

HPW 290 Psychological Aspects of Health

University of Wisconsin – Stevens Point
Spring 2018 | TR 11 a.m. – 12:15 p.m. | CPS 210

Instructor Information

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Office: 242B | Office Hours: TR 10-11 a.m. & 1:45-2:45 p.m. and by appointment

Mission

The Mission of the School of Health Promotion and Human Development is to develop professionals who study, promote, and model lifelong wellness for individuals, families and communities.

Course Description

This course reviews the science that connects human behaviors and psychological variables to health status. The role of Psychology in disease, injury, premature death, substance abuse, exercise, diet, stress, social relationships, coping behaviors and high level wellness, both to individual and society. Includes interrelatedness of wellness dimensions, healthy and destructive behaviors, managing chronic diseases, psychosocial aspects of final illness and death, and delivery of health services.

Selected Learning Objectives

Following this course, students will be able to...

- Apply the biopsychosocial model of Health Psychology in understanding health, illness and disease
- Describe the complex interplay between one's physical well-being and a variety of biological, psychological, and social factors.
- Describe and apply the theories of Health Psychology
- Discuss the role of psychology in the promotion of health and wellness and in the prevention of illness, disease and premature death
- Explain the role of behavior in health risks and outcomes and about prevention and intervention efforts in health behavior
- Identify cultural and ethnic complexities that impact Health Psychology

Student Engagement

The quality of the class as a whole is affected by the commitment of each of you. You will get more out of this course if you attend regularly and actively engage in class. Being an engaged learner includes attending class, being punctual, being well-prepared, completing application activities, thinking critically, solving problems, listening attentively, sharing ideas that reflect a high level of academic thinking, consistently contributing meaningfully to class discussions, making connections, and reflecting, as well as exhibiting a growth mindset and a positive, supportive attitude toward course content and class members. Some days you will be asked to respond to an in-class writing prompt. These written reflections are intended to focus our discussion and to strengthen your grasp of key concepts. They also serve as confirmation that you are prepared for class.

To maximize your own and each other's learning, you will be assigned a cooperative learning group to work together, exchange ideas, solve problems, discuss material and complete application activities.

Learning Environment

Education is a partnership, a never-ending progression of teaching and learning fueled by our collective willingness to share and debate ideas in a climate of mutual trust and respect (Pointer Covenant). As your instructor of this course, I am committed to diversity and inclusion and to cultivating a respectful and open learning environment. A high priority is placed on respect for and an openness to individual and group differences, new ideas and perspectives, and inclusion (the active, intentional, and ongoing engagement with diversity in ways that increase one's awareness, content knowledge, empathy and understanding of the complex ways individuals interact with each other and within systems and institutions).

Academic Integrity

It is understood that as a student enrolled in this course you pledge to uphold an academic honor code that supports learning and performing with strong personal integrity. Specifically, this includes not cheating or using inappropriate or dishonest means in the completion of course requirements.

Disability Accommodations

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

Laptops and Digital/Electronics Netiquette

Please bring your laptops to class. You are welcome to use your laptops to take notes, access PP, course notes, application assignments, etc. and use may your phones or other electronic devices to google a word you don't know yet, review a concept from course content, access course readings, etc. You will be using your laptops and phones as tools to access resources in your careers and lives, so it makes sense to practice doing so in a professional manner now. To maintain a collegial learning environment, please stay on task when you using these tools. Keep your phones on silent, and do not text/tweet/insta/snap. Reflect on whether you're able to handle the distraction of personal electronics. If your electronic use is distracting to me, you, or other members of class, you will be asked to use your device in a more professional manner.

Copyright and File-Sharing

Posting instructor-created course material onto course-sharing websites or other sites is copyright infringement. Course materials are provided for your convenience as an aid to learning. Permission to post instructor-created material on any such site is not permitted.

Text and Readings

Health Psychology: A Textbook by Ogden ISBN#: 978-0-335-24383-9

Readings will include chapters from the text, as well as PDFs, Internet sources, scholarly research articles, and websites. Some documents may be lengthy, yet it is not necessary to remember every detail. Rather the documents/websites are intended to provide a general overview. When reading, skim the intro, major headings and summary prior to reading though the assigned pages. When completing assignments, you will be expected to infuse content from the readings into your work. Please note: URLs change frequently. While the URLs were current at the beginning of the semester, some may no longer be valid. If you cannot access a specific link, please let me know.

Course Resources

Links to our course syllabus and other course-related material will be posted on D2L (Content tab and TOC on left-side menu). Points accumulated will be posted under the Gradebook tab.

Quizzes

A weekly quiz corresponding with the content covered in class and readings will be posted on D2L. Each quiz will have 10 questions and be worth 10 points. The format of the questions will be multiple choice and true/false. Quizzes are to be taken individually without the assistance of your notes, text, readings, websites, etc. The purpose of these quizzes is to reinforce key concepts and give me feedback regarding your comprehension of concepts covered in class and the readings. You have two attempts at each quiz and the best score will be recorded. Quizzes will be posted Friday through Monday at 11:59 PM of their respective week.

Assignments

Directions for each assignment are posted on D2L.

- Initiating and sustaining health-related behavior change for well-being project
- Class Facilitation
- Book review or PSA Video

Evaluation and Grading

Points accumulated will be posted under the Gradebook tab on D2L.

Quizzes on D2L 10 @ 10 points each	100 points
Initiating and sustaining health-related behavior change for well-being project	100 points
Class Facilitation	50 points
Book review or PSA video	50 points
Engagement	50 points
TOTAL	350 points

A = 314 - 350 points
B = 279 - 313 points
C = 244 - 278 points
D = 209 – 243 points
F = below 209 points

Where to go for help

Always start with your syllabus and our D2L page. Every effort has been made to ensure you have access to information you will need to be successful in this course. | For brief questions, please email me (betsy.barrett@uwsp.edu). I am usually able to respond pretty quickly, and will almost always respond within 24 hours. For more lengthy questions, personal concerns, or just to touch base, brainstorm ideas, etc., please drop in during my office hours. If my office hours do not work for you, please set up an appointment. I am flexible and will work with you to find a time that works for both of us.

Please read

Re: Your recent Email to your Professor

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-silly-emails-essay>

Tentative Schedule for HPW 290

Tues Jan 23	Welcome!	
Thurs Jan 25	Introduction to health psychology	
Tues Jan 30	Introduction to health psychology and Systems of the body	
Thurs Feb 1	Introduction to health behaviors	
Tues Feb 6	Introduction to health behaviors	
Thurs Feb 8	Introduction to health behaviors	
Tues Feb 13	Health-enhancing behaviors	
Thurs Feb 15	Health-enhancing behavior	
Tues Feb 20	Health-enhancing behaviors	
Thurs Feb 22	Health-enhancing behaviors	Class facilitation: Contingency contracting
Tues Feb 27	Health-compromising behaviors	
Thurs Mar 1	Health-compromising behaviors	Class facilitation: Cognitive restructuring/reframing
Tues Mar 6	Health-compromising behaviors	
Thurs Mar 8	Health-compromising behaviors	Class facilitation: Relapse prevention
Tues Mar 13	Unnatural Causes film: In Sickness and in Wealth	
Thurs Mar 15	Unnatural Causes film: In Sickness and in Wealth	
Tues Mar 20	Social aspects of health & the social determinants of health	
Thurs Mar 22	Social aspects of health & the social determinants of health	
Spring Break		
Tues Apr 3	Mental health	
Thurs Apr 5	Mental health	Class facilitation: Progressive muscle relaxation
Tues Apr 10	Stress and coping	
Thurs Apr 12	Stress and coping	Class facilitation: Meditation
Tues Apr 17	Stress and coping	
Thurs Apr 19	Stress and coping	Class facilitation: Imagery
Tues Apr 24	Pain and its management	
Thurs Apr 26	Pain and its management	
Tues May 1	Health psychology in healthcare settings	
Thurs May 3	Chronic illness, life-threatening illness, palliative care	
Tues May 8	Work-day	
Thurs May 10	Presentations: Book review and PSA video	
Mon May 14 @ 12:30 p.m.	Presentations: Book review and PSA video	