

PSYCH 410: Health Psychology
Summer 2006
12:00-1:50 pm Monday-Thursday
12 Pacific Hall

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Office hrs: Thursday, 3-4 pm and by appointment

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 complement these chapters, articles reporting on relevant research will be posted on the class Blackboard site. Class time will primarily be spent in lecture and discussion; however, there will occasionally be videos and guest lectures. 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 (required):

Sarafino, E.P. (2006). *Health Psychology: Biopsychosocial Interactions* (5th Ed.). (John Wiley & Sons, Inc.) (available at the bookstore)

As this is a fast-moving course, there is generally a lot of reading assigned per night, often 1-2 chapters from the text. There will also be 1-2 articles posted on Blackboard for you to read and come ready to discuss on most days.

Class requirements:

Grading will be based on the following criteria:

45% - 90 points	3 in-class exams (30 points each)
15% - 30 points	Attendance (2 points/day)
25% - 50 points	Behavior change activity + essay
15% - 30 points	Discussion questions + write up for one article

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

Attendance

As this is an intensive, four-week course, attendance is crucial. This course focuses heavily on student discussion and includes supplementary learning material outside of your textbook. Daily attendance is required. Each day is worth 2 points (1% of your grade).

Exams

There will be 3 in-class exams, given in the first, second, and fourth weeks of the course (see schedule). These exams will consist mainly of multiple-choice questions, with some short-answer/essay questions, and will cover information from the text as well as the supplemental readings. If you know you will be missing an exam, you must contact me prior to 48 hours before the exam to schedule a make-up exam (which must be taken before the day of the missed exam). No other make-up exams will be allowed.

Article discussion and critical write-up

You will be asked to choose a topic from the schedule provided to lead discussion on articles posted for that topic. Two people will be discussion leaders for each topic, responsible for a total of two articles. Responsibilities will involve working with your discussion co-leader to generate a set of discussion questions for each article and leading class discussion. The discussion questions will be posted on Blackboard the night before for your fellow students. You will also be responsible for a short write-up on one of the articles, to be turned in the day of discussion. Late write-ups will lose 10% for each 24-hour period they are late; *no assignments will be accepted more than 2 days (48 hours) late.*

Behavior change project

This project is one that you create yourself. During the first week, you will be asked to choose a behavior you would like to change, which you will also monitor for a week. Beginning the second week of the class, you will implement a plan for behavior change that you will have created yourself. At the end of the term, you will be asked to report on and summarize your results. See attached for a more thorough project description. As this is a time-sensitive project (due to the intensive class schedule), no parts of this assignment will be accepted if they are late.

Extra credit

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

Other information

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.

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. 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.

If you do not have an email address, go to the Information Technology Center (ITC) in the Knight Library (2nd floor). If you are having difficulty, check the ITC website at <http://libweb.uoregon.edu/kitc/faq/faq.html>.

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/>. These are posted on Blackboard under “Course Documents” → “Writing Resources”.

Failure to complete assignments and turning stuff in

Failure to complete an assignment will result in a grade of zero for that assignment. Assignments must be turned in by the deadlines 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. Do NOT turn in things to my office; all assignments not turned in during class needs to be dropped off at the Psychology Main Office BEFORE the start of class.

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.

A note about plagiarism:

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

To avoid plagiarism acknowledge indebtedness. Indebtedness must be acknowledged whenever:

1. You quote another person's actual words or replicates all or part of another's product
2. You use another person's ideas, opinions, work, data, or theories (even if they are completely paraphrased in your own words)

3. You borrow facts, statistics, or other illustrative materials, unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of [Academic Learning Services](#) (68 PLC, 346-3226).

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>.

How to Prevent Computer Problems

Computer problems are not allowed as an excuse for late submissions of assignments in this course.

Because of the availability of computers in campus labs (library, EMU, SSIL, etc.), you are expected to submit assignments printed clearly and on time. *Your greatest insurance policy against computer problems is to avoid completing your work at the last minute.* If you finish a paper with only moments to spare, you are out of backup options if something goes wrong. If, for some reason, you have tried *everything* and you are still stuck, contact the instructor. **BEFORE** the deadline. Below are common problems and remedies you can enact to eliminate the possibility of a computer mishap resulting in a late assignment: (this is not an exhaustive list)

1. ***“I lost my file.”*** Save your work every 5 minutes. Find the autosave function in your word processing program and set it to automatically save your document every 3 minutes or so. This way, your recovered document will not be more than 3 minutes of re-doing away. Always back your work up (frequently) on a disk or electronically by: a) storing on a remote server (go to Computing Help Center to learn how to do this), b) using a jumpdrive or USB thumbdrive, or c) sending files to yourself as an email attachment.
2. ***“My printer jammed” or “I ran out of toner.”*** First, allow at least a half-day in advance to print your paper (while a computer lab is open) and have a backup plan for printing your document. By sending your file to yourself by email, you can pick it up on a school computer and print in a computer lab. While expensive, Kinko’s is a late night option for printing documents. Furthermore, we encourage you to make arrangements with a friend, family member, or neighbor for help with printing. Ask them in advance: “If I were to have computer problems would it be okay if I came over and used your printer? Is 2:30 in the morning okay with you? You could do the same at my house.” Barter if necessary. Have a second toner cartridge on hand if you haven’t changed yours recently.
3. ***“Something happened to my computer and I don’t know how to fix it” or “My computer crashed.”*** Allow at least a half-day while computer labs are open to finish your work. Computer lab staff can help you if something breaks down. If you work at home, go to the computer help desk when you’re on campus to ask questions about functions on your computer you don’t understand. *If you are unfamiliar with computers, make arrangements to work in a lab until you understand your home system better. (And, see #1 & #2).* Also, potential computer breakdowns underscore the necessity of backing up work on the web (e.g., e-mail) or on an external data storage drive (e.g., jumpdrives).

Schedule

Day	Date	Topic	Activities	Readings/Assignments Due
1	Monday, June 26	Intro Health Psychology, Body Systems	Intro, Syllabus, Lecture	(Ch. 1, 2)
2	Tuesday, June 27	Health Behaviors and Behavior Change	Lecture, Activity	Ch. 6 Behavior change Part I due
3	Wednesday, June 28	Health-Compromising Behaviors	Lecture, Discussion	Ch. 7 Blackboard readings
4	Thursday, June 29	Health-Enhancing Behaviors	Lecture, Activity <i>Exam 1</i>	Ch. 8
5	Mon. July 3	Stress and Illness, PNI	Lecture, Discussion	Ch. 3, 4, Blackboard readings Behavior change Part II due
6	Wed. July 5	Coping and Social Support	Lecture, Discussion	Ch. 5, Blackboard readings
7	Thur. July 6	Alternative Medicine	Guest Lecture: <i>Dr. Tina Kaczor, N.D.</i> <i>Exam 2</i>	Blackboard readings
8	Mon. July 10	The Health Care System	Lecture, Discussion	Ch. 9, 10 Blackboard readings
9	Tues. July 11	Pain and Chronic Illness	Lecture	Ch. 11-12
10	Wed. July 12	Pain and Chronic Illness	Discussion , Video, Activity	Ch. 13-14 Blackboard readings
11	Thur. July 13	Health Psych in Practice	Guest Lecture: <i>Dr. Ron Lechnyr, Ph.D, DSW</i>	Blackboard readings
12	Mon. July 17	Youth and Elder Issues	Lecture, Discussion	Blackboard readings
13	Tue. July 18	Research in Health Psych	Guest Lecture: <i>Dr. Herb Severson, Ph.D</i>	Blackboard readings/TBA
14	Wed. July 19	Health Across the World	GUEST PANEL	
15	Thur. July 20	Cultural Aspects of Health	Discussion, Lecture, <i>Exam 3</i> , Course Evals	Blackboard readings/TBA
	Mon. July 24	BEHAVIOR CHANGE ESSAY PART III due to Psych Main Office by 3 p.m.		

