**Course Syllabus**

**Health Psychology (Interdisciplinary Course)**

**Focus Area: Race and Health**

(PSY 3405 D931)

Class Meeting Place and Time:

Tuesdays and Thursdays 2:30-3:45pm

Spring Semester 2015

Professor:

Dr. Amanda L. Almond

Office Phone Number:

718.260.5114

\*Email Address:

AAlmond@CityTech.Cuny.Edu

Office Hours:

Namm Hall, Room #604 –Tues, Weds, and Thurs, TBD/by appointment

\*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 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:

**Ragin, D. (2015). Health Psychology: An Interdisciplinary Approach to Health, 2nd Edition. Pearson Publishers, ISBN-10: 0205962955**

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| **(Required) Learning Outcomes**  | **Assessment Method**  |
| Demonstrate an understanding of health psychology and behavior change theories.  | Quiz items, LiveWell program, and discussion.  |
| Demonstrate an understanding of the different research methods that psychologists use to study race and health behaviors.  | Quiz items, group project, and questions generated for guest lectures.  |
| Demonstrate an understanding of different disease processes and related behaviors.  | Quiz items, in-class discussion, papers, and assignments.  |
| Demonstrate an ability to apply health psychology concepts to real world situations and understand the role of a health psychologist.  | Quiz items, papers, and LiveWell program |
| **General Education Learning Outcomes for Interdisciplinary Courses** | **Assessment Method**  |
| Purposefully connect and integrate across-discipline knowledge and skills to solve problems.  | Exams, In-class discussion, Assignments, Individual and Final Projects  |
| Synthesize and transfer knowledge across disciplinary boundaries  | Exams, In-class discussion, Assignments, Individual and Final Projects  |
| Comprehend factors inherent in complex problems and recognize varied perspectives  | Exams, In-class discussion, Assignments, Individual and Final Projects  |
| Gain comfort with complexity and uncertainty and identify the work of neighboring experts in various fields via guest talks.  | Exams, In-class discussion, Assignments, Individual and Final Projects  |

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

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

 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**

**Quizzes (3) = 25%**

**LiveWell Behavior Change (3) = 25%**

**Papers (3) = 25%**

**Group Poster = 5%**

**Discussions/Question submission/Short Video/Activities = 15%**

**Attendance = 5%**

**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)**

**Quizzes**

 You will be responsible for completing a total of 3 quizzes using the courses Blackboard site. Each quiz is worth a total of 100 points. Your grades will be made available to you online. Topics include: *Research Methods, Risky Health Behaviors, and Templates for Understanding Chronic Illness.*

**Behavior Modification Program (LiveWell)**

Students will interact three times with the state-of-the-art College Health program during the course at specific times (see below) and are expected to complete and turn in online evaluation forms. This online program will address ***Exercising Regularly****,* ***Stress Management****,* & ***Healthy Eating***. In addition to the website, students will be asked to write a reflection paper.

**Health Website Evaluations (Group Project)**

In groups of no more than 6, you will be given a particular illness prevalent among ethnic minorities. Using 3 different search engines, you will identify 6 health website on the topic. You will be asked to assess and critique the website in terms of its usefulness, message, effectiveness, and appearance. Your group will then present this information using an electronic poster using: http://www.makesigns.com/SciPosters\_Templates.aspx)

**Notes**

 At the end of each week, on OpenLab under course documents, I will post my notes from the text/lectures for you to have to prepare your papers and study for your final exam. IN ADDITION, each week, *TWO STUDENTS* will be identified and submit their notes for the week from class discussion and the text. Throughout the semester you are responsible for submitting a total of ONE notes document. One your assigned due date, you will submit the notes via email, and I will post them to OpenLab after reviewing and grading them.

**General Discussion:**

Periodically (nearly every week) and prior to invited guest talks, you will be asked to generate discussion about the week’s topic. (These are indicated under Tasks on the Course Outline). Questions will also be submitted in advance to guest lecturers. This COURSE REQUIRES OPENLAB. Please CREATE AN ACCOUNT and join the HEALTH PSYCHOLOGY 3405 Group.

**Papers**

 Throughout the semester you will write a total of THREE papers. The first, I’mPositive Reflection is due Week Eight, and will be submitted via Blackboard after completing an online activity.

 The second paper is due Week Nine. This Critical Race Paper will reflect what you’ve learned from the *Race: The Power of an Illusion.* The paper is approximately 5 pages in length and will detail your understanding of what race is, isn’t, and how race is capable of shaping our thoughts, feelings, and behaviors. You will be asked to describe thoughts, feelings, and behaviors specific to health, illness, and wellness. A more detailed handout on this assignment will be given to you.

 The third paper is due Week Twelve. This is a 2 page reflection paper that will be submitted via Blackboard. You will be asked to reflect on your experience with the LiveWell program. How well did it work? What would you improve? What was your favorite part? What was your least favorite part? Based on the results, would you be a compliant patient? Would you make a good health psychologist?

In regards to all papers: NO LATE PAPERS ARE ACCEPTED. (*Unless with explicit and previous permission from the professor).*

**Short Video Assignment**

 This is a brief assignment scheduled for the beginning of the semester. A description will be provided to you in class.

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.

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| **Week** | **Topic** | **TASKS** |
| ONE: 1/29 | Introduction | OpenLab: *Ground Rules* |
| TWO: 2/3-2/5 | Research Methods | Smartphone: *Placebo experiment*Blackboard: *Quiz* |
| THREE: 2/10-2/12(no class) | \*Race: The Power of an Illusion Part 1 | OpenLab: *Video, discussion response* |
| FOUR: 2/17-2/19 | Theories and Models of Health Behavior Change | LiveWell: *Exercise regularly*Instagram: *#CityTechHealthy*  |
| FIVE: 2/24-2/26 | Risky Health Behaviors\*Race: The Power of an Illusion Part 2 | Blackboard: *Quiz* |
| SIX: 3/3-3/5 | Health Care Systems and Policies: Effects of Health*Dr. Robert MacDougall* | OpenLab: *Guest lecturer questions* |
| SEVEN: 3/10-3/12 | Emotional Health and Well-Being\*Race the Power of Illusion Part 3 |  |
| EIGHT: 3/17-3/19 | Stress and Coping | LiveWell: *Stress management*ImPositive (OpenLab): *Game, reflection paper* |
| NINE: 3/24-3/26 | HIV/AIDS*Dr. Gwen Cohen-Brown* | Blackboard: \**Critical race paper*OpenLab: *Guest lecturer questions* |
| TEN: 3/31Spring Break 4/1-4/11 | Group Project (In-Class) | Smartphone: *Minority health websites*OpenLab: *Electronic group poster* |
| ELEVEN: 4/14-4/16 | Cardiovascular Disease | LiveWell: *Healthy Eating* |
| TWELVE: 4/21-4/23 | Chronic Pain Management | Blackboard: *Health behavior change reflection paper* |
| THIRTEEN: 4/28-4/30 | CancerTemplates for Understanding Chronic Illness | Blackboard: *Quiz*OpenLab: *Guest lecturer questions* |
| FOURTEEN: 5/5-5/7 | Health Psychologist’s Role*Ms. Alexandra Nobel, M.A.* |  |
| FIFTEEN: 5/12-5/14 | Course FINAL | In Class: Short Answer/Essay |