

**HEALTH PSYCHOLOGY AND BEHAVIORAL MEDICINE**  
**PSYC 515.001 - FALL 2016**  
**5:00 – 7:45 M - KINA 215**

**Instructor:** Sarah Reiland, Ph.D.

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**Ofc. Hours:** TR 1:50-3:20 p.m. and 4:50-5:20 p.m.; M 3:45-4:45 p.m.; and by appointment

**Required Text:** Sarafino, E.P. & Smith, T.W. (2014). *Health Psychology: Biopsychosocial Interactions*, (8th ed.). Hoboken, NJ: John Wiley & Sons, Inc. ISBN: 9781118425206

**Course Description:** Study of the biological, social, and psychological factors that combine to influence human health and health practices. Models and methods of identification, prevention, and treatment applicable to behavioral medicine will be reviewed. (PREREQUISITE: PSYC 101 or GRAD Student) 3 CREDIT HOURS.

### **Course Goals and Learning Outcomes**

#### ***University Level Competencies (ULCs)***

This course will contribute to the development of the following ULC's:

Competency 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. They consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. They collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, students successfully express and exchange ideas.

### ***Course Goals and Student Learning Outcomes***

Course goals are based on APA Guidelines for the Undergraduate Psychology Major: Version 2.0 (APA, 2013).

1. Knowledge base of Psychology (connects with ULC 1 and APA Goal 1).  
Students will:
  - Describe key concepts, principles, and overarching themes in psychology (APA 1.1)
  - Describe applications of psychology (APA 1.3)-Assessed through Reading Quizzes, Exams, and Writing Activities
  
2. Scientific Inquiry and Critical Thinking (connects with ULC 1 and APA Goal 2).  
Students will:
  - Use scientific reasoning to interpret psychological phenomena (APA 2.1)
  - Demonstrate psychology information literacy (APA 2.2)
  - Engage in innovative and integrative thinking and problem solving (APA 2.3)
  - Incorporate sociocultural factors in scientific inquiry (APA 2.5)-Assessed through Writing Activities, Exams, Personal Health Behavior Project, and Graduate School Presentations
  
3. Ethical and Social Responsibility in a Diverse World (connects with ULC 2 and 3 and APA Goal 3).  
Students will:
  - Apply ethical standards to evaluate psychological science and practice (APA 3.1)
  - Build and enhance interpersonal relationships (APA 3.2)
  - Adopt values that build community at local, national, and global levels (APA 3.3)-Assessed through Writing Activities, Exams, Graduate Student Presentations, and Personal Health Behavior Project
  
4. Communication (connects with ULC 4 and APA Goal 4).  
Students will:
  - Demonstrate effective writing for different purposes (APA 4.1)
  - Exhibit effective presentation skills for different purposes (APA 4.2)
  - Interact effectively with others (APA 4.3)-Assessed through Writing Activities, Graduate Student Presentations, Personal Health Behavior Project, and Exams

### **Course Resources**

**Writing Center.** Winthrop University's Writing Center is an excellent resource that can help you improve the clarity and power of your writing. The Writing Center is located in 242 Bancroft and offers 30 and 60 minute sessions both in person and online. To make appointments, visit <https://www.winthrop.edu/wcenter/> or call 803-323-2138. To get the most out of your session at the Writing Center, have a draft of your paper ready along with a specific question or issue you want to address. They are especially helpful for issues related to developing a thesis, improving flow, and incorporating references into your paper.

**Academic Success Center.** Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students become effective and efficient learners. The services available to students are as follows: peer tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located in 3 University College on the first floor of Dinkins Hall, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu). For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

**Blackboard and Email.** Blackboard (<https://bb-winthrop.blackboard.com/>) will be used for posting all relevant materials pertaining to the course. Thus, it is recommended that this site as well as your e-mail account be checked on a daily basis. Info about Blackboard and university email is available from Information Technology (323-2400; [helpdesk@winthrop.edu](mailto:helpdesk@winthrop.edu)).

**Student Code of Conduct:** As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook (<http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>). The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. Winthrop subscribes to a digital plagiarism detection program called Turnitin.com, which will be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Additional information will be provided regarding the submission of your work to Turnitin.

**Students with Disabilities/Need of Accommodations for Access** – Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

### **Course Policies:**

**Attendance** – This is a lecture class, and your attendance is required. Attendance will be recorded, and Winthrop's attendance policy will be enforced (see <http://www2.winthrop.edu/public/policy/fullpolicy.aspx?pid=251>).

*If a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section of the University catalogs, a grade of F or U shall be assigned.*

There are 14 regular class periods in this term. If you miss more than 3.5 class periods, you will receive a grade of F or U unless you withdraw by the course withdrawal deadline. If you

miss class due to a university-approved excuse (e.g., illness, attendance at a funeral, representation of Winthrop at an athletic or other university-sponsored event), please provide documentation as soon as possible (e.g., doctor's note) so that I have a record of this. If you are not sure whether your absence qualifies as excused, please contact me.

You are expected to be on time to class. In the case of tardiness, I reserve the right to refuse entry to the day's class session to students who have exhibited habitual tardiness. Tardiness is disruptive to both me and the students in the class. If you are late on a day that a quiz is given, you will not be allowed to take the quiz.

Exams, activities, and assignments will cover information from both the textbook and class lecture/discussion. In the event that you miss a class, you *must* get the notes from a classmate, including any announcements or changes to the syllabus/schedule that were made in the class session you missed. It is strongly recommended that you exchange contact information with one or two other students early in the semester so that you have someone to contact in the event that you are unexpectedly absent.

***Make-Ups*** – Make-up exams and assignments are generally not available. Exceptions for exams will only be made for university-excused absences, and proof will be required (i.e., note from physician, student athlete letter). Make-up exams might not be the same format as the original exam; for example, they could be all essay. If you have a university-excused absence on the day of an exam, you will be required to make-up the exam on the first day (M-F) that you no longer have a university-excused absence. Because you only need to participate in 10 out of at least 12 possible writing activities and 5 out of 7 quizzes throughout the semester, you cannot make up activity points or quizzes unless you have a university-approved absence for every single activity that you missed! If you are provided make-up opportunities for activities or quizzes, they will be different from what was given in class to eliminate any unfair advantage.

***Late Policy*** – Hard copies (and turnitin.com submissions if applicable) of all assignments are due by the start of class on the due date (at the latest). You are highly encouraged to turn in assignments early! Assignments that are late by less than 15 minutes will be docked 5% of the possible points on the assignment. Other than the 15 minute grace period, late assignment will be docked 10% of possible points per 24-hour period that they are late (up to 7 days, after which the assignment will not be accepted for any credit). If you will be absent on the day that an assignment is due, you are still responsible for submitting a hard copy of the assignment to me (and turnitin.com submission if instructed) by the start of class on the day that it is due. If you have a university-approved excuse for your absence on the day that an assignment is due, please contact me as soon as possible to make arrangements. If you could reasonably have been expected to know about the absence in advance, you will generally still be required to submit assignments on time but may be allowed to submit the paper to me electronically.

Documentation for excused absences will be required. If you are granted an extension, generally assignments will be due the first day for which you do not have a documented excuse, so be sure that your documentation covers the days you will be absent.

***Extra Credit*** – Ten points of extra credit may be earned by participating in psychology department studies (5 points for 30 minutes of participation) and completing brief article summaries that pertain to health psychology or behavioral medicine (5 points each). Detailed descriptions of these options are posted on Blackboard. All extra credit is due by the start of the last regular class period, but you are highly encouraged to turn in extra credit earlier!

***Classroom Behavior*** – Your participation in class discussions is highly appreciated. Also, your input and questions are encouraged. Please be courteous to other students in the class and refrain from unnecessary talking in the classroom. Should interruptive talking take place, you may be asked to leave the classroom. All cell phones should be turned off and kept OUT OF SIGHT! No laptops may be used in class without prior permission from me. Remember that professors can see you very well from the front of the class and DO notice when students are whispering to classmates, passing notes, texting, and/or sleeping! Even if a professor does not immediately address this behavior in class, please realize that students who are doing these things are making a poor impression and will likely miss out on opportunities that are available to students who develop more positive relationships with their professors (e.g., awards, letters of recommendation, research opportunities, scholarship nominations, etc.).

***Student Learning Responsibilities*** – Please complete all readings and be prepared to discuss them in class. You should expect to spend at least 6 hours a week outside of class reading, completing assignments, and studying. Please consult with me or another student from class if you miss a class in order to get the material that was presented that day. If you are having difficulty mastering the course material, please make an appointment to see me or visit me during my office hours.

***Syllabus Changes*** – This syllabus is only an approximate outline as to when material will be presented in class. I reserve the right to modify this syllabus at any point during the semester, but you will be informed of any changes.

## **Course Requirements:**

***Exams:*** 100 points each (Total Points = 300)

There will be 3 exams given over the course of the semester. Exams will cover information presented in class as well as information covered in the text. Exams will include multiple-choice, true/false, and essay questions. Attendance on all exam dates is required. Make-up exams will be given at the discretion of the instructor and only in cases of excused absence, such as verifiable medical emergency. Prompt notification of illness or other emergency is required. Make-up exams may differ in format from the regular exam (e.g., may be all essay) and will be given at a date specified by the instructor (e.g., on the final exam date, following the final exam). You will have 75 minutes to complete each exam, including the final exam.

***Personal Health Behavior (PHB) Project:*** 150 points total

Students will apply knowledge of Health Psychology principles to their own health behaviors through one of a number of options that will be presented in class. They will critically evaluate their project in light of health psychology theories and research and will create a new action plan based on the results of this project. This will be an ongoing assignment over the course of much of the semester, and options may include journaling, behavioral reinforcement strategies, or engagement in a health-promoting group or class. The assignment involves several components, such as selecting a topic (5 points), locating 2 empirical journal articles related to the project (5 points), writing a 4 to 6 page paper that summarizes the journal articles (20 points), submitting documentation of the 4-week project (20 points), and writing a final 6 to 8 page paper (100 points) in which students reflect on their project and link their experiences to health behavior models and behavioral medicine topics presented throughout the semester. Detailed written

instructions and rubrics are posted on Blackboard. Both the article summaries and the final paper must be submitted to turnitin.com (through your Blackboard account) in addition to the hard copy. Your topic, selection of articles, and documentation of the final project should be submitted in hard copy only (no turnitin.com submission).

***Writing Activities:*** 10 points each (Total Points = 100)

Regular attendance and active class participation are expected. In addition to exams and assignments, students will have the opportunity to demonstrate their knowledge and critical thinking through class participation and group activities, which will figure into their final grades. Most chapters will involve some type of class activity that will require an out-of-class writing assignment (usually about a page in length) based on an in-class activity. Each activity is worth 10 points, and students are expected to complete 10 of these activities. A general rubric for grading of these activities will be distributed at the start of the semester, and assignment-specific rubrics will be distributed for each writing assignment. There will be at least 12 opportunities to earn these writing activity points, so you can miss class occasionally and still have the opportunity to earn the maximum points possible. Please note that these points CANNOT be made up unless you have a university-approved absence for EVERY single time you miss class. You cannot earn more than 100 points, but you are still encouraged to participate in each activity because some questions on exams will relate to material related to the activities.

***Reading Quizzes:*** 10 points each (Total Points = 50)

Scattered throughout the course of the term, there will be 7 brief quizzes on the assigned reading and material covered in previous lectures. Eighty percent of the questions will come from the textbook reading due that day; twenty percent will come from earlier lecture materials. Quizzes will include multiple choice, true/false, and/or short answer items. Each quiz is worth 10 points, and your two lowest grades will be dropped. Quizzes will not be announced beforehand and will take place at the beginning of class. If you are late to class, you cannot take the quiz.

***Graduate Student Presentations:*** 100 points

Graduate students will develop a 20-minute psycho-educational presentation for use in a group setting. Presentations may focus on prevention issues, education for patients or caregivers, or other health psychology concerns. Examples may include (but are by no means limited to):

- Improving nutritional choices for adolescents with diabetes.
- Preventing sexually transmitted diseases among high school students.
- Preparing an elementary school class or teacher group to anticipate the needs of an incoming student with cancer.

The presentation will be given to the Health Psychology class as though the class were the intended audience. Although the intended audience need not be college students, the presentation should provide the class with a greater understanding of how prevention programs or psycho-educational interventions benefit their audiences as well as a greater understanding of the topic at hand (e.g., diabetes and nutrition; STD prevention; students with cancer). Non-presenting students will also benefit from the opportunity to evaluate and identify specific prevention/intervention strategies used. The topic chosen should be relevant to the graduate student's field of study and should be something that, in theory, could be used later in a professional setting. Topics must also meet learning needs of the Health Psychology class and must be approved by the instructor.

The presentation must provide topical background information that is well-researched using current, relevant, peer-reviewed, scientific sources. Graduate students will provide the instructor with an annotated list of references in APA style. Presentations will be given during class periods designated “Graduate Student Presentations.” Graduate students should meet with the instructor to discuss possible topics and presentation dates no later than October 31st. Additional information about this assignment is posted on Blackboard.

## Calculation of Final Grade

Final grades are based on the percentage of total points earned.\*

### Undergraduate:

Exam 1:	100 points
Exam 2:	100 points
Exam 3:	100 points
Writing Activities:	100 points
Personal Health Behavior Project:	150 points
Reading Quizzes (5 highest):	50 points

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TOTAL: 600 points

A	93-100%	555 points and higher	C	73-76%	435-458 points
A-	90-92%	537-554 points	C-	70-72%	417-434 points
B+	87-89%	519-536 points	D+	67-69%	399-416 points
B	83-86%	495-518 points	D	63-66%	375-398 points
B-	80-82%	477-494 points	D-	60-62%	357-374 points
C+	77-79%	459-476 points	F	below 60%	below 357 points

### Graduate:

Exam 1:	100 points
Exam 2:	100 points
Exam 3:	100 points
Writing Activities:	100 points
Personal Health Behavior Project:	150 points
Reading Quizzes (5 highest):	50 points
Presentation:	100 points

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TOTAL: 700 points

A	93-100%	648 points and higher	C	73-76%	508-535 points
A-	90-92%	627-647 points	C-	70-72%	487-507 points
B+	87-89%	606-626 points	D+	67-69%	466-486 points
B	83-86%	578-605 points	D	63-66%	438-465 points
B-	80-82%	557-577 points	D-	60-62%	417-437 points
C+	77-79%	536-556 points	F	below 60%	below 417 points

\*All students may earn an additional 10 points of extra credit as outlined in the policies.

### Tentative Class Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
Aug. 22	Introduction and Welcome Overview of Health Psychology	
Aug. 29	Medical Ethics Biology	Read Ch. 1; <i>Possible Quiz (Ch. 1)</i> <b><i>Bring textbook to class</i></b>
Sep. 5	<b><i>No class – Labor Day</i></b>	
Sep. 12	Biology Stress (Overview)	Read Ch. 2 and Ch. 3; <i>Possible Quiz (Ch. 3)</i> <b><i>PHB Topic Due (5 pts)</i></b>
Sep. 19	Stress (Moderators & Mediators)	Read Ch. 4; <i>Possible Quiz (Ch. 4)</i>
Sep. 26	Stress (Coping)	Read Ch. 5; <i>Possible Quiz (Ch. 5)</i> <b><i>PHB Article Submissions Due (5 pts)</i></b>
Oct. 3	<b>EXAM 1 (Chapters 1-5)</b> Health Behavior	Read Ch. 6; <i>Possible Quiz (Ch. 6)</i>
Oct. 10	Health Behavior Substance Use and Abuse	Read Ch. 7; <i>Possible Quiz (Ch. 7)</i>
Oct. 17	<b><i>Fall Break – No Class</i></b>	
Oct. 24	Nutrition, Weight, and Exercise	Read Ch. 8; <i>Possible Quiz (Ch. 8)</i> <b><i>PHB Article Summaries Due (20 pts)</i></b>
Oct. 31	Using Health Services Hospital and Healthcare Settings	Read Ch. 9; <i>Possible Quiz (Ch. 9)</i> <b><i>Grad student topics due</i></b>
Nov. 7	Hospital and Healthcare Settings	Read Ch. 10; <i>Possible Quiz (Ch. 10)</i>
Nov. 14	<b>EXAM 2 (Chapters 6-10)</b> Pain (overview)	Read Ch. 11; <i>Possible Quiz (Ch. 11)</i>
Nov. 21	Pain Management	Read Ch. 12; <i>Possible Quiz (Ch. 12)</i>
Nov. 28	Chronic Illness (Part 1) <i>Graduate Student Presentation</i>	Read Ch. 13; <i>Possible Quiz (Ch. 13)</i> <b><i>PHB Final Paper and Documentation Due (120 pts)</i></b>
Dec. 5	Chronic Illness (Part 2) <i>Graduate Student Presentation</i>	Read Ch. 14; <i>Possible Quiz (Ch. 14)</i>
Dec. 10 (Sat 3:00-4:15 p.m.)	<b>FINAL EXAM (Ch 1-14) - 3:00 P.M.</b>	