

**PSYCHOLOGY 3460: INTRODUCTION TO HEALTH PSYCHOLOGY**  
(For example use only)

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Text: Taylor, S.E. (2008). Health Psychology (7th ed.). New York: McGraw-Hill.

*Description:* This course will serve as a general introduction to health psychology. The main goals of the course are (a) to provide an overview of substantive areas of basic research in health psychology, (b) to examine specific contributions of health psychology to understanding acute and chronic diseases, and (c) to illustrate how principles of health psychology may be applied to everyday life.

*Grades:* During this course you will be given 4 exams. Each of these exams will count towards 20% of your final grade (80% total). The final 20% of your grade will be based on your participation and performance in the learning groups (see handout). Extra credit papers will be available that can be applied toward the upcoming exam. The extra credit papers will be worth a maximum of one-half grade higher on the upcoming exam. No make-up exams will 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.

*Withdrawals:* The last date for course withdrawal without instructor's permission is Sept. 3<sup>rd</sup>. 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 80% of course material (about 3<sup>rd</sup> exam date). Please see your registration guide for more detailed information.

Week	Date	Topic(s)	Readings
1	8/25	Course Overview and Introduction	Ch 1
	8/27	Course Overview and Introduction (Cont.)	
2	9/1	No Class (Labor Day)	
	9/3	Health Behaviors	Ch 3,4,5
3	9/8	Health Behaviors (Cont.)	
	9/10	Promoting Health Behaviors	
4	9/15	Promoting Health Behaviors (Cont.)	
	9/17	Working Session: Self-Modification of Health Behaviors	
5	<b>9/22</b>	<b>Exam 1</b>	
	9/24	Symptoms and Help Seeking	Ch 8

Continued

Week	Date	Topic(s)	Readings
7	9/29	Health Care System	Ch 8,9
	10/1	Chronic Disease and Disability	Ch 11
8	10/6	Pain and Pain Management	Ch 10

	10/8	Pain and Pain Management (Cont.)	
9	10/13	No Class (Fall Break)	
	10/15	No Class (Fall Break)	
10	<b>10/20</b>	<b>Exam 2</b>	
	10/22	Dying and Death	Ch 12
11	10/27	Dying and Death (Cont.)	
	10/29	Stress and Disease	Ch 6,7
12	11/3	Stress and Disease (Cont.)	
	11/5	Stress and Disease (Cont.)	
13	<b>11/10</b>	<b>Exam 3</b>	
	11/12	HIV and Immunity	Ch 2,14
14	11/17	HIV and Immunity (Cont.)	
	11/19	Cancer	Ch 2,14
15	11/24	Cancer (Cont.)	
	11/26	Cardiovascular Disease	Ch 2,13
16	12/1	Cardiovascular Disease (Cont.)	
	12/3	Cardiovascular Disease (Cont.)	
17	12/8	Working Session: Future Directions	Ch 15
	<b>12/10</b>	<b>Exam 4</b>	

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NOTES

**PSYCHOLOGY 3460: PARTICIPATING IN LEARNING GROUPS**  
(Uchino, Fall of 2008)

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. 801. 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.