

## **PSY 326: Health Psychology**

Fall Semester 2018

TTH 4-5:15  
Room: 13-2218

Psychology & Sociology Department  
California State Polytechnic University, Pomona

**Course Description:** Topics in health psychology, including health education, promotion, and motivation; pain management; coping with chronic illness; and stress and psychoneuroimmunology. Components of the course will include completion of a health promotion project and discussing the assigned readings in class.

This course may be counted as a B4 or D4 G.E. synthesis course. Prerequisites: "One course from both subareas B3 and D3, one course from sub area B1 or B2 and one course from D1 or D2" (see the academic catalog regarding General Education).

**Course Objectives for Students:** To gain an understanding of the roles and functions of health psychologists; to understand environmental, psychological, and behavioral factors related to immune functioning, pain, illness and health; to understand the interdisciplinary biopsychosocial approach to health; and to appreciate the role of prevention and comprehensive lifestyle change, especially with regard to exercise, diet, and stress management.

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Office Hours: Mondays 12-1:30; Thursday 9:30am-11:00pm (by email)  
Faculty Office: Building 5, Rm 228

Find all course materials (lecture notes, study guides, articles) on my website  
Website: [www.drsaadiamcleod.com/](http://www.drsaadiamcleod.com/)

**Text:** Taylor, S. (2011). *Health Psychology*, 9<sup>th</sup> Ed. New York: McGraw-Hill.

**Grading components:** Midterm exam = 30 points; Final exam = 40 points; Project = 15 points; Participation = 15 points; You can earn up to 5 extra credit points through participation in research studies within the department. For 5 points: Earn 2 Sona-managed experiment credits (go to <http://cpp.sona-systems.com> to sign up and view instructions. All extra credit must be completed by Friday of week 10 of the quarter (the last week of classes; not during exam week). As an alternative extra credit option, please write a 3-page reaction paper to the following readings (available on blackboard):

**The Death Café Movement by Jack Fong**

**Readings:** Ch. 1 "Coffee and Death"; Ch. 2 "Baby Boomers and Death Café"; Ch. 4 pgs. 150-153 "Death as Cultural Experience"; "Anxiety and Fear of Death"

Participation points will be based on group work completed in class and participation in class discussions. Each class session is divided into an initial lecture period followed by a workshop-style group participation period. The group work may involve discussion of lecture topics as highlighted in documentaries, or discussion of an assigned article, or case work. Each student will be assigned to a group during the first week of class and each group will be assigned a group number. Please write that group number along with members' names on all work submitted by the group. This course uses a multi-modal approach to teaching to allow for a more exciting and engaging learning process. Students will listen to lecture, watch impactful documentaries, review contemporary articles, explore clinical cases, and participate in enriching discussions. All students are asked to take notes while watching documentaries and read assigned articles before class discussions. **Student who come prepared and participate in class discussions tend to do very well.**

**Grade scale:** A = 93+ points, A- = 90+ points, B+ = 87+ points, B = 83+ points, B- = 80+ points, C+ = 77+ points, C = 73+ points, C- = 70+ points, D+ = 67+ points, D = 63+ points, D- = 60+ points, F = < 60 points.

**Project: For the project you will produce health promotion messages.** You should prepare a 4-min presentation or an academic poster. The final project product can be in the form of a brochure, poster, web page, video, or other format. The poster should be a trifold. The left side should contain background information on your topic. The right panel should have your recommendations and concerns. The middle panel should contain graphics/tables summarizing two empirical studies along with a written summary. Creating your own original text and graphic materials (as opposed to cutting and pasting from other sources) will be a criterion of grading. When you present your project please include APA-style references in an annotated bibliography given to the instructor. An annotated bibliography is a list of citations with accompanying summaries and comments about the relevance of each. At the beginning of the bibliography you should introduce the material, describing how it was selected and how it is all related. Please turn in the bibliography on the day of your presentation. The general scoring guideline is as follows: Background (3 pts.), Annotated Bibliography (2 pts.), Empirical Studies and Graphics (5 pts), Recommendations (5 pts). Scoring will be based on the quality of the health message as determined by the thoroughness of the discussion and impact of the presentation. Please do not handwrite the written portion.

**You may not collect data from human or animal subjects without permission of the instructor. This means no unapproved questionnaires, interviews, observations, and so on.**

**The project proposal is due the 2nd week of class, and should be submitted at the end of class in typed form:** one typed paragraph stating your topic, method of presentation (poster, talk, slide show, brochure, web site, video, etc.), and intended target audience (the project will be presented to our class, but might be designed for others, such as children, teens, the elderly, the public, etc.). If you see other project proposals posted that are similar to yours, please communicate with those presenters to coordinate topic coverage (either by deciding which of you will focus on which aspects of a topic, or by deciding to work together on a joint presentation). **The project should summarize at least 2 empirical studies that highlight an important aspect of your topic.** Projects not submitted on time will deduct 2pts from overall project score.

Assignment of presentation date will be sent to students via their blackboard e-mail the Sunday before the first week of presentation. Assignments are drawn randomly and cannot be changed once assigned. Students are responsible to present on the day they are assigned. Students will submit an annotated bibliography the day of their presentation. All presentations should be no longer than 6 minutes. Students may speak from notes but may not read full texts as their presentation. Attendance will be taken during presentation dates.

Week	Schedule of Topics***	Reading
Th 8/23	Introduction to Course	
T 8/28 Th 8/30	Introduction to health psychology; Research Methods Article: "Placebos" – Discussion Psych Health Self-Assessment (1 <sup>st</sup> ) – in class	Ch. 1
T 9/4 Th 9/6	Behavior and Health Article: "Thank you for Not Smoking" <i>Food, Inc. Documentary</i> , , Discussion, notes keep for midterm	Ch. 3
T 9/11 Th 9/13	<b>No Class – Professor at Conference</b> <i>Food, Inc. Documentary</i> , , Discussion, notes keep for midterm (cont.) <b>Project Proposal Due</b>	
T 9/18 Th 9/20	National Alliance for the Mentally Ill: <b>Speaker Presentation</b> Systems of the body <i>Supersize Me Documentary</i> , Discussion (Tentative)	Ch. 2
T 9/25 Th 9/27	Stress and Coping,, Article "Students Under Pressure", Discussion "Is Stress Getting to You" Psych Health Self-Assessment (2 <sup>nd</sup> ) – in class	Ch. 6,7
T 10/2 Th 10/4	Midterm Review <b>Midterm – Chapters 1,2,3,6, &amp;7 – see study guide on website</b>	
T 10/9 Th 10/11	Healthcare policy issues <i>Sicko Documentary</i> , Discussion	Ch. 8
T 10/16 Th 10/18	<i>Sicko Documentary</i> , Discussion Assessment and Management of Pain	Ch. 10
T 10/23 Th 10/25	Assessment and Management of Pain <i>Oxycontin Documentary</i> , keep notes for final Article: "Alternative Techniques", Discussion <i>Acupuncture Documentary</i>	Ch. 10
T 10/30 Th 11/1	Chronic Illness Chronic Illness Case Discussion	Ch. 11, 13
T 11/6 Th 11/8	Psychology of Grief Terminal Illness Article: "How to Die" and "Cancer Families"  Documentary: Terminal Illness ( <i>Moyers on Dying</i> ); Discussion	Ch. 12
T 11/13 Th 11/15	Presentations Presentations	

T 11/20 Th 11/22	Presentations HAPPY THANKSGIVING – NO CLASS	
T 11/27 Th 11/29	Presentations Presentations	
T 12/4 Th 12/6	Presentations Presentations	
12/13, Thursday	<b>Final Exam: 3-4:50pm</b> <b>Study Guide on website</b>	Ch.8,10,11, 12,13

**\*\*\*These dates are tentative, including dates for exams. You are responsible for any changes made to the syllabus.**

### Frequently Asked Questions

**1. Do I have to speak to the class when I present my project?**

Not necessarily. If you present a poster you will be expected to stand next to it as people walk around viewing all of the posters, and answer any questions they or I may ask you individually. If you create a video, it conceivably could stand alone (this is a challenging project to take on, so you should come talk with me early in the course if you plan to create a video).

**2. Will there be a curve?**

If the class average is below 75%, there could be.

**3. When do I submit the annotated bibliography? Project Materials will be submitted on the assigned presentation date.**

**4. Can I do a group project? Group projects of 2-3 individuals is allowable for oral presentations only. Presentations will be expected to be more extensive and will be graded accordingly.**

**5. How do I choose a topic? I encourage students to choose a health topic that has impacted their life in some way. Presentations that emerge from personal motivations are often more thoughtful and impactful. Keep in mind that the intent is to present a health promotion message to a specific audience of your choosing.**

**6. What is the project proposal? The proposal should contain the topic, the intended audience for the health promotion message (kindergarten children, high schoolers, young parents, college students, individuals in substance abuse recovery, individuals with severe mental illness, women in cancer remission, health care workers, etc.), and the mode of presentation (poster, brochure, power point, video).**

Make-up exams will be given only in cases of extreme emergency (e.g., passing of an immediate family member, a car accident, or emergency surgery). Emergency must be supported with official documentation. Arrangements must be made with the professor ahead of time.

Classroom Etiquette. Students are expected to abide by the university standards of academic integrity (e.g., no cheating, plagiarism, drunkenness, etc.) and civility (i.e., proper conduct). Students who are caught cheating may fail that assignment or the entire course and may be reported to Judicial Affairs. Students are also expected to treat professors, staff, and fellow students with the utmost respect. Incidents of behavioral misconduct may be reported to Judicial Affairs. Given the sensitivity of the course topic, it is absolutely essential that students maintain an environment of intellectual openness, rational discussion, and mutual respect.

Disability: If you believe you have a physical, emotional, or medical condition that may impact your ability to succeed in this course, contact the Disabilities Resource Center (Building 9, room 103) who will communicate directly with your professor any appropriate accommodations that should be made on your behalf.

Email Communication. When communicating with me, please be sure to include your full name, and the name of the class and section number in your email. Also, allow 24-48 hours during weekdays to get my response and expect 48 to 72 hours during weekends. It is critical that before you contact me, you consult with the syllabus. I will not respond to emails when the answer is in the syllabus.

#### **Title IX:**

Please note that there are two executive orders from the CSU's Office of the Chancellor that limit what information faculty members are able to keep confidential. These are Executive Order 1096 (which relates to reporting of campus sexual assaults) and Executive Order 1083 (which relates to mandatory reporting of child abuse). What this means is that CSU faculty members are what are called "mandatory reporters," which means that once we are apprised of such incidents, we are required to report the incident to our Title IX officer on campus, regardless of whether the student wants this information reported or not. It may very well be that you would like the information reported but you do not know whom to approach about this information, in which case our mandatory reporting requirements will be desirable to you. However, if you just wanted to emote about an incident but do not want it reported, neither you nor I have any choice in this matter, and once it is divulged, I must report it. This is just to let you know about the kinds of requirements under which we all are operating. For additional information, please visit the following Cal Poly Pomona web page: <http://www.cpp.edu/~title-ix/index.shtml>