

Psychology 150 – Introduction to Health Psychology

Fall 2009

8:00 – 9:15 T R

Instructor: Dr. Annette L. Stanton Office: 5625 Franz Hall email: astanton@ucla.edu
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Office Hours: 1:00 - 3:00 Tuesday (and by appointment)

Teaching Assistant: Gretchen Sholty Office: 3264A Franz Hall email: gsholty@ucla.edu
Office Hours: 9:30-10:30 Tues; 1:00-2:00 Wed; 11:00-12:00 Fri (and by appointment)

Text: Taylor, S. E. (2009). *Health psychology* (7th ed.). New York: McGraw-Hill.

Course Website: You may download the slides shown during class from the course website:
<http://courses.psych.ucla.edu/course.php?srs=328600200&term=09F>
 The slides are intended as an outline, not as a substitute for attending class.

Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading</u>
Week 1 (Sept 28)	Introduction to Health Psychology An Overview of Psychology and Health The Biopsychosocial Model	Chapter 1
Week 2 (Oct 5)	Health Promotion and Health Behavior Change	Chapter 3
Week 3 (Oct 12)	Health-Enhancing Behaviors	Chapter 4
Week 4 (Oct 19)	Health-Compromising Behaviors	Chapter 5
Exam #1 - Thursday, October 22		
Week 5-6 (Oct 26)	Stress and Coping Psychoneuroimmunology	Chapters 6-7 Chapter 14 (pp. 362-71)
Week 6-7 (Nov 2)	The Patient in the Medical Care System Interactions with Health Care Providers	Chapter 8 Chapter 9
Week 7 (Nov 9)	The Experience and Management of Pain	Chapter 10
Course Paper Due – Thursday, November 12, in class or by 5:00 p.m. to Dr. Stanton's office		
Week 8 (Nov 16)	Coping with Chronic Illness	Chapter 11
Week 9 (Nov 23)	Advancing and Terminal Illness Psychological Aspects of Specific Illnesses	Chapter 12 Chapter 13
Week 10 (Nov 30)	Psychological Aspects of Specific Illnesses Challenges for Your Future	Chapter 14 (pp. 371-395) Chapter 15

Exam #2 – Thursday, December 10, 8:00 – 11:00 a.m.

To be responsive to your interests, I reserve the right to change the topics covered in any particular week. Exam and paper due dates will not change.

Exams

Two exams will be administered, each covering only the material included in the previous section. The second exam will not be cumulative, but do note that it is worth more points because it will cover more material. Each exam will be composed of multiple-choice questions. Exam #1 will be worth 60 points, and Exam #2 will be worth 100 points, for a potential total of 160 points. Please bring your own pencil to exams.

If you have any questions about your exam performance or your grade, please first see the teaching assistant, then see Dr. Stanton.

If you must re-schedule an exam, please contact one of us before the exam time so that you can arrange to take the exam prior to the regularly scheduled date. Decisions concerning these exams are made on an individual basis, and it is not guaranteed that you will be allowed to take an exam at a time other than the scheduled time. Any exam that is not taken will be recorded as 0 points. If you are ill on the day of an exam, call Dr. Stanton before the exam time. Bring a physician's excuse to your make-up exam.

Course Paper

A course paper, worth a potential total of 35 points, is required. Paper topics are described below. Feel free to consult with Dr. Stanton or the teaching assistant on topic choice and content. It is important that you tie your topic to course content, referring to book (Taylor, 2009) or course material. Additional references (e.g., articles in scientific journals) are not required, but are fine to include and should conform to the style of the American Psychological Association Publication Manual, Fifth Edition (2001).

Please submit a paper of approximately 4 pages, typed (12-point font) with one-inch margins and double-spaced. Papers are due on **Thursday, November 12** in class or to Dr. Stanton's office by 5:00 p.m. If you turn in your paper after 5:00 p.m. on November 12, 5 points will be deducted from your score. No papers will be accepted after Tuesday, November 19 at 5:00 p.m.

Papers will be read by Dr. Stanton and the teaching assistant (or an additional official graduate student reader) and will be held in strictest confidence. Papers will be graded with reference to quality of analysis of the topic, integration with course material, and clear and correct writing (e.g., organizational structure, grammar, sentence structure, spelling).

Here are some general tips:

You are responsible for the coherent organization of the paper. The recommendations below are merely suggestions for subtopics you might want to address within each broader topic. Select from among these suggestions, or create your own organizing structure.

Many of you will write from a personal perspective. The use of first person ("I") is fine. Remember that writing from your own perspective does not mean that very casual writing, lack of organization, or poor grammar is acceptable.

Remember to integrate course material into your paper. If you are writing about a topic that we have not yet addressed in class, read ahead in the book in order to integrate your paper with course material. It is fine not to provide a formal reference for this material, but rather to use such language as, “As discussed in class, . . .” or “As described in the text, . . .”. If you include direct quotations from the text, provide a page number.

Incorporation of outside references is great, although not required. Use APA style to cite outside material and to provide the reference list. Check these websites for more information on APA style:

<http://www.apastyle.org/learn/faqs/index.aspx>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.delasalle.com/08site/attach/aparef1.doc>

Here are the topics and suggestions for subtopics:

1. Using the relevant research and theoretical literature as a guide, conduct a self-modification project designed to change a health-relevant behavior (e.g., smoking, exercise, healthy eating). In your paper, review the background literature you used to develop your program, describe the program you used, and discuss the degree of effectiveness of the program for you (you may wish to use graphs to illustrate your progress). In addition, specify the factors that you believe contributed to your program's effectiveness/ineffectiveness and those that might have made the program more effective. Be sure to integrate course material into your paper.

Suggestions for subtopics to address in this paper:

State the behavior you wish to change and state your short-term and long-term goals. Be specific!

Describe the context in which the behavior occurs. Under what conditions are you most and least likely to engage in the behavior you wish to change? What situational and personal factors tend to increase/decrease the behaviors? What are the barriers to and facilitators of behavior change?

Describe the strategies you use to alter the behavior.

Use graphs or a recording system to monitor the behavior and any other pertinent conditions (e.g., antecedents and consequences of doughnut-eating).

Conduct an analysis of your behavior change attempt, focusing on what worked and what did not.

What would you do differently?

2. Conduct an analysis of your experience in a health care system. This might include such experiences as working in a hospital, being a patient yourself, or encountering the system as someone close to a patient. In your analysis, refer to the relevant background literature and discuss both the positive and negative aspects of the system, providing suggestions for the system's improvement. Analyze your experience with specific reference to course material.

Suggestions for subtopics to address in this paper:

Describe your experience in the health care system.

What were the positive and negative aspects of the system?

If relevant, analyze the quality and consequences of the communication between the health care professionals and the patient/family and among the health care professionals themselves.

How could the system be improved?

3. Conduct an analysis of your own or a close other's experience with a serious physical health problem (e.g., cancer, heart disease). Analyze the experience with specific reference to course material.

Suggestions for subtopics to address in this paper:

What were the contributors to and consequences of the health problem for the person affected and close others?

If relevant, what were the quality and consequences of the communication among affected parties (e.g., family, friends, health professionals)?

How did the person (and close others) adjust to the health problem? Analyze your/their coping strategies. What factors helped and hindered their adjustment to the problem?

What factors might be altered to improve your/their experience with the problem?

In-Class/Out-of-Class Assignments

Required assignments completed in class and out of class are worth a potential total of 5 points. Note that if you complete all in-class essays AND if you attend other programs, you technically will have more than 5 points. Because seating is limited at some programs and some students' schedules may preclude attendance, however, a **maximum of 5 points is allowed**. Options are:

1) I will ask you to write mini-essays during class time about a topic relevant to health psychology. **Six essay opportunities will be offered, and a maximum potential total of 5 points will be awarded.** You must be in class at the time the essay assignment is completed in order to get the credit.

2) You may attend a **clinical case conference of the Simms/Mann UCLA Center for Integrative Oncology**, a support and education resource for people with cancer and their loved ones. In the case conference, professional staff of the Simms/Mann Center (e.g., clinical psychologists and social workers) discuss current issues in their work at the Center. You will have the opportunity to hear about individuals with cancer and/or their family members and the ways in which psychosocial interventions are applied. The conference will illustrate the integration of medical and psychological concerns with an emphasis on treating the whole person, not just the disease. The conferences will be conducted from 12:00–1:00 p.m. on Monday, October 5, October 19, November 2, and November 16 at the Semel Neuropsychiatric Institute (Semel NPI), Room C8-872. Seating is limited, so you must sign up with Dr. Stanton to attend a specific conference. I recommend that you review the website prior to the case conference, www.simmsmanncenter.ucla.edu for background information about the Center. You are attending by invitation of the Center Director, Dr. Anne Coscarelli, and it is important that you maintain professional courtesy. Specifically, be sure to be on time, make a commitment to adhere to the Center's confidentiality provisions, and maintain a professional attitude. The Simms/Mann Center welcomes your participation, and you should feel free to ask questions during the case conference. **To obtain 1 point, turn in to Dr. Stanton a one-page analysis of the conference during the week that you attend (by the end of our class on Thursday; no late papers will be accepted).**

3) **To obtain 1 point, you may take part in one hour of research conducted by the Psychology 151 class** (Research Methods in Health Psychology). Note that this is NOT the same as participating in the Psychology Department Subject Pool, which is not an option for our class. Go to this website for a description of the experience and to sign up:

https://www.surveymonkey.com/s.aspx?sm=1mLZOt2SO5DmrsPwAabTgw_3d_3d

You must go to this website and sign up by midnight on October 16. The dates for participation will be November 9 through November 20, at a time that is convenient for you. Your participation will be recorded and transmitted to me.

4) Periodically, I might announce other relevant programs on campus. **To obtain 1 point, you will attend the program and turn in to Dr. Stanton a one-page analysis of the program during the week that you attend (by the end of our class on Thursday; no late papers will be accepted).**

Again, a maximum total of 5 points will be allowed for all in-class/out-of-class assignments.

Grading

Course points = 200 (60 Exam #1, 100 Exam #2, 35 course paper, 5 class assignments)

So that you can know what you need to do in order to attain your desired grade, I use a fixed grading scale. Although I reserve the right to lower the scale, I will not make it more stringent.

<u>Grade</u>	<u>% Total</u>	<u>Points</u>
A	93 - 100	186 - 200
A-	90 - 92	180 - 185
B+	87 - 89	174 - 179
B	83 - 86	166 - 173
B-	80 - 82	160 - 165
C+	77 - 79	154 - 159
C	73 - 76	146 - 153
C-	70 - 72	140 - 145
D+	67 - 69	134 - 139
D	63 - 66	126 - 133
D-	60 - 62	120 - 125
F	< 60	< 120

Cheating and plagiarism constitute academic misconduct. At the least, any exam or paper on which cheating or plagiarism occur will be assigned a score of 0.

Major Organizations in Health Psychology

Division 38 (Health Psychology), American Psychological Association: <http://www.health-psych.org/>

Society of Behavioral Medicine: <http://www.sbm.org/>

American Psychosomatic Society: <http://www.psychosomatic.org/>

If you wish to request an accommodation due to a suspected or documented disability, please inform us and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083 (telephone device for the deaf). Website: www.osd.ucla.edu

If there is anything related to the course that you would like to discuss, please feel free to come to us. We are happy to talk with you.