

**Health Psychology**  
**01:830:377:01** [Index: 48226]  
Spring 2012

<b>Instructor:</b> Dr. TJ Musumeci-Szabó	<b>Office:</b> 633 Tillett Hall, Livingston Campus
<b>Email:</b> <a href="mailto:tmusumec@rci.rutgers.edu">tmusumec@rci.rutgers.edu</a>	<b>Office Hours:</b> Monday 10:30-12:30 p.m. & Wed. by appt.

<b>Teaching Assistant:</b> Jeff DeWitt	<b>Office:</b> Room 124, Psychology Bldg., Busch Campus
<b>Email:</b> <a href="mailto:jrd202@rci.rutgers.edu">jrd202@rci.rutgers.edu</a>	<b>Office Hours:</b> Tuesdays 1:00-3:00 p.m. & by appointment

**Class Location:** Scott Hall, Room 123, College Avenue Campus  
**Class Meetings:** January 17<sup>th</sup> - May 9<sup>th</sup>, Monday and Thursday, 8:10 a.m. to 9:30 a.m.

**Required Text:** Sanderson, C.A. (2004). *Health Psychology (1st ed.)*. Hoboken, NJ: John Wiley and Sons.  
*Your textbook is available for purchase with NJ Books. ISBN: 978-0471150749*  
*On reserve at Alexander Library: Available for 2 hour in-library use.*

**Required Feature Films:** Patch Adams (1999), Philadelphia (1993), and Super Size Me (2004)  
*These films are wildly available for viewing—it will be up to you to decide how you view them.*  
*One option of many, includes: Rental via Amazon.com (\$2.99 each)*

**Course Web Page:** <https://sakai.rutgers.edu>  
*Additional required readings and course handouts will be posted via Sakai throughout the term*

### **Course Description and Objectives**

Welcome to health psychology! Health psychology is an exciting interdisciplinary field of study that bridges the worlds of biology, psychology, and sociology. In this class you will have the opportunity to explore it from a variety of perspectives which include those of patients as well as those of practitioners. The goals of this class are to introduce you to the main components of the field: illness perception and prevention, treatment and medical decision making, medical education, intervention, outreach, stress and coping, and to help you gain a basic understanding of health behaviors.

By the end of this course you will have developed the necessary skills to be your own advocate in medical encounters, think critically about medical findings, and have a greater awareness of social psychological processes occurring within the medical realm and the effects that these processes have on you as a potential patient.

### **How to succeed in this course:**

a) **Prerequisites:**

It is required that you take General Psychology (830:101) prior to taking this course. Concepts presented in this course will assume a basic knowledge of psychology and build upon that foundation. If you have taken General Psychology but are still somewhat uncertain as to your level of preparation, consider checking out an introductory psychology text from one of the many Rutgers University libraries to keep on hand as a reference.

<http://www.libraries.rutgers.edu/>

b) **(When) should I read the text?**

Start reading now. After the first day, class discussion and lecture will begin with the assumption that you have read the text assigned for the day. Lecture will supplement and NOT replace the text. For best results, read/view/listen to the assigned material BEFORE the session for which it is required. Be sure to consult the syllabus for specific page numbers **before you read** as the order of the readings for class does not always match the order in which they appear in your text.

c) **(When) should I come to class?**

Skip at your own risk. I advise that you attend. I won't grade you on attendance, but I often cover material not found in the text. Since this information usually turns up on the exams, you would be well advised to come to class as often as possible. If you must miss class, make arrangements to copy class notes from one of your classmates.

Note: Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website //https://sims.rutgers.edu/ssra// /to indicate the date and reason for your absence. An email is automatically sent to me.

d) **What should I do if I miss class? Don't know anyone?**

One of the concepts we will discuss in this course pertains to the quantity and quality of help that is available to people when facing a stressful life event (a.k.a., Social Support). In the event that YOU face a stressful life event (*i.e. the only reason that would cause you to miss one of our sessions*) please contact your social support (a.k.a., Your Superfriends). On the first day of class we will create a form of course-specific social support for you: 4 people you don't already know with whom you will exchange contact information and who you can contact to get missing notes, call to study for exams, discuss lecture, review classroom activities, etc.

e) **How do I get in touch with you or the TA?**

If you have questions about the readings, want to review your exams and study habits or need clarification of an assignment—please feel free to come to our office hours. You do not need an appointment to attend office hours—just come! If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that we can help you:

To: [tmusumec@rci.rutgers.edu](mailto:tmusumec@rci.rutgers.edu) or [jrd202@rci.rutgers.edu](mailto:jrd202@rci.rutgers.edu)

Subject Line: "Health Psychology: (insert your topic here)"

From: your full address

*Dear Dr. Musumeci-Szabó,*

*Hello, my name is (your full name here) and I am a student taking Health Psychology, Section 01. I have a question regarding (insert your question here).*

*(Considerate closing of your choosing),*

*Your full name*

*A word of caution:* Since there are ~450 students in this class, 1 instructor and 1 TA, we may not be able to respond to your emails immediately. We will do our best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Sakai. Please hold off on re-sending a message until 48 hours have passed.

f) **How should I handle problems? Be proactive.**

The day before the final exam is TOO LATE to begin thinking about your grade. It is your responsibility to seek help. If you do not do well on the first exam, see me **immediately**. Problems in the course can often be corrected if they are identified **early** enough in the semester. I encourage you to come to office hours **early** in the term (*i.e.*, ASAP) to establish an action plan that will help you achieve your desired result.

**Class Participation: What it is and isn't**

There is no question too small to be asked in a class, and no class too big for a question to be asked. If you fear your question is too involved to be answered during class time, stop by office hours or arrange an appointment to talk with me. We will have several opportunities via class discussion and small group discussion for you to speak your mind—be sure to take advantage of them! Bear in mind, the potential exists that there will be at least one person in the room personally affected by the topic and therefore, your comments—please be sure to consider this **before** you make remarks.

As discussed on the first day: Participation does not include frequent trips to the bathroom, making phone calls, texting, playing games, surfing the internet or otherwise annoying your neighbors. Out of respect for those who are seriously participating in the course, I will ask students who engage in disruptive behaviors to leave our classroom.

**Note:** In a large classroom such as this, it is important to be considerate of your fellow students at all times. You are expected to **turn off** cell phones, pagers, etc. when you enter the classroom. If you must leave early or use a laptop during lecture, be sure **to sit in the last five rows of seats**.

## **Grading**

[See following sections for descriptions of specific assignments. See our Sakai Resources section for detailed handouts.]

This course will operate on the total points system. This means that there are clearly stated, *a priori* standards for achievement, and your grade depends only on **your own** performance, not on the performance of your class as a whole. This also means that *there will be no "curving" of grades.*

The distribution of possible points is as follows:

Best 2 of 3 Exams	2 @ 60 points each	= 120 points
Family Tree/Health History Project	1 @ 30 points	= 30 points
		<b>150 Total Possible Points</b>
		+ Any Extra Credit you earn

Grades will be assigned as follows:

(90 %) <b>A</b>	= 135-150 pts	(70 %) <b>C</b>	= 105-116 pts
(88 %) <b>B+</b>	= 132-134 pts	(65%) <b>D</b>	= 97-104 pts
(80 %) <b>B</b>	= 120-131 pts	<b>F</b>	= ≤ 96 pts
(78 %) <b>C+</b>	= 117-119 pts		

*Note: Percentages apply to the final point total only. Letter grades are not assigned to individual exams.*

## **Testing:**

There will be three exams, all equally weighted. Exams are multiple choice format with electronic scoring.

You must **bring your own #2 pencil and your 9-digit RU ID to all exams.** The lowest of the three exam scores will be dropped (i.e., only two will count in your final grade). Please review the course schedule for material included on each exam.

**NOTE:** Although Exam 3 (the final) may be dropped; 1 extra rule applies:

1) You **MUST** take Exam 3 (the final), **AND** you **MUST** pass it (with at least a 59.5%) to drop it.

**How can I prepare for the exams?** (*a.k.a., Why attending class is a good idea*)

My general answer to the question: "What will be on the exam?" is as follows:

- 1) If it's in the readings, and we talked about it in class = **VERY** likely to be on the exam
- 2) If it's not in the readings, but we talked about it in class = **VERY** likely to be on the exam
- 3) If it's in the readings, but we did not talk about it in class = less likely to be on the exam **BUT** still fair game

**What if I miss an exam?**

Exam dates are specified in the course schedule. If you have a problem making an exam, see me **IMMEDIATELY**. If you miss an exam, contact me via email as soon as you are able. You will be allowed to take a make-up exam if, within one week of the exam, you present appropriate documentation to verify your absence. Any make-ups must be completed prior to the next exam. Be aware that make-up exams are likely to be in 100% essay format.

**Our final exam:** University regulations set the time and date of all final examinations and specific guidelines that define conflicts: <http://nbregistrar.rutgers.edu/facstaff/examrules.htm> If you have a legitimate medical excuse for missing the final exam, you will receive a TF in the course until the make-up has been completed. You should check your entire final exam schedule now so you know what your schedule will be at the end of the semester.

<http://finalexams.rutgers.edu/>

**When will I know my grades?**

Every effort will be made to post exam grades within a week of your exam. Be sure to check announcements on our Sakai page to know when and where you can expect to see your grades. You may request your grade **AFTER** 1 week has passed if you do not see it posted. Grades will appear on SAS Gradebook:

<https://secure.sas.rutgers.edu/apps/gradebook/>

## **Class Assignments:**

**REQUIRED: Health Family Tree Project: [Due April 5<sup>th</sup>] [See Sakai for handouts.]**

Using the handouts provided, you will spend the majority of the term talking with and interviewing family members to learn your family's health history, enabling you to create your Health Family Tree. This history includes: the general makeup of the family, serious and/or chronic illnesses, health habits, and where appropriate, perceived cause of death. After crafting your pedigree, you will use this information to assess **your** health status (past, present, and future) and establish an action plan for maintaining and improving your health. Your assessment will integrate material from our course and take the form a written paper. **We will discuss this assignment in detail during our third class meeting.**

**OPTIONAL: Exam Preparation Assignments (MCQ's):** See Course Schedule for specific due dates.

Before each exam, using the online survey form provided on Sakai, you may create 2 multiple choice questions based upon the readings/lectures/films associated with the upcoming exam and submit them online. For each question you will provide 4 answer options. You will identify the correct alternative, briefly explain why it is the BEST answer, and then explain why the remaining alternatives are not as good or incorrect. It is in your best interest to create high quality questions as superior questions will be included in the exam! You may earn up to 2 points **extra credit** per question. Any points earned will be added to your final point total for the course **at the end of the term.**

**OPTIONAL: Periodic Evaluation:**

At the end of selected sessions I will ask you to provide written answers to three questions:

- 1) What was the most important thing you learned today?
- 2) What is the biggest question left in your mind after today's lecture?
- 3) Any/some additional questions?

The purpose behind this is to ensure that everyone is on the same page and to give me an opportunity to get feedback from each member of the class. This course is for your benefit and I aim to tailor it to your interests and curiosities as much as possible. This is also a chance for you to anonymously voice any concerns with regard to upcoming assignments, exams, etc. Please make the most of these opportunities as they arise.

## **Extra Credit:**

A popular question at the end of the term goes something like this: "Is there anything I can do for extra credit?" Well, in this course you get 3 shots at extra credit each worth 4 possible points (see MCQ's above!)

## **Academic Accommodations:**

The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of any disabling condition. If you need academic accommodations in this course, please make an appointment with the Office for Disability Services. The phone number is (848)445-6800. See <http://disabilityservices.rutgers.edu> for further details.

Once you have a letter of accommodation, please let me know as soon as possible and feel free to come to office hours or make an appointment to discuss the situation with me privately. Begin this process immediately to ensure we can provide accommodations in time for the first exam.

## **Academic Honesty:**

You'll be expected to adhere to the university's policy on academic honesty for exams, writing assignments, and homework (i.e., don't cheat). Improper acknowledgement of sources and inadequate paraphrasing are often costly problems in student papers; they are mistakes that you definitely need to guard against.

You'll find the RU policy on academic honesty here: <http://academicintegrity.rutgers.edu/integrity.shtml>

**Course materials used for lecture content and the course web page are my personal intellectual property. The recording, sale, or purchase of these materials in any form is a violation of copyright laws.**

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**COURSE SCHEDULE**

*(\*Readings in italics are recommended, but not required; See Sakai for Reading List Handout)*

<b>Meeting</b>	<b>Date</b>	<b>Topics</b> <i>(For best results, read in small doses PRIOR to lecture)</i>	<b>Readings* &amp; Assignments</b> <i>(Due start of class, date listed)</i>
1	1/19 TH	<b>Introductory Remarks/Informed Consent</b> Introduction to the Health Family Tree Project	<b>Syllabus</b> <b>Health Family Tree Handout</b>  <b>Introductory Online Survey</b> (Due 1/23, by 8:10am)[Sakai]
2	1/23 M	<b>The story of health psychology: Version 1.0</b> Why are we here? Just what exactly is health psychology?	Chapter 1 <i>Engel, 1977</i>
3	1/26 TH	<b>The story of health psychology: Version 2.0</b> How do we do health psychology?  <b>Discussion of Health Family Tree Project →</b>	Chapter 2 Jordan and Zanna, 1999 <i>Beins and Beins, 2008</i> <b>Signed Memorandum of Understanding DUE (in class)</b> Bring Q and A regarding Health Family Tree Project
4	1/30 M	<b>Health and Media: Lost in translation?</b> How research methods can keep you healthy...	Chapter 2 O'Connor, 2011
5	2/2 TH	<b>Experiencing, measuring, and coping with stress Pt. I</b>	Chapter 4
6	2/6 M	<b>Experiencing, measuring, and coping with stress Pt. II</b>	Chapter 4
7	2/9 TH	<b>Personality &amp; Health:</b> How who you are impacts your health	Chapter 5 Raynor and Levine (2009)
8	2/13 M	<b>Predicting and Explaining Health Behavior:</b> Using theory to determine when and why you do what you do	Chapter 3  <b>MCQ's for Exam #1</b> <b>Due by start of class today.</b>
9	2/16 TH	<b>Exam #1:</b> <b>Chapters 1, 2, 3, 4, 5 + Posted readings, films</b>  ***Monday (2/20) is the last day to come to Dr. M-S's Office Hours to request permission to complete the Alternative Assignment to the Health Family Tree Project.***	

<b>Meeting</b>	<b>Date</b>	<b>Topics</b> <i>(For best results, read in small doses PRIOR to lecture)</i>	<b>Readings &amp; Assignments</b> <i>(Due start of class, date listed)</i>
10	2/20 M	<b>Social Support:</b> Giving and Receiving Support  ***Today is the last day to come to Dr. M-S's office hours to request permission to complete the Alternative Assignment to the Health Family Tree Project.***	Chapter 6 Cohen et al., 1997; <i>Helgeson et al., 2000</i>
11	2/23 TH	<b>Smoking, Alcohol, and Other Drug Abuse</b> Why smoking is efficient...	Chapter 7 Kotler, 2005; <i>Parker-Pope, 2008</i>
12	2/27 M	<b>Smoking, Alcohol, and Other Drug Abuse</b> Why one size can't fit all...	Chapter 7 Wills and Yaeger, 2003
13	3/1 TH	<b>Energy Management Pt. I:</b> Body Image, Eating Disorders and Exercise	Chapter 8
14	3/5 M	<b>Energy Management Pt. II:</b> Obesity	Chapter 8 Rozin et al., 2003 Wansink et al., 2005 Harris et al., 2009  <b>Film: Super Size Me</b> Available for rental at Amazon.com \$2.99
15	3/8 TH	<b>Experiencing, measuring, and coping with pain Pt. I</b>	Chapter 9
***	***	<p style="text-align: center;"><b>3/10-3/18 Spring Break</b>            ***No Meeting***   <i>(This is an excellent time to fill in any missing information on your Health Family Tree)</i></p>	***
16	3/19 M	<b>Experiencing, measuring, and coping with pain Pt. II</b>	Chapter 9; Baar, 2008  <b>MCQ's for Exam #2</b> <b>Due by start of class today.</b>
17	3/22 TH	<b>Exam 2:</b> <b>Chapters 6, 7, 8, 9 + Posted readings, films</b>	

<b>Meeting</b>	<b>Date</b>	<b>Topics</b> <i>(For best results, read in small doses PRIOR to lecture)</i>	<b>Readings &amp; Assignments</b> <i>(Due start of class, date listed)</i>
18	3/26 M	<b>Chronic Illness:</b> Diagnosis and Management: Pt. I	Chapter 10: ( pp. 365-388) Chen, 2011 <i>Petrie et al., 2002</i>
19	3/29 TH	<b>Chronic Illness:</b> Diagnosis and Management: Pt. II	<i>NY Times Audio Files</i> <i>(see reading list for links)</i>  Chapter 10: (pp. 388-423) Ehrenreich, 2001; Lerner, 2010
20	4/2 M	<b>Chronic Illness:</b> Diagnosis and Management: Pt. III	Jefferson, 2006; Taubes, 2008  <b>Film: Philadelphia</b> Available for rental at Amazon.com \$2.99
21	4/5 TH	<b>End of life planning and decision making Pt. I</b> For your consideration: A different kind of care	Chapter 11 <b>Health Family Tree Project</b> <b>Due today, start of session</b>
22	4/9 M	<b>End of life planning and decision making Pt. II</b>	Brody, 2010 Ditto and Hawkins, 2005
23	4/12 TH	<b>Illness Representations and Intro to Care Seeking</b> How our thoughts about disease influence our health behaviors	Ogden (2007)
24	4/16 M	<b>Health Care Interaction:</b> Seeking and utilizing health care (Who, when, and why?)	Chapter 12  <b>Film: Patch Adams</b> Available for rental at Amazon.com \$2.99
25	4/19 TH	<b>Practitioner-Patient Communication:</b> Practitioner's P.O.V.	Hartocollis, 2010; Bensing et al., 2003; Marcus, 2006
***	4/21 Sun	<i>Optional:</i> <i>Consider coming out to cheer on the participants</i> <i>running the Rutgers ½ Marathon...</i>	<i>Winding their way across</i> <i>13.1miles of Busch, Livingston,</i> <i>&amp; College Ave. Campuses;</i> <i>Race start: 8:30 a.m.</i>

<b>Meeting</b>	<b>Date</b>	<b>Topics</b> <i>(For best results, read in small doses PRIOR to lecture)</i>	<b>Readings &amp; Assignments</b> <i>(Due start of class, date listed)</i>
26	4/23 M	<b>Practitioner-Patient Communication:</b> Patient's P.O.V.	Ofri, 2010; Heritage et al., 2007 <i>DiMatteo, 2004</i>
27	4/26 TH	<b>Designing Interventions:</b> Can we change health behavior(s)?	Chapter 13 Marcus et al., 2007 Dal Cin, et al., 2006
28	4/30 M	<b>Designing Interventions:</b> What makes a "good" intervention?	Brownell & Frieden, 2009 Parker-Pope, 2010  <b>MCQ's for Exam #3</b> <b>Due by start of class today.</b>
<b>OFFICE HOURS</b>	<b>5/2 W 10:30- 1:30</b>	<b>Dr. M-S's Final Office Hours for the Spring 2012 term</b>	<b>Have an exam conflict?</b> Today is the final day to bring documentation to Dr. M-S's OH to request a make-up. Review RU's rules (pg. 3) first.
<b>FINAL EXAM</b>	<b>May 8th</b>	<b>Exam 3:</b> <b>Chapters 10, 11, 12, 13 + Posted readings, films</b>	<b>Location:</b> Our classroom <b>Time:</b> 8:00 to 11:00 p.m.
<b><i>Have an excellent and healthy Summer Break!!!</i></b>			

**Here are answers to some of the most frequently asked questions in this course.  
Please check here FIRST, prior to emailing—your answer could be just a few inches away!**

**Contact/Meeting with Dr. M-S or our TA:**

**Q: “I can’t make the official office hours, is there any other way to meet/ask questions/review exams?”**

**A. Meeting:** Absolutely! If you have class during my regular office hours, I typically arrive early to class and am available for quick Q & A at that time. I am also happy to make an appointment to meet with you at another time. Send me a list of days and times that you are available and I am sure we can find a way to meet.

**A. Reviewing exams:** 1) Meet with our TA to determine your pattern of responding: Write down your test version and the item numbers that gave you difficulty. 2) Bring this information to my office hours and we can review the items and discuss specific study strategies.

**Exams:**

**Q: “How can I see whether I am going to earn the grade I want?”**

**A.** Your final grade is based on your two highest exams plus your final project. If your highest exams are 1 and 3, those are the exams that will count. Once we take two exams you can estimate what you would need to earn on the third in order to earn the grade you desire. As past behavior is a strong indicator of future performance, it is wise to use an average of your scores on Exams 1 and 2 when estimating your scores on Exam 3.

**Assignments:**

**Q: “How do I turn in assignments?”**

**A.** Assignments are due **at the beginning of class** on the date listed on the course outline. Please place them in a neat stack at the front of the class (i.e. do not leave it in a tangled pile, this is how assignments get lost). If you are **late to class**, hold your assignment until the **END** of the class and then bring to me directly at the **END** of the session.

**A. If you miss class the day an assignment is due:** Bring it to my mailbox ASAP. Any course-related materials turned in to the instructor’s mailbox (Tillett Hall, Room 101) must be initialed and dated by one of the secretaries. Staff hours are 8:30 to 12:00 and 1:00 to 4:30. Elevators and stairwells are locked at 4:30pm. Emailed assignments **are not acceptable** without prior permission from the instructor. Late assignments will be penalized 10% per day they are late. Work more than 1 week late will not be accepted.

**Q: “Is there anything I can do to improve my assignments?”**

**A. YES!** For every assignment, be sure to proofread and edit your work—it’s amazing what Spell-check will do to your paper when you aren’t looking, and the mistakes it will not catch, but I will (e.g., their/they’re/there)! For even better results, give your assignment to a friend or family member to read over \*before\* you turn them in. This is a great way to check whether you are getting your desired message across. Kudos. If you have read this far in the syllabus, you have earned the right to email me using the email on the first page by 8:05 a.m.1/23/2012 to earn ½ point extra credit. To claim the credit: Send me an email with “Sanderson Rocks: I will read before class.” in the subject line. For the safety of your assignment, if it spans more than a single page, do use a STAPLE to keep it together. While multi-colored paperclips, shiny plastic covers, and intensive origami folds may be tempting options, resist them you must! Points can be earned/lost for both grammar and style.

**Resources:**

**Q: Where can I learn more about the science and practice of psychology?**

**A.** After our department page [<http://psych.rutgers.edu>], two excellent starting points are the primary professional organizations for psychology:

American Psychological Association (APA): [www.apa.org](http://www.apa.org)

Association for Psychological Science (APS): [www.psychologicalscience.org](http://www.psychologicalscience.org)

**Q: “I have a friend/roommate/romantic partner at Rutgers who ‘needs to talk to someone’...”**

**A.** Rutgers offers free counseling services to students and staff through the division of Counseling, ADAP and Psychiatric Services. They can be reached (732) 932-7884 and are located at 17 Senior Street, College Ave. Campus. Further information is available through <http://health.rutgers.edu>

**MEMORANDUM OF UNDERSTANDING: STUDENT COPY [Yours to keep]**

**Health Psychology**

**01:830:377:01**

**Spring 2012**

Too many times in courses students and instructors misunderstand crucial expectations. This misunderstanding can compromise learning, cause frustration for both students and instructors and result in poor outcomes for both. While the syllabus is a useful tool that can help minimize misunderstandings, it is only useful if it is read and understood. This Memorandum of Understanding reiterates course expectations by summarizing key points from the syllabus.

**You are provided with two copies of the MOU:**

1 to keep for your records and 1 to sign and return to me at the beginning of our 3rd class.

If you have any questions regarding the MOU, please see me during office hours OR contact me via email by 1/25/12.

**INSTRUCTOR:**

- I will come to class ready to provide you with an overview of the field of health psychology.
- I will make you aware of any changes to the syllabus within a reasonable amount of time, i.e., you will be made aware of any changes that will result in a potential **increase** in your workload a minimum of 1 class in advance. I reserve the right to **decrease** your workload at any time.
- I will make every effort to respond to all emails within 48 hours (2 business days).

**STUDENT:**

I have read and understand the syllabus.

I understand that this syllabus represents the expectations for this course including but not limited to the following:

- I will abide by the RU academic integrity policy: <http://academicintegrity.rutgers.edu/integrity.shtml>
- I am responsible for all material covered whether or not I am present in class.
- Although I may not agree with all opinions expressed within this classroom I am expected to show tolerance for my fellow classmates and instructor at all times.
- While note-taking is strongly encouraged, digital or audio recording of lecture is strictly forbidden without express written permission of the instructor.
- Office hours are an excellent time to ask questions about assignments, exams and course material, careers in psychology, and psychology in general.
- I understand that side conversations, using my cell phone/laptop computer in any way, and leaving class early can negatively impact my ability to learn and/or compromise my classmates' ability to learn. Therefore, I will not engage in side conversations or use my cell phone during class and I will sit in the last 5 rows of class if I need to leave early or use a laptop to take course notes.
- Make-up exams are not a right but a privilege and may be available for me if I: 1) Speak to/email the instructor ASAP, 2) Present appropriate documentation, AND 3) Complete the make-up prior to the next exam.
- Assignments are due in hard copy at the beginning of class on the due date listed on the course outline and that late assignments will be penalized by 10% per day it is late.
- I understand that emailed assignments **are not acceptable** without the prior permission of the instructor. Assignments emailed without prior permission will not be accepted.

Name: \_\_\_\_\_  
(Print your name here)

Date: \_\_\_\_\_

I, \_\_\_\_\_ have **read** the syllabus and will adhere to the policies stated above.  
(Sign your name here)

**MEMORANDUM OF UNDERSTANDING: STUDENT COPY [To be turned in 1/25/2012]**

**Health Psychology**

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**Spring 2012**

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**STUDENT:**

I have read and understand the syllabus.

I understand that this syllabus represents the expectations for this course including but not limited to the following:

- I will abide by the RU academic integrity policy: <http://academicintegrity.rutgers.edu/integrity.shtml>
- I am responsible for all material covered whether or not I am present in class.
- Although I may not agree with all opinions expressed within this classroom I am expected to show tolerance for my fellow classmates and instructor at all times.
- While note-taking is strongly encouraged, digital or audio recording of lecture is strictly forbidden without express written permission of the instructor.
- Office hours are an excellent time to ask questions about assignments, exams and course material, careers in psychology, and psychology in general.
- I understand that side conversations, using my cell phone/laptop computer in any way, and leaving class early can negatively impact my ability to learn and/or compromise my classmates' ability to learn. Therefore, I will not engage in side conversations or use my cell phone during class and I will sit in the last 5 rows of class if I need to leave early or use a laptop to take course notes.
- Make-up exams are not a right but a privilege and may be available for me if I: 1) Speak to/email the instructor ASAP, 2) Present appropriate documentation, AND 3) Complete the make-up prior to the next exam.
- Assignments are due in hard copy at the beginning of class on the due date listed on the course outline and that late assignments will be penalized by 10% per day it is late.
- I understand that emailed assignments **are not acceptable** without the prior permission of the instructor. Assignments emailed without prior permission will not be accepted.

Name: \_\_\_\_\_  
(Print your name here)

Date: \_\_\_\_\_

I, \_\_\_\_\_ have **read** the syllabus and will adhere to the policies stated above.  
(Sign your name here)