

PSYCHOLOGY 407

**HEALTH PSYCHOLOGY**

Spring - 2000

- Instructor:** John E. Martin, Ph.D.  
Professor, Department of Psychology
- Office:** SDSU/UCSD Doctoral Program in Clinical Psychology  
**6363 Alvarado Court, Suite 103**  
San Diego, CA 92120  
(Research Office: 5564 Hardy Ave)
- Telephone:** 594-7883  
**FAX:** 594-6780  
**email:** jmartin@sdsu.edu
- Office Hours:** By appointment or following class period
- Class Meetings:** Tu- 3:30-6:10 PM  
Life Sciences Bldg. Room No. LS-111.
- Text:** **Health and Human Behavior**  
Kaplan, Sallis, and Patterson (1993). NY: McGraw Hill.
- Readings:** Martin, J. Psych 407 **Supplemental Readings Booklet**  
(available at Aztec Shops Bookstore or used elsewhere,  
or on reserve at SDSU Library Reserve Desk)

**On Reserve:**

**Assigned**

1. Martin, J.E., & Carlson, C. (1988). *Spiritual Dimensions of Health Psychology*.
2. Booth, J. & Martin, J.E. *Spiritual and Religious Factors in Substance Use, Dependence and Recovery*
3. Booth, J. & Martin, J.E. *Af-Am Church-based CVD Interventions*
4. Martin, J.E. & Prue, D. *Marketing Behavioral Medicine*.

**Recommended:**

- Miller, L.K. (1975). *Principles of Everyday Behavior Analysis*, Brooks/Cole.
- Cozby, Paul C. (1989, 4th Ed.) *Methods in Behavioral Research*, Mayfield Pub., Mt. View, Ca.
- Chance, Paul (1994, 3rd Ed.) *Learning and Behavior*. Brooks/Cole Pub., Pacific Grove, Ca.
- Miller, W.R., & Rollnick, S. (1991). *Motivational Interviewing*. Guilford Press.

<b>Grading:</b>	12 quizzes @ 15 pts each (14/drop lowest 2) 180 points
-----------------	--

### Grading and TESTS

**Grading.** There are fourteen (14) scheduled tests (quizzes). They are multiple choice primarily with some possible short answer. All are worth 15 points each. Tests will cover lectures and chapters assigned for that day. Tests **will** cover chapters and readings assigned for that class PLUS class presentation material/lecture. Tests will be taken during the LAST 20-30 minutes of the class period. **Class tests/quizzes cannot be made up, but lowest exam score will be dropped.** Total quiz points will be 180 pts (14 quizzes, drop lowest=12 X 15 points).

**Exam Forms:** All Quizzes will be computer scored. We will be using the **RED ParScore system and computerized forms**, as:

First (Student Enrollment Sheet) Form for Quiz 1 (HALF SIZE):

***ParScore Scantron Form # F-288-ERI-L***

All Other Quizzes (quarter Sheet): ***ParScore Scantron Form # F-289-ERI-L***

**Exam Procedure:** *All exams will be given in the FINAL 20 to 30 min. of class periods. Hand in test answer sheet **with** your computer answer form, or you will not be given credit for quiz.*

*Be sure to fill out these forms completely, and to use a No. 2 pencil for completely darkening in a/b/c/c slot on form, AND to be sure to have your SSN on each quiz form*

***NOTE: Scantron Forms that are not properly filled out (e.g. with SSN, name etc. on first one, BOTH SIDES, SSN on subsequent numbers), or in which there are incomplete erasures or unrecognizable marks, WILL be subject to a 1 point deduction (if the Professor must correct them or fill in blank SSN slots, etc).***

### Grading Criteria:

Grades are based on a percentage of the maximum 230 points, as follows:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F= <60%

Professor reserves right to use a grade curve at the end of the course, but this tends to be rarely if ever invoked.

Extra Credit points will be added in on top of the standard points and can only raise overall grade. Extra credit will be graded conservatively (i.e. must be earned by excellent work).

**Exam/Grade Feedback:** A running total of your quiz scores and other points earned will be posted weekly outside the classroom.

**COURSE OUTLINE: PSY 407 HEALTH PSYCHOLOGY**  
**Dr. Martin. Spring 2000**

Week	DATE	TOPICS	CHAPTERS	Quiz*
1.	2/1	<b>Course Overview &amp; Field Introduction</b> Introduction to, History and and Definition of the Field	<b>1</b>	<b>NO</b>
2.	2/8	<b>Disease Epidemiology</b> <b>Behavioral Epidemiology</b> .	<b>2</b>	<b>yes</b>
3.	2/15	<b>Health Modification, Adherence and Motivational Factors</b> <b>Health Behavior Change Project</b> Suppl (S):	<b>3 &amp; 5</b>  a. Single S Design b. Beh. Mgmnt c. Motiv. Intv	<b>yes</b>
4.	2/22	<b>Stress, Coping and Social Support,</b> <i>**Health Behavior Change Descriptions Due**</i>	<b>6 &amp; 7</b>	<b>yes</b>
5.	2/29	<b>Cardiovascular Diseases</b> <b>Epidemiology &amp; Etiology</b> <b>Primary Treatment/Prevention</b>  <b>High Blood Pressure</b> <b>Secondary and Tertiary CVD Tx</b>	<b>10</b>	<b>yes</b>
6.	3/7	<b>Chronic Illness I:</b> <b>Pain, Chronic pain/ Arthritis</b> <b>Chronic Illness II:</b> <b>Diabetes</b>	<b>8 &amp; 9</b>	<b>yes</b>
7.	3/14	<b>Diseases of the Immune System :</b> <b>Cancer</b> <b>HIV/AIDS</b>	<b>11 &amp; 12</b>	<b>yes</b>
8.	3/21	<b>Metabolic Regulation I:</b> <b>Dietary Risk Factors</b> <b>Obesity &amp; Eating Disorders</b>	<b>14 &amp; 17</b>	<b>yes</b>
9.	3/28	<b>Metabolic Regulation II:</b> <b>Physical Activity &amp; Exercise</b> Suppl (S): Beh. Contr Ex	<b>15</b>	<b>yes</b>
10.	4/4	<b>Self-Injurious Behavior I:</b> Injury, Accidence & Violence <b>Addictive Behavior I:</b> <b>Alcohol &amp; Drugs</b>	<b>13</b>	<b>yes</b>
11.	4/11	<b>Addictive Belhavior II:</b> <b>Smoking and Tobacco</b> <i>Handout (H):Smok Tx Alch Ss</i>	<b>16</b>	<b>yes</b>
<b>4/18 SPRING BREAK (Be safe)</b>				

Week	DATE	TOPICS	CHAPTERS	Quiz*
12.	4/25	Diseases of Children, Women and Elderly	TBA	yes
13.	5/2	Person Factors/Minority Factors in Health and Disease Risk	18, TBA Suppl.: AfAm Intv. Rev.	yes
14.	5/9	Community Interventions Hlth Marketing	19	yes
<b>**Health Change Paper Due**</b> Suppl (S): a. Health Mktg				
15.	5/16	Alternative//Holistic Therapies Collaborative/Unconventional Medicine Religious and Spiritual Factors in Health/Disease.		yes
Suppl. (S) a. S/R Subs Dep b. Spir Dim HP c. Beh App Spir				
(16).	5/23	<u>Optional (NO FINAL)</u> Late Paper Turn-In Feedback & Papers Returned Prof. Martin Talk/Discussion Group 5564 Hardy Ave Meeting Rm.		NO

**\*Note:** Daily Test/Quizzes will occur in the final 15-20 min of class and cover material from that week's reading assignment and lecture. At end of course, lowest quiz score dropped.

**NOTE: CLASS SYLLABUS AND LECTURE NOTES MAY BE ACCESSED THROUGH A WEB PAGE ADDRESS AT:**

<http://www.sci.sdsu.edu/classes/psy407>

(Web page syllabus and notes for this term's 407 class by Dr. Martin may be slightly different than shown. Please follow THIS handout syllabus when they are in conflict. Access appropriate notes for that topic (rather than day, necessarily) as web page has included other terms for Dr. Martin's 407 class, including short summer terms). When in doubt, or if there is a problem accessing notes, etc., please let Dr. Martin know.)

## Written Assignments:

**ALL ASSIGNMENTS MUST BE TYPED DOUBLE SPACE REPORTS AND USE APA (American Psychological Association Publication) STYLE.** This manual can be found in the Library or in the Psychology library. A model of this style is contained in the Cozby book on reserve.

### **1. HEALTH BEHAVIOR CHANGE PROJECT**

Each student will plan and write a personal health behavior change program as a formal case report. Grading is based on quality of the following assignments and not on relative success in changing targeted behavior.

General Description: Students will first individually choose a health behavior or problem related to their health, develop quantification systems and take baseline data (e.g. self-monitor) for one to 2 and 1/2 weeks on **three** areas of functioning which encompass the problem behavior or its consequences (resulting from either the excess or inhibition of this desirable/undesirable behavior. It **MUST** include definitions of and **separate** measures provided for the following **three modalities: (1) overt motor behavior, (2) physiological response and (3) cognitive/self-report sphere** (may include emotions or spiritual experience), select a self-treatment intervention. They will subsequently choose an intervention strategy and design, implement the behavioral intervention, and then write up the methods and results as a formal scientific paper, following APA guidelines.

Assessment and treatment methodologies can be determined from the Miller/Principles book, supplemental readings in health behavior modification, from the Cozby and Chance texts, as well as from consultations with Dr. Martin and his class presentations. Single-subject clinical research design must be used and defended (in write up), and all data presented on a graph or graphs. A case study paper must then be written describing your target health behavior and proposed treatment intervention, showing the baseline data collected on a graph and described in the text of the paper, including an introduction section (in which at least one article is cited and discussed from the scientific/therapy literature describing treatment for this type of problem), a methods section (including subjects, measures, design, hypothesis, procedures), hypothesized results and a discussion section (including limitations and possible confounds of the study).

**This paper will be due on the second to last formal day of class. (5/9)**

*If you want your paper back, please give Dr. Martin a SASE (large) for return to you or come to the special optional session, 5/23 at 5564 Hardy Research Office.*

### **Here is How the Health Change Paper/Project is Broken Up:**

**1.Due Week 4 (2/22).** One page, giving a clear, objective description and definition of the target behavior(s) chosen (all 3 components) and why you want to change it. Examples of behavioral targets would be decreasing fast food consumption or doing monthly breast self-exams, or increasing exercise. You can choose a behavior that will help you maintain good health, or if you have a medical condition, you can select a behavior that is part of your treatment, like regular self-testing for diabetics. You need to choose one well defined category of behavior and describe your motivation for changing it. Even though your ultimate goal may be to lose weight, lower your cholesterol, or stabilize your blood sugar, do not choose the physiological outcomes as targets. You will track these “endpoints”, rather, as dependent measures. Targets are behaviors that will help you change a physiological variable. **BE SURE TO GIVE CLEAR, OBJECTIVE DEFINITIONS OF THE 3 VARIABLES YOU WILL BE MEASURING, INCLUDING HOW EXACTLY, WHEN/HOW OFTEN AND WHERE YOU WILL BE RECORDING/MEASURING THESE RESPONSES OR BEHAVIORS (10 points)**

**FINAL REPORT IS DUE Tuesday 5/9 (Second to last class day).** Completed case report in APA style. You should improve and expand your introduction, case history, and methods, as needed, based on the feedback you received on your proposal. Write as formal paper, using 3rd person (do not use “I” or “We” this and that, rather use “The subject...”). Add results and discussion sections, plus graphs to document your behavior assessment. 20 pages maximum.(suggested minimum: 8-10 pages). Points are deducted for late papers, and papers failing to include graphs of resulting data from 3 modality responses assessed. **(40 points)**

### **EXTRA CREDIT:**

**Students may earn extra credit points in three ways as follows:**

**1. Health Research Review Paper (up to 10 points).** You may write one research summary paper on a topic of interest in one of three areas (a. Minority Health, b. Women's Health Issue, OR c. Alternative/Unconventional Medicine or Therapy).

You may summarize two or three key studies and discuss their implications. You can do a research summary or review of a topic or problem in one of those areas, such as breast cancer in African-American women, for example. Topics and formats should first be cleared with me to be sure you are on the right track for extra credit points. Points earned depend on the quality of the report. Reports must be written in APA format, a minimum of 5 pages and a maximum of 20 pages, and include appropriately cited references from the research literature (not just an internet address).

**2. Health Psychology Research and/or Clinical Project Experience and Summary Paper. (up to 5 points) (Prior Professor Approval Required).** Students who work in a research laboratory or clinic associated with SDSU or UCSD that involves health behavior assessment and/or treatment -- at least 5 hours per week on average for the whole term -- may be eligible for extra credit points up to 5 total. Students must first gain approval from the instructor for this assignment, and must also turn in two written products from their experience:

(1) A weekly journal/portfolio describing (at least 1 written or typed page per week) their experiences and relating it to the course lectures and/or readings.

(2) A final 3-5 page summary paper (typed), signed by the research or clinical supervisor for their project or program, describing their experience and relating it to the course, including what they did, what they learned, and what questions and answers the experience resulted in regarding their own or others' health behavior and/or related to course topics, readings and lectures.

**\*3. Class Participation. (up to 5 pts).** Students who do a superlative job in asking questions and bringing issues to the attention of the teacher and students, indicating that they have read and thought about the material for class, can earn up to 5 additional points as extra credit. **Only exceptional performance in class will be recognized for these reward points, which will be determined by professor at end of class.**

**SPECIAL EMAIL/FEEDBACK NOTE:** For Students who have their email account, you are welcome (and encouraged) to send in assignments via email. This includes your journal/portfolio, reports, and even behavior change report. You can also send in drafts of assignments for feedback and shaping. I usually get back within 24 hours. ITS A GREAT WAY TO INCREASE YOUR GRADE, LEARNING, AND IMPRESS THE PROF ALL AT ONCE. My email address is:

**jmartin@sdsu.edu**

**For full papers, if you are on Eudora, send them as “attachments”, in microsoft word.**