

**HEALTH PSYCHOLOGY**  
**PSY 3405 ID**  
**Fall 2017**

**I. BASIC COURSE INFORMATION:**

Instructor: Ernest Cote M.A., M.S. Ed.  
 email: professorernie@gmail.com  
 Office Hours: Immediately before and after class or by appointment

<i>Course</i>	<i>Time</i>	<i>Room</i>	<i>Building</i>	<i>Credits</i>
PSY3405ID	T/TH 230-345p 4-515p	A633	Atrium	3

**II. COURSE DESCRIPTION/GOALS:** The purpose of this course is to examine the psychological, behavioral and societal factors that promote and maintain health. The content areas to be addressed in this course include: (1) the body's physical systems, (2) stress, illness, and coping, (3) lifestyle and its contribution to health, (4) the doctor-patient relationship, (5) health care settings and effects, (6) pain, (7) chronic life threatening illnesses, and (8) impacts of society and culture on health.

Upon completion of this course the student will be able to:

1. Demonstrate that they have learned the fundamental theoretical perspectives, principles, concepts, vocabulary and methodology for each of the topics listed in the "Course Description" section of this syllabus.
2. Critically think about theories and research methods in Health Psychology.
3. Demonstrate knowledge of psycho-social factors underlying health and illness, including personal, social, and environmental.

**III. EVALUATION**

Evaluation and student feedback in this course will be based on several of the following formats:

- **Lectures and Discussions** - There is a calendar attached of the projected dates and topics for the class. This is subject to change, but students will be given advanced notice of changes. I encourage you to read the chapters highlighted in the calendar before they are covered in class. I will not lecture strictly from the suggested text, therefore it is important to attend class. A PowerPoint of each lecture will be made available after a lecture is given. **Your attendance and participation in class discussions WILL count toward your final grade.** I want every student to feel comfortable sharing questions, stories, and comments about the material. You may not share a classmate's view, religious beliefs, political beliefs, cultural background or sexual orientation, but you **MUST** be respectful of each other.
- **Examinations** - There will be three examinations during the course, two scheduled during class time and one final. Each of the three exams will cover the material from the lectures immediately preceding that section of the course, from the lecture following the last exam to the most recent material. There will *not* be a cumulative final exam. The exams will consist of multiple choice, fill-in, and short answer questions.

- **Short Papers-** 2 Short papers will be due over the course of the semester. Students will read a scientific article on a topic in health psychology and write a 2-3 page review. Reviews should be critical, and examine the methods of research and the implications of the findings.
- **Participation-** Students are expected to attend all scheduled class meetings and should be aware that the material covered on examinations will come from class lectures. Students are allowed 4 unexcused absences from class. In the event of ANY absence it is the student's responsibility to notify the instructor and arrange to make-up the missed material.
- **Individual Project-** Students will journal about their own behaviors throughout the semester, and learn at least one new health related skill they can apply to their own lives (e.g. mindfulness, yoga, physical exercise programs, meditation, thought journaling, nutrition), and write a 5 page paper on this experience along with citations from academic resources that they read while doing this project. Students are encouraged to use academic resources from across disciplines.
- **Grading Policy** - Grades will be determined using the following system.

Exam 1	20%
Exam 2	20%
Final	20%
Project	15%
Papers	15%
Attendance and Participation	10%

Letter Grade	Grade Scale	Point Range
A	93.0 – 100.0	465+
A-	90.0 – 92.9	450 – 464
B+	87.1 – 89.9	435 – 449
B	83.0 – 87.0	415 – 434
B-	80.0 – 82.9	400 – 414
C+	77.1 – 79.9	385 – 399
C	73.0 – 77.0	365 – 384
C-	70.0 – 72.9	350 – 364
D+	67.1 – 69.9	335 – 349
D	60.0 – 67.0	300 – 334
F	below 60.0	0 – 299

#### IV. COURSE PROCEDURES

- 1.) A recommended (but not required) text book for this course is: Sarafino, E. & Smith, T. (2011). *Health Psychology: Biopsychosocial Interactions, 7th edition*. Danvers, MA: Wiley & Sons.
- 2.) Please take note of the following important dates. The last day to drop from the class and receive a 50% refund is June 4, 2017. The last day to withdraw from the class and receive a "W" on transcript is June 27, 2017.
- 3.) Classroom Behavior: Please turn all cell phones to silent or off during class time. In addition, there will be **NO** contact of any kind with these devices nor any similar devices during a test. No checking of your phones while class is in session.
- 4.) Make up Examinations/Assignments: No make-up examinations will be given with the exception of documented medical or emergency reasons that physically prevent you from attending. If you know you cannot attend a given examination and have a valid excuse, please let me know as soon as possible so we can attempt to make alternate arrangements. Also, **YOU MAY NOT TAKE THE FINAL EARLY.**

#### Learning Objectives:

LEARNING OUTCOMES	ASSESSMENT METHOD
1. Students in the course will examine and understand the theoretical approaches underlying research methods in a historical, cultural, and ethical context; an introduction to the various types of research methods	1. Classroom discussion of theoretical approaches; to identify factual material; in-class and Open Lab participation in discussion or readings on theoretical approaches.
2. Describe and understand the importance of ethics in research from historical, political, social and cultural perspectives and to critically analyze risks vs benefits of conducting research.	2. Classroom discussion surrounding studies on ethics; in-class or on-line group discussion in response to the ethics of studies and conducting research with human subjects; discuss of informed consent form to be included in with project; certification conducting research with human subjects-Institutional Review board.
3. Examine quantitative and qualitative research designs; understand the differences between the two and develop an understanding of when and how to apply each design technique.	3. Class discussion examining current research articles and projects that use quantitative, and/or qualitative, research design; in-class or on-line group discussion and participation activities of the benefits/drawbacks of each.
4. Examine survey/questionnaire creation using reliability and validity measures including appropriate data collection methods and analysis.	4. Classroom discussions of appropriate Likert scale construction, reliability and validity; in-class group discussion.

5. Understand the purpose of correlational methodology and analysis of appropriate use of correlational designs.	5. Classroom discussions about cause and effect vs. correlation between variables.
6. Examine the logic behind the construction and use of experimental designs and quasi-experimental designs.	6. Classroom discussions on experimental and quasi-experimental designs; in-class discussion on assigned reading on experimental design.
7. Understand the proper procedures for preparation, construction and completion of an APA style for annotated bibliography, final in-class presentation and Emerging Scholars poster presentation.	7. Classroom discussions; review of APA style of documentation. Student poster presentations of research projects. *Extra credit will be given for all students who also present their research in the Emerging Scholars Poster Presentation.
8. Understand the concept of causality and how to determine causality utilizing empirical data	8. Students will be able to distinguish between the concepts of causality and correlation among variables. This can be tested through discussion of sample problems.

#### GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT:

LEARNING OUTCOMES	ASSESSMENT
1. Knowledge: To develop an understanding of the key concepts and methods of analysis used in conducting research; to develop analytical and critical thinking capabilities through comparing and contrasting the application of various theories and concepts to the understanding of social problems	1. Discussion of theories and concepts with a focus on developing the ability to distinguish major differences; Students will possess the ability to articulate these ideas and concepts through class and on-line discussions, in written assignments, participation activities, and the group research project proposal
2. Skills: Develop and apply the requisite tools and skills necessary to identify and understand the types of methods best suited for investigating different types of problems and questions.	2. Students will demonstrate an understanding of the basic types of research methods and to assess which are best suited for particular research questions. They should also develop the ability to clearly express in writing, on exams and in class discussions, their research design and why it is the most effective method to address their research proposal goals.
3. Integration: Development of student's ability to create research questions that are based upon and build upon a critical appraisal of existing research across disciplines.	3. Students will be able to formulate questions and build upon a critical appraisal of existing research across disciplines. that are appropriate to different types of research projects in related

	disciplines; assessment of this ability will be measured via the final research project, on exams and in class discussions and participation activities focused on this learning outcome.
4. Values, Ethics and Relationships: Develop an understanding of the fundamental concepts of research design and to apply these concepts to an understanding of how the scientific method can be applied to understanding human behavior and social systems; work creatively with others in group problem solving; develop a respect for diverse viewpoints and apply the skills and concepts covered in the course to the analysis of real-world issues and concepts across disciplines.	4. By the end of the course, students will demonstrate an understanding of the scientific method in the context of the term research proposal. This will involve identifying the problem and relevant variables so that the most appropriate method can be applied to the research proposal.

### **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.

NYCCT statement on academic integrity

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.
11. Unauthorized use of electronic devices such as cell phones, text messaging devices, palm pilots, computers or other technologies to retrieve or send information during an exam.

### **Schedule of Classes**

(Subject to change, will announce changes as far in advance as possible)

<b><u>Week</u></b>	<b><u>Topic</u></b>
<u>1</u>	Introductions, Review of Syllabus, Ch 1
<u>2</u>	Historical Background (Ch. 1)
<u>3</u>	The Body's Physical Systems (Ch. 2)
<u>4</u>	Stress- It's Meaning, Impact and Sources (Ch. 3) Psychoneuroimmunology (Special Topic)
<u>5</u>	Stress, biopsychosocial factors, and illness (Ch. 4)
<u>6</u>	Coping with and reducing stress (Ch. 5) Exam 1 (Ch 1-4)
<u>7</u>	Health Related Behavior & Health Promotion (Ch. 6) Guest Speaker: Ivan Soto- Exercise and fitness
<u>8</u>	Substance Use & Abuse (Ch. 7)
<u>9</u>	Nutrition, Exercise & Safety (Ch 8) Guest Speaker: Patricia Pinto- Nutritionist
<u>10</u>	Using Health Services (Ch. 9) Guest Speaker: Jon Rendina- Public Health Policy
<u>11</u>	Hospitals & It's Effects on Patients (Ch. 10) Exam 2 (Ch 5-9)
<u>12</u>	The Nature of Pain (Ch. 11)
<u>13</u>	Managing & Controlling Pain (Ch. 12)
<u>14</u>	Chronic Illnesses, Theories & Interventions (Ch 13)
<u>15</u>	Heart Disease, Stroke, Cancer & AIDS (Ch 14) Final