

Health Psychology PSYC 322.01

- Instructor:** Joyce P. Yang, Ph.D.
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Phone Number: (732) 707-7924
Office Hours: Mondays 10am - 12pm (use this Calendly link to schedule a 20min block of time: <https://calendly.com/jpyang/20min>) and by appointment. Meetings will be held in my Zoom meeting room: <https://usfca.zoom.us/my/dryang>
Class Times: MWF from 1:00 – 2:05PM using [this link](#) or Meeting ID: 832 8535 5548
Password for all meetings: psychology
*Note that you will need to sign in using your @usfca.edu Zoom account
Number of Units: 4

Textbook

Taylor, S.E. (2018). *Health Psychology, 10th Ed.* New York, NY: McGraw-Hill.

Course website: There is a Canvas course website for this class that will have all of the online activities, readings, discussion platform, and your gradebook. You will need to access this on at least a weekly basis.

Prerequisites

PSYC 101 – General Psychology; PSYC 270 – Biological Psychology

Zoom instructions and online etiquette:

Zoom is the videoconferencing tool we will be using for class and office hours. Please arrive on time, present yourself professionally as you would in the classroom. If possible, keep your video on to promote engagement, especially during small group breakout room sessions with classmates. We will adhere to the USF Digital Citizenship policy referred to on the course Canvas website. Keep your microphone muted, unless you are speaking. Lectures, presentations, and discussions during class are not to be recorded, reproduced, or redistributed.

Course Description

This course provides an introduction to and broad overview of the field of health psychology, which uses principles of psychology and human behavior to understand how the mind, body, and behavior interact in health and disease. Issues of health disparities, social determinants of health (e.g., race, gender, and other identities), stigma, provider-patient relationships, theories of disease process, adjustment to acute and chronic illness, and achievement and maintenance of health will also be addressed.

This course will be synchronous, with a general schedule of Mondays for lecture, Wednesdays for group discussion, and Fridays for group/individual project work. Reaction posts are due weekly on Tuesday by 5pm, so that discussion co-leaders can look at them to prepare for Wednesday discussion.

Course Learning Objectives (CLOs)

1. Knowledge of Health Psychology: A primary goal of this course is to increase your knowledge and understanding of the field of health psychology. We will be covering: a) social and psychological factors affecting health and illness; b) role of health psychology in healthcare and health research; c) health of diverse peoples; d) concepts, terminology, research findings, and applications of behavioral health studies; and e) community-based participatory interventions to improve health.
2. Scientific Values and Critical Thinking: Another goal of this course is to stimulate your intellectual curiosity about human health behavior, increase appreciation for the scientific method, research, and limitations, as well as enhance your ability to critically examine and evaluate research and information related to health and healthcare.
3. Applications to Your Daily Life: Perhaps most importantly, I am interested in students understanding that principles from health psychology apply to everyday life. For example, health psychology a) allows us to appreciate the diversity of human health experiences, b) plays a central role in complex issues of health equity and inclusion, c) enables people to understand their own behavior and others' behavior, and d) promotes intelligent skepticism about health-related research.

Course Requirements

Inclusivity Policy

Please note that all of my classes are rooted in an anti-bias, anti-racist (ABAR) pedagogical framework. To this end, we will collaborate in sharing and gaining knowledge together. I expect myself as well all of my students to continuously work on dismantling the internal and external biases that we hold in our beliefs and will encounter in the field of psychology. If and when any member of our learning community engages in language or behavior that perpetuates racism or other bias, our course policy is to respectfully engage in dialogue to acknowledge the harm, correct, and improve, so that we can collectively move towards universal equity.

Class Attendance and Participation – Students are expected to attend class, be on time, and participate in class discussions and activities. Attendance is necessary to earn points for participation. Note that you do not need to notify me if you are going to be absent. However, you are responsible for all announcements made, material given, and information covered during class. Therefore, if you must miss class for any reason, you are responsible for contacting classmates for lecture notes and material. *Please do not send me emails that say, “Did I miss anything?” The purpose of participation is to afford you the opportunity to engage with material by asking questions, sharing your thinking, listening to your classmates’ experiences, and deepen collective understanding through dialogue. In addition to regular participation, each student is responsible for co-leading discussion one week of the semester. Class participation sharpens the skill of verbally expressing your ideas coherently, which is an essential life and future occupational skill.

Weekly Reaction Post – Readings for this course will include the textbook, research papers, or articles from the media. Students are expected to complete weekly posts on a discussion board in Canvas to respond to readings and topics assigned for that week, in advance of Wednesday discussion. When you complete your weekly reading, submit a brief (i.e., 1-2 paragraph) reaction that can include: critically evaluating the reading based on your understanding of health psychology concepts and research methods, personally connecting with the reading or how you

have observed those phenomena apply in daily life, or a response to another student's reaction post that furthers the discussion. It is not enough to write "I found XYZ interesting" without explaining the because, e.g., *why* it was interesting, or *what it elicited* from you in terms of reaction, or *how* it changed your thinking, etc. **Each post must also include at least one question so that discussion co-leaders can utilize to facilitate discussion.** The purpose of reaction posts is to practice using writing to synthesize and express your ideas in a frequent and low-stakes manner.

Discussion Co-Leading – During Wednesday classes, we will have a student-led discussion about the readings, lecture, and topics assigned for that week. Students will sign up in advance to co-lead discussion with a group of 3-4 co-leaders. Co-leaders will provide a brief overview of the readings, prepare a number of open-ended questions to stimulate discussion, and facilitate contributions from other classmates. Co-leaders are welcome to be creative in how they want to facilitate discussion, including bringing in other materials relevant to the readings or topics, or soliciting alternative ways for classmates to participate.

Individual Behavior Change Project – You have an opportunity to change (reduce, enhance, or begin) a behavior that you believe is important to your health! You have some understanding of what you can do that may be helpful for your wellbeing. However, despite knowing what you "should do", your behavior is likely often at odds with what might be "good for you". Students will select a personal behavior that they would like to improve and use themselves as test cases for 10 weeks to learn about the processes and challenges involved in health behavior change. You will use material presented in this course to learn to observe and record the behavior, examine intervention techniques to change the behavior, and track progress towards your goals. The purpose of this assignment is to allow you mock experience in both roles of "healthcare provider" and "healthcare patient" in negotiating the behavior change process to improve health.

1. You will monitor your progress on a daily – weekly basis using methods that we will discuss in class. This could include an app that you find yourself and submit screenshots occasionally to demonstrate monitoring. Or, you can directly monitor using an Excel sheet through Canvas, etc.
2. At the end of the semester, you write a reflection paper of your behavior change project and provide a brief presentation to the class.

Group Final Project – You will work as a group on a project that examines a health psychology problem and its intervention, developing a presentation to deliver for the class towards the end of the semester. Your project can address health promotion, disease prevention, or a disease treatment, e.g., a case study of how a particular community addressed a health issue, sexual health and/or STI prevention, cardiovascular health and diseases, addiction, diet and exercise, etc. Your group can take creative license in how you choose to engage with the health issue, e.g., interview providers from the community about that problem, examine real life application of the intervention, design your own intervention and proposed implementation, etc. Each group member must contribute uniquely to the project and share in presenting to the class. Each member is also individually responsible for a summary report of the project.

Course Assessment (500 total points possible)

Class Participation 75 pts (15% of final grade)

*Measures CLOs 1, 2, & 3

Participation points will be awarded based on quality and frequency of contributions made in class, e.g., in the form of questions, discussion input, engagement with the material, demonstration of openness and respect for others' experiences. Note that optimal frequency refers to participating regularly in class without dominating discussions. Your turn at co-leading class discussion will also contribute to this grade.

Reaction Posts 100 pts (20% of final grade)

*Measures CLOs 1, 2, & 3

There will be 11 weeks of reaction posts for you to submit on Canvas. You will receive full credit on posts that demonstrate evidence that you did the reading and your reactions are original (your own), genuine (honest), informed, and thoughtful. Each post will be due by midnight on Mondays (by 11:59pm) and is worth 10 points each. No points will be given for late completion; however each student will be allowed 1 reaction post "drop grade" for you to use at your discretion. The 10 highest reaction post scores will be counted for your final grade.

Individual Behavior Change Project 150 pts (30% of final grade)

*Measures CLOs 1, 2, & 3

You will be graded based on how well you integrate concepts of health behavior change into your project, your effort in monitoring your behavior, and your reflection on the process. You will *not* be graded on your success or lack thereof in changed behavior. When the projects are discussed in class, a detailed grading rubric will be provided.

Group Final Project 175 pts (35% of final grade)

*Measures CLOs 1, 2, & 3

You will be graded based on your contribution to your group and the group's collaboration, creative effort, and depth of engagement with the health issue of your choice. When the projects are discussed in class, a detailed grading rubric will be provided.

Course Grading

Please keep track of your points earned on assignments. Grades will be posted on Canvas within 2 weeks of an assignment due date. No grades are emailed to students. Any grade disputes must be handled within 2 weeks of grades being posted on Canvas. No grades will be changed after this time period. The preferred method of contact is to see me directly during my office hours or by appointment. You are welcome to come to office hours at any point during the semester to discuss your progress, grades on assignments, or other concerns.

Point Distribution	Grade Cut Offs:	
Class Participation = 75 points	93 – 100% (465-500 points) = A	73 – 76% (365-384 points) = C
Reaction Posts = 100 points	90 – 92% (450-464 points) = A-	70 – 72% (350-364 points) = C-
Individual Project = 150 points	87 – 89% (435-449 points) = B+	67 – 69% (335-349 points) = D+
Group Project = 175 points	83 – 86% (415-434 points) = B	63 – 66% (315-334 points) = D
	80 – 82% (400-414 points) = B-	60 – 62% (300-314 points) = D-
	77 – 79% (385-399 points) = C+	0 – 59% (0-299 points) = F
Total = 500 pts		

University of San Francisco Policies & Resources

Academic Integrity

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online <http://.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Center for Academic and Student Achievement (CASA)

All USF students are assigned an academic success coach who will be present throughout your time at the University to help you achieve your academic goals. There is a communication system in place that allows me to reach out to your coach when I have concerns about how you are doing in the class. I will plan to engage in this resource early and often, given that a quick course correction early on can help you stay on track. You will also get notified when I reach out to your CASA coach; think of these contacts as opportunities for accountability, support, and reminders to help you do well.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415-422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Confidentiality, Mandatory Reporting, and Sexual Assault

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty members. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USF's campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting www.usfca.edu/studentlife/safer
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- Students also have the option to make a confidential written record of assault on Callisto before deciding what to do with the record (e.g., submit it, send it somewhere, or the system can hold the record until another similar record is made, etc.). To find out more about reporting sexual assault at USF, visit USF's Callisto website at: www.usfca.callistocampus.org

Learning, Writing, and Speaking Center

Provides individualized support to assist you in better understanding course material and support your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps you develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center prepares you for public speaking—including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the centers to learn more about communicating with professors and general academic study skills. Location: Lower Level of Gleeson Library (G03). Contact Info: (415) 422-6713 or visit: myusf.usfca.edu/lwsc

Counseling and Psychological Services

A diverse staff offers brief individual, couple, and group counseling to USF students. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday – Friday from 5:00 PM to 8:30 AM, 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>

Intercollegiate Student Competitors

USF's policy regarding intercollegiate student competitors is as follows: "Students, when representing the University of San Francisco in intercollegiate competition (e.g., athletics, debates, etc.) shall be excused from classes on the hours or days such competition takes them away from classes...However, such students shall be responsible for advising their professors regarding anticipated absences and arranging to complete class work for classes and/or examinations that are missed." Furthermore, the Athletics Dept. requires each student-athlete to submit a letter from the Athletics Department before they depart for an away game or match. This letter is generated specifically for those dates and is signed by the head coach. If the student-athlete does not submit the letter to the professor prior to the date(s) they will be absent, they should not be officially excused. What this means is that students in this class are required to notify the professor in advance of all anticipated absences from class due to obligations in which the student is representing USF in intercollegiate competition. If the student is an athlete, this notification shall be accompanied by an official letter from the Athletics Department, signed by the student's head coach. Furthermore, it is entirely the student's responsibility, in these instances, to determine (from a fellow student or from the professor during office hours) what material/exercises/assignments they may have missed during their absence. As per USF policy, the professor will excuse absences as described above; however, students will be expected to complete make-up work, where appropriate and as assigned by the professor, in a timely manner. Failure to comply with these policies and procedures will result in a lower grade in this course.

Note that this is a tentative calendar, subject to change. Additional readings will be added to Canvas. These will be announced in class as well as clearly reflected on the course website.

<u>Date</u>	<u>Topic</u>	<u>Reading</u> <i>Complete before reaction post</i>	<u>Assignment Due</u> <i>Due on Canvas by midnight of due date</i>
Week 1 Jan 25, 27, 29	Intro & What is Health Psychology?	Ch 1	
Week 2 Feb 1, 3, 5	Health Behaviors	Ch 3	Reaction Post 1 Due: Mon 2/1
Week 3 Feb 8, 10, 12	Health-Promoting Behaviors & Health-Compromising Behaviors	Ch 4 & Ch 5	Reaction Post 2 Due: 2/8
Week 4 Feb 17 & 19	<i>No Class Monday Feb 15</i> Stress	Ch 6	Reaction Post 3 Due: 2/15
Week 5 Feb 22, 24, 26	Coping, Resilience, and Social Support	Ch 7	Reaction Post 4 Due: 2/22
Week 6 Mar 1, 3, 5	Special Topics: <i>Transgender Minority Stress and Health</i> ; Guest Lecturer Dr. Jennifer Staples, Alliant University	Canvas Reading	Reaction Post 5 Due: 3/1
Week 7 Mar 8, 10, 12	Special Topics: <i>Community-based Participatory Research Methods to Address Health</i>	Canvas Reading	Reaction Post 6 Due: 3/8
Week 8 Mar 15-19	No Class – Spring Break		
Week 9 Mar 22, 24, 26	Special Topics: <i>Alcohol Use and Health</i> ; Guest Lecturer Dr. Hollie Granato, UCLA	Canvas Reading	Reaction Post 7 Due: 3/22
Week 10 Mar 29, 31	Special Topics: <i>Racism and Health</i>	Canvas Reading	Reaction Post 8 Due: 3/29
Friday April 1	No Class – Easter Holiday		
Week 11 Apr 5, 7, 9	Seeking and Using Health Care Services & Patients, Providers, and Treatments	Ch 8 & Ch 9	Reaction Post 9 Due: 4/5
Week 12 Apr 12, 14, 16	Management of Pain and Discomfort	Ch 10	Reaction Post 10 Due: 4/12
Week 13 Apr 19, 21, 23	Management of Chronic and Terminal Health Disorders & Advancing and Terminal Illness	Ch 11 & Ch 12	Reaction Post 11 Due 4/20
Week 14 & 15 Apr 26, 28, 30, May 3, 5	Group Project Presentations		Group Project Summary Paper Due: Fri 4/30
Week 15 & 16 May 7, 10, 12	Individual Behavior Change Presentations		Behavior Change Summary Paper Due: Wed 5/12