

# **Health Psychology: Prevention and Intervention (PSY5348)**

## **Course Syllabus**

### **Spring 2018**

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**Office:** UAC 256

**Office hours:** F 9:30-11:30 and by appt.

**Office phone:** 512-245-8710

**Class Location:** UAC 206

**Class Day and Time:** MW 9:30-10:50

**Course website:** <http://tracs.txstate.edu>

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**Course Description:** This course will focus on primary, secondary and tertiary prevention and intervention strategies to enhance health and wellness. This course will overview topics in health psychology including the following: health-promoting behaviors, risky health behaviors, theories of health behavior change, the process of medical care, and treatment adherence. Special emphasis will be on planning, implementation, and assessment of interventions. Through lecture, discussion, readings, films, and writing, we will explore the experience of illness and what strategies can be taken to assist ill patients with the challenges of psychosocial issues.

#### **Course Objectives:**

1. Distinguish theories and models of disease prevention and health promotion/behavior change
2. Explain how the provider-patient relationship affects communication in the health care setting and how it influences patient health outcomes
3. Describe the concept of adherence to health care regimens, its prevalence, its measurement, and interventions to improve patient adherence
4. Discuss the concept of chronic illness, its prevalence in the general population, and assess its impact on the quality of life of individuals and their families
5. Assess the psychological/psychosocial components of major chronic illnesses such as diabetes, heart disease, cancer, AIDS, and stroke
6. Design appropriate and empirically supported psychological/behavioral interventions for use with medical patients
7. Recognize the process of adjustment to terminal illness

#### **Course Policies:**

1. **Cell phone, laptop, and other electronic device usage:** Please turn off or turn to vibrate all cell phones prior to the start of class. Texting or using your personal laptops during class distracts from the learning environment; please refrain from texting or using laptops during class. Such usage may result in loss of participation points.
2. **Academic Honesty:** In accordance with Texas State University policies, academic dishonesty/plagiarism and cheating are unacceptable. Please take note of and abide by the Texas State policy: "Violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials." (UPPS 7.10.01) Academic dishonesty includes copying off another's person on an exam, signing another student's name on an attendance record, or in written work, paraphrasing from a reference source without an appropriate citation or not using direct quotes and a citation for more than four words taken from an outside source. Appropriate penalties in accordance with

university and department policy will be enforced for academic dishonesty. If I detect plagiarism in your paper you may receive a 0 on the whole paper or the section in question.

3. **Students with Disabilities:** Students with special needs (as documented by the Office of Disability Services) should identify themselves to me at the beginning of the semester. Texas State is dedicated to providing these students with necessary academic adjustments and auxiliary aids to facilitate their participation and performance in the classroom.
4. **Assessment:** The Department of Psychology has adopted expected student learning outcomes for the undergraduate major, the graduate major, and for Psy 1300, a general education course meeting a requirement for the social and behavioral science component. These expected student learning outcomes are available for your review at the following website:  
<http://www.psych.txstate.edu/undergraduate/assessment.html>

### Course Requirements:

1. **Reading:** There is no required textbook for this class. Readings will come from journal articles and book chapters. Weekly readings will be provided on TRACS. There will be 2-3 readings per week.
  - a. **Discussion Questions and “Talking Points” Outlines:**  
Each week post on TRACS the following: a) one question or comment for class discussion for each reading (this could be something you found confusing and/or especially interesting or noteworthy in the readings or something you would like to discuss with others), and b) A brief outline of ideas prompted by each reading that you can use as “talking points” in class discussion. These talking points should be original writing by you and an “in your own words” summary. Please upload these to the TRACS Assignments by the Sunday before each class at 5 pm. These will be graded according to the following scale: 0 = did not complete; 1= may be partially completed or lacking in effort; or turned in late; 2= thoroughly completed, thoughtful/insightful questions and comments; thorough talking points. The deadlines for these submissions are firm. I’m planning to grade these online but please print them out and bring with you to class.
2. **Attendance and Participation:** As this course is seminar-based, the success of the course depends on students coming prepared and ready to participate in class discussions and small group activities. Participation will be graded as follows: 0=did not attend class, 1= attended and listened but didn’t take part in discussion, or seemed extremely distracted or involved in other activities; 2= attended but participated infrequently, or seemed distracted or involved in other activities, 3= attended and was a full participant in the discussion.
3. **Discussion Leading:** Each student will be responsible for leading the discussion of one article over the course of the semester. I will post a sign-up on TRACS where you will be able to sign up for your chosen article. The discussion leading will be during our Wednesday class. In leading the discussion, I am looking for several things. First, I would like to see that you are well prepared with a plan for discussion either using your own questions or other students’ questions or both (I will compile and send all questions to you by Monday evening). I envision the discussion of one article taking 20-30 minutes (maybe 5 or so discussion questions). Part of your role is to keep the discussion on track/focused on the question at hand and keep things flowing along. Silences are okay and sometimes it takes people time to think about what they want to say, but you should be ready with your own thoughts about each question/comment. Also, it is

often helpful to provide a handout or some sort of visual aid for the class (e.g., a list of the questions you have picked for us to discuss). You may choose to discuss as one big group, or break the class into smaller groups, or start with small groups and finish with the larger group. Please feel free to talk with me before you lead discussion if you have questions. On Mondays, I will lecture and provide some overview of the readings for the week so you don't need to do this in your discussion.

- 4. Research Paper:** The final project for this class requires reading a *pathography*, a narrative of a patient's experience of illness. You will complete an APA style 13-15 page research paper for this project. Your chosen pathography will be the "inspiration piece" for this paper. I will provide you a list but you may vary from that list if you get my approval of the potential book. Each student must choose a different pathography; you will submit your chosen pathography, including preliminary ideas for your intervention early in the semester. You can turn this in earlier than the deadline if you want to "lock in" your chosen book. Your paper must cover the following subset of topics about the pathography and about the disease discussed in the pathography (if you want to vary from the disease discussed in the pathography, please explain why and make a case for the connection of the disease you are choosing to focus on): 1) summary of key parts of your pathography (~2 page), 2) key themes in the book related to health psychology and/or the content covered in this course (~2-3 pages), 3) effects of the disease or condition discussed in the book on psychological adjustment and quality of life (~2-3 pages), 4) overview of current most typical course of treatment/disease management and how effective it is (~2 -3 pages) 5) What behavioral or psychosocial intervention(s) would be helpful in the experience of the treatment process or adjustment to life with the disease? Explain a proposed psychosocial intervention in detail. The theoretical background of the intervention, a description of the intervention methods, and existing empirical evidence supporting the intervention should be described (~5-6 pages).

For #3-5, you will need to review the relevant medical and/or psychological literature to answer the questions. In that sense, this is a 2 part paper--part 1(#1-2) focuses on your pathography and specifics raised in the book and part 2 (#3-5) focuses more specifically on the disease discussed in the pathography and developing a psychosocial intervention for it. The grading rubric for this paper will come in a separate handout. The paper will be turned in via TRACS and during our final exam day.

- 5. Presentation of Paper:** During the last class days, you will give a PowerPoint presentation based on your paper and your intervention. Each presentation will be accompanied by several minutes of discussion. The grading rubric and more details about this presentation will come in a separate handout.

**Grading:** Course grades will be computed as follows:

Research Paper: 30%  
Presentation of paper: 10%  
Reading questions and outline: 25%  
Discussion Leading: 10%  
Attendance and Participation: 25%

Final grades will be computed using the following scale:

A = 89.5% - 100%  
 B = 79.5% - 89.4%  
 C = 69.5% - 79.4%  
 D = 59.5% - 69.4%  
 F = 59.4% and below

**Course Schedule (subject to minor changes):**

<b>Week</b>	<b>Date</b>	<b>Topic/Due Date</b>
Week 1	Jan. 17	Course overview
Week 2	Jan. 22, 24	Health care system issues
Week 3	Jan. 29, 31	New models of providing health care <b>PATHOGRAPHY CHOICE DUE BY EMAIL TO ME</b>
Week 4	Feb. 5, 7	Health behavior change and prevention theories
Week 5	Feb. 12, 14	Health promoting behaviors
Week 6	Feb. 19, 21	Health risk behaviors
Week 7	Feb. 26, 28	The experience of being a patient/health-related quality of life
Week 8	Mar. 5, 7	Interventions in health psychology
Week 9	Mar. 12, 14	<b>NO CLASS SPRING BREAK</b>
Week 10	Mar. 19, 21	Provider-patient communication <b>INTERVENTION IDEA PARAGRAPH DUE</b>
Week 11	Mar. 26, 28	Patient adherence
Week 12	Apr. 2, 4	Chronic illness
Week 13	Apr. 9, 11	Terminal illness
Week 14	Apr. 16, 18	Presentations
Week 15	Apr. 23, 25	Presentations
Week 16	Apr. 30	Make-up day

**Final Exam: Wed. May 2: 8-10:30 am. Final paper due Wed. May 2.**