up	
W	5-Feb	TEST 1	
F	7-Feb	Stress and health	Taylor, 2 (pps 15-20); Taylor, 6

M	10-Feb	Measures of stress and appraisal	Cohen et al., 1998
W	12-Feb	The transactional model; Early models of stress	Dougall & Baum, 2012
F	14-Feb	Chronic stress and illness: Allostatic load model	
M	17-Feb	Allostatic load model <i>continued</i> ; <i>Stress portrait of a killer</i>	
W	19-Feb	Sources of chronic stress; Caregiver burden	Kiecolt-Glaser et al., 1995
F	21-Feb	Sources of chronic stress: Employment	
M	24-Feb	Chronic illness: Prevalence and impact	Taylor, 11
W	26-Feb	Response and adjustment to chronic illness	Livneh & Antonak, 2005
F	28-Feb	Depression and anxiety in chronic illness	
M,W, F	1-8-Mar	<i>Spring Break</i>	
M	9-Mar	Depression and anxiety <i>continued</i>	
W	11-Mar	TEST 2	
F	13-Mar	Coping; Styles and types	Taylor, 7
M	16-Mar	Coping with chronic illness; <i>The Truth about cancer (TOC)</i>	
W	18-Mar	TOC <i>continued</i>	
F	20-Mar	Personality and health	Smith et al., 2012 (pps. 375-387)
M	23-Mar	Personality <i>continued</i>	
W	25-Mar	Trait optimism, coping, and health	Dillard & Ellis, <i>In press</i>
F	27-Mar	Unrealistic optimism vs. trait optimism	

M	30-March	Positive emotions and health	Fredrickson, 2003
W	1-April	Positive emotions <i>continued</i>	Lawrence, Rogers, & Wadsworth, 2015
F	3-April	Social support: Types and sources	Reblin & Uchino, 2008
M	6-April	Social support and health outcomes	
W	8-April	Wrap up	

F 10-April TEST 3

M	13-April	The health-wealth gradient	Ruiz, Prather, & Steffen, 2012
W	15-April	Psychological factors in use of health services	Taylor, 8; Taylor 9 (pps. 173-180)
F	17-April	Psychological factors <i>continued</i>	

For Sec 367-01 (11am), Final exam is Wednesday, April 22, 10:00 am - 11:50 am

For Sec 367-02 (12pm), Final exam is Wednesday, April 22, 12:00 pm - 1:50 pm

For Sec 367-03 (10am), Final exam is Monday, April 20, 10:00 am - 11:50 am

** I may adapt this schedule as needed.*

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.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/courjanolicies/> Excused absence policy can be found:

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



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.