



**TEACHERS COLLEGE**  
**COLUMBIA UNIVERSITY**

**CCPX 4050: Introduction to Health Psychology**

Fall 2022

**Instructor:** Yeraz Markarian, PhD

Email: [ynm2101@tc.columbia.edu](mailto:ynm2101@tc.columbia.edu)

Phone: 917-575-2529

Office Hours: Fridays 8:00-11:00am via zoom by appointment

Prerequisites: None

3 Credits

Zoom Class Time: Wednesdays 1:15 – 2:55pm EST

**Course Assistant:**

**Aysha I. Jawed, LCSW-C, MSW, MPH**

Email: [aj2765@tc.columbia.edu](mailto:aj2765@tc.columbia.edu)

Office Hours: By appointment

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**Course Goals:** Assignments and exams for this course are designed to promote: 1) mastery of information presented in lectures and reading; 2) cultivation of original thinking, grounded in scholarship; 3) increased professionalism and clarity in written and oral expression; and 4) ability to apply theory and research findings to clinical case material.

**Course Description:** This course will give students an overview of health psychology, a trans-disciplinary field that synthesizes findings from psychology (clinical, social, behavioral, and developmental) and medicine (including epidemiology, genetics, and allied health). We will examine how health psychology principles are applied across the full spectrum of health, from preventive practices (e.g., diet, exercise) to end of life care, and across a wide range of health issues, including cancer, HIV, heart disease, organ transplantation, and more. We will explore a variety of professional roles through which health psychologists contribute to improved health outcomes (e.g., improving adherence to medication schedule, working to resolve health disparities, and promoting emotional adjustment to medical conditions). Students will receive a solid grounding in health behavior theory and practice applying research findings to a variety of clinical scenarios. Lastly, given the rapid pace of medical research, a major goal of the course is that students will be able to identify new opportunities for health psychology research and behavioral interventions in emerging medical trends.

**Topic Outline**

- A. Introduction to Health Psychology and Health Behavior Theories
- B. Health Promoting Behaviors
- C. Stress, Medical Illness, Developmental Concerns
- D. Health Disparities
- E. Health Compromising Behaviors
- F. Mind and Body
- G. Personalized Medicine / Ethical Issues

**Texts:**

1. Taylor, S. E. (2018). Health Psychology (10<sup>th</sup> edition). New York: McGraw Hill.
2. Skloot, R. (2010). The immortal life of Henrietta Lacks. New York: Random House
3. *Optional or equivalent:* American Psychological Association (2008). Publication manual, 6<sup>th</sup> edition. Washington, DC: American Psychological Association.

website for APA style, 7th edition: <https://apastyle.apa.org/products/publication-manual-7th-edition>

explanation of changes from 6th to 7th edition:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_7th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)

4. Additional articles, videos, discussions, etc. to be assigned and posted on Canvas under “Modules”.





### Online/Distance Learning

As a student in this Distance Learning Section, you will have the opportunity to participate in a **weekly 140-minute online discussion**. A link to the discussion room will be posted on Canvas under the “Zoom” menu item; please sign on Wednesdays at 1:10pm, and be ready for discussion. In addition, please note that articles and videos will be posted on **Canvas**; you are expected to watch/read these prior to the online class.

### **Technology Platforms**

1. **Canvas** is an online learning platform, essentially a virtual blackboard. It will be used to house the syllabus and all assignments, send personal or group emails, submit assignments, take the midterm, receive grades, post presentations and use the discussion board.
2. **Zoom** is a web conferencing platform for online class time (Wed 1:15 – 3:00pm EST, eLearning, and webinars.

*How do I use Zoom?* Follow the steps in the [Zoom Getting Started Guide](#).

**What if it doesn't work?** If you have a problem connecting to Zoom, contact the 24/7 Zoom support at: <https://support.zoom.us/hc/en-us/articles/201362003-Zoom-Video-Communications-Technical-Support>

Or contact TC Support at 212-854-1919 or visit at: <http://columbiauniversity.zoom.us/>

**YOU CAN ACCESS ZOOM FROM CANVAS: LOGIN TO THE HEALTH PSYCHOLOGY COURSE IN CANVAS AND SCROLL DOWN TO CLICK ON “ZOOM” FROM THE MENU BAR TO JOIN CLASS ON WEDNESDAYS.**

### Grading Policy:

Grades will be based on the compilation of points gained from each of the requirements with 100 points being the maximum. Evaluation based on 100 points.

A+ 99-100 points	B- 81-83 points
A 93-98 points	C+ 78-80
A- 90-92 points	C 75-77
B+ 87-89 points	C- 71-74
B 84-86 points	F 70 and below

**Evaluation:** The grades will be based on the following point system

Mid-term Exam:	20 percent
Provisional Bibliography:	10 percent
Term Paper:	25 percent (5 for APA style; 20 for content)
Homework:	20 percent
<u>Presentation/Class Participation:</u>	<u>25 percent (20 pres/5 CP)</u>
<b>Total:</b>	<b>100 percent</b>





## Course Requirements

Homework assignments: Four short homework essays (approximately 2-4 pages in length each) will be assigned throughout the semester. The essays will be based on topics discussed in class and on assigned readings. You will be asked to apply concepts from class in different practical settings (e.g., counseling a patient, advising a colleague about health behavior interventions); thus, the homework essays will give you an opportunity to explore different professional roles. Homework essays will be discussed in class on the day they are turned in. Essay questions on the midterm will be based on these homework assignments and all other materials from class. **Note:** Homework assignments 3 and 4 are connected to each other, and can be handed in together on the day that Homework 3 is due.

Provisional Bibliography: You will write a 2-3 page description outlining your chosen paper topic, including background/rationale and hypotheses (plus one additional page with a list of 4-5 references you intend to use in your final paper) to illustrate that there is sufficient literature to support your topic.

Paper: You will write a 12-14 page term paper outlining a research study you will create; the length of this paper does not include reference pages. Further, graphs and tables can be added at the end of your paper as appendices and should not fall within the 12-14 pages of your term paper. You will select (A) a health condition (e.g., cancer, AIDS, obesity) and (B) a health psychology topic (e.g., health disparities, treatment adherence, behavior change, etc.) and propose an original research study. **Be sure to cover the following in your paper and use headings for each section:**

1. Abstract (per APA Style) – see <https://www.verywellmind.com/how-to-write-an-abstract-2794845>
2. Cover Page (per APA Style) – place at the **end** of your paper for the purposes of anonymous grading. Do not use a “running head” for the purposes of anonymous grading.
3. Background and Rationale – Conduct a thorough literature review on your topic. Describe the constructs you intend to study. What are your independent and dependent variables (IV is the intervention you propose, the very thing you are adding to the mix to cause change; DV is the thing you want to change; direction is the whether you think the DV will increase or decrease). Why is this an issue pertaining to health psychology or behavioral health, and what are recent findings on this issue? Go over key findings from the literature on your topic and highlight any gaps in the literature you intend to address with your proposed study. This is the “meatiest” section of your paper, setting up Significance.
4. Significance – What is the significance of your study to the field of Health Psychology or Behavioral Health? What impact will your proposed study make? How is it innovative?
5. Research Hypotheses – In 1-2 sentences, describe the purpose (aim) of your research study based on these findings. Then, briefly and clearly state each hypothesis you would test. If you are using an intervention study, be sure to describe what direction you expect the change to be in, e.g., "A will produce a reduction in B"





6. **Methods** – What research method(s) and sample population would you use? Who would you exclude? Why? Include sections on: Participants, Procedures, and Measures (No Data Analysis is required for this paper). Include references for the measures and describe number of questions, type of scale, etc. You may include samples of your measures as appendices but this is not necessary.
7. **Barriers/Limitations** – What are the main barriers or limitations to research success you predict for your study? How will you propose to get around some of these barriers or limitations?
8. **Future Implications/Directions** – What are the future implications of your proposed study in the field of Behavioral Health if your hypotheses were revealed to be true? How would a health care provider incorporate this information into their clinical practice?
9. **Organization/Flow/Language/Grammar** – 5% of your grade will be based on language and APA style. Be mindful of the flow and organization of your paper, and correct use of language, grammar, and spelling. Do not use “I”, “my” in your professional writing.

Sources for your paper should include at least one article from a peer-reviewed psychology or behavioral journal, and at least one from a peer-reviewed medical journal. The majority of your sources should be reports of original empirical research (as opposed to review articles or book chapters). Note: Papers should be prepared in **APA publication style**.

Midterm Exam: The midterm exam will consist of multiple choice and essay questions. The exam will cover material from the textbook, assigned readings, and lectures. The midterm exam will take place through an online proctoring service called, “Honor Lock”, which you can access through Canvas.

#### Class Participation:

1. **Live online Zoom Class**: A significant portion of the grade in this class is based on class discussion in our Zoom sessions. Please come prepared. You are expected to watch any posted lecture videos prior to class and have thoroughly and thoughtfully read the assignments in service of in-depth discussion. It is recommended that you take note/notate your readings during the week in order to have topics ready to discuss. Questions and discussion are encouraged in class as a way to develop your ability to express yourself verbally in professional and academic settings.
2. **Presentation** (of your research paper) – each student will be expected to conduct and record a brief (5-7 minute) presentation *of their final paper*, using powerpoint slides. You will upload your presentation to the discussion board by your assigned due date.

Due Date Policy: The due dates for all assignments are listed on the syllabus. **ALL assignments must be uploaded to Canvas by noon** on the due date. Given this advanced warning, it is expected that you will be able to complete these assignments on time: if you anticipate any conflicts, feel free to turn in your work early to avoid such conflicts. This class places a heavy emphasis on learning how to think about and apply psychological principles to health-related issues. The textbook readings provide general background information, whereas the articles provide theory and specific research examples. It is imperative that you





have done all of the reading before coming to Zoom online class. Homework assignments will be discussed during Zoom online class the day they are handed in. Points will be deducted from assignments that are late. Powerpoint presentations must also be uploaded to Canvas by the date due. **In the interest of objectivity, I request that you do not include your name on your assignment as Canvas will know who you are. You can put your name or your “cover page” as the last page of your assignment and NOT include a “running head” as I prefer to be “blinded” to names during grading.**

If you must request an extension, email the professor by noon the day **before** the assignment is due explaining the reason for the extension request and proposing an extension date. If the extension is approved, a 5% grade reduction will apply. If the extension is not approved or the extension is requested after the “noon” deadline and the assignment is handed in late, a 10% grade reduction will apply.

**Communication:** I use Canvas as the primary method of communicating with the class and for posting resources. You can email the TAs to set up a time to meet if you have questions about the coursework. You can also use the Discussion board to communicate informally with one another and the TAs.

**Attendance:** You are expected to attend every Zoom online class. You may be absent without penalty for 10% of the number of scheduled class meetings during the semester. This means, more than two absences will negatively affect your grade. If you are going to be absent, please let me know in advance. If it is an emergency situation, please contact me within 24 hours of your absence. *An absence is an absence, whether it is “excused” or not. Contacting me prior does not ‘waive’ the absence.*

### **Evaluation/Rubric for Assessment of the Course**

#### **In-class participation:**

**Unsatisfactory:** Misses more than one class. Arrives late/leaves before end of class. Class contributions are inconsistent. Participation does not add to the discussion, reports are inaccurate. Comments do not demonstrate completion of readings or capacity to think about the material presented in class. Present opinions not supported by evidence.

**Satisfactory:** Class contributions are consistent. Participation adds to the discussion and reports are accurate. Solves problems and fosters positive communication. Self-assesses – changes behavior based on feedback from fellow students and faculty. Behavior is respectful (takes a turn, and gives feedback without ‘put downs’) to all members of the classroom. Reaction posts demonstrate capacity to consider material presented from class with real-world application.

**Exemplary:** Volunteers, contributes to discussion accurately. In both classroom and online posts, reflects, shares reflections during class that demonstrate accurate analyses of material. Displays listening behaviors: alert, eyes on speaker, nonverbal signs of attention demonstrated. Shows respect (does not interrupt discourse, gives feedback without apparent negative criticism) to all members of the classroom. Synthesizes material presented and answers questions when asked directly.





### Written Assignments:

**Unsatisfactory:** Demonstrates lack of familiarity with the material. No rationalization or support given for decisions. Work demonstrates improper approach and lack of independent thought.

**Satisfactory:** Demonstrates understanding of material. Thoughtful written support for decisions evident. Clear ability to work independently demonstrated.

**Exemplary:** Thorough understanding and analysis of material, coupled with thoughtful writing style.

### Exam Policy:

A makeup mid-term exam will be granted only for illness or extreme circumstances beyond your control. You must notify the professor in writing 24 hours before the start of the exam that you will not be able to attend. You will need written documentation of the reason for which you missed the exam. Once your excuse for missing an exam has been approved by the professor, you may schedule the make-up exam. Incompletes are given as a contract between student and professor, and require written approval from the program director. If taking an incomplete becomes a necessity, please contact me well in advance of the final, so that appropriate plans can be made.

### Course Outline:

Week 1 9/7	Introduction Taylor: Ch 1, see other assignments on Canvas Articles: Matarazzo (1980); Suls & Rothman (2004)
Week 2 9/14	Health Behavior Theories Taylor: Ch. 3, see other assignments on Canvas Articles: Witte & Allen (2000); Bandura (2004)
Week 3 9/21	Health-Promoting Behaviors Taylor: Ch. 4, see other assignments on Canvas Articles: West (2005) <b>**Homework 1 due**</b>
Week 4 9/28	Stress, Coping, Illness, and Social Support Taylor: Chs. 6 & 7, see other assignments on Canvas Articles: Bostwick & Sola (2011); Folkman (2010)
Week 5 10/5	Developmental Issues Taylor: Ch. 12, pp. 240-245 see other assignments on Canvas Articles: Walvoord (2010); Heckhausen et al (2010)





Week 6 10/12	Psychopathology in Medical Settings Taylor: Ch. 12, pp. 246-257, see other assignments on Canvas Articles: Roy-Byrne et al (2008); Bramstedt (2008); Nanni (2015) <b>**Homework 2 due**</b>
Week 7 10/19	Health Disparities Taylor: Ch. 8, see other assignments on Canvas Articles: Beagan & Kumas-Tan (2009); Gamble (1997); Galesic & Garcia-Retamero (2011) <b>Book: Skloot (2010)</b>
10/22-24	<b>** Midterm Exam ** via HONORLOCK</b>
Week 8 10/26	Health Compromising Behaviors Taylor: Ch. 5, see other assignments on Canvas Articles: Fjeldsoe et al (2011); Lopez & Hynes (2006); Tierney et al (2011) <b>**Homework 3 due**</b>
Week 9 11/2	Chronic Illness / Quality of Life Taylor: Ch. 11, see other assignments on Canvas Articles: Albrecht & Devlieger (1999); Breitbart et al (2010) <b>**Provisional bibliography due**</b>
Week 10 11/9	Mind and Body – Patients and Providers Taylor: Ch. 9, see other assignments on Canvas Articles: Bridgeman et al (2018); Meissner et al (2011) <b>**Homework 4 due**</b>
Week 11 11/16	Mind and Body – Pain and Discomfort Taylor: Ch. 10, see other assignments on Canvas Article: Spiegel et al (1989)
Week 12 11/23	<b>NO ZOOM CLASS</b>

**November 28<sup>th</sup> (Monday) \*\* Paper due \*\***







Week 13  
11/30  
Personalized Medicine & other 21<sup>st</sup> Century Challenges  
Taylor: Ch. 15, see other assignments on Canvas  
Articles: Lai (2011); Freeman & Jauode (2006); Furr et al (2007)  
Online articles (note, these are graphic):

**December 5<sup>th</sup> (Monday) \*\* Final Presentations due on Canvas \*\***

Week 14  
12/7  
**\*\* Final Presentations \*\***

Week 15  
12/14  
**\*\* Final Presentations \*\***

Week 16  
12/21  
**\*\* Final Presentations \*\***

**Please note that READINGS MAY CHANGE at the professor's discretion.**





## Policies

The Provost and Dean of the College in conjunction with the Faculty has adopted the following statements to be included on all Teachers College syllabi.

- 1. Accommodations** – The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at [oadid@tc.columbia.edu](mailto:oadid@tc.columbia.edu), stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.
- 2. Incomplete Grades** –The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including payment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or program coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.
- 3. Student Responsibility for Monitoring TC email account** – Students are expected to monitor their TC email accounts or forward mail from their Columbia account to an email address which they will monitor. For the full text of the Student Responsibility for Monitoring TC email account please refer to [http://www.tc.columbia.edu/policylibrary/Student Responsibility for Monitoring TC Email Account](http://www.tc.columbia.edu/policylibrary/Student%20Responsibility%20for%20Monitoring%20TC%20Email%20Account)
- 4. Religious Observance** – It is the policy of Teachers College to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. Personally, I ask that you inform me in advance of dates you will be absent due to major religious holidays. In the same vein, please also inform me of any other times you may be absent. For the full text of the Religious Observance policy, please refer to <http://www.tc.columbia.edu/policylibrary/provost/religious-observance/>
- 5. Sexual Harassment and Violence Reporting** – Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the [Title IX Coordinator, Janice Robinson](#). She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://www.tc.columbia.edu/titleix>
- 6. Emergency Preparedness** – TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available assistance. Since this is an online course, the instructor will facilitate academic continuity through Canvas and Zoom, if possible. It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
- 7. Academic Integrity** – All work done for this class should be your original work. If you are using the exact words of others, quotation marks must be used and appropriate citation should be given to the correct authors of that work and page numbers should be included. If you are paraphrasing the words of others, appropriate citations must be used. Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College. Copies of all syllabi must be provided to the department's Director of Academic Administration. A course syllabus is distributed only to students enrolled in the course or to potential students. All other requests for copies of syllabi should be granted only with the permission of the instructor.

