Health Psychology - PSY 3352-501
Syllabus
Fall 2023

Instructor: Sarah Savoy, Ph. D.
Department of Psychology
Email: savoysc@sfasu.edu

Office Hours: Professor Savoy will be available via SFA email (savoysc@sfasu.edu) during the following times. Individual Zoom meetings can be arranged as needed.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8:30-10 am</td>
<td>12:15-2 pm</td>
<td>By appointment</td>
<td>12:15-2 pm</td>
<td>By appointment</td>
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</tbody>
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Graduate Assistant:
Justin Linville and Ju'lea Bravo-Geche

General Course Descriptions: Survey of the broad application of psychology to disease and wellness. Topics include stress, healthy habits, substance abuse, and eating disorders.
Prerequisites: PSY 2301 and sophomore standing or consent of instructor.

<table>
<thead>
<tr>
<th>PROGRAM LEARNING OUTCOMES or PLO</th>
<th>Proficiency Level</th>
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<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Intermediate</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Mastery</td>
</tr>
<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>
</tr>
</tbody>
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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 Materials:


Article Readings will be made available on the Brightspace page for our course (under the Content tab).

Course Requirements:

Exams. You will be required to complete 3 exams over the course of the session. Each exam will be worth 70 points. These assessments will include multiple choice style questions. You will be allowed 50 minutes to complete each exam. Each exam will include information from the modules and Sanderson readings. Exams will be open beginning at 7:00 am through 11:59pm. These will be single-question no backtrack assessments.

Case Study and Health Behavior Plan. For this assignment, you are to choose a topic related to the course on which you will write a 3-5-page, typewritten, double-spaced paper. You are encouraged to use the SFA library system to select sources (e.g., journal articles, book chapters) for this research assignment. This paper should be written in two parts, a literature review and a case study. Please use the instructions below in writing your paper.

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 friend/family member’s experience with a 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.

For full credit, the paper must be typed, double-spaced, with 1-inch margins, with APA style citations and an APA style reference section. You will need to cite at least 5 peer-reviewed journal articles for your paper (at least 3 should be empirical studies). Your grade will reflect how well you incorporate and apply these readings and course concepts in developing the case study and health behavior plan. This paper is worth 50 points.
Article Reading Reactions. To ensure that article readings are being completed, students are required to turn in reading reactions for at least 2 article readings. Each reading reaction should consist of an independently developed comment, interpretation, or application (i.e., real-world applications, or personal examples, etc.) for material covered in the article. Each reading reaction is worth 5 points. Students must turn in their reading reactions before the deadline listed in the course schedule. Reading reactions should be turned in via the discussion tab on Brightspace. Please make sure that you are posting your reactions in the appropriate topic. Also, it is very important that you make a serious effort in contributing a unique thought or idea to the discussion forum. In other words, try to avoid simply repeating what your classmates or the author/s of the article have already mentioned. Instead, try to use your own ideas, course terms, and course concepts in discussing your individual interpretation of the study. Your idea should be concrete and specific. Avoid vague opinions (i.e., “This was a very interesting article” or “I thought the authors did a great job in conducting this study”). Support any opinions you offer with explanation and either logic or evidence. It should be clear to me that you read the entire article and that you put some thought into your post.

The following scheme will be used for grading the Discussion posts.

<table>
<thead>
<tr>
<th>Discussion post error</th>
<th>Point deduction</th>
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<tbody>
<tr>
<td>A. Opinion/argument specificity</td>
<td>1</td>
</tr>
<tr>
<td>The discussion post offers too vague of an opinion.</td>
<td></td>
</tr>
<tr>
<td>B. Attention to article detail</td>
<td>1</td>
</tr>
<tr>
<td>The discussion post is not about a specific aspect of the study described in the article and/or it is not clear that you have read the article</td>
<td></td>
</tr>
<tr>
<td>C. Originality – Independence from peers</td>
<td>1</td>
</tr>
<tr>
<td>You are only re-stating what your classmates have already mentioned without adding your own unique interpretation</td>
<td></td>
</tr>
<tr>
<td>D. Originality – Independence from article authors</td>
<td>1</td>
</tr>
<tr>
<td>You are only re-stating what is described by the author/s of the article without adding your own unique interpretation.</td>
<td></td>
</tr>
<tr>
<td>E. Incorporating course content</td>
<td>1</td>
</tr>
<tr>
<td>You are not using relevant course concepts and terms in your discussion post.</td>
<td></td>
</tr>
</tbody>
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Course Grades:

There will be a case study and health behavior plan worth a total of 50 points, 3 exams worth a total of 210 points, 2 reading reactions worth 10 points (5 points each). The total number of possible points is thus 270. Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Percent</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>243</td>
<td>216</td>
<td>189</td>
<td>162</td>
<td>&lt;162*</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>80</td>
<td>70</td>
<td>60</td>
<td>&lt;60*</td>
</tr>
</tbody>
</table>

* "<" means less than

PSYC 3352 “Health Psychology” (3 credits) is designed to introduce students to the field of health psychology by covering the broad application of psychology to disease and wellness including stress, healthy habits, substance abuse, eating disorders, chronic pain and psychoneuroimmunology. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three
hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (4.1)

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities

Please copy and paste the following statement and place it in your course syllabus.

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 semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)

Updated: August 2023
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741