

**THE UNIVERSITY OF TEXAS AT EL PASO
SCHOOL OF PSYCHOLOGY
Health Psychology/BUILD.RDC**

Course Number: PSYC 3350	Instructor: Craig A. Field, PhD, MPH	Co-Instructor: Eden H. Robles, PhD, MSW
CRN: 24094	Office Location: PSYC 116	Office Location: Prospect Hall 209
Class Time: Monday & Wednesday, 3:00-4:20	Office Hours: 30 minutes after class or by appointment	Office Hours: By appointment
Class Location: CCSB G.0706A	Instructor Email: cfield@utep.edu	Instructor Email: erobles9@utep.edu
Semester: Spring 2017	Preferred method of contact: email	Preferred method of contact: email

I. COURSE DESCRIPTION

This BUILD research driven course is designed to give you, the student, an overall introduction to the science of psychology and quantitative research methods and skills. Specifically, you will learn about: Course description This course discusses the history and interdisciplinary application of health psychology, methods and research to health, physical illness and health care. We will discuss health in the context of biological, socio-cultural, psychological, economic and spiritual factors. Discussions will cover both theoretical and practical issues in health psychology with a special emphasis on health psychology research. Please note that this course has a special focus on Latino alcohol health disparities research. The course is designed to be experiential, exciting, and thought provoking. Through this course, students will: 1) Learn how to develop basic research skills; and 5) The experience of being a researcher in a psychological study. The course material will be presented in class through lectures, demonstrations, and videos.

II. COURSE OBJECTIVES

Students will be able to:

1. Describe and discuss the factors that influence health psychology;
2. Critically analyze major theories that explain health psychology;
3. Identify and critically appraise health psychology treatments and interventions;
4. Collaborate and complete a psychological research project with their peers;
5. Present research in a written report and orally.

III. SELECTED TEXTS AND ARTICLES

Required

Gurung, R. A. (2014). *Health psychology: A cultural approach*. 3rd Edition. Belmont, CA: Cengage Learning.

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Selected readings will be posted on Blackboard.

Optional

American Psychological Association. (2009). *Publication Manual of the American Psychological Association 6th Edition*. American Psychological Association (APA).

Important tips for the required readings: Keep up with the readings. You are expected to read all of the assigned material. The final exam will cover the material found in the assigned readings.

I. COURSE REQUIREMENTS (*Contract of Expectations*)

Active Learning Contract:

Cooperative, Active, Student-Directed Learning

The Research Driven Course is rigorous. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be responsible for asking questions, finding information, and challenging yourself to facilitate your learning. The instructor will award participation points for active learning based upon observation.

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. This means you will read assigned course readings to class and contribute to thoughtful discussion with questions, comments, or provide other verbal feedback in response to class lecture or discussion.
- Active, cooperative learning is a requirement of this course. This means you will listen, write, and work together with the other students of the course in response to the course content.
- Exhibit professional behavior with both your peers and instructor. This means you will respect others opinions or experiences by allowing them to fully express themselves in a safe environment. Furthermore, you will respect others by fully expressing yourself in a safe manner. If you have any questions or concerns about this requirement, please speak with me before you continue in the class.

The Active Learning Contract requests that you support an interdependent and reciprocal relationship with all members of the classroom.

Criteria for Evaluation:

- Student frequently contributes to classroom discussion in a manner that reflects evidence of material learned.
- Student is present in classroom discussions. This includes showing up to class on time, putting phone and other electronics away, and actively contributing to

discussion or activity.

Communication:

Preferred communication is by email. Please be sure that your UTEP email is working, your mailbox has space and that it is checked daily. Group emails will be sent to that address only. You are responsible for all communications sent via e-mail.

Class attendance and last day to withdraw class

Regular class attendance is expected. The last day for students to withdraw from this class and receive a “W” is **February 14, 2017**. Students will be responsible for dropping the course; the professor will not drop any student (which will make them earn a grade of “F”).

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your small group are dependent on you for a quality learning experience; if too many students are absent in any one small group, that group suffers. Thus, students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member that they will be absent. Attendance and quality of contribution as demonstrated by student preparation level will determine grades. Students will be allowed two (2) unexcused absences. Role will be taken at the beginning of each class period. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student’s final grade by one point for each class missed beyond the two allotted.

Religious holy days

A student who misses class or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible. Arrangements will be made with that student to complete an assignment within a reasonable time after the absence. A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, when proper notice has been given. Notice must be given ***at least fourteen (14) days prior*** to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester.

Electronic devices and classroom behavior

Please turn off your cell phone on arrival. If you want to ask a question or make a comment, raise your hand and try not to interrupt others as they speak. The use of electronic devices is **NOT ALLOWED** in class (e.g., laptops, smartphones, iPads, others not listed) unless otherwise instructed.

Special accommodations

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email at cass@utep.edu, or

visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass

Student Conduct

Students are expected to behave in a polite manner in the classroom by respecting their fellow classmates and the professor. The professor reserves the right to either drop a student or ask him/her to leave for inappropriate/disruptive behavior in class. Thus, please be on time for class and do not leave class early (unless there is an emergency). Dishonest behaviors like cheating and/or plagiarism **will NOT be** permitted and appropriate action will be taken according to the UTEP Student Standards of Conduct, which can be accessed at: <http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>

I. COURSE ASSIGNMENTS AND COURSE GRADING CRITERIA

Participation – 30 Points

This is a research driven course and active participation is necessary to achieve course outcomes. The participation grade consists of:

- 1) attendance;
- 2) active participation as observed in completed homework to participate in classroom activities; and
- 3) quizzes on Blackboard

Attendance will be taken at the beginning of each class. Completed homework and notes on assigned readings are due in class on the day they are assigned.

Research Proposal – 20 Points

Students will work in groups to prepare a qualitative research proposal to address a problem relevant to health psychology.

Observation – 20 Points

AA, NA, CA, ACOA, AI Anon, Women for Sobriety, etc.

Write a 2-4 page (not including the title or works cited page) reflection paper about a meeting you attended in the community. Papers should be in APA format.

Papers should include the following sections:

1. Observation (approximately 1-2 page,) In this section the student will briefly describe the proceedings of the meeting in which they attended. This includes the components of the meeting and the order in which they occurred.
2. Brief Personal Reaction (Approximately 1-2 pages,) The student is expected to provide thorough rationale for points of agreement and disagreement. In this process, the students are free to use

their personal opinion and are encouraged to cite in-class readings as well. Personal opinions can use life experiences or practice wisdom. However, multiple sides of the issue must be examined. The student is also expected to conclude their assignment with a 1-2 paragraph summary of the main things they learned from attending the meeting.

Poster – 20 Points

Students will work in small groups to develop a research poster to be presented at the end of the semester. The poster will be the visual product of the group research proposal.

Journal Entries – 15 Points

Students will enter weekly journals. The journal entries will reflect the weekly readings from the Creswell book and will be available on Blackboard each week.

Midterm Exam – 30 Points

There will be a midterm exam. The exam will cover the Health Psychology content. The midterm exam will include material from the textbook and class lectures. The format of the exam will be matching, multiple-choice, and short-answer/essay.

Final Exam – 15 Points

There will be a final exam. The exam will cover the cumulative course content. The final exam will include material from the textbook and class lectures. The format of the exam will be matching, multiple-choice, and short-answer/essay.

Extra Credit – 5 Points

In March, the Center for Student Recovery will host their annual Alcohol Awareness Week. More information will be given in class. Students must provide proof of attendance to the lectures or activities that week.

Exam policy

Failure to take any exam or quiz will result in a score of “0” for that exam. The lowest quiz grade will be dropped, and thus make-up quizzes will be administered only in extraordinary circumstances and only when written documentation justifying an absence for a quiz is provided.

Grading

Final grades will be assigned according to the following scale: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; and < 60% = F.

IV. Course Schedule: (May change to accommodate guest presenters & student needs)

January 2017

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
18, Wednesday	Syllabus	
23, Monday	Health Psychology Chapter 1	Chapter Quiz on Blackboard
25, Wednesday	Required Readings: Creswell (Chapter 1); Suggested readings: Creswell (Chapter 10: Pgs 219-230)	
30, Monday	Health Disparities (READINGS)	CITI Training; Chapter Quiz on Blackboard
31, Tuesday	Journal Entry Due	What is your individual philosophical statement or theoretical lens for viewing qualitative health psychology research?

February 2017

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
1, Wednesday	Creswell Chapter 3: The Use of Theory	Group Exercise
6, Monday	Health Psychology Chapter 7	Chapter Quiz
7, Tuesday	Journal Entry Due	What is your purpose statement?
8, Wednesday	Creswell Chapter 6: Purpose Statement	Purpose Statement Group Draft
13, Monday	Healthy Environments (READINGS)	Observation Paper
15, Wednesday	Creswell Chapter 7: Research Questions and Hypotheses	Research Question Group Draft

17, Friday	Journal Entry Due	How did your observation influence your decision to choose the research question for your proposal?
20, Monday	Health Psychology Chapter 4	
21, Tuesday	Journal Entry Due	What is your literature review plan?
22, Wednesday	Creswell Chapter 2: Literature Review, Part 1; Suggested Readings: Chapter 4	Literature Review Group Plan
27, Monday	Creswell Chapter 5: Literature Review, Part 2	3 Articles (Each Group Member)

March 2017

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
1, Wednesday	Creswell Chapter 5: Introduction, Part 1	Individual Summaries of Each Article (Each Group Member)
6, Monday	Creswell Chapter 5: Introduction, Part 2	Writing Groups to Develop Group Proposal
8, Wednesday	Mid Term Exam	(Health Psychology: Chapters: 1, 7, 4) (Creswell: Chapters 1, 2, 3, 5, 6, 7)
10, Friday	Group Proposal Group	Draft (Theoretical or Philosophical Statement, Purpose Statement, Introduction)
13, Monday & 15, Wednesday	Spring Break	Spring Break

20, Monday	Racism and Immigration (READINGS)	
21, Tuesday	Journal Entry Due	Discuss steps you'd take to gain entry to the setting and to secure permissions to study the participants or situation.
22, Wednesday	Creswell Chapter 9: Qualitative Methods (The Components of Qualitative Methods – The Researcher's Role; Pgs 183-189; 189-195)	Access/Entry Group Plan Draft
27, Monday	Cumulative Stress (READINGS)	
29, Wednesday	Health Psychology Chapter 5	Chapter Quiz

April 2017

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
3, Monday	Social Support and Coping (READINGS)	
4, Tuesday	Journal Entry Due	What data collection procedures and data recording procedures would you use to conduct your study?
5, Wednesday	Health Psychology Chapter 8	Chapter Quiz
10, Monday	Discrimination in Healthcare & Patient Provider Communication (READINGS)	
11, Tuesday	Journal Entry Due	What will you include in your data analysis and interpretation plan?

12, Wednesday	Creswell Chapter 9: Qualitative Methods (Data Analysis and Interpretation; Pgs 194-201)	Data Analysis and Interpretation Group Plan Draft
17, Monday	Health Psychology (Research Poster: LAHDR Poster Presentations)	Preparing a Research Poster & Presentation – Part 1
18, Tuesday	Journal Entry	What validation strategies will you use? How will you ensure reliability?
19, Wednesday	Creswell Chapter 9: Qualitative Methods (Validity and Reliability; Pgs 201- 204)	Data Validation Strategies Group Plan Draft
24, Monday	Health Psychology Chapter 6: Stages of Change and MI	Preparing a Research Poster & Presentation – Part 2 Research Poster Group Draft Final Proposal Draft
26, Wednesday	Chapter 9: Qualitative Methods (Writing the Qualitative Report; Pgs 204-212); Health Psychology (Health Disparities)	Final Group Writing Plan

May 2017

<u>Date</u>	<u>Topic & Assigned Readings</u>	<u>Due</u>
1, Monday	Student Proposal Presentations	Groups 1-3
25, Tuesday	Journal Entry	Discuss your experience in working with your group on preparing a research proposal. What participation grade would you give each member?
4, Wednesday	Student Proposal Presentations	Groups 4-6

6, Friday	Group Proposal	Final Due
8, Monday	Final Exam: 1 PM – 3:45 PM in CCSB G.0706A	(All Course Content After Spring Break)