



Health Psychology: HSS 332

College of Arts and Letters

Fall 2018

Meeting Times: HSS332A: Tuesday & Thursday: 10:50 AM – 12:05 PM; HSS332B: Tuesday & Thursday: 3:05 PM – 4:20 PM
Classroom Location: HSS 332A: P 220; HSS 332B: P 120
Instructor: Ashley Lytle
Email: alytle@stevens.edu
Office: Morton 321
Office Hours: Tuesday & Thursday: 1:30 PM – 2:45 PM, and by appointment

COURSE DESCRIPTION

My primary goals are to help you master a number of the theories, models, and findings of health psychology and to teach you how to ask and answer thoughtful questions about the major topics in the field. As scientists, psychologists are in the business of asking questions. In the field of health psychology, we ask questions like: *How do we motivate people to exercise? Do we use the same techniques to motivate people to quit smoking? Why does stress make us sick?* Because psychology is a science, there is a particular way of going about answering questions like these: the *scientific method*. Many of the findings discussed in this course were obtained as a result of scientific research carried out by health psychologists. However, there are many questions yet to be studied. Join me in seeking answers to these questions and in recognizing how important these answers are for us as individuals, for our communities, and for our world. Together, we have the opportunity to think critically about the work of health psychologists to date and to begin to make changes in our own lives and in the lives of those around us.

This course will consist of a combination of lectures, group activities, discussions, in-class assignments, individual projects, written assignments, videos, podcasts, and exams. In-class discussions will focus on readings from the textbook and journal articles (which will be assigned during the semester). Therefore, for your success, it is essential that you attend each class and complete all required readings. My goal is to ensure that your experience in this course will be positive and your hard work will be worthwhile through various colorful in-class activities.

COURSE OUTCOMES

1. to gain an understanding of what Health Psychology is and how it could serve societies and individuals
2. to understand the biopsychosocial model of health (the complex interplay between health and a variety of biological, psychological, and social factors)
3. to understand research methods, design, and the ethical implications of health psychological research
4. to complete both individual and team projects to better understand how to improve personal health habits and lifestyles

5. to be informed reader of health-related information disseminated in a variety of media resources
6. to continue to develop and hone your critical thinking skills

FORMAT AND STRUCTURE

Class time will consist of a combination of lectures, films, discussions, group activities, in-class activities and exams. It is essential that you attend each class and also complete all required readings. Participation in the form of questions and/or discussion of material is always encouraged. **This is your class!** The more actively engaged you are, the more you will enjoy the class. You will be responsible for submitting a total of 3 projects during the semester. Each project will be discussed in class. Due dates are listed in the syllabus. There will be an in-class midterm exam and a final exam at the end of the semester. The final exam schedule is set by the registrar.

COURSE MATERIALS

Textbook(s): Health Psychology (9th or 10th Edition) by Shelly Taylor. McGraw Hill. ISBN# 9780078035197.

Other Readings: will be announced in class and uploaded on Canvas

COURSE REQUIREMENTS

Exams (60%): There will be 2 non-cumulative exams for this course. Each exam will have equal weight, making up 30% of your total grade. The exams will be in multiple choice and short-answer/essay format. You will be tested on materials covered in assigned readings, lectures, videos and podcasts. Content from the text that I *do not discuss* in lectures will be covered less in exams, but is still fair game.

In-class Assignments and Participation (15%): Throughout the session, you will be given in-class assignments. The purpose of these assignments is to help you develop critical thinking skills. You must complete each assignment by the end of class on the day the assignment is given. This means that you **MUST BE PRESENT** in class on the days in which the assignments are given in order to be able to complete the assignment – there will be **NO** make-up assignments.

Participation: your active participation in class is crucial in making the class more fun and exciting. You can receive participation points through active participation in small groups and class discussions. As such, read the required textbook material or articles before each class.

Behavior Change Project (10%): This project is designed to teach you how to develop and implement specific action plans to reach your health goals. You will be asked to identify a primary health goal you would like to work on, develop a series of specific action plans for reaching that goal and track your daily progress towards meeting this goal over a four-week long period. Further information about this project will be provided in class.

Gratitude Project (7.5%): This project is designed to help you become more aware of the good things and people in your life. Part I asks you to list 5 things you are grateful for each day for a one-week period, and to reflect on your experience. In Part II, you are asked to identify a person from your past who has played an important role in your life, write a “testimonial” to the person, contact the person and read the testimonial, and to reflect on your experience. Further information about this project will be provided in class.

Intervention Project (7.5%): You and your classmates will apply the various theories and concepts we've covered during the semester to create your own intervention campaign for a specific health behavior. In groups of 4 or 5, design an intervention for a specific audience or population aimed at promotion or prevention of a type of health behavior (e.g., a campaign aimed at reducing smoking among teenagers). Each group will present their intervention project on the last day of class. Grading criteria will be assigned and will consist of the in-class presentation as well as a short 3-4 page paper that details the intervention.

Grades will be based on:

In-Class Assignments and Participation	(15 % - 75 points)
Behavior Change Project	(10 % - 50 points)
Gratitude Project	(7.5 % - 37.5 points)
Intervention Project	(7.5 % - 37.5 points)
Exam I	(30 % - 150 points)
Exam II	(30 % - 150 points)

ACADEMIC INTEGRITY

Undergraduate Honor System

Enrollment into the undergraduate class of Stevens Institute of Technology signifies a student's commitment to the Honor System. Accordingly, the provisions of the Stevens Honor System apply to all undergraduate students in coursework and Honor Board proceedings. It is the responsibility of each student to become acquainted with and to uphold the ideals set forth in the [Honor System Constitution](#). More information about the Honor System including the constitution, bylaws, investigative procedures, and the penalty matrix can be found online at <http://web.stevens.edu/honor/>

The following pledge shall be written in full and signed by every student on all submitted work (including, but not limited to, homework, projects, lab reports, code, quizzes and exams) that is assigned by the course instructor. No work shall be graded unless the pledge is written in full and signed.

"I pledge my honor that I have abided by the Stevens Honor System."

Reporting Honor System Violations

Students who believe a violation of the Honor System has been committed should report it within ten business days of the suspected violation. Students have the option to remain anonymous and can report violations online at www.stevens.edu/honor.

EXAM ROOM CONDITIONS

The following procedures apply to exams for this course. As the instructor, I reserve the right to modify any conditions set forth below by printing revised Exam Room Conditions on the exam.

1. Students may not use any electronic devices (e.g., cell phones, laptops, tablets, etc) during exams.
2. Students may not use any materials (e.g., notes, textbooks, readings, etc) during exams
3. Students are not allowed to work with or talk to other students during exams.

LEARNING ACCOMODATIONS

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. The Office of Disability Services (ODS) works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, psychiatric disorders, and other such disabilities in order to help students achieve their academic and personal potential. They facilitate equal access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from the ODS staff. The ODS staff will facilitate the provision of accommodations on a case-by-case basis.

Disability Services Confidentiality Policy

Student Disability Files are kept separate from academic files and are stored in a secure location within the Office of Disability Services. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability documentation and records maintained by Stevens Disability Services. According to this act, prior written consent by the student is required before our Disability Services office may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

For more information about Disability Services and the process to receive accommodations, visit <https://www.stevens.edu/office-disability-services>. If you have any questions please contact: Phillip Gehman, the Director of Disability Services Coordinator at Stevens Institute of Technology at pgehman@stevens.edu or by phone (201) 216-3748.

INCLUSIVITY STATEMENT

Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in education and innovation. Our community represents a rich variety of backgrounds, experiences, demographics and perspectives and Stevens is committed to fostering a learning environment where every individual is respected and engaged. To facilitate a dynamic and inclusive educational experience, we ask all members of the community to:

- be open to the perspectives of others
- appreciate the uniqueness their colleagues
- take advantage of the opportunity to learn from each other
- exchange experiences, values and beliefs
- communicate in a respectful manner
- be aware of individuals who are marginalized and involve them
- keep confidential discussions private

ELECTRONICS

I allow the use of computers in the classroom, however, with their use, comes responsibility. If I suspect you are not fully engaged in the class (e.g., on social media, email, browsing the internet, etc), it will negatively impact your participation grade. In general, laptops may be used for note-taking. During discussions, I expect laptops to be put away. The electronics policy will be revisited if problems arise. Cell phones are to be kept off or on silent (please note that vibrate is not the same as silent). If I see you using your cell phone during class, you will lose all participation points for that day.

LATE ASSIGNMENTS

All written assignments are due by the dates specified on the course schedule by 5pm. Students with special circumstances should contact me at least 72 hours prior to the deadline to avoid penalty. The penalty for late assignments is 20% of the total assignment points per each 24 hours.

ADDITIONAL POLICIES

If you have a question or concern about the course, the readings, or any assignment, I encourage you to attend my office hours. I am also happy to answer questions over email. As a general rule, I try to respond to email as quickly as possible during business hours (M-F, 9am – 5pm), however it may take me up to 24 hours to respond. Emails sent after business hours or over the weekend may require more time.

COURSE SCHEDULE

Note - The instructor may modify or alter the syllabus to make up for lost classes due to weather conditions, health, or other reasons or when she feels it would help to attain course objectives, or for any other such reasons.

Date	Topic(s)	Readings	Assignments and Exams
Week of August 27	- Introduction - Research Methods	Chapter 1 & Chapter 2	
<i>Labor Day – Monday, September 3 – No class</i>			
Week of September 3	- Research Methods continued - Health Behaviors	Chapter 2 & Chapter 3	
Week of September 10	- Health Behaviors continued - Health Promoting Behaviors	Chapter 3 & Chapter 7 - Extraordinary Science of Addictive Junk Food - Gearhardt et al., (2011). Can food be addictive? Public health and policy implications	
Week of September 17	- Health Promoting Behaviors continued - Health Compromising Behaviors	Chapter 7 & Chapter 5	Start Behavior Change Project
Week of September 24	- Health Compromising Behaviors continued	Chapter 5 -Cummings & Proctor (2014). Changing the Public Image of Smoking in the US	
Week of October 1	- Stress	Chapter 6	Exam 1 – Thursday, October 4
<i>Fall Recess – Monday, October 8 – No class. Monday schedule on Tuesday, October 9</i>			
Week of October 8	- Stress Continued	Chapter 6	Behavior Change Part 1 (Due Thursday, October 11 by 5:00pm)
Week of October 15	- Coping, Resilience, and Social Support	Chapter 6 & 7	Work on Behavior Change project in groups (Tuesday, October 16)
Week of October 22	- Coping continued - Stereotypes	Chapter 7 -Hoffman et al (2016). Racial bias in pain assessment and treatment	

Week of October 29	-Happiness -Placebo Effects - Complementary and Alternative Medicine	Chapter 8 & 9 - Chiou et al (2011). Ironic effects of dietary supplementation - Placebo treatment for Pain (NYTimes)	Behavior Change Part 2 (Due Thursday, November 1 at 5:00pm) -Assign Gratitude Project
Week of November 5	- Using Health Services - Heart Disease	Chapter 13	- Form groups for intervention project
Week of November 12	- Pain Management - Chronic Illness	Chapter 10 & Chapter 11 (pg 213-219, 227-229) Chapter 12 (pgs 237-243)	- Gratitude Project (Due Thursday, November 15 at 5:00pm)
November 19	- In class work day for intervention projects		
<i>Thanksgiving Break - No Class Wednesday, November 21 and Thursday, November 22</i>			
Week of November 26	- Chronic Illness continued - Psychoneuroimmunology - What's next for Health Psychology	Chapter 10 & Chapter 11 (pg 213-219, 227-229) Chapter 12 (pgs 237-243)	Exam 2 – Thursday, November 29
Week of December 3	- Intervention Presentations		Intervention Projects (Due Friday, December 7 at 5:00pm)

TIPS FOR MASTERING COURSE MATERIAL AND EARNING A TOP GRADE

1. Complete the reading assignments for the day on which they appear on the schedule. As you read, take brief notes of the key ideas and concepts. Ask questions about the readings during class.
2. Attend every class and arrive on time. You cannot complete the in-class assignments outside of class.
3. Take thorough class notes. (If you cannot avoid missing a class, borrow notes from a classmate.)
4. Don't wait until the last minute to begin studying.
5. HINT: Any major topic covered in the text is liable to be included on exams. Material that is covered BOTH in lecture and in the assigned readings is very likely to be on an exam. Be sure to MASTER this material.
6. As you are studying, be sure that you understand the similarities and distinctions between concepts and theories and that you can apply these concepts and theories to novel situations.