

PSY 367: Health Psychology
Tuesday and Thursday 8:30-9:45 (03)
Tuesday and Thursday 10-11:15 (04)
Fall 2021, 1310 ASH

Instructor: Mary Bower Russa, Ph.D.

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Office Hours: Tuesday 11:30-12:30, Wed 10-11 AM

You may stop by at any time during my office hours and I will be happy to talk with you. If you wish to meet with me and are unable to come during office hours, please let me know so that I can arrange another time to meet with you. Email is also a good way to reach me.

If there is any student in this class who has special needs because of learning, physical or other disability, please contact me and Disability Support Services (DSS) at 616-331-2490. If you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

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

Text: S. Taylor & A. L. Stanton (2018). **Health Psychology** (11th edition). New York: McGraw Hill.

Description: Health Psychology involves the scientific study of behaviors that enhance health, prevent disease and injury, and facilitate coping with health related issues. This course will introduce you to Health Psychology by exploring a range of theories and research studies in the field. We will take a biopsychosocial approach to the course, as biological, psychological, and social factors must all be considered in understanding contemporary health-related issues. Upon completion of the course, you will understand how knowledge of health psychology can be used to facilitate wellness, reduce risky behaviors, and treat individuals dealing with medical conditions.

Students are expected to complete the assigned readings in the text before class, attend class, and participate in class discussions. Grades will be based on:

- 1) **Three noncumulative examinations** (100 points each). These exams will include multiple choice and short essay items drawn from the text, lecture, and class discussion.
- 2) **Class exercises** (about 60 points total). There will be approximately 12 class exercises. Most of these will take place during class, but there will be times when you are asked to

complete them as homework, and they will be due the next class period. Each exercise will be worth 5 points. The purposes of these exercises is to engage you more fully with the class material.

Credit for these exercises CANNOT be made up. If you are not present in class the day the exercise is assigned, you will not be able to earn credit for the activity. However, all students will be able to drop two missed exercises. Thus, if you miss only two exercises, you can still obtain a perfect score. If you miss three exercises, you will lose points for one exercise, etc. These 2 "freebies" account for all excuses for missed exercises, so please DO NOT ASK about make-ups. You do not need to let me know that you plan to miss an exercise or have missed one. I will simply take this into account in the final grading. Students who do not miss any exercises will receive an additional 5 points extra credit at the end of the semester.

- 3) **Packback (PB) Discussion Posts** (70 points). You will receive four points for the initial post and 3 points for each reply, if they meet all posting criteria (quality content, meets curiosity minimum score, includes a quality reference, posted on time). You will have 10 possible weeks to post, and you will need to post for 7 of those weeks to get full credit. Posting additional weeks is optional but will not be credited (no extra credit). Posting will begin on Sunday at midnight and final posts must be made by Saturday at midnight of each week. The first post for each week must be made by Wednesday night. More details will follow about PB.
- 4) **Collaborative Exercises** (about 50 points total). There will be three collaborative exercises over the course of the semester. Some of these will take place during class time, but some will involve group or individual work outside of class. You will be given advance notice of when they are to occur, and they will require you to collaborate with group members to solve a problem. Each exercise will be worth 10-25 points. The purpose of these exercises is to engage you in problem solving and working with others while integrating different perspectives. ***If you miss these exercises, they cannot be made up unless you have extenuating circumstances, in which case another assignment may be substituted.***

Grading: Grades will be assigned according to the following formula:

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

Based on the actual distribution of final grades these criteria might be relaxed, but not stiffened. Please be aware if you are taking this course credit/no credit that GVSU

considers a grade of C- to be NO CREDIT. Because of this, if you choose the credit/no credit option and you receive a C- or below in the class, you WILL NOT get credit for the class.

Please plan to take exams as scheduled in the syllabus. In the event of extreme circumstances that will prevent you from attending an examination, you should contact the instructor as soon as possible.

Absences: I do not take attendance, but participation in class will enhance your understanding of the material, and you are responsible for all material covered in class. Lectures will parallel (but not simply duplicate) text, and information from classroom discussions and videos may also appear on examinations. *If you miss a lecture, I strongly advise you to obtain notes from at least two different classmates. In the case of illness and/or special circumstances related to COVID, please talk to me and we will work things out. I want everyone to be successful in the class and will support you to help that happen, but I do expect regular attendance in class and participation with course material throughout the semester.*

Please turn in all Assignments on time via the BB system. I will NOT accept assignments via email unless there are truly extenuating circumstances, as my in box gets clogged and things get lost.

Academic dishonesty: 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.

Tentative Lecture Syllabus

DATES	TOPICS	READINGS
8/31, 9/2	Foundations of Health Psychology Introduction to Health Psychology	Chapter 1
LABOR DAY		
9/7	--UNGRADED PACKBACK WEEK 9/7-9/11 --GRADED PACKBACK BEGINS WEEK OF 9/13 AND CONTINUES EACH	Chapter 4

	WEEK UNLESS INDICATED Health-Promoting Behaviors	
9/9, 9/14	Health Compromising Behaviors Research Methods <i>(Secrets to Longevity)</i>	Chapter 5 (Chapter 1)
9/16	<i>(Health and Wealth, 56 mins)</i>	
9/21, 9/23	Health Behavior and Theories	Chapter 3
9/28	<i>(Collaborative #1: Developing a Behavior Change Program)</i>	
9/30	EXAM 1 (Chapters 1,4,5,3)	
10/5, 10/7, 10/12, 10/14	The Body and Stress/Pain/Illness Stress <i>(Portrait of a Killer)</i>	Chapter 2 Chapter 6
10/19	<i>(Collaborative #2: ACES and trauma/resilience)</i>	
10/21	<i>(Complete Collaborative #2)</i>	
10/22-10/26	FALL BREAK— NO PACKBACK 10/24-10/30	
10/28	Coping and Resilience <i>(Place Matters for PB posting)</i>	
11/2	Managing Pain	Chapter 10
11/4	EXAM 2 (Chapter 2,6,7,10)	
11/9, 11/11	Chronic Conditions and Future Directions Heart D, Stroke and Diabetes <i>(Becoming American, 31 mins)</i> <i>(Collaborative #3: Case Study—starts on 11/9)</i>	Chapter 13
11/16, 11/18	PNI	Chapter 14
11/23	<i>(The Truth about Cancer, 45 m.)</i>	
11/24-11/28	THANKSGIVING BREAK— --NO PACKBACK 11/21-11/27 --LAST WEEK FOR PACK BACK IS 11/28-12/4	

11/30, 12/2	Group meeting for Collaborative #3 on 11/30 Personality/Positive Emotions?	
12/7	<i>(This Emotional Life, 115 mins.)</i>	
12/9	Future Directions	Chapter 15
Thursday, Dec. 16 th 8-9:15 AM (03) 10-11:15 AM (04)	FINAL EXAM (Chapters 13,14,15)	

PSY 367 Health Psychology and General Education 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.

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ABOUT PACKBACK: Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 15% of your overall course grade.

There will be a Weekly Wednesday at 11:59PM EST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 70, each worth 4pts of each assignment grade
- 2 Responses every week with a minimum Curiosity Score of 70, each worth 6pts of each assignment grade
- Half credit will be provided for questions and responses that do not meet the minimum curiosity score.

How to Register on Packback:

An email invitation will be sent to you from help@packback.co prompting you to finish registration. If you don't receive an email (be sure to check your spam), you may register by following the instructions below:

1. Create an account by navigating to <https://questions.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: **3c720b5c-3dec-4cae-af6c-236b3d522c47**
3. Follow the instructions on your screen to finish your registration.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: vimeo.com/packback/Welcome-to-Packback-Questions