

Psychology 134

Health Psychology

Times: TBD

Location: TBD

Instructor: TBD

Office: TBD

Email: TBA **Phone:** TBA

Office Hours: TBD

Required Text: J.M Suls, K.W. Davidson, & R.M Kaplan (2011). *Handbook of Health Psychology and Behavioral Medicine*. New York: Guilford Press.

*Occasionally, issues might arise throughout the semester that may require me to reconsider elements of the syllabus. As such, the content of this syllabus is tentative.

Course Description & Goals:

The primary goal of the course is to provide students with an introduction to the field of Health Psychology. This is a broad term and encapsulates a number of research domains. During the course of the semester students will learn about the measurement of psychological, behavioral, and biological constructs; basic incidence and prevalence information related to psychological and medical disorders; *basic* introductions to endocrinology, immunology, and peripheral physiology – and how these systems are thought to relate psychology to health; as well as introductions to how science is working to understand psychology and health in the laboratory and across the population. Examples of the latter will primarily relate to cardiovascular health and related health behaviors.

In order for students to gain a better understanding of the topics, it is important that you feel comfortable asking questions of yourself, of others, and, of course, of me. I encourage you to bring questions to class so that we can all think about and contribute to the answer. If you don't feel comfortable asking in class, please talk to me after class or send me an email. Furthermore, some of the topics that we will discuss in class may be sensitive for some students. Frequently, students know someone who suffers from mental health or medical problems, or may be in distress themselves. It is important to remain respectful.

Expectations:

First and foremost, I expect that you will be respectful of other students, your instructor and GSI, and of any guest speakers. This includes attending class, not checking email, Facebook, or other online activity, and not using your cell phones during class time. Second, I expect that you will come and see me at any point in the semester if you are having problems with the course material. **Please keep in mind that by the end of the semester, there is often little I can do to help you if you are unhappy with your performance in the course.**

Course Requirements:

Readings: Most of your assigned readings come from the textbook. These readings are listed on your course schedule below. There will be additional assigned readings that will be made available on bCourses. These readings will be posted in advance of the lecture that they will be discussed. I will make announcements in class and send an email to your UCB account to notify you about the availability of these readings. You will be responsible for all assigned readings, and I recommend you read the assigned material on a topic in advance of the lecture that it will be discussed.

Exams: There will be four exams in the course: three in-class exams and a cumulative final exam. The questions for the exams will be taken from lectures and readings, and the exams will consist entirely of multiple choice questions.

Health Psychology “Review” Paper: In order to help you integrate your personal interests in health psychology with the scientific literature, you will be asked to generate a review of the current literature on a topic in the field of health psychology (or related fields of biological psychology or behavioral medicine). These papers should represent a brief version of review papers found in the scientific literature; however, it is of the utmost importance that you do not summarize an existing review paper. The goal is to read a collection of empirical and epidemiological papers on a given topic (e.g. depression and heart disease) and provide a thorough review of the existing literature, empirical findings, remaining problems, and future directions. These papers should be written in quasi-APA format, including a title page, abstract, main body (the review), and references. Method, Results, and separate Introduction and Discussion sections are not required. The main body of the paper (not including references) must be 6–8 pages in length and will be **due on TBD at the start of class**. For each day that the paper is late, 20 percentage points will be deducted from your final score.

Attendance: I do not take attendance in class, but as noted above, your attendance is expected and it is in your best interest to come to each class. **Keep in mind that you are responsible for all course material, which includes lecture material that is not covered in the reading.** Please note that, although I will post my lectures slides, these are not to be considered comprehensive. Power point slides are useful tools for highlighting important points and for providing structure to lectures. However, I will be elaborating lecture slide bullet points substantially, as well as straying from these slides at times.

Grading:

3 In-class Exams (100 points each)	300 total possible points
1 “Review” Paper	100 possible points
<i>Dropped Lowest Score</i>	- 100 possible points
1 Final Exam	100 possible points
Discussion Section	100 possible points
Total Possible Points	500

Your letter grade will be based on the following scale:

A	(93-100%)	465 – 500 points
A-	(90-92.9%)	450 – 464 points
B+	(87-89.9%)	435 – 449 points
B	(83-86.9%)	415 – 434 points
B-	(80-82.9%)	400 – 414 points
C+	(75-79.9%)	375 – 399 points
C	(70-74.9%)	350 – 374 points
D	(60-69.9%)	300 – 349 points
F	(00-59.9%)	299 points and lower

Additional Course Policies:

If you anticipate needing any type of accommodation in this course or have questions about physical access, please tell me as soon as possible. Additionally, if you are an athlete, please notify me and provide me with a copy of your schedule as soon as possible.

Absences: Make-up exams will be given in rare, legitimate, and unavoidable circumstances, such as a family emergency or a severe illness. Make-up exams will be all essay. If you believe you will need to miss an exam, you must contact me at least two hours prior to the exam and I will determine if you are eligible to take a make-up exam. If you are eligible to take a make-up exam, you must complete a make-up exam with either me or your GSI within one week of the scheduled exam date. Your eligibility for a make-up exam expires at the end of one week, at which point you will receive a zero for that exam.

Course Schedule:

The following contains a brief, tentative course schedule for the semester. Please note the schedule is subject to change, and I will notify you in class of any changes. The **final exam** will take place on **TBD**.

Date	Topic	Assignment
TBD	The Biopsychosocial Model	Chapter 2
TBD	The Role of Behavior	Chapter 1
TBD	Cognitive & Affective Influences on Health Behavior	Chapter 4
TBD	No Class (Labor Day)	
TBD	Cognitive & Affective Influences on Health Behavior (cont.)	Chapter 4
TBD		Chapter 5
TBD	Behavioral Epidemiology	Chapter 13
TBD	EXAM #1	
TBD	Emotion, Personality, and Health	Chapter 3
TBD		Chapter 8
TBD		Chapter 7
TBD		

TBD	Hormones and Stress	Romero & Butler (2007) Kagan (2016)
TBD		Cohen et al. (2016) McEwen & McEwen (2016)
TBD	Psychoneuroimmunology	Chapter 12
TBD	EXAM #2	
TBD	Psychopathology and Cardiovascular Health	Chapter 14 Shimbo et al. (2005)
TBD		Martens et al. (2010) Seldenrijk et al. (2015)
TBD		[Chapter 28]
TBD	Genetics in Health Psychology	Chapter 16
TBD	Animal Models	Chapter 11
TBD	EXAM #3	
TBD	Disease Prevention 1	Zschucke (2014) Chapter 23
TBD		
TBD		
TBD	Disease Prevention 2	Chapter 24 ***PAPERS DUE***
TBD	No Class (Thanksgiving)	
TBD	Disease Prevention 3	Chapter 25
TBD	Managing Diabetes	Chapter 29