

Psychology 377 (01:830:377:02)
Health Psychology
Fall 2013

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Office Hours:	Wednesdays 3-5 PM	TBA	

Course website:

Class Meetings: Mondays and Wednesdays, 1:40-3:00 PM, Hill Center 114

Course Topic:

This course will introduce you to health psychology, an area of study dedicated to enhancing our understanding of connections between health and psychological factors, such as thoughts, feelings, personality, and social and contextual factors. We will cover a range of topics that fall within the umbrella of health psychology, including: psychological factors that influence engagement with the health care system and adherence to treatment; psychological factors, such as behavior and personality, that influence health and disease risk and course; and the relationship between stress, coping, and physical health. We will focus on models, theories, and facts supported by research findings. As such, we will spend some time discussing research methods. We will also consider ethical issues throughout the course and discuss these again at the end of the term.

We will be talking about issues that will likely have personal relevance for you. As such, you may find that this course stirs up strong thoughts or feelings. If you believe this is interfering with your learning, please contact me. I will endeavor to treat all lecture topics with minimal bias and maximal sensitivity. If you feel that I am not meeting this goal, please let me know.

Learning Goals:

I hope that I can help you to develop the following specific knowledge and skills this term:

- An understanding of what health psychology is and what it contributes to society
- An appreciation of the interrelations among psychological factors, social factors, and physical health
- Increased ability to understand and critically evaluate health-related research
- Knowledge about evidence-based ways to prevent or cope with disease and to foster health in your own lives

This course should also support broader learning goals, including:

- Understanding contemporary problems in health from a multidisciplinary perspective
- Analyzing ways in which science and technology affect health
- Analyzing issues of social justice related to health and health care
- Explaining and assessing relations among assumptions, method, evidence, arguments, and theory in social science

- Identifying and critically assessing ethical issues in social science research and service delivery
- Communicating effectively in written English
- Analyzing and synthesizing information and ideas

Recommended Text: Available at NJ Books at 37 Easton Ave. on the College Ave. campus. Brannon, L., Feist, J., & Updegraff, J. (2014). *Health Psychology: An Introduction to Behavior and Health*, 8th Edition. Belmont, CA: Thomson Higher Education ISBN-13: 9781133593072 (hard cover) or 9781133934301 (loose-leaf edition).

Used texts may also be available and are acceptable. The 7th edition would be preferable to earlier editions if you cannot find the 8th edition. A reserve copy of the text is also available for you at the Library of Science and Medicine (under my name), but may not be checked out of the library.

Additional Readings:

Supplemental readings are on reserve electronically through www.libraries.rutgers.edu and through the eReserves link on our Sakai site. The titles of the pdfs of the reserve articles correspond to the first author's name and the year of publication and are listed in the same manner as below in the syllabus. .

Videos shown in class will be made available via links, when possible, or by placing the video on reserve in the media library on Douglass.

Course Methods:

- In Class
 - Lecture
 - Class discussions and in-class assignments (grading will be based on individual, not group, submitted assignments)
 - Midterm and final exams (photo ID will be required; exams will be proctored and cheating will result in failure on the exam and possible disciplinary action)
- Outside Class
 - Website containing lecture slides, additional readings, and supplemental material (see URLs above)
 - Office hours that you are encouraged to attend to check your understanding and address difficulties or obstacles, as needed
 - Optional on-line discussions

Course Assessment:

- Class attendance and participation are expected and required. If you face obstacles in these areas, talk to me so we can discuss ways to address these together.
- Three in-class, closed-book exams (28% of final grade each)
 - Multiple choice (32 questions each worth 2 points)
- One 3-5-page paper to be accessed and submitted via Sakai. (16% of final grade, 36 points total).
 - Specific instructions about the assignment will be provided

- These must be original papers (not borrowed from other sources or classmates)
 - If you cite any information obtained from outside courses (including during lectures or through course reading assignments), you must properly credit these sources in your paper.
 - You will be asked to complete an honor pledge when submitting the paper.
- If you must miss an exam, you must let the TA know at least 1 week in advance to make alternative arrangements. If you miss a test due to acute illness, you must contact the TA on the day of the exam or as soon as possible after the missed exam to schedule a make-up. I reserve the right to give you an alternative form of the test on make-up exams, including short-answer and brief essay questions. If you are authorized to receive accommodation during exams, please notify me of this at least 1 week in advance.
- In-class exercises (for extra credit)
 - Grades will be based on completion and demonstrated effort. Each assignment is worth 1 point. Approximately 10-14 extra-credit opportunities will be offered during the semester. I will not announce ahead of time when these will occur.
 - You will not be expected to produce brilliant responses on-the-spot, just to demonstrate engagement with the material. If your response is irrelevant or inappropriate, you will receive a 0 for the assignment. If your response is incomplete you will receive partial credit (e.g., 0.5 points). If you respond to all parts of the assignment with a relevant, clear response, you will receive full credit (1 point).
 - Your total extra-credit points will be added to your final score at the end of the course (they will be added to the number of points you earned out of 228 points).
 - If you miss class, you will not be able to make up the extra-credit assignment for any reason, including: illness, job/graduate school interviews, family issues, religious holidays, sports activities, or others.
 - If you are caught cheating on in-class assignments (by submitting one for a classmate, by submitting one when you are not in class, by copying a classmate's response, etc.) you will lose all extra-credit points earned to date and the opportunity to earn any future extra-credit points in this course, and may face disciplinary action.
- The grading scale I will use is as follows and is **non-negotiable**. Grades will not be curved, as the average score on my exams is typically around 79-83%. Everyone will be held to the same standards, without exception. I will not change your final grade because you are close to the grade you want if you have not earned the points necessary. I will not offer you additional extra-credit opportunities at the end of the term to help you boost your grade. Therefore, it is in your best interest to attend class regularly and to prepare well for all exams and complete all online assignments.
 - A = Above 90%
 - B+ = 87%-90%
 - B = 80%-87%
 - C+ = 77%-80%
 - C = 70%-77%
 - D = 60%-70%
 - F = Under 60%

- Another component of course assessment will be your assessment of my performance. I will ask you to complete ratings of my performance and offer anonymous comments during the semester. I also invite you to share your questions, comments, and concerns with me during office hours or via e-mail.

Academic Integrity

Cheating, plagiarism, and other violations of academic integrity will not be tolerated. As noted above, cheating on assignments, including extra-credit assignments, will result in loss of credit on the assignment, may influence your ability to earn credit on future assignments, and may also result in disciplinary action. Please review the academic integrity policy at <http://academicintegrity.rutgers.edu/>.

Classroom Conduct

I would like the classroom to be conducive to everyone's learning. As such, I propose the following guidelines for our classroom conduct:

- Absolutely no cell phone conversations or side conversations in class. Text messaging is also discouraged, except for class-relevant use.
- Please do not use your laptop for any purpose other than taking notes in class. Inappropriate use is very distracting to your classmates. Plus, there is mounting evidence that dividing attention (i.e., multi-tasking) results in real and marked disruptions in cognitive processing. In other words, the odds are very good that you are not as good at doing several things at once as you think you are).
- If you arrive late or know you have to leave early, please sit near an exit to minimize disruption.
- During class discussions, please be respectful of others' questions and views. This does not mean you cannot express disagreement, only that you maintain a civil dialogue.
- I strongly encourage you to attend class. Test questions will primarily reflect material discussed in lecture. Coming to class is the best way to learn the material that will be covered on exams.
- If you notice that something is going on in the classroom that is disruptive, please let me know as soon as possible.

COURSE OUTLINE

Date	Lecture	Topic	Reading Assignments
9/4	1	Course introduction: What do health psychologists do?	None
9/9	2	History and role of health psychology	Chapter 1
9/11	3	Research methods	Chapter 2
9/16	4	Stress	Chapter 5
9/18	5	<u>Killer Stress</u> video	Chapter 6
9/23	6	Stress and Disease	Slavich, 2013
9/25	7	Pain	Chapter 7
9/30	8	Coping	Chapter 8
10/2	9	Cardiovascular Disease (<u>Mysterious Human Heart</u> video)	Chapter 9
10/7	10	Cardiovascular Disease and Cancer; Exam review	Chapter 10
10/9	11	EXAM 1	Lectures 1-9
10/14		Living with Chronic Illness	Chapter 11
10/16	12	End of life issues (60 Minutes segment)	Ditto, 2005; Winzelburg, 2005; Fagerlin, 2001
10/21	13	Behavioral Health, Prevention vs. Treatment	Chapter 16
10/23	14	Tobacco Use	Chapter 12
10/28	15	Other drugs	Chapter 13
10/30	16	Eating & Weight	Chapter 14
11/4	17	Exercise	Chapter 15
11/6	18	Sexual health	ACHA, 2006; Visser, 2001
11/11	19	Seeking health care; Exam review	Chapter 3
11/13		EXAM 2	Lectures 10-18
11/18	20	Health literacy	McCray, 2005; Williams, 2002
11/20	21	Health communication	Beckman, 1997; Bensing, 2003 PAPER DUE on Sakai
11/25	22	Adherence	Chapter 4
11/27		No class-go to Friday classes that day	
12/2	23	Disparities	Kirby, 2006; Doescher, 2000; vanRyn, 2003;
12/4	24	Complementary medicine	Astin, 2003; Smith, 2005;
12/9	25	Ethics & Future directions; Exam review	deZoysa, 1998; Wendler, 2004
12/18	8-11 AM	FINAL EXAM	Lecture 19-25

Confirm final exam scheduling and location at <http://finalexams.rutgers.edu/>.