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## PSYC 475 - HEALTH PROMOTION AND DISEASE PREVENTION

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FALL 2021

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<b>Instructor:</b>	Tasneem Khambaty, PhD
<b>Office:</b>	Math/Psychology 326
<b>Email:</b>	khambaty@umbc.edu
<b>Class Meetings:</b>	Tuesdays, 4:30pm-7pm Janet & Walter Sondheim 406
<b>Prerequisites:</b>	Completion of PSYC 311 and PSYC 385; and 9 additional credits in PSYC, all with a C or better.
<b>Teaching Assistant:</b>	
<b>Office Hours:</b>	Tuesdays, 3-4pm

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### COURSE DESCRIPTION

This course will provide an in-depth discussion of the major issues in the field of health promotion and disease prevention through the lens of Behavioral Medicine. The course will include (a) introduction to major causes of premature illness, disease and death by age, sex, and race/ethnicity/socioeconomic status, (b) discussion of socio-cultural, psychological, biobehavioral and environmental contributions to disease, and (c) strategies for risk reduction through evidence-based programs for health behavior change. This Health Psychology course will encourage discussion of relevant economic, public policy, and ethical issues as it relates to the integration of mental and physical health.

### OBJECTIVES

*If you attend class regularly, take notes, participate in class activities, successfully complete reading, writing, and oral assignments, and study, you will be able to:*

1. Identify the leading causes of illness, disease, and death by gender, age, and population groupings.
2. Identify the major biopsychosocial and environmental contributors and risk factors for illness and disease.
3. Describe various theories, constructs, and models related to health promotion and disease prevention, and understand how these are used to inform intervention development.
4. Identify evidence-based programs for changing a behavioral outcome and evaluate programs for health promotion, disease prevention and self-management
5. Discuss the role of the health psychologist in culturally sensitive, collaborative, and team-based approaches to wellness promotion, disease prevention, and risk reduction in primary care and community settings.
6. Summarize, in writing, the empirical research related to health promotion and disease prevention

### CLASS ACTIVITIES

- Lectures
- Class discussion and participation
- Interactive classroom activities
- Collaborative class presentation
- Writing assignment

## CLASS FORMAT

Session time will be devoted to lectures, discussions, and interactive classroom activities. Lectures will be used to clarify material from the assigned readings and to introduce new material. Discussions and interactive classroom activities will be used to foster critical thinking and application of the material. Lecture slides can serve as a rough outline of that class session; however, they are not a comprehensive set of notes. *To be successful in this course, you must take an active role and stay motivated, organized, and on schedule by reading assigned materials before class, taking notes during class, and actively participating in classroom activities. Please note that I will not cover all material that is fair game for the quizzes during class sessions because this is physically impossible to do!*

## EVALUATION CRITERIA

Evaluation will be based on class participation, class presentations, quizzes, and midterm exams and final exam, as follows:

### 1. Group Quizzes, Assignments (30 points each; 150 Points)

Frequent tests and quizzes often lead to better learning outcomes according to research. Therefore, 5 in-class assignments (e.g., discussions, pop-quizzes, impromptu presentations, and group exercises) will be conducted during the semester. These will be designed to help you stay on track of the assigned reading articles and chapters. Each exercise will be worth 30 points. In order to receive credit, you must be in class on the day the exercise is conducted.

### 2. Research Article Leadership (50 Points)

Each week, 2-3 students will present an assigned research article. The presenting student will facilitate the class for 15-20 minutes. The facilitator will create a PowerPoint presentation 1) summarizing the article (i.e., background, methods, results, conclusions), 2) creating discussion questions, and 3) linking article to the 'big picture'. Think about and answer the following questions

1. *what you think the big picture is based on the article?*
2. *what are the major take home points?*
3. *what are the implications based on what we have discussed in class so far?*

Class discussion should be lively and engaging (i.e., you should know the article). A rubric for evaluating this assignment will be posted on Blackboard.

### 3. Current Events (10 points)

You will sign up to bring a current/recent news story related to the topic of health promotion disease prevention. You will lead a 5-minute discussion of the story, (a) describing it, (b) making a connection to health promotion disease prevention, and (c) discussing implications of the story. Without a clear connection to topics discussed in class, you will forfeit up to 10 points. Please choose from reputable news sources. Examples include: The Economist, NPR, The New York Times, The Washington Post, The Wall Street Journal, The Associated Press, Bloomberg, Reuters, Ars Technica, The Atlantic, and The Scientific American.

Please also do the following:

1. Print out 2-3 copies for distribution during class
2. Post a link to the article in the Discussion forum, in the folder titled "Current Events" by *5pm the night before* you are scheduled to present.
3. Please note the rubric for this oral presentation is located on Blackboard.

### 4. Discussion Questions (10 points)

Class readings are posted on Blackboard. Each week, students will post two discussion questions from the readings by *5pm the night before* you are scheduled to present. **Please review prototype discussion questions prior to submitting your own questions, and pay attention to the rubric criteria for full points.**

### 5a. Final Behavior Change Intervention Project (100 Points)

You will work with your fellow class members on a collaborative project investigating elements of a health behavior intervention that you select. All interventions must be approved in advance by the professor. The

collaborative project will include the delivery of a 30 minutes presentation and discussion to the class about your topic. Further information about the class project, including a grading rubric will be distributed and discussed in class.

### 5b. Formal Paper Assignment (100 Points)

You will write an 8-10-page paper reviewing at least 4 empirical research papers on the health intervention you select. In addition to presenting your chosen intervention, you will summarize and critique the health behavior intervention in a written assignment, critically examining the scientific evidence for and against the intervention. **Paper logistics:** 8-10 pages, double-spaced [Times New Roman font, 12 point, 1-inch margins]. APA style references.

To help you stay accountable, you will:

- Choose your intervention, and conduct a literature review by week 7 (25 points)
- Submit a bibliography and outline for the paper by week 10 (25 points)
- Submit the final paper on the day of your presentation (50 points)

**Further information about the paper, including a grading rubric will be discussed in class and posted on Blackboard so that success criteria and indicators are clearly available prior to submitting your paper.**

### GRADING SYSTEM

Final grades will be determined using the system described below. Rubrics for all assignments will be posted on Blackboard. All Psychology major and minor students taking this course for upper-level credit in psychology will need to have this course graded. P/F option is open to students already having acquired their 400 level course credit in Psychology or for other majors interested in an upper level course in psychology.

Course Assignment	Points
In-class quizzes	150
Behavior Change project	100
Written Paper	100
Research Article Leadership	50
Current Events	10
Discussion Questions	10
Total	420

A	90-100%	378-420 points
B	80- 89%	336-377 points
C	70-79%	294-335 points
D	60-69%	252-293 points
F	59% & below	< 251 points

### COURSE POLICIES

1. **Communication:** My preferred mode of contact is email. Emails should:
  - a. Originate from your UMBC account - if not a spam filter may reject them.
  - b. State the course number "PSYC 475" in the subject line
  - c. Include your full name in the email.

Please note, I may not respond to emails on weekends. Please use language that is appropriate and professional (including spelling and grammar). E-mails that are unprofessional and/or too difficult to decipher will either go unanswered or receive a "Please clarify" response. You should receive a response within a few days.

2. **Attendance:** If you are interested in doing well in this course, I strongly recommend that you come prepared to each class, having completed the assigned readings beforehand. Additionally, in-class assignments and quizzes will be impromptu and will not be announced prior to class. If you miss more than 3 classes, you may be at risk for a low/failing grade.

**3. Missed Exams or Due Dates:** Notes, reviews, or other materials will not be provided for students who miss class. If you miss class it is your responsibility to obtain missed material from another student. Make-up quizzes or extensions will not be offered, except in the case of documented personal/family emergencies. Additionally, all holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular faith or religion. If you cannot take an exam or submit assignments at the scheduled time for a legitimate reason, you must:

- (a) contact me by email before the exam or due date
- (b) provide written documentation of your excuse (e.g., a note from the physician)

If both conditions are met, a make-up exam, extension will be discussed on a case-by-case basis.

**4. Laptop, Tablet, and Cell Phone Use:** My goal will be to create the lively classroom experience that will best facilitate your learning. As such, the class will be largely based on discussion and I am eager to hear your thoughts and impressions on the material.

- a. **Laptops or tablets are not allowed in class.** The urge to use laptops and tablets for other purposes (email, Facebook, Twitter, etc.) is too high to ignore and is quite disruptive and distracting to the instructor and other students. Moreover, using laptops often leads to low class participation and negatively impacts your learning. If you have a valid reason, or an accommodation from SSS to use a laptop for note-taking, please come talk to me and I will make an exception to this rule.
- a. **Cell phone use is prohibited** during all class sessions, and cell phones must be set to mute before each session begins. If you must take a call due to an emergency, quickly step out of the room before answering your phone. I reserve the right to ask you to leave if you are texting or otherwise using your phone during class.

**5. Use of Blackboard:** It is your responsibility to check Blackboard for announcements and course materials. On blackboard, you will find the course syllabus, lecture slides, assigned readings, handouts, assignment rubrics, and other relevant course materials.

**6. Grade Negotiation:** Note that I will NOT negotiate grades, particularly towards the end of the semester regardless of your graduation plans. You EARN your grade. It is *unethical* to ask me to change your grade from the grading system. Please do not submit major grade complaints via e-mail at the end of the semester.

**7. Controversy and Respect:** This course covers some cultural issues, some of which may be controversial. You are expected to be courteous and respectful to fellow students, professors, and guest speakers. If you anticipate ethical or religious objections to any of the material covered in this course, please consult me within the first two weeks of the semester.

**8. Classroom Etiquette:**

- a. Every professor has a title they prefer in class. However, as a general practice, if you are unsure of your professor's preference, it is always best to default to "Dr. \_\_\_\_." My preference is to be called 'Dr. Khambaty' but I will also answer to 'Professor Khambaty'. Keep this in mind as you approach me for assistance and send me e-mails.
- b. It is fine with me if you have drinks and limited food during our class time. However, please choose to eat and drink in ways that will not be disruptive to your participation in discussion/activities. You may not have food during an exam.
- c. During class time and team work, *it is not* permissible to leave the classroom or reply to a text message/phone call; if you are texting, leaving the room, or otherwise occupied, those behaviors will be noted on your evaluations and will likely affect your grade.
- d. Notes, reviews, or repetitions, or other materials will not be provided for students who miss class. If you miss class it is your responsibility to obtain missed material from another student. You will be at risk of receiving a poor grade if you take a passive role and wait until just before exams to begin studying.
- e. You are expected to devote your *full attention* to class. If you engage in any of the following, you may be asked to leave the class meeting: sleeping, using mobile phones or other electronic devices, engaging in communications that are not a part of the class discourse, and/or reading non-class materials.

## 9. Tips for success in this Course:

- a. **Complete the readings before the class for which they are assigned.** Do so by reading a part of the required chapters each night. The larger readings take some time to digest. Once you have read a concept in the textbook, take some time to think about its application to the real world and your own life. Implementing this process will help you understand the lectures, participate in class, and be adequately prepared for exams. All assigned reading material will not be discussed in class.
- b. Take an active role in your education by taking notes, participating in class, and responding to ideas presented in class. The best way to learn is to actively engage with others and the material.
- c. Stay motivated, and organized with regard to course topics, and due dates.
- d. Arrive on time for classes
- e. Make sure that you clearly understand your role and my expectations of you as a student during the course.
- f. Ask questions! I will endeavor to answer any and all questions to the best of my ability. And no, there are no silly questions.
- g. **READ THE RUBRICS** for all assignments.

## UNIVERSITY POLICIES

**UMBC HONOR STATEMENT ON ACADEMIC INTEGRITY:** “By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.” To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory.  
<https://academicconduct.umbc.edu/>

**PSYCHOLOGY STATEMENT ON DIVERSITY:** UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity. Diversity is defined in its fullest scope embracing racial and ethnic identity, gender identity, sexual orientation, religious affiliation, disability, foreign nationality, non-traditional student status, family income, body size, and other important characteristics. All participants in this class—including the professor, teaching assistant, and students—should strive to create an atmosphere that welcomes, encourages, and respects all members of the class and diverse viewpoints. During this course many viewpoints may challenge your thinking on a topic.

**ACCESSIBILITY AND DISABILITY ACCOMMODATIONS, GUIDANCE AND RESOURCES** Accommodations for students with disabilities are provided for all students with a qualified disability under the Americans with Disabilities Act (ADA & ADAAA) and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would create equal access for students when barriers to participation exist in University courses, programs, or activities.

If you have a documented disability and need to request academic accommodations in your courses, please refer to the SDS website at [sds.umbc.edu](https://sds.umbc.edu) for registration information and office procedures.

SDS email: [disAbility@umbc.edu](mailto:disAbility@umbc.edu)  
 SDS phone: (410) 455-2459

If you will be using SDS approved accommodations in this class, please contact me to discuss implementation of the accommodations. During remote instruction requirements due to COVID, communication and flexibility will be essential for success.

## **SEXUAL ASSAULT, SEXUAL HARASSMENT, AND GENDER BASED VIOLENCE AND DISCRIMINATION**

UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination and Federal Title IX law prohibit discrimination and harassment on the basis of sex in University programs and activities. Any student who is impacted by sexual harassment, sexual assault, domestic violence, dating violence, stalking, sexual exploitation, gender discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the University's Title IX Coordinator to make a report and/or access support and resources:

Mikhel A. Kushner, Title IX Coordinator (she/her/hers)  
410-455-1250 (direct line), [kushner@umbc.edu](mailto:kushner@umbc.edu)

*You can access support and resources even if you do not want to take any further action. You will not be forced to file a formal complaint or police report. Please be aware that the University may take action on its own if essential to protect the safety of the community.*

If you are interested in or thinking about making a report, please see the Online Reporting Form. Please note that, while University options to respond may be limited, there is an anonymous reporting option via the online form and every effort will be made to address concerns reported anonymously.

### ***Notice that Faculty are Responsible Employees with Mandatory Reporting Obligations:***

All faculty members are considered *Responsible Employees*, per UMBC's Policy on Sexual Misconduct, Sexual Harassment, and Gender Discrimination. Faculty are therefore required to report possible violations of the Policy to the Title IX Coordinator, even if a student discloses something they experienced before attending UMBC.

While faculty members want you to be able to share information related to your life experiences through discussion and written work, students should understand that faculty are required to report Sexual Misconduct to the Title IX Coordinator so that the University can inform students of their rights, resources and support.

If you need to speak with someone in confidence, who does not have an obligation to report to the Title IX Coordinator, UMBC has a number of Confidential Resources available to support you:

- The Counseling Center: 410-455-2742 / After-Hours 410-455-3230
- University Health Services: 410-455-2542
- Pastoral Counseling via Interfaith Center: 410-455-3657; [interfaith@umbc.edu](mailto:interfaith@umbc.edu)

Other Resource:

- Women's Center (for students of all genders): 410-455-2714; [womenscenter@umbc.edu](mailto:womenscenter@umbc.edu)

Child Abuse and Neglect:

Please note that Maryland law and UMBC policy require that I report all disclosures or suspicions of child abuse or neglect to the Department of Social Services and/or the police.

**PREGNANCY:** UMBC's Policy on Sexual Misconduct, Sexual Harassment and Gender Discrimination expressly prohibits all forms of Discrimination and Harassment on the basis of sex, including pregnancy. Resources for pregnant students are available through the University's Office of

Equity and Inclusion. Pregnant and parenting students are encouraged to contact the Title IX Coordinator to discuss plans and assure ongoing access to their academic program with respect to a leave of absence or return following leave related to pregnancy, delivery, or the early months of parenting.

In addition, students who are pregnant may be entitled to accommodations under the ADA through the [Student Disability Service Office](#), and/or under Title IX through the [Office of Equity and Inclusion](#).

**RELIGIOUS OBSERVANCES & ACCOMMODATIONS:** UMBC [Policy](#) provides that students should not be penalized because of observances of their religious beliefs, students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the responsibility of the student to inform the instructor of any intended absences for religious observances in advance, and as early as possible. For questions or guidance or to request an accommodation, please contact the [Office of Equity and Inclusion](#) at [oei@umbc.edu](mailto:oei@umbc.edu)

**HATE, BIAS, DISCRIMINATION AND HARASSMENT:** UMBC values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, [UMBC Policy](#) prohibits discrimination and harassment in its educational programs and activities or with respect to employment terms and conditions based on race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

Students (and faculty and staff) who experience discrimination, harassment, hate or bias or who have such matters reported to them should use the [online reporting form](#) to report discrimination, hate or bias incidents; reporting may be *anonymous*.

**VETERANS:** If you are a veteran or on active reserve status and you are interested in information regarding opportunities, programs and/or services at UMBC, please visit the Vets 2 Vets website: [umbc/vets2vets.html](http://umbc/vets2vets.html) and or email: [veterans@umbc.edu](mailto:veterans@umbc.edu)

**ACADEMIC SUCCESS CENTER:** This Center provides free assistance with written assignments, study skills, improvement, and other topics to enhance academic success. For more information, view the website: <https://academicsuccess.umbc.edu/>

**COVID-19 INFORMATION:** Up-to-Date and Archival COVID-related UMBC Information can be found at <https://covid19.umbc.edu/>

**UNIVERSITY CLOSURES (INCLEMENT WEATHER POLICY):** In the event class is cancelled (e.g., a “snow day”) on a day for which there is an in-person assignment due (e.g., in-class quiz), the assignment/exam will be held the next scheduled day of class. However, on-line assignments (e.g. Blackboard quizzes) will NOT be rescheduled due to campus closures (unless the closure is simultaneously associated with a document crash of Blackboard). It is University policy that any cancelled classes are to be rescheduled at a time that is convenient to the majority of the students in the class.

Closure information can be found at:

- [E2Campus alerts](#)
- [UMBC homepage](#)
- [myUMBC](#)

- [UMBC Facebook page](#) and [Twitter](#) and [Instagram](#) accounts
- Hotline: 410-455-6789



**TENTATIVE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	
1	September 3	Course Introduction and Syllabus Self-assessment How to (seriously) read a scientific paper	
2	September 10	Introduction to Health, Disease, Prevention	
3	September 17	Healthy People 2020; Identifying Health Priorities and Variations in Causes of Death Disparities in Health and Disease	
4	September 24	Psychosocial Influences on Health Promotion and Disease Prevention	Quiz
5	October 1	Principles of Health Behavior and Health Behavior Change	Discussion of Class Projects
6	October 8	Conceptual Models Of Health Behavior Change	Quiz
7	October 15	The Research to Practice Gap in Health Promotion	Intervention Identified; Empirical Literature Selected
8	October 22	Guest Lecture: Joanna Gadsby, Library Instruction on Conducting Literature Searches.	Quiz Mid-Course Review
9	October 29	Health Literacy and Health Education as Prevention	
10	November 5	Special Topics: Media and Technology Interventions: Mental Health, Stigma	Quiz Bibliography and Paper Outline Due
11	November 12	Special Topics: Preventing Cognitive Decline and Related Disease	
12	November 19	Special Topics: Diabetes, Cardiovascular Disease, Stroke	Quiz
13	November 26	Class presentations	Final Papers Due
14	December 3	Class presentations	Final Papers Due
15	December 10	Class presentations	Final Papers Due