**Foundations of Health Psychology** – PSY 5335

Syllabus – Fall 2015

**Instructor**

Dr. Krista Howard

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Office hours: Tuesday/Thursday 2:00-3:00 and Wednesday 9:00-10:00 and by appointment

**Class Schedule**

Tuesday/Thursday 9:30-10:50

UAC room 206

**Overview of Course**

Health Psychology is part of an interdisciplinary field of Behavioral Medicine focusing on physiological and psychological systems related to health and illness. This course will utilize a biopsychosocial approach to help students understand the psychology of wellness and disease. Topics will include stress, coping, social support, and chronic illness. Special emphasis will focus on physiological responses, psychoneuroimmunology and somatization.

**Readings**

Weekly readings will consist of book chapters and journal articles relative to the weekly topic. The readings are all available in the Resources Folder in TRACS. It is expected that all students will have read the articles and chapters prior to class.

**Forums: Readings Discussion Posts**

Each student will post a comment to the Discussion Forum for each reading no later than 8:00pm on Mondays for the Tuesday class articles and 8:00pm on Wednesdays for the Thursday class articles.

Discussion Posts (may include, but are not limited to these questions):

1. Real-World Application - How does this topic relate to something you know in the real world?
2. Empirical Findings – Does the research support or refute a certain hypothesis or other published findings? Does it contribute to the broader literature?
3. Methodology – Provide a critique about the methodology used in the particular study (sample, sample size, measures, statistics, etc.)
4. Study Design – How would we design a study that addresses a particular component of the topic?

**Leading Discussions**

On a rotation basis, students will lead discussions for the assigned readings. For the discussion, the leader is responsible for outlining the relevant information on that topic, which can be provided in any form (verbal, general outline, PowerPoint presentation, etc.). The discussion leader will provide a synopsis of the topic and will generate discussion points/questions for a class discussion.

**Papers**

Each student will write 2 papers for this course covering areas of health psychology. Paper 1 should be about 3-5 pages in length and will include references. You can choose a topic related to what has been covered in class so far (see below). Paper 2 will focus on a Specific Disease (each student will chose a different disease) and will be a comprehensive literature review paper that will include background information on stress and disease etiology and progression.

Each paper will be written in APA format and will be checked for plagiarism via Turn-It-In. Be certain to paraphrase the literature and avoid direct quotations. Any plagiarized paper (sentences or sections of verbatim text) will be graded as a 0.

Paper 1: Choose Topic: Stress, Appraisal, Coping, Prevention/Intervention, Social Support, etc.

Paper 2: Choose a specific chronic illness. Use the biopsychosocial approach to describe the illness and its outcomes. Are there preventative measures or interventions that have been shown to alter the development and progression of this disease?

**Paper #2 Presentations**

Each student will give a 15-minute presentation using PowerPoint that highlights the factors that contribute to the etiology and progression of their topic.

**Grading**

The grade for this course will be based on the following:

|  |  |  |
| --- | --- | --- |
| **Grading Component** | | **Percentage of Grade** |
| **Class Participation** | |  |
|  | Attendance / Participation | 15% |
|  | Leading Discussions / Discussion Forums | 15% |
| **Paper 1:** | | 20% |
| **Paper 2:** | |  |
|  | Write-up | 30% |
|  | Presentation | 20% |

**Grading Scale**

A = 89.5% - 100%

B = 79.5% – 89.4%

C = 69.5% - 79.4%

D = 59.5% - 69.4%

F = below 59.4%**Topics Overview**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **Topic** | **Articles** |
| 1 | 8-26  8-28 | Introduction | T) Introduction  Th) Stress Documentary |
| 2 | 9-2  9-4 | Stress | \*T) Cannon: Stress and Strains of Homeostasis (1935)  T) Carr: Ch 8 Stress and Illness (2006)  Th) Taylor: Ch 6 Stress (2004)  Th) Li & Lindsey: Stress College Students (2013)  Additional Sources Available  Selye (1956) Sec 1-4  Selye (1956) Sec 5-9  Selye (1956) Sec 10-14  Lazarus & Folkman (1984) Ch1  Lazarus & Folkman (1984) Ch2  Lazarus & Folkman (1984) Ch3  Lazarus & Folkman (1984) Ch4  Sapolsky: Zebras Don’t Get Ulcers |
| 3 | 9-9  9-11 | Appraisal and Coping | T) Lazarus & Folkman (1984) Ch5  T) Taylor: Ch 7 (2004) Moderators of Stress Experience  Th) Groomes & Leahy (2002) Appraisal/Coping- Disability  Th) Weinstein & Quigley (2006) LOC, Appraisal, Coping  Additional Sources Available  Smith & Kirby (CB ch15)  Lazarus & Folkman (1984) Ch6  Lazarus & Folkman (1984) Ch7  Goh et al (2010) |
| 4 | 9-16  9-18 | Prevention/  Intervention | T) Arechiga: Facilitating Health Behavior Change  T) Sanderson: Designing Persuasive Interventions  Th) Lappalainen et al: Interventions Metabolic Syndrome  Th) O’Brien et al: Smoking Care project |
| 5 | 9-23  9-25 | Individual Differences | T) Sanderson: Personality  T) Slavin: Multicultural differences in Stress Response  Th) Gartland: Conscientiousness Appraisal of Stress  Th) Burgess et al: ICU Nurses Personality/Coping |
| 6 | 9-30  10-2 | Social Support | T) Taylor & Master (CB ch8)  T) Chao (2011) – College Students Perceived Stress  Th) Moskowitz et al (2012) – Poverty  Th) Laffaye et al (2008) – Veterans PTSD |
| 7 | 10-7  10-9 | Psychological Factors/ Maladaptive Behaviors  **Paper 1**  **Due Oct 9** | T) Grunberg et al (CB ch22) Drugs and Stress  T) Hammen et al (2009) Stress predicts MDD  Th) Bodell et al (2012) Eating disorders  Th) Keyes et al (2011) Alcohol Abuse  Additional Sources  Gutman & Nemeroff (CB ch25) – Stress and Depression |
| 8 | 10-14  10-16 | Chronic Illness | T) Taylor (ch 13): Heart Disease, Stroke, Diabetes  T) Taylor (ch 14): Psychoneuroimmunology  Th) Williams et al: Type D and CVD  Th) Morris: Stress and Diabetes  Additional Sources  Bekkouche et al (CB ch28) – Stress and the Heart  Dhabhar (CB ch4) – Immune Function  Katsarou: Perceived Stress / CVD  Kashani: Sleep, Stress, CVD  Carroll: CVD  Johannson: Dementia  Mitsonis: Multiple Sclerosis  Vallis: Crohns, Psychosocial factors |
| 9 | 10-21  10-23 | Chronic Pain and Somatization | \*T) Gatchel et al (CB ch33)  T) Hwang: Stress Pain  T) Sauro: Migraine Stress  Th) Van Houdenhove: Fibromyalgia  Th) de Gucht: Somatization |
| 10 | 10-28  10-30 | Patient Care | T) Brody: Physician-Patient Relationship  T) Zeldow & Makoul: Communicating with Patients  Th) Estroff & Bernal: Psychopathology in Primary Care  Th) Bursh: Managing Difficult Patients |
| 11 | 11-4  **\*11-6** | Presentations | T) Presentations 1-3  NO CLASS November 6 |
| 12 | 11-12  11-14 | Presentations | T) Presentations 4-6  Th) Presentations 7-9 |
| 13 | 11-19  11-21 | Presentations | T) Presentations 10-12  Th) Presentations 13-15 |
| 14 | 11-26  11-28 | No Classes | No Classes: Happy Thanksgiving! |
| 15 | 12-2  12-4 | No Classes  **Paper 2**  **Due Dec 8/4** | Make-up Days only if needed |

**Psychology Department and Texas State University Policies**

**Disability Statement**

In accordance with university policy and federal law, all members of the university community are responsible for ensuring that students are not discriminated against because of a disability. To accomplish this goal, reasonable and appropriate academic accommodations may be necessary for qualified students with disabilities. The Office of Disability Services will coordinate with faculty members to facilitate necessary accommodations for students with disabilities.

**Honor Code**

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code.  These principles require all members of this community to be conscientious, respectful, and honest.

* WE ARE CONSCIENTIOUS.  We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.
* WE ARE RESPECTFUL. We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.
* WE ARE HONEST.  We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

THE PLEDGE FOR STUDENTS

Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation:

THE PLEDGE FOR FACULTY AND ADMINISTRATION

Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform them of the process that will take place.

ADDRESSING ACTS OF DISHONESTY

Students accused of dishonest conduct may have their cases heard by the faculty member.  The student may also appeal the faculty member’s decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights.  Possible actions that may be taken range from exoneration to expulsion.