**Course Syllabus**

**Health Psychology (Interdisciplinary Course)**

**Focus Area: Race and Health**

(PSY 3405)

Class Meeting Place and Time:

Monday 6:00 pm -8:50 pm

Spring Semester 2016

Professor:

Andree DeCastro

\*Email Address:

adcastro216@gmail.com

\*Email is my preferred method of contact: it is the easiest and quickest way to get in contact with me. Please put “Health Psych” 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**

|  |  |
| --- | --- |
| **(Required) Learning Outcomes** | **Assessment Method** |
| Demonstrate an understanding of health psychology and behavior change theories. | Exam items, and in-class discussion. |
| Demonstrate an understanding of the different research methods that psychologists use to study race and health behaviors. | Exam items, in-class discussion, individual project, group project, and assignments. |
| Demonstrate an understanding of different disease processes and related behaviors. | Exam items, in-class discussion, film reflections, and assignments. |
| Demonstrate an ability to apply health psychology concepts to real world situations and understand the role of a health psychologist. | Exam items, in-class discussion, film reflections, and final project |
| **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**

Tests:

There will be five tests, which will be equally weighted (including the final). Only four tests will count toward your final grade. If you take all five tests, the lowest test grade will be dropped. The tests will cover material from lectures and the textbook primarily through the use of multiple-choice questions, but will also utilize short-answer questions. You generally may take a test early if you make arrangements with me ahead of time.

**There will be NO make-up tests unless explicitly worked out between student and professor.**

**Survival” cards:** To provide you with extra incentive to complete the readings, you will be allowed to turn in a 3” x 5” index card for each day we spend on a chapter. SURVIVAL CARDS MUST BE DELIVERED TO MY OFFICE AT LEAST PRIOR TO THE EXAMINATION DAY. These cards may include outlines, definitions, key ideas, or other information from the chapter. These cards will be returned to you before tests, and may be used during the tests.

**No late “survival” cards will be accepted! SURVIVAL CARDS ARE NOT TO BE MADE DURING THE CLASS MEETING PERIOD.**

Behavior Modification Program (Individual Project):

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 as to how race and culture can interact with these behavior modification programs

Health Website Evaluations (Group Project)

In groups of no more than 6, you will be asked to identify a particular illness prevalent among ethnic minorities. Using 3 different search engines, you will identify 6 health websites 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)

You will share your finding with the class. Project description and grading rubric to be given out in class.

General Discussion:

Periodically and prior to guest talks, you will be asked to generate several questions about the week’s topic. The question will be addressed using the discussion feature on Blackboard. Questions will also be submitted in advance to guest lecturers.

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.

|  |  |
| --- | --- |
| **Week** | **Topic** |
| ONE: 1/30 | Introduction |
| TWO: 2/6 | Research Methods |
| THREE: 2/13 | Communicable Disease |
| FOUR: 2/20 | Theories and Models of Health Behavior Change |
| FIVE: 2/27 | Risky Health Behaviors  ***Michelle Shapiro, MA (Dietician)*** |
| SIX: 3/6 | Health Care Systems and Policies: Effects of Health  **Farid Cumpliado DMD?** |
| SEVEN: 3/13 | Emotional Health and Well-Being  ***Davon Livingston MA in Nutrition and Exercise Sciences, (Personal Trainer/CEO of Lose-N-Tone Fitness)*** |
| EIGHT: 3/20 | Stress and Coping |
| NINE: 3/27 | HIV/AIDS |
| TEN: 4/3  Spring Break 4/1-4/11 |  |
| ELEVEN: 4/17 | Group presentations/Cardiovascular Disease |
| TWELVE: 4/24 | Chronic Pain Management |
| THIRTEEN: 5/1 | Cancer |
| FOURTEEN: 5/8 | Health Psychologist’s Role  ***Kerri Levine, MA (School psychologist).*** |
| FIFTEEN: 5/15 | Course FINAL |