

Course Syllabus
PSY 208: Health Psychology
Connecticut College, Psychology Department, Spring 2023

Lecture

Bill Hall 403, Tuesday/Thursday 09:00 AM -10:25 AM

Instructor

Hyun Joon Park, hpark3@conncoll.edu, TEL: 860-439-2336

Office hours: Wednesday 9 AM – 11 AM in Bill Hall 315-1 or by appointment. You do not need to have specific questions to come to office hours. Feel free to come to the office hours to discuss any general concerns/questions about the course or just to say hi!

You can also contact me through email with any questions/concerns regarding the course. I will answer your emails within two business days (at the latest). Please feel free to send me a reminder/follow-up email if I do not respond within this time frame. Please include the course number (i.e., "PSY 208") in the title of your email so I can prioritize your email. Again, please do not hesitate to reach out to me. There are no obvious or trivial questions/concerns, and I will try my best to address them!

Course Description

Health psychology is an exciting and interdisciplinary field that bridges biology, psychology, sociology, and public health to better understand factors influencing health and well-being. We will utilize the **biopsychosocial** approach to investigate various topics in the field of health psychology. That is, we will learn how biological, psychosocial, and sociocultural factors, both individually and interactively, influence health outcomes and well-being.

Course Goals

After completing this course, you will be able to...

- Describe and understand major topics in the field of health psychology (e.g., biological foundation of health/illness, coping, stress, health related behaviors, health disparities)
- Describe and understand major research methods used in the field of health psychology (e.g., descriptive, experimental, epidemiological studies) and critique research findings and empirical articles in the field of health psychology
- Describe and understand psychological principles and interventions which can promote healthy behaviors and solve real-world health problems

Course Materials

Moodle will be used for electronic access to course materials such as announcements, syllabus, course information, and assignments. You are responsible for monitoring Moodle for new announcements.

- Course Textbook: Health Psychology: A Biopsychosocial Approach Straub, Richard O. (Ed.) Sixth edition (2019). You can purchase hardcopy of the book from the book store or you can purchase [E-Book](#). Also, the copies will be reserved at the library for 2 hours duration.
- Additional Readings: If there are additional readings, they will be posted on Moodle at least two days prior to the class.

Class Requirements and Activities

Attendance (5%): Class attendance will be expected from you throughout the semester. I will be taking attendance. I understand things can happen in your life! You can miss two classes without any excuses. However, if you miss any class without excuse after missing two classes, 10% of the total attendance points will be taken off for each day of missingness. If your family or personal emergency or COVID-19 quarantine or illness causes you to miss class, please let me know in advance as soon as possible so that your absence will be excused. If you miss a class (for any reason), please make sure you catch up on the materials you missed (e.g., by getting notes from a classmate), and please feel free to contact me if you have any questions about the things you missed.

Participation (5%): Throughout the semester, you will be asked to read various papers. For these papers, using “Hypothesis” (a social annotation tool), you are asked to note comments, thoughts, and questions on the papers assigned. You can also add your annotations in response to other’s annotations. Although there is no limit on what you can annotate, your annotations have to be thoughtful and relevant (e.g., criticizing and questioning the methods/results, connecting the reading to the previous readings or discussions, if you find any part of the paper hard to understand and why). You are asked to make annotations on **5 papers** (you can only get 1% per paper no matter how many comments you noted). If your annotation is obviously not thoughtful and relevant (e.g., “I don’t understand this paper”), your annotation may not count toward your grade. Also, you can get a **0.2% additional boost to your grade per paper you annotate** (after your initial 5 papers). In addition to annotation tasks, class participation will be expected from you throughout the semester. Please ask questions! There are no obvious questions. Also, please actively share your opinions during the class discussion. Everyone will benefit from your opinion as we all can learn from different perspectives.

Writing Assignments (40%): For all writing assignments, please follow APA style (7th edition). Used versions of the manual can be ordered online. There are also helpful [online resources](#). Please make sure to cite the sources of the articles you mention in your write-up both in the text and reference section at the end of your paper. All papers should a) use 12pt font, b) have 1-inch page margins for all sides, c) be double spaced and d) have correct APA formatted citation/reference.

- **Health intervention Paper (20 %):** For this paper, you need to choose a health-related behavior you want to change (e.g., sleeping pattern, exercise, food choice). Then, you will be asked to apply theories/interventions you learned in the course to change health-related behavior across seven consecutive days. This paper should incorporate 1) your target behavior, 2) reason for choosing this behavior, 3) the description of the intervention and reasons for choosing this intervention, 4) the result of your intervention, and 5) your thoughts on why or why not your intervention worked. The length of this assignment should be three pages, excluding references. In addition, you need to submit a log that tracks your target behavior across seven days (i.e., when you engaged in such behavior, describing the behavior, and whether the intervention helped change behavior). This assignment is due on **Mon, 4/3, at noon EST**.
- **Health disparity Paper: (20 %):** You are asked to identify one issue related to health disparities in the real world. Incorporating perspective from the biopsychosocial model, discuss how factors from different levels (i.e., biological, psychological, and sociocultural factors) contributed to this health disparity. In this paper, you should incorporate 1) the description of the issue (i.e., which group of people are adversely affected and how they are affected) and 2) how multiple factors across different levels (make sure you incorporate factors from all three levels noted above)

drove this health disparity. The length of this assignment should be three pages, excluding references. This assignment is due on **Mon, 5/15, at 5PM EST.**

Weekly Reflections (20%): In most weeks, I ask you to submit a weekly reflection for the **UPCOMING** lecture's readings via Moodle (see the schedule below for more detail). This reflection should be one page (double-spaced). Please note that there will be no reflection paper due for the first week of the semester, the weeks your writing assignments are due, and exam weeks. I ask you to submit your papers **before the class** so you have a chance to think about the materials you will learn in the course. You can choose to submit your response for either the Tuesday (due on **Mon at noon EST**) or Thursday class (due on **Wed at noon EST**). You will be expected to discuss your weekly reflections during the class. You can skip two assignments. If you choose to submit all assignments, I will drop the two lowest scores. There are a few different options that you can use in your weekly reflections. Please clearly state which of the following option you have chosen in your weekly reflections.

- Discuss how the findings/theories in weekly reading materials may apply to particular everyday health-related behaviors or real-world phenomena
- Integrate the week's reading material to previous readings or discussions we had in the class (e.g., do the readings support or contradict previous readings/discussions?)
- Suggesting alternative explanations for some of the empirical findings in the readings
- Discuss how you can apply the research method you learned in your reading to test real-world research questions

Two Exams (30%; 15% each exam): To evaluate your understanding of course content, there will be two noncumulative exams. Each exam will include short answers, multiple choice, and essay questions. These exams will assess how well you understood key concepts from readings, lectures, and discussions.

Extra Credit: As noted above, you can get extra credit by completing additional annotations. Also, throughout the semester, there will be Psychology Department colloquium and conference taking place. You will be able to earn extra credit points by participating in those events (see the below schedule for details).

Late Assignment Policy

You are expected to complete work by posted deadlines. Please contact me to discuss legitimate and unavoidable situations that may cause lateness (such as illness, injury or family emergency). If you know that you are going to miss a deadline, please contact me **in advance of that deadline** to discuss an extension. In the absence of a legitimate and unavoidable situation, late work will be penalized by 10% of the total assignment points for each day of lateness. Unless there is a legitimate and unavoidable situation that causes prolonged lateness, work more than one week late will not be accepted.

Class Schedule

Class Dates	Topics	Assignments/Readings Due
Part 1. Basics and foundations of health psychology		
Week 1		
Tue 1/24	Introduction to the course & health psychology	Assignment: <ul style="list-style-type: none">• No reflection paper
Thu 1/26	The Biopsychosocial model	Assignment:

		<ul style="list-style-type: none"> No reflection paper Readings: <ul style="list-style-type: none"> Ch. 1 Rethinking the biopsychosocial model of health: Understanding health as a dynamic system (Lehman et al., 2017) Using the Ecological Systems Theory to Understand Black/White disparities in Maternal Morbidity and Mortality in the United States (Noursi et al., 2020)
Week 2		
Tue 1/31	Research in health psychology I	Assignment: <ul style="list-style-type: none"> Weekly Reflection 1a due (Mon 1/30, noon EST) Readings: <ul style="list-style-type: none"> Ch.2 (p. 32 – 42)
Thu 2/2	Research in health psychology II	Assignment: <ul style="list-style-type: none"> Weekly Reflection 1b due (Wed 2/1, noon EST) Readings: <ul style="list-style-type: none"> Ch.2 (to the end)
Week 3		
Tue 2/7	Biological foundation of health and illness I	Assignment: <ul style="list-style-type: none"> Weekly Reflection 2a due (Mon 2/6, noon EST) Readings: <ul style="list-style-type: none"> Ch.3 (p.56 – 75)
Tue 2/9	Stress I	Assignment: <ul style="list-style-type: none"> Weekly Reflection 2b due (Wed 2/8, noon EST) Readings: <ul style="list-style-type: none"> Ch.4 (p. 91-113) Best practices for stress measurement: to measure psychological stress in health research (Crosswell & Lockwood, 2020)
Part 2. Stress and Coping		
Week 4		
Tue 2/14	Stress II	Assignment: <ul style="list-style-type: none"> Weekly Reflection 3a due (Mon 2/13, noon EST) Readings: <p><i>Required</i></p> <ul style="list-style-type: none"> Ch.4 (to the end) STRESS AND HEALTH: Psychological, Behavioral, and Biological

		<p>Determinants (Schneiderman et al., 2005)</p> <ul style="list-style-type: none"> The impact of stress on body function: A review (Yaribeygi et al., 2017)
Wed 2/15	<p>Psychology Department Colloquium (Not required to attend but extra credit available)</p>	<ul style="list-style-type: none"> Keynote speaker: Dr. Alex Browman (Assistant Professor of Psychology, Holy Cross), 4:00 – 5:00 PM 0.75% extra credit to your total grade, if you attend.
Thu 2/16	<p>Coping with stress I</p>	<p>Assignment:</p> <ul style="list-style-type: none"> Weekly Reflection 3b due (Wed 2/15, noon EST) <p>Readings:</p> <ul style="list-style-type: none"> Ch. 5 (p. 133 – 148) Stress: Appraisal and Coping (Folkman, 2020), LINK Emotion Regulation (McRae & Gross, 2020)
Week 5		
Tue 2/21	<p>Coping with stress II</p>	<p>Assignment:</p> <ul style="list-style-type: none"> Weekly Reflection 4a due (Mon 2/20, noon EST) <p>Readings:</p> <ul style="list-style-type: none"> Ch. 5 (to the end) Reappraising stress arousal improves affective, neuroendocrine, and academic performance outcomes in community college classrooms (Jamieson et al., 2022) The role of stress mindset in shaping cognitive, emotional, and physiological responses to challenging and threatening stress (Crum et al., 2017)
Thu 2/23	<p>Biological foundation of health and illness II – Guest lecture, Dr. Sarah Lyle Assistant Professor, Eckerd College</p> <p>*Please note there will be no in-person class as Prof. Park is going to a conference. The video lecture will be uploaded on Moodle.</p>	<p>Attendance:</p> <ul style="list-style-type: none"> To check your attendance (i.e., whether you watched the lecture), you are asked to submit a half-page reflection on the lecture (following the format of the weekly reflections). <p>Assignment:</p> <ul style="list-style-type: none"> Weekly Reflection 4b due (Wed 2/22, noon EST)

		Readings: Ch.3 (to the end)
Part 3. Health Promotion & Health Behaviors		
Week 6		
Tue 2/28	Health behavior theories	Assignment: <ul style="list-style-type: none"> Weekly Reflection 5a due (Mon 2/27, noon EST) Readings: <ul style="list-style-type: none"> Ch.6 (p. 160 – 181) The influence of social networking sites on health behavior change: a systematic review and meta-analysis (Laranjo et al., 2014)
Thu 3/2	Interventions to promote health	Assignment: <ul style="list-style-type: none"> Weekly Reflection 5b due (Wed 3/1, noon EST) Readings: <ul style="list-style-type: none"> Ch.6 (p. to the end) Reconceptualizing Self-Affirmation With the Trigger and Channel Framework: Lessons From the Health Domain (Ferrer & Cohen., 2019)
Week 7		
Tue 3/7	Review/Questions about the Exam 1	<ul style="list-style-type: none"> Midterm Exam question (due on Mon 3/6 noon EST)
Thu 3/9	Exam 1	
Week 8		
Tue 3/14	Spring Break	
Thu 3/16	Spring Break	
Week 9		
Tue 3/21	Spring Break	
Thu 3/23	Spring Break	
Week 10		
Tue 3/28	Exercise/Healthy Diet	Assignment: <ul style="list-style-type: none"> No assignment Readings: <ul style="list-style-type: none"> Ch. 7 (p. 194 - 210) Ch. 8 (p. 234- 244) Exercise and mental health (Mikkelsen et al., 2017)
Thu 3/30	Healthy Diet/Obesity	Assignment: <ul style="list-style-type: none"> No assignment Readings: <ul style="list-style-type: none"> Ch. 8 (p. 244 to end)

		<ul style="list-style-type: none"> • Healthy diet: Health impact, prevalence, correlates, and interventions (de Ridder et al., 2017) • Weight stigma is stressful. A review of evidence for the Cyclic Obesity/Weight-Based Stigma model (Tomiyama, 2016)
Week 11		
Tue 4/4	Sleep	Assignment: <ul style="list-style-type: none"> • Health intervention paper due (Mon 4/3 noon EST) Readings: Ch. 7 (to end)
Thu 4/6	Alcohol/Tobacco use	Assignment: <ul style="list-style-type: none"> • No assignment Readings: <ul style="list-style-type: none"> • Ch. 9 • Different digital paths to the keg? How exposure to peers' alcohol-related social media content influences drinking among male and female first-year college students (Boyle et al., 2016)
Week 12		
Tue 4/11	Cardiovascular disease	Assignment: <ul style="list-style-type: none"> • Weekly Reflection 6a due (Mon 4/10, noon EST) Readings: Ch.10 (Cardiovascular disease, p. 311 - 333)
Thu 4/13	Diabetes	Assignment: <ul style="list-style-type: none"> • Weekly Reflection 6b due (Wed 4/12, noon EST) Readings: Ch.10 (Diabetes, to the end)
Week 13		
Tue 4/18	Sexually transmitted disease	Assignment: <ul style="list-style-type: none"> • No assignment Readings: Ch. 12
Thu 4/20	Review/Questions about the Exam 2	
Part 4. Health Disparities		
Week 14		
Tue 4/25	Exam 2	
Thu 4/27	Health Disparities: Race, Ethnicity, and Socioeconomic Status I	Assignment: <ul style="list-style-type: none"> • No assignment Readings:

		<ul style="list-style-type: none"> U.S. disparities in health: descriptions, causes, and mechanisms (Adler & Rehkopf, 2008) Racism and Health: Evidence and Need Research (Williams et al., 2019)
Week 15		
Mon 5/1	Psychology Department Symposium (Not required to attend but extra credit available)	<ul style="list-style-type: none"> Keynote speaker: Dr. Jonathan Cook (Association Professor of Psychology, Penn State), 9:00 AM- 10:15AM 0.75% extra credit to your total grade, if you attend.
Tue 5/2	Health Disparities: Race, Ethnicity, and Socioeconomic Status II	<p>Assignment:</p> <ul style="list-style-type: none"> Weekly Reflection 7a due (Mon 11/7, noon EST) <p>Readings:</p> <ul style="list-style-type: none"> Stress, Sleep, and Performance on Standardized Tests: Understudied Pathways to the Achievement Gap (Heissel et al., 2017) Exposure to Anti-Black Lives Matter Movement and Obesity of the Black Population (Park et al., in press) Structural racism and health inequities & Ford et al., 2011)
Thu 5/4	Health Disparities: Gender	<p>Assignment:</p> <ul style="list-style-type: none"> Weekly Reflection 7b due (Wed 11/9, noon EST) <p>Readings:</p> <ul style="list-style-type: none"> Gender and health inequality (Read & Gorman, 2010) Sexual and Gender Minority Health: What We Know and What Needs to Be Done (Mayer et al., 2008) Treat Sexual Stigma to Heal Health Disparities: Improving Sexual Minorities' Health Outcomes (Matsick et al., 2020)
Week 16		
Tue 5/7	Wrap up class	
Week 17		
Final paper due at Mon, 5/15, at 5PM EST		

Campus Policies/Resources:
Credit Hour Definition

A semester course is normally equivalent to four credit hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of classroom or direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution.

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help. It is important for you to know that all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual harassment, sexual assault, dating violence, stalking, or other forms of gender-based discrimination, and that I will report that information to the Title IX office, if it is shared with me. However, the Title IX office typically only acts on formal complaints, and in response to notice from me will reach out to you to offer support and resources, and offer you the opportunity to file a formal Title IX complaint, which is up to you. The Director of Sexual Violence Prevention and Advocacy and the SVPA Confidential Advocates can advise you confidentially as can Counseling Services and any of the College chaplains. SVPA can also help you access other resources on campus and in the local community. You can reach the Confidential Advocates at SVPA@conncoll.edu, make an appointment with the Confidential Advocates at <http://bit.ly/ConnCollSVPA> or contact the SVPA Confidential Advocate ON Call 24/7 at 860-460-9194. The student sexual harassment, dating violence, stalking, and non-discrimination policies are in the Sexual Harassment and Nondiscrimination Policy, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact 860-439-2624 or titleix@conncoll.edu.

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Students can make appointments by clicking on this link: <https://forms.gle/BQecmVdK8Bg1sv5P7>.

The ARC is open to the community as a quiet study space at any time the library is open. Professional staff is there for appointments Monday – Friday, 8:30 – 5:00 (evenings are by appointment only). If faculty or students have any questions or concerns, they should contact Patricia Dallas (pdallas@conncoll.edu).

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. If you're a confident, experienced writer, our tutors can help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer, they can help

you to work on grammar or organization or whatever you need. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader so that you can get useful feedback on that work before you have to turn it in for a final grade. You can make an appointment by using the Google Calendar link on the Writing Center's website at <http://write.conncoll.edu/> or by emailing the Writing Center at writingcenter@conncoll.edu; a new calendar of appointments will become available by the second week of each semester.

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please have your Faculty Notification Letter emailed to me through the Student Accessibility online management system (AIM) and schedule a meeting during my office hours as early as possible in the semester so that we can discuss the logistics of your accommodations. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

Office Hours

Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their professors' office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

Respecting Personal Pronouns and Identity

Everyone deserves to be referred to and addressed in accordance with their personal identity. As a faculty member, I am committed to ensuring my classroom affirms people of all gender expressions and gender identities. In this course, we will only use the name and pronouns of each individual's choosing. The repeated usage of incorrect names and/or pronouns are against Connecticut College policy and may constitute a T9 policy violation as well as a violation of state and federal law.

In the classroom, be assured that you will always be referred to by the name and pronouns you choose. If you go by a different name than your legal name, Connecticut College has a process to change your preferred name on most campus systems. If you want to learn more about this process go to conncoll.edu/equity-inclusion/preferred-name-faq/ or email GSP@conncoll.edu.

Students, faculty and staff are now able to choose and share their pronouns within the college community by using the Preferred Name/Pronouns link on the navigation menu in CamelWeb and the CC Mobile App. Your gender pronouns will appear in the internal directory located in CamelWeb and the CC Mobile App. If none are selected, or if “Not Applicable” is selected, no pronouns will display. Enrolled students’ gender pronouns will also display in Moodle for instructors via the class participants page.

Pronouns are one way to affirm someone’s gender identity, but they are not necessarily indicative of a person’s gender identity. Commonly, they/them is a gender-inclusive pronoun used by a variety of identities. However, while some people use they/them, others may use pronouns like ze/zem, xi/xim, he/him, she/her, any combination of those and/or many others. They may even reject pronouns altogether and use their name in place of pronouns. Remember to ask for pronouns, listen, and then respect the gender identities of those around you by using the proper terminology. If you have any further questions or you want to learn more about gender & sexuality, please do not hesitate to contact the Director of Gender & Sexuality Programs at gsp@conncoll.edu.