**Foundations of Health Psychology** – PSY 5335

Syllabus – Fall 2020

**Instructor**

Dr. Krista Howard

Office: UAC 253-D

Email: [kh44@txstate.edu](mailto:kh44@txstate.edu) (I will respond to emails within 24 hours)

Office hours: By Appointment by Zoom

**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 and Videos**

Weekly readings will consist of book chapters and journal articles relative to the weekly topic. The readings are all available in CANVAS.

**Guided Reading Assignments**

* Each Reading will correspond with a Guided Reading Assignment in Canvas that will include a set a short answer responses.
* The Guided Readings will be due each week when the readings are assigned.
* Guided Reading Assignments may include some basic comprehension questions, but will focus more on thought-provoking questions such as:
* Real-World Application - How does this topic relate to something you know in the real world?
* Empirical Findings – Does the research support or refute a certain hypothesis or other published findings? Does it contribute to the broader literature?
* Methodology – Can you provide a critique about the methodology used in the particular study (sample, sample size, measures, statistics, etc.)
* Study Design – How would you design a similar study that addresses a particular component of the topic?

**Reflection Essays**

Students will complete 3 Reflection Essays for this course about the topics covered up to that time. The Reflection Essays are not literature reviews – the purpose is for the student to discuss their perspectives on the topics covered – how they have seen those topics in the real-world settings, where those topics could be implemented, etc. These Reflection Essays should be double spaced, roughly 2 pages, and include an introduction and conclusion.

**Research Proposal Paper**

The goal of the Research Proposal Paper is for the student to develop a Health Psychology Research Proposal for a study that would use the biopsychosocial approach to exam a physical health condition. (This proposal cannot be your thesis proposal. It must be a different topic and methodology).

* Each student will choose a physical health condition.
* The student will conduct a comprehensive literature review that will include background information on stress and disease etiology and progression AND will design a proposal for a health psychology study to examine the relationship between one of the topics discussed (stress, social support, etc.) and this physical health condition.
* This paper should be about 10 pages in length, but may vary depending on the topic.
* This will be in APA format and will have the following sections: Introduction, Methods (participants, materials, procedures, statistical analysis), Anticipated Results, Conclusion, and References.
* 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.

**Grading**

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

|  |  |
| --- | --- |
| **Grading Component** | **Percentage of Grade** |
| **Guided Reading Assignments** | 40% |
| **Reflection Essay 1** | 10% |
| **Reflection Essay 2** | 10% |
| **Reflection Essay 3** | 10% |
| **Research Proposal Paper** | 30% |

**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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Articles and Videos** | **Due Dates** |
| 1 | Stress | Stress Documentary  Taylor: Ch 6 Stress (2004)  Li & Lindsey: Stress College Students (2013) | 8/29 |
| 2 | Appraisal and Coping | Lazarus & Folkman (1984) Ch5  Taylor: Ch 7 (2004) Moderators of Stress Experience  Groomes & Leahy (2002) Appraisal/Coping- Disability  Weinstein & Quigley (2006) LOC, Appraisal, Coping | 9/5 |
| 3 | Prevention/  Intervention | Arechiga: Facilitating Health Behavior Change  Sanderson: Designing Persuasive Interventions  Lappalainen: Interventions Metabolic Syndrome  O’Brien et al: Smoking Care project | 9/12 |
| 4 | Individual Differences | Sanderson: Personality  Slavin: Multicultural differences in Stress Response  Gartland: Conscientiousness Appraisal of Stress  Burgess et al: ICU Nurses Personality/Coping | 9/19 |
| 5 |  | **Reflection Essay #1 Due** | 9/26 |
| 6 | Social Support | Taylor & Master (CB ch8)  Chao (2011) – College Students Perceived Stress  Moskowitz et al (2012) – Poverty  Laffaye et al (2008) – Veterans PTSD | 10/3 |
| 7 | Psychological Factors/ Maladaptive Behaviors | Grunberg et al (CB ch22) Drugs and Stress  Hammen et al (2009) Stress predicts MDD  Bodell et al (2012) Eating disorders  Keyes et al (2011) Alcohol Abuse | 10/10 |
| 8 | Chronic Illness | Taylor (ch 13): Heart Disease, Stroke, Diabetes  Taylor (ch 14): Psychoneuroimmunology  Williams et al: Type D and CVD  Morris: Stress and Diabetes | 10/17 |
| 9 |  | **Reflection Essay #2 Due** | 10/24 |
| 10 | Chronic Pain and Somatization | Gatchel et al (CB ch33)  Hwang: Stress Pain  Sauro: Migraine Stress  de Gucht: Somatization | 10/31 |
| **Week** | **Topic** | **Articles and Videos** | **Due Dates** |
| 11 | Patient Care | Brody: Physician-Patient Relationship  Zeldow & Makoul: Communicating with Patients  Estroff & Bernal: Psychopathology in Primary Care  Bursh: Managing Difficult Patients | 11/9 |
| 12 | Sports Psychology | Yang (2014) Social Support Athletic Trainers  Trinh (2020) Concussions Psych Factors  Ford (2017) Opioids Sports Involvement and Injury  Nambi (2020) CLBP Football Virtual Reality vs Isokinetic | 11/14 |
| 13 |  | **Reflection Essay #3 Due** | 11/21 |
| 14 |  | Thanksgiving |  |
| 15 |  | Work on Research Paper Proposal |  |
| 16 | Research Paper | Final Assignment: Research Paper Proposal | 12/8 |

**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.

**Title IX**

Effective January 2, 2020, state law (SB 212) requires all university employees, acting in the course and scope of employment, who witness or receive information concerning an incident of sexual misconduct involving an enrolled student or employee to report all relevant information known about the incident to the university's Title IX Coordinator or Deputy Title IX coordinator. According to SB 212, employees who knowingly fail to report or knowingly file a false report shall be terminated in accordance with university policy and Texas State University System (TSUS) Rules and Regulations.

**Mission**

Texas State University is a doctoral-granting, student-centered institution dedicated to excellence and innovation in teaching, research, including creative expression, and service.  The university strives to create new knowledge, to embrace a diversity of people and ideas, to foster cultural and economic development, and to prepare its graduates to participate fully and freely as citizens of Texas, the nation, and the world.

**Shared Values**

In pursuing our mission, we, the faculty, staff, and students of Texas State University, are guided by a shared collection of values:

* Teaching and learning based on research, student involvement, and the free exchange of ideas in a supportive environment;
* Research and creative activities that encompass the full range of academic disciplines—research with relevance, from the sciences to the arts, from the theoretical to the applied;
* The cultivation of character, integrity, honesty, civility, compassion, fairness, respect, and ethical behavior in all members of our university community;
* A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
* A commitment to service and leadership for the public good;
* Responsible stewardship of our resources and environment; and
* Continued reflection and evaluation to ensure that our strengths as a community always benefit those we serve.

**Campus Health, Wellness, and Safety**

* Reminder on [10 Guiding Principles for Health, Safety, and Wellness](https://www.txstate.edu/coronavirus/road-map/health-and-safety-measures.html) at Texas State, including requirement to wear a [cloth face covering](https://www.txstate.edu/coronavirus/road-map/face-coverings-masks.html) and perform a [self-assessment](https://www.txstate.edu/coronavirus/road-map/self-assessment.html) each day before coming to campus.
* Importance of the [Bobcat Pledge](https://www.txstate.edu/coronavirus/road-map/bobcat-pledge.html), including the shared responsibility to practice healthy behaviors and follow the health and safety guidelines, which shows respect for others and helps prevent the spread of COVID-19 on campus and in the surrounding community.
* Link to the [Student Roadmap](https://www.txstate.edu/coronavirus/road-map/student-roadmap.html) for more information on students’ return to campus.

**Statement on Civility and Compliance in the Classroom**

Civility in the classroom is very important for the educational process and it is everyone’s responsibility.  If you have questions about appropriate behavior in a particular class, please address them with your instructor first.  Disciplinary procedures may be implemented for refusing to follow an instructor’s directive, refusing to leave the classroom, not following the university’s requirement to wear a cloth face covering, not complying with social distancing or sneeze and cough etiquette, and refusing to implement other health and safety measures as required by the university.  Additionally, the instructor, in consultation with the department chair/school director, may refer the student to the Office of the Dean of Students for further disciplinary review.  Such reviews may result in consequences ranging from warnings to sanctions from the university.  For more information regarding conduct in the classroom, please review the following policies at [AA/PPS 02.03.02](https://policies.txstate.edu/division-policies/academic-affairs/02-03-02.html), Section 03: Courteous and Civil Learning Environment, and [Code of Student Conduct](https://studenthandbook.txstate.edu/rules-and-policies/code-of-student-conduct.html), number II, Responsibilities of Students, Section 02.02: Conduct Prohibited.