**Health Psychology and Behavioral Medicine**

Psychology 383, Fall 2016, Block 1

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**Classroom:** Law Hall 309 **Class Hours:** M-F: 8:15-11:00

**Required Text:** Taylor, S. E. *Health Psychology (10th ed.)*. New York: McGraw-Hill.

**Encouraged Resource:** American Psychological Association (2010). *Publication manual of the American Psychology Association* (6th ed). Washington, DC: Author.

**Course Objectives:** Throughout human history the connection between mind and body has been widely debated. The Greek philosopher Hippocrates proposed that a healthy body and mind are related, resulting from the equilibrium of bodily fluids. Other philosophers disputed this point of view, instead conceptualizing the mind and body as separate, distinct entities with few interactions.

Today the mind-body connection has been clearly established in both basic and applied research. There is little question that the mind and body interact in complex ways contributing jointly to illness, disease, health, and well-being. Thus, the study of the mind (i.e., Psychology) has been thrust together with the study of the body (i.e., Biology, Physiology, and Medicine) to create the closely related fields of Health Psychology and Behavioral Medicine.

According to the Division of Health Psychology of the American Psychological Association (Division 38), the field of Health Psychology uses psychological concepts and research in order to understand health and illness. The field integrates biomedical and psychological knowledge in order to promote health and to treat illness. The related field of Behavioral Medicine is an interdisciplinary field which closely examines the behavioral and social aspects of medical conditions. From these definitions, you can see Health Psychology and Behavioral Medicine have very similar aims. For most, the terms are synonymous.

**Learning Objectives and the Liberal Arts:** A liberal arts approach to learning will be emphasized in this course. Cornell College has adopted a set of 9 educational priorities and objectives, including: 1) knowledge, 2) inquiry, 3) reasoning, 4) communication, 5) intercultural literacy, 6) ethical behavior, 7) citizenship, 8) vocation, and 9) well being. Our campus community views these objectives to be a critical component of a quality liberal arts education. The learning objectives for this course reflect these college-wide priorities and objectives.

The learning objectives for this course are as follows (the educational priority of each objective appears in parentheses after each objective):

1) To understand the history of the field of Health Psychology and Behavioral Medicine (Knowledge).

2) To integrate psychological and biomedical knowledge in order to comprehensively understand the dynamic interaction between the social, behavioral, cognitive, emotional, and biological contributors to health and illness (Knowledge).

Specifically, following the completion of the course, students will demonstrate the following:

a) Increased understanding of the behavioral factors which give rise to and augment “lifestyle” diseases including HIV/AIDS, cancer, cardiovascular disease, obesity-related diseases, and diabetes (Knowledge).

b) Increased understanding of the behavioral and psychological predictors of

health and well-being (Knowledge).

c) Enhanced knowledge of the theoretical models used to predict risk behaviors, health-promoting behaviors, and behavior change (Knowledge).

d) Increased understanding of the predictors of longevity (Knowledge).

e) Enhanced awareness of the physical consequences of risk behaviors including substance abuse, eating disorders, and physical inactivity (Knowledge).

f) Increased understanding of the patient/provider relationship and its impact on health and disease in the U.S. today (Knowledge).

g) A basic conceptual understanding of the health care system in the U.S. today and the impact of this system on the consumer (Knowledge).

h) Increased understanding of how common health issues faced by U.S. citizens are similar and different compared to health issues facing citizens of other developed and developing nations (Knowledge, Intercultural Literacy).

i) Increased understanding of common ethical issues faced by Health Psychologists and application of the American Psychological Association Code of Ethics in order to adequately resolve clinical, teaching, and research issues in an ethical way (Knowledge, Ethics).

j) Increased understanding of the career options available for Health Psychologists including an overview of the undergraduate credentials needed to be a competitive applicant for graduate programs in Health Psychology and closely related fields (Vocation).

k) Increased understanding of your own personal health practices and increased knowledge of ways in which you could change your life to improve your health and well being (Well Being).

l) Increased understanding of activism efforts which may help to increase the health and well being of persons in your own community (Citizenship).

In addition, the following skills should be attained:

3) Increased proficiency with scientific writing in APA style (Communication).

2) Increased ability to search on-line databases to identify relevant, high-quality health research (Inquiry).

3) Increased ability to synthesize health research in written and oral formats (Communication).

4) Increased ability to critique scientific research in the related fields of health psychology and behavioral medicine (Reasoning).

5) Enhanced ability to conceptualize and conduct independent research to enhance critical thinking skills. This includes an increased awareness of research design, sampling methodology, reliability and validity indices, descriptive statics and inferential statistics (Reasoning).

**Knowledge Assessment:** Conceptual and applied understanding of all course information will be assessed via a mid-term and a comprehensive final exam. Writing skills and proficiency with research methodology will be assessed via a series of research activities. Oral presentation skills will be assessed via the final presentation of the research project. Reasoning skills will be assessed via the quality of the final research project and class participation exercises. Ethical behavior will be assessed via the completion of assignments which prioritize human participants ethics in health psychology research (informed consent documents, debriefing document, etc).

**Attendance:** Attendance is imperative in order to perform well in this course. Therefore, students are allowed only ***2 unexcused absences*** over the course of the term. However, students should note that only 1 absence likely will place them behind in coursework. Students should notify the instructor prior to an absence and will be responsible for contacting the instructor for any information missed due to an absence (this should occur during office hours and not prior to class).

If more than 2 absences are accrued, the student’s grade will be lowered by one-third a letter grade for each additional absence (ex: A to A-). ***More than 4 absences in the course for any reason (excused or unexcused) will result in a failing grade. This is equivalent to missing more than a month on the semester plan, and it is impossible to gain adequate exposure to course content with this level of absenteeism. In the case of medical emergencies, a health withdrawal should be pursued. If the withdrawal is not granted, a failing grade in the course will result.***

Students are responsible for signing the daily attendance sheet provided. If a student fails to sign his or her name on the daily attendance sheet, it will be assumed he or she was absent that day. ***If students are absent on the day of an exam or the due date of an assignment, paper, data collection, group work, or a presentation, the student must contact the instructor prior to the absence and may be asked to supply a documented excuse upon their return in order to receive credit for the component missed. No late work is accepted without a documented excuse and/or instructor approval of the absence.***

**Reading Assignments:** The reading assignments are provided on the attached page. Students are expected to have read the material ***prior to*** the class period during which it will be discussed. This helps to ensure that each member of the class can make insightful contributions to the class activities and discussions.

**Tactics to Ensure Course Success:** There is a lot of information presented in this course and expectations for comprehension are high. Students should take comprehensive notes. This includes taking notes on all information presented on the PowerPoint slides, the board, and orally. Comprehensive notes are vital to success in the course.

Also, a systematic study strategy is necessary to perform well. The recommended study strategy includes:

1. Reading each chapter once for overall content.
2. Rereading each chapter and taking detailed notes on main concepts as outlined on the review sheet questions. Comprehensive understanding of review sheet material often leads to student success.
3. Reviewing lecture notes for 15-30 minutes each day.
4. Reviewing reading notes (review sheet answers) for 15-30 minutes each day.
5. Conducting a lengthy, comprehensive review prior to each exam.
6. Using visualization, acronyms, or mnemonics to assist with memory of the material.

**Exams:** There will be a total of 2 exams in this course, one mid-term exam and one comprehensive final exam. Each exam will be composed of 40 multiple-choice questions worth 2 points each (80 points total), 2 short-answer essay questions worth 5 points each (10 points total), and 1 long-answer essay question worth 10 points. Each exam will be worth 100 points (200 points total). The dates of each exam are attached. ***No make-up exams will be allowed without a documented excuse***.

**Scientific Research and Scientific Writing:** In order to facilitate an increased understanding of the field of Health Psychology and Behavioral Medicine, as well as to enhance writing skills, critical thinking/reasoning skills, and the ability to conduct independent research, each student will complete a research project. This is a lofty task, especially on the block. To ensure success and a high quality final product, the task will be divided into a series of research activities. ***Please note: Students will conceptualize the research project, collect data, analyze data, and write all research products as a group. This is frequently the manner in which research is conducted in the real world of science. Also, learning to work in teams effectively is a critical skill for work life; it is one of the skills employers prioritize most readily. This will not always be easy but it is an important skill to develop.***

***Research Activity I:*** Students will select a topic related to health psychology/behavioral medicine that they would like to study in greater depth via an independent research project. The topic should examine the impact of behavioral immunogens (exercise, meditation, relaxation, imagery,etc.) or behavioral pathogens (smoking, stress, sedentary lifestyle, etc.) on cardiovascular response (as assessed via heart rate, blood pressure, or heart rate variability). Students will search on-line databases to identify 10 ***closely related*** articles from recent, primary, peer-reviewed sources. Next, students will develop a references page citing all 10 sources in correct APA citation style. This activity familiarizes students with the process of retrieving high quality health research from mainstream peer-reviewed journals. After selecting relevant studies, students should identify gaps in the research literature if possible. Identified gaps should serve as the impetus for an original research study. Students may also choose to replicate existing research. By Friday of week 1 each student should submit hard copies of the abstracts of all selected articles and an APA style references page. The abstracts and the references page will be peer-reviewed in class. Research Activity I is worth 10 points.

In completing this assignment, students should be mindful of the quality of the selected articles, the degree to which the articles are closely related, the degree to which the selected topic fills a gap in the literature (demonstrated by the articles presented), and the correct citation style presented in the references page. The references page should appear in correct APA style according to the 6th edition of the style manual.

***Research Activity II*** requires students to develop an original research project which examines the effects of behavioral immunogens or behavioral pathogens on cardiovascular function (as assessed via HR or heart rate variability). Students should use the identified literature to conceptualize a project which will allow them to collect data from a minimum of ***30-40 participants during a 4-hour period*** on the Cornell College campus (with existing campus resources). Students should be careful to ensure the project is not overly ambitious and that it uses reliable and valid scientific methodology. ***All measures incorporated in the project should have been used previously in the research and have reliability and validity data associated with them that can be cited in the final paper.*** Students should strive to gain an adequate sample of participants (see recommended sample size above). Students will conduct all data analyses for their independent projects. Students are restricted to use of the following statistical analyses and should design projects accordingly: independent samples t-test, dependent samples t-test, one-way ANOVA, repeated measures one-way ANOVA, or Pearson’s coefficient of correlation. Correlational analysis or t-tests are the recommended analysis strategy for students without previous research experience. Research designs should be selected accordingly.

Students will develop a PowerPoint presentation which outlines the content of an original research proposal Tuesday of week 2 and will present the outline to Professor Green and peers. Professor Green and peers will provide feedback on all aspects of the project. Students should prepare for this session a comprehensive outline on PowerPoint which overviews the project. The outline should overview the purpose of the research, the literature upon which it is based, specified hypotheses, the proposed research design, variables to be assessed, how the variables will be measured, how the data collection instruments are scored, the proposed method for data collection, and the proposed statistical analyses to evaluate the resulting data. This information should be covered in approximately 5-10 minutes.

Research Activity II is worth 10 points and is due on Tuesday of week 2. Students are expected to integrate feedback received on research activity II into subsequent research activities.

***Research Activity III*** requires students to develop a rough draft of the Introduction and Methods sections of the original research paper.

Research Activity III will be evaluated for quality by your peers on Monday afternoon of Week 3. The rough draft should represent your best first attempt at writing a high quality paper. Students should attend to: 1) the quality of writing, 2) the synthesis and integration of existing research, 3) the clarity of presentation, 4) a sound justification for the necessity of the project, 5) the quality of the proposed research design, 4) the appropriateness of the proposed research methods, and 5) the suitability of the proposed statistical analysis.

These sections should be written in APA style. The Introduction section should include an overview of the key findings and concepts in the relevant research. It should be written in a very formal tone. All information should be cited. All information should be clearly related to the original research project. Findings should be integrated across studies (do not simply review each study separately – this is not indicative of high quality scientific writing). Each paragraph should flow logically from the paragraph before it. Each sentence should flow logically from the sentence before it. ***Again, all information cited should be clearly related to the project***.

The Methods section should include the following sections (if applicable): Participants, Measures, Materials, and Procedure. A thorough description of the sample, design, procedure, instruments, and materials must be included in the Methods section. Be sure to discuss (and cite) the reliability and validity of all measures.

Research Activity III is due by Monday of Week 3. It is worth 10 points. RA III will be reviewed by Professor Green and peers.

***Research Activity IV*** requires students to develop a rough draft of the Title Page, Abstract, Results, and Discussion sections of the original research paper. All sections should be written in APA style. The Results section should include a succinct report of descriptive statistics, inferential statistics, and conclusions based on statistical findings. The Results section should also include a minimum of 1 table or 1 figure to help display results. The Discussion section should include a summary of findings, limitations, and future directions. Research Activity IV will be reviewed by Professor Green and peers in class.

Research Activity IV is due by Thursday of Week 3. It is worth 10 points.

***Research Activity V*** requires students to write the final APA style paper based on the original research project. It should include all sections (Title Page, Abstract, Introduction, Methods, Results, Discussion, and References) and should integrate suggested revisions from earlier drafts.

Research Activity IV is worth 100 points and is due the final Monday of the block. RAV will be reviewed by Professor Green. Written feedback will be provided.

**Group Performance Evaluation and Feedback:** A critical component of effective group work is building an understanding of your strengths and weaknesses in this area. In order to foster this understanding, your group members will give you oral feedback and a performance score to evaluate your work within the group. When evaluating a fellow group member orally, you should be very specific about the behaviors that led to your overall evaluation. You should also be sure to balance positive and negative feedback and to phrase negative feedback in a constructive manner. Suggestions for improvement or alternate behavior are very important when constructive criticism is offered. As a good group member you should strive to show the highest level of professionalism.

Each group member will evaluate your performance on the following dimensions: 1) commitment to group work, 2) reliability, accountability, and preparedness, and 3) quality of contribution. This component is worth 20 points. Your score will be determined via an average of the rankings provided by your fellow group members. ***DO NOT AWARD POINTS BASED ON PERSONALITY, FRIENDSHIP, OR LIKEABILITY. THIS SHOULD BE STRICTLY BASED ON PERFORMANCE AND YOU SHOULD CITE SPECIFIC EXAMPLES OF STRONG PERFORMANCE OR AREAS FOR IMPROVEMENT.***

**Research Presentation:** Dispensing research in a public forum is a critical function of health psychologists. In order to enhance research presentation skills, each research group will deliver a 15-minute in-class presentation. Each student in the research group should present for an (approximately) equal amount of time. Each presentation will highlight major research concepts and findings reported in the independent research project. Microsoft PowerPoint will be used in presentation delivery. The presentation will be worth 50 points. A presentation schedule will be established by the end of the first week of class. A grading sheet for the research presentation is attached.

**Participation:** Student engagement in a course is a reliable predictor of learning outcomes. The ability to think deeply about material and integrate it one’s unique views and perspectives is vital to effective learning. Therefore, students are expected to participate regularly during class in an insightful and thoughtful manner which respects the viewpoints of other students and the instructor. Students are also expected to be attentive and nondisruptive during class. This includes arriving to class on-time, turning off all cell phones, remaining awake and alert, and avoiding distractions such as newspaper reading, knitting, web surfing, etc. Students choosing to engage in such behaviors will lose a significant number of participation points.

If the behavior 1) is habitual, 2) becomes significantly disruptive, 3) interferes with the instructor’s ability to teach effectively, or 4) disrupts the learning processes of other students***, the offender will be asked to leave the course immediately and a failing grade will result.***

Informed, frequent, active, engaged, thoughtful, participation will result in a high participation grade. You should strive to participate regularly each class period. Participation in class discussions of assigned readings is heavily weighted. It should be evident from this participation that the material was read, well understood, and critically consumed. Participation in class activities is also heavily weighted. Any absence or tardy arrival will impact the final participation grade (there are 10 participation points devoted to prompt class attendance). ***If a student is tardy by more than 10 minutes, the instructor reserves the right to count this as an absence.*** Also, occasionally class activities assessing knowledge or competencies will be a component of the participation grade. Participation is worth 50 points. Students will complete a series of exercises related to the course for the remaining 40 participation points.

**Grading:** The top score in the course will determine 100% and grades will be figured according to the following scale: 100-93% A; 92.9-90% A-; 89.9-87% B+; 86.9-83% B; 82.9-80% B-; 79.9-77% C+; 76.9-73% C; 72.9-70% C-; 69.9-67% D+; 69.9-63% D; 62.9-60% D-; 59% and below F.

Tests 200 points (100 points each)

RA I 10 points

RA II 10 points

RA III 10 points

RA IV 10 points

RAV 100 points

Group Eval 20 points

Participation 50 points

Research Pres 50 points

Total 460 points

**Satisfactory/Unsatisfactory Grading Option:** Cornell offers a Satisfactory/Unsatisfactory (S/U) option to encourage students to explore new academic disciplines, but departments and interdepartmental programs are permitted to exclude specific courses from the S/U option by so stating in the course description. The S/U option is available to students who have completed a minimum of eight credits and must be declared when registering for a course or within the first three days of the course. On the 15th day of the Block (normally the third Friday), the student may rescind the declaration; if the S/U option is rescinded, the student will receive a grade for the course. No more than two full S/U credits may be counted toward satisfying the 31 credits required for graduation.  
  
To exercise this option, students must indicate S/U on a drop/add form, secure the signature of the academic advisor, and return the form to the Registrar’s Office.  When this option has been selected, grades of C or above become Satisfactory (S), and grades of C- or below become Unsatisfactory (U). A satisfactory performance ensures credit toward graduation but does not affect grade-point averages. An unsatisfactory performance does not confer credit, nor does it affect the grade-point average. For students who have selected the S/U option, instructors will submit grades of S or U.

**Technology Requirements:** Students will be expected to regularly (a minimum of once every 24 hours) check Cornell College Gmail accounts for course-related announcements. The instructor will also check e-mail a minimum of once every 24 hours. Students will also demonstrate proficiency in the use of Microsoft Word to develop tables and graphs, as well as using Microsoft PowerPoint to deliver presentations. Students will regularly use SPSS and will gain sufficient familiarity with this statistical software program to allow for the ability to conduct analyses independently. Students will also be expected to effectively search online databases to conduct literature searches in preparation for writing research review papers. Finally, students should check Moodle for all course-related handouts and notes.

**Statement on Diversity:** A commitment to diversity has been widely recognized as a critical component shaping the future of the health professions. Diversity considerations will be incorporated throughout in-class discussions, lectures, and activities.

**Special Needs:** Students with special needs should discuss necessary academic accommodations with the instructor within the first three days of class. Accompanying documentation (from a professional) is required for the implementation of special accommodations. Please see the Coordinator for Academic Support and Advising if there are questions regarding this.

**Plagiarism/Cheating:** Students are expected to abide by Cornell College’s standards for academic conduct, as specified in *The Compass*. Plagiarism/cheating will not be tolerated and will result in a failing grade in the course.

**Extra Credit Opportunities:** Students may earn extra credit via participation in experiments over the duration of the course. Students can receive up to10 extra credit points for experimental participation. Students receive 2 points per experiment and can complete up to 5 experiments (total of 10 points). An option to experiment participation is to complete five 2-page reviews of research articles (2 points possible for each review for a total of 10 points). These reviews should be of primary research articles that were not cited in the original research review paper.

**Psychology 383, Block 1, Course Schedule**

Date Topic Reading/Assignments

Aug 27 Introduction Chapter 1

Health Research

Literature Searches

Topic Selection

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Aug 28 Biological Foundation Chapter 2

Statistical Analyses

Scientific Reading and Writing

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Aug 29 Health Behaviors Chapter 3

Theoretical Models

Research Process

Research Design

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Aug 30 Health-Promoting Behaviors Chapter 4

Statistical Analyses

Tests and Measurement

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Aug 31 Behavioral Pathogens Chapter 5

Substance Abuse **\*RA I**

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Sept 3 Stress Chapter 6

Statistical Analyses

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Sept 4 Moderators of Stress Chapter 7

Coping, Resilience **\*RA II**

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Sept 5 Cardiovascular Disease Chapter 13

Diabetes

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Sept 6 \*Exam I

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Sept 7 **\*No class**

Data Collection

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Sept 10 Cancer Chapter 14

HIV/AIDS

Psychoneuroimmunology

Reporting Results

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Sept 11 Health Services Chapter 8

**\*RA III**

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Sept 12 Patient/Provider Relationships Chapter 9

APA Style Charts & Figures

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Sept 13 Pain Chapter 10

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Sept 14 Chronic Illness Chapters 11

**\*RA IV**

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Sept 17 Advancing Age & Terminal Illness Chapter 12

**\*Presentations**

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Sept 18 Future of Health Psychology Chapter 15

Careers in Health Psychology **\*RA V**

Training in Health Psychology

**\*Presentations**

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Sept 19 **\*Exam II**

**\*Extra Credit**

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**Research Presentation Grading Criteria Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Presentation Content (25 points) \_\_\_\_\_\_\_\_\_\_\_\_\_

Theory (2 points)

Methods (2 points)

Hypotheses (2 points)

Findings (2 points)

State of Research (2 points)

Future Directions (2 points)

Independent Discussion of Studies (5 points)

Integration Across Studies (8 points)

Presentation Style (25 points) \_\_\_\_\_\_\_\_\_\_\_\_\_

Slide Format (5 points)

Bullet Points

Optimal Amount of Info Per Slide

Interesting Visuals

Class Involvement (5 points)

Eye Contact (3 points)

Pacing (3 points)

Command of Material (Well-Prepared) (8 points)

Voice Volume and Quality (1 point)

Total (50 points) \_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

Paper Grading Rubric

= incorrect APA style

/ awkward sentence, meaning is unclear, reword to improve clarity

# awkward organization and flow - ideas don’t flow logically from each other, reorganize or reword so information is more clearly related

^ the link between this information and the overall topic of the paper is unclear

! awkward transition – develop a transition sentence that more clearly shows the link between ideas as you transition between topics

sp incorrect spelling

g incorrect grammar

$ very well written

~ methodology of one study is covered in too much detail, reduce detailed focus on one study and show more integration across findings

% section is lacking detail and complexity, a more detailed account is needed of the major issues

~ this section of the methodological description of your study is lacking

C change capitalization (lowercase to uppercase or vice versa)

F section is lacking in formality, not a formal, scientific tone – opinion based or not supported by evidence

@ less focus on individual methodology of each study, more focus on findings integrated across studies, give the “big picture”

Instructions for Peer Review

1. Use the grading symbols above and offer brief written explanations as you’re reviewing the paper.
2. After you’ve conducted a silent review, read the paper aloud (so the person whose paper you’re reviewing can hear how it sounds and listen to what you’re reacting to). Pause while you are reading to discuss each of your review suggestions with the author of the paper so they can understand what you’re reacting to.
3. Check to be sure the paper conforms to APA style.
   1. Title is centered at the top of the first page.
   2. Left justified running head that is in all caps and does not include the phrase running head.
   3. Page number in the upper right.
   4. All 12-pt Times New Roman font, consistently double-spaced, with 1-inch margins on all sides (except for running head and pg #)
   5. In text citation style of (authors, year) example: (King & Martin, 1989). If they cite outside of parentheses in a sentence – Ring et al. (2006) or Ring and colleagues (2006)
4. Does the introductory paragraph provide a clear and concise introduction to the topic of a study? Does it provide a compelling rationale for why this topic is an important one to study?
5. Does the paper do a nice job of integrating the relevant findings in the area? Are all studies directly related to the research project?
6. Does each sentence flow logically from the sentence before it?
7. Does each paragraph flow logically from the paragraph before it?
8. Does the research reviewed provide a clear rationale for the research project?
9. Is the purpose of the research project outlined in the final paragraph? Are hypotheses specified? Is a theoretical or empirical basis provided for each hypothesis? Is the statistical analysis plan briefly outlined here?
10. Does the author avoid the use of first person pronouns throughout the paper?
11. Is information consistently cited?
12. Does the author avoid the use of informal language and opinions?
13. Is the topic clearly linked to the area of health psychology?
14. Does the author have a subsection of the Method entitled “Participants”? Does this section tell how participants were recruited? Does it give age (*M*=, *SD*= ), gender, and ethnicity? Does it say all participants were treated in accordance with the APA Code of Conduct?
15. Did the authors recruit an adequate number of participants (n=30 or 40)?
16. Is there a section entitled, “Design and Procedure”? Is the design identified? Is the procedure adequately explained?
17. Is there a section entitled, “Measures”? If the authors included an instrument, is the reliability and validity data provided for this instrument and cited? Do the authors state what groups the reliability and validity data were gathered with (i.e., college students or a different group)?
18. Are descriptive statistics provided in the first paragraph of the Results section for every measure?
19. Is there a table or figure included to provide an overview of results? Does it adhere to APA style?
20. Are all inferential test statistics clearly reported in the Results section? Does the reporting of these statistics adhere to APA style?
21. Does the discussion section include a thorough discussion of the findings related to each hypothesis?
22. Do the authors provide a clear comparison/contrast of the present findings versus previous findings in multiple paragraphs which adequately explain similarities and differences?
23. Do the authors provide a comprehensive limitations section which shows advanced critical thinking regarding research methodology?
24. Do the authors provide a comprehensive future directions section which demonstrates insightful, innovative, specific ideas regarding the direction this research should go in the future?