

Course Enhancement Rationale

Course Dept/Number: PSYC 481
 Instructor: Karl Maier
 Total Credits: 4

Course Name: Health Psychology/Behavioral Medicine
 Gen Ed Cr: Yes or No

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input checked="" type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

As currently taught, the course requires a presentation of literature research findings conducted by the student on a particular disease of interest to them. The enhanced version of this course will engage students in a more rigorous research project with considerably more guidance and feedback throughout. For the final product, students will complete a term paper in APA style reporting on the literature relating to the disease they have chosen from a biopsychosocial perspective. Given that this report will be on the scientific literature from diverse fields (psychology, medicine, nursing, public health, etc.) it is expected to take more time than most term papers to research and write given the technical nature of the literature. This paper is additional to the research outline and presentation that is currently required in the course. Students will engage in a more comprehensive writing process than presently required; in writing a cohesive paper rather than only outlining ideas, the student will better synthesize disparate bodies of literature in a coherent way and achieve a greater depth of understanding. It is expected that between 10 and 20 pages will be required to satisfactorily complete the assignment.

In addition to this primary enhancement, students will read three current journal articles (10-30 pages each) that I assign relevant to the topic material being covered for particular sections of the course. In writing, they will also summarize and critique these articles. In addition to earning credit for completing the assignment, this informal written assignment will provide a basis for classroom discussion on a key topic or research finding for that section of the course, and will encourage critical thinking.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

Information literacy will be actively developed in order for students to effectively complete the research project. I will require students to complete an online tutorial from Blackwell Library on searching databases. This tutorial has pre- and post-tests and provides a certificate of completion. In addition, students will have an opportunity to meet with a librarian who specializes in psychological and medical research in order to address special research needs in this area of investigation. Students will also complete an APA citation style tutorial to assist in correctly citing sources in their papers. I will provide class time for open discussion about literature search approaches and problems, arrange for peer feedback on drafts of the paper, and provide individual feedback on drafts. Students will also receive feedback on their presentations from me and their peers. Finally, the informal writing assignments will be discussed in class.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

In the enhanced course, to assist in properly researching and writing about their topic, students will first complete an online APA citation style tutorial (**1 hour**). Students will also complete an online database search tutorial and meet in person with a librarian specializing in research in the psychological and medical literatures for additional instruction (**3 hours**).

Students are currently required to submit a literature search log and an outline of their presentation for feedback. For the enhancement, students will additionally be required to submit a rough draft of the first half of the newly required paper (**12 hours**), a rough draft of the second half of the paper (this section additionally includes an integration section **15 hours**), and a final draft (**10 hours**).

The journal article analysis and the three accompanying writing assignments will take approximately **15-20 hours**. Because these will be scientific articles, this requirement will demand greater time and effort in reading/understanding the assigned material, generating meaningful written responses, and studying the readings for exams.

Total > 45 hrs.

4. Discuss how the enhancement will be assessed.

Although course enhancement material will partially be assessed in exams, the primary assessment will be in new graded assignments, which will include the research paper (and drafts) and the informal written papers. Collectively, these assessments will count for approximately 25% of the course grade.

Health Psychology/Behavioral Medicine

PSYC 481

Spring 2009

Section 001, 9:00 - 9:50, DH 133

Professor: Karl J. Maier, Ph.D.
e-mail: kjmaier@salisbury.edu
Phone: 410-543-6374 (email is preferred)
Office Hours: 407 Allenwood; M & W 11am-1:00pm; W 2:00-3:00pm; and by appointment

REQUIRED TEXTBOOK:

Straub, R. O. (2007). Health Psychology: A Biopsychosocial Approach (2nd edition) ISBN: 0-7167-6450-4

- Additional resources online at: <http://worthpublishers.com/straub>
- For ideas on findings sources & APA style guide for your project: <http://www.dianahacker.com/resdoc>

OBJECTIVES:

Welcome to Health Psychology / Behavioral Medicine. This course is designed for psychology majors and students in the health sciences who have a sufficient understanding of basic psychological principles. The goal of this course is to become familiar with key concepts, themes, and research in the related fields of health psychology and behavioral medicine. From a biopsychosocial perspective we will take a scientific, research-based examination of the various ways in which psychological factors such as stress, emotion, and behavior may relate to physical health, and in turn, how these factors may be impacted by disease and physical disability. Although this is not a clinical training course (i.e., it is not intended to teach psychotherapy or other clinical skills) we will examine common intervention approaches used in clinical health psychology and behavioral medicine. The final section of the course will consist of a focused look at specific diseases from a biopsychosocial perspective. Note: *Slides presented in class are a cursory outline of the discussion of the day and are NOT a comprehensive set of notes – you should be writing much more than you see on the slides. Exams are based on the class material discussed, as well as information in the textbook.*

Health Psychology/Behavioral Medicine (PSYC 481) is an "enhanced" course; that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed Psychology program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced," 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/curref-students.html>.

TENTATIVE COURSE OUTLINE

Topic	Readings
Core Concepts	
Introduction & History of HP & B. Med.; Disease Models	Ch. #1 Research Article #1: due 2/9
The Science & Research of HP & B. Med.	Ch. # 2
Stress, Emotion, & Coping	Ch. # 4 (93-115); Ch. # 5 (116-140)
Mechanisms of Stress & Disease	Ch. # 3; Ch. # 4 (82-97)
Exam #1: 3/6	
Applied Topics	
Stress Management & Biofeedback	Ch. # 5 (P.141-8) Research Article #2: due 3/9

Understanding Health Behavior & Risk Behavior	Ch. #6
Common Health Behavior Problems and the Process of Change	Ch. #7 (187-212); Ch.#8 (233-6; 250-65)
HP in the Healthcare Setting: Adherence & Collaborative Treatment	Ch. 12
<u>Exam #2: 4/10</u>	

Major Chronic Illnesses & Diseases

Research Article #3: due 4/17

Chronic Pain	Ch. #13
Cancer	Ch. #10
Cardiovascular Disease & Diabetes	Ch. #9

Presentations: 5/1 – 5/8

Final Exam: Finals week, Friday 5/15, corresponding to class time

IMPORTANT CLASS POLICIES

PLEDGE OF ACADEMIC INTEGRITY:

Academic integrity as I define it refers to you putting forth your best, most honest work as a student of this class and of this University. Integrity requires that you are attentive in class, respect the views and rights of others, and that you are not disruptive (e.g., arriving late, noise, private conversations, phones ringing, instant messaging, etc.). Integrity means that any work you complete (such as assignments, papers, quizzes, and tests), is done honestly. This means that what you turn in for credit is your own work, and that you have not received or given assistance on any assignment or exam beyond what I have explicitly allowed (i.e., such as working together on group projects). Refer to the Undergraduate & Graduate Catalog or speak to me if you are unclear about what constitutes academic dishonesty. "I didn't know" is not an excuse.

By taking this course, you pledge to me that you will complete the work of this course honestly, and that you will be respectful of others in the class at all times. You also understand that any plagiarized assignment or dishonest performance on a test or quiz will be strictly penalized. You understand that dishonest, disruptive, or disrespectful behavior could result in you being temporarily or permanently removed from the course, or in the most serious cases, expelled from the University. On a positive note, you also understand that approaching this course with integrity gives you the greatest chance to succeed in it. Taking this course also indicates that you understand and agree to the policies and content of the syllabus for the course.

ATTENDANCE & PARTICIPATION:

Because of the small size of this class and the importance of class discussions, attendance and participation is essential. I may require special seating arrangements during class to facilitate discussion. We will also cover much material that is not included in the text but is included on the exams. In addition, you are responsible for all changes, assignments, and announcements made in class – whether you are there or not. I do not give out lecture notes. Check your campus e-mail account (GroupWise) regularly, or use automatic forwarding to an e-mail account that you use regularly; this is the University's official mode of communication.

There will be interactive classroom demonstrations in this course, however, any student may decline to take part in any classroom demonstration, without penalty, if they are uncomfortable with or have concerns about participating. You should, however, discuss this with me if it applies to you for any given activity.

STUDENTS WITH DISABILITIES:

Please see me at the beginning of the semester if you are a student with a need for academic accommodations due to a disability. See the Office of Student Affairs to document a disability.

GRADES

I am happy to discuss study strategies and course material with you throughout the semester, however, do not wait until the end of the semester to find out your exam scores or to address questions about them

Grades for the course will be based on the percentage of total points earned out of **530** possible points from exams & assignments (A = 90% & above; B = 80% - 89% C = 70% - 79%; D = 60 - 69%; F = 59% or less).

MAKE-UP POLICY: You do not have a right to a makeup if you miss an exam. I may consider granting a makeup if you provide medical documentation promptly, but this does not guarantee it. For consideration, you must contact me by email prior to missing the exam, or in emergency situations, within 24 hours of the missed exam. Any makeup that is granted will be given at a time that I specify. Missed quizzes, assignments, extra credit, etc. will not be accepted late even with documentation.

THREE TESTS: 3 tests will be given, worth 100 points each.

ASSIGNMENTS: NO ASSIGNMENTS WILL BE ACCEPTED LATE FOR CREDIT.

20 points: Three current scientific journal articles will be assigned and available on MyClasses for reading prior to meeting in class on the due date. Each article will correspond with the theme for the respective section of the course in which it was assigned. After reading each article, you will summarize the key points of the article, and identify strengths and limitations of the ideas, methodology, or conclusions described in the article. In addition, you will pose two substantive questions or state two points that you wish to raise in the class discussion for that day.

Research Paper & Presentation Project (210 points). This written project supports the objectives of Writing Across the Curriculum (WAC) and the goal of this course of providing students with an in-depth understanding of disease. There will be parts of this project assigned throughout the semester that culminate in a final presentation that you give to the class. You will choose a disease or medical condition and research the causes and treatments of the condition within a biopsychosocial framework. **The parts of the research project are listed below.** Details of all assignments will be provided at the time the assignment is given.

5pts	Database search tutorial (due 2/11)
10pts	Literature Search Log (due 2/25)
10pts	Outline of paper (due 3/11)
5pts	APA citation style tutorial (due 3/25)
30pts	Rough draft of 1 st half of paper (due 4/8)
30pts	Rough draft of 2 nd half of paper (due 4/22)
80pts	Final Paper (final copy & prior comments) (due 5/1)
20pts	Presentation (details to follow) (on 5/1 - 5/8)
20pts	Questions & participation (on 5/1 - 5/8)
210 pts	Total

Original syllabus

Health Psychology/Behavioral Medicine

PSYC 481

Spring 2008

Section 002, 10:00 - 10:50, DH 133

Professor: Karl J. Maier, Ph.D.
e-mail: kjmaier@salisbury.edu
Phone: 410-543-6374 (email is preferred)
Office Hours: 407 Allenwood; M & W 11am-1:00pm; W 2:00-3:00pm; and by appointment

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Exam #3	

Presentations: TBA

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