

PSY-435-M01 **HEALTH PSYCHOLOGY**

Instructor: Emilija Georgievska-Nanevska, PhD ([egeorgie@slu.edu](mailto:egeorgie@slu.edu))

**Spring 2015** Mon and Wed, 14:00 - 15:15

**Office hours:** Mon and Wed 12:30-13:00 (Room 308, San Ignacio Hall)



**Introduction to the course:** This course provides an overview of the field of health psychology, one of the specialty areas of the discipline of psychology. Health psychology is a relatively young and exciting field of studies that examines the bi-directional relationship between psychology and health. In this course, you will be learning about the interrelationships among behavioral, emotional, cognitive, social and biological components in health, healthy life-styles, well-being and disease. Specifically, we will be focusing on the promotion and maintenance of health; the prevention, treatment and rehabilitation of illness and disability; and the variety of psycho-social factors that improve, diminish, or relate to health in complex ways.

**Course objectives:**

By the end of the course, you will:

- Be familiar with fundamental concepts and theoretical perspectives pertinent to the study of health and psychology.
- Assess the credibility of health information disseminated within the media
- Identify and critically analyse factors that affect health, disease and well-being.
- Understand and critically analyse the roles of oppression, culture and social identities in health behaviour and health care access.
- Design a health promotion program that includes a plan for evaluating its effectiveness.

**Activities and outcomes:**

- Traditional lecturing, readings, discussions, in-class exercises, and out-of-class projects
- By the end of the semester students will learn to think critically about the health conceptualizations and health-related research and practice within the discipline of psychology.
- By the end of the semester students will have greater experiential awareness and appreciation of the personal and practical implications of the learned information.

**Course Requirements and Evaluations:**

You should bear in mind that by enrolling in an upper division course you are assuming a greater responsibility for working more independently than is usually expected in lower division and/or introductory courses. In particular, students in this course should understand that they are responsible for reading and studying the material in the textbook and any other assigned readings, whether or not that material is covered in the class lectures, discussions and exercises. The class presentations will serve to illustrate and/or augment some aspects of the topic of the assigned reading, but not necessarily with any specific reference to that reading.

Classroom participation and discussions of the subject matter are expected and encouraged. If no questions are asked it will be assumed that the material under consideration has been understood.

**Evaluations:**

**EXAMS:** There will be one midterm exam and a non-cumulative final exam. These exams will have multiple choice, short answers, and essay questions.

Both exams will be worth 25% of your course grade.

**SHORT HOMEWORKS: Interview:** Find a person (a friend, a family member) who is suffering from some kind of chronic stress (e.g. unemployment, sick person in family, bereavement, immigration, stressful job, etc.) and/or an chronic illness that is covered in the textbook (e.g. coronary heart disease, diabetes, eating disorder, chronic pain, allergy, etc.). Carry out a short interview where you have to find out psychological and social factors that have possibly contributed to the stress and/or the illness in that particular person's life. Write down the description of the stress/illness and the related psycho-social factors that you discovered through the interview. **Find a health promotion program:** Describe the program: its target population, goals and elements; what is it about? Around one page, single space.

**3 ASSIGNMENTS:**

**Health in the news assignment:** This assignment is designed to encourage you to think about the ways health issues are conveyed in the public domain. Choose a health issue that interests you and that is typically related to women's health (ex. miscarriage, menopause, PMS) or men's health (ex. CHD, prostate cancer) and identify an article in a newspaper related to it. The article can be from a printed or electronic version of the newspaper. Write a brief essay on the article, covering the following: 1) why is this topic of interest to you?; 2) did the article cover the aspects of the health issue that concern you most?; 3) how was the gender aspect conveyed (did you find any references to gender differences in health behaviors, risk-taking behaviors help-seeking behaviors)?; 4) were any psychological issues covered?; 5) what research was reported in the news article to support their approach to the health issue; and 6) how would you evaluate the article's level of coverage of the health issue? The paper should be approximately 2 pages single spaced. Provide a reference for the article in APA format. Paper discussions in class (7%) Due Feb. 11.

**On-line support group:** Find an on-line support group. It could be related to any kind of health issue (stress, ovarian cancer, breast cancer, prostate cancer, diabetes, eating disorders\*\*)

**GOALS:** 1) Find out the kinds of messages that are posted by the members and create categories. Examples of kinds of messages are: information seeking; information giving; sharing of personal experience; positive communication; offering emotional support; venting; etc. (These are just examples. You could also formulate your own categories of responses.) 2) After this, under each category write an example (or 2) of a real message from a user. 3) Reflect on what you've read: What were your feelings reading the messages? Your other responses? Any associations to your own life or people you know? What kind of message would you communicate on such a website (if you were a member)? Finally – what do you think: which messages empowered/helped the members the most? Give example. (7%) Due March 23.

\*\*There are also pro-anorexia websites; pro-eating disorders support groups. Few students might look at such a website!

**Article reviews:** Review of 2 peer-reviewed scholarly articles, published in academic journal, which study treatment interventions in health psychology. The treatments could be individual-based (e.g., teaching stress management w/ certain kinds of patients; time-management; self-regulation; therapeutic writing, etc.) or group/socially based (e.g., the effectiveness of on-line, or actual support group with particular illness; social empowering programs; community program, etc.) NOTE: interventions should pertain to physical illness and or stress, not mental

difficulties. **GOAL:** You will practice reading and summarizing published articles in a coherent manner. You will also learn more specific info regarding particular treatment methods.

**STRUCTURE:** General introduction for your paper. For each publication: introduction of the problem and relevant concepts; description of your findings (each paper's research question/subjects/method/findings), discussion with the integration of what you have learned. After you have presented the 2 articles, write one paragraph of summary and reflection (your own thoughts on the issues). **LENGTH:** 4-5 pgs. 1.5 space. Due April 13.

**GROUP WRITTEN AND ORAL REPORT:** For this assignment, you will work as a group and write a paper (approximately 12 pages, double spaced) that details the development of a health promotion and/or prevention plan targeting one of the following health areas: 1) women's health 2) social risk factors in health behavior in children and adolescents 3) cancer prevention, of any type; or 4) chronic health issues and/or disability of any type. Use research to back up your choice of program and type of implementation. Create implementation plan. Citation in APA style. Further assignment details will be provided in class. In the final week of the semester, the groups will present (approximately 20 minutes for each group) their interventions to the class, covering the areas detailed in the paper, and answer questions from the class. (20 %)

***Participation:***

There will be regular class activities in class. You will participate in small group discussions where you will deepen your understanding of the topics covered. Your participation is essential for the success of the course and will be worth 5% of your overall course grade.

<b>Grade Scale:</b>	<b>Grade Components:</b>	<b>Course Credits: 3</b>
A 93%-100%	25% Mid-Term exam	
A- 90%-92%	25% Final exam	
B+ 87%-89%	20% Group Assignment	
B 83%-86%	7% Health in the News	
B- 80%-82%	7% Online support group, a review	
	9% Article reviews	
C+ 73%-79%	5% Participation (homeworks count as participation)	
C 67%-72%		
C- 60%-66%		
D 50%-59%		
F 0%-49%		

**PSY-435-01: HEALTH PSYCHOLOGY**

**COURSE SCHEDULE (tentative)**

*I will make reasonable efforts to follow the schedule of topics below. However, as time and circumstances dictate, the schedule may change somewhat. Thus, dates given below should be considered approximate. If circumstances warrant, I may amend the schedule or modify reading assignments. I will announce any such changes in class.*

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Wed. Jan 14	<b>Introduction.</b> <b>Course overview.</b> <b>What is Health Psychology?</b>	Chapter 1  <b><i>First homework (interview), due Jan 21</i></b>

SAINT LOUIS UNIVERSITY MADRID CAMPUS

Mon. Jan 19	<b>Biopsychosocial model &amp; Health Psychology in context</b>	Chapter 1 Readings
Wed. Jan 21	<b>Vulnerabilities &amp; Risk factors: Social Inequalities, SES, Racism and Health</b>	Chapter 3 Readings (discussion) <i>First HW due!</i>
Mon. Jan 26	<b>Health Perception, Personality and Beliefs</b>	Chapter 17 Readings
Wed. Jan 28	<b>Main approaches to health psychology: Clinical, Community, Critical (cont.)</b>	Chapter 15 Readings (discussion) <i>2<sup>nd</sup> HW (find a health promotion program) due Feb. 9</i>
Mon. Feb. 2	<b>Main approaches to health psychology: Clinical, Community, Critical</b>	Chapter 15 Readings (discussion) Clip: Prilleltensky: Community Well-Being <i>Give first assignment (Health in the News) due Feb11</i>
Wed. Feb. 4	<b>Research methods</b>	Chapter 5 <i>(Give: Health diary, due March 2)</i>
Mon. Feb. 9	<b>Health Promotion</b>	Chapters 11, Chapter 14 (pp. 328-335); Readings <i>2<sup>nd</sup> HW due today!</i>

SAINT LOUIS UNIVERSITY MADRID CAMPUS

Wed. Feb. 11	<b>Health and Culture</b>	Chapter 4 <i>First assignment due today!</i>
Mon. Feb. 16	<b>Women's Health</b>	Readings (short presentation of first assignment)
Wed. Feb. 18	<b>Man's Health</b>	Readings (short presentation of first assignment)
Wed. Feb. 25	(Mon. Feb 23 Winter break NO CLASS - WINTER BREAK) <b>MIDTERM</b>	
Mon. Mar. 2	<b>Health Issue: Stress, coping and health</b>	Chapter 12 (Health diary) <i>Give 2<sup>nd</sup> assignment (on-line support group) due March 23</i>
Wed. Mar. 4	<b>Health Issue: : Stress, coping and health</b>	Chapter 7 & Readings
Mon. Mar. 9	<b>Health Behavior: Obesity and eating behavior</b>	Chapter 7 & Readings
Wed. Mar. 11	<b>Health Behavior: Eating disorders</b>	Chapter 7 & Film <i>Introduce third assignment (article reviews), due April 13</i>
Mon. Mar. 16	<b>Health Behavior: Eating Disorders</b>	Chapter 7 & Readings

Wed. Mar. 18	<b>Chronic illness and chronic pain</b>	Chapter 20
Mon. Mar. 23	<b>Health Issue: Disability</b>	Chapter 19 & Readings <b><u>Second assignment due!</u></b>
Wed. Mar. 25	<b>Health Issue: Bereavement</b>	Readings (discussion)
	MON & WED (Mar 30, Apr 01) NO CLASSES SEMANA SANTA	
Mon. Apr. 6	<b>TBD</b>	
Wed. Apr 8	<b>Health- behavior in children and adolescents: social factors</b>	Readings
Mon. Apr. 13	<b>Treatment and promotion</b>	Chapter 15 & Readings <b><i>Third assignment due - discussion</i></b>
Wed. Apr. 15	<b>Treatment and promotion</b>	Chapter 15 & Readings
Mon. Apr. 20	<b>Quality of Life</b>	Readings

Wed. Apr. 27	<b>Group Presentations</b>
Mon. Apr. 29	<b>Group Presentations</b>
Wed. Apr. 4	<b>Group Presentations</b>
Mon. May 6	<b>General Discussion</b>
<b>FINAL EXAM – Monday, May 11, 15:30-18:30</b>	

**COURSE READINGS:**

**Course Book:** Marks, D.F., (2011). *Health Psychology: Theory, Research & Practice*. London: Sage.

**CLASS READINGS:**

❖ **Introduction: What is Health Psychology?**

Kaptein, A. (2011). Pick up the pieces and go home – on the demise of health psychology. *Health Psychology Review*, 5, 39-47

Ogden, J., (2009). A psychosocial model of behaviour change and a role for live events. *The European Health Psychologist*, 11 (www.ehps.net/ehp)

❖ **Main approaches to health psychology: Clinical, Social, Community, Critical:**

Belar, C. (1997). Clinical health psychology: A specialty for the 21st century. *Health Psychology*, 16, 411-416.

Hepworth, J. (2006). The Emergence of Critical Health Psychology: Can It Contribute to Promoting Public Health? *Journal of Health Psychology*, 11, 331-341.

Ewart, C. (1991). Social action theory for a public health psychology. *American Psychologist*, 46, 931-946.

Campbell, C., & Murray, M. (2004). Community Health Psychology: Promoting Analysis and Action for Social Change. *Journal of Health Psychology*, 9, 187-195.

❖ **Social Inequalities, Social Justice and Health**

*Risks to mental health: An overview of vulnerabilities and risk factors*. Background paper by who secretariat for the development of a comprehensive mental health action plan. WHO, 2012.

Adler, N. E., Boyce, T., Chesney, M. A., & Cohen, S. (1994). Socioeconomic status and health: The challenge of the gradient. *American Psychologist*, 49, 15-24.

Clark, R., Anderson, N., Clark, V., & Williams, D. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, 54, 805-816.

Elgar, F. (Discussion Paper). Social Inequality in Adolescent Health: Trends, Contexts, and Cross-National Differences. HBSC Investigators Meeting.

❖ **Health and Culture**

Gurung, R. (2006). *Health psychology: a cultural approach* (pp. 33-63). Belmont, CA: Thompson Wadsworth.

❖ **Health Promotion**

Evers, K., Prochaska, J.O., Johnson, J., Mauriello, L., Padula, J., & Prochaska, J.M. (2006, July). A Randomized Clinical Trial of a Population- and Transtheoretical Model-Based Stress-Management Intervention. *Health Psychology*, 25, 521-529.

❖ **Health Personality, Perception and Beliefs:**

Piko, B., & Bak, J. (2006). Children's perceptions of health and illness: Images and lay concepts in preadolescence. *Health Education Research*, 21, 643-653.

❖ **Women's Health & Men's Health**

Ogden, J. (2012). *Health Psychology, A Textbook*. (pp. 429-462)

Jarret, E.M., Yee, B.W.K., & Banks, M.E. (2007). Benefits of Comprehensive Health Care for Improving Health Outcomes in Women. *Professional Psychology: Research and Practice*, 38, 305-313.

Kolip, P. & Schmidt, B. (1999). Gender and health in adolescence. *European Health 21 Target 13*. WHO.

Valencia-Garcia, D., Simoni, J. M., Alegria M., & Takeuchi, D. T. (2012). Social Capital, Acculturation, Mental Health, and Perceived Access to Services Among Mexican American Women. *Journal of Latina/o Psychology*, 1, 78-89.

Iversen, A. C. & Kraft, P. (2006). Does socio-economic status and health consciousness influence how women respond to health related messages in media? *Health Education Research*, 21, 601-610.

❖ **Disability**

Kingston, A. K. (2007). *Mothering Special Needs: A Different Maternal Journey*. (pp. 49-84). London & Philadelphia: Jessica Kingsley Publishers.

Marshall, C. A., Kendall E., Banks, M.E., & Gover, R.S. (Eds.). (2010). *Disabilities: Insights from across Fields and around the World*. Greenwood Publishing Group. (a selection of the readings)

❖ **Bereavement**

O'Rourke, M. (2010). Good grief: is there a better way to be bereaved? *Newyorker.com*, Feb.1.

Torres, A.R. (2002). Loving a ghost. *Salon.com*, Feb 14.

Torres, A.R. (2002). Found and lost. *Salon.com*, July 10.



❖ **Health- behavior in children and adolescents: education and social factors**

Ilova, H., Raili, V., & Lasse, K. (2012) Associations between Finnish 9th grade students' school perceptions, health behaviors, and family factors. *Health Education*, 112, 256 – 271.

Jensen, B.B., Schnack, K., & Simovska, V. (Eds.) (2000). *Critical Environmental and Health Education*. Denmark: Research Centre for Environmental and health Education. (A selection)

❖ **Treatment and promotion**

Pennebaker, J. W., & Chung, C. K. (in press). Expressive writing and its links to mental and physical health. In H. S. Friedman (Ed.), *Oxford handbook of health psychology*. New York, NY: Oxford University Press.

Mohamed, N.M., (2008). An interview with Prof. Stephen Lepore. *The European Health Psychologist*, 10. ([www.ehps.net/ehp](http://www.ehps.net/ehp))

Ogden, J. (2005). Obesity management and the paradox of control. *The Psychologist*, 18, 224-226

**Resources for the community based programs:**

[www.shapeupeurope.net](http://www.shapeupeurope.net)

<http://www.epode-european-network.com>

<http://www.health-inequalities.eu>

Idealist.org

[http://www.schoolsforhealth.eu/index.cfm?act=resources\\_publicaties&tid=2](http://www.schoolsforhealth.eu/index.cfm?act=resources_publicaties&tid=2)

[http://ec.europa.eu/agriculture/evaluation/market-and-income-reports/school-fruit-scheme-2012\\_en.htm](http://ec.europa.eu/agriculture/evaluation/market-and-income-reports/school-fruit-scheme-2012_en.htm)

<http://www.hepseurope.eu>

**Writing and the APA Style**

A variety of publication styles are recognized in academic and professional settings. In this class we will follow the APA style according to the American Psychological Association Style Manual, 6th edition, 2009 (APA, 2009). At a minimum, students are expected to follow the rules of good grammar, syntax, punctuation, and spelling, and use APA format in citing references in the text and reference section. Information and guidelines for the use of APA style can be found on the school's library homepage <http://libguides.slu.edu/socialwork> Click on "Writing and APA Format" tab.

**POLICY STATEMENT ON ACADEMIC INTEGRITY**

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

## SAINT LOUIS UNIVERSITY MADRID CAMPUS

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:

[http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)