



University of
New Haven

Health Psychology

SECTION I: Course Overview

Course Code: PSY335BCN

Subject Area(s): Psychology, Health Sciences

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course provides you with an introduction to the field of Health Psychology which studies how biology, behavior, and social context influence health, wellness, and illness. The course explores the main theoretical approaches and research methods in health psychology and provides current examples of practice in the field along with a number of practical applications of core concepts covered in class readings and discussions. The course is designed to enable you to acquire theoretical knowledge and complete experiential learning activities related to course concepts and learning objectives.

In this course you will understand the biopsychosocial processes that influence health and health care delivery. Topics to be examined are the psychophysiological and social bases of health and illness; stress and coping; substance use; eating behaviors; pain; adaptation to chronic and terminal illness; health-promoting behaviors; patient adherence; and using healthcare.

The course is structured into six distinctive modules covering the main aspects of Health Psychology as a discipline and its application to real-world scenarios: (1) theoretical approaches and tools; (2) stress, illness, and coping; (3) lifestyles to enhance health and prevent illness; (4) becoming ill and getting medical treatment; (5) physical symptoms; and (6) chronic and high-mortality illness. Within these areas, you will engage in field research on particular topics of interest to you within an intercultural framework.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Describe the key concepts, theories, and methodological approaches of Health Psychology
- Analyze behavioral factors that influence wellness and play a role in the prevention, development, course, and outcome of many human diseases and health problems

- Relate knowledge acquired in health psychology to practical experiences in the real world both in the home and host societies
- Develop skills to understand and treat patients not only as biological beings but as bio-psycho-social beings
- Develop personal growth by raising awareness of different ways to promote lifestyles that enhance health and prevent illness

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each time. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused

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even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Guest Speaker Sessions	5 %
Independent Learning Activities	10%
Midterm Examination	25%
Research Project	20%
Oral Presentation	5%
Final Examination	25%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

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CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Guest Speaker Sessions (5%): You will need to prepare questions in advance related to the topic of the guest speaker during these sessions. You are expected to promote discussion during the class, listen to others' ideas, and support your own views appropriately.

Independent Learning Activities – Essay Papers and/or AICAP Written Assignment (10%): You will choose between 3 assignments, two of which must be submitted. There will be two essays (4-6 pgs.) on assigned topics each weighted 5% of your final grade. These essays are designed not only to enhance analysis of the readings but also to encourage self-reflection and independent learning. A guide on how to develop an academic essay will be provided at the beginning of the course. As an alternative to Essay 2, the assignment associated with the recommended AICAP activity for this class (TBD) can be completed.

Research Project (20%): Working independently or in groups (max. 4), students will focus on a topic area of interest and will present a written report which will follow the format of an academic paper. The paper will include theoretical and/or field-work study along with a brief review of the literature relevant to the topic, a research design and analysis when applicable, and meaningful conclusions. These projects will then be presented in class. You are encouraged to use media sources (via internet) and interviews or ethnographic diaries to study topics related to social psychology issues. You can also develop cross-cultural projects to deal with differences between the host culture and the North America approaches related to the content of the course.

The instructor will explain the different methodological choices and suggest relevant readings to guide your research. The research topic and methodology will have to be approved by your instructor. You will submit to the instructor periodic updates on the progress of your research, and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research, Standard English usage, and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity.

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The instructor will supply you with additional guidelines and advice on research topics, methods, and resources for successfully completing your paper while in a 'foreign' country.

General Rules for Papers:

- The required papers can be printed out and sent to the teacher by e-mail. No handwritten papers will be accepted.
- Papers must be submitted on time. No unjustified, late paper will be evaluated.
- Format: Word Document / Paper Size: A4 / Font: Verdana, 10 / 1.5 interline space / Text fully justified.

Midterm & Final Examinations (25% each): The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. The exams are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. These exams will be a mixture short answers and short essay questions. The midterm will cover the first half of the course and the final will be comprehensive, covering the entire course.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Sarafino, E. P., & Smith, T. W. (2014). *Health Psychology: Biopsychosocial Interactions* (8th ed.). Hoboken, NJ: Wiley. (542 pp).

- II. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Taylor, S.E. (2015). *Health Psychology* (9th edition). New York: McGraw-Hill. (430 pp).

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

[American Psychiatric Association](#) (2013) *The Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) Arlington, VA, American Psychiatric Association (991 pp).

Beck, A. T, Emery, G., Greenberg, R.L. (1991). *Anxiety Disorders And Phobias: A Cognitive Perspective*. United States: Basic Books.

Brannon, L., Feist, J. (2010). *Health Psychology: An introduction to behavior and health* (7th ed.).

Gimenez R., D. (2004) *The Psyche of the Body*. United States: Brunner Roudledge.

Hindman, H. D. (2009) *The World of Child Labor: A Historical and Regional Survey*. United States: M.E. Sharpe.

Kessler, D., Kluber-Ros, E. (2007) *On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss*. United States: Scribner.

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- Langberg, D. (2003). *Counseling Survivors of Sexual Abuse*. United States: Xulon Press.
- Oldenburg, B., & Glanz, K. (2008). Chapter 14: Diffusion of innovations. In K. Glanz, B.K. Rimer, & K. Viswanath (Eds), *Health behavior and health education: Theory, research, and practice*, (4th ed) (313-333). San Francisco, CA: Jossey-Bass.
- Ragin, D.F. (2011). *Health psychology: An interdisciplinary approach to health*. Upper Saddle River, NJ: Prentice Hall.
- Reiss, A.J., Roth, J. A. (1993). *Understanding and Preventing Violence*. United States: National Academies Press.
- Ryerson, M. (2009) *Appetite for Life: Inspiring Stories of Recovery from Anorexia, Bulimia and Compulsive Overeating*. United States: iUniverse.
- Solie, D. (2004) *How to Say It to Seniors: Closing the Communication Gap with Our Elders*. United States: Prentice Hall Press.
- Stearman, K. (2003) *Child Labour*. United States: Heinemann Library.
- Trickett, E.J. (2011). From “water boiling in a Peruvian town” to “letting them die”: Culture, community intervention, and the metabolic balance between patience and zeal. *American Journal of Community Psychology*, 47 (58-68).

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA’s School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

COURSE CALENDAR
Health Psychology

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: Review of Syllabus and Classroom Policies	Introduction & Discussion	Ensure Textbook is Purchased
2	Module I: Introduction to Health Psychology: What is Health Psychology? The Body Physical Systems	Lecture & Discussion	<p>Sarafino, E. P., & Smith, T. W. (2014): -An overview of Psychology and Health. (Chapter 1; pp. 1-21). -The Body's Physical Systems. (Chapter 2; pp. 30-56).</p> <p>Taylor, S.E. (2015): -What is Health Psychology? (Chapter 1; pp.2-13). -The Systems of the Body (Chapter 2; pp.14-36).</p>
3	Module I: Introduction to Health Psychology: Research in Health Psychology	Lecture & Discussion In Class Activity: Research Question	<p>Sarafino, E. P., & Smith, T. W. (2014): - An overview of Psychology and Health. (Chapter 1; pp. 21-29).</p> <p>Taylor, S.E. (2015): -What is Health Psychology? (Chapter 1; pp.9-13).</p>
4	Module II: Stress, Illness and Coping: Stress	Lecture & Discussion	<p>Sarafino, E. P., & Smith, T. W. (2014): -Stress-Its meaning, Impact, and Sources (Chapter 3; pp. 57-81). -Stress, Biopsychosocial Factors, and Illness. (Chapter 4; pp. 82-111).</p> <p>Taylor, S.E. (2015): -Stress. (Chapter 6; pp.112-133).</p>

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5	<p align="center">Module II: Stress, Illness and Coping: Coping and Resilience</p>	<p align="center">Lecture & Discussion Case 1</p>	<p>Sarafino, E. P., & Smith, T. W. (2014). Coping with and Reducing Stress. (Chapter 5; pp. 112-133).</p> <p>Taylor, S.E. (2015). Coping, Resilience and Social Support. (Chapter 7; pp.134-154).</p>
6	<p align="center">Module III: Lifestyles to enhance health and prevent illness: Health related Behaviors & Health Promoting Behaviors</p>	<p align="center">Post Discussion Case 1 Lecture & Discussion</p>	<p>Sarafino, E. P., & Smith, T. W. (2014): Health-Related Behavior and Health Promotion.(Chapter 6; pp. 134-164). Health-Related Behavior and Health Promotion. (Chapter 6; pp. 134-164).</p> <p>Taylor, S.E. (2015). Health Behaviors. In Taylor, S.E. (Chapter 3; pp.38-63).</p> <p>Sarafino, E. P., & Smith, T. W. (2014).</p> <p>Taylor, S.E. (2015). Health Behaviors. In Taylor, S.E. (Chapter 4; pp.64-77).</p>
7	<p align="center">Module III: Lifestyles to Enhance Health and Prevent Illness: Substance Use and Abuse & Nutrition, Weight control and Diet, Exercise and Safety</p>	<p align="center">Lecture & Discussion Case 2</p>	<p>Sarafino, E. P., & Smith, T. W. (2014). Substance Use and Abuse. In Sarafino, E. P., & Smith, T. W. (Chapter 7; pp. 165-197).</p> <p>Taylor, S.E. (2015). Health-Compromising Behaviors. In Taylor, S.E. (Chapter 5; pp.92-109).</p> <p>Sarafino, E. P., & Smith, T. W. (2014).Nutrition, Weight Control and Diet, Exercise, and Safety. In Sarafino, E. P., & Smith, T. W. (Chapter 8; pp. 198-229).</p> <p>Taylor, S.E. (2015). Health-Compromising Behaviors. In Taylor, S.E. (Chapter 5; pp.78-92).</p>
8	<p>REVIEW & MIDTERM EXAM</p>		

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9	<p align="center">Module IV: Becoming Ill and Getting Medical Treatment: Using Health Services & Patients, Providers and Treatment</p>	<p align="center">Post Discussion Case 2 Lecture & Discussion</p>	<p>Sarafino, E. P., & Smith, T. W. (2014). Using Health Services. In Sarafino, E. P., & Smith, T. W. (Chapter 9; pp. 230-257).</p> <p>Taylor, S.E. (2015). Using Health Services. In Taylor, S.E. (Chapter 8; pp.156-165).</p> <p>Taylor, S.E. (2015). Patients, Providers and Treatment. In Taylor, S.E. (Chapter 9; pp. 166-193).</p> <p>*Submit Essay I</p>
10	<p align="center">Individual Feedback Tutorials</p>	<p align="center">Instructor will meet with students individually and provide feedback on performance and guidance on succeeding in the course</p>	<p>Students should reflect on their performance to date. Come prepared with relevant written questions on how to improve or maintain their performance and grade (guidelines will be provided). Be prepared to present their ideas for the final paper (guidelines provided).</p>
11	<p align="center">Module V: Physical Symptoms Pain and Discomfort</p>	<p align="center">Lecture & Discussion</p>	<p>Sarafino, E. P., & Smith, T. W. (2014). The Nature and Symptoms of Pain. In Sarafino, E. P., & Smith, T. W. (Chapter 11; pp. 286-310).</p> <p>Sarafino, E. P., & Smith, T. W. (2014). Managing and Controlling Clinical Pain. In Sarafino, E. P., & Smith, T. W. (Chapter 12; pp. 311-332).</p> <p>Taylor, S.E. (2015). The Management of Pain and Discomfort. In Taylor, S.E. (Chapter 10; pp.194-210).</p>

12	<p align="center">Module VI: Chronic and High-Mortality Illness: Chronic and Terminal Illness & Heart Disease, Hypertension, Stroke, Cancer, AIDS, Type II Diabetes</p>	Lecture & Discussion	<p>Sarafino, E. P., & Smith, T. W. (2014). Serious and Disabling Chronic Illnesses: Causes, Management, and Coping. In Sarafino, E. P., & Smith, T. W. (Chapter 13; pp. 333-360).</p> <p>Taylor, S.E. (2015). Management of Chronic Illness. In Taylor, S.E. (Chapter 11; pp.212-230).</p> <p>Taylor, S.E. (2015). Psychological Issues in Advancing and Terminal Illness. In Taylor, S.E. (Chapter 12; pp. 231-249).</p> <p>Sarafino, E. P., & Smith, T. W. (2014). Heart Disease, Stroke, Cancer, and AIDS: Causes, Management, and Coping. In Sarafino, E. P., & Smith, T. W. (Chapter 14; pp. 361-389).</p> <p>Taylor, S.E. (2015). Heart Disease, Hypertension, Stroke, and Type II Diabetes. In Taylor, S.E. (Chapter 13; pp. 250-273).</p> <p>Taylor, S.E. (2015). Psychoneuroimmunology and Immune-Related Disorders. In Taylor, S.E. (Chapter 14; pp. 274-298).</p> <p>*First date for submission of research project</p>
13	<p align="center">Module VI: Chronic and High-Mortality Illness: Guest Speaker</p>	Lecture and Interactive Question and Answer Session	<p>Students will be assigned material appropriate to the content of lecture proposed by the guest speaker to groups of students to provoke discussion. A list of questions to be submitted to Moodle prior to session.</p> <p>*Submit Essay II</p>
14	<p align="center">Conclusion: Course Review</p>	<p align="center">Research Project Presentation Lecture Review</p>	<p>Review all Class Readings and Course Materials</p> <p>*Final Submission of Research Project</p>
15	FINAL EXAM		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)