

Syllabus
Psychology 145: Health Psychology
Fall Semester 2002

Class meets: Tuesday & Thursday, 8:00-9:15am, Room 104 Howell Hall

Course web page: <http://bartholow.pageout.net> (as of 8/20, still under construction)

Professor: Dr. Bruce Bartholow (Office: Davie 328; Phone: 843-5486; Email: bartholow@unc.edu)

Teaching Assistant: Cheryl Dickter (Office: Davie 317; Email: dickter@email.unc.edu)

Office Hours:

Required Reading

Text:

Taylor, S. E. (2002). Health psychology (5th ed.). New York, NY: McGraw-Hill.

Additional Readings:

Additional articles will be assigned throughout the semester. These readings will primarily be empirical research papers or reviews of research. We will focus primarily on the textbook in the first half of the semester, and will then focus more on articles and other additional readings later in the semester.

Course Introduction and Description:

This course is designed to introduce you to the ways in which behavior can influence health and well being, as well as the methods used to examine questions related to psychology and health. We will examine the influences of psychosocial factors on mental health (e.g., stress, depression), physical health (e.g., heart disease, chronic illness, pain) and health-related behaviors (e.g., substance use and abuse, aggression, sexual behavior). Course time will be spent presenting material and discussing relevant readings and assigned book chapters. A series of short writing assignments and quizzes will be given, and a final exam.

Structure of this Course

As a Social Psychologist, I take a fairly broad view of the psychological factors that influence health. Although I think the text we are using is probably the best, most comprehensive health psychology text available, it does not cover some important aspects of health psychology as I conceptualize it. Therefore, we will use our text only about half of the time and spend the remainder of the semester focusing on specific topics related to psychology and health. Some of the topics we will cover include prejudice and discrimination, sexual risk-taking, aggression and violence, interpersonal relationships, and smoking and other addictive behaviors. We will touch briefly on some of these topics in the early part of the semester and then return to them in greater detail later.

Attendance

I do not make a practice of taking attendance in class. That said, regular attendance is critical to your success in this course. Between 20-50% of final exam material will be taken from lectures/discussions, and the rest from the text. In addition, throughout the semester we will have a series of short in-class writing assignments or activities that will be considered in determining your grade. You should be aware that such in-class activities generally will take place within the first 5 minutes of class, and you will not be eligible for points on these activities if you arrive substantially late. Also, we will have a series of quizzes throughout the semester, and I only allow make-ups under *extreme* circumstances (see below).

Missing Class. I understand that everyone might need to miss a class at some point, and explanations to me are not necessary for such occasions (seriously). *You don't need to email me or call or do anything if you missed a class or know that you will miss a class for any reason.* The only exception is in the case of university-sanctioned activities (e.g., athletics, music) that require you to miss a quiz or exam. In this case, you will need to provide me with written documentation from your coach or other official outlining the reason for your absence.

Here is some more information regarding class attendance and dropping courses from the Registrar's Office: "If you fail to attend both of the first two class meetings you are subject to being dropped from the class at the discretion of the teaching department. **However, you may not assume that departments will automatically process a drop for non-class attendance.** It is your responsibility to insure that drop/add transactions are appropriately recorded. If it is your intent to drop a course, you must process a drop either by accessing the registration systems through Tuesday, September 3, 2002 or by completing a Registration/Drop/Add Form after Tuesday, September 3, 2002."

Grading Criteria

In-class activities and participation	4.5%	13 points
Best 7 of 9 quizzes	36.2%	15 points each x 7 = 105 points
Best 4 of 5 short writing assignments	24.8%	18 points each x 4 = 72 points
<u>Final exam</u>	<u>34.5%</u>	<u>100 points</u>
TOTAL	100%	290 points

Graded Components of the Course

Quizzes. For each book chapter assignment that we cover in class there will be a short (10 minute) quiz. This means we will have a quiz during 9 of the 16 weeks during which our class meets. This format helps to ensure that all of you consistently keep up with the reading. I know that everyone will have days when they feel under-prepared, and you are allowed to have 2 such days. That is, your 2 lowest quiz scores will be dropped, which can include quizzes that you miss. Given this fact, I generally will **not** allow a make-up quiz to be taken. Quizzes generally will consist of several multiple-choice questions.

Assignments. For the short writing assignments, I will generally ask you to write 1-2 pages on some topic related to the article or articles we are reading. For example, I may ask you to summarize the article, point out flaws in the research or theory, relate the research in the article to something else, etc. In most cases these assignments will be made available on the web site 1 week prior to their due date. *Unless other arrangements are made with me in advance, all assignments must be turned in at the beginning of the class period on the day they are due.* Assignments will be graded using a three-tier system consisting of check-plus, check, and check-minus. These grades are roughly equivalent to an "A+", "B" and "C-" letter grade, respectively. Late papers will receive a deduction analogous to one letter grade if received by the end of the day on which they are due, and two letter grades if received later than that (i.e., after 5:00pm on the day they are due). Although a late paper is better than none in terms of your grade, please don't do this to yourselves.

When grading your written work, I will consider how well the paper is structured (i.e., correct grammar and sentence structure) in addition to its specific content. In my view, good writers are people who seek feedback and suggestions for their writing. As such, I strongly encourage you to take advantage of the services provided by the Writing Center on campus (<http://www.unc.edu/depts/wcweb/>). The Writing Center is located in Phillips Annex and provides free tutoring services for all UNC students. Appointments can be scheduled by calling 962-7710. The following is taken from their web site: *"Appointments in the Writing Center are 50-minute conversations with a tutor about your writing. The tutor will read through your paper with you, answer your questions, and work with you to strengthen your paper and your skills as a writer. You and the tutor may discuss any aspect of your writing or your*

writing process. Tutors may also direct you to other resources for further assistance. Tutors will not edit or proofread a paper or write any part of your paper for you.”

Participation. Class participation is both encouraged and expected. I do not enjoy always being the center of attention in class, so I want class time to be spent in discussion as often as possible, rather than lecture. Your participation in class discussion is only possible to the extent that you keep up with the reading. Doing so will help to ensure that you get all of the points possible for class participation and will ensure your success on quizzes and the final exam.

Grade Disputes

If you have a question regarding an exam or assignment score, you will have *one week* (or three class meeting periods) from the date you get it back to address the issue with me by coming to my office hours or scheduling an individual appointment. After one week, no grades can be changed.

Academic Dishonesty

“Academic integrity is expected of all students in a University community. A charge of academic dishonesty is a serious one, and can have serious consequences if guilt is established. Discipline ranges from a warning to expulsion from the University. In addition, the instructor may award a failing grade in the assignment, a failing grade in the course, or may adjust the grade as deemed appropriate.” In other words, cheating is not acceptable, so please don’t do it. Examples of academic dishonesty include (but are not limited to) cheating on an assignment or test or assisting someone else in doing so, plagiarism (using 5 or more exact words in a written work without proper citation), unauthorized possession of class materials (exams, etc.), and unauthorized changing of one’s grade. If you are ever in doubt about plagiarism, paraphrasing, collaboration, or other sticky circumstances, please consult your instructor for clarification.

Special Needs

Students with special conditions as addressed by the Americans with Disabilities Act who need test or other course materials furnished in an alternate format should notify me as soon as possible.

Tentative Course Calendar

Week	Class Meetings	Readings/Topics	Assignments/Quizzes
1	August 20, 22	Taylor, Ch. 1	Evaluating material on the Web. *See the web link below.
2	August 27, 29	Taylor, Ch.2	8/27: Quiz on Chapter 1 (see * below)
3	September 3, 5	Taylor, Ch. 3	9/3: Quiz on Chapter 2
4	September 10, 12	Taylor, Ch. 4	9/10: Quiz on Chapter 3
5	September 17, 19	Taylor, Ch. 5	9/17: Quiz on Chapter 4 9/19: Receive alcohol readings & Assignment 1
6	September 24, 26	Articles related to alcohol use/abuse	9/24: Quiz on Chapter 5 9/26: Receive smoking readings & Assignment 2. Assignment 1 due.
7	October 1, 3	Articles related to smoking	10/3: Receive interpersonal relationships readings and Assignment 3. Assignment 2 due
8	October 8, 10	Interpersonal relationships	10/8: Guest Lecturer, Dr. Donald Baucom 10/10: Assignment 3 due.
9	October 15 NO CLASS 10/17	Taylor, Ch. 6	No Quiz or assignment this week
10	October 22, 24	Taylor Ch. 7	10/22: Quiz on Chapter 6
11	October 29, 31	Taylor Ch. 13	10/29: Quiz on Chapter 7
12	November 5, 7	Taylor Ch. 14	11/5: Quiz on Chapter 13 11/7: Receive sexual risk-taking readings (no assignment)
13	November 12, 14	Sexual risk-taking	11/12: Quiz on Chapter 14 11/14: Receive prejudice readings & Assignment 4. No assignment due this week.
14	November 19, 21	Prejudice & discrimination	11/21: Receive Aggression readings & Assignment 5. Assignment 4 due.
15	November 26 NO CLASS 11/28	Aggression and Violence	No assignment due this week
16	December 3	Review	12/3: Assignment 5 due; Review for Final Exam
17	Tuesday, 12/10		FINAL EXAM, 8:00am

Some web sites related to specific topics/readings:

***Evaluating information found on the World Wide Web.**

<http://www2.widener.edu/Wolfgram-Memorial-Library/webevaluation/webeval.htm>

Because a lot of science information is now disseminated via the Internet, it is important to know how to evaluate the information presented there. During the first week of class, please go to the web address listed above, then scroll down and click on **PowerPoint Presentation: Web Resource Evaluation Techniques**. This will take you to a series of PowerPoint slides, which you should go through. *Quiz 1 will contain a question or two on this material.*

Taylor, Chapter 1

<http://www.health-psych.org/>

The homepage of Division 38 of the American Psychological Association (APA) provides information on the education and training for a health psychologist and a link to the online version of *The Health Psychologist*, the newsletter of the Division of Health Psychology. APA is the publisher of most of the best journals in psychology, including the journal *Health Psychology*, which generally publishes original research on topics central to this course.

Taylor, Chapter 2

http://www.ornl.gov/TechResources/Human_Genome/home.html

This is the homepage of the DOE Human Genome Project. Lots of information at every level.

Taylor, Chapter 3

<http://www.health.gov/healthypeople/>

This is the homepage of Healthy People 2010, a federal government initiative. This site profiles the program, its history, and facets supporting public health initiatives for the years 2000 and 2010.

Taylor, Chapter 4

<http://www.cancer.org/eprise/main/docroot/home/index.html>

The homepage for the American Cancer Society is an excellent resource for statistics on cancers of all kinds and for literature or handouts.

<http://www.thriveonline.com/>

This site has tips on healthy living.

Taylor, Chapter 5

<http://www.niaaa.nih.gov/index.htm>

The National Institute on Alcohol Abuse and Alcoholism, National Institutes of Health, page has a search engine for ETOH (Alcohol and Alcohol Problems Science Database). There is a section of data tables with information about all aspects of alcohol use and abuse.

<http://www.notobacco.org/>

The homepage of the Foundation for a Smokefree America provides resources for smoke-free messages to children. A webpage with downloaded photos and cartoons is available.

http://www.quitnet.com/qn_main.jtml

A webpage dedicated to providing scientific methods to quitting smoking.

Taylor, Chapter 6

<http://www.stress.org/>

Homepage of the American Institute of Stress.

Taylor, Chapter 13

<http://www.americanheart.org>

The American Heart Association website.

<http://www.strokeassociation.org>

The American Stroke Association website.

<http://www.diabetes.org>

American Diabetes Association website.