

PSYCHOLOGY 3460: INTRODUCTION TO HEALTH PSYCHOLOGY
Spring 2010

Instructor: Prof. Timothy W. Smith
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Class: Tu, Th – 9:10 to 10:30 am, BEH S 110
Text: E. P. Sarafino (2008). *Health Psychology: Biopsychosocial Interactions* (6th Ed). Wiley

Description: This course provides as a general introduction and overview of health psychology. The main goals of the course are (a) to provide an overview of substantive content areas of theory and research in health psychology, including the conceptual and methodological foundations of the field, and the three basic issues within it (see page 2), (b) to examine specific contributions of health psychology to understanding acute and chronic diseases, and other medical conditions, and to improving health care (c) to illustrate how principles of health psychology may be applied to everyday life, and (d), learn to think critically about health psychology research.

Grades: During this course you will be given 3 exams. Each of these exams will count towards 25% of your final grade (75% total). Another 25% of your grade will be based on your participation and performance in the learning groups (see handout #1). Make-up exams and extensions for other work will not be given without a doctor's note.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services. The course involves some potentially sensitive topics (e.g., sexual behavior), and students concerned about related reading, lecture content, or class discussions should contact the instructor in advance to discuss the possibility of content accommodations.

Withdrawals: The last date for course withdrawal without instructor's permission is January 20th. Following this period, instructor approval for course withdrawal will only be given for medical or personal emergencies and will be considered on a case-by-case basis.

Incompletes: Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must be passing the course and finished about 75% of course material (i.e., first 2 exams, paper, and satisfactory completion of 75% of discussion assignments up to date of request). Please see your registration guide for more detailed information.

COURSE OULINE and ASSIGNMENTS

| Week | Date | Topic(s) | Readings |
|--|------|--|----------|
| UNIT I: FOUNDATIONS | | | |
| 1 | 1/12 | Course Overview and Introduction | Ch 1 |
| | 1/14 | The Context of Health Psychology | |
| 2 | 1/19 | Health Psychology Research Methods 1 | Ch 2 |
| | 1/21 | Health Psychology Research methods 2 | |
| UNIT II: PSYCHOSOMATICS: STRESS AND DISEASE | | | |
| 3 | 1/26 | Basic Concepts in Stress | Ch 3 |
| | 1/28 | Cardiovascular Disease 1 | |
| 4 | 2/2 | Cardiovascular Disease 2 | Ch 4 |
| | 2/4 | Stress and Infectious Illness | |
| 5 | 2/9 | Stress and Cancer | Ch 5 |
| | 2/11 | Stress Management 1 | |
| 6 | 2/16 | Stress Management 2 (Review for Exam 1) | |
| | 2/18 | Exam 1 | |
| UNIT III: HEALTH BEHAVIOR AND DISEASE PREVENTION | | | |
| 7 | 2/23 | Basic Concepts and Approaches | Ch 6 |
| | 2/25 | Sexual Behavior/STD Prevention | |
| 8 | 3/2 | Smoking | Ch 7 |
| | 3/4 | Drinking | |
| 9 | 3/9 | Weight Management 1 | Ch 8 |
| | 3/11 | Weight Management 2 | |
| 10 | 3/16 | Accident Prevention and Child Safety (Review for Exam 2) | |
| | 3/18 | Exam 2 | |
| 11 | 3/23 | Spring Break | |
| | 3/25 | Spring Break | |
| UNIT IV: PSYCHOLOGY OF MEDICAL ILLNESS AND MEDICAL CARE | | | |
| 12 | 3/30 | Acute Medical Care | Ch 9 |
| | 4/1 | Hospitalization, Serious Illness and Terminal Care | Ch 10 |
| 13 | 4/6 | Pregnancy and Childbirth | |
| | 4/8 | Pain | Ch 11 |
| 14 | 4/13 | Managing Chronic Pain | Ch 12 |
| | 4/15 | Coping with Chronic Illness 1 | Ch 13 |
| 15 | 4/20 | Coping with Chronic Illness 2 | Ch 14 |
| | 4/22 | Future of Health Psychology (Review for exam 3) | Ch 15 |
| 16 | 4/27 | Exam 3 | |
| | 4/29 | University Reading Day | |

PSYCHOLOGY 3460: PARTICIPATING IN LEARNING GROUPS

(Smith, Spring of 2010)

Many courses are structured such that student's work in isolation or in competition with one another. In contrast, the "real-world" will often require you to work cooperatively in small group settings. To facilitate your learning of such skills and the content of this course, you will be given numerous in-class discussion/learning group projects. Your participation in these groups will count towards 20% of your final grade. These assignments will be graded on the following scale:

Minus – No credit: Did not complete assignment or assignment not completed at acceptable level

Check – Credit: Assignment completed at an acceptable level

Check Plus- Credit: Assignment completed with excellence

Graded learning group assignments will be placed in a folder in Rm. 1301. You can look over your group grade but please do not remove these graded assignments from the room.

You will be allowed to miss two of these assignments without penalty. Below I have listed a number of guidelines for your learning groups.

I. Each group member will be assigned a role.

- A. **Reader** reads problem to group and gets discussion started
- B. **Checker** makes sure all members understand how to solve the problem effectively
- C. **Encourager** politely makes sure that all members participate and share their ideas
- D. **Elaborator** relates past and present learning and keeps track of group solution for write-up.
- E. All group members will have an opportunity to be in each role.
- F. Be sure that ALL GROUP MEMBERS understand the solution to an assigned problem as periodically one group member will be randomly selected to communicate the group's solution during class.

II. You will be in your initial learning group for approximately half a semester. After this time period the opportunity to change groups will be given if you wish to interact with more of your student colleagues.

III. Remember that each group member will bring different skills and perspectives to the assigned task. Best results are achieved by the active participation of all group members.

IV. Its okay to disagree with the ideas of other group members, especially if you can articulate the reasons why. In fact, such disagreements will often provide the basis for greater in-depth understanding of course material. However, disagreements may sometimes not end up producing beneficial effects because of the way they are expressed. It's amazing how much a phrase like "you are full of s---" can cut off the lines of communication and impede the effective functioning of any group. No personally derogatory statements are allowed as part of your discussions. Please focus on the ideas that are presented and I think you will find it leads to much more enlightening discussions. Likewise, if someone disagrees with you do not take it personally. Think of it as an opportunity to get feedback on your ideas. Learning is best thought of as a lifelong process.