Health Psychology
Psychology 320

Zaje Harrell, Ph.D.                                Spring 2011
134B Psychology Building                         Tu/Th 8:30-9:50 a.m.
432-1811 office                                  Psychology 118
353-5015 floor office                           harrellz@msu.edu
Office Hours: T 12:00-1:00                        432-1811 office     Psychology 118
                                                     353-5015 floor office
                                                     harrellz@msu.edu
Course Assistants:
Ms. Katherine Cloutier                          Mr. Emily Johnson
clouti@msu.edu                                  john2867@msu.edu
Office Hours: TBA                                Office Hours: TBA

Course Overview

Health psychology is the field of psychology focused on the biological, psychological, and social factors that interact in relationship to health and well being. Health psychologists examine a wide range of topics including stress and coping, chronic illness, health behaviors, and the promotion of well being.

This course is a survey of topics in health psychology. The class is primarily in a lecture format with frequent time allotted for activities and evaluations. The text book provides a guide for the lectures. The lectures are a compliment to the assigned text and supplemental readings, thus, student attendance and participation are essential.

Course Goals

The goals of the course are to:

♦ Review the models of health, specifically contrasting the biomedical and biopsychosocial models
♦ Understand psychological processes which contribute to physical health such as: stress, individual differences and psychological quality of life
♦ Review health behaviors and related factors
♦ Analyze approaches to health promotion and intervention
♦ Explore factors affecting the patient/consumer utilization of medical services
♦ Explore factors affecting the patient/consumer and provider relationship
♦ Review factors related to coping with chronic and terminal illness
♦ Focus on social and structural factors affecting well being
Course Readings

The required text for the course is a custom text book:


The text is available at the library’s reserve desk.

Assignments & Grading Criteria Overview

In Class Exams
There will be four in-class exams during the course of the semester and a cumulative final. The lowest exam grade will be dropped. If a student is satisfied with their performance on the first four exams they may be excused from the final. There will be no make-up exams. If a student misses an in-class exam, that exam will be dropped.

Critical Analysis Paper
Each student is responsible for a critical analysis paper which provides a detailed comparison of three articles in a specific health related research area. The topics for the critical analysis paper must fit into one of the following domains:

♦ Health Behaviors – addictive behaviors, obesity, exercise, sexual behaviors
♦ Stress and Coping – individual differences in coping, environmental stress
♦ Chronic Illness – heart disease, pain management
♦ Health Services – patient provider relationship, utilizing medical services
♦ Terminal Illness – caregivers, death and dying

The critical analysis paper should be between three and five double spaced pages. The articles should be from peer reviewed journals, such as: *Health Psychology, Annals of Behavioral Medicine*, or *Journal of Personality and Social Psychology*. More detailed information about the critical analysis paper are posted on the course website on ANGEL.

The critical analysis should be typewritten in 12-point font. A printed copy of the assignment must be handed in; electronic copies sent via email will not be graded.

The critical analysis paper is due by April 5th. This assignment is due in class. Students may turn in the paper anytime before this date.

The brief proposal will not be accepted after April 5th.

In Class Activities
There will be twelve in class activities during the course of the semester. These will be both announced and unannounced and are each worth 10 points. Two in class activity scores will be dropped.
Relief Article—Students have the opportunity to make-up one in-class activity by bringing in an article related to health psychology from the popular press. The article must be clearly referenced if printed from an internet source. The original text of a magazine or newspaper clipping is also acceptable. **This is not an opportunity for extra credit.** This relief is meant to supplement an in-class activity; students will not receive credit for more than 10 in-class activities. **These articles will be collected on a date near the end of the semester which will be announced during lecture.** I reserve the right to reject any relief article.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exams (4) 100 points each</td>
<td>400</td>
<td>Each exam is worth 15%</td>
</tr>
<tr>
<td>Critical Analysis Paper</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>In Class Activities (12, two dropped) Announced and Unannounced at 10 points each</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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</tbody>
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To calculate your grade you need to properly weight each category.

Formula:
\[(\text{Exam 1 Grade} \times 0.15) + (\text{Exam 2 Grade} \times 0.15) + (\text{Exam 3 Grade} \times 0.15) + (\text{Exam 4 Grade} \times 0.15) + (\text{Critical Analysis Paper} \times 0.20) + (\text{In Class Activities} \times 0.20) = \text{Final Grade}\]

**Grading Scale**

The grades will be based on the following scale after the total grades are calculated for all students.

95% of the average score of the top 2% of students = 4.0

For example, if the top two percent of students have grades of 96%, 95% and 94% the average score will be 95%; this score will be used to determine the grading scale. Thus, using this example, the percentage range for a 4.0 will be 96%-90%. The gradations of the scale will be determined in five point intervals; a 3.5 would range from 89%-84%.

**Course grades are based on performance, not effort.**

**Policies**

**Academic Integrity**

Each student is responsible for reviewing the scholastic dishonesty policy of Michigan State University.

Academic dishonesty will not be tolerated; this includes giving or receiving aid on exams, as well as plagiarism from print and electronic sources.
Any student who is found to be guilty of plagiarism, giving or receiving aid on exams or any other form of academic dishonesty will fail the course.

All exams are “closed-book”.

Classroom Environment
Respect is a critical part of facilitating a positive and productive learning environment. This means that students should arrive to the classroom focused and prepared to learn. Questions and discussion are also an important part of the learning process. Even though this is a large class, all students should feel welcome to participate and offer their insights on course materials.

Cell phones, other electronic communication devices, music players/ headsets and newspapers are not allowed in class. Please turn off all cell phones and other electronic communication devices before class.

Email Communication
Electronic communication is considered a form of classroom communication and fits within the same guidelines. The main purpose of email should be brief inquires regarding course content not addressed in the syllabus or information otherwise not available to students. When a student needs to discuss a particular set of personal circumstances regarding their course performance a meeting with the professor is the appropriate venue. Any correspondence for this course should be addressed to the course assistants and originate from a Michigan State University account. If necessary, the course assistants will forward the message to Dr. Harrell or copy her on the response.

The following types of email will not receive a response:
- Inquiries about information which is provided in the syllabus or otherwise accessible (i.e., library policies).
- Rude or disrespectful correspondence
- Correspondence from an account not issued by Michigan State University

Absences
There are no make-up exams or in-class assignments.

Exam Promptness
Students should arrive no later than 8:30 for in-class exams. No one will be allowed to sit for an exam after the first completed exam has been turned in.

Commercialized Lecture Notes
Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Unit 1: Introduction and Stress and Coping
January 11: Introductory Session

January 13: History, Methodology, and Physiology
Chapter 1 Introduction (pp. 2-15)
Chapter 2 Systems of the Body (pp. 17-30)

January 18: Physiology and Stress
Chapter 2 Systems of the Body (pp. 31-42)
Chapter 6 Stress (pp. 146-159)

January 20: Studying the Stress Process
Chapter 6 Stress (pp. 159-172)


January 25: Coping with Stress
Chapter 7 Moderators of the Stress Experience (pp. 173-187)


January 27: Social Support and Stress Management
Chapter 7 Moderators of the Stress Experience (pp. 187-197)


February 1: Exam Review
Chapters 1, 2, 6, 7 and readings

February 3
First Exam

Unit 2: Health Behaviors

February 8: Attitudes and Risks
Chapter 3 Health Behaviors (pp. 44-59)


February 10: Models for Changing Health Behaviors
Chapter 3 Health Behaviors (pp. 59-80)


February 15: Health Promotion and Targeted Interventions
Chapter 4 Health-Enhancing Behaviors (pp. 81-97)


February 17: Eating Behaviors
Chapter 4 Health-Enhancing Behaviors (pp. 97-118)


February 22: Alcohol Use and Abuse
Chapter 5 Health-Compromising Behaviors (pp. 119-130)


February 24: Smoking
Chapter 5 Health-Compromising Behaviors (pp. 130-144)


March 1 Mid-Semester Mark: Exam Review
Chapters 3, 4, 5 and readings

March 3
Second Exam

**SPRING BREAK March 7-11**

**Unit 3: Health Services and Utilization**
March 15: Recognizing Symptoms and Using Health Services
Chapter 8 Using Health Services (pp. 200-213)


March 17: Health Consumers
Chapter 9 Patient-Provider Relations (pp. 214-228)


March 22: Improving Communication and Adherence
Chapter 9 Patient-Provider Relations (pp. 228-242)


March 24: Pain Management
Chapter 10 Pain and Its Management (pp. 243-268)

March 29: Exam Review
Chapters 8, 9, 10 and readings

March 31
Third Exam

Unit 4: Illness & Future Directions
April 5: Chronic Illness
Chapter 13 Heart Disease, Hypertension, Stroke, and Diabetes (pp. 325-360)


CRITICAL ANALYSIS PAPER DUE IN CLASS

April 7-12: Immune Related Disorders
Chapter 14 Psychoneuroimmunology, AIDS, Cancer and Arthritis (pp. 361-396)


Moore, J. (2004). The puzzling origins of AIDS.
April 14: Chronic Illness
Chapter 11 Management of Chronic Illness (pp. 270-298)


April 19: Exam Review
Chapters 11, 13, 14, and readings

April 21
Fourth Exam

April 26: Illness and Issues in Death and Dying and Future Directions
Chapter 12 Psychological Issues in Advancing and Terminal Illness (pp. 299-324)


Epstein, H. (2003). Enough to make you sick?

April 28
Cumulative Final Review

**Monday May 2: CUMULATIVE FINAL EXAM 7:45 – 9:45 a.m.**