

PSYCH 410: Health Psychology

Summer 2005

**12:00-1:50 pm Monday-Thursday
11 Pacific Hall**

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Office hrs: Thursday, 3-5 pm

Class Overview:

The purpose of this course is to introduce you to the field of health psychology with an overview of the many different types of research that comprise the field. You'll be asked to read relevant chapters in the textbook that correspond to the lecture topics. To occasionally complement these chapters, articles reporting on relevant research will be posted on the class Blackboard site. Class time will be spent in a variety of ways: lecture, video excerpts, discussion, and writing exercises. By the end of the course you will have learned about many of the different ways in which the mind and body interact in influencing health and healing.

Text and readings:

Taylor, S.E. (2002). *Health Psychology* (5th Ed.). New York: McGraw-Hill. (available at the bookstore)

As this is a fast-moving course, due to time constraints, there is generally a lot of reading assigned per night. Occasionally, other required readings will be posted on the class Blackboard site. Optional readings will also usually be posted, as well.

Class requirements:

Grading will be based on the following criteria:

25%	5 in-class quizzes (5% each)
20%	Research project/presentation
15%	Reaction paper 1
15%	Reaction paper 2
25%	Final essay exam

90%-100%	= A-...A+
80%-89%	= B-...B+
70%-79%	= C-...C+
60%-69%	= D-...D+
59% and below	--> F

In-class pop quizzes

Five different short quizzes (multiple-choice) will be administered at random throughout the course, and each should not take more than 10 minutes or so to complete. The quizzes will consist of a few questions, based primarily on readings from the textbook; these will be graded.

Research project/presentation

As a research project, you will be required to compose an *annotated bibliography* on a topic of your choice. An annotated bibliography contains short descriptions of a number of different articles related to a specific topic, then summarizes the research in a short conclusion (an example will be posted on the class Blackboard site). You will be required to choose a fairly specific topic within the field of health psychology and to find 8-10 articles related to the topic. For each article, you will write two paragraphs: one paragraph summarizing the article and a second paragraph critiquing it—what you think the authors did well or need to improve on. (For a more in-depth description of what I expect, see the “Assignments” folder on the class Blackboard site.) In addition to the annotated bibliography, you will write a 2-3 page conclusion, drawing together the findings from all of the articles. You need to have a topic selected and emailed to me by **June 28**. Your annotated bibliography is due **July 11**. On the last day of class, you will present your research to the class in a 5-minute informal presentation.

Reaction papers

The two reaction papers will provide you an opportunity to elaborate on an idea that is relevant to the topics covered in the previous week. It may be related to an idea that came up in the lectures, readings, group discussions, or videos. The format of these papers is fairly open, with the only requirements being that it must be 2-3 pages long (12-point font, double spaced, 1” margins), relevant to one of the topics we’ve discussed, and well-written. Creativity is encouraged! The first reaction paper is due **June 27**; the second is due **July 5**.

Final essay exam

Your final will be a take-home essay exam. It will be handed out at the end of class on **Wednesday, July 13**, and will be due at the Psychology main office (131 Straub) by 4pm on **Friday, July 15**.

Extra credit

You can earn up to 1% of your grade in extra credit by participating in experiments via the Human Subjects Pool (1 hour = 0.5%; max 2 hours for extra credit). See handout for more information.

Other information

Blackboard

The Blackboard website will be used to make announcements, post grades, and take care of other administrative details. In addition, there will also be supplemental (required) readings posted here, and you will be required to post your topic for the annotated bibliography requirement on the discussion board by June 28. As such, it is essential that you have a University of Oregon email address and are able to log into Blackboard at <http://blackboard.uoregon.edu>. Generally, if you are registered properly, you’ll automatically have access to the site.

Writing resources

There are many resources available to help you with your writing. Academic Learning Services has a writing lab in 72 PLC (see <http://als.uoregon.edu/services/labs/writing.html>); you can make an appointment with a writing tutor or just drop-in. In addition, you might find the Online Writing Lab (Purdue University) to be helpful: <http://owl.english.purdue.edu/handouts/research/>. Another site (Cornell University) that is devoted to annotated bibliographies can be found at

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm> . These are posted on Blackboard under “External links.”

Attendance

As this is a four-week course, attendance is crucial. This course focuses heavily on student discussion and includes supplementary learning material outside of your textbook.

Failure to complete assignments

Failure to complete an assignment will result in a grade of zero for that assignment. Assignments must be turned in on the days indicated on this syllabus, unless you provide a valid reason. Things such as vacations and oversleeping are not valid reasons and will result in a grade of zero. If you know you are going to be missing a class, you **MUST** talk to me by the end of the second class and arrange for the assignment to be turned in beforehand. In the case of an emergency absence, you must contact me within 24 hours to make alternate arrangements.

Academic integrity

All work submitted in this course must be your own. Students guilty of any form of academic dishonesty (cheating, plagiarism, fabrication, etc.) on any assignment will receive an “F” for the course. Violations are taken seriously and are noted on student disciplinary records. Further information is available on the Student Judicial Affairs website:

http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm .

Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements with me as soon as possible. Please also request that the Counselor for Students with Disabilities send me a letter indicating what accommodations you will need. For more information, see <http://ds.uoregon.edu> .

4-Week Courses

If you complete this course, you will earn 4 credits toward your degree. It is important to re-iterate that the requirements for this course are equivalent to those in the same course over 10 weeks during the regular academic year. By continuing in this course, you are accepting that the workload in the given amount of time for this class will be 2.5 times that of a 4-credit class during the regular academic year. According to University principles governing credit and contact hours, each credit is equivalent to 30 hours of work. Your 4 credits for this course are equivalent to 120 hours of work over 4 weeks, which is 30 hours per week. You will spend 8 hours in class each week and should expect to spend up to 22 hours engaged in reading, studying, writing papers and/or completing homework assignments outside of class each week.

Changes to syllabus

I reserve the right to make changes to this syllabus as the class progresses. The most recent version of the syllabus will be posted on the class Blackboard site. In the event that the syllabus does change, I’ll send out an email alerting you to the fact.

Schedule

DATE	TOPIC	READING
<u>Week 1</u>		
June 20	Introduction	(Ch 1, 2)
June 21	Health behaviors	Ch. 3
June 22	Health-enhancing behaviors	Ch. 4
June 23	Health-compromising behaviors	Ch. 5
<u>Week 2</u>		
June 27	Stress and coping <i>Reaction paper 1 due</i>	Ch. 6, 7
June 28	Life stress and social support <i>Research topic due</i>	Blackboard readings
June 29	Pain and chronic illness <i>Guest lecture – Dr. Shoshana Kerewsky</i>	Ch. 10, 11
June 30	Perception and risk <i>Guest lecture – Dr. Paul Slovic</i>	Blackboard readings
<u>Week 3</u>		
July 4	No class	
July 5	Doctor-patient relationships <i>Reaction paper 2 due</i>	Ch. 8, 9
July 6	Psychoneuroimmunology	Ch. 14, Blackboard readings
July 7	Spirituality and health	Blackboard readings
<u>Week 4</u>		
July 11	Alternative medicine <i>Guest lecture – Dr. Kristi Kiel</i> <i>Research project due</i>	Blackboard readings
July 12	Cultural aspects of health	Blackboard readings
July 13	Clinical implications/Future directions	
July 14	In-class presentations	
July 15	<i>Final exam due, 4 pm to Psychology main office (131 Stb)</i>	