

Psychology 385r: Behavioral Medicine and Health Psychology Fall 2002

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Phone:	770-784-8439	Office Hours	I'm in my office most every day between 9am and 5pm. You can drop in anytime between 10:30 and 11:30. If you need to see me at another time, just catch me before or after class and we can make an appointment.
E-mail	kcart01@emory.edu	Drop-in consultation hours	

TEXT:

Friedman (2002). Health Psychology
New York Times (Tuesday science section only)

COURSE DESCRIPTION

The major goal of this course is to provide an introduction to the theories and research in the areas of Behavioral Medicine and Health Psychology. Throughout this course we will explore the impact of psychological factors on illness onset, development, and treatment, and how health states impact on the emotional and cognitive states of the individual.

The interaction of psychological and biological factors will also be investigated through various topics including stress and coping, chronic illness, personality and health, pain, and psychoneuroimmunology. Specific health problems such as cancer, heart disease, chronic pain, diabetes, and arthritis will be examined to illustrate the role of psychological factors in health and illness. Methodological issues in Health Psychology will also be surveyed with the aim of developing critical research evaluation skills.

Health Psychology - The aggregate of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, and the identification of etiologic and diagnostic correlates of health, illness, and related dysfunction. Matarazzo, J. D. (1980). Behavioral health and behavioral medicine: Frontiers for a new health psychology. American Psychologist, 35, 807-818.

Behavioral Medicine - The interdisciplinary field concerned with the development and integration of behavioral and biomedical science knowledge and techniques relevant to health and illness, and the application of this knowledge and these techniques to prevention, diagnosis, treatment, and rehabilitation. Schwartz, G. E., & Weiss, S. M. (1978a.). Yale Conference on Behavioral Medicine: A Proposed Definition and Statement of Goals. Journal of Behavioral Medicine, 1 (1), 3-12.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Students completing a comprehensive course in Behavioral Medicine and Health Psychology are expected to achieve most or all of the following course objectives:

Course Syllabus (cont.)

COURSE OBJECTIVES (*What you will learn if you successfully complete this course*)

- Develop an understanding and appreciation of the complex interplay between physical well-being and a variety of biological, psychological, and social factors.
- Learn how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.
- Learn the nature of the stress response and its impact in the etiology and course of many health problems.
- Discover how behavioral and cognitive methods can help individuals coping with stress.
- Develop skills for designing programs to improve one's own and others' personal health habits and lifestyles.
- Acquire an understanding of the difficulty patients experience in deciding whether or when to seek treatment for disturbing problems.
- Become aware of the experiences of patients in the hospital setting, factors that affect adherence to medical regimens, and sources of problems in patient/practitioner relationships.
- Determine how psychological and medical methods for relieving pain differ and are often combined to enhance treatment effectiveness.
- Become aware of the impact that disabling or life-threatening illnesses have on patients and their families.
- Discover how psychological methods and principles can be applied to help patients manage and cope with chronic illness.

You will accomplish the above by attending class, participating in discussions and group exercises, reading course materials, completing assignments, attending to videos, asking questions, and studying for and taking exams.

REQUIREMENTS:

There are three regularly scheduled Exams, one behavioral medicine treatment plan presentation, and 4 media learning summaries in this class. The assignments are discussed below in greater detail.

TESTS. (25 points each) There will be 25 points on each of the three exams. The test items will be taken primarily from class material, but you can expect some test questions on reading material, films, or any class activity. If you feel that the answer you chose for a test question is better than the correct answer, submit your case in WRITING to me (after a 24 hour "cool down" period). You will have until the next exam to turn in these written explanations. Test 1 A detailed class calendar with reading assignments will be available on the web at www.mygradebook.com

BEHAVIORAL MEDICINE TREATMENT PLAN (15 points). The focus of your 15 minute presentation will be a particular health issue or disease and how behavioral medicine or health psychology can be used in the treatment or prevention of it. The presentation should include a case example, a brief review of literature concerning your topic, including relevant research regarding etiology, current thinking, your own opinions and treatment options available. Presenters will be able to assign readings of reasonable length and with appropriate notice to the class. Be sure to arrange this at least one week in advance. Attendance during presentations is mandatory. An unexcused absence will result in deductions from your presentation grade. A detailed guideline on the oral presentation will be distributed in a separate handout.

Course Syllabus (cont.)

HEALTH PSYCHOLOGY MEDIA SUMMARY (10 points)

Every Tuesday you are expected to read every article in the New York Times Health and Fitness section (available at the Library or for \$1.00 from the Oxford College Bookstore) and come prepared to discuss the articles. On certain weeks (4 times during the semester) you will be responsible for writing a reaction in the form of a letter to the editor of a major media source (magazine, newspaper, or TV show). Points will be assigned for clarity, persuasiveness, integration of concepts, and for submitting the letter. Published letters will be framed and posted near my office in Seney Hall.

EVALUATION:

The final grade will be based your three EXAMS (75 points) your PAPER (15 points) and the MEDIA RESPONSES (10) for a total of 100 points. A letter grade will be assigned to the TOTAL points accumulated during the semester. Here is a chart with the minimum number of points required for each

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Min points	93.00	90.00	87.00	83.00	80.00	77.00	73.00	70.00	67.00	63.00	62.40<

COURSE POLICIES

SUBJECT TO CHANGE

The class outline on the following page should be considered very fluid. Any and all of the dates, topics, values, and assignments listed are subject to change by the instructor. In fact, some changes are very typical for my courses as circumstances warrant. Some topics may take longer to cover than anticipated while others may require less time; each class is different. Every effort will be made to follow the outline and policies on this syllabus. However, if the class is particularly interested in a given topic, I may decide to spend more time on it, or if the class is interested in a topic not assigned, I may decide to include it. You will be notified of any changes that become necessary due to unforeseen circumstances.

STATEMENT OF ACADEMIC INTEGRITY

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the Honor Code and will result in a failing grade for the entire course. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please <http://www.emory.edu/OXFORD/CampusLife/honor.html> for more details on the honor code.

Course Syllabus (cont.)

Date	Topic	Friedman Chapter Reading Assignment
August 29	Intro to the class	
September 3	Fundamentals of Health Psychology	1. The Field of Health Psychology.
September 5	Body Systems	2. The Psychophysiological Basis of Health and Illness.
September 10	The Immune System	2. The Psychophysiological Basis of Health and Illness.
September 12	Psychoneuroimmunology	2. The Psychophysiological Basis of Health and Illness.
September 17	Lifestyle factors and health: Diet, exercise, sleep, substance use	6. Personality and Disease.
September 19	Health enhancing behaviors	6. Personality and Disease.
September 24	Test I	
September 26	Stress: Theories and Models	5. Stress and Illness.
October 1	Stress II	5. Stress and Illness.
October 3	Using health services	12. Patient Cooperation (Adherence).
October 8	Healthcare	13. Communication between Patients and Practitioners.
October 10	The experience and perception of pain	4. Belief, Pain, and Healing.
October 17	Treatment of chronic pain	4. Belief, Pain, and Healing.
October 22	Test II	
October 24	Nutrition	tba
October 29	Exercise	tba
October 31	Management of chronic illness	8. Adaptation to Chronic Illness.
November 5	Heart Disease and Hypertension	7. Quality of Life and the Self-Healing Personality
November 14-Dec 5	Presentations	Articles as distributed
December 10	Wrap up	