

PSY 469 O/2 - Health Psychology

Prerequisites: PSY F101; PSY F275; and junior standing; COMM 131 or COMM 141

Professor: Dr. Monica Skewes
E-mail: mcskewes@alaska.edu
Phone: 474-7326
Office: 238 Arctic Health Research Building
Hours: Monday, 3-5 p.m.; also by appointment

Required Texts:

Sarafino, E.P. (2008). Health Psychology: Biopsychosocial Interactions (7th ed.). Hoboken, NJ: John Wiley & Sons.
 Album, M. (1997). Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson. New York: Doubleday.

Additional Readings: Additional readings will be assigned throughout the semester and will be available on Blackboard.

Course Description: This course is intended to provide a broad overview of research and practice in health psychology. You will be required to master material presented in lectures, films, and the text. The lectures and films are meant to help you to understand the readings and to supplement the coverage of the textbook. Some of the material in the text will not be covered in lecture and films, and some of the material in lectures and films will not be covered in the text.

This course is designated as a half Oral-Intensive (O/2). This designation means that the "O/2" is evident in the course number on the syllabus (PSY 469 O/2). This designation applies to upper-division courses. Oral activities in this course will follow these rules:

Public (large class)

- A. a minimum of 15% of the graded work will be based on effectiveness of oral communication **CORE a**
- B. two presentations of 10 and 20 minutes with questions and answers
- C. Students will receive intermediate instructor assistance in developing presentational competency **CORE b**
- D. Students will utilize their communication competency across the span of the semester, not just in a final project.
- E. Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations. **CORE 5 b, f**

Course Objectives: Students will:

- Develop and demonstrate understanding of the field of health psychology and its relevance to the fields of public health, clinical psychology, social psychology, and medicine.
- Integrate theory and research to develop a comprehensive understanding of health and illness
- Define the biopsychosocial model as an important and viable alternative to the biomedical model of health and illness
- Understand the biopsychosocial processes involved in staying healthy, becoming sick, and living with chronic disease
- Demonstrate how theory and research in health psychology can be applied in real-world settings to improve health and well-being
- Critically evaluate conclusions drawn from research in health psychology
- Demonstrate knowledge in the areas of minority health disparities and cultural influences on health
- Gain skills and experience in public speaking

Instructional Methods: Course lectures, films, readings, and discussions will comprise this course. Students are responsible for knowing all the material presented and discussed in class. All topics are fair game on the

professional presentation software program and will be graded on both the content and style of the presentation.

Examples of types of topics you may reflect on in your contract, journal, and presentation: Ways in which your life might change if you had to cope with this condition on a daily basis; how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified if you had this condition; anticipated obstacles to managing the condition;

90-93% = A-
 87-89% = B+
 83-86% = B
 80-82% = B-
 77-79% = C+
 73-76% = C
 70-72% = C-
 67-69% = D+
 63-66% = D
 60-62% = D-
 < 60% = F

University policy does not permit professors to release grade information to students by telephone or e-mail. Please make requests for grade information in person.

Course Policies: You are expected to attend all classes. Because this course is being conducted in seminar format, missing one class is equivalent to missing three classes in another semester. If you miss a class, you are responsible for obtaining the information covered from another student. It is strongly recommended that you exchange contact information with another student in this course in the event that you must miss a class. Lectures will not be reiterated during office hours for those who do not attend class. Please do your best to arrive for class on time. You will not be permitted to take the quizzes if you arrive to class after another student has completed the quiz. Please quiet your cell phones during class and refrain from text messaging and chatting with your classmates during lectures. Participation during class is important. Please feel free to ask questions as they occur to you, and to offer your opinions during discussions.

It is strongly recommended that you visit the professor and/or TA during office hours should you have questions or difficulty understanding the material. We are here to help!

Laptops are allowed for the purpose of taking notes only. Please do not check your email, twitter, facebook, or engage in any other activity on your computer during class. If I discover that students are using laptops for purposes other than note taking during class, I may decide to prohibit their use in subsequent classes. Do not sleep during class; it is offensive and distracting to others. However, due to the time class will be held, please feel free to bring dinner or snacks to class. Please be respectful of class time, and keep extracurricular activities outside of the classroom. Also, be sure that you are respectful of your peers during course discussions, particularly when

The Speaking Center: is located on 5th floor of Gruening. Coaches are available to help you organize, rehearse, and refine your presentations. Contact 474-5470 or fyspeak@uaf.edu. to schedule an appointment.

Course Schedule:

Date	Topic	Readings
	Labor Day No Class	
	Overview of Health Psychology; Systems of the Body	Chapters 1 and 2
	Systems of the Body	Chapters 2 and 6
	Health Behavior and Health Promotion	
	Health Behavior and Health Promotion	Chapter 6
	Harm Reduction and Motivational Interviewing	TBA
	Stress, Illness, and Coping	Chapters 3, 4, and 5
	Stress, Illness, and Coping	Chapters 3, 4, and 5
	Project #1 Contract Due	
	Review for Midterm	Chapters 1-6
	Reflection Paper Due	
	Midterm Exam	Chapters 1-6
	Healthy Lifestyles	Chapters 7 and 8
	Healthy Lifestyles	Chapters 7 and 8
	Project #1 Simulation and Journals Due	
	Chronic Illness	Chapters 13 and 14
	Chronic Illness	Chapters 13 and 14
	Project #1 Class Presentations	TBA
	Becoming Ill and Getting Medical Treatment	Chapters 9 and 10
	Health Literacy and Minority Health Disparities	TBA
	Pain	Chapters 11 and 12
	Project #2 Pamphlets Due	
	Review for Final	Chapters 1-14
	Project #2 Class Presentations	
	Final Exam, 8-10 p.m.	

PRESENTATION DETAILS (CORE 5 b,c,d, e)**Presentation 1 (100 pts)**

Topic: Disease/chronic health problem simulation. Considering your experience with your simulation, prepare a 10 minute oral presentation to explain the following:

The health problem you simulated

The usual prescribed treatment for this health problem

What you did to simulate the health problem and the treatment (did you mark your skin with a pen to represent blood sugar testing for diabetes? Or take a candy at certain times of day to simulate medication? What else did you do?)

What was it like for you? What was your subjective experience while doing the simulation?

Presentation Rubric (100 pts)

Name: _____

Date: _____

Fair

Good

Exceptional

Mannerisms (0-10 pts)	Body language is closed or expresses much movement that is sometimes distracting.	Body language is fairly open and there is minimal inappropriate movement. No impact on ability of audience to attend to the speech.	Relaxed, confident, inviting body language; movement enhances attention.	
Ability to handle questions (0-5 pts)	Becomes flustered or loses poise			