

**WILMINGTON UNIVERSITY**  
**COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES**  
**BASIC COURSE INFORMATION**

**COURSE TITLE:** Health Psychology

**COURSE NUMBER:** PSY 451

**I. COURSE DESCRIPTION:**

Health and human behavior are closely related. Health psychology uses the biopsychosocial model to examine the interaction of physiological process, psychological thoughts, feelings and behaviors, and the social-cultural environment on health. Topics such as mind-body interventions, health protective factors, health behavior change, coping with chronic and advanced illnesses, health belief models, and the link between personality traits and health will be addressed.

**II. MAJOR INSTRUCTIONAL GOALS:**

**GOAL A:**

Students will demonstrate an understanding of health.

**Learning Outcomes:** Students will be able to:

- A-1 Define the term *health*.
- A-2 Explain the mind-body connection.
- A-3 Identify the four domains of health as defined by the American Psychological Association Division of Health Psychology.
- A-4 Describe current models of health.
- A-5 Describe the classic indicators of health.

**GOAL B:**

- B-2 Explain the historical events that lead to the establishment of the Nuremberg Code of Conduct, the Declaration of Helsinki, and the U.S. National Research Act.
- B-3 Describe IRBs, their role, and their function.
- B-4 Analyze the Tuskegee study and the Stanford Prison Experiment.
- B-5 Describe the role that previous studies have played in our understanding of how to conduct ethical research.

**GOAL C:**

Students will demonstrate an understanding of global communicable and chronic diseases.

**Learning Outcomes:** Students will be able to:

- C-1 Define epidemics and pandemics.
- C-2 Define communicable, recurring, and chronic diseases and provide examples of each.
- C-3 Compare the health consequences of communicable and chronic diseases in developed versus developing countries.
- C-4 Explain the mission of the three international health organizations.
- C-5 Analyze the effects of individuals' health and illness on family, community, society, and country.

**GOAL D:**

Students will demonstrate an understanding of theories and models of health behavior change.

**Learning Outcomes:** Students will be able to:

- D-1 Explain the Expectancy Value Theory.
- D-2 Apply Expectancy Value Theory to explain individual health behaviors.
- D-3 Explain the Social Cognitive Theory.
- D-4 Apply Social Cognitive Theory to explain individual health behaviors.
- D-5 Explain the Theory of Planned Behavior.
- D-6 Apply the Theory of Planned Behavior to explain individual health behaviors.
- D-7 Explain the Health Belief Model (HBM).
- D-8 Apply the HBM to explain individual health behaviors.

- D-9 Explain the Transtheoretical Model of Behavioral Change (TTM).
- D-10 Apply TTM to explain individual health behaviors.
- D-11 Discuss social marketing and how to promote changes in behavior.
- D-12 Examine the factors that influence health behaviors and the challenges individuals face when sustaining change in behaviors.

**GOAL E:**

Students will demonstrate an understanding of risky health behaviors.

**Learning Outcomes:** Students will be able to:

- E-1 Define risky health behaviors.
- E-2 Identify the six priority health behaviors.
- E-3 Discuss factors that contribute to motor vehicle accidents.
- E-4 Describe the effect of violence on individuals and communities.
- E-5 Describe the health consequences of cigarette smoking, use of prescription and illegal drugs, and alcohol use.
- E-6

**Learning Outcomes:** Students will be able to:

G

Students will demonstrate an understanding of the role of health psychologists.

**Learning Outcomes:** Students will be able to:

- J-1 Describe the role of health psychologists in education, program evaluations, and community based research and programs, and workplace environments.
- J-2 Define self-advocacy behaviors to monitor health.
- J-3 Explain the role of community advocates in improving health.
- J-4 Identify ways in which health psychologists can be health advocates.

**GOAL K:**

Students will demonstrate appropriate written and oral communication skills.

**Learning Outcomes:** Students will be able to:

- K-1 Communicate information orally in a logical and grammatically correct manner.
- K-2 Present written information in a grammatically correct manner.
- K-3 Present written information in correct APA style.
- K-4 Support written information with appropriate evidence.