SANTA CLARA UNIVERSITY
Psychology Department
Winter 2021

HEALTH PSYCHOLOGY (PSYC 117-ELSJ)

COVID-19 PANDEMIC ADAPTED SCHEDULE

DRAFT 2: 12/6/20

SUBJECT TO CHANGE

Instructor: Thomas G. Plante, Ph.D., ABPP
Office: Alumni Science 203 but mostly via Zoom from home (Zoom address = 358-201-2190)
Telephone, E-Mail, web: 408-554-4471 (Office), tplante@scu.edu, www.scu.edu/tplante
Office Hours: By appointment
Course Meeting Room: Zoomville
Course Meeting Times: Tuesdays and Thursdays 2-3:30pm


Additional readings may be provided during the class.

Course Evaluation:
Midterm Quest 1: Week 3 or so
Midterm Quest 2: Week 6 or so
Midterm Quest 3: Week 9 or so
Final Quest: Tuesday of exam week
Arrupe Reflection Paper: Last day of class
Class Participation, Behavior, Scholarly Enthusiasm, and Attendance: +/- can improve or decrease your course grade.

Pass everything, get an “A.” Fail any one of 4 assigned tasks and get a “B.” Fail two of the tasks and get a “C”…..Two low passes equal one fail.

Course Description:
Health psychology involves the discipline and principles of psychology and human behavior in understanding how the mind, body, and behavior interact in health and disease. Class topics include health promotion and primary prevention of illness, health enhancing and health damaging behaviors, psychosomatic illness, stress and coping, faith and health, pain management, and a variety of specific behavior-related medical illnesses (e.g., COVID-19, heart disease, eating disorders, cancer, AIDS). Prerequisites include PSYC 1, 2, 40, 43. The course is primarily designed for psychology and public health sciences majors. This course satisfies the Gerontology Certificate Program requirement.

Course Goals:
(1) To provide a basic and broad based overview of the field of health psychology from a biopsychosocial perspective.
(2) To provide a practical and experiential understanding of the challenges involved in health behavior change.
(3) To provide the foundation for students taking additional courses and advanced training in health psychology.

Learning Goals for Experiential Learning for Social Justice
Social Justice: Developing a disciplined sensibility toward the causes of human suffering and misery, and a sense of responsibility for addressing them.
Civic Life: The roles, rights, and responsibilities of citizens and institutions in societies and in the world.
Perspective: Seeking out the experience of different cultures and people, striving to view the world through their eyes.
Civic Engagement: Addressing major contemporary social issues, including environmental sustainability and peaceful resolution of conflict, by participating actively as an informed citizen of society and the world.
Learning Objectives for Experiential Learning for Social Justice

1.1 Recognize the importance of life-long responsible citizenship and civic engagement in personal and/or professional activities in ways that benefit underserved populations. (Civic Life, Civic Engagement, and Social Justice)

1.2 Demonstrate an understanding and appreciation of the formal and informal knowledge, wisdom, and/or skills that individuals in these communities possess, showing awareness of own and at least one other perspective/worldview. (Perspective)

1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)

Sequence of Topics and Readings:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Health Psychology, the Biopsychosocial Model, and Systems of the Body</td>
<td>Taylor 1 &amp; 2*</td>
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<tr>
<td>2</td>
<td>Health Behaviors</td>
<td>Taylor 3</td>
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<td>3</td>
<td>Health Promoting Behaviors</td>
<td>Taylor 4</td>
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<td>4</td>
<td>Health Compromising Behaviors</td>
<td>Taylor 5</td>
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<td>5</td>
<td>Stress and Coping</td>
<td>Taylor 6 &amp; 7</td>
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<td>6</td>
<td>Use of Health Services</td>
<td>Taylor 8</td>
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<td>7</td>
<td>Patients, Providers, and Treatments and Pain</td>
<td>Taylor 9 &amp; 10</td>
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<tr>
<td>8</td>
<td>Chronic and Terminal Illness</td>
<td>Taylor 11 &amp; 12</td>
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<td>9</td>
<td>Cardiovascular Disease, Diabetes, Cancer, AIDS, etc.</td>
<td>Taylor 13 &amp; 14</td>
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<tr>
<td>10</td>
<td>Future Directions, Ethics, Career Issues and Conclusions</td>
<td>Taylor 15</td>
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Arrupe Reflection Paper Due: Mar 11

This class is approved as an ELSJ Core course. To meet the learning objectives of ELSJ, reflection on the placements will occur during part of our class sessions. We’ll check in with you about your Arrupe placements and discuss how the experiences enliven and enrich the class topics being discussed. We will discuss how the Arrupe placement has illustrated the health psychology theories and practices for class topics. The Arrupe Partnership Reaction Paper is a 5 or so page reaction paper to your experience with partner clients and staff and should incorporate one or more of the ELSJ learning objectives noted above. The papers should well integrate the learning you have experiences in both the class and the Arrupe placement in a thoughtful way. The paper is due at the beginning of the last class. Note that grades for late papers will reflect a ten points per day reduction. Papers won’t be accepted after the scheduled final.

A few additional items

We are all trying the best we can to operate during the COVID-19 pandemic and adapt to online teaching and learning and so forth. It is far from ideal but we are all trying our best to manage and cope. Here are a few thoughts to make the most out of our class.

1. If you can do so, please keep video camera on during our Zoom classes but mute your audio unless you want to speak. I understand that some of you might have broadband issues or that you feel that you are not presentable to be on camera. That is all fine but we want to do whatever we can do, within reason, to approximate the real classroom experience.

2. Feel free to use the chat box feature to ask questions and make comments freely during class.

3. I’m happy to talk with you individually in “office hours.” Just make an appointment with me and we’ll Zoom during a mutually convenient time.

4. I’m reluctant to record our class sessions for later viewing since I want students to feel comfortable and free to speak their minds in class and not worry that somehow their comments will be shared elsewhere or placed on social media. Additionally, I use clinical examples in class regularly and want to be very careful about confidentiality as well.

5. This is the perfect class topic for the pandemic as health psychology research and practice is all about human behavior to stay healthy and cope with illness.

6. I’m always open to your comments and suggestions. We are in this together and let’s do our best to make the most of challenging circumstances.