

HEALTH PSYCHOLOGY

PSYCHOLOGY 356; Section 001

Fall 2017

Instructor: Julianne Holt-Lunstad, Ph.D.

Office: 1024 SWKT

Office hours: Thursday 11-12pm or by appointment

Phone #: 801-422-1324

E-mail: julianne.holt-lunstad@byu.edu (best way to reach me)

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.

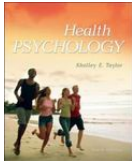

Lecture meeting times: T, Th from 9:30-10:45 in 1145 SWKT

PRE-REQUISITS: Psych 307, 309, 310

COURSE LEARNING OUTCOMES

- **1. Key concepts and theories in health psychology**
Students will identify and describe the key concepts and theories in health psychology worldviews.
Measurement: Exams, homework assignments.
- **2. Contributions to the understanding of illness**
Students will examine the contributions of health psychology to the understanding of acute and chronic illness worldviews. Measurement: Group assignments and presentation.
- **3. Critique current news articles about health**
Students will critique current news articles about health using principles and concepts from class worldviews. Measurement: Blog.
- **4. Principles of health psychology in everyday life**
Students will explain how principles of health psychology operate in everyday life worldviews.
Measurement: APA style paper.

REQUIRED TEXT & RESOURCES:

Required	Vendor	Price (new)	Price (used)
 Health Psychology (9th edition) By Shelley Taylor ISBN: 9780077861810 McGraw-Hill Humanities/Social Sciences/Languages	Amazon	\$227.81	\$89.00
 Optional Mindless Eating: Why We Eat More Than We Think (Reprint) By Brian Wansink Ph.D. ISBN: 9780345526885 Bantam (2010-12-28)	Amazon	\$10.39	\$2.59

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 will assign research article(s) or book chapter(s) to supplement the text for some topics. There will also be several websites that have useful information that you will be asked to visit and read. <http://mindlesseating.org/index.php>

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 (experiential learning). 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, activities, and quizzes constitutes 3% of your grade, so it is important to attend regularly. Please be sure to complete a self-assessment of class participation (found on Learning Suite). Although I do understand that occasionally circumstances may prevent you from attending, you are still responsible for the material discussed that day.

Names and contact info for 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. Mid-term exams will be administered in the testing center and you will be allowed to take the exams over a number of days. Please be sure to check the timing of each test, as the testing center has restricted hours on specific days due to limited capacity. 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/>. Final exam will be IN CLASS. Plan ahead!

HOMEWORK ASSIGNMENTS: Assignments were designed specifically to help apply what you are learning in class. These homework assignments will always be submitted online via Learning Suite due by 11:59pm the day in which they are due (please see schedule). All homework assignments will be available via Learning Suite. Homework assignments are worth 10 points each for a total of 100 points.

Health Psych News Blog: I want you to become critical consumers of health news stories and media coverage. Each student will be required to write one news blog for the class to read. At the start of most regular class periods, 2-3 students will make short (< 5 min) presentations to the class in order to generate interest in reading the blog. Blog entries should present and analyze a news story relating to health and psychology. You will need to add links to your

original sources. Examples can be found at <http://healthpsychnews.wordpress.com>. You will sign up to post and present once during the semester. In addition, you must add thoughtful comments on other students' blog posts at least 3 times during the semester. If you'd like to contribute an additional blog entry, you can earn extra credit (worth 4 extra credit points). All blog entries and comments will be posted in Learning Suite under the "Digital Dialogue" tab.

Combined, the homework assignments and blog assignments account for 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 during the last week and the written version will be turned in on the last day of class. This will account for 10% 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	24%
Exam 2	24%
Exam 3	24%
Homework & Blog Assignments	15%
Final Project	10%
Class Participation	<u>3%</u>
	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 don't grade on a curve because I find that it encourages competition. I hope and expect that you will all be successful in this course. However, if 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. Many opportunities will be posted through the SONA system. Please register with SONA early in the semester. Participation will be documented via the SONA system. Note: SONA awards 1 credit for every 10 minutes of participation. In other words, you would need 6 credits for 1 hour of extra credit. The maximum extra credit you may receive is 2% (which is equivalent to 4 hours of participation or 24 extra credit points).

Alternatives to Participation in Research:

- Complete the end of semester course evaluation (2 credits)
- Attend and submit a 1 page summary of a psychology forum (6 credits)
- Read and submit a 1 page summary of an approved psychology journal article (6 credits)
- Write an additional Blog (4 credits)

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.

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. 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 every instructor's 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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. 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 but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major

choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010
 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

TENTATIVE SCHEDULE

Week	Topic	Reading	Assignments Due
Week 1 Sept 5 Sept 7	Introduction to Health Psychology	Chapter 1	
Week 2 Sept 12 Sept 14	Research Methods in Health Psychology (Establish Groups)	Chapter 1,2	HW1: <i>Lit Search</i> due 9/14
Week 3 Sept 19 Sept 21	Health Behaviors	Chapters 4,5 of text Wansink ch 1-5	HW2: <i>Diary</i> due 9/21
Week 4 Sept 26 Sept 28	Health Promotion No Class/ Optional Review	Chapter 3 of text Wansink ch 6-10	HW3: <i>Plan</i> due 9/28
Exam 1 in testing Center 9/28-9/29 (Pay: 9/29 after 5pm-10/2 11am)			
Week 5 Oct 3 Oct 5	Pain and Pain Management	Chapter 10	HW4: <i>Pain</i> due 10/5
Week 6 Oct 10 Oct 12	Complementary & Alternative Medicine	Chapter 9 (p. 182-193) and PDF	HW5: <i>Alternative</i> due 10/12
Week 7 Oct 17 Oct 19	Health Care System	Chapter 8, 9 (up to p. 181)	Project proposals due (10/19)
Week 8 Oct 24 Oct 26	No class/ Optional Review Chronic Disease & Disability	Chapter 11,12	
Exam 2 in testing center 10/26-10/27 (Pay: 10/27 after 7pm-10/28 3pm)			
Week 9			

Oct 31 Nov 2	Stress and Disease	Chapters 6	HW6: <i>Stress</i> due 11/2
Week 10 Nov 7 Nov 9	HIV and Immunity	Chapter 14 (p. 275-287), Review Chapter 2	HW7: <i>Risk</i> due 11/9

Week	Topic	Reading	Assignments Due
Week 11 Nov 14 Nov 16	Cancer	Chapter 14 (p. 287-295), Review Chapter 2 PDF posted to Learning Suite	HW8: <i>Screen</i> due 11/16
Week 12 Nov 21 Nov 23	Friday Instruction on 22nd Thursday-Enjoy Thanksgiving!		
Week 13 Nov 28 Nov 30	Social Support	Chapter 7 and PDFs posted to Learning Suite	HW9: <i>Social Support</i> due 11/30
Week 14 Dec 5 Dec 7	Cardiovascular Disease Spirituality and Health	Chapter 13	HW10: <i>BP</i> due 12/7
Week 15 Dec 12 Dec 14	Final Projects Final Review		no homework
<div> Final Exam Dec 16, 7am-10am </div>			

Final Project

Group/Individual Project:

The final project should incorporate what we have learned about in 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 October 6th 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., walking 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 movies 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 write-up. The write-up will be due on the last day of class. 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!* You can choose your own group members—a maximum of 5 per group.

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 and suggestions for directions for future research.

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
50	<u>Write-up</u>
100	Total

Final Project Grading Rubrics

Proposal 10 pts

Objectives: Establish your group, establish a topic, outline your presentation and paper, create a plan for who will do what.

Pts	Pts	Proposal 10 points possible
	1	Do you have at least 2 group members but no more than 5?
	2	Is your topic relevant to the course? Does your topic have both a psychology/behavior component and a physical health component?
	4	What exactly will you do? Is an outline provided for both the presentation and the paper?
	3	Does each group member have a specific responsibility? Do you have a plan for meeting regularly? Do you have incremental deadlines set up leading to the final presentation?
	10	Total

Presentation (40 points)

Objectives: Demonstrate your knowledge regarding your chosen topic, demonstrate you can work as a group, give a professional presentation.

Pts	Pts	Participation 8 points possible
	3	Did you attend the other presentations and provide feedback?
	5	Did you contribute significantly/equally to your group?
	8	Total

		Presentation 12 points possible
	2	Did you dress professionally?
	2	Did you arrive early ready to present on-time?
	2	Were your slides easy to read and engaging?
	2	Were you able to engage with your audience to keep their attention? (eye contact, questions, interesting examples, etc)
	2	Were you able to use the time appropriately and maintain a reasonable pace (avoid rushing or running out of time)?
	2	Was there a cohesiveness to your group? (Was it clear that each group member had a complementary role? Were there any awkward transitions between speakers or relevance between what was being covered?)
	12	Total

Pts	Pts	Content
	3	Did you adequately cover your topic? (If the topic is broad, were you able to sufficiently narrow it to adequately cover it? Was anything clearly missing?)
	15	(3 points each) Where you able to cover important parts of your project (importance, what you found/what is the evidence, what is unknown/where is evidence lacking, how does this apply in real life to the population/or specific groups, what can we conclude?)
	2	Were you able to adequately answer questions regarding your topic?
	20	Total

Paper 50 pts.

Objectives: Demonstrate your knowledge regarding the chosen topic, demonstrate scientific writing skills

Pts	Pts	Content
	5	Did you adequately cover your topic? (If the topic is broad, were you able to sufficiently narrow it to adequately cover it? Was anything clearly missing?)
	20	Where you able to cover important parts of your project (importance, what you found/what is the evidence, what is unknown/where is evidence lacking, how does this apply in real life to the population/or specific groups, what can we conclude?)
	5	Did you use reputable sources? (The sources are academic/professional, up-to-date or seminal/classic)
	10	Do you have an appropriate conclusion? (Discusses implications, describes limitations, strengths, and alternative explanations, suggests future research to address limitations.)
	40	

10 pts for demonstrations of writing:

Pts	Pts	Writing
	5	Is the paper written in APA style? Is the body of the paper formatted correctly? Are the references formatted correctly?
	3	Is the paper well organized? Is there a logical flow of the content? Are paragraphs well structured?
	2	Is the paper free of spelling and grammatical errors
	10	Total