Psychology 407: Seminar in Health Psychology

Term: Winter 2021
Credits: 2
Location: Condon Hall, room 106
Meeting times: Tuesdays from 2:00-3:50 pm
   - Dates: Jan 4th, 11th, 18th, 25th, Feb 1st, 8th, 15th, 22nd, March 1st, 8th, 15th (finals)
Grading option: Student option
Instructor: Megan Lipsett (she/her/hers), MA, MS, mlipsett@uoregon.edu
Office hours: Fridays from 2:00-3:00 pm on Zoom
   - Zoom link: https://uoregon.zoom.us/j/99973435425?pwd=VW5Lb2xSNWlRT0hlSHkzOURwU1F3dz09
   - Meeting ID: 999 7343 5425 & Passcode: 482818

Course Description:
Health psychology consists of the psychological, social, and biological factors that lead to both the enhancement of health and the prevention and treatment of illness. This course will cover the core concepts of health, models of stress and allostatic load, appraisal, coping, social support, and health behavior change. We will apply the biopsychosocial model to exploring the etiology and correlates of health and illness, with a focus on stress physiology, stress responses, and stress-related health outcomes. The course will outline the psychosocial correlates of chronic illnesses, especially heart disease, cancer, and diabetes. We will learn about evidence based interventions that target mental and physical health and techniques that modify health risks. We will explore mechanistic pathways linking common interventions (e.g. mindfulness-based interventions) with health outcomes. We will review models of health behavior change (e.g. Rosenstock's Health Belief Model and Ajzen’s theory of planned behavior). This will include an exploration of the psychosocial processes implicated in prevention health behaviors, communication with healthcare providers, and treatment adherence. We will consider psychological perspectives on the healthcare system and investigate how research in health psychology can be used to inform health policies in directions consistent with these underlying values. This will include an overview of the role of age, ethnicity, early life adversity, and socioeconomic background in health and illness.

Course Objectives:
1. Understand the major domains of health psychology (e.g. definitions of health, models of stress and allostatic load, cognitive appraisal, coping, social support, and models of health behavior change), including theoretical perspectives and research findings.
2. Describe the many applications of health psychology to real world problems and current social and political issues.
3. Learn how empirical research methods are used to test psychological theories in health psychology.
4. Read and critique empirical articles in health psychology empirical articles.
5. Enhance oral and written communication skills, through discussions and papers.

Course Reading Materials:

Required:
2. Weekly assigned articles (links below)

**Recommended:**

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
<th>% of grade</th>
<th>Points possible</th>
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<tbody>
<tr>
<td>Attendance and participation</td>
<td>Students are expected to attend class weekly and contribute to meaningful discussion which reflects having completed the readings, respond to questions posed by the instructors, volunteer when the instructor asks for volunteers, and attend an office hour as needed.</td>
<td>~17%</td>
<td>50</td>
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</table>
| Watch recorded lectures, complete weekly readings, and engage in discussion posts | - Assignments are typically “reading comprehension questions” (~5 points) of the assigned required readings. These are due prior to class on the dates listed below.  
- Weekly discussion posts on weeks 2-4 and 6-10 require students to post a reply to the main question prompt (3 points) and a brief reply to 2 peer responses (2 points). Thus, you should aim to post your first reply by Friday of the week before class in order to allow time for responses and discussion. | ~33%       | 100             |
| Mid-term quiz (Week 5)                           | A study guide will be completed prior to the mid-term-quiz and the mid-term quiz will be an in-class, closed book quiz.                                                                                     | ~17%       | 50              |
| Presentation and Research Journal Paper Summary   | Each student will create a presentation (10 minute powerpoint-facilitated presentation with a discussion question) and 2-3 page research journal summarizing one of the assigned papers (see canvas for detailed description). | ~33%       | 100             |

- Instructions for all assignments will be discussed in more detail at the end of each class.
- Learn about the UO grading system.

**Course Calendar:**

<table>
<thead>
<tr>
<th>WEEK &amp; THEME</th>
<th>TOPICS</th>
<th>DUE DATES FOR ASSIGNMENTS &amp; READINGS</th>
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<tbody>
<tr>
<td><strong>Week 1</strong> (Tues, Jan 4th)</td>
<td><strong>Introduction to Health Psychology</strong></td>
<td><strong>Assignments:</strong></td>
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<tr>
<td></td>
<td>- Defining Health</td>
<td>- Reading comprehension questions</td>
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<td>- Overview of Health Psychology</td>
<td>- Respond to discussion post</td>
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<td>- Review of the body systems</td>
<td>- Create your personal profile to share with peers</td>
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<td>- Changing patterns of Illness</td>
<td>- Complete student survey</td>
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<td>- Biopsychosocial Models</td>
<td>- Review the course syllabus</td>
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<td></td>
<td>- Etiology and correlates of health and illness</td>
<td>- Sign up for student presentations</td>
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**Readings (Required):**
- Browse the [APA's Division 38 Society for Health Psychology](https://www.apa.org/divisions/div38) (including the Health Psychology Briefing Sheets.)
- Browse the [World Health Organization's Constitution](https://www.who.int/governance/.TEXT)
- Read [The Health Psychology Center's: What is Health Psychology?](https://www.healthpsychology.com/

**Readings (Optional):**
- Taylor & Stanton (2021), Chapters 1 & 2

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<tr>
<th><strong>Week 2</strong> (Tues, Jan 11th)</th>
<th><strong>Stress and Resilience</strong></th>
<th><strong>Assignments:</strong></th>
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<tr>
<td></td>
<td>- What is Stress?</td>
<td>- Watch Recorded lecture</td>
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<td></td>
<td>- Models of stress and allostatic load</td>
<td>- Reading comprehension questions</td>
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<td></td>
<td>- Stress physiology, stress responses, and stress-related health outcomes</td>
<td>- Respond to discussion post</td>
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<td>- The role of perception</td>
<td><strong>Readings (Required):</strong></td>
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<tr>
<td></td>
<td>- Researching Stress</td>
<td>- Sapolsky (2004), Chapters 1 &amp; 2</td>
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<td></td>
<td>- Coping, resilience, and social support</td>
<td>- Browse: <a href="https://www.apa.org/topics/stress">APA's Stress in America website</a></td>
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**Readings (Optional):**
- Taylor & Stanton (2021), Chapters 6 & 7
- *Our brains on coronavirus* by Robert Sapolsky

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<tr>
<th><strong>Week 3</strong> (Tues, Jan 18th)</th>
<th><strong>Health &amp; Emotion Regulation</strong></th>
<th><strong>Assignments:</strong></th>
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<tr>
<td></td>
<td>- Loneliness &amp; Social Isolation (and the protective effects of social capital)</td>
<td>- Reading comprehension questions</td>
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<td>- Emotion Regulation</td>
<td>- Respond to discussion post</td>
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<td>- Depression and Anxiety</td>
<td>- Student presentations and research journal summary paper (Group 1)</td>
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<td>Gratitude, Empathy, Equanimity</td>
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**Readings (Required):**
- Sapolsky (2004), Chapter 14, pgs 319-323

**Readings for Student Presenters:**

**Readings (Optional):**
- Sapolsky (2004), Chapters 9 & 11
- *What monkeys teach us about the difficulties of distancing* by Robert Sapolsky

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**Week 4 (Tues, Jan 25th)**

**Health-Promoting Behaviors & Chronic Illness**

- Health-promoting and Health-compromising Behaviors
- Psychosocial correlates of chronic illnesses
- Management of Chronic Illnesses
- Heart Disease, Hypertension, Stroke, Cancer, and Type II Diabetes
- Psychoneuroimmunology and Immune-Related Disorders
- Co-morbidities and Illness-related Distress

**Assignments:**
- Watch Recorded lecture
- Reading comprehension questions
- Respond to discussion post
- Student presentations and research journal summary paper (Group 2)

**Readings (Required):**
- Sapolsky (2004), Chapters 3, 4, & 8

**Readings for Student Presenters:**
- Kelly SJ, Ismail M. *Stress and type 2 diabetes: a review of how stress contributes to the
### Readings (Optional):
- Taylor & Stanton (2021), Chapters 13 & 14

### Readings (Required):
- Sapolsky (2004), Chapters 6 & 16

### Readings (Optional):
Week 6 (Tues, Feb 8th)
Health Behavior Change: Models and Mindsets

Assignments:
- Watch Recorded lecture
- Reading comprehension questions
- Respond to discussion post
- Student presentations and research journal summary paper (Group 3)

Readings (Required):
- There Are 3 Things We Have to Do to Get People Wearing Masks by Angela Duckworth, Lyle Ungar and Ezekiel J. Emanuel
- Science of Behavior Change

Readings for Student Presenters:

Readings (Optional):
- Taylor & Stanton (2021), Chapters 3-5
| Week 7 (Tues, Feb 15th) | Health Disparities | Assignments:  
- Reading comprehension questions  
- Respond to discussion post  
- Student presentations and research journal summary paper (Group 4)  
Readings (Required):  
- Sapolsky (2004), Chapter 17  
- Black Kidney Function Matters  
Readings for Student Presenters:  
Readings (Optional):  
- Sapolsky (2004), Chapter 10 |
|---|---|---|
| Week 8 (Tues, Feb 22nd) | Health Belief Models | Assignments:  
- Watch Recorded lecture  
- Reading comprehension questions  
- Respond to discussion post  
- Student presentations and research journal summary paper (Group 5)  
Readings (Required):  
- Sapolsky (2004), Chapter 13 |
| Communication with healthcare providers and treatment adherence. | Readings for Student Presenters: |
| | Readings (Optional): |
| | - Taylor & Stanton (2021), Chapter 9 |

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<tr>
<th>Week 9 (Tues, March 1st)</th>
<th>Readings (Optional):</th>
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<tr>
<td>Week 9 (Tues, March 1st)</td>
<td>- Evidence based interventions targeting mental and physical health</td>
</tr>
<tr>
<td>Interventions, Translation and Dissemination</td>
<td>- Complementary, Alternative, and Integrative Medicine (CAIM)</td>
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<td>- Techniques that modify health risks</td>
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<td>- Improving health literacy</td>
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<td>- Personalized medicine</td>
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<td>Assignments:</td>
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<tr>
<td></td>
<td>- Reading comprehension questions</td>
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<td></td>
<td>- Respond to discussion post</td>
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<tr>
<td></td>
<td>- Student presentations and research journal summary paper (Group 6)</td>
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<td></td>
<td>Readings (Required):</td>
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<td></td>
<td>- Sapolsky (2004): Chapter 18</td>
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<td></td>
<td>- The National Center for Complementary and Integrative Health</td>
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<td></td>
<td>Readings for Student Presenters:</td>
</tr>
</tbody>
</table>
### Readings (Required):


### Readings (Optional):

- Taylor & Stanton (2021), Chapters 9 & 11
- *Health Psychology and COVID-19 Video* with Robert Sapolsky

### Assignments:

- Reading comprehension questions
- Respond to discussion post

### Readings (Required):


### Readings (Optional):

- Taylor & Stanton (2021), Chapter 15
- *Why our brains are having so much trouble with Covid-19* by Robert Sapolsky

### Technical Requirements:
Course activities will require the use of Canvas each week. For Canvas, log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | livehelp.uoregon.edu

For office hours (and in the event that pandemic-related events require the use of zoom): Zoom can be accessed by the web at https://uoregon.zoom.us/ and by the desktop Zoom application. To access Zoom via the Zoom application on your computer or mobile device, you will first need to download the Zoom application. For instructions on how to download and install this application, visit our article about installing the Zoom application. There is a request help button on the top right of this site: https://service.uoregon.edu/TDClient/2030/Portal/Requests/ServiceDet?ID=42541

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ webpage: https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=101263

Specific guidelines for best practices using Canvas Discussion:

1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
3. Be supportive and considerate when replying to others’ posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don’t create a new or duplicate post that corrects your error).
6. Contribute and interact often!

Specific guidelines for best practices using Zoom (in the event of a pandemic-related event):

1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the UO Service Portal.
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—when you can, I value video on.
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Use a microphone or speak closely to your computer microphone so that others can hear you.
6. Mute your audio when you are not actively contributing.
7. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community. Even the “private” chats to classmates can be read by when I review the chat transcripts—yikes!
8. For help and troubleshooting with Zoom, visit the UO Service Portal.

- Zoom link:
  https://uoregon.zoom.us/j/95268818367?pwd=YVcwaHBJb1NkUkVFSEFKN2g4NEhiUT09
- Meeting ID: 952 6881 8367 & Passcode: 261830
Attendance and Absence Guidelines: The participation grade is primarily based on your attendance of class meetings and engagement in class. One cannot contribute to the class learning environment if one is not physically present. If you miss a class, you still are responsible for obtaining the class material from a classmate and submitting assignments on time. There may be situations beyond your control that lead to absences such as becoming ill, caring for others, managing home schooling, etc. If you need to miss a class, please communicate with me via email and watch the recording of the lecture on Canvas before the next class. If you miss a significant proportion of the class (2+ classes) for any reason, we will need to meet to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. The most important thing is to communicate (in advance as possible) with me about your situation in the case of an absence.

Student Wellness Resources: University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

Basic: Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

The UO Basic Needs Resource Guide includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support.

Your safety and well being impacts learning. Please contact resources that can help you to thrive and let me know if you need any help connecting.

Accessibility: The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success and the success of your peers matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu. The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

Academic Disruption: In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.
In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

COVID Containment Plan for Classes

As the University of Oregon returns to in-person instruction, the key to keeping our community healthy and safe involves prevention, containment, and support. Here is information critical to how the UO is responding to COVID-19.

● **Prevention:** To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees:
  ○ Must to comply with [vaccination policy](#)
  ○ Must [wear face coverings](#) in all indoor spaces on UO campus
  ○ Complete weekly [testing](#) if not fully vaccinated or exempted
  ○ [Wash hands](#) frequently and practice social distancing when possible
  ○ Complete daily [self-checks](#)
  ○ Stay home/do not come to campus if feeling [symptomatic](#)
  ○ Complete the UO [COVID-19 case and contact reporting form](#) if you test positive or have been in close contact with a confirmed or presumptive case.

● **Containment:** If a student in class tests positive for COVID-19, all relevant classes will be notified via an email by the Corona Corps Care Team with instructions for students and staff based on their vaccination status. Specifically:
  ○ **Vaccinated/Asymptomatic students:** Quarantine not required, but daily self-monitoring before coming on campus advised; sign up for testing 3-5 days after notification through [MAP](#)
  ○ **Unvaccinated or partially vaccinated students:** 14-day quarantine advised – do not come to class – and sign up for testing 3-5 days after notification through [MAP](#), if asymptomatic, or through University Health Services (541-346-2770) or your primary care provider, if symptomatic.
  ○ **Symptomatic students:** stay home (do not come to class/campus), complete the online [case and contact form](#), and contact University Health Services (541-346-2770) or your primary care provider to arrange for immediate COVID-19 testing.

Students identified as close contacts of a positive case will be contacted by the Corona Corps Care Team (541-346-2292).

● **Support:** The following resources are available to you as a student.
  ○ [University Health Services](#) or call (541) 346-2770
Good Classroom Citizenship

- Wear your mask and make sure it fits you well
- Stay home if you’re sick
- Get to know your neighbors in class, and let them know if you test positive
- Get tested regularly
- Watch for signs and symptoms with the daily symptom self-check
- Wash your hands frequently or use hand sanitizer
- Complete the UO COVID-19 case and contact reporting form if you test positive or are a close contact of someone who tests positive.

Respect for Diversity: You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students’ legal names. Please let us know if the name or pronouns we have for you are not accurate. It is important to us to address you properly.

Academic Integrity: The University Student Conduct Code defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. I will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of the course.

While unauthorized help and use of sources is prohibited, learning together and citing sources is crucial! Each assignment and assessment will have a note about whether and how you might work with others so that you can clearly act with academic integrity. All assignments will use [insert citation method], and you can find support in using [citation method] at this excellent UO Library resource [insert name/link]. If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our
course, please contact me. I welcome your questions about what academic integrity looks like in our class.