

INDIANA UNIVERSITY OF PENNSYLVANIA  
SENATE CURRICULUM COMMITTEE B-2

14  
88-89

NEW COURSE PROPOSAL OR NEW PROGRAM PROPOSAL

Department: Psychology

Person to Contact for Further Information: George Walz

Course Affected: Psychology of Health Behavior, PC 376

Desired Effective Semester for Change: Spring 1989

Approvals: Department Committee Chairperson Janet F. T. [unclear]

Department Chairperson P. W. [unclear]

School Committee Chairperson ANNE KATZ / Deey Moss

School Dean ANNE KATZ / Deey Moss

A. DESCRIPTION AND ACADEMIC NEED

- A1. Please attach, as a separate item, a catalog description in a form suitable for editorial processing. Include (in catalog style) department code, course number, course title, number of credits, prerequisites (if any), number of lecture/laboratory hours the course will meet per week (or other ways the course will be taught), a brief description, and any other pertinent information which might affect the student selecting this course such as course admission limitations, etc. Please be brief as appropriate to the catalog.
- A2. Attach a syllabus of this course which should include further information describing the course objectives and content.
- A3. What academic need does this course fulfill? How does this course fit into the programs of the department? For what clientele is the course designed? Majors? Students in other majors? General Education? State specifically whether the course is proposed for inclusion on the regular General Education course list, or not.
- A4. Does this course require changes in content of other existing courses? If catalog descriptions of other courses, or of the programs of the department, should be changed as a result of the adoption of this course, please attach as separate items suitable for editorial processing, proposed catalog copy for the other changed course and program descriptions.
- A5. Does this course follow the traditional type of offering by the department or is it a novel approach? Explain.
- A6. Has this course ever been offered at IUP on a trial basis (e.g. as Special Topics)? If so, explain the details of the offering.

- A7. Is this to be a dual-level course? If so, what is its approval status at the graduate level?
- A8. Do other higher education institutions currently offer this course? If so, please list examples, including all such institutions in our general area.
- A9. Is the proposed course recommended or required by any professional society, accrediting authority, law, or other external agency? If so, please describe the circumstances.

#### B. INTERDISCIPLINARY IMPLICATIONS

- B1. Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan, and its rationale.
- B2. Are additional or corollary courses needed with this course, now or later? If so, explain.
- B3. What is the relationship of the content of this course to the content of courses offered by other departments? What have you discussed concerning the proposed course changes with other departments? Please attach relevant memoranda from these departments, which make clear their attitudes toward the proposed changes.
- B4. Is this course possibly applicable in a program of the School of Continuing Education directed to a clientele other than our full-time students? If so, what is the reaction of the School of Continuing Education to this course?

#### C. EVALUATION

- C1. What procedures are expected to be used to evaluate student progress? (Include guidelines developed particularly for use with independent study, internships, field experience, etc.)
- C2. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedure?

#### D. IMPLEMENTATION

- D1. What resources will be needed to teach this course and how adequate is the current situation? If it is not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

a. Faculty:

b. Space and equipment:

c. Laboratory supplies:

d. Library materials:

e. Travel funds:

D2. How frequently do you expect this course to be offered? Is this course particularly designed for, or restricted to, certain seasonal semesters? Explain.

D3. How many sections do you anticipate each time it is offered?

D4. How many students do you plan to accommodate in a section of this course? Is that planned number limited by the availability of specific facilities? Explain.

E. MISCELLANEOUS

Include any additional information you feel would be of value to those reviewing this course proposal.

A. DESCRIPTION AND ACADEMIC NEED

- A1. PC 376 Psychology of Health Behavior.  
Prerequisite PC 101  
An examination of the role of behavioral factors in health status with a strong focus on preventive health behaviors and the role of the psychologist in promotion of health-related behavioral change. (3 credits; 3 lecture hrs./week.)
- A2. See attached course syllabus.
- A3. This course is concerned with a new and important area in the field of psychology, viz., Health Psychology. The course will be an elective course for psychology majors, but should be of interest to majors in the health sciences, e.g. nursing students. The course is not proposed for inclusion on the general education list.
- A4. No.
- A5. Traditional.
- A6. The course has been offered as Special Topics.
- A7. No.
- A8. Yes. Approximately 95 institutions offer an undergraduate psychology course of this type. For example, such a course is currently being taught by psychology departments at the following schools:
- |                      |                       |
|----------------------|-----------------------|
| Central Connecticut  | Dartmouth             |
| St. Joseph's (Phil)  | West Carolina         |
| SMU                  | Princeton             |
| Univ. of So. Florida | Arizona State         |
| Kent State           | San Diego State       |
| Catholic University  | Carnegie-Mellon       |
| Eastern Michigan     | Florida International |
- A9. No.

B. INTERDISCIPLINARY IMPLICATIONS

- B1. One instructor
- B2. No.
- B3. There may be some tangential similarities to courses in the School of Health Sciences that may cover topic areas similar to those of the proposed course. For example, HPE may deal with the topic areas such as stress management and exercise activity. The central focus of the proposed course though would be on psychosocial factors as they are related to health status and this presumably would not be of central importance in the related topic areas. (See attached memo)

B4. No. The course as an instructional entity would not be applicable. Some aspects of the course may touch on subject matter or topics that could be offered in a typical continuing education setting.

C. EVALUATION

- / C1. Three written exams and one course project.
- C2. Course will not be offered for variable credit.

D. IMPLEMENTATION

- D1. Psychology department currently has all the necessary resources to teach this course.
- D2. Each Spring semester and possibly during the Main session.
- D3. One section.
- D4. It is expected that normally the course will attract 20-30 students each semester offered.

Course Syllabus: Psychology of Health Behavior

Instructor: G. Walz

Department: Psychology

I. Course Prefix; Number; Course Title; Credit Hours; Lab. Hours.  
PC 376 Psychology of Health Behavior; 3 credits; 0 lab hrs.

II. Catalogue Description

PC 376 Psychology of Health Behavior.

Prerequisite: PC 101

An examination of the role of behavioral factors in health status with a strong focus on preventive health behaviors and the role of the psychologist in promotion of health-related behavioral change.

III. Course Objectives:

1. Examination of behavioral factors that can influence health and onset of disease.
2. Examination of cognitive/behavioral methods of promoting health-related behavioral change.
3. Review of current issues in health promotion.
4. Examination of health promotion in a variety of settings (community, school, occupational).
5. Develop an awareness of the strong multi-disciplinary aspects of health promotion.

IV. Course Outline: Unit/Topical Breakdown/Amount of Time spent on each unit or sub-unit through the instructional period.  
See attached syllabus.

V. Methodology and Procedure:

Lecture and class discussion with use of appropriate audio-visual materials.

VI. Text:

Health Psychology; Shelly Taylor; Random House, 1986.

VII. Other Readings:

Unit I:

1. Michaels, J. "The Second Revolution in Health: Health Promotion and its Environmental Base". American Psychologist. Aug. 1982.
2. Best, A. & Cameron, R. "Health Behavior & Health Promotion". American Journal of Health Promotion, Vol. 1, 1986.
3. Shakelle, R. et. al. "Diet, Serum Cholesterol, & Death from Coronary Heart Disease. New England Journal of Medicine, Vol. 304, 1981.
4. "Cholesterol: And Now the Bad News". Time Magazine, Mar. 1984.
5. Huyghe, P. "Your Heart: A Survival Guide: Science Digest, April, 1985.

Unit II:

1. Bennett, W. & Gurin, J. "How the Body Outwits the Dieter". American Health, 1982.
2. Fischman, J. "Type A on Trial". Psychology Today, Feb., 1987.
3. Martin, J. & Dauhert, P. "Exercise Applications & Promotion". Jnl. of Consulting & Clinical Psychology, 1984.
4. Kaplan et al., "Social Stress & Atherosclerosis in Normo-cholesterolemic Monkeys". Science, May, 1983.
5. Haskell, W. "Exercise Programs for Health Promotion". In Rosen, J. & Solomon, L. (eds.) Prevention in Health Psychology. Univ. Press of New England, 1985.

Unit III:

1. Lichtenstein, E. "The Smoking Problem: A behavioral Perspective". Journal of Consulting & Clinical Psychology, Vol. 50, 1982.
2. Fielding, J. "Health Promotion & Disease Prevention at the Worksite. Annual Review of Public Health, Vol. 5, 1984.
3. Cotauch, P. "Health Promotion in Hospitals". In Matarazzo et al. (eds.), Behavioral Health, 1984, Wiley.
4. Iverson, D. "Making the Case for Health Promotion". Corp. Commentary, Vol. 1, 1984.
5. Wilbur, C. & Gardener, D. "Marketing Health to Employees: The Live for Life Program". In Fredricksen, L, Solomon, L, & Brehony, K. (eds.), Marketing Health Behavior, N.Y. Plenum, 1984.

VIII. Evaluation:

Three written exams (180 points); Project report (30 points).

IX. Other Course Requirements:

Project: Dietary self-monitoring project in which student will conduct an analysis of his/her current eating habits coupled with a plan of recommendations for possible behavioral change of eating habits.

SYLLABUS  
HEALTH BEHAVIOR

<u>WEEK</u>	<u>MAJOR TOPICS</u>
1	Intro. to course; Historical roots of health psych. Basic definitions: health behavior, health promotion, lifestyle disease, behavioral pathogens & immunogens.
2	Preventive health behavior; Modification of health behavior: general strategies; Health belief model.
3	Major health behavior problem: dietary pathogens.
4	Obesity & weight control mechanisms; Eating habit formation.
5	Exam #1 (60 points) Description of course project.
6	Eating habits: impact of fast food restaurants & convenience food; Health implications: Promotion of healthy eating: Cognitive/behavioral approaches.
7	Stress: basic definitions & theoretical viewpoints: Arousal pathways.
8	Stress & disease; Type A behavior; Stress & immunocompetence; Stress management.
9	Exercise as a health behavior; Psychological aspects; Methods of promotion; Factors in adherence.
10	Exam #2 (60 points) Smoking behavior; Developmental aspects.
11	Smoking cessation approaches; Smoking prevention programs.
12	Large-scale health behavior intervention; Social marketing; Community-based approaches.
13	Health promotion in the worksite.
14	Issues in health promotion: Relapse prevention.
15	Final exam (worth 60 points)



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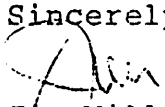
August 22, 1988

Dr. David E. Grover  
Department of Psychology  
205 Clark Hall  
Indiana University of Pennsylvania  
Indiana, PA 15705

Dear Dr. Grover:

Dr. George Walz has shared with me the new proposal for the course, Psychology of Health Behavior, which he hopes will be approved by the Senate Curriculum this fall. I, as well as Dr. Ansa Ojanlatva, have reviewed the proposal and feel the course is a welcome addition to the IUP health-related curriculum. Dr. Ansa Ojanlatva is the Health and Physical Education department's foremost health educator and as she states in her reaction to the proposal, "Health Education is an interdisciplinary field where psychosocial factors related to health status are indeed studied and discussed..... In case this department decides to pursue a separate degree in health education and to develop courses for it, this issue will have to be discussed." It is not being implied that the course should not be developed, on the contrary, the course should be introduced to the committee as we feel it could also be a requirement of our health education curriculum. We will support the course as proposed by Dr. Walz.

Sincerely,

  
Jim Mill, Chairman  
Health and Physical Education Department

JGM/ao