STEPHEN F. AUSTIN STATE UNIVERSITY
HEALTH PSYCHOLOGY
PSY 352
Fall 2017

Professor: Sarah Savoy, Ph.D.
Class Location: McKibben Education Building 258
E-mail: savoysc@sfasu.edu
Office Phone: 936-468-5117
Office: McKibben Education Building 215 H
Dr. Savoy’s
Office Hours:

<table>
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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>By appointment</td>
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Teaching Assistant: Neusha Khaleghi
E-mail: khaleghin@jacks.sfasu.edu

COURSE DESCRIPTION: Survey of the broad application of psychology to disease and wellness. Topics include stress, healthy habits, substance abuse, and eating disorders.

PREREQUISITES: PSY 133 and sophomore standing or consent of instructor


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<tr>
<th>PROGRAM LEARNING OUTCOMES or PLO</th>
<th>Proficiency Level</th>
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<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
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<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate</td>
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<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Mastery</td>
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<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Mastery</td>
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<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
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STUDENT LEARNING OUTCOMES or SLOs
By the end of this course, students should be able to…
1. discuss the scope of the field of health psychology
2. describe historical and cultural variations in how health and illness have been viewed
3. compare and contrast the biomedical and the biopsychosocial model to view illnesses
4. describe the diverse array of cultural, cognitive, emotional, and biological factors that influence illnesses and health behaviors
5. discuss how major psychological principles, theories, and findings relate to the prevention and recovery from common disease and illnesses

COURSE REQUIREMENTS

LECTURE: Power Point slides will be posted in Desire2Learn. These slides should be used as a guide for the lecture and for the exams. However, the posted slides will not contain all the information presented in class, and thus, they will not have all the information needed for the exams.
ATTENDANCE: Students are expected to attend and participate in all class meetings. The use of classroom time will vary. There will be frequent group work activities, handouts, discussions, demonstrations, videos, and lectures to clarify and extend material in the readings. For this reason, regular attendance is strongly encouraged. Lack of attendance is usually associated with poorer grades in my classes, so I encourage you to minimize your number of absences. Students who are required to miss class due to participation in university-sanctioned activities or professional conferences must identify themselves prior to missing class and make arrangements to complete missed work.

DESIRE2LEARN: This course will utilize the Desire2Learn learning online management system for assignment submission, grade reporting, and course communication. The Desire2Learn page for this class will be used to post course documents such as the course syllabus, supplementary readings, and lecture notes. You will also be able to check your grades using this system.

ASSIGNMENTS

Readings. Reading course material will impact students’ grades because portions of the exams will be on reading material that will not be covered in lecture. Reading course material will impact students’ grades because knowledge of the reading material will be required for class discussions and participation in these discussions is likely to lead to a deeper understanding of the material. Students are responsible for ALL assigned readings and should complete readings BEFORE the scheduled class meetings so that students can participate fully in class discussions.

In-Class Article Day Assignments. To ensure that all article readings are being completed, students are required to participate in article day assignments. Due dates for these class assignments will be announced in class. Assignments will include guided reading, critical thinking, and discussion activities. Each of the 3 assignments will be worth 10 points. Makeup opportunities will only be allowed for excused absences (e.g., documented illness or family emergency).

Participation and Professionalism Points. Because this is an active learning course, attendance is essential, and active participation in class assignments will be monitored. If you don’t come to class and actively participate you will not do well in this course. There will be a participation and professionalism component to your grade in this course, worth 50 points. These points will be allotted according to your overall effort throughout the course in class discussions, group work, turning in assignments in an organized and timely fashion, and showing respect for our academic environment. Class time is precious, so during lectures and during group work, I expect you to stay alert and keep your conversations on topic. Repeatedly coming to class late, leaving class early without prior notice, holding personal conversations, or disrupting class during lectures or group discussions will result in lost points. Setting up Before Class: When the instructor arrives early to class, it is to set up the projector and get everything ready for the upcoming class meeting. If you need to speak to the instructor about something, please wait until after the class meeting or visit her during her office hours.

Final Application Project. There will be an individual research project (worth 50 points) written on the topic chosen from one of the options below or selected through discussion with Dr. Savoy. Your project will be submitted in the form of a poster. Dr. Savoy will provide a template poster for you to use in developing your assignment.

Option 1 - Proposed Research Extension

This presentation should be developed in two parts, a literature review and a proposed extension. Please use the instructions below in developing your presentation.

Part 1: Literature Review
1. Introduce a research question that incorporates concepts and/or theories reviewed in this course

2. Synthesize (develop your own interpretation which integrates points and findings that are covered) studies that have empirically tested hypotheses related to your research question or addressed themes that have important implications for your research question.

**Part 2: Proposed Extension**

Propose a novel empirical extension of the work that you review in Part 1. Please recognize that I am not asking you to write a complete formal research proposal. Instead, this part should include only the following sections:

1. Problem: State what you believe to be the most important limitations of the work you review in Part 1
2. Purpose: State the aims of your study and at least one clear hypothesis.
3. Method: Briefly described how you would test your hypothesis (Hint: keep this simple, do not try to address too many problems with this one study. Altering a reviewed study by making one crucial improvement in the manipulation to address one targeted confound would be an excellent approach.
4. Describe what benefits your novel approach would provide beyond studies reviewed in Part 1

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**Option 2 - Community Outreach Proposal**

This presentation should be developed in 2 parts, a literature review and a community outreach proposal. Please use the instructions below in developing your presentation.

**Part 1: Literature Review**

1. Introduce a public health problem
2. Synthesize articles (i.e., develop your own interpretation which integrates points and findings that are covered) that describe or test initiatives to address the public health problem you have chosen. You might select studies that have empirically tested programs related to your problem of interest or review papers which address themes that have important implications for your solution.

**Part 2: Community Outreach Proposal**

Propose an initiative which would address the problem described in your literature review in a specific community context (e.g., in a local Nacogdoches school, here on SFA’s campus, public parks here in Nacogdoches, the Boys & Girls Club, your own home town, fast food restaurants across the nation, our nation’s health care system, or just a hospital here in Nacogdoches or a local community health center – just pick a setting/context that interests you).

This part should include only the following sections:

1. Problem: Explain how you believe the health problem is relevant and present specifically in the context you have chosen
2. Solution: State what you believe could be done to reduce or do away with this problem and why you believe your solution would work
3. Tracking/Efficacy: Describe how you would track targeted changes in behavior and how you would quantify how effective your solution was (Hint: keep this simple, do not try to address too many problems with this one initiative). What I’m looking for here is…
   (a) a straight forward description of who would be involved,
   (b) what they would be asked to do,
   (c) how you would ensure that those involved do what they were asked to do
   (d) and most importantly, what data you could collect to see if your solution had the outcome you propose.

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**Option 3 - Community-Based Program Evaluation**

**Part 1: Literature Review**

1. Introduce a public health problem
2. Synthesize articles (i.e., develop your own interpretation which integrates points and findings that are covered) that describe or test initiatives to address the public health problem you have chosen. You might
select studies that have empirically tested programs related to your problem of interest or review papers which address themes that have important implications for your solution.

**Part 2: Program evaluation**
Identify one local community-based or campus program that focuses on this health problem. The program may focus on behavior change, changing local environments for health, or developing new health policies. The program might be offered through the SFA rec center or counseling center, a local health department, or a local non-profit organization. You may choose one that you already are familiar with or search the web.

1. Describe the purpose of the program, its target population, and major activities or components of the program.
2. Additionally, reflect on your reactions to the program, which may be about the significance, approaches, or content of the program. The components of the program you chose to reflect on are up to you; I am looking for thoughtfulness, critical thinking, and a clear presentation of your thoughts in writing. You may have to visit or call the program to get some of these details. Focus on strengths and weaknesses of the program using arguments based on knowledge you have gained in this course and the literature reviewed in Part 1.
3. Describe any elements of the program that you believe should be removed and why.
4. Describe how you would improve the program if you were asked by the agency for help (e.g., what efforts might you suggest be added to the program).

**Option 4 – Case Study and Health Behavior Plan**

**Part 1: Literature Review**

1. Introduce a serious physical health problem (e.g., cancer, heart disease) or a health behavior problem (e.g., low levels of a health promoting behavior OR high levels of a compromising behavior)
2. Synthesize articles (i.e., develop your own interpretation which integrates points and findings that are covered) that describe or test initiatives to address the health problem you have chosen. You might select studies that have empirically tested programs related to your problem of interest or review papers which address themes that have important implications for your solution/s.

**Part 2: Case Study**
Conduct an analysis of your own or a close other's experience with a serious physical health problem or a health behavior problem.

1. Describe what the contributors to and consequences of the health problem are for the person affected. Remember to consider the following categories: environment/life changes/social situations, physical reactions, moods, behaviors, thoughts.
2. Describe the quality and consequences of communication and interaction among relevant parties (e.g., family, friends, health professionals).
3. Describe how the person (and caretakers/close other if relevant) has adjusted or is adjusting to the health problem. Analyze your/their coping strategies. What factors have helped and hindered their adjustment to the problem?
4. Using the literature described in Part 1 and course content as a guide, describe what factors might be altered to improve your/their experience with the problem.

**Here are some possible topics/problems you might address:**
- Gender differences in health care usage or adherence
- Substance abuse on college campuses
- E-cigarette use among youth
- Daily hassles of college life and coping (exams, parking, commuting)
- Neighborhood stressors (e.g., poverty, violence, crime, lack of transportation) as barriers to health
- Health education or access to physical fitness options in rural communities
- Low physical activity rates in children, teenagers, adults, or older adults
- Tanning
- Faith and healing
- Impact of chronic disease on marital function
Trauma and disclosure
Social support and mental/physical well being
Barriers to quality health care or healthy behavior among individuals who belong to stigmatized groups (aging adults, overweight/obese individuals, disabled individuals)
Low fruit and vegetable intake among Nacogdoches residents
Burnout among those who take care of those who are chronically ill
Loneliness or suicide among the elderly

Exams. There will be six examinations in the course, each worth 50 points. The exams will measure students’ knowledge and understanding of course material, emphasizing the material that relates to the Student Learning Outcomes for the course. The examinations will measure students’ knowledge of course material covered since the last examination. Students will have one course meeting to complete each regularly scheduled exam, and two hours to complete the final exam. No extra time will be provided, unless prior arrangements have been made through the Office of Disability Services. The exams will be composed of true-false items, multiple choice items, and fill-in-the blank items. There will be no make-up exams except for extreme emergencies or university sponsored activities. Documentation will be required to verify the emergency.

Grading Policy
1. Exam 1 = 50 pts
2. Exam 2 = 50 pts
3. Exam 3 = 50 pts
4. Exam 4 = 50 pts
5. Exam 5 = 50 pts
6. Exam 6 = 50 pts
7. Article Day Assignments = 30 pts
8. Participation and Professionalism = 50 pts
9. Final Application Project = 50 pts

**TOTAL 430 pts**

**GRADE SYSTEM**
A = 387 – 430 points
B = 344 – 386 points
C = 301 – 343 points
D = 258 – 300 points
F = 0 – 257 points

**Academic Integrity (A-9.1):** You are responsible for making yourself aware of and understanding the policies and procedures in the Student Handbook Cheating and Plagiarism Policy (A-9.1) that pertains to Academic Integrity.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.
Procedure for Addressing Student Academic Dishonesty

A faculty member who has evidence and/or suspects that academic dishonesty has occurred shall gather all pertinent information, approach the student(s) involved, and initiate the following procedure:

- The faculty member shall review all evidence of cheating or plagiarism and discuss it directly with the student(s) involved. The faculty member shall inform the student(s) of the procedure for addressing academic dishonesty, as well as the appeals process.
- After hearing the student(s)' explanation or defense, the faculty member will determine whether or not academic dishonesty has occurred and will inform the student(s) what action will be taken. Penalties may include reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, or failure of the course. The faculty member may consult with the academic unit chair/director and dean in making these decisions.
- After a determination of academic dishonesty, the faculty member shall notify the office of the dean of the student's major by submitting a Report of Academic Dishonesty, along with supporting documentation as noted on the form. This report shall be made part of the student's record and shall remain on file with the dean's office for at least four years.
- Upon second or subsequent offenses, the dean of the student’s major will determine a course of action, which may include dismissal from the university. The dean may refer the case to the college council for review and recommendations before making this determination.

A student's record of academic dishonesty will not be available to faculty members. The purpose of the record is for the dean to track a pattern of academic dishonesty during a student's academic career at Stephen F. Austin State University. Students who are found to have demonstrated academic dishonesty and have withdrawn prior to the award of a grade will continue to have the determination of the infraction within their student records.

Student Appeals

These steps are to be followed when making an academic appeal:

1. In the event of course-related disputes, the student must first appeal to the instructor within thirty (30) calendar days after the first class day of the next long semester. Given extenuating circumstances, exceptions to this deadline may be granted by the academic unit chair/director.
2. If the dispute is not resolved, the student may appeal in writing, stating the specific issues, to the instructor’s academic unit chair/director. The academic unit chair/director shall request a written statement from the faculty member. The academic unit chair/director shall provide both parties with a written recommendation for resolution.
3. If the dispute is still unresolved after appeal to the academic unit chair/director, the student or faculty member may appeal in writing to the instructor’s dean. The dean will notify the other party of the continuation of the appeal and provide all parties with a written recommendation after reviewing all documentation.
4. If the dispute is still unresolved after appeal to the dean, the dean may refer the appeal to the college council. If the college council has no student members, the dean will ask the president of the Student Government Association to recommend no more than two students from that college to be appointed as voting members. The college council will review all documentation and submit its recommendation to the dean.
5. If a resolution of the matter is still not reached, the student or the faculty member may appeal in writing to the provost and vice president for academic affairs. The dean's written recommendation in addition to all documentation will be submitted to the provost and vice president for academic affairs. The college council may serve as an advisory body to the provost and vice president for academic affairs in the appeal process. The provost and vice president for academic affairs will evaluate all documentation and any additional oral presentations from the student and faculty member.
6. The provost and vice president for academic affairs will inform the student and all persons involved in the appeal process of the final recommendation.

A student or faculty member shall have ten (10) business days from the conclusion of each step in which to appeal to the next level. A faculty member, after considering the outcome of the appeals process, shall retain complete academic freedom, including the right to assign semester grades.

Incompletes or Grade Withheld: Semester Grades Policy (A-54): In keeping with the University’s policy on the grade of Incomplete, a grade of WH will NOT be given as a substitute for a failing grade – the failing grade stands.

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities: If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the term. Once verified, ODS will notify the course instructor and
outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
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<th><strong>Day</strong></th>
<th><strong>Topic</strong></th>
<th><strong>Chapter Reading</strong></th>
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<tr>
<td>8/28</td>
<td>Course Introduction/Syllabus Review</td>
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<tr>
<td>8/30</td>
<td>Introducing Health Psychology</td>
<td>Taylor, Chapter 1</td>
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<td>9/1</td>
<td>Systems of the Body</td>
<td>Taylor, Chapter 2</td>
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<td>9/8</td>
<td><strong>Exam 1</strong></td>
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<td>9/11</td>
<td>Portrait of Killer Documentary</td>
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<td>9/13</td>
<td>An In-Depth Look At Stress</td>
<td>Taylor, Chapter 6</td>
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<td>Coping With Stress</td>
<td>Taylor, Chapter 7</td>
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<td>9/29</td>
<td>Health Behaviors</td>
<td>Taylor, Chapter 3</td>
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<td>Health-Promoting Behaviors</td>
<td>Taylor, Chapter 4</td>
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<td>10/6</td>
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<td>10/9</td>
<td>Individual work on Application Projects (class will meet in Library)</td>
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<td>10/11</td>
<td><strong>Exam 3</strong></td>
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<td>10/13</td>
<td>Obesity, and Eating Disorders</td>
<td>Taylor, Chapter 5 (pages 79-94)</td>
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<td>10/16</td>
<td>Alcoholism and Problem Drinking</td>
<td>Taylor, Chapter 5 (pages 94-101)</td>
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<td>Smoking</td>
<td>Taylor, Chapter 5 (pages 101-110)</td>
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<td><strong>Exam 4</strong></td>
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<td>10/30</td>
<td>Using Health Services</td>
<td>Taylor, Chapter 8</td>
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<td>11/1</td>
<td>Heart Disease, Hypertension, Stroke, and Type II Diabetes</td>
<td>Taylor, Chapter 13</td>
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<td><strong>Exam 5</strong></td>
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<td>11/13</td>
<td>Management of Chronic Illness</td>
<td>Taylor, Chapter 11</td>
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<td>11/17</td>
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<td>11/27</td>
<td>Patient-Provider Relations</td>
<td>Taylor, Chapter 9</td>
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<td>12/1</td>
<td>Toward the Future</td>
<td>Taylor, Chapter 15</td>
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<td>12/4</td>
<td>Application Project Presentations</td>
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<tr>
<td>12/11</td>
<td><strong>Exam 6 – 10:30 am – 12:30 pm</strong></td>
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**The instructor reserves the right to change the syllabus as necessary. You are responsible for keeping up with all changes to the syllabus and for all information presented during class, regardless of whether or not you attended class.**