

(157-UCCh.)  
+15-core

53-GCCh.

copy

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	<b>PSYHOLOGY</b>	College/School	<b>College of Liberal Arts</b>
Prepared by	<b>Janet Schichnes</b>	Phone	<b>J. Schichnes - 6163</b>
Email Contact	<b><u>jeschichnes@alaska.edu</u></b>	Faculty Contact	<b>Janet Schichnes</b>

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	<b>PSY</b>	Course #	<b>F469-669</b>	No. of Credits	<b>3</b>
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<b>COURSE TITLE</b>	<b>Health Psychology</b>
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**2. ACTION DESIRED:**  Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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<b>NUMBER</b>	<input type="checkbox"/>	<b>TITLE</b>	<input checked="" type="checkbox"/>	<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREREQUISITES*</b>	<input checked="" type="checkbox"/>	<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>	<b>X</b>	<input checked="" type="checkbox"/>

\*Prerequisites will be required before a student is allowed to enroll in the course.

<b>CREDITS (including credit distribution)</b>	<input type="checkbox"/>	<b>COURSE CLASSIFICATION</b>	<input checked="" type="checkbox"/>
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<b>STACKED (400/600) Include syllabi.</b>	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
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<b>STOP EXISTING CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
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<b>OTHER (specify)</b>	<input type="checkbox"/>			
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**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

<b>COURSE FORMAT:</b> (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
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OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)	<b>Lecture</b>
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4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive,  \*Format 6 also submitted W = Writing Intensive,  \*Format 7 submitted Natural Science,  \*Format 8 submitted

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES  NO

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Ease study~~ Comparative approach in assessing Aberiginal to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

PSY F469 Health Psychology

3 Credits Offered Fall Even Numbered Years

~~Scientific study of behaviors that relate to health enhancement, disease and injury prevention, safety and rehabilitation. While mental health is included, the emphasis is on physical health. Also available via e-learning and Distance Education~~ Principles of health promotion and disease prevention with a focus on social and cultural influences on health. Critical emphasis on theory and research within the field of health psychology with attention paid to evidence-based models of health behavior change. Topics include human anatomy and physiology, diet and nutrition, sexual health, substance abuse and dependence, common chronic illnesses, health disparities, and the interplay between psychology and medicine in treating disease. Prerequisites: COMM F131X or COMM F141X; PSY F101; PSY F275; and junior standing 9 credits of Psychology courses with a "C" grade or better. Stacked with PSY F669. (3+0)

PSY F669 Health Psychology

3 Credits Offered Fall Even Numbered Years

~~Scientific study of behaviors that relate to health enhancement, disease and injury prevention, safety and rehabilitation. While mental health is included, the emphasis is on physical health. Also available via e-learning and Distance Education~~ Principles of health promotion and disease prevention with a focus on social and cultural influences on health. Critical emphasis on theory and research within the field of health psychology with attention paid to evidence-based models of health behavior change. Topics include human anatomy and physiology, diet and nutrition, sexual health, substance abuse and dependence, common chronic illnesses, health disparities, and the interplay between psychology and medicine in treating disease. Prerequisites: Graduate standing or permission of instructor. Stacked with PSY F469. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

**PSY F469 Health Psychology**

3 Credits Offered Fall Even Numbered Years

Principles of health promotion and disease prevention with a focus on social and cultural influences on health. Critical emphasis on theory and research within the field of health psychology with attention paid to evidence-based models of health behavior change. Topics include human anatomy and physiology, diet and nutrition, sexual health, substance abuse and dependence, common chronic illnesses, health disparities, and the interplay between psychology and medicine in treating disease. **Prerequisites: COMM F131X or COMM F141X; PSY F101; PSY F275; and 9 credits of Psychology courses with a "C" grade or better.** Stacked with PSY F669. (3+0)

**PSY F669 Health Psychology**

3 Credits Offered Fall Even Numbered Years

Principles of health promotion and disease prevention with a focus on social and cultural influences on health. Critical emphasis on theory and research within the field of health psychology with attention paid to evidence-based models of health behavior change. Topics include human anatomy and physiology, diet and nutrition, sexual health, substance abuse and dependence, common chronic illnesses, health disparities, and the interplay between psychology and medicine in treating disease. **Prerequisites: Graduate standing or permission of instructor.** Stacked with PSY F469. (3+0)

8. GRADING SYSTEM: Specify only one.

LETTER:

PASS/FAIL:

9. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

The main impact of this change will be providing faculty to teach the course every other year rather than once a year.

10. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

Dr. Lower spoke with Diane Ruess of the Library on November 11, 2010 regarding all curriculum changes being submitted.

11. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

The only program or department that will be affected by this action is the Psychology Department as mentioned above.

12. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

This change will have no impacts on programs or departments other than Psychology as noted above. Adjusting the pre-requisites will positively impact Psychology by ensuring that students are better prepared for this course. By only offering the course every other year instead of every year, it will help improve course enrollment as well as provide flexibility and allow more courses to be taught by the Psychology department on a regular basis. Making the undergraduate course Oral Intensive will provide our students another opportunity to complete this requirement using a course in their major.

**13. JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

The course description has been adjusted to reflect current topics and research in the field of health psychology. The prerequisites have been adjusted to better ensure that students are prepared to take the course before they enroll. The frequency of offering has been adjusted to allow the Psychology department to offer a wider variety of courses on a regular basis. In addition, by offering the course less often, it will increase the enrollment of the course when it is offered. Finally, by adding an Oral designator to the undergraduate offering of this course, it provides another way for psychology majors to receive their oral requirements while taking courses in their major.

*See attached signatures.*

**APPROVALS:** (Additional signature blocks may be added as necessary.)

	Date
Signature, Chair, Program/Department of:	

	Date
Signature, Chair, College/School Curriculum Council for:	

	Date
Signature, Dean, College/School of:	

Offerings above the level of approved programs must be approved in advance by the Provost:

	Date
Signature of Provost (if applicable)	

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date
Signature, Chair	
Faculty Senate Review Committee:    ___ Curriculum Review            ___ GAAC	
___ Core Review                    ___ SADAC	

No	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	Dr. Tim Lower spoke with Diane Ruess of the Library on November 11, 2010 regarding all curriculum changes being submitted.
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**12. IMPACTS ON PROGRAMS/DEPTS:**

*What programs/departments will be affected by this proposed action?  
Include information on the Programs/Departments contacted (e.g., email, memo)*

The only program or department that will be affected by this action is the Psychology Department as mentioned above.

**13. POSITIVE AND NEGATIVE IMPACTS**

*Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.*

This change will have no impacts on programs or departments other than Psychology as noted above. By only offering the course every other year instead of every year, it will help improve course enrollment as well as provide flexibility and allow more courses to be taught by the Psychology department on a regular basis.

**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

*(See update on previous page.)*

The course description and syllabus has been adjusted to reflect current topics and research in the field of health psychology.

The frequency of offering has been adjusted to allow the Psychology department to offer a wider variety of courses on a regular basis. In addition, by offering the course less often, it will increase the enrollment of the course when it is offered.

**APPROVALS:**

	Date	12/5/12
Signature, Chair, Program/Department of: <b>PSYCHOLOGY</b>		


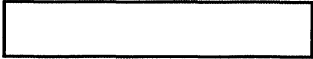
	Date	2-25-2013
Signature, Chair, College/School Curriculum Council for: <b>College of Liberal Arts</b>		

	Date	02/25/13
Signature, Dean, College/School of: <b>College of Liberal Arts</b>		

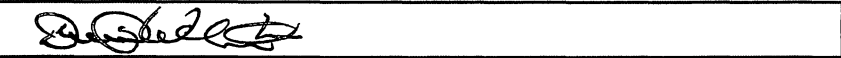
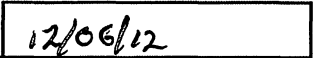
	Date	
Signature of Provost (if applicable)		




Offerings above the level of approved programs must be approved in advance by the Provost.

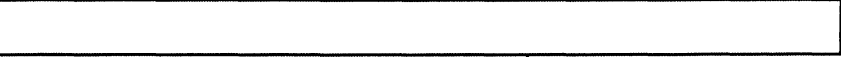


**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

	Date	
Signature, Chair, UAF Faculty Senate Curriculum Review Committee		

**ADDITIONAL SIGNATURES:** *(As needed for cross-listing and/or stacking)*

	Date	
Signature, Chair, Program/Department of: <u>Ph.D. CLINICAL / COMMUNITY PSYCH.</u>		

	Date	
Signature, Chair, College/School Curriculum Council for: 		

	Date	
Signature, Dean, College/School of: 		

**ATTACH COMPLETE SYLLABUS (as part of this application).**

The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

1. **Course information:**
  - Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).
2. **Instructor (and if applicable, Teaching Assistant) information:**
  - Name,  office location,  office hours,  telephone,  email address.
3. **Course readings/materials:**
  - Course textbook title,  author,  edition/publisher.
  - Supplementary readings (indicate whether  required or  recommended) and
  - any supplies required.
4. **Course description:**
  - Content of the course and how it fits into the broader curriculum;
  - Expected proficiencies required to undertake the course, if applicable.
  - Inclusion of catalog description is *strongly* recommended, and
  - Description in syllabus must be consistent with catalog course description.
5.  **Course Goals (general), and (see #6)**
6.  **Student Learning Outcomes (more specific)**
7. **Instructional methods:**
  - Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).
8. **Course calendar:**
  - A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.
9. **Course policies:**
  - Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.
10. **Evaluation:**
  - Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:  
<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>
11. **Support Services:**
  - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.
12. **Disabilities Services:** Note that the phone# and location have been updated. The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.
  - State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

8/1/2012

**PSY 469 O - Health Psychology - Fall, year  
5:50-8:50 Mondays; 402 Gruening**

**Prerequisites:** PSY F101; PSY F275; and junior standing.

**Professor:** Dr. Monica Skewes  
**E-mail:** mcskewes@alaska.edu  
**Phone:** 474-7326  
**Office:** 238 Arctic Health Research Building  
**Hours:** Monday, 3-5 p.m.; also by appointment

**Required Texts:**

Sarafino, E.P. (2008). *Health Psychology: Biopsychosocial Interactions* (7<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.  
 Album, M. (1997). *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson*. New York: Doubleday.

**Additional Readings:** Additional readings will be assigned throughout the semester and will be available on Blackboard.

**Course Description:** This course is intended to provide a broad overview of research and practice in health psychology. You will be required to master material presented in lectures, films, and the text. The lectures and films are meant to help you to understand the readings and to supplement the coverage of the textbook. Some of the material in the text will *not* be covered in lecture and films, and some of the material in lectures and films will *not* be covered in the text.

This course is designated as Oral-Intensive (O). This designation means that the "O" is evident in the course number on the syllabus (PSY 469 O). This designation applies to upper-division courses. Oral activities in this course will follow these rules:

*Public (small class)*

- A. a minimum of 15% of the graded work will be based on effectiveness of oral communication
- B. two presentations of 20 minutes with questions and answers
- C. Students will receive intermediate instructor assistance in developing presentational competency
- D. Students will utilize their communication competency across the span of the semester, not just in a final project.
- E. Students will receive instructor feedback on the success of their efforts at each stage of preparing their presentations.

**Course Objectives:** Students will:

- Develop and demonstrate understanding of the field of health psychology and its relevance to the fields of public health, clinical psychology, social psychology, and medicine.
  - Integrate theory and research to develop a comprehensive understanding of health and illness
  - Define the biopsychosocial model as an important and viable alternative to the biomedical model of health and illness
  - Understand the biopsychosocial processes involved in staying healthy, becoming sick, and living with chronic disease
  - Demonstrate how theory and research in health psychology can be applied in real-world settings to improve health and well-being
  - Critically evaluate conclusions drawn from research in health psychology
  - Demonstrate knowledge in the areas of minority health disparities and cultural influences on health
  - Gain skills and experience in public speaking
-



**Instructional Methods:** Course lectures, films, readings, and discussions will comprise this course. Students are responsible for knowing all the material presented and discussed in class. All topics are fair game on the tests/quizzes.

**Quizzes (15%):** Pop quizzes will be given sporadically to monitor progress and motivate adherence to the reading schedule. Quizzes will cover material presented in the previous class and readings. Be prepared for a quiz at every class. There will be no make-up quizzes if you miss class or are late; however, your lowest quiz score will be dropped.

**Exams (35%):** There will be one midterm exam (15%) and one final exam (20%). Each will consist of multiple-choice and short answer questions taken from the lectures, films, text, other readings, and discussions. Both exams are **cumulative**. Make-up exams will not be given unless you are engaged in university-related activities during the normal exam time **and** you have followed the appropriate procedure for notifying the professor of your impending absence (see the Undergraduate Catalog).

**Reflection Paper (15%):** A brief reflection paper based on the book *Tuesdays with Morrie* will be due in class on or before **date**. Your paper should include a brief (one paragraph) description of the book and its relevance to health psychology. You should discuss the main themes of the book and how they relate to your own life or an experience you have had with illness, disease, or the health care system. Then, you should evaluate the book's themes in relation to culture. You are encouraged to discuss your thoughts, feelings, beliefs, and experiences in this paper—there are no wrong answers or observations. You will be graded on thoughtfulness and insight. The paper should be approximately five double spaced pages in length. Please include a title page and reference page in APA style *in addition to the five pages of text*. The only reference required in the reference page will be that for the book itself. **No late papers will be accepted.**

**Project #1: Chronic Health Problem/Disease Simulation (15%):** The purpose of this assignment is to increase your understanding of the impact of chronic illness on the lives of those who experience chronic health problems. For this assignment, you will need to select one chronic disease or health problem that requires a daily regimen of care (e.g., diabetes, kidney failure/dialysis, HIV disease, cancer, etc.) and simulate having that health problem for two days. This assignment requires three components: contract, simulation & journal, and presentation to the class (5% each).

**Contract (due date):** Select a health problem that requires daily monitoring and/or manipulation (e.g., injections, special diet, medication, blood glucose measurement, dialysis, chemotherapy, etc.). Think about the ways in which your life might change if you had to cope with this condition on a daily basis. Then, create a plan (contract) for how you will simulate living for two days with that health problem. Consider how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified. Each student will make an individual contract with the instructor. The contract should be typed, double-spaced, and include the following information:

- The health problem/disease that you are going to simulate. Give a brief description of the health problem and the special needs of individuals with that health problem/disease.
- Your plan for how you are going to simulate the health problem. Be specific and include what materials you are going to use (e.g., Tic Tacs for medication) and how often you will be doing the monitoring and/or manipulations. Include information on the frequency of monitoring/manipulation in the form of a schedule for the two days that includes the time at which each event will occur.
- Your anticipated start date and end date for the simulation.

**Simulation & Journal (due date):** For two days, implement the simulation according to your contract. During these two days, write a daily journal (2 full pages) of your experiences and reactions to living with the health problem.

**Presentation (due date):** Finally, when you have completed the disease simulation, you will prepare and deliver a 10 minute presentation to the class discussing your personal reactions to the simulation, including any insights that you gained from participating in the exercise. You should use Powerpoint or some other

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professional presentation software program and will be graded on both the content and style of the presentation.

**Examples of types of topics you may reflect on in your contract, journal, and presentation:** Ways in which your life might change if you had to cope with this condition on a daily basis; how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified if you had this condition; anticipated obstacles to managing the condition; your own evaluation of the effectiveness of the daily regimen (why it worked or didn't work for you).

**Project #2: Health Promotion Pamphlet (20%):**

In this project, you will be developing a pamphlet to educate patients at the UAF Student Health and Counseling Center about a topic relevant to student health and well-being. For example, you could choose to focus on health promotion strategies regarding the prevention of sexually transmitted infections, nutrition and healthy eating, responsible alcohol use, tobacco cessation, stress management, depression, etc. Your goal is to select a relevant topic and to use **current literature and theory** to support your advice/suggestions. This assignment requires two components: pamphlet, and presentation to the class (**10% each**).

**Pamphlet (due date):** You will develop a health education and promotion pamphlet to educate students about the health problem and provide recommendations based on current best practices. You will need to research the problem and review the literature on recommended actions to avoid or manage the problem. Please include an APA-style reference list with a minimum of 5 references (at least 3 from academic journals) to support your recommendations. Your pamphlet can be created using Microsoft Word or other word processing program and should be formatted so that you can fold a standard sheet of paper in thirds to create the pamphlet. An example will be shown in class.

**Presentation (due date):** You will give a 15 minute presentation to the class explaining the problem you selected, the recommendations/advice you provided, and a summary of the literature supporting your recommendations. You must use the scientific literature (i.e., academic journals) to support your summary of the problem and recommendations. You should use Powerpoint or some other professional presentation software program and will be graded on both the content and style of the presentation.

**Grading:**

1. Quizzes = 15% (altogether, after dropping lowest score)
2. Reflection Paper = 15%
3. Project #1: Chronic Health Problem/Disease Simulation = 15%
  - Contract (5%)
  - Simulation and Journal (5%)
  - Course Presentation (5%)
4. Project #2: Health Promotion Pamphlet = 20%
  - Pamphlet (10%)
  - Course Presentation (10%)
5. Midterm = 15%
6. Final = 20%

The grading for the course will be based on the six components outlined above. Opportunities to obtain modest extra credit by serving as a research participant in psychology or by attending selected health-relevant talks on campus may be announced at various times throughout the course. Final letter grades will be assigned as follows:

- ≥ 94% = A
- 90-93% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-

77-79% = C+  
 73-76% = C  
 70-72% = C-  
 67-69% = D+  
 63-66% = D  
 60-62% = D-  
 < 60% = F

University policy does not permit professors to release grade information to students by telephone or e-mail. Please make requests for grade information in person.

**Course Policies:** You are expected to attend all classes. Because this course is being conducted in seminar format, missing one class is equivalent to missing three classes in another semester. If you miss a class, you are responsible for obtaining the information covered from another student. It is strongly recommended that you exchange contact information with another student in this course in the event that you must miss a class. Lectures will not be reiterated during office hours for those who do not attend class. Please do your best to arrive for class on time. You will not be permitted to take the quizzes if you arrive to class after another student has completed the quiz. Please quiet your cell phones during class and refrain from text messaging and chatting with your classmates during lectures. Participation during class is important. Please feel free to ask questions as they occur to you, and to offer your opinions during discussions.

It is strongly recommended that you visit the professor and/or TA during office hours should you have questions or difficulty understanding the material. We are here to help!

Laptops are allowed for the purpose of taking notes only. Please do not check your email, twitter, facebook, or engage in any other activity on your computer during class. If I discover that students are using laptops for purposes other than note taking during class, I may decide to prohibit their use in subsequent classes. Do not sleep during class; it is offensive and distracting to others. However, due to the time class will be held, please feel free to bring dinner or snacks to class. Please be respectful of class time, and keep extracurricular activities outside of the classroom. Also, be sure that you are respectful of your peers during course discussions, particularly when expressing disagreement.

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**Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
	<b>Labor Day—No Class</b>	
	Overview of Health Psychology; Systems of the Body	Chapters 1 and 2
	Systems of the Body	Chapters 2 and 6
	Health Behavior and Health Promotion	
	Health Behavior and Health Promotion	Chapter 6
	Harm Reduction and Motivational Interviewing	TBA
	Stress, Illness, and Coping	Chapters 3, 4, and 5
	Stress, Illness, and Coping	Chapters 3, 4, and 5
	<b>Project #1 Contract Due</b>	
	Review for Midterm	Chapters 1-6
	<b>Reflection Paper Due</b>	
	Midterm Exam	Chapters 1-6
	Healthy Lifestyles	Chapters 7 and 8
	Healthy Lifestyles	Chapters 7 and 8
	<b>Project #1 Simulation and Journals Due</b>	
	Chronic Illness	Chapters 13 and 14
	Chronic Illness	Chapters 13 and 14
	<b>Project #1 Class Presentations</b>	TBA
	Becoming Ill and Getting Medical Treatment	Chapters 9 and 10
	Health Literacy and Minority Health Disparities	TBA
	Pain	Chapters 11 and 12
	<b>Project #2 Pamphlets Due</b>	
	Review for Final	Chapters 1-14
	<b>Project #2 Class Presentations</b>	
	<b>Final Exam, 8-10 p.m.</b>	

**PSY 669 - Health Psychology - Fall, 2012**  
**5:50-8:50 Mondays; 402 Gruening**

**Prerequisites:** PSY F101; PSY F275; and graduate standing.

**Professor:** Dr. Monica Skewes  
**E-mail:** mcskewes@alaska.edu  
**Phone:** 474-7326  
**Office:** 238 Arctic Health Research Building  
**Hours:** Monday, 3-5 p.m.; also by appointment

**Required Texts:**

Sarafino, E.P. (2008). *Health Psychology: Biopsychosocial Interactions* (7<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.  
 Album, M. (1997). *Tuesdays with Morrie: An Old Man, a Young Man, and Life's Greatest Lesson*. New York: Doubleday.  
 American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, D.C.

**Additional Readings:** Additional readings will be assigned throughout the semester and will be available on Blackboard.

**Course Description:** This course is intended to provide a broad overview of research and practice in health psychology. You will be required to master material presented in lectures, films, and the text. The lectures and films are meant to help you to understand the readings and to supplement the coverage of the textbook. Some of the material in the text will *not* be covered in lecture and films, and some of the material in lectures and films will *not* be covered in the text.

**Course Objectives:** Students will:

- Develop and demonstrate understanding of the field of health psychology and its relevance to the fields of public health, clinical psychology, social psychology, and medicine.
- Integrate theory and research to develop a comprehensive understanding of health and illness
- Define the biopsychosocial model as an important and viable alternative to the biomedical model of health and illness
- Understand the biopsychosocial processes involved in staying healthy, becoming sick, and living with chronic disease
- Demonstrate how theory and research in health psychology can be applied in real-world settings to improve health and well-being
- Critically evaluate conclusions drawn from research in health psychology
- Demonstrate knowledge in the areas of minority health disparities and cultural influences on health
- Gain in-depth knowledge of psychology research methods as evidenced by a theoretically-driven research proposal
- Gain skills and experience in public speaking

**Instructional Methods:** Course lectures, films, readings, and discussions will comprise this course. Students are responsible for knowing all the material presented and discussed in class. All topics are fair game on the tests/quizzes.

**Quizzes (10%):** Pop quizzes will be given sporadically to monitor progress and motivate adherence to the reading schedule. Quizzes will cover material presented in the previous class and readings. Be prepared for a quiz at every class. There will be no make-up quizzes if you miss class or are late; however, your lowest quiz score will be dropped.

**Exams (20%):** There will be one midterm exam (10%) and one final exam (10%). Each will consist of multiple-choice and short answer questions taken from the lectures, films, text, other readings, and discussions. Both exams are **cumulative**. Make-up exams will not be given unless you are engaged in university-related activities during the normal exam time **and** you have followed the appropriate procedure for notifying the professor of your impending absence (see the Undergraduate Catalog).

**Reflection Paper (10%):** A brief reflection paper based on the book *Tuesdays with Morrie* will be due in class on or before **date**. Your paper should include a brief (one paragraph) description of the book and its relevance to health psychology. You should discuss the main themes of the book and how they relate to your own life or an experience you have had with illness, disease, or the health care system. Then, you should evaluate the book's themes in relation to culture. You are encouraged to discuss your thoughts, feelings, beliefs, and experiences in this paper—there are no wrong answers or observations. You will be graded on thoughtfulness and insight. The paper should be approximately five double spaced pages in length. Please include a title page and reference page in APA style *in addition to the five pages of text*. The only reference required in the reference page will be that for the book itself. **No late papers will be accepted.**

**Project #1: Chronic Health Problem/Disease Simulation (15%):** The purpose of this assignment is to increase your understanding of the impact of chronic illness on the lives of those who experience chronic health problems. For this assignment, you will need to select one chronic disease or health problem that requires a daily regimen of care (e.g., diabetes, kidney failure/dialysis, HIV disease, cancer, etc.) and simulate having that health problem for two days. This assignment requires three components: contract, simulation & journal, and presentation to the class (5% each).

**Contract (due date):** Select a health problem that requires daily monitoring and/or manipulation (e.g., injections, special diet, medication, blood glucose measurement, dialysis, chemotherapy, etc.). Think about the ways in which your life might change if you had to cope with this condition on a daily basis. Then, create a plan (contract) for how you will simulate living for two days with that health problem. Consider how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified. Each student will make an individual contract with the instructor. The contract should be typed, double-spaced, and include the following information:

- The health problem/disease that you are going to simulate. Give a brief description of the health problem and the special needs of individuals with that health problem/disease.
- Your plan for how you are going to simulate the health problem. Be specific and include what materials you are going to use (e.g., Tic Tacs for medication) and how often you will be doing the monitoring and/or manipulations. Include information on the frequency of monitoring/manipulation in the form of a schedule for the two days that includes the time at which each event will occur.
- Your anticipated start date and end date for the simulation.

**Simulation & Journal (due date):** For two days, implement the simulation according to your contract. During these two days, write a daily journal (2 full pages) of your experiences and reactions to living with the health problem.

**Presentation (due date):** Finally, when you have completed the disease simulation, you will prepare and deliver a 20 minute presentation to the class discussing your personal reactions to the simulation, including any insights that you gained from participating in the exercise. There will be a question and answer session following your presentation. You should use Powerpoint or some other professional presentation software program and will be graded on both the content and style of the presentation.

**Examples of types of topics you may reflect on in your contract, journal, and presentation:** Ways in which your life might change if you had to cope with this condition on a daily basis; how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified if you had this condition; anticipated obstacles to managing the condition; your own evaluation of the effectiveness of the daily regimen (why it worked or didn't work for you).

**Project #2: Health Promotion Pamphlet (20%):** In this project, you will be developing a pamphlet to educate patients at the UAF Student Health and Counseling Center about a topic relevant to student health and well-being. For example, you could choose to focus on health promotion strategies regarding the prevention of sexually transmitted infections, nutrition and healthy eating, responsible alcohol use, tobacco cessation, stress management, depression, etc. Your goal is to select a relevant topic and to use **current literature and theory** to support your advice/suggestions. This assignment requires two components: pamphlet, and presentation to the class (10% each).

**Pamphlet (due date):** You will develop a health education and promotion pamphlet to educate students about the health problem and provide recommendations based on current best practices. You will need to research the problem and review the literature on recommended actions to avoid or manage the problem. Please include an APA-style reference list with a minimum of 5 references (at least 3 from academic journals) to support your recommendations. Your pamphlet can be created using Microsoft Word or other word processing program and should be formatted so that you can fold a standard sheet of paper in thirds to create the pamphlet. An example will be shown in class.

**Presentation (due date):** You will give a 20 minute presentation to the class explaining the problem you selected, the recommendations/advice you provided, and a summary of the literature supporting your recommendations. There will be a question and answer session following your presentation. You must use the scientific literature (i.e., academic journals) to support your summary of the problem and recommendations. You should use Powerpoint or some other professional presentation software program and will be graded on both the content and style of the presentation.

**Research Proposal (due date):** You will write a grant proposal for a theoretically-driven empirical research study on the health psychology topic of your choice. Students must identify an Institute or Center of the National Institutes of Health to which the proposal may be submitted. The proposal will be a **maximum** of 14 double-spaced pages of text and must be written in APA style. APA-formatted Title Page, Abstract, References, and Appendix sections should be included in addition to the 14 pages of text. Please begin work on this early in the semester, as this project is worth **25%** of your grade and cannot be accomplished at the last minute. Also, please see the professor early in the semester for guidance in selecting a topic, planning the methods, and selecting an appropriate outlet (Institute or Center) for the proposal's submission. More information about the proposal is included at the end of this syllabus.

#### **Grading:**

1. Quizzes = 10% (altogether, after dropping lowest score)
2. Reflection Paper = 10%
3. Project #1: Chronic Health Problem/Disease Simulation = 15%
  - Contract (5%)
  - Simulation and Journal (5%)
  - Course Presentation (5%)
4. Project #2: Health Promotion Pamphlet = 20%
  - Pamphlet (10%)
  - Course Presentation (10%)
5. Midterm = 10%
6. Final = 10%
7. Grant Proposal = 25%

#### **Letter grades will be determined as follows:**

- ≥ 94% = A
- 90-93% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 73-76% = C

70-72% = C-  
 67-69% = D+  
 63-66% = D  
 60-62% = D-  
 < 60% = F

University policy does not permit professors to release grade information to students by telephone or e-mail. Please make requests for grade information in person.

**Course Policies:** You are expected to attend all classes. Because this course is being conducted in seminar format, missing one class is equivalent to missing three classes in another semester. If you miss a class, you are responsible for obtaining the information covered from another student. It is strongly recommended that you exchange contact information with another student in this course in the event that you must miss a class. Lectures will not be reiterated during office hours for those who do not attend class. Please do your best to arrive for class on time. You will not be permitted to take the quizzes if you arrive to class after another student has completed the quiz. Please quiet your cell phones during class and refrain from text messaging and chatting with your classmates during lectures. Participation during class is important. Please feel free to ask questions as they occur to you, and to offer your opinions during discussions.

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**Health Psychology 669—Fall 2011—Dr. Skewes  
Graduate Student Research Proposal Assignment**

Your grant proposal should follow APA style, and should include the following components:

- Title Page
- Abstract
  - 100-200 word summary of your proposal
- Introduction
  - Describe the health problem you are focusing on
  - Review the literature on that health problem—what do we know so far? What do we need to know? What gap in the literature will this research study fill? Why would this study be important to public health?

- Briefly describe the theoretical framework of your study (e.g., Transtheoretical Model, Health Belief Model)
- Specify the specific aims of your research study
- State your hypotheses (what do you *think* your results will be?)
- Method
  - Study design
    - Describe the design of your study. Will this be a longitudinal or cross-sectional study? Experiment, quasi-experiment, or correlational design? Prospective or retrospective? Will you be proposing an intervention, or trying to answer a basic question about the health problem? What are your independent and dependent variables? What are your hypotheses?
  - Participants
    - Who will the participants be? How many will there be? How (and from where) will you recruit them?
  - Measures
    - How will you assess the health behavior or problem? Will you use standardized measures, questionnaires, interviews, or physiological measures? Will your data be quantitative or qualitative?
  - Intervention (if any)
    - If you are proposing an intervention, describe it in detail.
  - Procedures
    - What will happen in this study? What will the participants experience as part of the study? Describe in detail.
    - For examples, read articles on the health problem you are studying and see how this section is organized. Also see the professor if you want to discuss methods.
  - Analyses
    - What statistical analyses will be used to analyze the data, once collected? (For example, ANOVA to compare groups, multiple regression to examine predictors of outcome, etc.). See the professor if you have questions or for assistance.
- Conclusion
  - Summarize your planned study. Why is it important?
  - What would it mean if your hypotheses are supported? How will this study contribute to the overall literature on the health problem?
- References
  - Include a minimum of 10 academic articles in your reference list.
  - Format your list in APA style.
  - You may also include websites such as Healthy People 2010 in your reference list, as long as they are appropriately cited.
  - Every citation in your paper should have a reference on this page, and every reference on this page should have a citation in the body of the proposal.
- Appendix (optional)
  - If you are using measurements/assessments that you create, include them here.
  - If you design an intervention, you may include additional information here.

Advice: Follow the APA manual in developing your proposal. Ideally, this is a research proposal that you will be able to conduct in the future. Be careful not to plagiarize—all ideas that are not your original thoughts need to be cited. It's better to over-cite than under-cite. Please see your professor if you have questions about this proposal. It might be a good idea to discuss your proposal topic ahead of time to be sure you're on the right track.