NEW YORK CITY COLLEGE OF TECHNOLOGY
The City University of New York
School of Arts & Sciences
Department of Social Science
Course Outline

Course code: PSY 3405ID
Course title: Health Psychology
Class hours/credits: 3 class hours, 3 credits
Prerequisite: PSY 1101
Pathways: Individual and Society
College Option: Interdisciplinary

Catalog Description: An overview of existing psychological and epidemiological data on the relationship between behavior and disease is presented. How behavior, emotion and cognition can influence disease processes is explored. The impact of stress and personal control on specific coronary, immune and infectious disease symptoms is examined. Social support, referral and interventions for optimal physical and mental health are introduced.

Interdisciplinary Course: The interdisciplinary theme of this course will provide an overview of extant literature on theories of health psychology within the context of critical race theory, epidemiology, research methods, philosophy of science, biological anthropology, sociology, as well as applied health/medical fields for an enriched understanding of the biopsychosocial approach to health and illness

Interdisciplinary Course Learning Outcomes and Assessment Methods:

<table>
<thead>
<tr>
<th>Interdisciplinary Course-specific Learning Outcomes</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purposefully connect and integrate across-discipline knowledge and skills to solve problems.</td>
<td>Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers</td>
</tr>
<tr>
<td>2. Synthesize and transfer knowledge across disciplinary boundaries</td>
<td>Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers</td>
</tr>
<tr>
<td>3. Comprehend factors inherent in complex problems and recognize varied perspectives</td>
<td>Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers</td>
</tr>
<tr>
<td>4. Gain comfort with complexity and uncertainty and identify the work of</td>
<td>Readings, Quizzes, In-class and Online discussions/activities, Prochange Livewell Behavior Program for College Students, Group Work, Papers</td>
</tr>
</tbody>
</table>
neighboring experts in various fields via guest talks.

SUGGESTED TEXTBOOKS and MATERIALS*


Open Educational Resources (OER) can be compiled by the professor based on the course outline and topic areas requiring coverage. Examples of an OER course might be found at: https://openlab.citytech.cuny.edu/almondpsy3405d919fall2015/ Textbooks and materials that are openly available for instructor and student use at no cost are also available via Boudless.com; Merlot II (merlot.org); and OER Commons (oercommons.org). For more details about compiling OER for PSY3405, you may contact the author of this sample outline at AAAlmond@citytech.cuny.edu

* The textbook/materials used in a particular section will be chosen by the instructor.

COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES¹</th>
<th>ASSESSMENT METHODS²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge:</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge and understanding of theoretical approaches to health psychology, behavior change, and the biopsychosocial model of health. These include psychological principles that can be applied to enhance biomedical approaches for promoting health and treating illness. Knowledge of different disease processes and related behaviors, feelings, and thoughts is expected.</td>
<td>1. This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</td>
</tr>
<tr>
<td><strong>Skills:</strong></td>
<td></td>
</tr>
<tr>
<td>Applying theoretical learning from the classroom to real-world settings. Demonstrations of both basic and applied research skills, the ability to work effectively in a group setting, and an understanding of the roles played by critical and clinical health psychologists are expected.</td>
<td>2. This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</td>
</tr>
<tr>
<td><strong>Integration:</strong></td>
<td></td>
</tr>
<tr>
<td>Purposefully integrate content related to the environments of health and illness; patient-provider relationships; treatment-seeking behaviors; medical treatment adherence; and the social effects of both life-threatening and chronic illness</td>
<td>3. This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</td>
</tr>
</tbody>
</table>

¹ Learning Outcomes for APA, CityTech, and Flexible Core provided have been integrated. The outcomes presented in the table are a compilation of these three sources and are intended for use in PSY3405 courses.

² Sample Assessments (in addition to tests/quizzes) for learning outcomes are detailed in an appendix.
including the role of the caregiver to help solve patient and societal problems that are inherently complex and require varied perspectives.

Values, Ethics, and Relationships:
Articulate and assess ethical views upheld in the field of health psychology and their underlying premises. Communicate ethical uses of data and other information resources to respond to problems and questions researched by both critical and clinical health psychologists. Health psychology-specific content and skills including effective self-reflection, project-management skills, teamwork skills, and health behavior engagement—these are aimed towards the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

4. This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.

General Education Learning Outcomes for this class are based on guidelines published in 2013 by the American Psychological Association (APA Guidelines for the Undergraduate Psychology Major; http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf), and cover knowledge, skills, and values consistent with the science and application of psychology, as well as with a liberal arts education.

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT*</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE: Develop an introductory knowledge of psychology methodology and concepts</td>
<td>Exam items, assignments, in-class discussion, in-class activities, Discussion Board</td>
</tr>
<tr>
<td>SKILLS: Develop and use the tools needed for communication, analysis and productive work</td>
<td>Exam items, assignments, in-class discussion, in-class activities, Discussion Board</td>
</tr>
<tr>
<td>INTEGRATION: Work productively within and across disciplines</td>
<td>Exam items, assignments, in-class discussion, in-class activities, Discussion Board</td>
</tr>
<tr>
<td>VALUES, ETHICS, AND RELATIONSHIPS: Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains</td>
<td>Exam items, assignments, in-class discussion, in-class activities, Discussion Board</td>
</tr>
</tbody>
</table>

Capstone Course Statement:
This course fulfills the LAA/LAS Associate Capstone requirement, though it can also be taken for other requirements and electives. The City Tech LAA/LAS Associate Capstone is designed for students entering their second year in the program. LAA/LAS Associate Capstone courses are meant to prepare students to continue their studies in a bachelor's degree, third-year, or junior, level. In addition, Associate Capstone courses are meant to help students develop an awareness of the importance of knowledge, values and skills developed in general education courses; and to integrate this knowledge, these values and these skills into their advanced academic study and professional careers. Please ask the instructor if you have any questions about what the LAA/LAS Associate Capstone requirement entails.

GRADING:
New York City College of Technology’s official grading scale will be used: 93-100% (A), 90-92.9% (A-), 87-89.9% (B+), 83-86.9% (B), 80-82.9% (B-), 77-79.9% (C+), 70-76.9% (C), 60-69.9% (D), 59.9% and below (F).

COLLEGE POLICY ON ABSENCE/LATENESS

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

<table>
<thead>
<tr>
<th>Class Meets</th>
<th>Allowable Absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 time/week</td>
<td>2 classes</td>
</tr>
<tr>
<td>2 times/week</td>
<td>3 classes</td>
</tr>
<tr>
<td>3 times/week</td>
<td>4 classes</td>
</tr>
</tbody>
</table>

It is the responsibility of the instructor to keep accurate records of every student’s attendance and to inform each class orally and in writing of the applicable attendance policy during the first two weeks of class meetings each semester.

Excessive Absence
If a student’s class absences exceed the limit established for a given course or component, the instructor will alert the student that a grade of “WU” may be assigned. If a student remains officially registered for a course and never attends that course, a final grade of “*WN” will be assigned. If the student withdraws officially from the course, he/she will be assigned a grade in accordance with the existing withdrawal policy of the College.

Appeals
A student wishing to appeal the excessive absence status and the impending grade should request a meeting with the chairperson of the department in which the course is offered. The chairperson will consult with the instructor to render a decision. A student wishing to appeal a “WU” grade may do so through the Committee on Course and Standards.

Lateness
It is the responsibility of the instructor to keep a record of lateness and to inform each class orally and in writing of the lateness policy during the first two weeks of class meetings of each semester.

ACADEMIC INTEGRITY POLICY STATEMENT

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is
prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

---

**SAMPLE SEQUENCE OF TOPICS AND TIME ALLOCATIONS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| ONE  | **Introduction:**  
Overview of Health Psychology  
Mind-Body Connection  
Biopsychosocial Model of Health  
History of Health Psychology |
| TWO  | **Research Methods:**  
Overview of Psychological Research Methods  
Collection Modes  
Research Types  
Qualitative, Quantitative, Quasi-Experimental, Experimental  
Populations and Sampling  
Epidemiology |
| THREE| **Theories of Health Behavior and Model of Behavior Change:**  
Health Belief Model  
Theory of Planned Behavior  
Social Cognitive Theory  
Transtheoretical Model of Behavior Change (TTM) |
| FOUR | **Quality of Life and Psychosocial Wellbeing:**  
Overview of Health Related Quality of Life  
Individual Determinants of Health  
Social Determinants of Health  
Ecological Determinants of Health |
| FIVE | **Health Behaviors and Behavior Engagement:**  
Health Promoting Behaviors  
Risky Health Behaviors  
Motivations and Barriers to Health Behaviors  
Multiple Behavior Change |
| SIX  | **Health Care Systems and Policies:**  
Health Care Systems Overview  
Health Care Policies Overview  
Access to Health Care  
Medical/Treatment Adherence |
| SEVEN | **Emotional Health, Stress, and Coping:**  
Overview of Stress Response System  
Overview of Psychoimmunology  
Problem-focused Coping  
Emotion-focused Coping  
Social Support vs Isolation |
| EIGHT| **Understanding Chronic Illness:**  
Overview of Chronic vs Acute Illness  
Psychological Templates for Understanding Chronic Illness |
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment of Chronic Illness</td>
<td>Chronic Illness Management</td>
</tr>
</tbody>
</table>
| NINE | HIV/AIDS:  
Overview of HIV/AIDS  
Causes  
Treatment  
Psychosocial Factors  
Stigma  
Support |
| TEN | Cardiovascular Disease:  
Overview of Cardiovascular Disease  
Causes  
Treatment  
Psychosocial Factors  
Stigma  
Support |
| ELEVEN | Chronic Pain Conditions:  
Overview of Pain and Chronic Pain Illnesses  
Causes  
Treatment  
Psychosocial Factors  
Stigma  
Support |
| TWELVE | Cancer:  
Overview of Cancer  
Causes  
Treatment  
Psychosocial Factors  
Stigma  
Support |
| THIRTEEN | Health Psychologist’s Role:  
Overview of Clinical Health Psychologists  
Overview of Critical Health Psychologists  
Decision-making Capacity  
End of Life Planning  
Description of Research and Practice Settings  
Educational Requirements |
| FOURTEEN | Health Interventions:  
Overview of Population Based- Interventions  
Examples of Targeted Interventions  
Educational Interventions  
Psychological Interventions  
Behavioral Interventions |
| FIFTEEN | Health Psychology Across Disciplines/Future Directions/Final Review:  
Race and Health Psychology  
Gender and Health Psychology  
Health Care Ethics and Health Psychology  
Health Psychology and Allied Health Field  
Individual Health Behavior Change Examples |

*guidelines from which instructors may select or adapt*
APPENDIX
Sample Assessments for PSY3405

Behavior Modification Program (LiveWell)
Students will interact three times with the state-of-the-art College Health program during the course at specific times (see below) and are expected to complete and turn in online evaluation forms. This online program will address *Exercising Regularly, Stress Management, & Healthy Eating*. In addition to the website, students will be asked to write a reflection paper.

Health Website Evaluations (Group Project)
In groups of no more than 6, you will be given a particular illness prevalent among ethnic minorities. Using 3 different search engines, you will identify 6 health website on the topic. You will be asked to assess and critique the website in terms of its usefulness, message, effectiveness, and appearance. Your group will then present this information using an electronic poster using: [http://www.makesigns.com/SciPosters_Templates.aspx](http://www.makesigns.com/SciPosters_Templates.aspx)

Individual Article Critique
For the individual project, you will select chronic illness categorized as either A) Cardiovascular Illness, B) Chronic Pain Disorder, or C) Cancer. Your task is to identify a primary source of psychological literature/journal article (primary source) on the topic of your chosen illness and racial minority individuals. Using [PsychInfo](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5602742/), the purpose of this activity is to provide critical thinking approaches to applied health psychology topics. Specifically, you will apply your knowledge of research methods to critique a related peer-reviewed journal article. You will then describe the space (context) in which the research was conducted, and finally you will write a brief personal reaction to the article.

In 4-5-page typed, double-spaced paper, you will introduce the source of the research, describe the context in which it was conducted, identify the research question(s), present the methodology of the study, and discuss the limitations and future directions of the research as well as your reaction to and opinion of the article.

Critique Summary: This is where you will summarize the journal article. Describe the research and include the following:

1. What questions were addressed?
2. Who were the participants in the sample (ages, gender, ethnicity, etc.)?
3. What was the dependent and independent variables?
4. What procedures did the study follow? How was the study conducted?
5. Describe the results. What did the author discover?
6. How is this information to be applied to health psychology? (i.e., How can health psychologists use this information?)
7. Discuss the implications of the study. Do the findings correspond with one of the health behaviors theories covered in class? Which one? Which components of the theory are emphasized?
8. Suggest research questions that could be considered in future studies and generate one hypothesis you would like to see tested
Context/Space Description: Here you describe a bit about where the research was conducted.

1. Where (geographically) was this research conducted?
2. What university/medical center housed this research?
3. Describe the goals/mission statement of the institution where the research was conducted.
4. Provide the demographic information — that is, what is the percentage of the population sampled in the space where the research was conducted? (e.g., research conducted on Latinos in Utah—tell me what percentage of Utah residents are Hispanic)

Personal Reaction: This is where you give your personal reaction to and opinion of the article. The following points should be considered when writing your personal response.

1. Provide an explanation of what interested you in the article.
2. Describe what you liked or disliked about the article.
3. Describe anything you did not understand.
4. Discuss your thoughts about the results and conclusions.
5. Explain what you would do differently if it were your research project.
6. Discuss any cautions you would use about the results of the research.

I'm Positive Computer Game: HIV/AIDS Reflection Paper:

After visiting http://impostiviegame.com, download the game to your computer and complete the interactive program (about 20 minutes). After you complete the game/program, please respond to the following questions:

<table>
<thead>
<tr>
<th>A)</th>
<th>Describe each behavioral choice (ALL questions asked) that was presented to you during your interaction with the game.</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>B)</td>
<td>While you were ‘playing the game’, describe what influenced each behavioral choice that was presented to you (provide examples). Think of the theories we discussed in class: perceived norm, perceived susceptibility, intention, and self-efficacy. You may want to refer to these concepts here.</td>
<td>15 points</td>
</tr>
<tr>
<td>C)</td>
<td>What could you have done differently? How would a change in your decision making have affected the events that came later? (provide an example) For example, if you had switched your response to a particular choice, what would you have expected to happen?</td>
<td>15 points</td>
</tr>
<tr>
<td>D)</td>
<td>Describe the ways in which positive and negative emotion shaped your decision making. (provide example) For example did feeling bad/sad, or feeling good/optimistic influence any of the choices you made in the game?</td>
<td>5 points</td>
</tr>
<tr>
<td>E)</td>
<td>Name at least one form emotion-focused coping and at least one example of problem-focused coping used while you were ‘playing the game’. Provide an example of each.</td>
<td>15 points each (30 points total)</td>
</tr>
<tr>
<td>F)</td>
<td>How might this activity be used by others in the future? What would you change about the game? Is it useful?</td>
<td>15 points</td>
</tr>
</tbody>
</table>

TOTAL 100 points