ADPS115501: Health Psychology
August 28, 2017-December 14, 2017
4 Credits
Fall, 2017

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Office: St. Mary’s Hall South
Office Hours: Thursdays, 5:30 PM – 6:15 PM
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Schedule (class times and day(s): Thursdays, 6:15 PM – 9:15 PM
Room: Stokes 115S

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description

ADPS 15501 Health Psychology

Today’s age is one of intense stress. Health psychology acknowledges the mutual influence of the mind and body in the environmental context. Evidence suggests that rapid technological and social change may compromise physical and mental health. This course explores the nature of these stressors and the range of psychological means available to cope with them. Special areas of inquiry include stress arising from work, family, mobility, leisure, and cultural lifestyles. Emphasis is on self-assessment and informed choice of improving the quality of one’s life.

Course Objectives

Each student will:
1. Learn to analyze and critically evaluate ideas, arguments and points of view.
   * To do this, you will be reading and critiquing the class texts assigned outside
readings, and participating in class discussions.

2. Learn how to find and use resources.
*To do this, you will use 4 scholarly books and any articles of your choice for your research proposal.

3. Develop skills in expressing yourself in writing.
*To do this, you will write a 4 page paper on some specific aspect of health psychology. The fifth page is where you list the references that were used in your paper. The course texts may not be used as a reference to this paper.

4. The student will demonstrate knowledge and competency, as appropriate for the course, across cultural settings and will learn the impact of culture, gender, and age in health psychology as demonstrated by an awareness of cultural differences in types and causes of health practices.

5. The student will demonstrate ethical knowledge and competency, as appropriate for the course pertaining to health psychology as demonstrated by an awareness of differing health practices of differing countries and ethnic groups.

**Grading**

**Exams**
Exams will cover all assigned materials in the text, the contents of class notes, the DVD videos, any extra readings the student may wish to include, and material from the weekly class discussions. Exams will also include the definitions of key concepts and the names of scholars who have made significant contributions to the study of health psychology. Definitions will include concepts from both assigned texts and class lectures. Key concepts have been included below to help you get started with the course materials.

**Term Paper**
Each student is responsible for reading at least four books on some specific aspect of health psychology and for submitting a four (4) page paper on that topic. The fifth page is to list the four references that were used. The course texts may not be used. Do not write four book reviews; write an integrated summary of the materials that you have read.

The term paper is to be typed, double-spaced, in 12 CPI, with 1 inch margins on all 4 sides of each page. Proper spelling, punctuation, and grammar are expected and grades will be substantially lowered for poor composition. Pages are to be numbered and stapled together only. Papers that do not follow these requirements or that exceed five pages of text and one page of references will be substantially penalized by lower grades. Papers handed in late will be penalized one full grade for each week past the deadline. **Hard copies only.**

References are to be in American Psychological Association format. Some examples:


Flannery, R.B., Jr. (2019) Crisis intervention services and empirical data:

**General Expectations**

No student shall pass this course who has not completed all **four** course assignments. There are no exceptions to the deadlines and I reserve the right to assign lower grades to assignments and exams which are handed in late. Term papers and out-of-class summary papers that are handed in late lose one full grade for each week that the paper is late.

Students are expected to attend class weekly and to actively participate in class discussion. **25% of the final grade is left to the instructor's discretion and is based on overall class performance.** No student shall receive an "A" grade for this course who has not been an active class participant as judged by the instructor.

The **overall class performance grade** includes on-time class attendance, expected class participation, the oral presentation of one’s term paper, and the 4th hour extra credit paper. However, it also includes the professor’s assessment of the student’s overall performance, level of motivation, the quality of comments contributed in class, and what knowledge of the material the student has mastered. While speaking in class is expected, it does not mean that speaking in class constitutes full credit for the overall class performance grade.

Attendance is taken as class begins. “Late” is defined as not being in your seat when attendance is being taken. Students who are late must alert the professor at the end of class or that student will be marked absent. Lateness lowers overall class performance grades.

Students are expected and required to be in class the nights of the mid-term and final exams. Any student who is absent on these nights without the professor’s prior permission is subject to major penalties. Plan your vacations, job interviews, birthdays, parties, etc. around these dates, so as to be in class.

Students are expected to have a class "buddy" whom the students will contact for course information and class assignments in the event of absence from, or lateness to, class.

As a courtesy to our colleagues, beepers, cell phones, and other electronic devices are to be placed in vibration mode or turned off during class. **Laptops and all other electronic devices are not permitted during class time. Use of electronic devices during class time will result in loss of course credit in the calculation of the student’s overall course participation grade.**

**WCAS Grading System**

The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (.00),
failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Text(s)/Readings (Required)**

**Required** Readings:

- Flannery, R. B., Jr. PowerPoint Course Outline (Distributed by email)

**Text(s)/Readings (Recommended)**

**Suggested Readings:**

The following books and articles are recommended for students who wish to examine more thoroughly the issues raised in each weekly lecture. While not required reading, the material in these books and articles would be helpful in answering class and exam questions in greater depth. *Asterisks* indicate paperbacks.

**III. Important Policies**

http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

**Written Work**

Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

**Scholarship and Academic Integrity**

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not
necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Disability Statement
Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling, 617-552-8903. You may also make an appointment in person. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.
Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly. Term papers and out-of-class papers that are handed in late will be penalized one full grade for each week past the deadlines.

Course Assignments (readings, exercises and/or experiences)

Course Outline:

ADPS 15501 Health Psychology Fall 2017 Dr. Flannery

Health: Assessing Stress
1. Stress and Burnout: What are they/how do you know you have them?
2. Cultural Sources of Stress: Is there a Rat Race? The Postindustrial State.
3. The Stress-Resistant Person
4. Marital and Family Stress
5. Organizational Stress
6. Special Areas: Development/Time/Mobility
7. Mid-Term Examination
8. The Pathology of Untreated Stress/Psychological Trauma and Posttraumatic Stress Disorder

Health: Managing Stress
9. Basic Principles for Managing Individual Stress/Relaxation Exercises/Nutrition
10. Marital and Family Stress: Evaluating Major Life Decisions
11. Making Relationships Work
12. Managing Organizational Stress
13. Do Unto Others: How Human Attachment Heals
14. Professor’s Open House
15. Final Examination

Course Requirements: Percentage Due Date
Mid-Term Exam 25% October 12, 2017
Term Paper 25% October 26, 2017
Final Examination 25% December 14, 2017
Overall Class Performance/ Self Improvement Report 25% Weekly Entire Semester/ November 16, 2017

Key Concepts:
**Part I**

Hippocrates
Permanent underclass
Level of material expectation
HDL/LDL
Maslow
Maddie and Kobasa
Industrial/Corporate Peoples
Stress-Resistant Person
Khantizian
Bowlby
Lynch
Emotional Over involvement

Post-Industrial State
Daily Hassles
Midlife crisis
Sovereign Wealth Funds
élan vital
Right Brain
Compte
Anniversary Death
Optimal Level of Stimulation
Health/Illness Index
Buffers

**Part II**

Bello and Breslow
diGrazia
Project SMART
Burnout
Psychological Contract
Long-term bonding
Learned Helplessness
Seligman
Antonovsky
Sense of Coherence
James Lynch
Internal Role Conflict
China Study
Dopamine
Rationals
Generativity
Contentment

Physical Symptoms
Intrusive Symptoms
Avoidant Symptoms
Acute PTSD
Chronic PTSD
Dissociation
Repetition Compulsion
Emotional Overinvolvement
Panic
Albert Ellis
Neurotransmitters
Synaptic Gap
Epinephrine
Kindling
Self-Medication
Multiple Personality Disorder
Out-of-Course Assignment:
This is a four credit course that meets for 2 hours and 30 minutes of formal class time. In addition, the course will include the out-of-class assignment noted below to meet the requirements for the fourth credit hour.

Self-Improvement Exercise
Aerobic exercise, diet, and relaxation exercises are key components in managing stress and maintaining good physical and mental health. Each student is required to attend two one-hour or 4 half-hour aerobic exercise sessions (ask your doctor for medical clearance) and two one-hour or 4 half-hour relaxation exercises. This can be done in many settings, including, but not limited to, the Flynn Rec Plex, local high school adult education courses, the YWCA, YMCA, etc.

Written Assignment: Each student will write a three-page, 12 CPI, double-spaced summary of what has been learned. List the 4 sessions that you attended, including type of session, place of meeting, day, and time. For example: aerobic exercise, Rec Plex, 5:30-6:00 PM, Tues., Sept. 3, 2013. Then discuss how these 4 sessions have contributed to your own self-improvement in managing your stress in terms of the materials presented in class and in the assigned readings. For each session, obtain a note on agency stationery by the official observing you that you attended. These attendance note(s) are to be attached to your submitted three page summary. Hard copies only.

This assignment is due Thursday, November 16, 2017. This assignment and the term paper assignment will be discussed in class toward the end of the semester.

It is expected that 8 hours of your study time will be spent on class and out-of-class assignments and exercises. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

Note Bene: All of these course requirements may be changed at any time by the professor as class needs indicate. Any changes will be announced at the beginning of class lectures. If you miss class or are late, it is your responsibility to obtain the information, if any, from your buddy.
## Course Summary Sheet:

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Due Date</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Sources of Stress</td>
<td>Read first half of each book</td>
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<tr>
<td>2</td>
<td>Cultural Context</td>
<td>each book and known key terms</td>
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<td>3</td>
<td>Stress-Resistance</td>
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<tr>
<td>4</td>
<td>Marriage/Family</td>
<td>for the mid-term exam</td>
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<td>5</td>
<td>Organizational</td>
<td></td>
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<td>6</td>
<td>Special Areas</td>
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<tr>
<td>7</td>
<td>Mid-Term</td>
<td>Mid Term Exam</td>
<td>October 12, 2017</td>
</tr>
<tr>
<td>8</td>
<td>Untreated Stress</td>
<td>Term Papers</td>
<td>October 26, 2017</td>
</tr>
<tr>
<td>9</td>
<td>Personal Stress Management</td>
<td>Read second half of each book and known key terms</td>
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<tr>
<td>10</td>
<td>Major Life Decisions</td>
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<td>for final exam.</td>
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<tr>
<td>11</td>
<td>Relationships</td>
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<tr>
<td>12</td>
<td>Work Stress</td>
<td>Out-of-Class Assignment</td>
<td>November 16, 2017</td>
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<tr>
<td>13</td>
<td>Attachments Heal</td>
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<tr>
<td>14</td>
<td>Professor’s Open House</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
<td>FINAL EXAM</td>
<td>December 14, 2017</td>
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</tbody>
</table>