

HEALTH PSYCHOLOGY

PSYCHOLOGY 356; Section 001

Fall 2009

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Personal Consultations: Please do not hesitate to ask me or my teaching assistant questions. If our office hours do not meet your schedule, we will gladly set appointments with you for other times. Feel free to call me at my office, but the best way to reach me is by email.

*Note: I have been randomly selected as a potential juror for the month of September. In the event that I am required to serve jury duty, the class will be covered by the TA or other faculty member during this time.

Lecture meeting times: T,Th from 9:35-10:45 pm in 341 MARB

PRE-REQUISITS: Psych 101, 111, 210, 301, 302, 304

Course Syllabus and Information Subject to Change

COURSE OBJECTIVES:

Goals: (a) Provide an overview of substantive areas of basic research in health psychology
(b) Examine contributions of health psychology to understanding acute and chronic illness.
(c) Illustrate how principles of health psychology operate in your everyday life.

We will accomplish this through readings, class discussion, class activities, and assignments. Thus, it is important to attend class regularly and keep up on reading assignments.

REQUIRED TEXT & RESOURCES:

Taylor, S. (2009). Health Psychology (7th ed.). New York: McGraw-Hill

This is the main text for which you will be responsible for readings. Because of the limited time we won't have time to cover everything in lectures that is important to take out of this class. Thus, it is important to keep up on assigned readings because you will be responsible for this material on exams.

Additional Readings: I may assign research article(s) or book chapter(s) to supplement the text for some topics. These will typically be made available to you as a PDF on Blackboard.

ATTENDANCE/ IN-CLASS ASSIGNMENTS:

To fully understand the material for this course it is highly recommended that you attend all the lectures.

Research has shown that significantly more information can be retained when students are actively engaged with the material through structured activities and discussion groups. Therefore I will have discussion topics or similar activities prepared for class, in which often there will be an in-class assignment. Participation in class discussion and activities constitutes 5% of your grade, so it is important to attend regularly. Please be sure to complete a self-assessment of class participation (found on Blackboard). Although I do understand that occasionally circumstances may prevent you from attending, you are still responsible for the material discussed that day.

*Note: due to concerns about possible N1H1 flu epidemic, please do not attend classes if you are exhibiting flu-like symptoms. Arrangements may be made to complete course requirements electronically. See <http://flu.byu.edu/> and the *Flu Policy* section below for more information.

Names and phone numbers of 2-3 people in the course you can go to for notes, etc.:

- 1.
- 2.
- 3.

EXAMS: There will be three written exams. These exams will focus on material covered in lecture and the text. The exams will primarily assess conceptual application of these concepts. The test format will consist of multiple-choice questions and some short answer; however, the final exam will be multiple-choice questions only. Exams will be administered in the testing center and you will be allowed to take the exams over a number of days. The testing center hours are as follows: Monday 10am-10pm, Tuesday-Saturday 8am-10pm, Saturday 10am-4pm. Keep in mind that the last test is given out 1 hour before closing and the Testing Center will be closed Tuesdays from 10:45 to 12:00 noon for University Forums and Devotionals. For additional information on the testing center, go to <https://testing.byu.edu/>. Plan ahead!

HOMEWORK ASSIGNMENTS: Ideally this class would have a lab component to give you “hands-on” experience to apply what you are learning in class. Since such a lab is not possible I’ve tried to convert such experiences into homework assignments. These homework assignments will always be due in class for the week in which they are assigned (please see schedule). All homework assignments will be available via Blackboard. Homework assignments are worth 10 points each for a total of 100 points. This will constitute 15% of your total grade.

FINAL PROJECT: As a conclusion to the semester you will be required to do a group final project. Details will follow on a separate hand-out. The final project will be presented in class on during the last week and the written version will be turned in on the last of class. This will account for 20% of your final grade.

LATE POLICY: Since exams will be available to take over the course of a number of days, no late exams will be permitted. Any late assignments will automatically receive 15% deduction in grade unless a legitimate excuse (i.e. severe illness or death in family) is documented. Being unprepared, busy, forgetting, or going on vacation are not legitimate excuses. If you anticipate being unable to make a deadline notify me at least 24 hours in advance so that I can arrange an alternate deadline. You are always welcome to turn in assignments in advance.

GRADING:

Exam 1	20%
Exam 2	20%
Exam 3	20%
Homework Assignments	15%
Final Project	20%
Class Participation	5%
	<hr/>
	100%

GRADING DISTRIBUTION

A	94-100	B-	80-83	D+	65-69
A-	90-93	C+	77-79	D	62-64
B+	87-89	C	73-76	D-	60-61
B	84-86	C-	70-72	E	<59

Grading will be based on straight percentage. I believe that if everyone works hard and learns the material that everyone should receive an A in this course. I want you to work cooperatively with each other. I find that by grading on a curve, it encourages competition. I hope and expect that you will all be successful in this course. If however, everyone is having a difficult time with the material, I may take that into consideration when assigning grades. If this should occur, I will use the highest grade as the total when calculating percentages.

Disputes/Appeals: Any disputes over grading should be submitted to me in writing within 1 week of receiving your exam or assignment grade, clearly stating the perceived discrepancy in grade (see grade appeal form). All submitted grading appeals will be carefully reviewed and if needed will be discussed with you. If the dispute is valid appropriate changes will be made. Changes are based solely on merit—no partial credit is given simply for trying to make an argument. Please see Grading Appeal Form for more detailed instructions.

EXTRA CREDIT: You may have the opportunity to participate in selected research for extra credit. Although I can't guarantee the extent of the opportunity that will exist, I want to encourage you to seek out and participate in research studies. The maximum extra credit you may receive is three percentage points (which is equivalent to 6 hours of participation). This amount may bump your grade up one grade level. Please be sure to have the experimenter sign the participation form and indicate the number of hours involved in your participation.

If at any time you are having trouble in the course, please don't hesitate to talk to me. Please don't wait until the end of the semester or after an exam to see me. If you are having trouble with the material, please ask questions. I want to help you.

HONOR CODE & OTHER ISSUES:

Academic Dishonesty/ Honor Code Standards

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (complete version of the Academic Honesty Policy available at honorcode.byu.edu)

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 301-422-5895, D-282 ASB.

Learning Outcomes: Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to [<http://learningoutcomes.byu.edu>](http://learningoutcomes.byu.edu) and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to [<FHSS@byu.edu>](mailto:FHSS@byu.edu).

Class Room Etiquette: Cell phones should be turned off in class. Laptop computers are welcome as long as you are taking notes and not distracting others (surfing the web, answering email, playing games etc.) Texting, reading the paper, sleeping, and side conversations during class time are disruptive to learning and rude—don't do it!

Flu policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Tentative Schedule

Week	Topic	Reading	Assignments Due
Week 1 September 1 September 3	Introduction to Health Psychology	Chapter 1	HW1: <i>E-mail</i> due 9/3
Week 2 September 8 September 10	Research Methods in Health Psychology	Chapter 1	HW2: <i>lit search</i> due 9/10
Week 3 September 15 September 17	Health Behaviors	Chapters 3,4,5	HW3: <i>Diary</i> due 9/17
Week 4 September 22 September 24	Health Promotion	Chapters 3,4,5	HW4: <i>Plan</i> due 9/24
Week 5 September 29 October 1	No Class/ Optional Review Health Care System	Chapter 8, 9	Exam 1 in testing Center 9/29-30 (10/1 pay)
Week 6 October 6 October 8	Pain and Pain Management	Chapter 10	Project proposals due (10/08) HW5: <i>Pain</i> due 10/08
Week 7 October 13 October 15	Complementary & Alternative Medicine	PDF posted to Blackboard	HW6: <i>Alternative</i> due 10/15
Week 8 October 20 October 22	Chronic Disease & Disability No class/ Optional Review	Chapter 11,12	Exam 2 in testing center 10/22-10/23 (10/24 pay)
Week 9 October 27 October 29	Stress and Disease	Chapters 6,7	HW7: <i>Stress</i> due 10/29
Week 10 November 3 November 5	HIV and Immunity	Chapters 2, 14	HW8: <i>Risk</i> due 11/5

Week	Topic	Reading	Assignments Due
Week 11 November 10 November 12	Cancer	Chapters 2, 14	HW9: <i>Screen</i> due 11/12
Week 12 November 17 November 19	Cardiovascular Disease	Chapters 2, 13	HW10: <i>BP</i> due 11/19
Week 13 November 24 November 26	No class attend Friday class Thanksgiving Holiday		no homework
Week 14 December 1 December 3	Social Support/Religiosity/Final Projects		no homework
Week 15 December 8 December 10	Final Projects		no homework
Reading Days	December 11-12		
Week 16 December 14-18	FINAL EXAM in the testing center		Exam 3 in testing Center 12/14-12/18

Final Project

Group/Individual Project:

The final project should incorporate what we have learned about class with an emphasis on how these psychological concepts apply (in the real world) to health and/or disease.

I want this to be creative, yet DEFINITELY demonstrate that you know and understand important concepts. Below are some examples that I came up with. You may choose one of these or come up with your own. Either way, you will be required to turn in a proposal (no longer than 1 page) detailing your project that will be subject to my approval. This proposal is due February 11th in class and should also include all your group member's names on it.

Possible Ideas (recall you can come up with your own):

1. Identify common health beliefs that are myths. Discuss why we might believe these myths.
2. Do your own health intervention (on yourself) and report your results.
Related, find a study reported in the media that make a health claim (e.g., waking 20 minutes a day reduces your cholesterol) and test it for yourself.
3. Provide a critique of one of the latest fad diets and show why it wouldn't be healthy in the long run.
4. Find a series of movie or TV clips that depict characters with personality or behavior patterns that are unhealthy.
5. Put together a set of video clips from soap operas or sitcoms that demonstrate "good" social support and "not-so-good" social support
6. Find passages from literature (fiction or non-fiction), comics, poems, etc. that refer to the health benefits or problems of social relationships or that refer to a mind-body connection
7. There are a million products out there that claim they are good for you or will help you lose weight, build muscle, cure PMS or arthritis, etc. Identify a product that makes a health claim (e.g., food, supplement, contraption, etc). Research these claims and provide a balanced critique about the products' claims and potential beneficial or harmful effects of the product.
 - Related, identify and compile products that claim to reduce stress. Compare and contrast this to the research that has been done on stress.
8. Create your own health campaign

Each group will have 15 minutes to present their project in class and will be required to turn in a short write up. The write-up will be due on the date your presentation is scheduled. Emphasis for these projects should be put on the scientific merits of it and how it applies to our everyday lives. *In all cases--- provide scientific research to back up your claims!* To make sure that there are no slackers in the groups, I will be asking you to rate your level of participation in the group as well as the extent to which you perceived others level of participation in the group. You can choose your own group members—a maximum of 4 per group. Or you can choose to do a project independently (although I wouldn't necessarily recommend this, as it may be too much work—but if you are a glutton for punishment and/or a control freak, go for it!).

Project Write-up

From the examples provided above you can see that there may be a great deal of variability in the types of projects presented. However, your write-up should be roughly 8-12 pages, including references, and in APA style. Should you do an excellent job on this paper, you may be invited to submit your paper to be published. Regardless, all will be graded on the following expectations.

- The write-up may be completed as a group (one write-up with everyone's name on it).
- The write-up should be succinct, however, should be sufficient to demonstrate the scientific merits of your project and how it applies to the particular aspects of your project. Specificity is key here!!

Each Project Written document should include the following (please also see APA manual for further direction):

1. **Introduction**: Your opening section should identify the aspect of Health for which your project addresses and include a definition and sufficient background of the phenomenon. Give a clear statement about why this is important.
2. **Supporting Material**: The body of your written project should include a description of the scientific research that supports or refutes the topic.
3. **Conclusion**: You should close your project write-up by summarizing why the project may be important. This should also include a description how the project may have implications for our everyday lives.

FHSS Writing Lab: To get help with your paper's organization, structure, focus, tone, and documentation style, you can go to the FHSS Writing Lab in 1051 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA.

To prepare for a tutorial, take

- o a copy of the assignment
- o a hard copy of your draft, whatever stage it may be in
- o a list of questions and concerns you have about your paper

Drop in or make an appointment: Monday through Friday 9:00 am – 3:00 pm, closed Tuesday and Friday from 11-12 (for devotional and staff meeting)

For more information, go to <http://fhsswriting.byu.edu> or email: fhss-writinglab@byu.edu

GRADING

Your final project is worth 100 points and accounts for 20% of your final grade. The grading will be broken down in the following way:

10	Your proposal at midterm.
40	Presentation
40	Write-up
10	Creativity, Neatness, Organization
100	Total

Experiment Evaluation

Student: Thank you for participating in this research. Please fill in the upper and lower portions of this form, tear in two, and turn the upper portion into your instructor (the lower portion is for you records).

Student's Name _____

Name of Experiment _____

Tester's Signature _____

Hours of Participation (to the quarter hour) _____

Tear here

Tear here

Name of Experiment _____

Tester's Name (print) _____

Tester's Signature _____

Please answer the following questions carefully. This form is your opportunity to have input into the experiment-participation system for undergraduate psychology students. Separating this form into two parts will preserve your anonymity.

- 1. How long did the experiment last (approximately) _____
- 2. Was the experimenter on time? Yes____ No____
- 3. Was the experimenter courteous? Yes____ No____
- 4. Did you receive clear instructions on your task? Yes____ No____
- 5. Did you receive a clear explanation of the study? Yes____ No____
- 6. Did you have sufficient opportunity to ask questions? Yes____ No____
- 7. Were you aware that you could withdraw from the experiment at any time and still receive some experimental credit? Yes____ No____

8. Please rate the experiment on the following dimensions (circle one per item).

	Poor		Average		Good
a) Educational value	1	2	3	4	5
b) Interest level	1	2	3	4	5
c) Overall rating	1	2	3	4	5

9. General comments or criticism (if any):

COURSE CONTRACT

Psychology 356; Section 001
Professor: Julianne Holt-Lunstad, Ph.D.

- I, have received a copy of and have read over the syllabus and agree to the policies contained therein.
 - I, have received a copy of and have read over the syllabus and do not agree to the policies contained therein, for the following reasons:
-

Signature: _____

Date: _____