

Foundations of Health Psychology – PSY 5335
Syllabus – Fall 2017

Instructor

Dr. Krista Howard

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Office hours:

Class Schedule

Monday/Wednesday 11:00-12:20

UAC room 206

Overview of Course

Health Psychology is part of an interdisciplinary field of Behavioral Medicine focusing on physiological and psychological systems related to health and illness. This course will utilize a biopsychosocial approach to help students understand the psychology of wellness and disease. Topics will include stress, coping, social support, and chronic illness. Special emphasis will focus on physiological responses, psychoneuroimmunology, and somatization.

Readings

Weekly readings will consist of book chapters and journal articles relative to the weekly topic. The readings are all available in the Resources Folder in TRACS. It is expected that all students will have read the articles and chapters prior to class.

Readings Discussion Posts via ASSESSMENT in TRACS

Each student will post a comment to the Discussion Forum for each reading no later than 9:00am on Monday for the Monday class articles and 9:00am on Wednesdays for the Wednesday class articles.

Discussion Posts (may include, but are not limited to these questions):

1. Real-World Application - How does this topic relate to something you know in the real world?
2. Empirical Findings – Does the research support or refute a certain hypothesis or other published findings? Does it contribute to the broader literature?
3. Methodology – Provide a critique about the methodology used in the particular study (sample, sample size, measures, statistics, etc.)
4. Study Design – How would we design a study that addresses a particular component of the topic?

Leading Discussions

On a rotation basis, students will lead discussions for the assigned readings. For the discussion, the leader is responsible for outlining the relevant information on that topic, which can be provided in any form (verbal, general outline, PowerPoint presentation, etc.). The discussion leader will provide a synopsis of the topic and will generate discussion points/questions for a class discussion.

Papers

Each student will write 2 papers for this course covering areas of health psychology. Paper 1 should be about 3-5 pages in length and will include references. You can choose a topic related to what has been covered in class so far (see below). Paper 2 will focus on a Specific Disease (each student will choose a different disease). This will be a comprehensive literature review paper that will include background information on stress and disease etiology and progression AND a proposal for a study to examine the relationship between stress and this disease.

Each paper will be written in APA format and will be checked for plagiarism via Turn-It-In. Be certain to paraphrase the literature and avoid direct quotations. Any plagiarized paper (sentences or sections of verbatim text) will be graded as a 0.

Paper 1: Choose Topic: Stress, Appraisal, Coping, Prevention/Intervention, Social Support, etc.

Paper 2: Choose a specific chronic illness. Use the biopsychosocial approach to describe the illness and its outcomes. Develop a proposal for your study. This will be in APA format and will have the following sections: Introduction, Methods (participants, materials, procedures, statistical analysis*), and Anticipated Results and Conclusion.

*MAPR students are required to include the Statistical Analysis section in the Methods. For non-MAPR students, it is optional.

Paper #2 Presentations

Each student will give a 15-minute presentation using PowerPoint that highlights the factors that contribute to the etiology and progression of their topic.

Grading

The grade for this course will be based on the following:

Grading Component		Percentage of Grade
Class Participation		
	Attendance / Class Participation	10%
	Reflections - Assessments	15%
	Leading Discussions	10%
Paper 1:		20%
Paper 2:		
	Write-up	30%
	Presentation	15%

Grading Scale

A = 89.5% - 100%

B = 79.5% - 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = below 59.4%

Topics Overview

Wk	Date	Topic	Articles
1	8-28 8-30	Introduction	M) Introduction W) Stress Documentary
2	9-6	Stress	W) Taylor: Ch 6 Stress (2004) W) Li & Lindsey: Stress College Students (2013)
3	9-11 9-13	Appraisal and Coping	M) Lazarus & Folkman (1984) Ch5 M) Taylor: Ch 7 (2004) Moderators of Stress Experience W) Groomes & Leahy (2002) Appraisal/Coping- Disability W) Weinstein & Quigley (2006) LOC, Appraisal, Coping
4	9-18 9-20	Prevention/ Intervention	M) Arechiga: Facilitating Health Behavior Change M) Sanderson: Designing Persuasive Interventions W) Lappalainen et al: Interventions Metabolic Syndrome W) O'Brien et al: Smoking Care project
5	9-25 9-27	Individual Differences	M) Sanderson: Personality M) Slavin: Multicultural differences in Stress Response W) Gartland: Conscientiousness Appraisal of Stress W) Burgess et al: ICU Nurses Personality/Coping
6	10-2 10-4	Social Support	M) Taylor & Master (CB ch8) M) Chao (2011) – College Students Perceived Stress W) Moskowitz et al (2012) – Poverty W) Laffaye et al (2008) – Veterans PTSD
7	10-9 10-11	Psychological Factors/ Maladaptive Behaviors Paper 1 Due Oct 13	M) Grunberg et al (CB ch22) Drugs and Stress M) Hammen et al (2009) Stress predicts MDD W) Bodell et al (2012) Eating disorders W) Keyes et al (2011) Alcohol Abuse
8	10-16 10-18	Chronic Illness	M) Taylor (ch 13): Heart Disease, Stroke, Diabetes M) Taylor (ch 14): Psychoneuroimmunology W) Williams et al: Type D and CVD W) Morris: Stress and Diabetes
9	10-23 10-25	Chronic Pain and Somatization	M) Gatchel et al (CB ch33) M) Hwang: Stress Pain M) Sauro: Migraine Stress W) Van Houdenhove: Fibromyalgia W) de Gucht: Somatization

10	10-30 11-1	Patient Care	M) Brody: Physician-Patient Relationship M) Zeldow & Makoul: Communicating with Patients W) Estroff & Bernal: Psychopathology in Primary Care W) Bursh: Managing Difficult Patients
11	11-6 11-8	Presentations	M) Presentations W) Presentations
12	11-13 11-15	Presentations	M) Presentations W) Presentations
13	11-20 11-22	No Classes	No Classes: Happy Thanksgiving!
14	11-27 11-29	Presentations	M) Presentations W) Presentations
15	12-4 12-6	No Classes Paper 2 Due Dec 7	Make-up Days only if needed

Psychology Department and Texas State University Policies

Disability Statement

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

Honor Code

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

- **WE ARE CONSCIENTIOUS.** We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.
- **WE ARE RESPECTFUL.** We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.
- **WE ARE HONEST.** We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

THE PLEDGE FOR FACULTY AND ADMINISTRATION

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

ADDRESSING ACTS OF DISHONESTY

Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion.