Course Change Proposal
Form A

<table>
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<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>SSIS</td>
<td>Psychology</td>
<td>2/14/2011</td>
</tr>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Bruce Behrman</td>
<td></td>
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<tr>
<td>New X Change Deletion</td>
<td>Submitted by: Kelly Cotter</td>
<td></td>
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<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X ___</td>
<td>Semester Effective:</td>
<td></td>
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<tr>
<td>For Catalog Copy: Yes X No ___</td>
<td>Fall X Spring __, 2011</td>
<td></td>
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<tr>
<td>CCE (Extension): Yes ___ No X ___</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): PSYC 196q
If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Experimental Offerings in Psychology</th>
<th>Units: 3</th>
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<tbody>
<tr>
<td>PSYC 196q</td>
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Change to:

<table>
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<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Psychological Aspects of Health, Wellness, &amp; Illness</th>
<th>Units: 3</th>
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<tr>
<td>PSYC 152</td>
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JUSTIFICATION:
Health Psychology is an emerging field of psychology, focusing on how biological, psychological, and social processes influence both physical and mental health as well as health behavior. For example, Health Psychology includes the study of how individuals adopt and maintain health behaviors, manage acute and chronic illness, and communicate effectively with their health care providers. As societal priorities shift more toward health promotion and illness prevention, training in Health Psychology provides important career opportunities in health-related fields for our graduates. Education in Health Psychology is directly applicable to medical settings, schools, insurance organizations, rehabilitation and pain management centers, public health agencies, and private practice. In addition to the opportunities for professional development, education in Health Psychology also meets the pedagogical needs of the Psychology Department for developing a breadth of information in Psychology. In this course, students will be exposed to concepts and terms, theoretical orientations, and research paradigms in the field of Health Psychology. Because Health Psychology is an interdisciplinary field, this course will also provide students the opportunity to draw from and reinforce learning in other areas of Psychology, including social, personality, physiological, learning, cognitive, clinical, and organizational sub-disciplines. Health Psychology further meets the pedagogical needs of the Psychology Department as an opportunity to develop and apply basic skills to specific knowledge domains. For example, the proposed Health Psychology course will provide students an opportunity to develop skills in reading, critical thinking, research, communication, writing, and ethics. Finally, there is a great demand among the Psychology majors for a course in Health Psychology.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)
Examines social, psychological, and behavioral factors important for physical health and emotional well-being. Psychological perspectives are applied to such topics as behavioral medicine, health promotion and compromise, the stress-illness relationship, social relations, personality, emotions, chronic illness, death and dying, and health care provider and patient interactions. Explores the development of health problems and the causes of premature death, as well as research on how psychology can help people live longer, healthier lives.
Prerequisite: PSYC 2, PSYC 8. 3 units.

Note:

Prerequisite: Enforced at Registration: Yes ___ No X ___
Corequisite: Enforced at Registration: Yes ___ No X ___
Graded: Letter X Credit/No Credit ___ Instructor Approval Required? Yes ___ No X ___
Course Classification (e.g., lecture, lab, seminar, discussion): Lecture
Title for CMS (not more than 30 characters): Health Psychology
Cross Listed? Yes ___ No X ___ If yes, do they meet together and fulfill the same requirement, and what is the other course.
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaf/example.htm

1. Learning Outcome One: Basic Concepts and Terms
   a. Students will be able to define and provide examples of health, emotional well-being, health promoting behavior, and health compromising behavior.
   b. Students will be able to define and provide examples of health beliefs.
   c. Students will be able to define and provide examples of chronic illness.
   d. Students will be able to define and provide examples of pain.

2. Learning Outcome Two: Psychological Theories and Research Paradigms
   a. Students will be able to define and apply the biopsychosocial model.
   b. Students will be able to evaluate Health Psychology research designs, methodology, and results.
   c. Students will be able to identify and apply the placebo effect.

3. Learning Outcome Three: The Impact of Personal Factors on Health
   a. Students will be able to explain how demographic characteristics, personality, and human development influence health and health behaviors.

4. Learning Outcome Four: The Impact of Social Factors on Health
   a. Students will be able to explain how social relationships influence health and health behaviors.
   b. Students will be able to discuss the patient-caregiver relationships and how it affects health and health behaviors.
   c. Students will be able to explain how the media influences health and health behaviors.

5. Learning Outcome Five: The Impact of Behavioral Factors on Health
   a. Students will be able to identify trends in smoking, alcohol consumption, eating behaviors, exercise behaviors, sexual behaviors, stress, and screening behaviors, and will be able to describe how smoking, drinking, eating, exercising, sex, stress, and screening affect health.

6. Learning Outcome Six: Personal Development
   a. Students will be able to identify personal unhealthy behaviors.
   b. Students will be able to apply psychological theory to personal behavior change.
   c. Students will be able to apply research design and methodology to personal behavior change.
   d. Students will be able to describe the process of personal health behavior change, drawing upon concepts, theories, and research discussed in class, as well as personal experience.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.**
Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Homework assignments (Learning Outcomes 1-6)
- Preparation for final paper
  - Assignment 1: Identify a health behavior to change.
  - Assignment 2: Write a literature review of your chosen health behaviors (first draft of the Introduction section of the final paper).
  - Assignment 3: Write an intervention plan based on your literature review and class discussions (first draft of the Method section of the final paper).
Reactions (Learning Outcomes 1-5)
- Building bridges between what students are learning in class and what is seen as noteworthy/newsworthy in the media.
  - 4 reaction papers will be written during the semester, with the purpose of analyzing, critiquing, and reacting to media representations of Health Psychology based on course material.
Exams (Learning Outcomes 1-5)
- 2 exams will evaluate students' understanding of course material.
Presentations (Learning Outcomes 1-6)
- Students will present their final projects to the class in a poster session.
Health Intervention Paper (Learning Outcomes 1-6)
- Students will identify a health behavior that they would like to change. Based on course material and independent research, students will create an intervention plan for themselves, and will attempt to change their chosen health behavior throughout the semester. A final paper will document this change, and evaluate the outcome in the context of theories of health behavior change.

For whom is this course being developed?
- Majors in the Dept X: __
- Majors of other Depts: __
- Minors in the Dept X: __
- General Education: __
- Other: __
Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes: __
- No: X __
If yes, identify program(s):
Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes: __
- No: X __
If yes, attach a description of resources needed and verify that resources are available.
Indicate which department or programs will be affected by the proposed course (if any). Psychology Department __

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Department Chair: __

College Dean or Associate Dean: __

CPSP (for school personnel courses ONLY): __

Associate Vice President and Dean for Academic Programs

Date:

4/14/11

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008