San José State University
Department of Psychology
PSYC 190, Sec. 2
Captstone:  Health Psychology in the Hospital Setting, Spring 2012

Instructor: Jennifer Gregg, PhD
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Office Hours: Tuesdays and Thursdays 10:30 – 12:00, Tuesdays 3:00 – 4:00
Class Days/Time: Tuesdays and Thursdays 12:00 – 1:15pm
Classroom: DMH 347
Prerequisites: Prerequisite: PSYC 100W and senior standing.
Pre/Corequisite: PSYC 120 or PSYC 018.

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/jennifer.gregg or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU.

Course Description
From catalog: Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology.

This course is designed to provide you with an integrative survey of current viewpoints and issues in Health Psychology and to explore the biopsychosocial factors associated with health, wellness, and disease processes. We will discuss how these viewpoints came about historically, methods for understanding disease from a broader perspective, as well as interventions designed to prevent or reduce problems associated with chronic and terminal medical conditions. We will also discuss the role of psychosocial factors such as stress, behavioral changes, and coping in the development and maintenance of disease processes, and how psychology will likely impact these areas in the future.
Learning Outcomes

There are 3 primary goals associated with this course: 1) to develop an understanding of the role of psychosocial influences in the development, maintenance, and treatment of physical illness; 2) learn how the principles of a biopsychosocial approach apply to specific medical problems; and 3) tie these principles to the existing knowledge of psychology you have amassed over the course of your degree, in a manner that demonstrates your ability to think critically.

Course Learning Outcomes (CLOs)

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

CLO1: Demonstrate a basic understanding of the major theories of health promotion from a biopsychosocial framework
CLO2: Be familiar with current interventions designed to target changes in health promotion
CLO3: Be familiar with the major medical problems approached from a biopsychosocial framework
CLO4: Be develop an understanding of the real-world challenges faced by individuals with a given medical or psychological problem.

Program Learning Outcomes (PLO)

This course directly contributes to four Program Learning Objectives stated by the Psychology department. Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
Required Texts/Readings

Textbook

Other Readings
See course website for list of additional readings.

Classroom Protocol
This classroom is a professional environment for you, and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students in groups, so professionalism on your part is very important. Here are some basic guidelines, for those of you who have little experience in a professional context:

- Turn your phone off before class begins and never, ever take a call during class. If you have an emergency, please excuse yourself and take the call out of the room.
- Please do not sleep in this class. I know there are special cases where something comes up and you must attend class when you’re not your best, but please do not disrespect me or your fellow students by sleeping here. If I catch you sleeping, you will be asked to leave.
- You may not use a laptop in this class unless you sign an Agreement of Proper Computer Use. This agreement requires you to confirm your understanding of the penalty for using your computer for *anything* except taking notes in this class: immediate, non-negotiable failure of the course. Inappropriate computer use by other students is the number one complaint I receive, so please do not be tempted to assume that if you sit in the back of the room you will not be caught surfing the web in my class. You will.
- When communicating with me by email, please be professional. If you must send me a message from a phone, remember that I am: 1) reading your message on a computer, not a phone, and 2) too old to fully appreciate the art of not using full words or punctuation.
- Please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Please make a special effort to listen to one another – particularly while in the groups, since the temptation is there to socialize with other group members rather than listen to the person speaking.
Desire 2 Learn and E-Campus

This course is now on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

All of the material shown on the overheads in lectures will be available on the on Desire2Learn after class, as well as the articles you will need to read. These materials are not meant to be a substitute for coming to class, and many times they will not be available until after the material is discussed in class. In that this a senior course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Desire2Learn page will have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

Office Hours

My office is room DMH 317. My phone number there is 924-5621. If I am not in my office, please leave a message for me at this number or, better yet, email me. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Assignments and Grading Policy

Grading is based on the sum of the following (there is no extra credit available for this course unless announced by the professor during the semester):

2 exams  50 questions,  
100 points per exam,  
**200 total exam points (approx. 19% of overall grade per exam)**

12 reaction papers  10 points per paper  
**120 total reaction paper points (23% of overall grade)**

**100 points group presentation (approx. 19% of overall grade)**  
**100 points Research Paper (approx. 19% of overall grade)**

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**520 points possible in the course**

Reaction Papers

In order to allow you to think critically about the readings assigned for this course, you will turn in a 1-page, double-spaced reaction paper for each week’s reading. This paper should focus on the key points made in the reading/chapter, and should demonstrate that you are synthesizing the material, not just repeating back what you read without thinking about it.

**In each paper, you must relate at least one topic of the reading to something you have learned in a previous Psychology course.**

Some other suggested areas to comment include:

- What is the main problem or issue that the author is addressing and how is that problem thought about within the larger culture?
- What is the author’s central claim, argument, or point?
- What assumptions does the author make about this problem; if it is a description of a medical condition, what assumptions are present about whether this problem requires biological, psychological, or social intervention?
- What evidence does the author present?
- What are the strengths and weaknesses of the text?
- What are possible counterarguments to the text’s claims?
- Why are the problem(s) and the argument(s) interesting or important?

Absolutely no late papers will be accepted – if your reaction paper is not in by the start of class it is considered late.

Note: You are **not** required to write a reaction paper for the area of your group presentation (see below).
Exams

There will be 2 exams. The exams will cover both readings from the text and class lectures. The exams will be multiple-choice format and will have 50 questions. You will need a scantron (Form 882-E) for each exam. Each exam will be given during the lecture period, and you will have 1 hour and 10 minutes to complete the exam.

You will be allowed to re-schedule an exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that activity (such as the coach). Please contact me prior to the day of the exam if you cannot make the exam time. The final exam will count the same as any other exam. The final will not be cumulative.

Research Project

The learning project you will engage in this course will consist of a group project utilizing your skills as a critical thinker and scholar to educate yourself and your classmates about a specific disease or disorder. Each student will sign up for one of 6 common medical conditions treated with Health Psychology interventions. The medical conditions include:

- Cardiovascular Disease
- Diabetes
- Cancer
- HIV/AIDS
- Sex Dysfunction
- Sleep Disorders

Each student will write an individual research paper on the topic, and collaboratively give a group presentation to the class.

1.) Individual Research Paper: You will be required to write a 10-page paper on the medical disorder/physical problem you selected to work on. Your paper should include a comprehensive literature review and must be written in APA style.

- Please address ALL of the following in the body of your manuscript
  - background review of the disorder
  - epidemiology of the disorder
  - associated symptoms, prognosis, and treatments
  - How does this disorder fit in the larger context of healthcare delivery?
  - What are the biomedical treatments for this disorder?
  - What are the psychological or social treatments for this disorder and what does the literature say about their effectiveness?

Be sure to write your paper in proper APA format (See APA Publication Manual, 6th Ed. for organizational guidance.)
Online and in-person (hard copy) submissions

You must turn in your paper in two ways: (1) in person, a printed copy of the completed paper; (2) online upload on Desire2Learn. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. Remember that you have completed the plagiarism tutorial to help you avoid making this costly mistake.

You must also turn in a hard (printed copy) the day the paper is due.

2.) Group In-Class Presentation: You will work with 3 other people also researching the topic of your research paper to create a class lecture on the topic.
   - Your oral presentation should last approximately 45 minutes. You may want to provide the class with an outline, video clips, articles, or other handouts.
   - Be prepared to involve the class in a Planned Group Activity related to your topic, which should be followed by you leading the class in a large or small group(s) discussion. This part of your presentation should last approximately 20-30 minutes. Examples of the group activities: focus groups discussing challenges and issues of treatment by clinical psychologists and other health care providers, prepared vignettes/role plays for class members to discuss, small group discussions of media articles related to your topic (you provide.)

Attendance

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams as well as pop quizzes that will occur throughout the semester. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The lectures are not a simple reiteration of the text and will contain different material.
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association.
(CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop–in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.
## 190 / Capstone: Health Psychology in the Medical Setting, Spring 2012, Course Schedule

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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tr>
<td>Week 1</td>
<td>Overview of the Course</td>
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<td>1/26/12</td>
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<tr>
<td>Week 2</td>
<td>Introduction to Health Psychology: History &amp; Models</td>
<td>Ch. 1 &amp; 3 Taylor</td>
<td>Reaction paper</td>
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<td>1/31/12</td>
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<td>Reaction paper</td>
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<td>Week 3</td>
<td>Biological Foundations</td>
<td>Ch. 2 Taylor</td>
<td>Reaction paper</td>
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<td>2/7/12</td>
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<td>Reaction paper</td>
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<tr>
<td>2/9/12</td>
<td>Stress &amp; Coping with Stress</td>
<td>Ch. 6 &amp; 7 Taylor</td>
<td>Reaction paper</td>
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<tr>
<td>Week 4</td>
<td>Stress &amp; Coping with Stress</td>
<td>Ch. 4 Taylor</td>
<td>Reaction paper</td>
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<td>2/16/12</td>
<td>Exercise</td>
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<td>Week 5</td>
<td>Eating/Diet/Eating Disorders</td>
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<td>Week 6</td>
<td>2/28/12</td>
<td>Smoking/Substance Abuse</td>
<td>Ch. 5 Taylor</td>
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<td>3/1/12</td>
<td>Smoking/Substance Abuse</td>
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<td>3/8/12</td>
<td>Behavior Change Interventions</td>
<td>Harris, 2006</td>
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<td>Leahy, 1997</td>
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<td>Week 8</td>
<td>3/13/12</td>
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<td>Week 9</td>
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<td>3/22/12</td>
<td>Chronic Pain</td>
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<td>Week 10</td>
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<td>Week 11</td>
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<td>Cesar Chavez Day Holiday</td>
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<td>4/5/12</td>
<td>Sleep Disorders – Group Presentation</td>
<td>Holborok, Crowther, Lotter, Cheng, &amp; King (2000)</td>
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<td>Week 12</td>
<td>4/10/12</td>
<td>Cardiovascular Disease– Group Presentation</td>
<td>Taylor Ch. 13 and Foreyt &amp; Poston (1996)</td>
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<td>4/12/12</td>
<td>CVD Cont.</td>
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<td>Week 13</td>
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<td>Diabetes– Group Presentation</td>
<td>Taylor Ch. 13 and Gonder-Frederick, Cox, &amp; Ritterband (2002)</td>
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<td>4/19/12</td>
<td>Diabetes Cont.</td>
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<td>Cancer Cont.</td>
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<td>5/3/12</td>
<td>HIV/AIDS Cont.</td>
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<td>5/10/12</td>
<td>Sex Disorders Cont.</td>
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<td>Wrap-Up: Future Trends in Health Psychology</td>
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<td>5/23/12</td>
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