

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-SPECIFIC LEARNING OUTCOMES AND ASSESSMENTS

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

Suggested Textbook (The textbook used in a particular section will be chosen by the instructor.):

- Ragin, D. (2015). Health Psychology: An Interdisciplinary Approach to Health, 2nd Edition. Pearson Publishers, ISBN-10: 0205962955

- Association for Psychological Science (APS), Miller, G, & Chen, E.(2005). Current Directions in Health Psychology. Englewood Cliffs, NJ: Prentice Hall. (Supplementary Text).

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 AAlmond@citytech.cuny.edu.

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

CONTENT-RELATED LEARNING OUTCOMES AND ASSESSMENTS

LEARNING OUTCOMES	ASSESSMENTS*
<p>Knowledge: 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.</p>	<p>This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</p>
<p>Skills: 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.</p>	<p>This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</p>
<p>Integration: 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 including the role of the caregiver to help solve patient and societal problems that are inherently complex and require varied perspectives.</p>	<p>This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</p>

<p>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.</p>	<p>This will be assessed through multiple choice or short-answer exams, writing assignments, in-class discussion and the viewing and discussion of video material.</p>
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** may vary slightly per instructor to suit their own needs*

PATHWAYS INDIVIDUAL AND SOCIETY LEARNING GOALS

<p>1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</p>
<p>2. Examine how an individual's place in society affects experiences, values, or choices.</p>
<p>4. Articulate ethical uses of data and other information resources to respond to problems and questions.</p>

GENERAL EDUCATION LEARNING OUTCOMES AND ASSESSMENT

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

** may vary slightly per instructor to suit their own needs*

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:

Final grades will be determined by summing the points earned for the exams and the two assignments:

- Two best exam grades = 40% (20% each) Cumulative final exam grade = 30% Assignment #1 = 15%
- Assignment #2 = 15%

The letter grade equivalent for your final grade will be assigned according to the following scale:

A	100-93
A-	92.9-90
B+	89.9-87
B	86.9-83
B-	82.9-80
C+	79.9-77
C	76.9-70
D	69.9-60
F	59.9-0

ATTENDANCE POLICY

It is the conviction of the Department of Social Science that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Instructors may including a reasonable "Participation" grade into their final grade calculations for this course.

STUDENT ACCESSIBILITY

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies, and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state, and/or city laws. You may also request services for temporary conditions or medical issues under cer-

tain circumstances. If you have questions about your eligibility and/or would like to seek accommodation services and/or academic adjustments, please email the [Student Accessibility Center](#).

COMMITMENT TO STUDENT DIVERSITY

The Department of Social Science complies with the college wide nondiscrimination policy and seek to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

ACADEMIC INTEGRITY POLICY

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*
Week ONE	<p>Topic</p> <p>Introduction:</p> <p>Overview of Health Psychology</p> <p>Mind-Body Connection</p> <p>Biopsychosocial Model of Health</p> <p>History of Health Psychology</p>
TWO	<p>Research Methods:</p> <p>Overview of Psychological Research Methods</p> <p>Collection Modes</p> <p>Research Types</p> <p>Qualitative, Quantitative, Quasi-Experimental, Experimental</p> <p>Populations and Sampling</p>

	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	<u>Quality of Life and Psychosocial Wellbeing:</u> Overview of Health Related Quality of Life Individual Determinants of Health Social Determinants of Health Ecological Determinants of Health
FIVE	Health Behaviors and Behavior <u>Engagement:</u> Health Promoting Behaviors Risk Health Behaviors Motivations and Barriers to Health Behaviors Multiple Behavior Change
SIX	Health Care <u>Systems</u> and Policies: Health Care Systems Overview Health Care Policies 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:

	<p>Overview of Chronic vs Acute Illness</p> <p>Psychological Templates for Understanding Chronic Illness</p> <p>Treatment of Chronic Illness</p> <p>Chronic Illness Management</p>
NINE	<p>HIV/AIDS:</p> <p>Overview of HIV/AIDS</p> <p>Causes</p> <p>Treatment</p> <p>Psychosocial Factors</p> <p>Stigma</p> <p>Support</p>
TEN	<p>Cardiovascular Disease:</p> <p>Overview of Cardiovascular Disease</p> <p>Causes</p> <p>Treatment</p> <p>Psychosocial Factors</p> <p>Stigma</p> <p>Support</p>
ELEVEN	<p>Chronic Pain Conditions:</p> <p>Overview of Pain and Chronic Pain Illnesses</p> <p>Causes</p> <p>Treatment</p> <p>Psychosocial Factors</p> <p>Stigma</p> <p>Support</p>
TWELVE	<p>Cancer:</p> <p>Overview of Cancer</p>

	<p>Causes</p> <p>Treatment</p> <p>Psychosocial Factors</p> <p>Stigma</p> <p>Support</p>
THIRTEEN	<p>Health Psychologist's Role:</p> <p>Overview of Clinical Health Psychologists</p> <p>Overview of Critical Health Psychologists</p> <p>Decision-making Capacity</p> <p>End of Life Planning</p> <p>Description of Research and Practice Settings</p> <p>Educational Requirements</p>
FOURTEEN	<p><u>Health Interventions:</u></p> <p>Overview of Population Based-Interventions</p> <p>Examples of Targeted Intervention</p> <p>Psychological Interventions</p> <p>Behavioral Interventions</p>
FIFTEEN	<p><u>Health Psychology Across Disciplines/Future Directions/Final Review:</u></p> <p>Race and Health Psychology</p> <p>Gender and Health Psychology</p> <p>Health Care Ethics and Health Psychology</p> <p>Health Psychology and Allied Health Field</p> <p>Individual Health Behavior Change Examples</p>

Reviewed/Revised by: Amanda Almond, Ph.D., August 2016
Revised by Peter Parides, Sprig 2021

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 websites 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)

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](#), 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 were 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:

A) Describe each behavioral choice (ALL questions asked) that was presented to you during your interaction with the game.	20 points
B) 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.	15 points
C) 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?	15 points
D) 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?	5 points

E) 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.	15 points each (30 points total)
F) How might this activity be used by others in the future? What would you change about the game? Is it useful?	15 points
Total	100 points