

My primary goals are to help you develop an understanding of the theories, models, and findings of health psychology and to teach you how to ask and answer thoughtful questions about the major topics in the field. As scientists, psychologists are in the business of asking questions. In the field of health psychology, we ask questions like: *How do we best persuade people to use sunscreen? Do we use the same techniques to persuade them to get an HIV test? Why do people develop eating disorders? Do interventions aimed to prevent eating disorders on campus actually work?* Because psychology is a science, there is a particular way of going about answering questions like these, called the *scientific method*. Many of the findings discussed in this course were obtained as a result of scientific research carried out by health psychologists. However, there are many questions yet to be studied. Join me in seeking answers to these questions and in recognizing how important these answers are for us as individuals, for our community, and for our world. Together, we have the opportunity to think critically about the work of health psychologists to date and to begin to make changes in our own lives and in the lives of those around us.

Office Hours:

I hope you will visit me in my office throughout the term, especially if you would like assistance in understanding the lectures or reading. No appointment is necessary to see me during my office hours; simply stop by room 235 of the Bio-Psych building. If you would like to make an appointment for another time, please call me at x7506 or email me at jerusha@lclark.edu.

Course Policies:

Preparation. Group projects, demonstrations, and class discussion will be used throughout the term to help you keep up with the material and to help assure that the concepts are clear. I expect you to be fully prepared for class each week. Full preparation includes not only keeping up with the reading, but also having spent time thinking about the topic for the day in terms of its application to your own life and in terms of questions that you would like me (or your classmates) to answer. At Lewis and Clark, the expectation is that students spend at least 2 hours outside of class for every 1-hour spent in the classroom. That means putting in *at least* 3 hours of work between Tuesday and Thursday's classes in order to keep up with and get the most out of the course (i.e., at least 6 hours outside of class each week).

Participation. Participation, through asking questions, being involved in demonstrations, and speaking up during discussions, is a requirement of this course. Active participation in class requires a safe and trusting environment. Therefore it is important for us to respect each other's views and comments, even if we disagree with them. I encourage debate and thought-provoking discussion, but it must be respectful.

Attendance. Although I do not take attendance in this course, attending class is a prerequisite for meaningful participation. A lot of your learning will come from discussions in class, so you cannot make up a missed class by simply copying notes from a classmate. If you must miss a class, please first obtain information about the missed class from your classmates. After you have gleaned what you can from your classmates, I will be happy to talk to you in more detail about the class you missed. Missing an exam disadvantages not only you, but also your classmates and me. Therefore, make-up exams will only be given for very serious circumstances. Please make sure that you keep exam days free from other responsibilities.

Academic Integrity. Academic integrity is an essential part of learning. Plagiarism, cheating, or the deliberate misrepresentation of information will result in failure of this course. Please avoid any behavior that may be reasonably viewed as suspicious. Remember that helping a classmate to cheat counts as cheating. If you have any questions about citation requirements or plagiarism boundaries, please see the instructor *before* you turn in your assignments. If you have any questions or concerns about academic honesty, please come see me or refer to your copy of Academic Integrity Policy and Procedures.

Learning Disabilities. Learning disabilities will be accommodated if the professor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented at the Student Development Center and to inform the professor as soon as possible in the semester.

Other. All college policies govern this course. Please see the Student Handbook and Catalog for any issues not covered in this syllabus.

Requirements and Grading:

Your course grade will be composed of 2 assignments, 3 projects, surprise reading quizzes, a midterm, and a final exam.

Assignments: The assignments and projects are designed to help you apply some of what we are learning about in class to your life outside the classroom. Assignments are due *before class begins* on the due date. Often we will be discussing the assignments in class, so turning in an assignment later in the day means foregoing the opportunity to engage in thought-provoking discussions. Because of this, one grade will be deducted from your assignment if you do not have it completed *before class*, and additional points may be deducted for each day assignments are late. (Please note that being late often means losing credit all together. Therefore, it is *especially* important to know the dates assignments are due, to plan ahead, and to get to class on time.)

(1) Interviews for Intervention: For this assignment, you will be asked to interview 3 people associated with Lewis & Clark College (peers, other professors, staff, etc.) to find out what they think is the most important health problem on Lewis & Clark College's campus. Based on their opinions, I would like you to come up with a proposal for *one* intervention that could take place on campus. The intervention may target one or more of the problem areas that your interviewees raised. This assignment is worth **2%** of your final grade, and I expect you to (1) provide a thoughtful summary of your 3 interviews, (2) provide a clear recommendation for an intervention that could be done on campus to combat the problem(s), and (3) limit your paper to 2-3 typed pages. You are required to turn in your interview for intervention assignment *before class* on **February 6th**.

(2) Stress Log and Coping Strategies: In class on **March 6th**, I will introduce you to the idea of keeping a stress log. Over the next week, you will be asked to keep track of your stress levels on the Stress Log and turn in an initial copy of your log on **March 8th**. In class on March 8th, we will talk about moderators of the stress experience. Between then and the final due-date, you will continue to monitor your stress and add coping strategies. (Greater detail will be provided in class). Your final stress log and coping strategies are due *before class* on **March 13th**, and this part of the assignment contributes **3%** to your final grade. We will discuss your stress logs and coping strategies in class on March 13th.

Projects:

(1) A Question of Health^{*} : Life is full of questions: Can cell phones cause cancer? Does the ___ diet really work (and is it healthy)? Are herbal supplements effective to treat ___? Is this new drug ___ really able to shorten the duration of colds? The ability to evaluate information is a valuable skill to develop: it could prevent you from losing money on a bad purchase or help you decide on the best medical treatment for a disease. This project will provide the opportunity to investigate a question related to human health and disease and to determine the availability of scientific evidence pertaining to this issue. You will turn in a final write-up of your findings and briefly present your findings to your classmates on **February 27th**.

For your paper, you will need to survey both the Internet and popular literature for information related to your question. You also will need to determine whether any scientific studies have been performed on your topic. Your project should be more detailed than the information designed for the general public, but, at the same time, you will need to define technical terms so that someone without a background in the topic you are investigating easily grasps the project content. The project will be divided into three stages (assignment handout will give a complete description of each stage). The three stages are:

- 1) Topic proposals (due **January 23rd**, worth 1%)

- 2) Annotated bibliography & “map” of paper (due **February 13th**, worth 2%)
- 3) Final paper and brief in-class presentations (due **February 27th**, worth 9%)

For this assignment, you may work on your own or with one or two partners (maximum group size of three). I encourage students new to psychology (or non-majors) to consider working with an advanced psychology major. Psychology majors are likely to already have some expertise in using search engines like PsychInfo. Group members must be selected by January 23rd.

**Thanks to Joyce Tamashiro at the University of Puget Sound for creating and sharing this project.*

(2) Behavior Change Project: Throughout the semester we will be talking about health behaviors and the challenges associated with living healthier lives. In light of this, your next project is to choose a behavior that you would like to change (e.g., sleeping only 5 hours a night, skipping breakfast regularly, not exercising, exercising too much, being without social supports, drinking too much, smoking too much, feeling overly stressed). After choosing a target behavior, you will come up with a plan for behavior change (either by reducing the unhealthy behavior or adding a healthy one). As a whole, the behavior change project contributes **18%** to your final grade. The points are spread out among three parts: a proposal (worth 1%, due on **February 1st**), baseline observations (worth 2%, due on **February 15th**), and final write-up (worth 15%, due on **April 5th**).

The Proposal: The written part of the proposal is to be *approximately 2 pages* long, describing the behavior you would like to change and how you plan to monitor it (your behavior need not be among the ones I have suggested above). Please attach sample monitoring charts to your write-up (and define the variables you plan to monitor) in your proposal. You will turn in your proposal on **February 1st**, and I will give you feedback on your proposal by February 8th.

The Baseline Phase: During the baseline phase (beginning by February 8th) you will observe, record, and keep a chart on the occurrence of your behavior for a period of *one week*. The baseline phase is designed to get an assessment of the frequency, form, and effects of your target behavior. You will turn in a chart of your baseline observations on **February 15th**. After turning in your baseline observations, you will begin the modification phase of this project.

The Modification Phase: During the modification phase, which will last approximately *one month*, you will implement a behavior change intervention, designed to modify your behavior. You will continue to chart your behavior and the aspects of your intervention throughout the modification phase of the project.

The Written Report: The written report (due on **April 5th**) will include 4 sections (plus references): an introduction (describing your target behavior and its antecedents and consequences), a program description (describing the strategies you used to modify your behavior), the results of your behavior change attempt, and a discussion of your experience. Your report should be 10-12 pages (including graphs and charts).

You will not be graded on how successful you were in adopting a new behavior (or in changing an unhealthy one). Instead, you will be graded on how well you chronicled your efforts to change. By engaging in this project, my hope is that some of the ideas discussed in class will come to life for you personally. As you monitor the troubles and triumphs associated with making changes in your everyday life you will be taking steps toward becoming your own “health psychologist.”

(3) Plea for Funding: Funding for psychological research can be very hard to come by, yet it is crucial for conducting research on health-related interventions. For this project, imagine that the city of Portland has been given a one million dollar grant to put towards research in the field of health psychology. It is your task to pick an important health issue and to come up with persuasive arguments for why your specific health issue should receive the \$1 million.

Below, I have listed potential health issues for the ***Plea for Funding*** project. Additional topics may come up in class during the semester as well as through your exploration of health websites. On **April 3rd**, you will have the opportunity to rank the topics you are most interested in. I will then assign you *one* topic and group you according to overlapping interests. It will be ***your group's task*** to (1) describe the health issue, (2) describe the health issue's impact on residents of the city of Portland, (3) describe the type of intervention you would like to conduct, (4) describe the theoretical rationale for and feasibility of your intervention, (5) create a detailed budget for your intervention, and (6) convince the class that your issue deserves the \$1 million of funding. On **April 17th**, you will be required to turn in an outline of your group's ideas and a proposed budget (worth **2%**). Each group will then be asked to make a presentation of their ideas (with each group member presenting some of the material) in-class on either **April 19th**, **April 24th**, or **April 26th** (the order will be determined by a random drawing). Your group presentation and final write-up will contribute **13%** to your final grade. Additional details about the requirements of this project will be described in-class during the semester.

Potential Topics:

HEART DISEASE	MENTAL HEALTH
CANCER (SPECIFY TYPE)	SAFER SEX
EXERCISE	ALCOHOL
TEEN PREGNANCY	DIETING / ANOREXIA / BULIMIA
SMOKING	SOCIAL SUPPORT
DRUG USE	ALTERNATIVE MEDICINE
DIABETES	HIV/AIDS
CHRONIC PAIN	ALZHEIMER'S DISEASE

Surprise Reading Quizzes: On unannounced days throughout the semester, I will give out a surprise reading quiz on the reading material due for that day's class. The quizzes will be given at the start of the class, so be sure to make it to class on time. Your lowest quiz grade (including absences or late arrivals) will be dropped from your final average, and the surprise reading quizzes contribute a total of **5%** to your final grade.

Midterm and Final Exam: Your final grade will also be based on your performance on 2 exams. The Midterm Exam will take place in-class on **March 15th**, and your Final Exam will take place during final exam week (on **May 1st**). The Final Exam will be cumulative. You will have exactly *90 minutes* of class time to complete the midterm, and *three hours* to complete the final. The Midterm will contribute **20%** to your final grade and the Final will contribute **25%** to your final grade.

Both the midterm and final exams will consist of multiple-choice, fill-in-the-blank, short answer, and essay questions that cover material from the lectures and the readings. As indicated above, make-up tests will be given only under extenuating circumstances. Arrangements must be made in advance.

Grading Scale:

The following scale will be used to compute your grade on each exam and your final grade:

A- or A	90-100%	B- B or B+	80-89%	C or C+	72-79%	D+	68-69%	F	0-61%
				C-	70-71%	D	62-67%		

Basis of Evaluation:

Your final grade for the course will be based on the following:

Interviews for Intervention:	2%
Stress Log & Coping Strategies:	3%
A Question of Health:	12%
Behavior Change Project:	18%
Plea for Funding:	15%
Surprise Reading Quizzes:	5%
Midterm:	20%
Final Exam:	25%

TOTAL = 100%

Please note that I may adjust your final grade in the class *up or down* in light of your preparation, participation, attendance, and overall commitment to the class. The grade of "B" is average for this kind of course. It reflects work that is normally done thoughtfully and thoroughly by students. The grade of "A" is earned by students who consistently do outstanding work and who show an unusually strong commitment to being active participants in the learning experience.

Helpful Tips:

Whether you are new to the college experience or an old pro, I'd like to remind you of a few strategies that will contribute to your being a great success in my class. Below, I've listed a few tips that have proved useful to other students, my colleagues, and me. If you have other tips that you'd like to share, please let me know!

Try your best to make it to all the classes. The classroom is much more than a place to review the information presented in the textbook. It is a place to learn additional, new concepts (not in the book), to participate in demonstrations, to watch video clips, and to have engaging discussions. The information presented in class is important, and it is difficult to "re-live" the class through a peer's notebook. That said, if you have to miss class, be sure to ask a peer to take detailed notes. Being on time for class is also important; If you are a "late person" pretend that the class starts 10 minutes earlier. You can always use the time to look over your notes and the readings.

Do the assigned reading before the class and look at it again after. Knowing the material from the book will familiarize you with the concepts we discuss in class. It is helpful to take brief notes on the readings or (at the very least) to underline/highlight important concepts. The class will provide you with the skills to understand better the conceptual aspects of the material. Reviewing the readings will reinforce what you have learned in class.

Re-read, re-write, or outline your class notes after each class. I know that you are incredibly busy during the semester – not only with schoolwork, but also with activities and social events. That said, taking a half-hour or so to re-read, re-write, or outline your class notes after each class will be very helpful. First, it will reinforce what you have learned in class. Second, if there is anything that you missed or do not understand, you can ask me about it before we start the next class.

Make up your own study questions and quiz yourself. This might sound like a lot of additional work, but it makes a difference. Think about how you learned to drive a car, play a musical instrument, or participate in a new sport. It's unlikely that sitting in the lecture hall listening to a teacher tell you how to do it made you a skilled driver, musician, or athlete. Instead, you practiced! Over and over again! The same goes for this material. The more you practice, the more you will improve.

Collaborate with your peers. Form a study group and get together over coffee to talk about the class. The sooner you get together with your peers to talk about the class, the better. That way you can look over your notes right away, when they are still fresh. You are likely to learn a lot from one another and find places where you need clarification from me before test-time.

Divide and conquer – split up some of the exam review. When it comes time to review and prepare for exams, you will have another great opportunity for collaboration. Split up book chapters and lectures among a group of people and have each person prepare study guides and potential answers to exam questions. Then trade study guides and get together for your own review sessions.

Get to know your professor. Please feel free to stop by my office early in the semester, and stop by often. I am here not only to answer questions about my lectures and the text, but also to engage in conversation about psychology as a whole. I love hearing from students because you are the keepers of many interesting ideas and perspectives.



Course Schedule

Note: You are only *required* to read and study the pages that are listed next to each book chapter. Please double-check the page numbers before you begin each reading assignment.

DATE	Tentative Topic	Readings (Due before class)	Assignments (Due Date)
	Introduction to Health Psychology		
16 Jan	Welcome to Health Psychology		
18 Jan	What is Health Psychology?	Syllabus; Ch 1, pp. 1-30	
23 Jan	Applications of Health Psychology	Reading # 1: Brownell	<i>A Question of Health: Proposal</i>
25 Jan	NO CLASS	<i>Begin Tuesday's readings</i>	
	Health Compromising Behaviors		
30 Jan	Health Compromising Behaviors: Smoking & Alcohol	Ch 7, pp. 171-202 Reading # 2: Editorial Reading # 3: Snyder and colleagues	
1 Feb	Health Compromising Behaviors: Drug Use & Abuse	Reading # 4: Hyman Reading # 5: Vastag Reading # 6: Letters	<i>Behavior Change Project: Proposal</i>
6 Feb	Health Compromising Behaviors on the Lewis and Clark College Campus	Reading # 7: Wechsler and colleagues	<i>Interviews for Intervention</i>
8 Feb	Eating Disorders: Etiology	Reading # 8: Brownell Reading # 9: Halmi	
13 Feb	Eating Disorders: Treatment	Ch 8, pp. 210-224 Reading # 10: Mann and colleagues	<i>A Question of Health: Annotated bibliography & "map" of paper</i>

Health Enhancing Behaviors			
15 Feb	Health Promotion: Theories	Ch 6, pp. 139-164	<i>Behavior Change: Baseline</i>
20 Feb	Health Promotion: Applications	Reading # 11: Detweiler and colleagues	
22 Feb	Health Promotion: Worksite Wellness	Reading # 12: Caudron Ch 6, pp. 164-166	
27 Feb	Answers to the Question of Health	Reading # 13: Shumaker and Smith	<i>A Question of Health: Final Paper and Presentations</i>
Stress and Coping			
1 March	Naturopathic Medicine: <i>Guest Speaker</i>	Reading # 14: Astin	
6 March	The Stress Experience	Ch 3, pp. 61-85	Monitor Your Stress
8 March	Moderators of the Stress Experience	Ch 4, pp. 86-115	Monitor Your Stress
13 March	Stress and Coping at Lewis and Clark	Ch 5, pp. 116-138	<i>Stress Log & Coping Strategies</i>
15 March	Midterm Exam		Midterm (20%)
Pain and Chronic Conditions			
20 March	Pain: Symptoms	Ch 11, pp. 291-318	
22 March	Pain: Treatments	Ch 12, pp. 319-342	
27 March	Spring Break	Relax	
29 March	Spring Break	Enjoy	
3 April	Pain: The Placebo Effect	Reading # 15: Roberts	<i>Plea for Funding: Rank topics</i>
5 April	Chronic Conditions: Becoming Sick and Seeking Treatment	Ch 13, pp. 343-349 Ch 14, pp. 372-396	<i>Behavior Change: Paper Due</i> <i>Plea for Funding: Meet with groups</i>

10 April	Chronic Conditions: Getting and Giving Care	Ch 9, pp. 244-265 Reading # 16: Hurley and Volicer	
12 April	Chronic Conditions: Genetic Testing	Reading # 17: JAMA Commentary Reading # 18: Garber	
	Health Psychology: Looking Toward the Future		
17 April	Challenges for the Future and Course Wrap-Up	Ch 15, pp. 405-416 Reading # 19: Ganzini Reading # 20: JAMA Letters	<i>Plea for Funding: Outline & Proposed Budget</i>
19 April	Plea for Funding, part 1		Group presentation
24 April	Plea for Funding, part 2		Group presentation
26 April	Plea for Funding, part 3		Group presentation <i>Paper Due</i>
1 May	FINAL EXAM (6-9pm)		Final Exam (25%)