



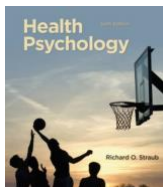
Learning Outcomes

The primary goal of this course is to examine how psychological, biological, and social factors impact physical health and well-being. After successfully completing this course, you will be able to:

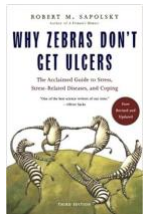
- Discuss what questions are of interest to health psychologists and how health psychologists seek answers to these questions.
- Describe psychological stress, the physiological stress response, and the impact of the stress response on biological systems (e.g., immune system, cardiovascular system).
- Analyze physical health problems and illnesses and explain mechanisms by which psychological, social, and biological factors contribute to their etiology and course.
- Analyze health disparities using the biopsychosocial model.
- Apply knowledge of psychological principles to inform strategies to promote health behavior.

Required Resources

Course website: <https://umd.instructure.com/courses/1315227>



Health Psychology: A Biopsychosocial Approach
Straub, Richard O. (Ed.)
Sixth edition (2019).
ISBN # 9781319169817



Why Zebras Don't Get Ulcers
Sapolsky, Robert M.
Third edition (2004).
ISBN # 9780805073690



TurningPoint

Device for accessing Turning Point app (e.g., smartphone, laptop, tablet, clicker)

Section: 0101

Meeting Times:

MWF 12-12:50 PM, ESJ 0215

Email: health-psychology@umd.edu

Instructor

Rachel VanDaalen, PhD

She/her/hers

Office Hours:

M and W 1-2 PM (or by appointment) in BPS 1142 or via Zoom

Teaching Assistants

Greta Jankauskaite (Grad TA)

She/her/hers

UTA's:

Allison Weber *She/her/hers*

Daniel Zade *He/him/his*

Virtual office hours with any TA by appointment

Prerequisites

PSYC 100

Course Communication

To ensure that we receive your message, please **write us via the course email** listed above.

Do not use our individual emails, ELMS inbox, or comment box on assignments, as your email mail get lost.

It is essential that we all conduct ourselves as professionals, so please visit ter.ps/email for some friendly guidance on writing emails. As the title says, what you write matters.

The textbooks are available at the UM bookstore and a copy is available on reserve at McKeldin Library. You can also purchase the electronic version of this book at <https://store.macmillanlearning.com/us/product/Health-Psychology/p/1319169813?searchText=straub>. Other readings will also be uploaded to the course website.

Course Calendar

Date	Topic	Assignments and Readings
Week 1 M 1/24/22	Course overview, Syllabus	In-class: sign up for group presentation dates
W 1/26/22	What is health?	Straub Ch 1
F 1/28/22	What is health?	
Week 2 M 1/31/22	What is health psychology? (research methods)	RP 1 due 11:59 PM Straub Ch 2
W 2/2/22	What is health psychology? (interventions)	
F 2/4/22	NO CLASS: GROUP TIME	
Week 3 M 2/7/22	Biological foundations	Straub Ch 3
W 2/9/22	Biological foundations	
F 2/11/22	Biological foundations	
Week 4 M 2/14/22	Stress: mind-body connection	RP 2 due 11:59 PM Sapolsky Ch 1-2
W 2/16/22	Stress: mind-body connection	
F 2/18/22	Group presentations	
Week 5 M 2/21/22	Social foundations	RP 3 due 11:59 PM Ladrine & Klonoff, 2003 <i>Optional: Paradies et al., 2015</i>
W 2/23/22	Social foundations	
F 2/25/22	Group presentations	Take-home midterm available
Week 6 M 2/28/22	Pain: mind-body connection	Straub Ch 14 Sapolsky Ch 9
W 3/2/22	Pain: mind-body connection	
F 3/4/22	Group presentations	Take-home midterm due 11:59 PM
Week 7 M 3/7/22	Immune system: mind-body connection	Sapolsky Ch 8
W 3/9/22	Immune system: mind-body connection	
F 3/11/22	Group presentations	
Week 8 M 3/14/22	Health psychology and prevention	RP 4 due 11:59 PM Straub Ch 6
W 3/16/22	Health psychology and prevention	
F 3/18/22	Group presentations	
Week 9 M 3/21/22	SPRING BREAK	
W 3/23/22	SPRING BREAK	
F 3/25/22	SPRING BREAK	

Week 10 M 3/28/22	Healthcare behaviors	Straub Ch 13
W 3/30/22	Healthcare behaviors	
F 4/1/22	Group presentations	Take-home midterm 2 available
Week 11 M 4/4/22	Substance use and addiction	Straub Ch 9 <i>Optional: Sapolsky Ch 16</i>
W 4/6/22	Substance use and addiction	
F 4/8/22	Group presentations	Take-home midterm 2 due 11:59 PM
Week 12 M 4/11/22	Sexual health	Sapolsky Ch 7
W 4/13/22	Sexual health	
F 4/15/22	Group presentations	Health intervention paper due 11:59 PM
Week 13 M 4/18/22	Living with a chronic illness	Brassington et al., 2016
W 4/20/22	Living with a chronic illness	
F 4/22/22	End of life issues	RP 5 due 11:59 PM Kasl-Godley et al., 2014
Week 14 M 4/25/22	Pediatric health psychology	Baraket et al., 2012
W 4/27/22	Pediatric health psychology	
F 4/29/22	Group presentations	
Week 15 M 5/2/22	Health psych and COVID-19	Myrick et al, 2021
W 5/4/22	Health psych and COVID-19	
F 5/6/22	Group presentations	
Week 16 M 5/8/22	Wrap-up, finals prep	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Learning Assessments and Grades

Participation (10 %): Participation and engagement with course material are important for retaining information and connecting it to your own interests. Students are expected to be engaged with course material and to participate in discussion and class activities. Your participation grade will be based on your active participation in such activities, in part monitored by engagement using Turning Point app.

Reading Posts (10%): Course readings provide a lot of in-depth information that is not fully covered in lecture. Therefore, it is important to read assigned materials by the first day that they are covered in class. Students are expected to submit **5** reading posts throughout the semester by 11:59 PM on the date that the reading will be

covered. Students may submit an additional reading post to drop the lowest grade, due by 11:59 PM on the date that the reading will be covered. Instructions for reading posts will be posted on the course website.

Midterms (15% each): In order to assess and apply learning part of the way through the semester, students will complete 2 take-home midterm exams. Students will have up to 1 week to complete midterms once they are released to the class. Utilizing course resources (such as using your notes, textbook, and readings) and collaborating with peers (such as talking about questions on the exam and working together to think about solutions) are allowed, but be sure to **complete your own work**, write things in your own words, and do not plagiarize. We will be using Turnitin to help verify that you are writing things in your own words or quoting/citing scholarly sources appropriately. For more information about Turnitin, see https://umd.service-now.com/itsupport?id=kb_article&sys_id=c0116d8f0f7ef2007f232ca8b1050e63

Health Intervention Paper (15%): Try health psychology on yourself! Students will write a paper in which they discuss how they have implemented a health psychology intervention (e.g., stress reduction, sleep hygiene) on themselves over the course of several days and how it relates to health psychology research and practice. Detailed instructions for this paper will be posted on the course website.

Presentation (15%): There are so many interesting topics within health psychology, but I do not know what you are interested in. This is a chance for you to choose topics that interest you, work together as a group, and present information about it to the class. Groups of 2-5 students will present about health psychology topics and applications to the class and facilitate discussion. Each topic must be unique (i.e., no two groups can present on exactly the same topic), so groups are required to submit topics for instructor approval at least 2 weeks before their presentation. Detailed instructions, group members, and group topics will be posted online.

Final Exam (20%): Finally, the final exam can help showcase and cement all you have learned throughout the semester. The final exam will take place during the designated time during finals week. More details will be discussed throughout the semester.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email us to schedule a time for us to meet. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Late Work Policy: If you submit work late, 10% of the earned grade will be deducted per day late. If you have an emergency that prevents you from submitting work on time, please contact the instructor.

Absences: Since participation is an important part of engaging with course content, it is expected that students will attend regularly. If you have any prolonged absences (1 week or more) or concerns regarding coming to class, please contact the instructor. **If you are sick, please stay home!** It is okay to miss a couple class sessions to ensure that you feel well enough to learn again and to prevent the spread of illness to others.

Learning Assessments	#	Points Each	Category Total	Category Weight
Participation			50	10%
Reading Posts	5	10	50	10%
Midterm 1	1	50	50	15%
Midterm 2	1	50	50	15%
Health Intervention Paper	1	50	50	15%
Presentation	1	30	30	15%
Final Exam	1	50	50	20%

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone we have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut. It would be unethical for us to make exceptions for some and not others.

Extra Credit: Opportunities for extra credit, if they are offered, will be offered to everyone and announced in class or via ELMS and cannot be made up if missed.

Final Grade Cutoffs			
	+	Grade	-
A	≥ 97.00%	96.99% - 94.00%	93.99% - 90.00%
B	89.99% - 87.00%	86.99% - 84.00%	83.99% - 80.00%
C	79.99% - 77.00%	76.99% - 74.00%	73.99% - 70.00%
D	69.99% - 67.00%	69.99% - 64.00%	63.99% - 60.00%
F		< 60.00%	

Course and University Policies

COVID-19 and Masks

As you are aware, we are still in a pandemic, and guidance surrounding masks, vaccinations, and social distancing is continually updated. Please follow all university guidelines regarding these issues. As of 8/19/21, **face coverings over the nose and mouth are required while you are indoors at all times**—whether or not you are vaccinated. The health and well-being of all students (and TA's and myself!) is very important to me, so students who are not wearing a mask will be given a warning (and a spare mask if available) or will be asked to leave the classroom.

For more information about COVID-19 management and policies at UMD, see <https://umd.edu/4Maryland>

Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or [one of the many other resources on campus](#). Most services are free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.



Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to use the following resources for support.

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

Counseling Center: <http://www.counseling.umd.edu/CS/>

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and disability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Inclusive Learning Environment

Students will be invited to share their thoughts in class; a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

Reporting Racism and Other Forms of Hate and Bias. If you experience racism or other form of bias or hate in this class or any psychology course, we encourage you to do at least one of the following: Please report the experience to the instructor or teaching assistant and/or use report to the Department of Psychology's Diversity

and Inclusion Committee [using this link](#) (reports can be made anonymously). Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://www.diversity.umd.edu/hbrp/>.

Accessibility and Accommodations. Accessibility & Disability Service (ADS) facilitates accommodations to students with disabilities. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at [301.314.7682](tel:301.314.7682), or adsfrontdesk@umd.edu. More information is available at counseling.umd.edu/ads/. After receiving an Accommodations Letter from ADS, as a student you are expected to meet with each course instructor, to provide them with a copy of the Accommodations Letter and to obtain their signature on the Acknowledgement of Student Request form. You and your instructors will discuss a plan for how the accommodations will be implemented in the course throughout the semester. Specific details regarding the implementation of certain ADS approved accommodations agreed upon between you as the student and the individual course instructor must be documented on a Detailed Implementation Plan, signed by you and the instructor, and submitted to ADS. You as the student are responsible for submitting the signed copy of the Detailed Implementation Plan to ADS and retaining a copy for your records.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.