**PSY3405 D919 Course Syllabus**

**“Critical” Health Psychology (Interdisciplinary Course on Race and Health)**

Fall Semester 2015 Class Meeting Times:

Mondays and Wednesdays 2:30-3:45pm

**Professor:**

Dr. Amanda L. Almond

**Office Phone Number:**

718.260.5114

**\*Email Address:**

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**Office Hours:**

Monday and Wednesdays 1-2pm

Tuesdays (By appointment) 11am-2pm

Thursdays (Walk-Ins) 11am-2pm

\*Email is my preferred method of contact: it is the easiest and quickest way to get in contact with me. Please put “**PSY3405**” in the subject line so that the email is not placed in my junk folder on accident.

Course (Catalog) Description:

This course will provide an overview of extant literature on theories of health psychology and behavior change within the context of critical race theory and simultaneous to developing an understanding of varied philosophies of science. Prerequisite: PSY1101; ENG1101; *CUNY proficiency in reading and writing*

Course Text:

Open Educational Resources (OER) curated on Boundless. Sign up and log in at [www.boundless.com/GQFUYH9XXI26WQ](http://www.boundless.com/GQFUYH9XXI26WQ)

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| **Learning Outcomes** | **Assessment Method** |
| 1. Demonstrate an understanding of health psychology and behavior change theories. | Readings, Quizzes , and ProChange Livewell Program for College Students |
| 1. Demonstrate an understanding of the different research methods that psychologists use to study race and health behaviors. | Article Critique (Individual and Group); Online Tuskegee Assignment |
| 1. Demonstrate an understanding of different disease processes and related behaviors. | Lectures, Guest Lecturers, I’m Positive Paper, Quizzes |
| 1. Demonstrate an ability to apply health psychology concepts to real world situations and understand the role of a critical health psychologist. | Critical Race Paper, Pre-viewing and Post-viewing Film Activities |
| **Interdisciplinary Course-specific Learning Outcomes** | **Assessment Method** |
| 1. Purposefully connect and integrate across-discipline knowledge and skills to solve problems. | Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers |
| 1. Synthesize and transfer knowledge across disciplinary boundaries | Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers |
| 1. Comprehend factors inherent in complex problems and recognize varied perspectives | Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers |
| 1. Gain comfort with complexity and uncertainty and identify the work of neighboring experts in various fields via guest talks. | Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers |

Course Technology Requirements

* A working City Tech email account—resolve this matter ASAP please
* Activated library barcode on your City Tech ID— resolve this matter ASAP please
* [CLICK HERE for help with the first two requirements](http://library.citytech.cuny.edu/help/how/index.php)
* OpenLab Account
* [Boundless Account](https://openlab.citytech.cuny.edu/almondpsy3405d919fall2015/wp-admin/www.boundless.com/GQFUYH9XXI26WQ)
* Blackboard (for paper submission via SafeAssign)
* ProChange Livewell Access Card (provided by professor)
* Camera (Smartphone)
* YouTube account (or Gmail account)
* Personal computer to download interactive game OR See library technician for assistance downloading game via City Tech computer
* Smart phone/mobile personal computer device

ADA Information

No otherwise qualified person with a disability in the United States…shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance. Thus states Section 504 of the Federal Rehabilitation Act of 1973. The American with Disabilities Act of 1990 (ADA), the landmark civil rights legislation, further reinforces the mandate of non-discrimination towards people with disabilities. These two legislative acts encompass a broad range of mandated equalizing opportunities. Universities and colleges must ensure accessibility to students with disabilities (SWDs) of any/all/full educational academic services and programs.

Attendance(10% of final grade)

* A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester.
* We meet twice per week, allowing you to miss up to 3 absences. More than three absences will negatively affect your grade. If you are going to be absent, please let me know in advance. If it is an emergency situation, please contact me within 24 hours of your absences.
* An absence is an absence, whether it is “excused” or not. Contacting me prior does not ‘waive’ the absence.

**Grading**

**Work Component % per assignment % cumulative**

Attendance 10% **10%**

Online Work

Tuskegee Activity 5%

Pre-viewing/Post-viewing Activities 10% **25%**

Boundless Readings

Readings 5%

Quizzes 5% **35%**

Prochange Livewell Behavior Program for College Students

Completion of 3 behavior modifications 5%

Image presentation 5% **45%**

Group Work

In-class Health Theory Worksheet 5%

Group Poster Presentation 10% **60%**

Papers

I’m Positive 10%

Individual Article Critique 10%

Critical Race Paper 10% **90%**

Final Exam (Written self-reflection given last day) 10% **100%**

**A (93.5-100%)**

**A- (89.5-93.4%)**

**B+ (86.5-89.4%)**

**B (83.5-86.4%)**

**B- (79.5-83.4%)**

**C+(76.5-79.4%)**

**C (73.5-76.4%)**

**C- (69.5-73.4%)**

**D (59.5-69.4%)**

**F (59.4% or below)**

Academic Integrity at City Tech

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog. — NYCCT statement on academic integrity

Academic Integrity/Plagiarism

Any occurrence of academic dishonesty, such as cheating or plagiarism will result a failing grade. In addition, the incidence will be reported to the Academic Integrity Committee. What is academic dishonesty? Academic dishonesty occurs when individuals plagiarize or cheat in the course of their academic work.

Plagiarism is the presenting of someone else’s ideas without proper credit or attribution. These ideas could come from:

1. Information obtained from books, journals or other printed sources.

2. The work of other students or of faculty.

3. Information from the Internet.

4. Software programs or other electronic material.

5. Designs produced by other students or faculty. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

Examples of cheating include:

1. Copying from another student during an examination or allowing another to copy your work.

2. Unauthorized collaboration on a take-home assignment or examination.

3. Using notes during a closed-book examination.

4. Taking an examination for another student, or asking or allowing another student to take an examination for you.

5. Changing a graded exam and returning it for more credit.

6. Submitting substantial portions of the same paper to more than one course without consulting each instructor.

7. Preparing answers or writing notes in an exam manual before an examination.

8. Allowing others to research and write assigned papers or do assigned projects, including the use of commercial term paper services.

9. Giving assistance to acts of academic misconduct/dishonesty.

10. Fabricating data (in whole or in part).

11. Falsifying data (in whole or in part).

12. Unauthorized use during an examination of electronic or wireless, handheld devices, including computers or other technologies to retrieve or send information during an exam.

**Course Outline**

This course outline and the dates established therein may be subject to change at discretion of the instructor.

\* indicates brief 1-10 item quiz immediately following the reading: 10% of course grade

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| **WEEK** | **TOPIC** | **READINGS** | **READING DUE DATES** |
| **Week One:** 8/31 | Introduction/Course Overview | Policies | 9/2 |
| **Week Two:** 9/2; 9/9 | Health Psychology; Research Methods | Intro to Health Psych; The Scientific Method | 9/9\* |
| **Week Three:** 9/10; 9/16 | Race: Biological and Social Views | Race | 9/16\* |
| **Week Four:** 9/21; 9/28 | Theories of Health Behavior and Change | Models for Positive Change | 9/23\* |
| **Week Five:** 9/30; 10/5 | Health, Race, and Social Justice | Public Health; Global Health; Descriptive Epidemiology | 9/30\* |
| **Week Six:** 10/7; 10/14 | Stress Responses and Coping Mechanisms | Stress and the Body: Stress and Immunity | 10/7\* |
| **Week Seven:** 10/19; 10/21 | HIV/AIDS | HIV/AIDS | 10/21 |
| **Week Eight:** 10/26; 10/28 | Social Class in the U.S. | Stratification- Katherine Carter | 10/28 |
| **Week Nine:** 11/2; 11/4 | Understanding and Treating Chronic Illness | Experience of Illness | 11/2\* |
| **Week Ten:** 11/9; 11/11 | Cardiovascular Disease | Effects of Exercise on the Heart | 11/11\* |
| **Week Eleven:** 11/16;11/25 | Chronic Pain Disorders | Fibromyalgia | 11/18 |
| **Week Twelve:** 11/23; 11/25 | Cancer | Cancer Overview | 11/25 |
| **Week Thirteen:** 11/30; 12/2 | LiveWell Behavior Program Image Presentations |  |  |
| **Week Fourteen:** 12/7; 12/9 | Group Poster Presentations |  |  |
| **Week Fifteen:**  FINAL 12/14/15 | Self-Reflection of Critical Race Paper and Course | Review film transcripts and notes |  |

**Assignment Due Dates**

**(Late assignments will not be accepted unless at the discretion of the professor for ½ credit)**

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| Policy Responses | **9/2/15** |
| Pre-Viewing Activity | **9/16/15** |
| Post-Viewing Activity | **9/19/15** |
| Tuskegee Assignment | **9/28/15** |
| Pre-Viewing Activity | **10/5/15** |
| Post-Viewing Activity | **10/7/15** |
| Pre-Viewing Activity | **10/14/15** |
| Post-Viewing Activity | **10/16/15** |
| In-Class Group Worksheet | **10/19/15** |
| I’M POSITIVE PAPER | **10/21/15** |
| Pre-Viewing Activity | **10/26/15** |
| Pre-Viewing Activity | **10/28/15** |
| **2** Post-Viewing Activities | **10/30/15** |
| INDIVIDUAL ARTICLE CRITIQUE | **11/4/15** |
| CRITICAL RACE PAPER | **11/25/15** |
| LiveWell Completion/Image Presentation | **12/2/15** |
| Group Poster Presentation | **12/7/15** |
| FINAL- Self-Reflection | **12/14/15** |

Online Work: 15% of course grade

Prochange Livewell Behavior Program for College Students: 10% of course grade

Group Work: 15% of course grade

Papers: 30% of course grade

Final: 10% of course grade

*(Not listed here Attendance (10%) and Readings/Quizzes (10%)*