Core capstone Course: This course will require the integration of skills and knowledge gained throughout the Core curriculum (Core objective 13, CO13). Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

This course integrates Core objective 3 “Critical analysis and use of information” (CO3). Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

This course integrates Core objective 1 “Effective communication and composition” (CO1). Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

This course also satisfies the Diversity & Equity Core (C010): Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

Course Description: This course is designed to help students gain an understanding of the social (interpersonal; structural) and psychological (intrapersonal; behavioral) relationships to health. Students will develop a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate attentiveness to and analysis of diversity and equity.

Course Prerequisites: Junior standing required and completion of all general education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.
Learning Objectives/Outcomes
The learner should be able to:

1. Describe, compare and contrast the approaches to health used by the different fields of health psychology, social psychology, community/public health, and medical sociology. (CO13)
2. Identify personal and community behaviors and the consequences of those behaviors as they relate to health status and health outcomes.
3. Identify and describe diverse influences such as culture, social structures, socioeconomic status, and group norms on human health and health equity. (C010)
4. Explain how diversity in thoughts, feelings and attitudes impact health disparities, health equity and other health outcomes. (C010)
5. Compare behavior change theories and evaluate when a particular theory should be used especially, in which culture and group. (CO3, C010)
6. Evaluate the ethical issues associated with structural influences on health and personal responsibility for health as viewed from a dominant and minority position. (C010)
7. Produce an upper-division research paper based on scholarly sources which addresses multi-level approaches to health and includes a critique of the existing literature. (CO1, CO3, CO13)
8. Provide constructive feedback on a peer’s paper both in writing and verbally. (CO1)

Faculty Responsibilities
- To provide course content that is timely, pertinent, and current based on sound research, not hearsay
- Be on time and prepared for all classes
- Provide consultation, advisement and/or problem-solving time for students
- Provide clear instructions regarding assignments and expectations
- Be prepared to provide and consider feedback
- Honor and respect students
- Demonstrate ethical behavior
- Provide and consider constructive evaluations and feedback
- Return students’ assignments in a timely manner

Student Responsibilities
- Attend and be prepared for class by reading and completing all assigned work in advance.
- Active participation in lectures and discussions.
- Provide and consider constructive evaluations and feedback.
- Cooperate with, support, and be respectful of your fellow colleagues and the instructor.
- Communicate with faculty or TA concerning any issues or difficulties, preferably BEFORE it becomes a significant problem.
- Full effort on all assignments.
- Adhering to the university’s academic standards including those governing academic dishonesty; this includes: cheating, plagiarism (submitting the language, ideas, thoughts or work of another as one’s own, or allowing another to use your work in this way), or fraud. All quizzes/exams are to be taken without the aid of books, notes, study sheets, other persons, any electronic device (such as cell phones, PDA’s, Blackberry, computers, headphones), or any other method. Serious grading consequences will result for those accused of academic dishonesty and will follow established University and School of Community Health Sciences policy. If you have any questions regarding what constitutes plagiarism, talk with the instructor.
Course Requirements
1) **Text**: Health Psychology: An Introduction to Behavior and Health, 7th Edition Authors: Brannon/Feist
2) **Other readings**: The Sociology of Health and Illness: Critical Perspectives, 6th Edition Editor: P. Conrad. Other readings will be made available via WebCampus or on course reserve
3) **Scantrons**: You will need the small scantrons for 10 quizzes and the larger ones for the 3 in-class exams.

Attendance/Participation Policies
1) Regular class attendance is expected. You will not be successful in this class if you do not attend. Your grade will be directly related to activities that occur in class (e.g., quizzes, exam questions based on lectures). If you need to leave class early please notify the instructor and sit near an exit so that you do not disturb the other students.
2) Classes begin at the exact time specified in the schedule. Be respectful of your classmates and get to class on time.
3) No cell phone calls or texting during class. All cell phones must be turned off or switched to vibration during class. Put your cell phones away during class time.
4) Headphones/earbuds must be removed before class begins.
5) Laptops are allowable—for class purposes. If you use a laptop to take notes, that is fine. Please sit in the front of the class if you want to use a laptop. Other uses for your laptop (games, Facebook) are not allowable during class time.

Course Policies
1) **Make-up Exam Policy**: There will be no make-ups for exams without an official statement for the absence by a doctor, dean, or other appropriate official.
2) **Ethical Behavior**: All writing assignments and examinations must be your original work. “Cheating, plagiarism or otherwise obtaining grades under false pretenses” constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. For more details, see the UNR [General Catalog](#).
3) Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
4) It is the policy in the School of Community Health Sciences that all written assignments be graded on content, clarity, and synthesis of ideas, as well as writing style, including organization, works cited, grammar, punctuation, and spelling. A percentage of the grade for your written work in this class will be writing style, including organization, works cited, grammar, punctuation, and spelling.
5) **Late work**: All assignments are due at the beginning of the class. There is no late work accepted. I realize that emergencies arise in all of our lives. However to be ethical, all students have emergencies. If approved, late papers will lose 5 percent of the points for each class day they are late.

**Disabilities**: If you have a special need due to a disability (physical, learning, psychological), please be sure to let me know as soon as possible. Please coordinate with the Disability
Resource Center and/or Counseling Services to get the assistance and documentation you need.

- Disability Resource Center:
  - Thompson Building, Suite 100
  - Phone: (775) 784-6000; TTY: (775) 327-5131
  - 8 am – 5 pm, Monday-Friday

- Counseling Services:
  - 202 Thompson Building
  - 775.784.4648 (tel); 8am - 5pm, Monday - Friday
  - After hours, Crisis Call Line: 775.784.8090 (or toll free: 1.800.992.5757)
  - http://www.unr.edu/stsv/cs/

Veterans: The University’s Veterans Services Office is available to provide information, assistance, support, and referrals for services.

- Second floor of the Fitzgerald Student Services Building in the Admissions and Records office.
- Mail Stop 0121
- Reno, NV 89557-0121
- (775) 784-4700 option 5
- http://www.unr.edu/stsv/veteran/

Academic Success Services: Your student fees cover usage of the Math Center (784-4433 or www.unr.edu/mathcenter), Tutoring Center (784-6801 or www.unr.edu/tutoring), and University Writing Center (784-6030 or www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Unique class procedures/structures: This course will meet primarily in class. However, you may have possible discussion questions to which you should respond in lieu of meeting for class. If you do not know how to access WebCampus, ask for help.

Description of Assignments
You will complete the following for your grade in this course:

- 3 exams.
- 10 quizzes - with only 8 counting toward your grade so that means you can drop your two lowest scores. There are no make-ups for quizzes. If you miss a quiz, that can be one you drop.
- 5 in-class exercises or homework assignments out of at least 7 will count toward your grade (drop your two lowest scores). No make-ups – if you miss an exercise, that can be one you drop.
- Research paper. You will write a research paper that will be developed in sections (see below). In the paper, you will be expected to develop a thesis statement or unique position related to a community health topic that is influenced by psychological and social factors. You will be expected to 1) incorporate both influences in the paper, 2) address an ethical issue regarding diversity or equity as related to your topic, and 3) critique the literature you have read for the paper.

Grading Criteria: 570 total points possible
100 points Exam 1
100 points Exam 2
100 points Exam 3 (all exams will be a combination of true/false, multiple choice, and short essay. There are no open note/open book exams in this class.)

80 points Quizzes (your highest scores on 8 quizzes out of 10 will be counted in your grade; each quiz is worth 10 points)

30 points In-class exercises/homework (maximum of 6 points each; the 5 with the highest scores will be used in your grade). These exercises are designed for critically evaluating the course materials and you will be expected to identify new questions, compare and contrast different approaches to the topics, and address ethical issues. These assignments will be based on the readings or other class content and you should be prepared to defend your positions in class or work with other students to address problems related to social, cultural and/or psychological issues in community health. Some assignments will be written papers that will be about 2-3 pages in length. As usual, you will be graded on your writing skills to include how well you integrate materials and develop your arguments based on the assigned reading or course material. Assessment: CO1, CO3, CO13

10 points Spotters. Each student will sign up for 1 class session in which they will develop questions for the class: 1) 2 discussion and 2) content-related questions. You can bring in outside materials – an article or a brief video (about 5 minutes) would be great! Framing your questions as items to be debated is a good idea and you should expand on an ethical issue addressed in class or raise a new one. Assessment: CO1, CO3, CO13

10 points Peer feedback on another student's research paper Assessment: CO1

140 points Research Paper
- Research Paper (RP) Assignment 1: Paper Section 1 – Topic Selection (10 points)
- RP Assignment 2: Paper Section 2 – Journal article selections, brief summary and evaluation, and references (20 points for first draft and 10 points for revision)
- RP Assignment 3: Paper Version 1 (50 points)
- RP Assignment 4: Paper Version 2 (50 points; Paper version 1 included). Program plan/intervention and revisions from the instructor and peer reviewer incorporated

570 total points possible

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Tentative Course Calendar/Topics Outline: (required readings, approximate schedule of exams and due dates for graded assignments). I will notify you if there is a change of schedule.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Exams</th>
<th>Readings/Quizzes/Assignments</th>
<th>Core Requirement/Assessment (BOLD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Introduction; Foundations of Social Psychology &amp; Health</td>
<td>Ch. 1 Coreil, Bryant &amp; Henderson (2001): “Why study social &amp; behavioral factors in public health?”</td>
<td>Integrating content from other courses CO13</td>
</tr>
<tr>
<td>1/31</td>
<td>Research Approaches</td>
<td>Ch. 2; Quiz #1</td>
<td></td>
</tr>
<tr>
<td>2/2</td>
<td>Research Approaches</td>
<td>Ch. 3 Quiz #2</td>
<td></td>
</tr>
<tr>
<td>2/7</td>
<td>Seeking health care; behavioral theories</td>
<td>Research Paper (RP) Assignment 1 Due</td>
<td>CO1, CO10</td>
</tr>
<tr>
<td>2/9</td>
<td>Personal, social, structural factors influencing adherence to health care</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Social support, stress; allostatic load</td>
<td>Ch. 5 (beginning at page 117) Quiz #3</td>
<td>CO13</td>
</tr>
<tr>
<td>2/16</td>
<td>Coping, social support, stress</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>2/21</td>
<td><strong>Exam 1</strong></td>
<td>Chs. 1-5</td>
<td>CO1, CO3, CO10, CO13</td>
</tr>
<tr>
<td>2/23</td>
<td>Psychoneuroimmunology; personality &amp; health</td>
<td>Ch. 6</td>
<td>CO13</td>
</tr>
<tr>
<td>2/28</td>
<td>Personality/development of self</td>
<td>Quiz #4</td>
<td>Critically examine how one’s configuration within intersecting social forces impacts one’s worldview CO10</td>
</tr>
<tr>
<td>3/1</td>
<td>Pain</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>APA writing style; placebo effect</td>
<td><strong>RP Assignment 2 Due</strong></td>
<td>Identifying gaps in previous literature CO1, CO3</td>
</tr>
</tbody>
</table>
| 3/8    | Social and behavioral factors in cardiovascular disease                     | Ch. 9; Quiz #5  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Ch./Assignments</th>
<th>Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/13</td>
<td>Emotion</td>
<td>Ch. 9; CO13</td>
<td></td>
</tr>
<tr>
<td>3/15</td>
<td>Emotional expression/cancer</td>
<td>Ch. 10; Quiz #6; RP Assignment 2 Revisions Due</td>
<td>CO1, C03</td>
</tr>
<tr>
<td>3/20-22</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Exam 2</td>
<td>Chs. 6 -7; 9-11; CO1, CO3, CO10, CO13</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>Community interventions</td>
<td>“The limits of behavioral interventions for HIV prevention” in Cohen’s Prevention is Primary</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Community coalitions/interventions</td>
<td>RP Assignment 3 Due Ch. 13 “Working collaboratively to advance prevention” in Cohen’s Prevention is Primary</td>
<td>CO1, CO3, CO10, CO13</td>
</tr>
<tr>
<td>4/12</td>
<td>Stigma/substance use/just world beliefs</td>
<td>Quiz #7 Guest speaker “It is not safe to believe in a just world”; “The role of the Fatosphere in Fat Adults’ Responses to Obesity Stigma : A Model of Empowerment”</td>
<td>CO10</td>
</tr>
<tr>
<td>4/19</td>
<td>Interactions with medical providers</td>
<td>Quiz #8 Ch. 14 “The Muslim Patient will see you now, Doctor” NY Times article.</td>
<td>CO10</td>
</tr>
<tr>
<td>4/24</td>
<td>Medicalization</td>
<td>“Deviance, definitions and the medical profession” In Conrad/Schneider’s Deviance and Medicalization</td>
<td>C9: Science, technology and society</td>
</tr>
</tbody>
</table>
Mission of the School of Community Health Sciences
The School of Community Health Sciences is committed to the exploration, understanding, and promotion of health and wellness across the life span through education, research, and community outreach to assist with the improvement of the health of our university, our community, our state, our nation, and our world.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 5/1  | Health disparities/inequities/race/ethnicity | Quiz #9  
RP Assignment 4 (Revisions) Due |
| 5/3  | Social determinants | "Social conditions as fundamental causes of disease" B.G. Link & J. Phelan *Journal of Health and Social Behavior*  
Video on wealth and health |
| 5/8  | Structural influences | Ch. 16 Quiz #10 |
| 5/9  | Prep Day – No Class | |
| 5/10 | Exam 3 | Chs. 12 – 13 and 16 | CO1, CO3, CO10, CO13 |