

**PSYCHOLOGY 260:  
HEALTH PSYCHOLOGY  
SUMMER 2018  
SYLLABUS**

**Instructor: Dr. Alexander Swan**

Office: Burgess Hall 106B

Email: [aswan@eureka.edu](mailto:aswan@eureka.edu)

Office Phone: 309-467-6418

Office Hours: TR 12 – 3 PM or by appt

My Website: [www.swanpsych.com](http://www.swanpsych.com)

---

**BASIC COURSE INFORMATION**

---

**MEETING:**

When: Tuesdays and Thursdays @ 9:30 to 11:50 AM

Where: Burgess Hall 103

**REQUIRED TEXTBOOK:**

Straub, R. O. (2017). *Health Psychology: A Biopsychosocial Approach*, 5<sup>th</sup> Ed. New York: Worth Publishers.

**ADDITIONAL READINGS:**

Additional journal articles will also be assigned for reading during the course, and they will be made available in a PDF format on the course website. **Reading material should be read *prior* to the lecture in which it is assigned on the course schedule.**

**COURSE WEBSITE:**

All the course announcements, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace.

**COURSE DESCRIPTION:**

This course is designed to give you a broad overview of the field of health psychology, including concepts, theory, and research. Health psychology is a young and exciting field of study that examines the bi-directional relationship between psychology and mental and physical health. We will try to answer such questions as: What does stress do to your health? What psychological and social factors cause people to behave in unhealthy ways? What helps people adjust to illness? Does having a lot of friends affect your health? How can we help people who are in pain without getting them addicted to pain-killers? Does it matter how your doctor talks to you? Does being bereaved make you ill? Can a sugar pill cure back pain?

**CLASS FORMAT:**

The course will consist of short lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed before the chapter is discussed in class.

**INTENDED LEARNING OBJECTIVES:**

In this course, you will:

- Develop an understanding and appreciation of the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors.

- Evaluate how psychological research methods, theories, and principles can be applied to enhance biomedical approaches for promoting health and treating illness.
- Explore the nature of the stress response and its impact in the etiology and course of many health problems.
- Develop skills for designing programs to improve one's own and others' personal health habits and lifestyles.
- Determine how psychological and medical methods for relieving pain differ and are often combined to enhance treatment effectiveness.
- Understand the impact that disabling or life-threatening illnesses have on patients and their families.

## **COURSE REQUIREMENTS AND GRADING**

Personal Health Behavior Change Plan	25%	Various Dates
Film Review Essay (Outside-of-Class Viewing)	15%	<b>DUE on Tuesday, July 24, 2018</b>
Unit Quizzes (3)	30% (10% each)	Various Dates
Online Reading Checks	10%	Various Dates
In-class Participation	20%	Various Dates

### **GRADING SCALE:**

The grading scale I will use for the course is the following:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D+
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

**NOTE: Grades will not be changed for any reason, except for clerical errors!**

### **UNIT QUIZZES:**

- The in-class Quizzes (3 "Units") consist of multiple-choice and short-answer questions and are based on both the lectures and text readings. Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures or readings may appear on the Quiz. Some of the material in the readings will not be covered in the lecture and some of the material in the lecture will not be covered in the readings. **You are responsible for both!**
- Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is a test scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up by taking an essay exam. A doctor's note or some other formal verification of absence is required to make up a Quiz. This is the ONLY condition under which I will give a make-up. All make-up Quizzes are ESSAY in format and must be taken during a make-up period agreed upon by you and me.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of 0 for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else's Quiz.

### **PERSONAL HEALTH BEHAVIOR CHANGE PLAN:**

- We all have behaviors that we would like to change (e.g. exercising, sleeping, smoking, drinking alcohol, wearing sunscreen). This assignment will allow you to take what you learn in this class and make a direct change in your life. Over the course of the term, you will choose a health-related behavior that you would like to change, track/monitor that behavior, and develop and implement a plan to change

that behavior. You will be required to submit periodic assignments through Brightspace (as noted on the course schedule), and write a 2-page reflection paper based on this experience. The assignments are due by the date on the course calendar by 11:59 PM. Late assignments will be docked a full point for each day late. Additional details will be forthcoming. To gain full credit for the assignments, you must complete them and follow all guidelines. **Your reflection paper is due on Thursday, July 26, 2018 by 11:59 PM, and must be two full pages, typed, double-spaced, with 12-point font and 1-inch margins. Late papers will NOT receive full credit (10% deduction per each day late). No exceptions.**

#### **FILM REVIEW ASSIGNMENT:**

- In addition to the Health Behavior Change Assignment, I would like you to watch and evaluate a major Hollywood film within the context of the course. I'm a big fan of film and movies, and I think they have a lot to share and add to a college course. You will write a short essay regarding the portrayal of the health psych concepts and their accuracy according to the research evidence in the readings and from lecture. **Your paper is due on 7/24/17 by 11:59 PM, and must be two full pages, typed, double-spaced, with 12-point font and 1-inch margins. Late papers will NOT receive full credit (10% deduction per each day late). No exceptions.**
- The films you may watch for this assignment include: *Philadelphia* (1993), *Thank You for Smoking* (2005), *50/50* (2011), and *Super Size Me* (2004)
- These films are widely available for viewing—it will be up to you to decide how you view them. One option of many, includes: Rental via Amazon.com (\$2.99 each/SD) OR borrowing through Melick Library.

#### **READING CHECKS:**

- There will be an online, self-graded check on the readings available on Brightspace. These will be multiple choice, and 5 questions each. Since these checks are low-stakes and are only meant to help you digest the material for the in-class Unit Quizzes, you will have 2 attempts for each one. The attempt that achieves the highest score will be recorded. Don't fret too much about these checks; just try your best—they are meant to prepare you for the in-classes Unit Quizzes so those aren't too shocking or overwhelming. Though you can use your textbooks on these reading checks (no time limit), try your best to answer the questions without it, since you won't have the texts on the in-class Unit Quizzes!

## **COURSE POLICIES**

---

### **1. GETTING INFORMATION:**

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:  
 Subject Line: "PSY 260: (insert your topic here)"  
 From: your full address

*Dear (insert name of person you are contacting here),*

*Hello, my name is (your full name here) and I am a student taking PSY 260/Health Psychology. I have a question regarding (insert your question here).*

(Considerate closing of your choosing),  
Your full name

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** I have plenty of office hours. I generally have an open-door policy: if the door's open, please feel free to bug me. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.

## 2. LATE WORK AND MAKE-UP POLICY:

- If participation in college-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
  - On Quizzes, extra credit is offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
  - Your lowest Reading Check and one Participation assignment will be dropped from your final grade category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

## 3. GRADE DISPUTE POLICY:

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to the instructor at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, the instructor will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

## 4. CLASS ETIQUETTE:

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off. If your cell phone goes off during class or an exam, please silence it immediately; do not let it ring

through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.

- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit in the back and at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 9:30 AM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

#### 5. **LAPTOP & TABLET POLICY:**

- a. Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- b. Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- c. However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

#### 6. **ATTENDANCE:**

- Attendance for this course is required. It will be expressed as your participation grade for that film day. Attendance is marked at the end of the class period, as we will have a break in the middle of the class period. Performance in this course is hinged upon Attendance. If you do not attend class, you will likely receive a failing grade.

---

## **ADDITIONAL COURSE AND COLLEGE INFORMATION**

---

### **ACCESSIBILITY (ADA) STATEMENT:**

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or [jzimmerman@eureka.edu](mailto:jzimmerman@eureka.edu).

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

### **ACADEMIC HONESTY AND INTEGRITY STATEMENT:**

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Learning Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own, any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. Cheating on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course. If you are in doubt about what plagiarism means, or about how to appropriately document sources in your work, please contact me; I will be happy to help.

**COUNSELING SERVICES:**

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness  
3248 Vandever Ave. Pekin, IL 61554  
309-437-5522 (Phone)  
309-347-1148 (Emergency Response Services)

**CHANGES TO SYLLABUS:**

The Instructor reserves the right to make policy and course changes to the syllabus at any time with advance notice to students.

## TENTATIVE COURSE SCHEDULE

*Note:* The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Lecture Topic	Readings	Assignments Due on BS
1	T	6/5	1	Course Introduction; What is Health Psychology?; Research Methods	Ch 1; Ch 2	
	R	6/7	2	Biological Foundations; Stress	Ch 3; Ch 4; Engel (1977)	Identify Health Behavior & Cost/Benefit
2	T	6/12	3	<b>DR. SWAN OUT OF TOWN;</b> Film: <i>Stress: Portrait of a Killer</i>		
	R	6/14	4	<b>DR. SWAN OUT OF TOWN;</b> Independent Study: Coping with Stress	Ch 5	
3	T	6/19	----	<b>DR. SWAN OUT OF TOWN;</b> <b>QUIZ 1</b>		Health Behavior Tracking Sheet
	R	6/21	5	PNI & CVD, HIV/AIDS, Cancer	Ch 10; Ch 11; Ch 12; Jaremka et al. (2013)	
4	T	6/26	6	Health Behavior Models; Exercise	Ch 6; Ch 7	Behavior Change Goals & Attitudes
	R	6/28	7	Sleep; Nutrition/Obesity	Ch 7; Ch 8	
5	T	7/3	8	Addiction	Ch 9; Lynam et al. (1999)	Breaking Behavior Chain Strategy & Reward
	R	7/5	9	<b>QUIZ 2</b> Drug Use (Mostly Alcohol, Tobacco, & Marijuana)	Ch 9	
6	T	7/10	10	Drug Use (Mostly Alcohol, Tobacco, & Marijuana)	Ch 9	Social Support & Coping
	R	7/12	11	Health Psych in Care Settings	Ch 13	
7	T	7/17	----	Film: <i>Sicko</i>		Maintaining Health Change Over Time
	R	7/19	12	Pain	Ch 14; Stephens et al. (2009)	
8	T	7/24	13	Complementary & Alternative Medicine	Ch 15; Silberman (2009); Talbot (2000)	Film Analysis Paper
	R	7/26	14	Final Reflection Activity (Not Quizzed) <b>QUIZ 3</b>		Health Behavior Change Reflection Paper

**Capability Course Rubric: Health, Fitness and Well-Being (HFWB)**

1. Demonstrate an understanding of the fundamental aspects of fitness and wellness.
2. Develop a plan for lifelong fitness and wellness.

HFWB	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
<b>SLO- 2 Goals</b>  <b>Health Behavior Change Plan Assignments 1, 3</b>	Goals are clear, specific, and realistic. They are also measurable.	<b>Goals are somewhat clear, specific, and realistic. They tend to be measurable.</b> <b>* This meets capability</b>	Goals are broadly stated but not clear, specific or measurable.	Goals are not stated.
<b>SLO - 1/2Wellness</b>  <b>Health Behavior Change Plan Assignments 1, 4, 5</b>	Plan includes physical and mental health (e.g. stress management) components. Plan identifies support sources.	<b>Plan includes physical and mental health (e.g. stress management) components.</b> <b>* This meets capability</b>	Plan includes only one or 2 components of health.	Plan does not adequately address physical or mental health.
<b>SLO – 2 Content - Accuracy</b>  <b>Health Behavior Change Plan Assignments 2, 6</b>	Plan accurately presents 6 or more uses of fitness components and training principles to achieve goals.	<b>Plan accurately presents 4-5 uses of fitness components and training principles to achieve goals.</b> <b>* This meets capability</b>	Plan accurately presents 2-3 uses of fitness components and training principles to achieve goals.	Plan presents less than 2 accurate uses of fitness components and training principles to achieve goals.
<b>SLO- 1 Knowledge Gained</b>  <b>Health Behavior Change Plan Assignment 7 – Reflection Paper</b>	Student can accurately answer all questions related to facts in the plan.	<b>Student can accurately answer most questions related to facts in the plan.</b> <b>* This meets capability</b>	Student can accurately answer about 75% of questions related to facts in the plan.	Student appears to have insufficient knowledge about the facts used in the plan.