



PSYC-314: Health Psychology

Winter Term 1 | September – December 2016

Section 002: Tuesdays & Thursdays 2:00 - 3:20 pm; Buchanan A201

Instructor:	David King, PhD
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Phone:	N/A – please use email for correspondence
Office Hours:	Tuesdays & Thursdays 11:00 am – 12:30 pm or by appointment <i>Please let me know beforehand if you plan to attend office hours.</i>
Course TA:	Ali Tracy
TA Office:	Room 1604, Douglas Kenny Building, 2136 West Mall
TA Email:	alison.tracy@alumni.ubc.ca
TA Office Hours:	Thursdays 12:30 – 1:30 pm, or by appointment

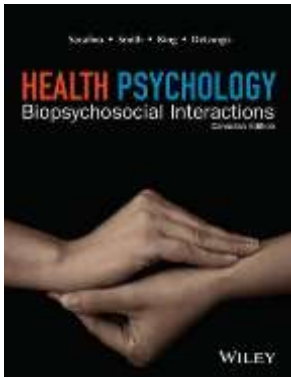
Course Description: This course provides a general introduction to health psychology. Topics include research methods in health psychology, health behaviours, health promotion and disease prevention, stress and coping, social support, health disparities, patient-provider relations, pain and pain management, management of chronic and terminal illness, caregiving and grief, and death and dying. These topics have been organized more broadly into 3 major units: (1) **Health Behaviours**, (2) **Stress & Social Processes**, and (3) **Illness Management**. While many of these topics are relevant to neighbouring disciplines, the purpose of this class is to provide you with a psychological/psychosocial perspective.

Prerequisites: Health Psychology touches on issues that are of interest to students coming from many different disciplines. Although this course requires basic knowledge of psychological concepts and research methods, class time will not always be spent reviewing this required knowledge. For this reason, education in psychology at the introductory level is highly recommended. Additionally, students should have a basic understanding of human physiology and bodily systems as they are relevant to common disease processes. This information will also not be reviewed in class. For a refresher, students should familiarize themselves with the content of Chapter 2 of the required text for the course.

Course Format: This course consists primarily of lectures accompanied by active, in-class discussions and activities that utilize various multimedia platforms (including videos, movies, thought-provoking images, news stories, etc.). A preliminary set of lecture slides/notes will be posted on the website prior to each lecture. The slides are intended as visual aids to complement the lecture and may be difficult to follow on their own. It is recommended that you take your own notes in class using the slides as a guide.

VIDEO DISCLAIMER: Although a variety of videos and film clips will be shown throughout the course, any opinions or attitudes expressed in these videos do not necessarily reflect the opinions or attitudes of the instructor, the TA(s), the Psychology Department, or UBC.

Course Website: This course uses *Connect* (<http://connect.ubc.ca>) to make announcements, provide lecture slides/notes before class, post grades, and supply any other relevant content to be downloaded by students. Please ensure that this course is registered under your *My Connect* account. It is your responsibility to check in regularly for important updates, although special announcements will be made via class email. Lecture slides/notes will be posted by 1:00 pm (at the very latest) on the day of class.



Textbook: APA Reference: Sarafino, E. P., Smith, T. W., King, D. B., & DeLongis, A. (2015). *Health Psychology: Biopsychosocial Interactions* (Canadian ed.). Toronto, Ontario: Wiley. ISBN-10: 1118991982; ISBN-13: 978-1118991985

Note about using other/older editions: This is the first Canadian edition of this textbook. As such, no other version or publication (e.g., previous American versions, other Health Psychology textbooks) should be used.

*NOTE: You are not responsible for reading Chapter 2; however, a basic understanding of bodily systems/human physiology is expected. Use this chapter as a refresher and/or reference. This information will not be presented in class.

Course Evaluation: Students will be given 3 exams and the option of writing one paper.

- *Evaluation Route 1:* For those students who do not write the paper, each exam will comprise 1/3 (33.33%) of their final grade.
- *Evaluation Route 2:* For those who choose to write the paper, each exam and the paper will comprise 25% of their final grade.*

*If you choose to submit a paper, your paper grade will only be counted in your final grade if it *improves* your overall grade in the course. If your paper grade brings your overall grade down, you will only be evaluated according to Route 1. You will not be penalized for doing extra work!

NOTE: You do NOT need to notify me ahead of time of your choice. If you hand in a paper and it improves your grade, you will be evaluated according to Route 2.

Examinations. All three exams are **weighted equally**, and therefore each will be similar in length and scope (i.e., the final exam will not be longer or more burdensome, despite having more time). Examinations are **non-cumulative**. Two midterm exams will be held during class time (**80 minutes in length**; see *class schedule*) while the final exam will be scheduled by the university during the regular exam period. **Two hours** will be allotted for the final exam.

The exams will consist of multiple choice and short answer (written) questions (point form responses are acceptable). **The exams will cover both lecture and textbook material; multiple choice questions will be drawn directly from the textbook, while short answer questions will be drawn directly from lectures.** The purpose of the lecture is to amplify, explain, and expand upon the textbook material. Although there will be overlap between the lectures and the textbook, there will also be material that will be covered in the lectures that is not part of the textbook. Furthermore, some material from the textbook will not be discussed in class (i.e., we will not cover all textbook material in lecture). This means that to be successful in this course you must carefully read the text and attend the lectures.

Please bring an HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions. Note that during exams, invigilators may ask students to move or alter students' seating arrangements with no explanation provided. This may be due to the suspected or observed misconduct of a classmate in an adjacent seat. Note that if you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and therefore be assigned a grade of "0" on the exam. **Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam.** This applies to all examinations, including midterms. Examinations will be given on published dates only. Exceptions will be made in cases of medical problems, for which a doctor's note will be required. 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.

Exam grades will be posted on the course website as soon as they are available. Please allow 2 weeks for grades to be posted. 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 detailing in several sentences why they think that their exam was unjustly graded within 2 weeks of the grades being posted. Re-grades will not be considered after the 2-week mark, although students are welcome to review their exams at any point in the term. Note that due to minor errors that may occur in grading and/or scoring, exam grades may be adjusted after their original posting. In such corrections, your exam grade may either increase or decrease in order to ensure that all grades reflect an accurate assessment of material. We will make every effort possible to ensure that such errors do not occur.

Make-Up Exams. If you are unable to write an exam for medical reasons, you are expected to complete it **within the shortest time possible at the convenience of the TA. You will be offered only one alternative time to write the exam and it is your responsibility to be accommodating to the TA** (i.e., it is not possible to offer multiple dates for make-ups). You are required to contact the TA immediately upon confirming your absence with me in order to schedule the make-up. Even if your medical document indicates that you require a week for recovery, you must contact the TA at the start of that week to schedule the make-up, not once you are feeling better. This is in order to ensure that you write the exam as soon as possible following your illness. Moreover, the content and/or format of the make-up exam may differ from the original version. **In instances where you are unable to accommodate the TA’s schedule, or in cases where a make-up exam must be missed, you will be asked to contact Arts Advising to mediate the situation.** Like originally scheduled exams, missed make-up exams will only be accommodated with medical documentation. **If any of these procedures are not followed, you may receive a grade of ‘0’ on the respective exam.**

Other Accommodations. **No other special accommodations for assignments, grades, or exams will be made.** For example, exams will not be weighted differently than the above method of evaluation in any case. Additionally, special accommodations cannot be made for purposes of travel or vacations.

Optional Paper. You have the **option** of submitting one written assignment (8-10 pages, double-spaced) during the course. The goal of the written assignment is to examine and review a particular area of research within the field of health psychology and to make insightful conclusions regarding this topic. Your paper will be based on a news story/article on any topic related to health psychology that appeared in print or online since January, 2015. For example, a recent headline in an online news forum read, “Scientists demonstrate the connection between stress and cancer.” This would be a suitable topic. The news story/article may be in paper or electronic format (including video) and is to be used as a “jumping off” point for your paper. The original news story should be discussed and referenced minimally in the introduction and discussion sections. The body of your paper will then be used to review relevant research (minimum 5 articles) related to the topic in order to make conclusions about the original news story. **Topics must include both a health component and a psychosocial component or be directly applicable to health psychology to qualify.** Please confirm your topic if you are unsure of its suitability.

The paper should be organized as follows: Start with an overview of the topic discussed in the news story or article. What is the specific aspect of the story that you will focus on in more detail? Provide a background to the topic and identify the goals and purpose of your paper (approx. 1page). Using the findings from at least 5 empirical, peer-reviewed articles, discuss the issue in more depth (these articles are in addition to the newspaper/magazine article).

For example, you might choose 3 articles arguing one side of the topic and another 3 articles arguing a different perspective. Or, all articles may be on the same side, but offering slightly different points about the main topic (approx. 5-7 pages). Your conclusions on the topic should be based on the literature you reviewed and discussed, noting implications, common limitations in the field, areas of improvement, and suggestions for future research. In cases where topics involve controversy or debate, you should also make a firm conclusion regarding which “side” or perspective is the strongest based on the research you reviewed (approx. 1-2 pages).

The written assignment must be typed, double-spaced, in 12-point Times New Roman or similar font, and 8-10 pages in length. This is not including your title page and reference section. It must also adhere to all APA formatting guidelines as outlined in the *Publication Manual of the American Psychological Association, Sixth Edition (APA, 2009)*, with the exception of an Abstract. Please do not include an abstract in your written assignment (it will be ignored). You must reference a minimum of 5 primary source scholarly articles from peer-reviewed academic journals. These articles must be relevant to the area/field of interest. Given that your paper is addressing a recent topic in the media, only recent literature should be reviewed (approximately 2000 onward; some exceptions may apply, particularly in the case of landmark or key papers in the field). Primary source articles are those which present original findings for the first time (and do not include review articles or meta-analyses, although these may be used in addition to your 5 primary sources). First person perspective and direct quoting should be avoided. You must also attach a printout or photocopy of the news story or article, or an internet address (URL) in the case of an online video clip. Do not include copies of journal articles reviewed. Your paper will be graded on such things as writing style, grammar and punctuation, organization, critical thinking and reasoning, insightfulness and originality of thought, comprehensiveness, quality of cited references, and adherence to APA formatting. Your written assignment should be at a level which is representative of a 300 level course and should reflect a high degree of critical thinking.

More details about the written assignment will be posted on the course website. **Assignments must be turned in at the start of class on the due date noted in the course schedule, and can NOT be emailed or given to me or a TA outside of class. Because this is a completely optional assignment, no late papers will be accepted in any circumstance and no special accommodations can be made.**

All papers must ALSO be scanned by “TurnItIn” by **11:59 PM on the day of submission**. TurnItIn is a service designed to detect and deter plagiarism. Through this service, students’ papers are 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 comparisons are compiled into customized “Originality Reports” that contain several measures of plagiarism. These reports are forwarded to instructors. Details regarding the use of TurnItIn will be provided in class the week prior to the due date. Papers that have not been scanned by TurnItIn by midnight on the due date will not be graded and will receive a grade of “0.” Please submit your paper in the exact same form as the hardcopy submission (i.e., do not remove your title page or reference section). **Originality reports of 30–40% or higher should be of concern.** If you are worried about potential plagiarism in your paper, it is strongly advised that you submit your paper early to TurnItIn and, in the case that your paper demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the deadline.

Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: TurnItIn ID: **13339070**, Password: **health2016**. Note that you must first set up an account if you do not already have one. For students concerned about security issues involving the use of identifying information (given that information may be stored on American servers), students have the option of creating an alias to use when uploading their paper. In such instances, students should note their Turnitin alias on the hardcopy submission of their paper.

Paper grades will be posted on the course website as soon as they are available. Please allow 2 weeks for grades to be posted. Students wishing to view their paper should make an appointment with the TA. Students who have viewed their paper and who wish to have their paper re-graded should email me detailing why they think that their paper was unjustly graded within 2 weeks of the grades being posted.

Extra Credit: You may earn extra credit for research participation (at a rate of 1/2 point 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 (**after any scaling**, i.e., before meeting the department's standards for grade distribution). 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 as soon as possible, as deadlines are in place.

Participation: I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during class amongst your classmates or outside of class in discussion 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 or by appointment. 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 laptops in class for activities unrelated to the course are asked to sit in rows at the rear of the classroom. Please also make an effort to type quietly, as such background sounds can be very distracting for others. If you arrive at class late or need to leave early, do so with minimal disruption.

Respect and Decency: I will only ever tolerate an inclusive, respectful, and safe classroom environment. The opinions and perspectives of all individuals are valued and respected, no matter their age, gender, ability, ethnicity, religion, sexual orientation, or gender identity. To this end, and in support of UBC's Positive Space campaign, I further aim to foster a classroom atmosphere that is receptive to and welcoming of LGBTQ people and issues (see <http://positivespace.ubc.ca>). All individuals in the classroom should feel safe to express their thoughts and opinions without judgment, ridicule, or discrimination. As such, thoughts and opinions should only ever be shared in a respectful manner. In regards to more sensitive issues, it is advisable that students "think before they speak." If a particular statement or behaviour might offend someone or make an individual feel alienated or threatened in any way, it should not be shared. Educated and respectful opinions, on the other hand, are always welcome.



Communication with the Instructor and TA: Complex questions are typically easier to answer face-to-face, rather than via e-mail. In addition to the instructor, the TA is a great resource and will be able to provide you with answers to many of your questions. The TA works in close contact with the instructor and will refer matters if they cannot resolve them for you. We take your questions very seriously and want to facilitate learning. For practical reasons, please allow at least 24 hours for us to reply, particularly just prior to exams when student requests tend to be high. **If the response to your question or concern is already answered in this syllabus, you will not receive a response by email.**

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. The University of Northern British Columbia (UNBC) has a number of useful learning resources available for students online. A series of helpful study skills handouts (e.g., concentration tips, memory strategies) from UNBC can be found at: <http://www.unbc.ca/lsc/index.html>.

Writing Support: UBC students may obtain assistance with writing through the UBC Writing Centre (<http://www.writingcentre.ubc.ca/>). 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://www.library.ubc.ca/home/instruct/>) provides online information to assist students in conducting library searches for papers. **Time Management:** Resources to assist you in managing your time across courses are available at: <http://www.arc.sbc.edu/timeschedule.html>.

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.

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.

Academic Accommodation: The University accommodates students with disabilities who have registered with Access and Diversity (<http://www.students.ubc.ca/access/index.cfm>). 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>).

Requests for Letters of Reference: During your academic career, you may require a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, I will not be able to accommodate all requests for such letters. I am only willing to write letters for those students who engage in the course material beyond simply attending class and writing exams. This means that in order for such a request to be considered, you must participate in class discussion and/or visit me during office hours to discuss course material (i.e., I must know who you are!). I am also unwilling to write letters for students whose standing grade in the course is below a 75. If these criteria are met, sufficient notice must be provided and accommodation is still not guaranteed. I am only able to write letters of reference for a limited number of students each term.

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, 1040 Brock Hall-1874 East Mall, Vancouver, BC V6T 1Z1, Tel: (604) 822-3811.



PSYC-314 Schedule of Course Lectures, Readings, & Exams

	Start Date	Topics <i>(subject to change)</i>	Readings
HEALTH BEHAVIOURS	Sept. 8	INTRODUCTION TO HEALTH PSYCHOLOGY	Chs. 1, 2*
		<i>Syllabus Review; The Biopsychosocial Model; History of Health Psychology</i>	
	Sept. 15	LIVING FOR HEALTH: GETTING REAL ABOUT THE BASICS	Chs. 6, 8
		<i>Health Behaviours & Primary Prevention; Research Methods;  Cereal Killers</i>	
	Sept. 29	FROM BOOZE TO BACTERIA: CONTROVERSIES OF CONTROL	Chs. 6, 7
		<i>Models of Behaviour Change; Addiction; Vaccination & Pandemic Behaviours</i>	
	Oct. 11	*EXAM #1* (80 minutes, in class)	
STRESS & SOCIAL PROCESSES	Oct. 13	FIGHT OR FLIGHT, OR FRENZY? THE DYNAMICS OF STRESS	Chs. 3, 4, 5
		<i>Stress & Coping; Social Networks & Support; The Role of Animals & Nature </i>	
	Oct. 25	WIDENING THE LENS: THE TRUE COSTS OF OUR DIFFERENCES	Chs. 3, 4, 5
		<i>Social Determinants of Health; Health Disparities;  Stress: Portrait of a Killer</i>	
	Nov. 1	AN EYE ON THE PATIENT: FROM TREATMENT TO CARE	Chs. 9, 10
		<i>Using Health Services; Patient-Provider Relations; Alternative Health Services</i>	
	Nov. 8	*EXAM #2* (80 minutes, in class)	
ILLNESS MANAGEMENT	Nov. 10	NO ESCAPE: LIVING WITH CHRONIC & TERMINAL ILLNESS	Chs. 11, 12, 13
		<i>Managing Chronic & Terminal Illness; Quality of Life; Pain & Pain Management</i>	
	Nov. 17	AN END IN SIGHT: DEATH, DYING, & GRIEF IN PERSPECTIVE	Chs. 13, 14
		<i>Caregiving; Death & Dying; Loss & Grief;  The Alzheimer's Project: Caregivers</i>	
	Nov. 24	HOW TO GET IT RIGHT: LIVING FOR HEALTH & WELLNESS	Ch. 15
		<i>Successful Aging; Positive Psychology & Health; Course Summary & Wrap-Up</i>	
	Nov. 29	*OPTIONAL PAPER DUE AT START OF CLASS* (and to Turnitin by 11:59 PM)	
	Dec. 6–21	*EXAM #3* (2 hours, scheduled during university exam period)	



Although videos clips will be shown throughout the course, ~1-hour documentaries will be shown on select days in order to facilitate discussion. Content is testable. Attendance is recommended.

* You will not be tested on Chapter 2, but it is recommended that you read this chapter and use it as a reference as needed throughout the course. This information will not be presented in class.