

Course Number: PSY 4530

Course Title: Health Psychology

Course Description:

Surveys the psychological, social and behavioral factors related to physical health promotion and the role psychology plays in fostering positive health practices. The course covers health related topics that include stress and coping; cardiovascular disease; chronic pain management and arthritis; cancer; risky health practices (smoking, substance abuse) as well as a look at communicable and chronic diseases. Community access to health care systems and health related policies are also addressed.

Prerequisites: PSY 1700.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Identify the four domains of health as defined by the American Psychological Association Division of Health Psychology.
2. Identify and describe 4 current models of health.
3. Explain the relevance of experimental designs for health research.
4. Explain the relevance of intervention studies for health research.
5. Identify and explain two principal violations of research ethics in the Tuskegee study.
6. Identify and explain the psychological harm participants experienced in the Stanford prison study.
7. Define the difference between epidemics and pandemics.
8. Differentiate between communicable, recurring and chronic disease.
9. Compare the health consequences of communicable diseases and chronic diseases in developing versus developed countries.
10. Explain the role of chronic disease in assessing quality of life.
11. Identify and describe the mission of three international health organizations.
12. Explain how health policy contributes to individual health outcomes.
13. Explain and describe the theories and models of Health Behavior Change.
14. Describe the factors that limit access to health care and their effects on individual outcomes.
15. Define risky health behaviors.
16. Describe and explain the health consequences of cigarette smoking.
17. Identify and describe the health consequences of illegal and prescription drug use.
18. Identify and describe factors that influence substance abuse.
19. Explain the consequences of anorexia nervosa and bulimia nervosa and obesity.
20. Define positive psychology and identify 3 studies that demonstrate the benefits of positive affect on health.
21. Compare and contrast traditional versus modern medicine.
22. Explain the bodies' physiological response to stress and describe the relationship between stress and illness.
23. Identify and describe 2 cognitive and 2 behavioral coping strategies for addressing stress.
24. Explain the role of health psychology in addressing stress and coping.
25. Explain new developments in HIV treatment and their effects on health outcomes and explain the role of psychology in HIV testing and treatment.
26. Explain the risks of heart disease for men, women and ethnic minority groups.
27. Define and explain chronic pain.
28. Identify and explain 3 pain measurement scales and their functions.
29. Identify 3 pharmacological therapies for arthritis.

Indiana Tech
College of Professional Studies

PSY 4530 Health Psychology
Online Syllabus Course Content

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Ragin, D.F. (2011). *Health psychology: An interdisciplinary approach to health*. Upper Saddle River, New Jersey: Prentice Hall.

Grading Events & Grading Criteria

Unless otherwise specified, all assignments must be submitted via Blackboard.

Grading Event	Quantity	Points	Total
Course Preparation Quiz	1	15	15
Discussion Board Assignments	10	15	150
Eating Behavior Journals	5	10	50
Paper #1	1	50	50
Paper #2	1	50	50
Project #1	1	100	100
Project #2	1	100	100
Quizzes	5	20	100
TOTAL			615

Quiz Details:

There are five quizzes for this course, all to be completed through BlackBoard. Each exam will be comprised of 20 multiple choice questions that are worth 1 point each, totaling 20 points for each exam.

Quiz 1: Covers material from Chapters 1, 2, and 3 (Due Week 1)

Quiz 2: Covers material from Chapters 4, 5, and 6 (Due Week 2)

Quiz 3: Covers material from Chapters 7, 8, and 9 (Due Week 3)

Quiz 4: Covers material from Chapters 10 and 11 (Due Week 4)

Quiz 5: Covers material from Chapters 12 and 13 (Due Week 5)

Note: Please refer to the course calendar for completion dates of each exam.

Assignment Details:**Discussion Board Assignments (15 points each) Two Due Each Week**

Participation points will be awarded 15 points each for completing the on-line discussion board topics. There are a total of ten topics for a total of 150 points. Students who fail to complete the weekly discussion board assignments as outlined will lose 15 points for each discussion board assignment that is not completed. 3 posts are REQUIRED: One original post, then two responses to other students, totaling 3 entire posts. **Anything less than 3 entire posts will result in lowered scores.** ALL 3 of your posts MUST be of substantial length, including the responses. Keep in mind that the responses are JUST AS IMPORTANT as your original post, and that ALL POSTS MUST BE YOUR OWN WRITTEN WORK. **NOTE:** Do not use the discussion board question as part of your post to make your assignment appear longer. **IMPORTANT:** *If a reference is used, it MUST be cited!*

Grading Criteria for Discussion Board Assignments

You are required to make at least three separate posts for these discussions, one post in which you give your own response to the question/topic, and two replies to your fellow students. All posts will reflect substantial thought on your part, contributing something to the discussion beyond simple disagreement or agreement. Some examples of substantial contributions include:

elaboration on a point, constructive criticism, finding relevant examples or counterexamples from authoritative sources or personal experience, and finding outside research on the topic, or addressing an example in the context of what is discussed in course materials. Your response to the question/topic should be at least 250 words in length, and your replies to fellow students should be just as substantial. Your response to the initial question/topic is worth up to 5 points, and your reply posts are worth 5 points each (totaling a possible 15 points for the assignment). **NOTE:** Merely posting a reply is

NOT adequate enough for points; all your posts **MUST BE SUBSTANTIAL IN LENGTH.**

Eating Behavior Journal Assignments (10 points each) One Due Each Week

Students are required to record (in detail) their eating behaviors each day for an entire week, for 5 weeks. For each of the Eating Behavior Journal Assignments, students will then summarize (in detail) their eating behaviors for that entire week. To assist you in this process, a “Daily Food Journal” template will be provided and made available to access via the BlackBoard course site. Students are encouraged to print out enough for each week for all 5 weeks of the course, and keep them on hand and readily available in order to record all foods/drinks consumed each day. Students are **not** required to submit each daily log of what was eaten; rather, for the assignment, students will submit a written summary of the trends, patterns, thoughts, etc. of what was eaten for that entire week.

NOTE: *You can access the template by clicking on the “Food Journal Template” located on the left side of the main page of the BlackBoard course site.*

NOTE: Any weekly summary submitted that is less than the minimum amount of 1 **FULL** page will not receive a passing score, regardless of what is written. The maximum points for any summary less than the one page minimum will be 6 points, which is a D.

IMPORTANT: The *Eating Behavior Journals* for each week are designed to coincide with Project #2 (*Eating Behaviors Project*), which is due in Week 5. By completing all five of the *Eating Behavior Journals* (one for each week), students will have an abundance of material to use for completing Project #2. *Students are highly encouraged to complete each of these weekly assignments in order to successfully attempt Project #2.*

Paper #1: Health Care System Analysis (50 points) Due Week 2

For Paper #1, students are required to discuss, examine, and evaluate (in detail) their experience with a health care system, such as with a hospital, clinic, insurance provider, etc. This may include experiences such as being a patient yourself, working in a hospital, or dealing with the health care system as someone close to a patient (such as a close family member, friend, or relative). In your analysis of your experience, thoroughly describe the entire incident (meaning, what occurred, and how/why you needed the service), and then discuss both the positive and negative aspects of the system as a whole. You will also provide concrete suggestions for the system’s improvement. In the paper, be sure to include any other matters you feel is relevant, such as the communication between the health care professionals and the patient/family, the overall service provided, issues/problems with the service(s), etc. Finally, conclude the paper with a brief summary of the experience, along with any additional thoughts or opinions relevant to the paper.

Grading Criteria for Paper #1

Paper #1 is worth 50 points. Specifically, Part I (Introduction/Reason for Seeking Care) is worth 10 points, Part II (Positive Aspects of the Health Care Experience) is worth 10 points, Part III (Negative Aspects of the Health Care Experience) is worth 10 points, Part IV (Suggestions for Improvement) is worth 10 points, and Part V (Conclusion: Thoughts and Opinions) is worth 10 points. ***Proofread all work; multiple spelling/grammar mistakes will result in point deductions.*** * Use a 12-point, Times New Roman font, with half-inch margins on each side, double-spaced. ***Unformatted work will also result in point deductions.*** *

****See the sections on “Proofreading” and “Formatting”***

NOTE: Any paper that is submitted that is less than the minimum amount of 2 FULL pages will not receive a passing score, regardless of what is written. The maximum points for any paper less than the 2 - page minimum will be 30 points, which is a D.

Paper #2: Analyzing a Serious Health Problem (50 points) Due Week 3

For Paper #2, students are required to discuss, examine, and evaluate (in detail) their experience in dealing with a serious physical health problem. This may include experiences such as experiencing a serious health issue yourself, or it may include that of another, such as someone close to you like a friend, relative, or close family member. In your analysis of your experience, thoroughly describe the entire incident; meaning, what occurred, and what were the contributors to and consequences of the health problem for the person involved? For example, poor eating habits/diet, obesity, car accident, virus, etc. How did you (or the person involved) adjust to the health problem? In doing so, thoroughly analyze your/their coping strategies. Further, what specific factors helped and hindered your/their adjustment to the problem? In the paper, be sure to include any other matters you feel is relevant, such as the various stresses involved, financial problems involved, psychological issues (such as depressive symptoms, anger, resentment, etc.), or any other matter you feel needs to be discussed. Finally, conclude the paper with a brief summary of the experience, along with any additional thoughts or opinions relevant to the paper.

Grading Criteria for Paper #2

Paper #2 is worth 50 points. Specifically, Part I (Introduction/Health Problem) is worth 10 points, Part II (Contributing Factors to the Health Problem) is worth 10 points, Part III (Consequences of the Health Problem) is worth 10 points, Part IV (Coping Strategies/Adjustments) is worth 10 points, and Part V (Conclusion: Thoughts and Opinions) is worth 10 points. ***Proofread all work; multiple spelling/grammar mistakes will result in point deductions.*** * Use a 12-point, Times New Roman font, with half-inch margins on each side, double-spaced. ***Unformatted work will also result in point deductions.*** *

***See the sections on “Proofreading” and “Formatting”**

NOTE: Any paper that is submitted that is less than the minimum amount of 2 FULL pages will not receive a passing score, regardless of what is written. The maximum points for any paper less than the 2 -page minimum will be 30 points, which is a D.

Project #1: Self-Modification Project (100 points) Due Week 4*

For Project #1, students are required to choose a health-related behavior that they would like to personally change, then develop and implement a detailed plan in order to alter that health-related behavior for a **FULL** 3 to 4 weeks. The student will then monitor that behavior the entire time. State the health-related behavior that you desire to change, thoroughly describing the context in which the behavior occurs; for example, over-eating at social events, drinking excessively while in public, smoking around others, etc. Explain under what specific conditions you are most and least likely to engage in these behaviors that you want to change; specifically, what situational and personal factors tend to increase/decrease the behaviors? Further, what are some the barriers to and facilitators of these behavior changes?

Following the planning and monitoring, students will then compose a 4-page paper thoroughly detailing all aspects of this entire experience. Describe the strategies you used to alter the behavior, thoroughly discussing the program/modification(s) implemented, and then discuss the degree of effectiveness of those changes. Specifically, what worked, what didn't work, and what would you change about your approach to these modifications? Be sure to specify all of the factors that contributed to your program's effectiveness/ineffectiveness, along with what may have made the program more effective for you. Finally, conclude the paper with a summary of the entire experience, along with any additional thoughts or opinions relevant to the paper. **NOTE:** Any sources used to develop your program or a program you found (such as any academic journal articles or books used as references/sources) must be properly cited.

Use a separate page to list such sources.

****Students are highly encouraged to begin working on this assignment as soon as possible, since it will take 3 to 4 weeks to complete.***

Grading Criteria for Project #1

Project #1 is worth 100 points. Specifically, Part I (Introduction/Health-Related Behavior Needed to Change) is worth 20 points, Part II (Program/Approach/Strategies Used to Modify Behavior) is worth 20 points, Part III (Effectiveness of Program/Approach/Strategies Used) is worth 20 points, Part IV (Ineffectiveness of Program/Approach/Strategies Used) is worth 20 points, and Part V (Conclusion: Thoughts and Opinions) is worth 20 points. A resource page (if used) will not count towards any points, but is required if sources are cited. ***Proofread all work; multiple spelling/grammar mistakes will result in point deductions.**** Use a 12-point, Times New

Roman font, with half-inch margins on each side, double-spaced. *Unformatted work will also result in point deductions.**

***See the sections on “Proofreading” and “Formatting”**

NOTE: Any project that is submitted that is less than the minimum amount of 4 FULL pages will not receive a passing score, regardless of what is written. The maximum points for any paper less than the 4 -page minimum will be 60 points, which is a D.

Project #2: Eating Behaviors Project (100 points) Due Week 5*

For Project #2, students are required to complete a five-week *Eating Behaviors* project. After reading the section “Eating Behaviors and Nutrition” on pages 304 – 308, how would you assess your own eating behaviors, nutritional intake, and overall eating pattern? After assessing all of the data collected about their eating behaviors over a period of five weeks, students will then compose a 4-page paper thoroughly detailing all aspects of this entire experience.

Specifically:

1. What were your thoughts about eating and nutrition BEFORE beginning this project?
2. Over this 5-week period, thoroughly describe your usual eating pattern for a typical day/week; specifically, detail your typical meals and foods/drinks consumed for each 24-hour period, then summarize it for the entire week. You will do this for each of the five weeks.
3. Additionally, discuss your specific reasons for choosing and consuming the foods that you ate. Was it primarily due to health, taste, costs, etc.?
4. You will also be looking at the psychological aspects to what you consumed as well, such as thoughts, moods, positive/negative attitudes, etc. Physical issues need to be accounted for as well, such as energy levels, hunger, satisfaction, illness, and any other physical issue relevant to the paper.
5. After researching all of this, what is your overall assessment of your eating behavior...poor, good, excellent, etc.? BE VERY SPECIFIC, and explain your reasoning behind this assessment.
6. Further, based on your typical eating pattern, how would you improve your eating behaviors?
7. Finally, what were your thoughts about eating and nutrition AFTER finishing this project? You may include any additional thoughts or opinions relevant to the paper.

NOTE: To assist you with completing this project, students are strongly encouraged to use the information they gathered from their completed “Eating Behavior Journals” from each of the five weeks of this course. Based on each of your completed eating behavior journals, one can look back and assess their overall eating behavior over the past five weeks leading up to this project; you will be looking for **trends and patterns** here, along with **specific reasons** for choosing the foods that were consumed at the time. **Students*

are highly encouraged to begin working on this assignment as soon as possible, since it will take 5 weeks to complete.

Grading Criteria for Project #2

Project #2 is worth 100 points. Specifically, Part I (Introduction/ Thoughts BEFORE Beginning This Project) is worth 5 points, Part II (Typical Eating Pattern/Trends/Behaviors) is worth 20 points, Part III (Reasons Involved in Food Choices/Meals) is worth 20 points, Part IV (Physical and Psychological Issues Associated with Food Choices/Meals) is worth 20 points, Part V (Overall Assessment of My Eating Behavior) is worth 20 points, Part VI (Improvements/Changes to Make) is worth 10 points, and Part VII (Conclusion/Thoughts AFTER Finishing This Project) is worth 5 points. ***Proofread all work; multiple spelling/grammar mistakes will result in point deductions.**** Use a 12-point, Times New Roman font, with half-inch margins on each side, double-spaced. ***Unformatted work will also result in point deductions.****

****See the sections on “Proofreading” and “Formatting”***

NOTE: Any project that is submitted that is less than the minimum amount of 4 FULL pages will not receive a passing score, regardless of what is written. The maximum points for any paper less than the 4 -page minimum will be 60 points, which is a D.

Proofreading and Formatting

Given that this is a college course, ALL assignments are to be thoroughly proofread BEFORE being submitted. Any assignment submitted that is not clearly proofread by a human (NOT a computer) looks sloppy and unprofessional. Please proofread all work before putting your name on it and then submitting it. The proper method of proofreading your work is to print it out once finished, and then use a pen to circle the mistakes; you would then correct the mistakes, re-save the work, re-print the assignment, and then look for more mistakes. Repeat the process until the paper is error-free, THEN (and only then) submit the assignment. Merely utilizing spell-check to complete the process doesn't work, because computers are stupid; they do not know the difference between there and their, pear and pair, where and ware, bear and bare, etc. *Do not trust a computer to do what an actual human can do better.*

Point Deductions Due to Lack of Proofreading (For Paper #1, Paper #2, Project #1, and Project #2):

At least two spelling mistakes/errors: Student cannot receive an A on the assignment. A grade of a “B” can be the highest possible grade, regardless of work submitted.

Three to five spelling mistakes/errors: A grade of a “C” can be the highest possible grade, regardless of work submitted.

Six or more spelling mistakes/errors: A grade of a “D” can be the highest possible grade, regardless of work submitted.

Point Deductions Due to Lack of Formatting (For Paper #1, Paper #2, Project #1, and Project #2): Any Paper #1, Paper #2, Project #1, or Project #2 lacking the specified format cannot receive an “A” on the assignment, regardless of work submitted. A grade of a “B” will be the highest possible grade. **Specifically, the assignment is lowered an entire letter grade due to it being unformatted.** This ALSO includes not using a 12point Times New Roman Font, Double-Spacing, and ½ inch margins. If students are unsure about any of the formatting specifics, they are highly encouraged to contact the instructor for answers/clarification.

How to Cite References:

Please be aware that ANY sources used for any of your assignments must be properly cited. This includes your Discussion Board posts, your papers, your projects, and even your Eating Behavior Journals. Examples of how to cite your sources for each of these assignments can be found on the BlackBoard course site, within the “How to Cite References” tab. **Please use these as guidelines for citing any references used.**

For citing the textbook used for this course, please use the following:

Ragin, D.F. (2011). *Health psychology: An interdisciplinary approach to health*. Upper Saddle River, New Jersey: Prentice Hall.

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor’s autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is ○ in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed.

The deadline cannot go past one (1) session. All incomplete grades and deadlines are subject to approval by the designated University authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to

OnlineSupport@IndianaTech.edu with a note “Please help. It’s been 24 hours and I have not heard from my instructor” and the University support staff will act on your behalf to contact your course instructor.