

PSY 407: Health Psychology
San Diego State University
Summer 2020
Schedule #21509

INSTRUCTOR: Allison A. Vaughn, Ph.D. (my pronouns are: she/her/hers)

EMAIL: avaughn@sdsu.edu (best way to reach me; please allow for a 24-hour response time not including weekends or holidays). *When emailing, please include “PSY 407” in the subject line*

OPEN STUDENT OFFICE HOURS: Mondays 2:00pm-3:00pm PDT through Zoom (see link on Blackboard) or by appointment (please email me)

WEBSITE: <https://blackboard.sdsu.edu/>

“The first wealth is health.”
~~Ralph Waldo Emerson~~

SCHEDULE DESCRIPTION: Behavioral components of major illnesses and causes of death and disability. Primary prevention of health problems through behavior change and psychological features of the health care system.

COURSE OVERVIEW: In this course, you will be examining the biopsychosocial model of health and illness. You will be learning a variety of definitions for health, illness, stress, and coping as well as how these concepts are researched in the field. The goal of this class is to give you both breadth and depth of knowledge in the field of health psychology.

COURSE PREREQUISITES: You should have already passed PSY 211 (Intro to Cognitive Psychology) and PSY 280 (Statistical Methods in Psychology).

COURSE PURPOSE: For psychology majors, PSY 407 contributes to either Group III or additional PSY unit requirement, given units are earned (D- or higher; upper division major GPA of 2.0 required to graduate).

LEARNING OUTCOMES:

By the end of this class you will know how to:

1. Define stress, coping, and pain
2. Compare and contrast models of health behaviors
3. Identify psychology’s role in acute, chronic, and terminal illness
4. Evaluate the effectiveness of health behavior change strategies
 - a. Within public service announcements
 - b. Within your own health behaviors
5. Apply health psychology topics to everyday life by
 - a. Writing reflection papers
 - b. Monitoring your own health behaviors
 - c. Identifying illness in the popular film

ADDITIONAL DEPARTMENT LEVEL DEGREE LEARNING GOALS:

In addition to those outlined above, other learning objectives identified as important across the Psychology Curriculum that overlap with this course are:

- Describe applications of psychology (1.3)
- Define a broad range of research methods used in psychology (2.1)
- Describe ethical considerations in psychological research (2.3)
- Describe how psychological findings differ across cultures (3.2)
- Describe ethical considerations as they apply to culture and diversity (3.3)
- Demonstrate effective (general/non-APA-style) writing (4.2)
- Describe how psychological theories, knowledge, and methods can be applied to law, business, health care, education, and other career opportunities (5.1)

REQUIRED MATERIALS:

PSY 407 is an Immediate Access Course: All of the required course materials for this class (textbook) are provided in a digital format by the first day of classes and are free through the add/drop date (July 15, 2020). Your SDSU student account will then be charged a special reduced price for use of the materials for the remainder of the semester unless you opt-out of the content by 11:59 PM on the add/drop date (July 15, 2020). Please visit www.shopaztecs.com/immediateaccess for additional information about [Immediate Access pricing](#), digital subscription duration, print add-ons, opting out and other frequently asked questions.

- *Health Psychology: An Introduction to Behavior and Health 9th ed.* Linda Brannon, Jess Feist, & John A. Updegraff. Wadsworth.

GENERAL COURSE POLICIES:

- **Respect:** Please show respect not only to the instructor but also to the other students. We will be talking about issues surrounding health – a subject that is personal and can be sensitive to many people. Please be respectful of others’ experiences and opinions and keep those experiences in the classroom (on Blackboard) – no gossiping outside of this course. Also, be respectful when asking questions, posting on the discussion boards, and during virtual office hours. If you are not respectful, I will limit your communication abilities within this online course.
- **Late assignments/exams:** If you know that you will miss an assignment or exam, please *make arrangements with the instructor at least 1 week prior to the assignment/exam*. Make-up assignments and exams will be scheduled on a case-by-case basis with approval by the instructor. Exams will be open for 22 of the 24-hour day so there is ample opportunity to take each exam making allowances for work, caretaking, and other responsibilities unrelated to school.
- **Religious observances:** The University Policy File includes the following statement on Absence for Religious Observances: By the end of the second week of classes, students should notify the instructors of affected courses of planned absences for religious observances. Therefore, if you foresee that the date of a religious observance coincides with an exam date, please see me before the end of the second week of the semester. However, do not wait until the day of the exam or the day after the exam to ask for a make-up exam.
- **Grade reviews:** Upon receiving graded assignments and exams, you have **1 week** to check your grade with the instructor. This includes the grade for the final exam and your final grade for the class. After one week, grade reviews will not be considered.

- ***Students with disabilities:*** If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Ability Success Center at (619) 594-6473 or through their [website](http://go.sdsu.edu/student_affairs/sds/) at http://go.sdsu.edu/student_affairs/sds/ To avoid any delay in the receipt of your accommodations, you should contact Student Ability Success Center as soon as possible. Please note that accommodations are not retroactive, and that I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Ability Success Center. Your cooperation is appreciated.
- ***Student privacy and intellectual property:*** The Family Educational Rights and Privacy Act (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Blackboard to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.
- ***Academic integrity:*** Academic integrity is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Cheating and plagiarism represent violations of academic integrity and will not be tolerated in this class. San Diego State University defines [cheating and plagiarism](http://go.sdsu.edu/student_affairs/srr/cheating-plagiarism.aspx) to include: (1) unauthorized assistance on an examination, (2) falsification or invention of data, (3) unauthorized collaboration on an academic exercise, (4) plagiarism, (5) misappropriation of research materials, (6) unauthorized access of an instructor's files or computer account, and (7) any other serious violation of academic integrity as established by the instructor.
http://go.sdsu.edu/student_affairs/srr/cheating-plagiarism.aspx
 - ***Students agree that by taking this class they will uphold the principles of academic integrity.*** If your academic integrity is not maintained in this class, you will be reported to the Center for Student Rights and responsibilities and to the Chair of the Department of Psychology. Furthermore, you will earn a 0 for the assignment/exam in where academic integrity was not maintained in accordance with the SDSU academic integrity policy. More specific information is available in the [SDSU General Catalog](https://curriculum.sdsu.edu/catalog/2018-19/139-Uni-Policies.pdf) <https://curriculum.sdsu.edu/catalog/2018-19/139-Uni-Policies.pdf>
- ***Basic needs:*** Any student who faces challenges securing their food, housing, or access to materials needed to be a successful student (wi-fi, computer access, etc.) and believes this may affect their performance in this course is urged to contact the Economic Crisis Response Team at ecrt@sdsu.edu or go to their [website](https://cm.maxient.com/reportingform.php?SanDiegoStateUniv&layout_id=19):
https://cm.maxient.com/reportingform.php?SanDiegoStateUniv&layout_id=19
Please also note that while SDSU's mobile food pantry is not available during the summer, AS can refer you to other similar resources. For more information, please visit their [website](https://as.sdsu.edu/foodinsecurity/foodpantry/):
<https://as.sdsu.edu/foodinsecurity/foodpantry/> or contact them at (619) 594-6555
Furthermore, please notify me (if you are comfortable in doing so) as this will enable me to provide any additional resources of which I am aware.
- ***Counseling & Psychological Services:*** School can be challenging as can life outside of school. If you are having troubles in one or both areas or are finding it difficult to balance the two, please consider [Counseling & Psychological Services](http://go.sdsu.edu/student_affairs/cps/Default.aspx). They offer a variety of services from individual and couples counseling to groups and workshops, a center for well-being and much more. Please visit their website: http://go.sdsu.edu/student_affairs/cps/Default.aspx These services are included in your student fees so please use them if you need them – they are here for you!

ONLINE COURSE POLICIES:

- This course is completely online! This is a summer course which means we have 6 weeks to complete the content that would normally take 16 weeks – roughly, each week will be equivalent to 2²/₃ weeks of material of regular semester materials. This means we will be going through the material at a very rapid pace and it is imperative that you keep up. I have designed the course to help you meet these goals...
- The course is organized into four modules (see your textbook). For each module, you will read 3 to 4 chapters in your textbook and use online videos, lectures, and surveys posted on our Blackboard site. Each chapter will have its own learning guide with learning objectives, tools to help you learn, and assignments (e.g., quizzes, journals, etc.). The learning guides have deadlines for each assignment. The modules are designed in such a way that all assignments for a given module are due the day *before* the exam for that module.
- There will be no in-person meetings. All lectures are recorded and you can watch them at your own convenience. Additional videos will also be posted to enhance your learning and the course content. Office hours will be held using Zoom – an online conference tool (details below in the syllabus).
- Preparing for this online course:
 - If you have not taken an online course, please take the '[readiness survey](#)' the link listed below to determine if this is the right course for you:
https://sunspot.sdsu.edu/pls/webapp/survey.hybrid_learning.main
 - Get speakers or a headset to listen to the videos and lectures
 - Make sure you have access to a computer with a landline internet connection for the taking of exams. Do not use Wi-Fi or other wireless connection while taking exams for this course. If you lose the signal, you will be kicked out of the exam and you will not be able to reenter it.
 - Download to latest versions of the following software on your computer: Adobe's Acrobat Reader and Flash Player, Java, RealPlayer SP, QuickTime Player, and Microsoft Work or Word Viewer. You can find information about these programs and links to install them under the "Technical Support" button on our Blackboard site.
 - Download Firefox. Blackboard is best navigated through Firefox. I recommend that you DO NOT use Internet Explorer when you complete work for our class. Google Chrome seems to work fine if you already have that.
 - Download screen-capture software. In the event that there is a problem while you are taking a quiz or test (e.g., Blackboard freezes), send me a screenshot of your computer that includes an image of your entire screen (which includes the date and time for authentication).
 - Download Respondus LockDown Browser. All exams need to be taken using this program. Information about this program, including where to get it, appears below in the syllabus.
 - **Have a contingency plan!** In the rare case that something unexpected happens to your computer, please make sure to have a "back up plan" – make arrangements with someone you know to use their computer because this will not be an excuse for late work.
- Getting started: Please see the "Start here, please" link on the Course Menu. You will find instructional videos about the syllabus and other class tools like how to use Zoom for office hours. Everything you need to know to get started will be in this section. It is imperative to you

review all of these materials before starting the course. Two credit points will be earned by agreeing that you have reviewed these materials – see link in the “Start here, please” folder.

ZOOM WEB CONFERENCING:

- Prepare your computer and yourself for live online sessions using the Zoom web conferencing tool
- Before using Zoom, please note that this is a two-way web conferencing tool, and that you should make yourself and your surrounding area presentable prior to joining any Zoom meeting in case the camera video is on by default. You do not need to have the camera on if you are not comfortable doing so.
- Test your connection (well in advance of the first session)
 - You can test your connection at sdsu.zoom.us/test
- You can join Zoom office hours in a number of different ways:
 - Join from a URL link
 - Join by clicking on the URL link in your course, e-mail, or calendar invitation
 - The Zoom application will automatically download, launch, and connect you to the meeting
 - Join from a browser
 - Open any browser (Chrome, Safari, Firefox, IE)
 - Go to sdsu.zoom.us/join
 - Enter your meeting ID provided by the host/organizer
 - Join from the Zoom mobile app
 - Download the Zoom Cloud Meetings app from the Google Play or Apple iTunes App Store
 - Launch the app and click "Join a Meeting"
 - Enter the "Meeting ID" and your name, then click "Join"
 - Join by telephone dial-in
 - You can join a meeting via telephone by using your landline or mobile device by dialing the number provided in the invitation you receive
 - You will then be asked to enter the meeting ID
- Access Zoom Support 24/7
 - support.zoom.us
- SDSU’s Web Conferencing Resources Page
 - its.sdsu.edu/web-conferencing/

RESPONDUS LOCKDOWN BROWSER:

- Respondus LockDown Browser is a secure browser for taking tests in Blackboard. It prevents you from printing, copying, going to another URL, or accessing other applications during a test. You will not be able to take the exams with a standard web browser. Respondus LockDown Browser should only be used for taking Blackboard tests. It should not be used in other areas of Blackboard.
- To download and install Respondus LockDown Browser, follow these steps:
 - Windows computers
 - Go to the following web site to download the browser:
 - <http://www.respondus.com/lockdown/information.pl?ID=469641291>

- During the installation, select Yes if prompted to accept programs from Macrovision and Respondus.
 - Follow the onscreen instructions to complete the install.
 - Macintosh computers
 - Be sure that OSX 10.3.9 or higher is being used (512K RAM minimum).
 - Go to the following web site to download the browser:
 - <http://www.respondus.com/lockdown/information.pl?ID=469641291>
 - During the installation, select Yes when prompted to run the Java application.
 - Follow the onscreen instructions to complete the install.
- To take an exam, follow these steps:
 1. Close all programs, unless one is used to connect you to the Internet.
 2. Locate the “LockDown Browser” shortcut on the desktop and double-click it. (For Macintosh users, launch “LockDown Browser” from the Applications folder.)
 3. If prompted to close a blocked program (e.g. screen capture, instant messaging) choose Yes when prompted.
 4. Login to your Blackboard course.
 5. Navigate to the test and select it.
 6. A pop-up window will ask whether the instructor has required a password for the test. If the instructor did not set up the test with a password, the No option should be selected (I will not have a password). Click the Continue button.
 7. Regardless of the selection made in the previous step, Respondus LockDown Browser will automatically fill in a special password on the next screen. It’s important that this password field isn’t modified. Click the Submit button.
 8. The test will then start. (Note: once a test has been started with Respondus LockDown Browser, you cannot exit until the Submit button is clicked.)
- To ensure that you have downloaded Respondus Lockdownn Browser correctly, I will ask you to take the “Syllabus Agreement” in Respondus Lockdown Browser. That way, if you have questions or issues, we can resolve them *before* the first exam. I want to help you all be successful in this class!

COURSE DESIGN/MAJOR ASSESSMENTS: A number of different activities will be used to assess your learning in this class, including chapter quizzes, exams, journals and blog/discussion posts. The class has been divided into four large modules, each containing three to four chapters from the textbook. Each chapter will have one quiz and you will be able to drop your lowest quiz for each module. Each module will also have one exam, one journal, and one discussion or blog post. These are detailed below:

- **Chapter Quizzes.** The goals of these quizzes are to 1) keep you reading the chapters with the pace of the course as well as 2) test your learning of each chapter in smaller “chunks.” These quizzes will be open-book quizzes available on Blackboard for each chapter (chapters 1-15). You will be able to drop the lowest chapter quiz *from each module* (four in total). All chapter quizzes for any given module will be available when the module is available and all quizzes in a module will be due at the end of that module (see dates on the schedule for when quizzes close). Only 11 of the quizzes will count toward your grade. This means that if you take all of the quizzes, your lowest 4 will be dropped. This also means that you can miss up to four quizzes (although I **do not** recommend that). For this reason, *there will be no make-up quizzes*. These will be worth 10 points each (110 points total or 22% of your total grade).

- You **must** take quizzes on a **wired** connection (i.e., not on a wireless connection) because sometimes the connection is lost using wireless and you will be locked out of your quiz once it loses connection. These will not be reset if you lose connection.
- **Journals.** The goal of these journals is to get you to *reflect* on the issues of health psychology outside of this classroom and outside of the book. Reflection journals are just that—reflections of the material. *This does not mean to summarize the text or my lecture!* There are no “wrong” reflections but *summarizations or failure to respond to the assignment will receive no credit.* From the points, you can see that these are not worth a lot – therefore, they are not meant to be long or exhaustive. Write what you need to reflect on the prompt. There will be one journal in each module and they will be due the day before each Module Exam by 11:59pmPDT. These are worth 10 points each (40 points total or 8% of your total grade).
 - **Module 1: Patient-provider communication journal:** Faulty communication can be a result of both the patient and the provider. Reflect on a time when you have experienced this.
 - **Module 2: Social support journal:** We will discuss the various ways that other people help us in times of stress (e.g., tangible, emotional, informational). Describe two experiences where other peoples have provided you with two *different types* of social support.
 - **Module 3: Media and health behaviors journal:** Public service announcements (PSAs) have attempted to increase health-promoting behaviors (e.g., wearing a seatbelt) as well as decrease health-compromising behaviors (e.g., smoking). Write about a specific PSA—that is, describe the PSA and reflect on why you think it is effective (or not). Please also provide me with the link so that I can find it as well. Note-this should be a health-related PSA.
 - **Module 4: Quality of life journal:** Quality of life is a *subjective* construct. What does quality of life mean to you right now? How has that changed in the last five years? How do you think it will change in the next five years?
- **Blog/discussion posts.** The goal of these assignments is to get you to apply some of the things we know about health in your lives. These are worth 12 points each (48 points total or 10% of your total grade).
 - **Module 1: Health behavior change blog – Blog #1:** You will pick a specific health behavior that you would like to change during this course. You will use one of the theories of health behavior discussed in Chapter 4 to implement a plan and blog about this process. Part 1 will be selecting the behavior (2 points) and monitoring for a week (10 points). You will reflect on trends that you noticed in your monitoring period (without actively trying to change it). See Blackboard for details about this assignment including due dates as this blog will span across Modules 1, 2, and 3.
 - **Module 2: Health behavior change blog – Blog #2:** Once you have decided on a behavior to change, you will select a theory of health behavior (from Chapter 4) that you would like to use to change said behavior. You will design a plan and spell it out (12 points). You will then set out in trying to change that behavior and you will monitor your progress during that week span and into Module 3. See Blackboard for details about this assignment including due dates as this blog will span across Modules 1, 2, and 3.

- **Module 3: Health behavior change blog – Blog #3:** You will continue to monitor your progress and at the end of Module 3, you will reflect on your success. Keeping in mind that this is a short class (and an even shorter assignment), you can discuss what worked and what did not work in your behavior change attempt and how you would modify it to make it more effective for you in the future (12 points). See Blackboard for details about this assignment including due dates as this blog will span across Modules 1, 2, and 3.
- **Module 4: Chronic and terminal illness in film discussion – Discussion:** Many (fictional) films are about characters with chronic and/or terminal illness. These may be very accurate representations of the illness and/or end of life, or they may be highly dramatized for entertainment purposes. I will open up a discussion thread and I want you to write a discussion post about what you have watched (**not** the films I present in class). Include in that post how accurate you think that film represented that illness and/or end of life experience. There are more than enough examples out there for everyone to find a unique episode or film, but if you do overlap, do not simply write “I agree” with someone else’s discussion post (this will earn you 0 points). Start an actual discussion and add to the one already on-going. This is a great way to find new things to watch! See Blackboard for details about the due date. You will earn 10 points for your original post and 2 points for your discussion with others about their posts.
- **Exams.** The goal of these exams is to test your retention and application of the course materials. You must take all exams using Respondus LockDown Browser (see installation instructions above). There will be four multi-format exams (i.e., multiple choice, true/false, matching, fill-in-the-blanks, short-answer responses) – one for each module. These are worth 75 points each (300 points total or 60% of your total grade).
 - **Module 1 Exam: Foundations of health psychology:** Materials from Chapters 1 through 4 of your textbook along with any additional resources provided online (health assessments, lectures, videos, etc.).
 - **Module 2 Exam: Stress, pain, and coping:** Materials from Chapters 5 through 8 of your textbook along with any additional resources provided online (health assessments, lectures, videos, etc.).
 - **Module 3 Exam: Behavioral health:** Materials from Chapters 12 through 15 of your textbook along with any additional resources provided online (health assessments, lectures, videos, etc.).
 - **Module 4 Exam: Behavior and chronic disease:** Materials from Chapters 9 through 11 of your textbook along with any additional resources provided online (health assessments, lectures, videos, etc.).
- **Syllabus Agreement.** The goal of this agreement is to 1) ensure you read the syllabus and agree to the terms of the class at the start, 2) to make sure you have correctly downloaded Respondus Lockdown Browser so that you know that it works prior to the first exam, and 3) give you two easy points at the start!

GRADE COMPOSITION:

| Points | Item |
|---------------|--|
| 110 | Chapter Quizzes (11 @ 10 points) |
| 40 | Journals (4 @ 10 points) |
| 48 | Discussions/blog posts (4 @ 12 points) |
| 300 | Exams (4 @ 75 points) |
| 2 | Syllabus Agreement |
| 500 | Total Points |

GRADE RUBRIC (out of 500 points):

| Letter Grade | Points | Percentage |
|---------------------|---------------|-------------------|
| A | 460-500 | 92%-100% |
| A- | 450-459 | 90%-91% |
| B+ | 440-449 | 88%-89% |
| B | 410-439 | 82%-87% |
| B- | 400-409 | 80%-81% |
| C+ | 390-399 | 78%-79% |
| C | 360-389 | 72%-77% |
| C- | 350-359 | 70%-71% |
| D+ | 340-349 | 68%-69% |
| D | 310-339 | 62%-67% |
| D- | 300-309 | 60%-61% |
| F | 0-299 | 59%-below |

SCHEDULE:

*Note: In creating this schedule, I looked at all of the available *weekdays* in the summer session. You are welcome to use the weekends, but nothing is *due* on a weekend date.

| DAY | MODULE |
|---------------------------------|--|
| Tuesday 07/07 - Tuesday 07/14 | <u>Module 1: Foundations of Health psychology</u> Introducing Health Psychology; Conducting Health Psychology Research; Seeking and Receiving Health Care; & Adhering to Healthy Behavior <i>Chapter Quizzes:</i> Chapters 1, 2, 3, & 4 <i>Assignments:</i> Journal #1 and Blog #1 |
| Wednesday 07/15 | Exam 1 (Module 1) Available on Blackboard site Wednesday, July 15, from 12:01am-10:00pm PDT |
| Thursday 07/16 – Friday 07/24 | <u>Module 2: Stress, Pain, and Coping</u> Defining, Measuring, and Managing Stress; Understanding Stress, Immunity, and Disease; Understanding and Managing Pain; & Considering Alternative Approaches <i>Chapter Quizzes:</i> Chapters 5, 6, 7, & 8 <i>Assignments:</i> Journal #2 and Blog #2 |
| Monday 07/27 | Exam 2 (Module 2) Available on Blackboard site Monday, July 27, from 12:01am-10:00pm PDT |
| Tuesday 07/28 – Wednesday 08/05 | <u>Module 3: Behavioral Health</u> Smoking Tobacco; Using Alcohol and Other Drugs; Eating and Weight; & Exercising <i>Chapter Quizzes:</i> Chapters 12, 13, 14, & 15 <i>Assignments:</i> Journal #3 and Blog #3 |
| Thursday 08/06 | Exam 3 (Module 3) Available on Blackboard site Thursday, August 6, from 12:01am-10:00pm PDT |
| Friday 08/07 – Thursday 08/13 | <u>Module 4: Behavior and Chronic Illness</u> Behavioral Factors in Cardiovascular Disease; Behavioral Factors in Cancer; & Living with Chronic Illness <i>Chapter Quizzes:</i> Chapters 9, 10, & 11 <i>Assignments:</i> Journal #4 and Discussion |
| Friday 08/14 | Exam 4 (Module 4) Available on Blackboard site Friday, August 14, from 12:01am-10:00pm PDT |