

## PSY 3450, Health Psychology, 4 Credits, Winter 2018

College of Arts & Sciences  
Department of Psychology  
Oakland University

### Course Information

Instructor: Dr. Michele Purdie  
Course Section #: 14596  
Class Time/Location: Online

Office: CAS Annex  
Office Hours: By appt. only  
E-mail: [parkhill@oakland.edu](mailto:parkhill@oakland.edu)

### Course Description

Psychology is a scientific discipline. This course will introduce you to the application of theory and research in psychology to the enhancement of health, and prevention and treatment of illness. The interaction between biological, social, and psychological factors in health and medical problems will be emphasized.

#### Required Readings:

Access to the readings will be provided through the Library or Moodle.

**General Education Requirement:** This course satisfies one of two requirements: The Writing Intensive for General Education or Writing Intensive for Major Area. At least one third (1/3) of the overall course grade is based on substantive written assignments.

### Course Objectives

Upon completion of this course, students will be able to:

1. Show competence in understanding the terminology used in health psychology
2. Be able to apply the concepts to real world experiences
3. Identify theoretical perspectives and understand research in health psychology
4. Demonstrate knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose
5. Demonstrate effective rhetorical strategies appropriate to the topic, audience, context, and purpose

### Welcome and Expectations

Welcome to Health Psychology! This class will be entirely online this semester. Each week, I'll post a Powerpoint lecture (or two or three) with my lecture notes attached. Your job each week is to read the assigned articles, read through the appropriate chapter lectures, complete the article review, participate in the discussion forum (if there is one), and take the week's exam. Each week's activities will be available from Sunday morning at 12:01AM until the following Saturday evening at 11:59PM. Remember that the time put into an online course is equivalent to that of an in-person class. During a typical semester, students spend approximately 4 hours in class each week- this does not include weekly readings, homework, etc. When planning your week, make sure to allot approximately 6-8 hours EACH WEEK to complete this course's requirements.

We will not be meeting in person at all this semester. Feel free to email whenever necessary- I'm always available to help! I usually answer emails very quickly; if it's over the weekend, though, please give me a bit more time. I will grade exams and papers as quickly as possible after they are turned in.

***Policies on Academic Conduct:*** Students are expected to conduct themselves in a manner conducive to an environment of academic integrity and respect for the educational process and the safety and well-being of all members of the community. Adherence to the Student Code of Conduct will be expected; violations of this code will be reported to the Dean of Students. The [Code of Academic and Student Conduct](#) can be found online. Students found in violation of academic conduct regulations will receive a 0 for the course. Plagiarism is using someone else's ideas or work as your own. Proper citation of other's ideas and work in APA style is a requirement of this course. Both the use of quotation and paraphrasing must be referenced. Students committing plagiarism will be subject to disciplinary action. [University resources](#) are available for additional assistance with research or writing. Please talk with the professor if you would like additional assistance.

***Special Considerations:*** Students with disabilities who may require special considerations should make an appointment with campus [Disability Support Services](#). Students should also bring their needs to the attention of the professor as soon as possible.

***Add/Drops & Incompletes:*** The University add/drop and incomplete grade policies will be explicitly followed. It is the student's responsibility to be aware of the [University deadline dates](#) for dropping the course. Incompletes (grades of "I") will be given only in the case of unavoidable medical emergencies (e.g., written note from doctor), and not if you are failing the course.

***Required Technology:*** In order to fully participate in this course you will need:

- An internet connected computer with the most updated versions of your favorite web browser installed. *Use of smartphones and tablets is not recommended.*
- In the event that your computer crashes or internet goes down, it is essential to have a backup plan to be able to log in from another computer or another location as needed.

***Technical Assistance:*** If you have general questions about the course (such as due dates, content, etc), please contact Dr. Purdie. For Moodle technical issues that you cannot resolve on your own, please contact the eLearning and Instructional Support office:

- Phone: (248) 805-1625
- [Submit a help ticket](#)

***[Departmental Policy for Resolution of Student Academic-Related Concerns:](#)*** The student has an obligation to attempt to resolve all academic-related concerns with the instructor. If a suitable solution cannot be reached, then the student should consult the Department of Psychology Procedure for the Resolution of Student Academic-Related Concerns.

## Course Activities

***Readings:*** You are required to read the articles posted on Moodle (see each week's directions). This course will be heavy on reading. These articles will help you to actively participate in the discussion forums and complete the exams.

***Summary of Empirical Articles (20%):*** Each week, you are required to write a summary of one of the articles posted for class. This summary should be no more than **one page** (double-spaced, 1" margins) and it should be a **critical** summary of the article(s) you have read: you should address the importance/intent, methods, results, limitations, and implications. If your text goes onto a second page, you will lose points; therefore, you need to be concise. If the article you choose is a review article (and not empirical), your summary should touch on the major points of the article (you may not be able to touch on ALL of the points in one page).

***Discussion Forums (10%):*** Most weeks, you will be required to participate in a discussion thread on Moodle. At the beginning of the week, I will post a discussion question/topic. You must thoughtfully compose a response to at least one question/topic that week. Further, you should reply to at least one other student's post and continue to reply to students who post onto your thread. These posts will be graded based on the thoughtfulness that goes into your comments- not on length. Please note that most of the time, the discussion forum will require you to post your response by Wednesday night; then you will have the rest of the week to reply to other posts.

**Healthy Living Intervention Paper (30%):** This paper will require you to create an intervention to combat one unhealthy behavior in a population of your choosing (college students, impoverished community, children, elderly, etc.). You should pick **one** health behavior (weeks 4-5) that you are attempting to change and it should utilize one theoretical approach that we will discuss in Weeks 6-7. Your paper should take the format of a research proposal; it will contain an Introduction, Methods, and Discussion sections. In the Introduction, you should begin your paper with details about what past research has found regarding the topic and how this topic may/may not be different in college students. You should also discuss past interventions that have utilized your chosen theoretical approach. In the Methods, you should design and describe an intervention to decrease this problematic behavior in your population; further, your proposed methods should highlight the theoretical approach you have chosen. Thus, you need to create changes in behavior using the components of the theoretical model you choose (e.g., if you choose to use the Health Belief Model to get college students at OU to quit smoking, you might want to choose activities related to heightening their perceived susceptibility and decreasing their barriers). In the Discussion, you should discuss the strengths, limitations, and potential implications of your proposed design.

Throughout the semester, various pieces of the paper will be due IF you wish to get my feedback. If you do not turn in these various pieces, you will not be marked down; however, I will not provide feedback if you hand these to me at a later point in the semester. Be sure to consult the syllabus to stay up to date with your paper. Each assignment will be worth points that will contribute to your overall paper grade. There are two example papers posted on Moodle- use these to demonstrate my expectations. The grading rubric for this paper will be posted on Moodle- be sure to consult this before writing your paper. Your paper must be in APA format and uploaded in MS Word (.docx) format.

**Exams (30%):** There will be an exam each week throughout this course. The exams will consist of some multiple choice questions in addition to several essay questions and will be based upon the readings and lectures. The exams will take place on Moodle and they will be timed (the timing will vary each week). You will have the entire week to click on the link for the exam; however, once you click on the link to begin the exam, the timer will start and it will not stop. Make sure you have a secure internet connection; I also suggest saving frequently. Because the exams will be online, I expect you to use your books and notes; however, you will want to be fully organized before beginning the exam as the time limit imposed does not allow for extra time (in fact, the time limit may mean that not ALL questions can be answered). I do not give make-up exams. Because the exams are online, you have an entire week to complete each one. If you forget to take an exam, it will result in a 0 in the gradebook.

**Final Exam (10%):** Your final exam will consist of both multiple choice and essay questions. This class will focus on a lot of material that is all related; thus, the final exam will be focused on integrating everything covered in class. This exam will be posted during the week of finals and you will have **2 days** to access it. This exam will be timed; thus, you will need to be very organized with your materials and very prepared.

**Grading Scale**

TOTAL PERCENT	NUMERICAL GRADE	TOTAL PERCENT	NUMERICAL GRADE	TOTAL PERCENT	NUMERICAL GRADE
99-100%	4.0	79-79.9%	2.9	69-69.9%	1.9
97-98.9%	3.9	78-78.9%	2.8	68-68.9%	1.8
95-96.9%	3.8	77-77.9%	2.7	67-67.9%	1.7
93-94.9%	3.7	76-76.9%	2.6	66-66.9%	1.6
91-92.9%	3.6	75-75.9%	2.5	65-65.9%	1.5
90-90.9%	3.5	74-74.9%	2.4	64-64.9%	1.4
88-89.9%	3.4	73-73.9%	2.3	63-63.9%	1.3
86-87.9%	3.3	72-72.9%	2.2	62-62.9%	1.2
84-85.9%	3.2	71-71.9%	2.1	61-61.9%	1.1
82-83.9%	3.1	70-70.9%	2.0	60-60.9%	1.0
80-81.9%	3.0				

## Tentative Course Calendar

Week 1 1.3.18	What is Health Psychology? Why is it Important?
Week 2 1.7.18	Methods in Health Psychology; Writing in APA Format
Week 3 1.14.18	Biopsychosocial Influences on Health; Social Inequalities, Social Justice; Culture and Health
Week 4 1.21.18	Prevention of Specific Health Behaviors: Drinking, Drugs, Condom Use, STI's
Week 5 1.28.18	Prevention of Specific Health Behaviors: Physical Activity, Obesity, Tobacco Use
Week 6 2.4.18	Using Theory (or no?) to Change Behavior; Models of Individual Health Behavior- Health Belief Model, Protection Motivation Theory, Theory of Reasoned Action/Theory of Planned Behavior
Week 7 2.18.18	Winter Recess- No Class Activities!
Week 8 2.25.18	Models of Individual Health Behavior- Social Cognitive Theory, Transtheoretical Model, and Precaution Adoption Process Model
Week 9 3.4.18	The Influence of Personality on Health; Health Literacy; Perceptions of Health Risks
Week 10 3.11.18	Navigating the Health Care System and its Influences on Health; Screening and Immunizations
Week 11 3.18.18	Women's Health
Week 12 3.25.18	The Importance of the Patient-Provider Relationship
Week 13 4.1.18	Stress and Health; Coping
Week 14 4.8.18	Managing Chronic Illness
Week 15 4.15.18	Death and Dying
Week 16 4.22.18 - 4.23.18	<b>Final Exam Week!</b> <b>Note that you will only have 2 days to take the exam!</b>

## Course Readings

### Week 1

Glanz, K., Rimer, B.K., & Viswanath, K. (2008). The scope of health behavior and health education. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.), *Health behavior and health education: Theory, research and practice* (4<sup>th</sup> ed., pp. 3-22). San Francisco: Jossey-Bass.

Suls, J. & Rothman, A. (2004). Evolution of the biopsychosocial model: Prospects and challenges for health psychology. *Health Psychology, 23*, 119-125.

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### Week 2

No readings this week!

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### Week 3

Sallis, J.F., Owen, N., & Fisher, E.B. (2008). Ecological models of health behavior. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.), *Health behavior and health education: Theory, research and practice* (4<sup>th</sup> ed., pp. 465-485). San Francisco: Jossey-Bass.

Adler, N.E. (2009). Health disparities through a psychological lens. *American Psychologist, 64*, 663-673.

Williams, D.R., & Mohammed, S.A. (2013). Racism and health I: Pathways and scientific evidence, *American Behavioral Sciences, 57*, 1152-1173.

Chen, E., & Miller, G.E. (2013). Socioeconomic status and health: Mediating and moderating factors. *Annual Review of Clinical Psychology, 9*, 723-749.

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### Week 4

Sher, K.J., Talley, A.E., Littlefield, A.K., & Martinez, J.A. (2011). Alcohol use and alcohol use disorders. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 686-737). New York: Oxford University Press.

Zuniga, M.L., Strathdee, S.A., Blanco, E., Burgos, J.L., & Patterson, T.L. (2010). Community HIV preventive interventions. In J.M. Suls, K.W. Davidson, & R.M. Kaplan (Eds.), *Handbook of health psychology and behavioral medicine* (pp. 381-396). New York: The Guilford Press.

Conner, B.T., Helleman, G.S., Ritchie, T.L., & Noble, E.P. (2010). Genetic, personality, and environmental predictors of drug use in adolescents. *Journal of Substance Abuse Treatment, 38*, 178-190.

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### Week 5

Phipps et al. (2015). Impact of a rewards-based incentive program on promoting fruit and vegetable purchases. *American Journal of Public Health, 105*, 166-172.

Shirley K., et al. (2015). Combinations of obesity prevention strategies in US elementary schools: A critical review. *The Journal of Primary Prevention, 36*, 1-20.

Song, A.V. et al. (2009). Perceptions of smoking-related risks and benefits as predictors of adolescent smoking initiation. *American Journal of Public Health, 99*, 487-492.

Hough, G., & Sosa, M. (2015). Food choice in low income populations — A review. *Food Quality and Preference, 40*, 334-342.

Wilson, D.K., Zarrett, N. & Kitzman-Ulrich, H. (2011). Physical activity and health: Current research trends and critical issues. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 666-685). New York: Oxford University Press.

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### Week 6

Painter, J.E., Borba, C., Hynes, M., Mays, D., & Glanz, K. (2008). The use of theory in health behavior research from 2000 to 2005: A systematic review. *Annals of Behavioral Medicine, 35*, 358-362.

Champion, V.L., & Skinner, C.S. (2008). The health belief model. In K. Glanz, K., B.K. Rimer, & K. Viswanath (Eds.), *Health behavior and health education: Theory, research and practice* (4<sup>th</sup> ed., pp. 45-65). San Francisco: Jossey-Bass.

Floyd, D.L., Prentice-Dunn, S., & Rogers, R.W. (2000). A meta-analysis of research on Protection Motivation Theory. *Journal of Applied Social Psychology, 30*, 407-429.

Armitage, C.J. & Conner, M. (2001). Efficacy of the Theory of Planned Behaviour: A meta-analytic review. *British Journal of Social Psychology, 40*, 471-499.

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### Week 8

Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior, 31*, 143-164.

Weinstein, N.D., Sandman, P.M., & Blalock, S.J. (2008). The Precaution Adoption Process Model. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds.), *Health behavior and health education: Theory, research and practice* (4<sup>th</sup> ed., pp. 123-148). San Francisco: Jossey-Bass.

Bridle, C., Riemsma, R.P., Pattenden, J., Sowden, A.J., Mather, L., Watt, I.S., & Walker, A. (2005). Systematic review of the effectiveness of health behavior interventions based on the Transtheoretical Model. *Psychology and Health, 20*, 283-301.

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### Week 9

Rennis, L., McNamara, G., Seidel, E., & Shneyderman, Y. (2015). Google it!: Urban community college students' use of the internet to obtain self-care and personal health information. *College Student Journal, 49*, 414-426.

Godoy- Izquierdo, D., Lopez-Chicheri, I., Lopez-Torrecillas, F., Velez, M., & Godoy, J.F. (2007). Contents of lay illness models dimensions for physical and mental diseases and implications for health professionals. *Patient Education and Counseling, 67*, 196-213.

Friedman, H.S., & Kern, M.L. (2010). Contributions of personality to health psychology. In J.M. Suls, K.W. Davidson, & R.M. Kaplan (Eds.), *Handbook of health psychology and behavioral medicine* (pp. 102-119). New York: The Guilford Press.

Smith, T. W., & MacKenzie, J. (2006). Personality and the risk of physical illness. *Annual Review of Clinical Psychology, 2*, 435-467.

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### Week 10

George, R., Kovak, K., & Cox, S.L. (2015). Aligning policy to promote cascade genetic screening for prevention and early diagnosis of heritable diseases. *Journal of Genetic Counseling, 24*, 388-399.

Jain, A., Marshall, J., Buikema, A., Bancroft, T., Kelly, J.P. & Newschaffer, C.J. (2015). Autism occurrence by MMR vaccine status among US children with older siblings with and without autism. *Journal of the American Medical Association, 313*, 1534-1540.

Roby, D.H. (2010). Impacts of being uninsured. In J.M. Suls, K.W. Davidson, & R.M. Kaplan (Eds.), *Handbook of health psychology and behavioral medicine* (pp. 315-325). New York: The Guilford Press.

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### **Week 11**

Dutton, M.A., James, L., Langhorne, A., & Kelley, M. (2015). Coordinated public health initiatives to address violence against women and adolescents. *Journal of Women's Health, 24*, 80-85.

Colen, C.G. & Ramey, D.M. (2014). Is breast truly best? Estimating the effects of breastfeeding on long-term child health and wellbeing in the United States using sibling comparisons. *Social Science & Medicine, 109*, 55-65.

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### **Week 12**

Gearing, R., Townsend, L., Elkins, J., El-Bassel, N., & Osterberg, L. (2014). Strategies to predict, measure, and improve psychosocial treatment adherence. *Harvard Review of Psychiatry, 22*, 31-45.

Hall, J.A. & Roter, D.L. (2011). Physician-patient communication. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 317-346). New York: Oxford University Press.

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### **Week 13**

Carver, C.S. & Vargas, S. (2011). Stress, coping, and health. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 162-188). New York: Oxford University Press.

Taylor, S.E. (2011). Social support: A review. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 189-214). New York: Oxford University Press.

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### **Week 14**

Stanton, A.L. & Revenson, T.A. (2011). Adjustment to chronic disease: Progress and promise in research. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 241-268). New York: Oxford University Press.

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### **Week 15**

Wortman, C.B. & Boerner, K. (2011). Beyond the myths of coping with loss: Prevailing assumptions versus scientific evidence. In H.S. Friedman (Ed.), *The Oxford handbook of health psychology* (pp. 438-476). New York: Oxford University Press.