

**Health Psychology  
Psychology 314-001  
Fall 2016**

Professor: Dr. Christiane Hoppmann  
Office: Kenny 3509  
Email: choppmann@psych.ubc.ca  
Location: Buchanan A, room 102  
Time: TU/TH 11:00- 12:30  
Office hours: I am available to meet when class ends on TU/TH, or in room 3509 of the Kenny Building during office hours (Thursday, 9-10am), or by appointment at other times. Please approach me at the end of class or let me know in advance via email that you would like to meet me.

**Teaching Assistants:**

Pavel Kozik: Coordinating TA  
pavelkozik@psych.ubc.ca  
Location: Kenny 3606  
Office hours: Monday, 3.30-4.30pm, or by appointment at other times.  
Please email Pavel if you would like to meet with him.

Theresa Pauly: tpauly@psych.ubc.ca

**Course Description:**

This course will provide a general introduction to health psychology. The course will give you exposure to topics related to methods in health psychology, stress and coping, social support, health behavior and promotion, patient-provider relations, pain and pain management, the role of psychosocial factors in the management of chronic disease, and death and dying. Many of these topics are also quite relevant to other, neighboring disciplines. The purpose of this class is to provide you with a psychological perspective on these issues. Given the size of the class, the format of this course will primarily be lectures accompanied by active, in-class discussion. At several points throughout the course, there will be small group discussions to give students the opportunity to share their own ideas and opinions with each other and the class. Your feedback on the course is most welcome throughout the term.

**Communication with the professor and TAs:**

Any questions regarding this course should first be addressed to Pavel Kozik, the coordinating TA. You may email Pavel with questions or see him during office hours. Complex questions are typically easier to resolve during office hours. Pavel is a great resource and will be able to provide you with answers to many of your questions. He also works in close contact with me and will refer matters if he cannot resolve them for you. You may also talk to me immediately after class to address any pressing issues. We take your questions very seriously and want to facilitate learning. We always try to get back to you as soon as we can. This can be challenging due to the size of the class and especially around exam times and when the activity assignments are due. So please make sure to allow at least one full working day for us to reply. We receive a very high volume of emails. Please include 'Psyc 314' in the subject line of your email or your message could get lost.

**Course Webpage:** The website is <http://hoppmann.psych.ubc.ca/courses/psyc-314/>; password: \_\_\_\_\_). A preliminary set of slides will generally be posted on this website prior to each lecture, with a final set posted the following day. The slides are intended as visual aids to complement the lecture material and are not meant to stand alone. Therefore, they will be hard to follow if you have not been in class. They are not meant to be notes on the lectures. It is recommended that you take your own notes in class, writing down key points, and then use the slides as a supplement.

**Textbook:**

Sarafino, P., Smith, T. W., King, D., & DeLongis, A. (2015). *Health Psychology* (Canadian Edition). Toronto: Wiley.

**Prerequisites:**

Health Psychology touches on issues that are of interest to students coming from many different disciplines. This also means that students have different backgrounds and skills. This course requires basic knowledge of psychological concepts and research methods. Although this course requires this knowledge, class time will not be spent in reviewing the required knowledge. Students who want a refresher, are recommended to use the following resources: Cozby, P. C. & Bates, S. C. (2011). *Methods in Behavioral Research*. New York: McGraw-Hill. Myers, D. G. & Dewall, C. N. (2015). *Psychology*. New York: Worth Publishers.

**Student Evaluation:**

Your grade will be based upon two midterm exams (25 % each), a final exam (30 %), and two activity assignments (10 % each).

The **exams** will primarily consist of multiple choice and short essay questions. Please bring an HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions. The exams will cover both lecture and textbook material, including material presented by guest lecturers. You may be tested on any material covered in lectures *or* in the textbook (including material that was only discussed in class or material that only appeared in the assigned readings). Note that the lectures generally will not be a repeat of what is in the textbook. The purpose of the lectures is to expand upon material presented in the textbook in order to give you a richer understanding of health psychology. Hence, there will be a good deal of unique material presented in the lectures. (It is recognized that students have different preferences for concordance between lectures and the textbook, and if you prefer a class in which the lectures do repeat the textbook, you are strongly encouraged to enroll in another section or course). This means that to be successful in this course you must carefully read the text and attend the lectures. Examinations are non-cumulative.

Please note that, during exams, invigilators may ask students to move or alter seating arrangements with no explanation provided. An invigilator may ask you to move due to the possible misconduct of a classmate in an adjacent seat.

Examinations will be given on published dates only. Exceptions will be made for documented medical (doctor's note required) or hardship reasons. Exceptions will also be made for students who have religious obligations that conflict with an exam date. If you are unable to write an exam due to medical problems, please contact me before the exam or within 24 hours after the exam. Students who do not contact me within 24 hours after the exam will be assigned a grade of "0" on the exam. If you are unable to write an exam due to religious

obligations, please notify me within the first 2 weeks of class. If you are required to complete a makeup exam, you are expected to complete it within the shortest time period possible. Moreover, the content and/or format of the makeup exam may differ from the exam that was administered in class.

Exam grades will be posted on the course website as soon as they are available. Students wishing to view their exam should make an appointment with the TA. Students who have viewed their exam and who wish to have their exam re-graded should email me within two weeks of the grades being posted detailing in several sentences why they think that there was a mistake in the grading of the exam. I will then re-grade it.

You will be asked to complete **two activity assignments** during the course (out of 4 total opportunities). These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful way. These assignments will involve time and effort on your part outside of class and will include a writing component. You must be in attendance when the assignment is announced (so that you know what the assignment is) and when it is to be turned in. **Assignments must be turned in at their designated time in class** and can NOT be emailed or given to me or a TA outside of class. Extra assignments will not earn you extra credit.

**Extra credit:** You may earn extra credit for research participation (at a rate of 1/2 points for 1/2 hour, to a maximum of 3 points) or, as an alternative, by completing a library writing project. Your earned points are added to your final grade. For complete details, see "Subject Pool Information for Participants" on the Department's website: <https://ubc-psych.sona-systems.com>. Please **register** in this online system **by the end of September**.

**Participation:** I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class or outside of class in discussions with me. I will make every effort to create a classroom environment in which students feel comfortable to discuss their ideas. If, however, you would prefer to share your ideas with me outside of class, you are welcome to see me during my office hours. In order to encourage and facilitate participation, I ask that all students support their classmates' efforts to contribute to class discussion. General course policies can be obtained from the UBC Calendar on academic regulations.

**Class Etiquette:** In consideration of your fellow students, please turn your phones off during class. The use of laptops in class is an effective means to take notes and record comments related to course content. However, some students use laptops in class to "surf" the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting to those who sit in adjacent seats and can interfere with their efforts to focus on course content. For this reason, all students who intend to use their laptop in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom. If you arrive at class late or need to leave early, do so with minimal disruption. No electronics, including phones, will be permitted during any exam.

**Department Policy on Distribution of Grades in Psychology Courses:** Courses offered by the Psychology Department are required to meet a target grade distribution. This is done in order to ensure that all students are assessed fairly in relation to students in other sections of the same course and to students in other courses. The target grade distribution for 300-level

psychology courses requires that the mean for the class fall between 66% and 70%, with a standard deviation of approximately 13%. Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution of grades deviates substantially from the target. A student's grade is not official until it appears on his or her academic record.

**Learning Resources:** There are a number of useful resources available on and off campus to assist students in achieving their learning goals.

Study support: Learning Commons (<http://learningcommons.ubc.ca/>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, on-campus learning workshops, study groups, and technical tools.

Writing Support: UBC students may obtain assistance with writing through the UBC Writing Centre (<http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>). The Writing Centre offers courses, tutoring services, and an online Writer's Workshop to assist students in developing their writing skills. The UBC Library (<http://help.library.ubc.ca/>) provides online information to assist students in conducting library searches for papers.

**Academic Accommodation:** The University accommodates students who have registered with Access and Diversity (<http://students.ubc.ca/about/access>). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

**Academic Concession:** During your time in this course, if you encounter medical, emotional, or personal problems that affect your attendance or performance, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. Please discuss any extenuating circumstances with me prior to exam dates. In order to ensure equity among the students in the class, accommodations will not be made after an exam has been written. Furthermore, the relative weight of course requirements will not be changed for any given student. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

**Cheating and other academic offenses:** Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn*--a service designed to detect and deter plagiarism. All materials (papers, assignments, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not

limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

Further course policies can be obtained from the UBC Calendar on academic regulations.

**Final Note:** Due to the nature of the course, some students may have personal experience with a topic that is covered in class. My role as an instructor is to present the current state of research in this area. If you need someone to talk to or seek advice, you may contact UBC Counseling Services (<http://students.ubc.ca/livewell/services/counselling-services>), 1040 Brock Hall-1874 East Mall, Vancouver, BC V6T 1Z1, Tel: (604) 822-3811.

### **Course Topics and Schedule of Readings:**

Below, you will find a course outline. Dates refer to the approximate day when we will start with a new topic. Topics refer to the content of the lecture and readings.

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Sept 8	Introduction to health psychology Topics include: Historical origins and contemporary models of health psychology; methodological issues	Chapter 1
Sept 22	Stress, illness, & coping Topics include: Stress and coping; resources and strategies for managing stress; social support	Chapters 3-5
Oct 13	First midterm exam: covers all lectures and readings up to end of the stress & coping section	
Oct 11	Lifestyles that enhance health and prevent illness Topics include: Health promoting and compromising behaviors; models of health behavior change	Chapters 6-8
Nov 3	Second midterm exam: covers all lectures and readings up to end of the lifestyles section	
Nov 1	The patient in the health care setting, chronic and life threatening health problems Topics include: Access to and use of health care services; optimizing patient-provider relations, pain, managing chronic illness; terminal disease; end of life issues; aging	Chapters 9-11 & 13-15
Nov 29	Future outlook and new trends	
Dec 1	Last day of class	
Final exam	Please check the University schedule for date, time and place- be sure to bring a pencil and student ID	