

## Psych 179: Health & Behavior Change

MWF 2:10 – 3:00 pm LFSC 1500  
*Final Exam: Tuesday, March 16, 3:00-6:00 pm*

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**Course Webpage:** <http://www.ilearn.ucr.edu>

- **Note:** I will be using this a lot – posting lecture notes, announcements, readings, links, and more. **Check this often.** There is also a discussion board available – you can use this to post questions to me, the TAs, or the other students. Also, feel free to email us with questions, comments, concerns, etc. throughout the course.

**Course Textbook and Readings:**

- Martin, L. R., Haskard-Zolnierok, K. B., & DiMatteo, M. R. (2010). *Health behavior change and treatment adherence: Evidence-based guidelines for improving health care*. New York: Oxford University Press.
- Required supplemental readings will be posted on iLearn. The supplemental readings are a mix of short articles and background information that will supplement your learning. Some are informational, whereas others will be used as a base of discussion in class and section. **PLEASE READ THE ASSIGNED ARTICLE(S) BEFORE CLASS** (see course schedule).

**Course Overview:**

The main objective of this course is to understand the psychosocial processes that surround health, behavior, and health care delivery. Grounded in current research in the field of health psychology and behavioral medicine, we will draw on concepts from multiple areas of psychology to investigate how behaviors impact health and well-being and how we can promote positive change. Through lectures, readings, discussions, in-class activities, videos, and projects, we will explore concepts of primary, secondary, and tertiary prevention including health-related behaviors, models of change, psychosocial processes that influence behavior, challenges and barriers to change, social and cultural factors, the health care setting, and specific issues for those with chronic conditions. This will be an interactive class that will raise more questions than answers, as we explore a field that can clearly have a huge impact on people’s health and well-being.

**Grade Breakdown:**

Midterm exams (2 exams, 100 pts each)	200 points
Final exam	200 points
Hot topics analysis paper	100 points
Behavioral journal (10 weeks, 10 pts each)	100 points
<u>Discussion section (10 sessions, 10 pts each)</u>	<u>100 points</u>
<b>Total</b>	<b>700 points</b>

**Exams:**

There will be three exams in the course: two midterms and a final. Exams will cover information from lectures, the textbook and supplemental readings, discussion sections, and any activities that we do in class. A study guide will be provided before each exam to guide your studies. You are responsible for knowing the material. Exams

will consist of multiple choice, and you must bring a scantron. There will be NO notes, textbooks, cell-phones, headphones, or other materials used during the exams.

### Hot topics analysis paper:

We are constantly bombarded with information about what health looks like and how to improve. For the course, you will write a four to six page paper that analyzes one such health claim (100 points). Briefly, you will find an advertisement in a magazine that makes a health-related claim and analyze the claim, using at least 3 scholarly journal articles to support your arguments. Papers should be in APA format, well-written, and demonstrate a clear conceptual understanding of the course material. Papers must be submitted both electronically and in print. More detailed information will be discussed in the first section and available on iLearn (see Paper Guidelines).

### Behavioral journal:

Throughout the quarter, we will talk about changing and maintaining health-related behaviors. What works? To make things more concrete, you will experiment with trying to make changes in your own lifestyle. Choose a health behavior that you would like to improve. Maybe you want to exercise more (or start exercising), eat a better diet, stop smoking, drink less alcohol, sleep more, or live a less stressful life. In section, you will be given specific questions to answer, tasks to try, or behaviors to do. You will keep a weekly log that will address these questions; in addition, try to document the behaviors you actually do, your thoughts or emotions as you go, and any changes you see (or don't see). Each journal entry is worth 10 points per week (100 points total) and will be turned in during your discussion section (see course schedule). Specific instructions and the first assignment will be discussed in the first section.

### Discussion Section:

Discussion sections will include in-class activities, discussions, and assignments. You are expected to attend section and participate. You will receive up to 10 points per session (100 points total). The sections are designed to facilitate your reading and understanding of the material and the course assignments. Additionally, it is a great opportunity to ask for clarification of the material and gain other perspectives on the concepts and material.

### Attendance Policy:

You are expected to attend lecture and discussion. If you choose not to come to a class, that is your choice; you will only receive points for being there and participating in the activities or assignments. For the discussion sections, you must be present and participate in class to receive points – **no make-ups are allowed, regardless of your reason for missing section**. Exams must be taken on the assigned day, at the assigned time. A make-up exam **may** be offered in **extreme** cases, such as familial death or severe personal illness; you must have valid documentation for your absence, and **contact the instructor before the exam period begins**. Papers and journal assignments will be docked 5 points for each day late.

### Academic Integrity:

UCR does not tolerate academic dishonesty, including plagiarism and cheating. Your writing should be your own ideas and words. Cheating on exams or assignment is completely unacceptable and will be harshly prosecuted - you will fail the class and potentially be expelled from the university. Talk to us about any concerns that you may have, and see <http://www.conduct.ucr.edu/> for more information on UCR's policies regarding academic dishonesty.

### You are responsible for your own learning!

As your instructor, I aim to provide you with contexts and opportunities to facilitate the learning process. Please call on me to help you with this learning in whatever ways I can.

## Course Schedule

Day	Topic	Readings	Assignment due
Mon, Jan 4	Course overview & introduction		
Wed, Jan 6	Historical background	Suppl 1	
Fri, Jan 8	Conducting research in health psych		
Mon, Jan 11	Concepts of health, illness, & homeostasis	Suppl 2	<b>Complete online survey by 5:00 pm (Mon)</b>
Wed, Jan 13	Intro to health behaviors	Suppl 3	
Fri, Jan 15	Theories of behavior change part 1	Chap. 1	
Mon, Jan 18	<b>Martin Luther King Day - No Class</b>		<b>Behavior log #1 due in section (Tues)</b>
Wed, Jan 20	Theories of behavior change part 2	Chap. 1	
Fri, Jan 22	Goal Setting	Chap. 2	
Mon, Jan 25	Goal pursuit	Chap. 2	
Wed, Jan 27	Models of change revisited		
Fri, Jan 29	<b>Midterm Exam #1</b>		
Mon, Feb 1	Information processing & memory	Chap. 3	<b>Behavior log #2 due in section (Tues)</b>
Wed, Feb 3	Improving memory & recall	Chap. 3	
Fri, Feb 5	Health habits: forming habits	Chap. 4	
Mon, Feb 8	Health habits: individual factors	Chap. 4	
Wed, Feb 10	Health habits: social factors	Chap. 4	
Fri, Feb 12	Concepts of risk	Chap. 5	<b>Hot topics paper due in class &amp; online by 5:00 pm</b>
Mon, Feb 15	<b>President's Day – No Class</b>		<b>Behavior log #3 due in section (Tues)</b>
Wed, Feb 17	Decision making	Chap. 5	
Fri, Feb 19	Patient-physician relationships	Chap. 6	
Mon, Feb 22	Patient-physician communication	Chap. 6	
Wed, Feb 24	<b>Midterm Exam #2</b>		
Fri, Feb 26	Health care collaboration: time use	Chap. 7	
Mon, Mar 1	Health care collaboration: technology	Chap. 7	<b>Behavior log #4 due in section (Tues)</b>
Wed, Mar 3	Behavior & healthy aging	Suppl 4	
Fri, Mar 5	Lifespan perspective	Suppl 5	
Mon, Mar 8	Healthcare systems	Chap. 8	<b>Behavior log #5 online by 5:00 pm (Mon)</b>
Wed, Mar 10	Ethics & improving care	Chap. 8	
Fri, Mar 12	Course wrap-up		
<b>Tues, Mar 16</b>	<b>Final Exam</b>		

**Note:** “Chap” refers to readings from the Martin et al. book. “Suppl” refers to the supplemental readings, which are posted under “Readings” on iLearn. Additional (optional) readings will also be posted on iLearn. **This syllabus is a tentative schedule for the quarter; the instructor has the right to change it at anytime.** Last updated December 14, 2009.