

**PSY 451  
FALL 1999  
HEALTH PSYCHOLOGY  
SYLLABUS**

Instructor:	Marie J Burghardt	
Time/Day:	Saturday 8:00 – 12:00	Camp Smith
Texts:	1. <u>Stress Management: Increasing Your Stress Resistance (SM)</u> 2. Annual Editions – Health 99/00 (AE)	B. Brehm
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**Health psychology**, as defined by Joseph Matarazzo, the first president of the Division of Health Psychology, *is the aggregate of the specific educational, scientific, and professional contributions of the discipline of psychology to the promotions and maintenance of health; the prevention and treatment of illness; the identification of etiologic and diagnostic correlates of health, illness, and related dysfunction; and to the analysis and improvement of the health care system and health policy formation.*

The scope of this course will be a biopsychosocial approach to factors influencing health and illness. The focus of this course is the exploration of the varied relationships affecting one's health. These include psychological moods, stress management, diet, exercise, sleep, mind/body relations, support groups, humor, spirituality/faith, responsibility, interpersonal relationships, and choice. Course emphasis is directed toward preventive psychology and preventive techniques.

Students are expected to attend class regularly and to be on time. This is a highly experiential and participatory course. Any student missing two (2) classes will have their earned grade lowered by one letter grade. Any student missing more than two classes will receive a grade no greater than a "C".

**Class structure:**

T'Chi Ch'uan, Chi Kung, breathing exercises  
Group work  
Health maintenance techniques, lecture videos, etc.

**OBJECTIVES**

Student will:

1. Demonstrate an understanding of the importance of research in health psychology.
2. Demonstrate a theoretical understanding of the relationship between psychological moods and health.
3. Demonstrate skills to monitor and assess the relationship between psychological moods and health.
4. Demonstrate preventative, proactive, health promoting techniques.
5. Demonstrate a biopsychosocial understanding of the human being.
6. Demonstrate an understanding of the importance of an active and responsible participation in one's own psychological and physical health.
7. Develop, actively participate, and monitor your own preventative personal health promoting management program (HPMP).
8. Demonstrate an understanding of the importance of support groups relative to health psychology.
9. Develop and demonstrate skills to analyze your own HPMP.
10. Develop and demonstrate skills to analyze your classmate's HPMP.



## ASSESSMENT

- 1) Student will develop, monitor, and participate in a preventative, holistic mind/body program. Student will use a log, provided in syllabus, to monitor, on a daily basis over an 8 week period, the following areas with qualitative descriptions:
  - a) Psychological moods – describe moods during the day
  - b) Diet
  - c) Exercise - aerobic and anaerobic – type when and how often
  - d) Recreation – what type; when and how often
  - e) Sleep – how long; restful/disturbed
  - f) Interpersonal relations – family relations, friends, significant others
  - g) Humor – did you laugh; how often; at what
  - h) Work/School related activities
  - i) Meditation
  - j) Drug use
  - k) Cognitive processes
  - l) Physical symptoms
- 2) Group experience and sharing
  - a) With the exception of the 1<sup>st</sup> class, student will complete, **before the next class**, exercises in the readings from the Stress Management text. The results of these exercises will be explored and shared with the members of your group in class.
  - b) A 1 –2 page reaction paper will be written for each group meeting.
  - c) Discussion and feedback from classmates on individual HPMP and logs.

### PREVENTATIVE HEALTH PROMOTING MANAGEMENT PROGRAM (HPMP)

- 1) Develop program
- 2) Maintain log
- 3) Write a weekly analysis
- 4) Write an overview analysis of program's success at the end of 4 weeks (for weeks 1-4) and 8 weeks (for weeks 5-8).
- 5) Write an overall analysis of entire program weeks 1-8.

### GROUP REACTION PAPERS Content and Process

- 1) Eight (8) weekly analyses covering weeks 1-7 (one per week).

### RESEARCH PAPER

Student will write a 5 page (typed and double spaced) research paper on a topic in health psychology. The research paper must include references to Internet sources (minimum 3 articles), APA format: abstract, hanging indent, references and appropriate reference usage in text. Abstract and reference pages do not count as part of the 5 pages of text.

### HPMP PAPERS

<b>HPMP</b>		100	
Eight (8) weekly analyses	50 pts x 8	= 200	
Eight (8) weekly logs	50 pts x 8	= 200	
Two (2) overall analyses (one to cover weeks 1-4) (one to cover weeks 5-8)	100 pts x 2	= 200	
<b>TOTAL</b>		700	
<b>Group Reaction Papers</b>			
One per week to cover the previous week's group encounter	50 pts x 8	200	
<b>RESEARCH PAPER</b>			
		300	
<b>Final Exam</b>			
		200	
<b>TOTAL POINTS FOR CLASS</b>			
		1400	
A = 1260 + B = 1119 – 1259 C = 978 – 1118 D = 837 – 977 LESS THAN 977 = F			



### TENATIVE SCHEDULE

WEEK	TOPIC	READINGS	
		SM	H
1	INTRODUCTION; Stress Management, Anxiety, Depression, Anger, Existential Approach, Holistic Approach, Health Evolutionary Theory, Support Groups, Preventative Psychology, HPMP and Logs, T'ai 'Chi Ch'uan, Chi Kung, Breathing Exercises, Smile, Posture	1-2	Unit 1
2	Stress and Health, Immune System, Exercise – Aerobic, Anaerobic, Stretching, Coping with Stress <b>HPMP DUE</b>	3,4,10	Unit 1, 4
3	Meditation, Breathing Exercises, Faith, Relaxation Techniques, Humor, Sleep, Drugs and Health, Mindfulness, Progressive Muscle Relaxation	11,15,16	Unit 5
4	Cognitive Approach, Emotional Intelligence, Optimism/Pessimism, Hardiness, Visualization, Systematic Desensitization	5,12	Unit 7
5	Stress, Personality, and Health, Mental Health <b>HPMP COVERING WEEKS 1-4 OVERALL ANALYSIS DUE</b>		Unit 2
6	Time Management, Human Sexuality	6,7	Unit 6
7	Nutrition, Disease and aging	9	Unit 3, 4
8	Communication, Consumer Health <b>RESEARCH PAPER DUE</b>		Unit 9
9	Preventative Approach, Health Hazards, Health Care System <b>HPMP COVERING WEEKS 5-8 OVERALL ANALYSIS DUE</b>		Unit 8, 10
10	<b>FINAL EXAM</b>		

**DAILY STUDENT LOG**

Rating of Feelings: 1= Terrible; 10 = Great

		M	T	W	TH	F	SAT	SUN
SLEEP	# of Hours							
Upon Waking	Rating:							
MEALS	Breakfast							
	Lunch							
	Dinner							
	Snacks							
AEROBIC EXERCISE	Type:							
	Hours:							
	Rating:							
ANAEROBIC EXERCISE	Type:							
	Hours:							
	Rating:							
MEDITATION	Type:							
	Hours:							
	Rating:							
VISUALIZATION	Type:							
	Hours:							
	Rating:							
RELAXATION	Type:							
	Hours:							
	Rating:							
RECREATION	Type:							
	Hours:							
	Rating:							
COMMENTS:								



**DAILY STUDENT LOG**

Rating of Feelings: 1= Terrible; 10 = Great

		M	T	W	TH	F	SAT	SUN
<b>SOCIAL RELATIONS</b>								
Friend	Hours:							
	Rating:							
Friends	Hours:							
	Rating:							
Significant Other	Hours:							
	Rating:							
Children	Hours:							
	Rating:							
Relatives	Hours:							
	Rating:							
<b>ALCOHOL</b>	Amount:							
	Rating:							
<b>CIGARETTES</b>	Amount:							
	Rating:							
<b>CAFFEINE</b>	Amount:							
	Rating:							
<b>MEDICATIONS</b>	Amount:							
Type:	Rating:							
<b>DRIVING</b>	Hours:							
	Rating:							
<b>WORK</b>	Hours:							
	Rating:							
<b>STUDYING</b>	Hours:							
	Rating:							
<b>SCHOOL</b>	Hours:							
	Rating:							
<b>TV</b>	Hours:							
	Rating:							
<b>COMMENTS:</b>								

**DAILY STUDENT LOG**

RATING OF EMOTIONS: 1= TERRIBLE 10 = GREAT

EMOTIONS	1 = NONE 10 = EXTENSIVE	M	T	W	TH	F	SAT	SUN
Anger	Rating:							
Fear	Rating:							
Anxiety	Rating:							
Shame	Rating:							
Depression	Rating:							
Guilt	Rating:							
Frustration	Rating:							
Sadness	Rating:							
	Rating:							
Happiness	Rating:							
Joy	Rating:							
Confidence	Rating:							
Humor	Rating:							
Spiritual	Rating:							

COMMENTS:

**DAILY STUDENT LOG**

PHYSICAL SYMPTOMS	1 = NONE 10 = EXTENSIVE	M	T	W	TH	F	SAT	SUN
Body Tension	Rating:							
Headaches	Rating:							
Loss of Appetite	Rating:							
Colds	Rating:							
Neck Pain	Rating:							
Stomach Problems	Rating:							
Digestive Problems	Rating:							
Other Pains	Type:							
	Rating:							
Other Illness	Type:							

COMMENTS:



**COGNITIVE APPRAISAL OF STRESSFUL EVENTS**

Rating of Feelings: 1 = No Stress 10 = excessive Stress

Day of Stressful Event:	Time of Stressful Event:
Location of Stressful Event:	Rating of Feelings:
Event(s) Determined as Stressor (describe):	
Coping Mechanism used to Deal with Stressor (describe):	
Rating of Feelings After Implementation of Coping Mechanism:	
Was Coping Mechanism Successful? Why? Why not?	

**DAILY STUDENT LOG**

MALADAPTIVE THINKING		M	T	W	TH	F	SAT	SUN
Shoulds								
Oughts								
Musts								
Catastrophizing								
I can't								
Awfulizing								
Concentration Problems								
Negativeizing								
Blaming								
Over Generalizing								
OVERALL RATING OF DAY	1 = Poor 5 = Neutral 10 = Great							
Physical/Behavioral								
Emotional								
Cognitive								
Spiritual								
Social								
Energy Level								
WEIGHT (optional)								
GENERAL COMMENTS:								



**DAILY STUDENT DIET**

Friday		Amount	Saturday		Amount
Breakfast			Breakfast		
Snack			Snack		
Lunch			Lunch		
Snack			Snack		
Dinner			Dinner		
Snack			Snack		
Sunday		Amount	Special Day		Amount
Breakfast			Breakfast		
Snack			Snack		
Lunch			Lunch		
Snack			Snack		
Dinner			Dinner		
			Snack		