SANTA CLARA UNIVERSITY  
Psychology Department  
Winter 2019

HEALTH PSYCHOLOGY (PSYC 117)

Instructor: Thomas G. Plante, Ph.D., ABPP  
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Office Hours: Generally before class or by appointment  
Course Meeting Room: Alumni Science 220  
Course Meeting Times: Tuesdays and Thursdays 10:20am-12pm.


Additional readings may be provided during the class.

Course Evaluation:  
Class Quizzes: generally weekly 100 points  
Midterm Learning Adventure 1: Feb 5 100 points  
Midterm Learning Adventure 2: Mar 7 100 points  
Final Learning Adventure: Mar 19 200 points  
Self-Change Project: Mar 14 100 points  
Class Participation, Behavior, Scholarly Enthusiasm, and Attendance: +/-  
 +/- can improve or decrease your course grade.

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., 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.

Sequence of Topics and Readings:  
Week 1 (Jan 8 & 10): Introduction to Health Psychology, the Biopsychosocial Model, and Systems of the Body  
Week 2 (Jan 15 & 17): Health Behaviors and Primary Prevention  
Week 3 (Jan 22 & 24): Eating, Smoking, and Drinking  
Week 4 (Jan 29 & 31): Stress and Coping  
Week 5 (Feb 5 & 7): Midterm Learning Adventure 1 (Tues Feb 5) For Feb 7: Use of Health Services Taylor 1 & 2*  
Week 6 (Feb 12 & 14): Patient-Provider Relations and Pain Taylor 3 & 4  
Week 7 (Feb 19 & 21): Chronic and Terminal Illness Taylor 5  
Week 8 (Feb 26 & 28): Cardiovascular Disease, Diabetes, Cancer, AIDS, etc. Taylor 6 & 7  
Week 9 (Mar 5 & 7): Midterm Learning Adventure 2 (Tues Mar 5), For Mar 7: Spirituality & Health Handout  
Week 10 (Mar 12 & 14): Future Directions, Ethics, Career Issues and Conclusions Taylor 15  
Self-Change Project/Term Paper Due: Thursday, Mar 14th at 10:20am.

* Please have readings completed during the first class session of each week.  
Final Learning Adventure Scheduled: Tues Mar 19th at 9:10am.
Additional Items

1. **Laptops and cell phones.** Laptops and cell phones can be a significant distraction in class but many students who have a documented learning disability are allowed to use them as an educational accommodation. You’ll have to use your best judgement about using them in class and be mindful of the impulse and temptation to check email, Facebook, and watch cute kitten videos! We know that multitasking doesn’t work according to cognitive science research so be thoughtful about this issue if you want to get the most out of class and do well.

2. **Class Quizzes** will occur weekly on the reading material. They will generally include 3 questions asked in class. You are expected to answer 2 of the 3 correctly to pass the quiz. Less than 2 correct answers will result in a fail for the week (10 points loss). Responses should be made on index cards and handed in to the professor. You should have about 10 index cards available for the class. You cannot pass the quiz unless an appropriate index card is used.

3. **Attendance.** You’ll be asked to sign in for each class period and attendance will be recorded. You are expected to be in class for at least 80% of the class sessions. Less than 80% (without doctor or coaches written statement) results in failing the class attendance and behavior portion of the grade.

4. **Expected classroom behavior.** Please note the following expectations regarding classroom behavior:
   a. *Arrive on time.*
   b. *Don’t pack up books and such before class is completed.*
   c. *Consider turning off cell phones and laptops to stay focused.*
   d. *Use restrooms before and after class and during the mid-class break.*
   e. *Don’t leave class once started (if you do, please don’t return that day).*
   f. *If you miss class get notes from other students.*
   g. *Read the textbook as required.*
   h. *Participate in class discussions.*
   i. *Cheating in any form won’t be tolerated and will result in being failed from the class.*

5. **Please note that make-up examinations are not possible.** If you miss one of the midterm learning adventures (note: excused miss only, an unexcused miss will result in a failing grade), the final learning adventure will count for 300 rather than 200 points. Missing both midterm learning adventures will result in the final being worth 400 points. Missing the final or failing to submit the term paper will result in being failed from the course. Learning adventures will primarily be multiple choice and perhaps short essay and graded using a curve if necessary. Learning adventures are meant to encourage critical thinking and will (hopefully) require that you stretch. They will hopefully challenge even the best students.

6. **The self-change project.** You are asked to do a "self-change project" (written in APA style) to enhance an adaptive health behavior for yourself (or for someone else). For example, appropriate topics may include increasing the use of seat belts, practicing safe sex, decreasing alcohol, cigarette, or high fat food consumption, increasing aerobic exercise or sleep, or increasing dental care such as flossing. How to design such a project will be discussed in class. Grades for late papers will reflect a 10 point per day reduction. Papers won’t be accepted after the final. The paper should be 12 pages long with 12 professional peer reviewed references. The paper should include a title page, abstract page, body of paper, and reference page(s). Please refer to the class handout on how to write a paper in APA style and helpful principles in developing a self-change project. Note that the paper is due at the beginning of the last class.

7. We will review learning adventure results immediately after the administration of each in-class midterm. This will provide you with an opportunity to learn how you did and provide you with your chance to ask questions about the adventures.

8. **Please be prompt to class.** We will make every effort to begin and end each class on time. It is very disruptive to everyone and not appreciated when students come to class late or leave early.

9. If you would like to speak with me individually, please feel free to do so. Please make an appointment rather than an unscheduled visit if you can. Generally, before class or by appointment works well.

10. In keeping with the mission of the university, relating the material to the "glory of God and to the common good" as well as helping to educate leaders with competence, compassion, and conscience will be integrated, where appropriate, in class discussions.
In order to make the most of this course (and your tuition dollar) please attend each class session, keep up with the assigned reading, and participate in class activities and discussions with scholarly vigor. To help you further in this noble endeavor, the following list of “Top 10 Ways to do Well in Health Psych” are offered for your consideration.

Top 10 Ways to do Well in Health Psych

10. Start your paper early! Choose a topic/self change project that interests you and that you can get excited about. Remember, the project must be written in APA style.
9. Try to apply the material to your life and the lives of your loved ones. Make it come alive.
8. Review the book chapters and your notes on a regular basis. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning adventures.
7. Be a practicing health psychologist and take care of your body. Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning adventures.
6. Don't even think of cheating (especially at a fine Jesuit university). Academic honesty and integrity is fundamental to our mission. Cheating (including plagiarism) will result in being dropped or failed from the course and will be referred to the university at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, “What's the bottom line? Why is this important? What's the big picture here? If I were the professor, why would I want students to know this?"
4. Write organized, readable notes in class highlighting the major points and concepts.
3. Keep up with the readings. Mass learning (i.e., cramming) just doesn't work (remember the memory chapter in Intro Psych?). Reading and studying a little at a time works in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Be an active learner. It pays off. Participate in class discussions, ask questions freely, and engage in the process. There is no such thing as a "dumb question."
1. Attend class! Don't be tempted to skip class and just photocopy someone’s notes. There is no substitute for being there.

Other Matters from the University

Statements on Academic Integrity,
Disabilities Resources, Accommodations for Pregnancy and Parenting,
Discrimination and Sexual Misconduct, and In-Class Recordings

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### Academic Integrity

The Academic Integrity pledge is an expression of the University’s commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

> I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University’s academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

A note related to academic integrity: Faculty are encouraged to include additional information on academic integrity specific to the class. This might include specifying what constitutes plagiarism, what is acceptable collaboration on assignments, and when students will be asked to affirm or sign the Academic Integrity Pledge (e.g. tests, essays, etc.), or including a version of the pledge signed by the professor in the syllabus. Additional suggestions for promoting Academic Integrity in the classroom are available in the Faculty section of SCU’s Academic Integrity website: [scu.edu/academic-integrity/faculty](http://scu.edu/academic-integrity/faculty).
Disabilities Resources

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, http://www.scu.edu/disabilities as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours within the first two weeks of class.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnant and Parenting Students

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through the Office of Student Life https://www.scu.edu/osl/report/ or anonymously through EthicsPoint https://www.scu.edu/hr/quick-links/ethicspoint/

In-Class Recordings

The Student Conduct Code (p. 13) prohibits students from “(m)aking a video recording, audio recording, or streaming audio/video of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties,” except in cases of approved disability accommodations. The Student Conduct Code also prohibits the “falsification or misuse, including non-authentic, altered, or fraudulent misuse, of University records, permits, documents, communication equipment, or identification cards and government-issued documents.” Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.

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