

PSY 341K: Health Psychology
Unique #42405
The University of Texas at Austin
Spring 2023

Welcome to PSY 341: Health psychology! We all know intuitively that mental health and physical health are importantly intertwined. For example, when we sleep well, our moods are generally better the next day. This class will allow you to explore the mind-body connection in a new, thorough, and exciting way. Health psychologists study how biological, psychological, and social factors impact health and illness. This information is highly relevant – a clear understanding of these relationships will help you better optimize your own health and broaden your thinking about wellness.

Instructor Information

Dr. Sarah Angulo

e-mail: sarah.angulo@utexas.edu

Office location: SEA 5.204

Office hours (Zoom and in person): Mondays and Tuesdays, 12:30 PM – 2:00 PM

<https://utexas.zoom.us/j/5452908208>

Other times available by appointment.

Course Information

Days: Monday and Wednesday

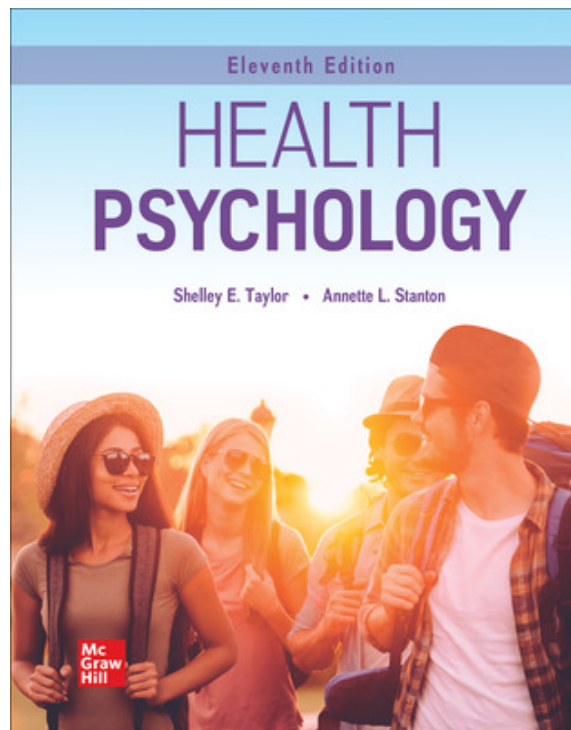
Times: 2:30 PM – 4:00 PM

Place: SEA 2.108

Course readings

Required: Taylor, S.E., & Stanton, A.L. (2021). *Health psychology* (11th edition). McGraw Hill.

You can rent or buy the text as a paperback, hardcover, or online version from any source you choose. Exam questions come from this edition, so older editions are not permitted.



Course Website

www.canvas.utexas.edu

Prerequisites

Psychology 301 with a grade of at least a C.

Course objectives

- The purpose of this class is to explore the science of health psychology using the biopsychosocial model (i.e., biological, psychological, and social contributors to health). Among other themes and issues, we will emphasize the cyclical relationship between stress and illness. In addition, you will learn to think critically about research in health psychology and to apply research findings to your observations about mind-body relationships.

Writing flag

- This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor or TA to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

ASSIGNMENTS AND GRADING

Assignment	Points	Percentage of course grade
Building blocks assignments Cohen article follow up (3 pts.) References and citations (3 pts.) Summarizing a research article in one page (3 articles x 3 pts. each)	15 total	5%
In-class activities (3 points each) <ol style="list-style-type: none"> Paper 1 topic brainstorm + PsycARTICLES search Paper 1 source analysis Paper 1 introduction paragraph + annotated bibliography Paper 2 brainstorm Paper 2 introduction paragraph + annotated bibliography Service learning check in 	18 total	6%
Research papers Paper 1A Paper 1B (revisions) Paper 2	25 25 50	8.2% 8.2% 16.4%
Exams Exam 1 Exam 2	70 70	23% 23%
Service learning project and presentation	25	8.2%
Broadening perspectives on health factors Dr. David Williams TED talk Dr. Nadine Burke Harris TED talk	3 3	1% 1%
Total	304	100%
Extra credit Coping project Character strengths survey <i>New York Times</i> explorations articles	6 3 up to 9 (up to 3 articles x 3 pts. each)	

Course grades are assigned as follows:

Course percentage	Letter grade
92.5 - 100	A
89.5 - 92.4	A-
86.5 - 89.4	B+
82.5 - 86.4	B
79.5 - 82.4	B-
76.5 - 79.4	C+
72.5 - 76.4	C
69.5 - 72.4	C-
66.5 - 69.4	D+
62.5 - 66.4	D
59.5 - 62.4	D-
< 59.5	F

Your final grade will be determined by adding all points earned from all assignments listed in the grid above. The total percent score will be rounded to the nearest decimal, e.g., 89.5% = 90%, 89.4% = 89%. Grades are determined by performance, not effort, and may not be argued. I will not respond to emails requesting a higher grade, extra points, revised cut-offs, or bump up of any kind.

Building blocks assignments (15 points total/5% of course grade)

We complete these important assignments early in the semester so that students can build the skills they need to write research papers. The TA provides thorough feedback to guide you.

In-class activities (18 points total/6% of course grade)

Active participation during in-class discussions and activities is important to this course and will help advance your understanding of course concepts. As such, your participation in this course will be graded. Six in-class writing activities worth 3 points each will be assigned. *To earn credit, you will complete each activity ahead of time as a hard copy. Then you will bring the hard copy to class on the activity due date. In class, you'll receive feedback about your work.*

For due dates, please see the course calendar at the end of this document.

- In-class activity 1: Paper 1 topic brainstorm plus PsycARTICLES search
- In-class activity 2: Paper 1A topic and source Analysis
- In-class activity 3: Paper 1A introduction paragraph and annotated bibliography
- In-class activity 4: Paper 2 brainstorm
- In-class activity 5: Paper 2 introduction paragraph and annotated bibliography
- In-class activity 6: Service learning project check in

We will also have draft workshops the days Paper 1A and Paper 2 are due. While this exercise does not count as a graded in-class activity, everyone will get to bring their

papers to class for a final chance to receive feedback before submitting the paper later that day.

Research papers (100 points total/33% of course grade)

First, you will write a Topic Review research paper (Paper 1A), and a thorough revision of this paper based on TA/instructor feedback (Paper 1B). The Topic Review research paper assignment asks you to thoroughly summarize four academic journal articles reporting original research on a topic in language that the average person (non-psychologist) would understand. After summarizing and reviewing each article, you will thoughtfully discuss and compare the overall contributions of these journal articles to their topic of study and inform the reader about the consensus or controversy you discover in your review of this literature. All four articles must be related in topic; e.g., social support interventions for cancer patients. Complete details including a grading rubric will be provided in class.

Later in the semester, you will write another Topic Review research paper (Paper 2), on a new, separate topic of interest. You will be asked to use writing skills and tools that you learned in Papers 1A and 1B and apply them in your writing of Paper 2. The writing assignment for Paper 2 is the same, and you will receive complete details and a grading rubric in class.

Each paper will be a minimum of five complete pages and a maximum of seven pages (double-spaced, one-inch margins, Times New Roman 12 pt. font. A separate title page and reference pages are also required, but do not count toward the page limit.

When submitting any writing assignment, type your paper in Microsoft Word. Then open the Canvas assignment and attach your paper. Do not forget to click on "Submit." The instructor and the TAs will grade papers and will notify students when their scores are posted in Canvas Grades.

All writing assignments are submitted via Canvas and are not accepted late, as hard copies, or via email.

Exams (140 points total/46% of course grade)

We administer two exams in this course. Exams include both multiple-choice and brief essay questions. They are based on lecture material as well as material covered only in the book. A study guide is provided for each exam. There is no final exam for this course.

Service learning project and presentation (25 points/8% of course grade)

As part of this course, you will participate in a service-learning project to advance your knowledge of a field of interest within health psychology. The goal of this project is to become involved with and learn about an agency or organization within our community that offers a service that you are passionate about. Your assignment is to volunteer for a minimum of three (3) hours at a local health psychology-related organization that provides an important service to the community or to a special group

within our community. You will then create a poster presenting your service-learning experience and linking it to course material. Complete details on the presentation guidelines including the grading rubric will be provided in class.

Broadening perspectives on health factors (6 points total/2% of course grade)

When we study the research on stress and health, it's important for us to take a comprehensive look at the factors that can impact physical and mental health across the lifespan. You'll have the opportunity to view two important TED talks which discuss data, implications, and interventions to improve people's health.

Extra credit

Students may choose to participate in a project to develop coping skills, a character strengths survey, and a series of explorations on important key topics in the field of health psychology. More information is available in Canvas assignments.

On occasion, other extra credit activities may be offered. Please see me if you need to improve your performance in this course before it is too late. I can offer guidance that will help you to do your best.

Late work

It is imperative to submit your work on time. No late presentations or in-class activities will be accepted – there is no alternative because these occur during class time. Late writing assignments that are turned in after the due date will be penalized 25% per day late, and will receive an automatic zero after day 4. If you need help with an assignment, reach out to your TA or to me!

HOW TO SUCCEED IN THIS COURSE

My goal is for you to succeed in this course. I recommend the following research-based study strategies for maximizing your success and enjoyment of this class.

- Read your textbook material **after** the associated lecture. Deep learning and memory consolidation occur only when a student delves into the material multiple times, in multiple ways, and using active learning. If you review your notes and read after class, you'll notice that you can use the lecture material to provide a foundation that you can build in with examples and applications that you create.
- If a journal article is assigned, read it **before** class.
- Think of studying as similar to exercise. It's much more beneficial (and enjoyable!) to study in small chunks very consistently, rather than saving it all up for a long cram session. For this class, aim for one hour per day of notes review or textbook reading – that's 6 – 8 hours per week for this class alone. Hours spent in class do not count toward this number.
- Review your notes within 24 hours of taking them.

- Schedule your study sessions when you are most awake and alert. For most people, this is during 9 AM and 5 PM. Don't sit down to study at 10 PM – you may be awake, but your learning brain certainly isn't.
- Alternate focused study time with breaks. The human brain is designed to engage in deep thinking, but needs a rest after about an hour. Some students prefer to schedule two 30-minute sessions per day to study for this class. Get in the habit of studying, taking a break, then studying again. Memory consolidation occurs most effectively when your break includes a rest or short nap, a healthy snack, a walk or exercise, or other relaxing non-screen activity.
- Always use active learning techniques. Highlighting and underlining information in your textbook is not effective. Instead, create flash cards about important concepts. For each concept, write down not only the definition, but an example from your life that illustrates the concept. If you practice applying the information to your life, you'll be better prepared for exams and have a broader understanding of the material as whole. Best of all, connecting the material to your own life makes it easier to remember and more interesting.
- Assess your knowledge of the material well in advance – don't let the exam be the first time you discover how well you know the material!
- Consider the SQ3R learning method:
<https://teachreadingstrategies.weebly.com/sq3r.html>
- Find more science-based study tips click here: <https://youtu.be/p60rN9JEapg> and here: <https://cns.utexas.edu/news/what-neuroscience-suggests-to-better-your-study-habits>

IMPORTANT POLICIES

Attendance

You are expected to attend every class on time and participate in class activities and discussions. Students who miss class will not only miss important conceptual information; they will also not learn writing techniques that are essential in the research paper process. If you must be tardy, please come in as quietly as possible to avoid disrupting other students. If you are absent on an exam day for a legitimate and documented reason (e.g., hospitalization), contact the instructor as soon as possible within 48 hours of the exam to see if the absence can be excused. If your absence is excused, you will take a makeup exam as soon as you return to campus. Please note that makeup exams may be in long-essay format. If you have an unexcused absence on an exam day, you will receive a zero on that exam.

Diversity, equity, and inclusion

"I am, somehow, less interested in the weight and convolutions of Einstein's brain than in the near certainty that people of equal talent have lived and died in cotton fields and sweatshops."

Stephen J. Gould, American paleontologist and biologist

Gould's words above remind us of something important: some groups have more power, privilege and opportunities than others. When that happens, the world misses out on countless opportunities for progress, innovation, and wellbeing. In this class, as members of diverse groups enrolled at a public university, we have a unique chance to begin to dismantle the pattern above. One of the many strengths of a public education is that we are here to be a resource to **all** students. In this class, I honor your background, identity, and I look forward to seeing the contributions you make to the material. As your instructor, I am here as a resource for your success.

I believe diversity enriches all aspects of our respective academic, and human, experience. Thus, I place a high importance on creating a classroom environment that respects every person. I will strive to approach discussions in this course mindfully and respectfully and ask that you do the same. Furthermore, if there is anything about you that you feel I should know (e.g., experiences, views, preferred pronoun that may not coincide with school records), do not hesitate to reach out.

Class Etiquette

Be respectful of your classmates and your professor.

- **Laptop Computers - Take notes with a paper and pen.** Scientific studies show that students process and remember course material better, and perform better on exams, when they take notes with a paper and pen.
<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>
Therefore, only students with accommodations from Office of Disability Services may use a laptop computer in class.
- **Privacy - Do not share personal information outside of class.** Some of the issues we discuss in class are personal and sensitive. While I do not expect anyone to divulge personal information, people often do. I ask you to respect each other's privacy. Nobody should feel threatened by sharing experiences which relate to the material.
- **Phones, tablets, etc. - A low level of distraction is essential to our learning environment. Please put away electronic devices.** The same rule applies to text messaging.

Emailing the professor

I encourage my students to contact me via e-mail and come talk to me during office hours. Faculty-student interaction is one of the most valuable parts of the undergraduate experience. I welcome you to reach out with course-related questions.

Consider each email you send to a professor as a business letter. When sending an email, please be courteous and professional. Please use a greeting, proper spelling and grammar, and a salutation. Also, please allow for a reasonable time to respond to the message. I will not respond to emails that ask for information that can be found on the syllabus or information that has been covered extensively in lecture.

You should **check your e-mail at least once daily** to stay current with university-related communications, some of which may be time-critical.

Faculty/Student Interaction:

According to the Seven Principles for Good Practice in Undergraduate Education, interaction between faculty and students is very important. I encourage you to contact me if you have any concerns, questions, or problems. I also invite you to attend my office hours.

Title IX and UT Austin's Sexual Misconduct Policy

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters" which means that they are required to report violations of Title IX to the Title IX coordinator. I am a Responsible Employee. Please note that if you communicate to me (in writing, in an academic assignment, or verbally) that you have experienced or observed sexual misconduct at any point in your life, I am legally obligated to report this information, including your name, to the University Title IX office. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu>.

If you would like to speak with someone who can provide support or remedies without making an official report to the Title IX office, please take one of the following steps:

- contact University Health Services (512-471-4955)
- Contact the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255)
- email advocate@austin.utexas.edu

We strongly urge you to make use of these services for any needed support.

Although graduate and teaching assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212.

Academic Integrity Expectations

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including failure in the course and/or dismissal from the University. Because such dishonesty harms the individual, other students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure in the course. To learn more about what plagiarism is and how to avoid it, see the **Avoiding Plagiarism tutorial** developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services. The tutorial is available in Canvas Modules for this course.

Use of AI tools for assignments

All assignments should be fully prepared by the student. Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. **Therefore, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism.** If you have questions about what constitutes a violation of this statement, please contact me.

Course materials posting policy

No materials used in this class, including, but not limited to, lecture handouts, videos, assessments (quizzes, exams, papers, projects, homework assignments), in class-materials, review sheets, completed study guides, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials. Any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Accommodations

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, and need accommodations, please contact Disability and Access (formerly Services for Students with Disabilities) at <https://diversity.utexas.edu/disability/>. If you are already registered with that office, please submit your accommodation letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, examination, work assignment, or project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

RESOURCES FOR YOU

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you are experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with the Counseling and Mental Health Center. The CMHC provides a wide variety of free mental health services to UT students, including crisis services, counseling services with

immediate support, and wellbeing resources. For more information on the CMHC, please visit <https://cmhc.utexas.edu> or call (512) 471-3515 (business hours) or (512) 471-2255 (24/7 crisis line).

Additionally, CARE Counselors (<https://cmhc.utexas.edu/CARE.html>) are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students.

Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of the Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call (512) 471-3614.

University Writing Center

Feedback and help on writing is beneficial and important to **all** writers, not just "struggling" ones. The University Writing Center (www.uwc.utexas.edu) offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Getting feedback from an informed audience is a normal part of any successful writing project. Consultants help students develop strategies to improve their writing.

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical concern, mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency> or by calling 512-471-5017.

Course calendar, part I

Month	Date	In-class Topic	Reading	Due
August	21	Course introduction		
	23	What is Health Psychology? <i>Cohen article</i>	Ch. 1	
	28	Doing Health Research, Assign papers	Ch. 1	Cohen article full summary due 8/28
	30	Health Behaviors guest lecture, APA style references and citations + How to summarize an article; Activity	Ch. 3	Activity 1 due 8/30
September	4	<i>Labor Day Holiday: Class does not meet</i>		
	6	Health behaviors (20 min), Health-promoting behaviors (60)	Ch. 3, 4	References assignment + Article mini-portfolio due 9/6
	11	Health-promoting behaviors (40), Health-compromising behaviors (20), Activity	Ch. 4, 5	Activity 2 due 9/11
	13	Health-compromising behaviors	Ch. 5	
	18	Health-compromising behaviors (30), Physiology (30), Activity	Ch. 5, 2	Activity 3 due 9/18
	20	Physiology	Ch. 2	
	25	Stress (20), Paper 1A Draft Workshop - bring hard copy	Ch. 6	Paper 1A due 9/25
	27	Stress	Ch. 6	

Course calendar, part II

Month	Date	In-class Topic	Reading	Due
October	2	Stress (50), Coping (30)	Ch. 6, 7	David Williams TED talk due 10/2
	4	Coping	Ch. 7	Paper 1B due 10/4
	9	Coping (40), Coping strategies day with Amy (40), assign coping extra credit	Ch. 7	Nadine Burke Harris TED talk due 10/9
	11	Exam 1: Chapters 1 - 7		
	16	Positive psychology (60), Activity		Activity 4 due 10/16
	18	Patients and providers (60), Assign service project (20)	Ch. 9	
	23	Patients and providers (40), Pain (20), Activity	Ch. 9, 10	Activity 5 due 10/23
	25	Pain	Ch. 10	
	30	Pain (30), Chronic illness (30), Activity	Ch. 10, 11	Activity 6 due 10/30
November	1	Chronic illness (50), Heart disease (30)	Ch. 11, 13	
	6	Heart disease (60), Cancer (20)	Ch. 13	
	8	Cancer (30), Paper 2 Draft workshop - bring hard copy	Ch. 14	Paper 2 due 11/8
	13	Cancer (20), Terminal illness (60)	Ch. 14, 12	
	15	Exam 2: Chapters 8 - 14		
	20, 22	<i>Thanksgiving holiday: Class does not meet</i>		
	27	Careers and Grad school, presentation signup		
	29	Health service project presentations		
December	4	Health service project presentations		All extra credit due by 12/4

The professor reserves the right to make changes to the syllabus as needed. Students will receive notification of any changes.