

SANTA CLARA UNIVERSITY  
Psychology Department  
Fall, 1998

**HEALTH PSYCHOLOGY (PSYC 117)**

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<b>Instructor:</b>	Thomas G. Plante, Ph.D., ABPP
<b>Office:</b>	Alumni Science 200H
<b>Telephone, Fax, E-Mail:</b>	408-554-4471 (Office), 408-554-5241 (Fax), TPLANTE@SCU.EDU
<b>Office Hours:</b>	Tuesdays and Thursdays 11:40 a.m. - 12:00 p.m. and 12:45 p.m. - 1:45 p.m. (or by appointment)
<b>Course Meeting Room:</b>	Alumni Science 202
<b>Course Meeting Times:</b>	Tuesdays and Thursdays 1:45 p.m. - 3:30 p.m.

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**Required Text:** Taylor, S.E. (1999). Health Psychology (Fourth Edition). New York, NY: McGraw-Hill, Inc.

**Optional/Suggested Additional Texts:**

Belar, C., & Kelly, K. (1987). The Practice of Clinical Health Psychology. New York, NY: Guilford Press.  
Shorter, E. (1994). From the mind into the body: The cultural origins of psychosomatic symptoms. New York, NY: Free Press.  
Tunks, E., & Bellissimo, A. (1991). Behavioral Medicine: Concepts and Procedures. New York, NY: Allyn & Bacon.

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**Course Evaluation:**

Midterm Learning Probe 1:	October 29, 1998	100 points
Midterm Learning Probe 2:	November 24, 1998	100 points
Final Learning Probe:	December 11, 1998	200 points
Self-Change Project or Term Paper:	December 3, 1998 (1:45)	100 points
Class Participation, Scholarly Enthusiasm, Attendance:		+

+ can improve your course grade.

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**Course Description:** Health psychology involves the discipline and principles of psychology and human behavior in understanding how the mind, body, and behavior interact in health and disease. Class topics include health promotion and primary prevention of illness, health enhancing and health damaging behaviors, psychosomatic illness, stress and coping, pain management, and a variety of specific behavior-related medical illnesses (e.g., heart disease, eating disorders, cancer, AIDS). Prerequisites include PSYC 10 or 11, and 40, 42, or 43. The course is primarily designed for psychology majors.

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**Course Goals:** (1) To provide a basic and broad based overview of the field of health psychology from a biopsychosocial perspective.  
(2) To provide a practical and experiential understanding of the challenges involved in health behavior change.  
(3) To provide the foundation for students taking additional courses and advanced training in health psychology.

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**Sequence of Topics and Readings:**

Week 1 (Sept 22 & 24):	Introduction to Health Psychology and the Biopsychosocial Model	Chapters 1 & 2*
Week 2 (Sept 29 & Oct 1):	Health Promotion and Modifying Health Related Behaviors	Chapters 3 & 4
Week 3 (Oct 6 & 8):	Health Promoting and Health Damaging Behaviors Note: Oct 8 is Student Planning Day: No classes	Chapters 5
Week 4 (Oct 13 & 15):	Stress and Coping	Chapters 6 & 7
Week 5 (Oct 20 & 22):	Use of Health Services	Chapter 8
Week 6 (Oct 27 & 29):	Midterm Learning Probe: Thursday, October 29	
Week 7 (Nov 3 & 5):	Patient-Practitioner Interaction and Pain	Chapters 9 & 10
Week 8 (Nov 10 & 12):	Chronic Illness Management & Issues in Death/Dying	Chapters 11 & 12
Week 9 (Nov 17 & 19):	Cardiovascular Disease, Cancer, etc.	Chapters 13 & 14
Week 10 (Nov 24):	Midterm Learning Probe: Tuesday, November 24	
Week 11 (Dec 1 & 3):	Future Directions, Ethics, Career Issues and Conclusions Self-Change Project/Term Paper Due: Thursday, Dec 3, 1:45 p.m.	Chapter 15

\* Please have readings completed during the first class session of each week.

Final Learning Probe: Friday, December 11, 1998, 9:10 a.m. - 12:10 p.m.

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**Additional Items:**

1. Please note that make-up examinations are not possible. If you miss one of the midterm learning probes (note: excused miss only, an unexcused miss will result in a failing grade), the final learning probe will count for 300 rather than 200 points. Missing both midterm learning probes will result in the final being worth 400 points. Missing the final or failing to submit the term paper

will result in being failed from the course. According to university policy, the final exam schedule cannot be altered. If you plan to leave town before Friday December 11th you should not enroll in this class. Learning probes will primarily be multiple choice and short essay and graded using a curve if necessary. Learning probes are meant to encourage critical thinking and will require that you stretch. They will hopefully challenge even the best students.

2. The self-change project or term paper may be one of the following two types of projects. First, you may choose to do a "self-change project" (written in APA style) to enhance an adaptive health behavior for yourself or for someone else. For example, appropriate topics may include increasing the use of seat belts, practicing safe sex, decreasing alcohol, cigarette, or high fat food consumption, increasing aerobic exercise or utilizing relaxation techniques, or increasing dental care such as flossing. How to design such a project will be discussed in class. You may also choose to write a 10-15 page (text pages, not including title page, abstract, and references) paper in APA style on a health psychology topic of your choice. Your topic should be discussed with me prior to your work on the paper. Grades for late papers will reflect a 10 points per day reduction. Please refer to the class handout on how to write a paper in APA style and helpful principles in developing a self-change project. Note that the paper is due at the beginning of the last class.

3. We will review learning probe results immediately after the administration of each in-class exam. This will provide you with an opportunity to learn how you did and provide you with your chance to ask questions about the probes.

4. Please be prompt to class. We will make every effort to begin and end each class on time. It is very disruptive to everyone and not appreciated when students come to class late.

5. If you would like to speak with me individually, please feel free to do so. Please try to schedule your visit during scheduled office hours. If it is impossible for you to attend office hours due to a class conflict, then please make an appointment rather than an unscheduled visit.

6. In keeping with the mission of the university, relating the material to the "glory of God and to the common good" as well as helping to educate leaders with competence, compassion, and conscience will be integrated, where appropriate, in class discussions.

7. In order to make the most of this course (and your tuition dollar) please attend each class session, keep up with the assigned reading, and participate in class activities and discussions with scholarly vigor. To help you further in this noble endeavor, the following list of "Top 10 Ways to do Well in Health Psych" are offered for your consideration.

#### Top 10 Ways to do Well in Health Psych

10. Start your paper early! Choose a topic/self change project that interests you and that you can get excited about. Remember, the project must be written in APA style.
9. Try to apply the material to your life and the lives of your loved ones. Make it come alive.
8. Review the book chapters and your notes on a regular basis. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning probes.
7. Be a practicing health psychologist and take care of your body. Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning probes.
6. Don't even think of cheating (especially at a fine Jesuit university). Academic honesty and integrity is fundamental to our mission. Cheating (including plagiarism) will result in being dropped or failed from the course and will be referred to the university at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, "What's the bottom line? Why is this important? What's the big picture here? If I were the professor, why would I want students to know this?"
4. Write organized, readable notes in class highlighting the major points and concepts. Consider rewriting your notes to help with reinforcing the material.
3. Keep up with the readings. Mass learning (i.e., cramming) just doesn't work (remember the memory chapter in Intro Psych?). Reading and studying a little at a time works in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Be an active learner. It pays off. Participate in class discussions, ask questions freely, engage in the process. There is no such thing as a "dumb question."
1. Attend class! Don't be tempted to skip class and just photocopy someone's notes. There is no substitute for being there.

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