



"The first wealth is health." (Ralph Waldo Emerson)

PSYC-314 Health Psychology (Section 901)

Winter Term 2 (January – April 2017)

Thursdays 4:00 – 6:20 pm in FRDM 153

YOUR INSTRUCTOR

David King, PhD

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Office Hours: Tuesdays & Thursdays 1:00 – 2:30 pm or by appointment

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YOUR TEACHING ASSISTANT

Jessica Flores

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Office Hours: Fridays 1:00 – 2:00 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 these topics are relevant to neighbouring disciplines, the purpose of this class is to provide a 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 recommended. Students should also have a basic understanding of human physiology and bodily systems as they are relevant to common disease processes. This information will not be reviewed in class. Students should familiarize themselves with the content of Chapter 2 of the required textbook.

COURSE FORMAT

This course consists of lectures accompanied by active, in-class discussions and activities that utilize various multimedia platforms (including videos, images, news stories, etc.). A preliminary set of lecture slides/notes will be posted on the website prior to each lecture. Slide outlines are intended as visual aids only; you should take your own notes in class using the slides as a guide.

VIDEO DISCLAIMER

Although a variety of videos will be shown in class, 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. Videos may present controversial topics or unpopular points of view as a means to stimulate in-class discussion, in accordance with UBC's Statement on Respectful Environment.

COURSE WEBSITE / CONNECT

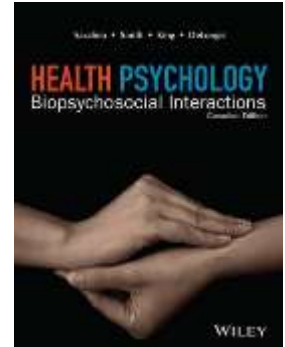
This course uses *Connect* (<http://connect.ubc.ca>) to make announcements, provide lecture slides/notes before class (by the night before), post grades, and supply any other relevant content to be downloaded by students. Please ensure that this course is registered under your *My Connect* account. It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

REQUIRED READING*

Health Psychology: Biopsychosocial Interactions (1st Canadian Edition, 2015) by Edward Sarafino, Timothy Smith, David King, & Anita DeLongis

ISBN-10: 1118991982; ISBN-13: 978-1118991985

APA Reference: Sarafino, E. P., Smith, T. W., King, D. B., & DeLongis, A. (2015). *Health Psychology: Biopsychosocial Interactions* (Canadian ed.). Toronto, Ontario: Wiley.



E-Version: An electronic version of the textbook is also available for purchase. Students may choose this option depending on their own preference.

Other/Older Editions: This is the first Canadian edition of this textbook. No other version should be used.

Student Companion Site: A student companion site is available online, which includes practice questions. You can access it here: <http://bcs.wiley.com/he-bcs/Books?action=index&itemId=1118991982&bcsId=9593>

**Note that you are not responsible for reading Chapter 2 of the textbook; however, a basic understanding of bodily systems/human physiology is expected. Use this chapter as a refresher and/or reference.*

COURSE EVALUATION

Students will be given 3 equally-weighted, non-cumulative exams & the option of writing 1 paper.

Evaluation Route 1: For students who do not submit a paper: each exam will comprise 1/3 of your final grade.

Evaluation Route 2: For students who submit a paper: each component will comprise 1/4 of your final grade, but only if your paper improves your grade in the course. Otherwise you will be evaluated by Route 1.*

+ up to 3 bonus percentage points for participating in HSP research (optional; see section on 'Extra Credit').

**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 Evaluation Route 2. If not, you will be evaluated by Evaluation Route 1.*

Examinations. All 3 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). **Examinations are non-cumulative.** Two midterm exams will be held during class time (*see class schedule*) while the final exam will be scheduled by the university during the regular exam period.

Exam Content: The exams will consist of multiple choice and written questions (short answer; 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 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 discuss all textbook material).

On Exam Day: 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. Given restrictions on room capacity, **you are STRICTLY PROHIBITED from writing an exam in a section of the course in which you are not enrolled.**

Missing an Exam: Examinations will be given on published dates only. Exceptions will be made in cases of medical problems and emergencies, for which documentation 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 of 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. Special accommodations cannot be made for purposes of travel or vacations.

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 may 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.**

Exam Grades: 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.

Optional Paper. You have the **option** of submitting one written assignment (8-10 pages, double-spaced). 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, 2016**. 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 should be used as a "jumping off" point for your paper. The original news story should be discussed and referenced minimally in the introduction of your paper. The body of your paper will then be used to review relevant research (minimum 5 scholarly articles) related to the topic in order to make conclusions about the original news story or a specific topic therein.

Paper Topics: Topics must include both a health component and a psychosocial component or be directly applicable to health psychology. Please confirm your topic with me or a TA if you are unsure of its suitability.

Paper Organization: *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. 1 page for intro.] 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. Only include very brief discussions of study methods, participants, and analyses, unless these details are critical to your conclusions. Focus more on study findings and their interpretation. Also ensure that your review is **thoughtful, in-depth, and integrated** (i.e., avoid simply listing summaries of studies; instead, organize your paper by topics or points and cite sources accordingly). [Approx. 5-7 pages for body of paper.] Your conclusions on the topic should be based on the literature you reviewed and discussed, revisiting key findings, clearly stating conclusions, and 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 for discussion/conclusions.]

Paper Requirements: The written assignment must be typed, double-spaced, in 12-point Times New Roman or similar font, and 8-10 pages in length with 1-inch margins. 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). The library has a handout summarizing APA citation procedures available at <http://www.library.ubc.ca/pubs/apastyle.pdf>. A tutorial on APA style is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Headings are optional (but often very helpful). 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.** Do not include copies of journal articles reviewed.

Paper Grading: 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.**

Paper Submission: Hard copies of assignments must be turned in at the start of class on the due date noted in the course schedule, and cannot be emailed or given to me or a TA outside of class. **Because this is an optional assignment, no late papers will be accepted in any circumstance and no special accommodations will be made. All papers must ALSO be scanned by “TurnItIn” by 11:59 PM on the day of submission.**

TurnItIn: 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. 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.

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **14279525**, Password: **health2016**. Note that you must first set up an account if you do not already have one. If you are concerned about security issues involving the use of identifying information (e.g., being stored on U.S. servers), you have the option of creating an alias to use when uploading your paper. In such instances, please note your Turnitin alias on the hardcopy submission of your paper.

Paper Grades: 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 (see HSP information on website listed below). 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, or to register, visit <https://ubc-psych.sona-systems.com>. Please **register** in this online system as soon as possible, as deadlines are in place. For additional information, see "Subject Pool Information for Participants" on the above-noted website.

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

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 their academic record.**

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>).

CHEATING & ACADEMIC OFFENCES

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.

IN-CLASS 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 & 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 INSTRUCTOR & 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.**

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 can only write letters for a limited number of students each term.**

LEARNING RESOURCES

There are a number of useful resources available on and off campus to assist students in 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>.

HEALTH & WELLNESS RESOURCES

You may at some point find yourself struggling to manage your health (mental or physical) while in school. Below is a list of health-related resources on and off campus that you may wish to utilize.

Access and Diversity: Access and Diversity provides accommodations for UBC students living with physical or mental disabilities. Website: students.ubc.ca/about/access | Phone Number: 604-822-5844

BC Crisis Center: Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7. Website: crisiscentre.bc.ca | Phone Number: 604-872-3311

Distress Line: If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Counselling Services at UBC: Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counselling, or to document an illness if you should require academic concession.

Website: students.ubc.ca/livewell/services/counselling-services | Phone Number: 604-822-3811

The Kaleidoscope: A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations. Food and drink are provided. Website: the-kaleidoscope.com

Live Well, Learn Well: The Live Well, Learn Well initiative is a resource hub that provides students with information to help improve physical and mental wellbeing. Website: students.ubc.ca/livewelllearnwell

Mental Health Awareness Club: A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Website: ubcmhac.sites.olt.ubc.ca/

Mood Disorders Clinic UBC: A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder. Website: ubc-mooddisorders.vch.ca/

Pacific Spirit Addiction Services: A free and confidential service for youth and young adults up to the age of 24. Services include counselling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series. Phone Number: 604-267-3970

Psychology Clinic at UBC: Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees. Website: clinic.psych.ubc.ca

SHARE: Self Harm Anonymous Recovery and Education is a program designed to promote self-care and educate about self-harm. SHARE support groups meet biweekly; times and locations can be found on their website.

Website: www.vivreshare.org

SpeakEasy: A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

Website: ams.ubc.ca/services/speakeasy/ | Phone number: 604-822-9246





Student Health Services at UBC: Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.


Website: students.ubc.ca/livewell/services/student-health-service | Phone Number: 604- 822-7011

Wellness Centre at UBC: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. Website: students.ubc.ca/livewell/services/wellness-centre

Phone Number: 604-822-8450

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

	<u>Start Date</u>	Lecture # and Topic <i>(subject to change)</i>	Readings
HEALTH BEHAVIOURS	Jan. 5	1. INTRODUCTION TO HEALTH PSYCHOLOGY	Chs. 1, 2*
		<i>Syllabus Review; The Biopsychosocial Model; Overview & History of the Field</i>	
	Jan. 12	2. PROMOTION, PREVENTION: GETTING REAL ABOUT THE BASICS	Chs. 6, 8
		<i>Health Behaviours; Primary Prevention; Health Behaviour Research;  Cereal Killers</i>	
	Jan. 19	3. FROM BOOZE TO BACTERIA: PROMOTING CHANGE & CONTROL	Chs. 6, 7
		<i>Models of Health Behaviour Change; Addiction; Handwashing & Vaccination</i>	
	Feb. 2	*EXAM #1* (100 minutes, in class)	
STRESS & SOCIAL PROCESSES	Feb. 9	4. FIGHT OR FLIGHT, OR FRENZY? DYNAMICS OF STRESS & COPING	Chs. 3, 4, 5
		<i>Stress & Coping; Social Networks & Support; Human-Animal Interaction; Nature </i>	
	Feb. 16	5. WIDENING OUR LENS: THE SOCIAL DETERMINANTS OF HEALTH	Chs. 3, 4, 5
		<i>Health Disparities; Socioeconomic Status; Culture; Stigma;  Stress: Portrait of a Killer</i>	
	Feb. 20–24	UNIVERSITY READING WEEK ~ NO CLASSES	
	Mar. 2	6. AN EYE ON THE PATIENT: FROM TREATMENT TO CARE	Chs. 9, 10
		<i>Using Health Services; Patient-Provider Relations; Alternative Health Services</i>	
	Mar. 9	*EXAM #2* (100 minutes, in class)	
ILLNESS MANAGEMENT	Mar. 16	7. HERE TO STAY: LIVING (& THRIVING) WITH DISEASE	Chs. 11, 12, 13
		<i>Quality of Life; Defining & Measuring Pain; Managing Chronic Illness</i>	
	Mar. 23	8. AN END IN SIGHT: DEATH, DYING, & GRIEF IN PERSPECTIVE	Chs. 13, 14
		<i>Terminal Illness; Caregiving; Death & Dying; Grief;  Alzheimer's Project: Caregivers</i>	
	Mar. 30	9. HOW TO GET IT RIGHT: LIVING FOR HEALTH & WELLNESS	Ch. 15
		<i>Successful Aging; Positive Psychology; Course Summary & Wrap-Up</i>	
	Mar. 30	*OPTIONAL PAPER DUE AT START OF CLASS* (and to Turnitin by 11:59 PM)	
	Apr. 10–28	*EXAM #3* (100 minutes, scheduled during university exam period)	

 Although additional videos will be shown throughout the course, approx. 1-hour documentaries will be shown on select days. Content is testable. Attendance is recommended, unless otherwise noted.

* 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.