

**PSYC255 P3:
Health Psychology & Behavioral Medicine
Online, Summer 2020 Session 7A**

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**Office Hours:
by appointment virtually**

☞ Welcome to Health Psychology & Behavioral Medicine! ☞

Course Description: This course provides a broad overview of the related fields of health psychology and behavioral medicine. The course applies various theoretical perspectives to understanding how biological, psychological, and social factors interact with and affect: people's efforts to achieve good health and prevent illness; factors underlying health habits and lifestyles; stress and coping and their role in illness; factors relating to seeking and receiving treatment for medical problems; pain and its treatment; and the recovery, rehabilitation, and psychosocial adjustments of people with serious health problems and chronic illnesses such as cancer and heart disease. *Prerequisites: PSYC-100C with a grade of D- or higher.*

This course may be used to satisfy part of the College Core requirements for **Perspectives, Area 3 (P3): Sociocultural Perspectives**. The description and student learning goals for this Core Area are listed below.

Description: "Sociocultural Perspectives" provides students with the opportunity to learn some of the approaches frequently used in social science toward understanding the broad scope of human behavior (for example, individual, societal, cultural, economic, political). Some courses may look at individual human behaviors, some may look at enduring sociocultural structures and systems, some may trace patterns of sociocultural change, and some may take a cross-cultural perspective. What all the courses share, however, is an interest in explaining, interpreting, and/or analyzing patterns of human behavior based on data or evidence utilized in the social sciences.

Student Learning Goals

1. Students will understand and be able to discuss paradigms, methods, and/or theoretical perspectives used to study individual behavior.
2. Students will be able to comprehend the role of data or evidence in arriving at conclusions about individual and/or social behavior.
3. Students will be able to situate their explanation, interpretation, and/or analysis within a paradigm, method, or theoretical perspective.

Student Learning Objectives: I have two primary course goals. First, students can find psychology to be accessible and applicable within everyday situations. Second, students will recognize the role of psychology in health. By the end of this course, students should be able to:

- recognize and articulate the components of the biopsychosocial model, and apply the components of the biopsychosocial model (biological, psychological, social) to health conditions
- recognize why and when people use health care, and appraise others' situations for this information
- employ coping strategies for adjustment to illness and stress reduction
- recognize the influence of stress on health, and identify processes and moderators of the relationship between stress and health
- select an appropriate method of pain reduction
- recognize associations between personality and health, and further identify health behaviors that create links between personality and health
- explain theories of behavior change in terms of their psychological variables
- use health behavior theories to recognize an appropriate point of intervention and to design an intervention

Required Text: There is one textbook that we will use throughout the class (listed below). Additional readings will be posted on Blackboard.

- **Brannon, L., Feist, J., & Updegraff, J. (2014).** Health Psychology: An Introduction to Behavior and Health, 8th Edition. Cengage Learning. ISBN-13: 9781133593072

Course Resources: The course syllabus, lecture notes, announcements, and assignment descriptions will be posted on Blackboard. Additional resources are provided online by the publisher of your textbook:

http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9781133593072&token=

Course Mechanics: This course will be seven weeks in length. I have established some general principles to help you plan your week around the online activities in this course. Exceptions will be posted in the Announcement area, but generally speaking this is how the course will flow:

- Our course week starts on **Sunday** with new material and ends on **Saturday**.
- Materials and assignments will be made available to you at the beginning of each week with specific deadlines throughout the week. You will NOT be able to work ahead through the content of this course by more than a week. It is important that the entire class progresses through the content at the same pace and benefits from the contributions of all other members of the class. Just as a face-to-face class, we will all learn as a group with important and value insights coming from all members of the class. **This is not a self-paced course**, though the schedule is organized in such a way to allow for a degree of flexibility within parts of each week as to when you choose to view class content and participate in class assignments.
- **Asynchronous discussion** will be the main form of communication for this course, which means that class members will not be required to log on at the same exact time. There will be specific deadlines for discussion postings within each week (see course schedule). When you are required to reply to the posts of the other students in the course, your initial postings need to happen in advance each discussion deadline.
- Projects and assignments will have their own due dates that may not correspond with the weekly schedule.
- I expect you will be logging into the course within Blackboard **at least once a day** on weekdays to review course content, participate in discussions and work on assignments. Be especially mindful of coursework that involves working with classmates so that you don't slow anyone else down. Although there are weekend deadlines, you should not feel obligated to log into the course on weekends as long as you complete the work ahead of time.

Course Schedule:

WEEK	TOPIC
WEEK 1	Course Overview and Introduction Seeking and Receiving Health Care
WEEK 2	Health-Related Behavior & Theory Health Interventions
WEEK 3	EXAM 1 Stress: Introduction Stress: Biopsychosocial Factors and Illness 1
WEEK 4	Stress: Biopsychosocial Factors and Illness 2 Stress: Coping & Management The Role of Personality in Health
WEEK 5	EXAM 2 Understanding and Managing Pain Living with Chronic Illness
WEEK 6	Complementary & Alternative Medicine Nutrition, Exercise, & Weight
WEEK 7	Food Psychology Integrative Health EXAM 3 FINAL EXAM

Assessments: According to the NYS Department of Education (8CRR-NY50.1), each 3 credit hour course should reflect the equivalent to 135 hours of coursework. Because this is a 7-week course, that means that you should plan on spending an average of 20 hours per week doing coursework. Your time will be spent reading, watching video lectures, doing activities and assignments, participating in discussions, and completing assessments like projects, quizzes, and exams. See below for more detail. See also the Course Schedule and Grading sections of the syllabus.

- **Exams (60%):** Four multiple-choice exams will be given. Exams will assess information from the lectures, activities, assignments, discussions, readings, etc. Basically anything we cover as part of the course is fair game. The first 3 exams will *not* be cumulative, meaning they only cover the content since the previous exam. The final (4th) exam *will* be cumulative. Exams can be found within the folder of the week that they occur. Exams are always due at 11:59pm (end of the day) and will be made available 48 hours before their deadline so that you may take it at your convenience. You will have 60 minutes to complete each of the first three exams and 75 minutes to complete the final exam, and you must complete each exam in one sitting. Exams are open book, but you must complete them without consulting anyone else. *Please note:* your lowest exam grade will be dropped and only your three highest exam scores will count. Everyone should get to erase a bad test day! 😊
- **Diary Project (10%):** You will do one diary project during the course. For 4 consecutive days, you will do a daily stress diary, in which you will track your stress. You will also answer a set of questions that will accompany the diary. The diary project will be explained in more detail on Blackboard at the start of Week 4.
- **Article Assignment (5%):** You will have one article assignment during the semester. The specific assignment details will be explained in more detail on Blackboard at the start of Week 6.
- **Chapter Quizzes (5%):** Eight quizzes on the textbook chapters will be given throughout the semester. You will take these quizzes on Blackboard to review your knowledge of the reading and help you practice for the exams. You are required to complete at least five of the eight quizzes, but you *must score 100% for the quiz to count*. You may use any resources available to you to complete the quiz and you can retake the quiz as many times as you need to before the deadline, but you must score 100% to receive credit. The chapter quizzes will be available on Blackboard and are *always due at 11:59pm (end of the day) on the date listed* in the weekly overview. No makeups will be permitted.
- **Discussion Posts, Activities, & Assignments (20%):** Most of your coursework will include participation in discussions and completion of activities and assignments. You will have multiple each week. All discussions, activities, and assignments must be completed by 11:59pm (end of the day) on their due dates unless otherwise noted. Discussion posts will not be accepted late.

Remember, this is a 7-week course and things come quickly, so resist the urge to procrastinate!



Exam Schedule

You will be able to schedule each exam within the time blocks listed below:

Exam 1: May 31 - June 1

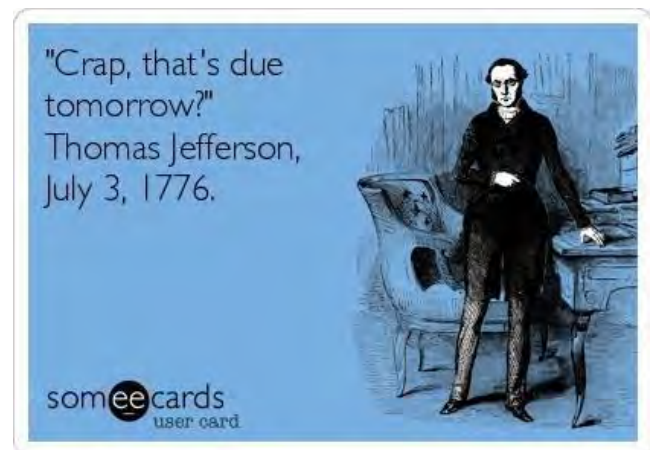
Exam 2: June 14 - June 15

Exam 3: July 1 - July 2

Final Exam: July 3 - July 5

Overall Course Grade: See the Assessments section for the weighting of each course component. Letter grades are based on the percentages below:

Grade	Percentage
A	93% and above
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 – 79.9%
C	73 – 76.9%
C-	70 – 72.9%
D+	67 – 69.9%
D	63 – 66.9%
D-	60 – 62.9%
F	Below 60%



Make-up Exams and Late Policy:

- Make-up exams will only be permitted under special circumstances (e.g., documented illness, family emergency, etc.), and at the instructor's discretion. In other words, you must obtain my permission in order to take a make-up exam - do not assume that permission will automatically be granted. Make-up exams must be taken within 48 hours of the original exam time.
- Grade penalties will be incurred for any part of any coursework that is turned in late with the exception of quizzes and discussion board posts. You will lose a full letter grade (10%) on the coursework for each day that it is late. A "day" is considered to be within 24 hours from the time and date that an assignment is due. For instance, if an assignment is due at 9am on 11/8, it will be considered one day late if it is turned in between 9:01am on 11/8 and 9:00am on 11/9, two days late between 9:01am on 11/9 and 9:00am on 11/10, and so on.
- You cannot make up quizzes or discussion board posts.

Online Participation Policy/Guidelines:

The **Discussion Board** area of this course will facilitate the main portion of communication within this course. There will be discussion activities/questions posted for the class to discuss, debate, reflect upon. These will be posted and made available to you on Sundays at the start of each week. You should be logging into Blackboard and checking the discussions on a daily basis during weekdays. I expect you to respond to the discussion activity/question with an initial post responding to it yourself. Sometimes you will need to work with a partner or a group to achieve the discussion objective. You will also often need to make additional posts responding to the posts of your classmates, either elaborating on their original idea or asking clarifying questions- I will alert you to this when it is a requirement. I have not set a specific number of responses you should post for each discussion. I will be evaluating your participation in the course on the quality of your posts, not quantity (see the Rubric posted below). All discussions will be closed at their deadlines.

Please post any course related questions in the appropriate forum in the **Discussion Board** area: For questions related to a given content topic covered in the course, use the corresponding forum where there is already discussion on that topic. For general class questions or for any other questions that you are not sure where to post, use the **Course Questions** forum.

If you have a question, there is probably someone else in the class with the same question so *don't be afraid to ask*. I will answer the questions you post in the discussion for all to see so everyone can benefit from seeing the answer. For any personal questions or concerns you can email me directly. Use the following high-level rubric to help guide your discussion posts.

Points Awarded	0	1	2
Criteria	Awarded to those who do not participate at all or whose postings do not contribute or demonstrate any relevance to the assigned readings. Posting to the effect of "I agree" fall into this category.	Postings may not indicate you have completed the assigned readings or assignments. -OR- The ideas you present are not original or do not contribute to the discussion in a significant way. -OR- Posting of original idea, but no participation in the conversation with classmates when this is a requirement.	Postings demonstrate a clear understanding of the assigned readings or assignments and adds to the discussion with original ideas and commentary. When relevant, engagement in discussion among classmates also furthers the conversation for the entire class.

Expectations of Students:

- I expect you to be able to access the appropriate technology required for students of online courses so that you can fulfill course objectives (see the online student orientation for these requirements).
- I expect you to log into the course within Blackboard **at least once a day** on weekdays to review course content, participate in discussions and work on assignments. Although there are weekend deadlines, you should not feel obligated to log into the course on weekends as long as you complete the work for those deadlines ahead of time.
- I expect you to adhere to all deadlines. Unless otherwise noted, I will not accept late submissions. All deadlines will be in Eastern Standard Time (EST).
- In all correspondence (discussion posts, emails, etc.), I expect you to follow the "Netiquette" guidelines that were addressed during the online student orientation (please refer back to the guidelines to familiarize yourself).
- I expect you to get in touch with me if you have course concerns or are struggling in some way. Just because we are not in the same physical space doesn't mean I am not available!

Expectations of Professor:

- I will be online at least once each weekday. I will respond to emails and postings in the Course Questions discussion forum within one business day. Do email me again if you haven't heard from me within that timeframe. Sometimes student email goes straight to spam or doesn't go through at all (especially if you do not use your SJFC email account), so I might not have received it!
- I will be monitoring all discussion forums, but I will not be responding to every post (or even every thread!).
- I will be holding virtual office hours by appointment, during which we can Zoom. Email me to set up an appointment if you would like one.

Students with Disabilities: In compliance with St. John Fisher College policy and applicable laws, appropriate academic accommodations are available to students with disabilities. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to refer to the Student Accessibility Services website:

<https://www.sjfc.edu/student-life/student-accessibility-services/academic-accommodations/>

Questions should be directed to the Student Accessibility Services Contact in the Student Accessibility Services Office and and Test Center, Kearney 300 (585.385.5252). Late notification will delay requested accommodations. *If you are a student in need of special accommodations for this course, please contact me before the end of the first full week of classes.*

Academic Integrity: All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school's or program's academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy. All students are expected to be familiar with the details of the Academic Honesty Policy which is available via the SJFC undergraduate catalog: <https://catalog.sjfc.edu/2017-2018/undergraduate/academic-information/integrity/>

Unless explicitly permitted by the instructor, the work students submit must be 100 percent their own. Anything else constitutes academic misconduct, which is a serious offense both academically and professionally. Students can expect severe repercussions, starting with a grade of ZERO on any assignment that the instructor discovers has violated the academic integrity policy. (Violations are also punishable by further sanctions, up to and including expulsion from school.)