Health Psychology - PSY 3352-501  
Syllabus  
Summer II, 2023

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Office Hours: By appointment

**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.

PSYC 352 “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. 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. 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.

<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>
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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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<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>
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<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>
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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:

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 8:00 am through 11:59 pm. These will be single-question no backtrack assessments.

There will also be one quiz at the beginning of the semester over the information within the Getting Started module.

**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.

**Article Reading Reactions.** To ensure that article readings are being completed, students are required to turn in reading reactions for 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>Opinion/argument specificity</td>
<td>The discussion post offers too vague of an opinion.</td>
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<tr>
<td>Attention to article detail</td>
<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>
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<tr>
<td>Originality – Independence from peers</td>
<td>You are only re-stating what your classmates have already mentioned without adding your own unique interpretation</td>
</tr>
<tr>
<td>Originality – Independence from article authors</td>
<td>You are only re-stating what is described by the author/s of the article without adding your own unique interpretation.</td>
</tr>
<tr>
<td>Incorporating course content</td>
<td>You are not using relevant course concepts and terms in your discussion post.</td>
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</table>

**Participation Posts and Professionalism.** In addition to posting 2 of your own reading reactions, you must also post follow-up comments or questions to your classmates’ reading reactions throughout the course and participate in any additional online discussions that the professor posts for articles, videos, and other supplementary materials. This is how you will earn participation points in the class and contribute to the class learning environment. You will also be expected to complete assignments on time and respect your classmates in discussion forums. This is how you will earn professionalism points. Participation posts and your professionalism throughout the course will be worth 10 points.
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Module</th>
<th>Assignments</th>
<th>Topics &amp; Due Dates</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
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<tr>
<td>07/03 – 07/09</td>
<td>Getting Started</td>
<td>Important information regarding the course structure, guidelines, and expectations</td>
<td>Getting Started Quiz due Thursday, 07/06 by 11:59 PM</td>
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<td></td>
<td></td>
<td>1 READ Sanderson Chapter 1, Module 1</td>
<td>Introduction to Health Psychology</td>
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<td>2 READ Sanderson Chapter 3, Module 2, Crum &amp; Langer (2007) article</td>
<td>Theories of Health Behavior</td>
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<td><strong>Week 2:</strong></td>
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<td>07/10 – 07/16</td>
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<td>3 READ Sanderson Chapter 7, Module 3</td>
<td>Health Compromising Behavior: Tobacco and Alcohol</td>
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<td></td>
<td>4 READ Sanderson Chapter 8, Module 4, Crum et al., 2011</td>
<td>Health Compromising Behavior: Obesity</td>
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<td></td>
<td>Article Reading Reaction 1 Due Sunday, 07/16/2023 by 11:59 PM</td>
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<tr>
<td>07/17/2023</td>
<td>Exam # 1</td>
<td></td>
<td>Covers material from Part 1: Health Behavior &amp; Disease Prevention</td>
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<td></td>
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<td>Exam # 1 opens 8:00 AM Monday, 07/17/2023. Access ends at 11:59 PM the same day.</td>
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<td><strong>Part 2:</strong></td>
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<td><strong>Week 3:</strong></td>
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<tr>
<td>07/17 – 07/23</td>
<td>5 READ Sanderson Chapter 4, Module 5</td>
<td>Stress</td>
<td></td>
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<td></td>
<td>6 READ Sanderson Chapter 5, Pennebaker (1997) pg. 127-132; 142-163, Module 6</td>
<td>Psychoneuroimmunology and Coping</td>
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<td><strong>Week 4:</strong></td>
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<tr>
<td>07/28/2023</td>
<td>Exam # 2</td>
<td></td>
<td>Exam # 2 opens 8:00 AM Friday, 07/28/2023. Access ends at 11:59 PM the same day.</td>
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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), participation and professionalism worth a total of 10 points, and the Getting Started quiz (20 points). The total number of possible points is thus 300.

\[
\begin{align*}
A &= 268.5 - 300 \\
B &= 238.5 - 268.2 \\
C &= 208.5 - 238.4 \\
D &= 178.5 - 208.4
\end{align*}
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**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/.

Mental Health and Wellness

SFA values students’ mental health and the role it plays in academic and overall student
success. 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:
SFA Counseling Service www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041

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