

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

PSYC-314-951

Health Psychology by David King, MSc, PhD

When? Tues/Thurs 1:00 pm – 3:50 pm

Where? GEOG 100, 1984 West Mall

This course provides a general introduction to the field of health psychology. Topics include stress and coping, social support and interpersonal processes, the social determinants of health (including health disparities) health behaviours, health promotion and disease prevention, patient-provider relations, 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) **Stress & Social Processes**, (2) **Health Behaviours**, and (3) **Illness Management**. While these topics are relevant to neighbouring disciplines, the purpose of this class is to provide a **psychosocial** perspective. Students who successfully complete this course will be able to discuss current research in health psychology; compare/contrast key theoretical perspectives in the field; describe associations among physical, mental, and social health; and **apply theory and research to their daily lives**.



YOUR INSTRUCTOR David King, MSc, PhD

Email: dbking11@psych.ubc.ca (please email directly, include course code)

Office: Room 2527, Douglas Kenny (Psychology), 2136 West Mall

Office Hours: Thursdays 11:00 am – 12:00 pm or by appointment

My Website: www.davidbking.net | **My Blog:** thestateofus.net

YOUR TAs

1. Lucas Calderhead, BSc, MSc Student

Email: lucas.calderhead@alumni.ubc.ca

Office: 3402A, 2215 Wesbrook Mall

Hours: Thursdays 4:00 – 5:00 pm

2. Raymond MacNeil, BSc, MA Student

Email: raymond.macneil@psych.ubc.ca

Office: Douglas Kenny 3606

Hours: Tuesdays 4:00 – 5:00 pm

COURSE PREREQUISITES

Health Psychology touches on issues that are of interest to students 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 WEBSITE (CANVAS), FILES, & ANNOUNCEMENTS

This course uses *Canvas* (<http://canvas.ubc.ca>) to make important announcements, post lecture slides/notes, publish grades, and supply other relevant material to students. A preliminary set of lecture slides/outlines (excluding most images and answers to discussion questions) will be posted online prior to each lecture. Slide outlines are intended as visual aids only; you should take your own notes using the slides as a guide. Please ensure that this course is registered under your *Canvas* account.

REQUIRED READING – YOUR TEXTBOOK

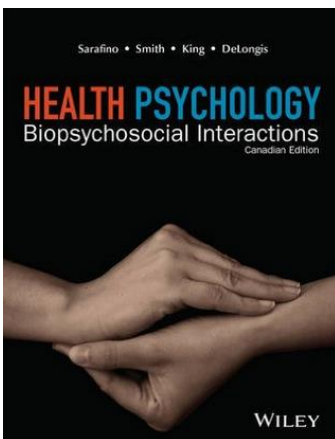
Health Psychology: Biopsychosocial Interactions (1st Canadian Edition, 2015)

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.

You have 2 options: paper or electronic.



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 and other resources: <http://bcs.wiley.com/health-psychology/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 as needed.*

KEEPING UP WITH YOUR READING

Regarding assigned textbook readings, it is recommended that you keep up with readings according to the schedule on the last page of this syllabus. It is not absolutely necessary to have read the corresponding chapter assignments before coming to class, but doing so will likely improve retention of the material covered. For further advice, please see the course study guide posted online.

COURSE EVALUATION

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

Evaluation Route 1:

If you do not submit a paper: each exam will comprise 1/3 of your final grade.

Evaluation Route 2:

If you 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.*

2 Midterm Exams + **1 Final Exam** + **1 Optional Paper** + **Up to 3 HSP Credits** = **Grade**

EXAMINATIONS

All 3 exams are **non-cumulative** and **weighted equally**, and therefore are similar in length and scope (i.e., the final exam will not be longer or more burdensome). Two midterm exams will be held during class time (*see schedule*) while the final exam will be scheduled during the university exam period.

Exams are non-cumulative & equally weighted.

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).

Exams consist of both multiple choice & short answer questions (50/50). Multiple choice questions are based on the textbook; short answer questions on lecture content.

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. 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, you must contact me before the exam or within 24 hours following 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 or other reasons, please notify me within the first 2 weeks of class. Special accommodations cannot be made for purposes of travel or vacations.

You must contact me within 24 hours if you miss an exam!

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. 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.

You may be offered only one alternate timeslot for make-up exams (medical note required).

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.** In certain circumstances, including periods in which too many requests for make-up exams have been received, other arrangements may be made, including (but not restricted to) waiving (i.e., excluding) the exam in question.

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. You may review your completed exams with your TA(s) at either scheduled review sessions or by appointment. If you wish to have an exam re-graded, you should email me detailing why you think that your exam was unjustly graded within 2 weeks of the grades being posted. Re-grades will not be considered after the 2-week mark, although you are welcome to review your midterm exams at any point during the term. Final examinations are typically reviewed directly with me at a scheduled review session or by appointment after the term is complete. 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 it reflects an accurate assessment of material.

OPTIONAL PAPER ASSIGNMENT

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 or line of inquiry. The goal is NOT to simply summarize individual papers or studies, but instead to write a synthesized review of the current state of the scientific literature on your topic of choice. 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, 2018**. 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 may be in any format; it may appear in print (e.g., newspaper, magazine) or in electronic format (e.g., news website, blog, video). This original story 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 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 (**not including title page and reference section**) with 1-inch margins. Your paper should also include a title page and a reference section, but **not an abstract**. 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. 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 2010 onward; some exceptions may apply, particularly in the case of landmark or key papers in the field, but these should be limited). In many cases, reviewing more than 5 studies/articles will be beneficial, but do not try to review too much either! **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.

PAPER GRADING: Your paper should be at an advanced level and reflect a high degree of critical thinking. The paper will be graded for **content**—that is, how effectively you analyzed, summarized, and synthesized the research findings reviewed. For example, did you provide a sufficient and accurate review of key concepts or theories related to your topic? Did you accurately interpret the research findings reviewed? Did you exhibit thoughtful, independent thinking in your review? Did you connect similar ideas/findings in the research? Did you note the strengths and weaknesses of the studies reviewed? Did you identify common problems or limitations in the research, make recommendations for future research, and come to some general conclusions about the topic? The paper will also be graded for **style, mechanics, and formatting**—that is, how well your paper was written. For example, did your paper contain a clear statement of its purpose or objectives (i.e., thesis statement)? Was your writing clear, concise, and easily understood, with appropriate word choice and university-level academic tone? Was your paper well organized, characterized by effective transitions between ideas and a logical flow? Were there errors in punctuation, grammar, or spelling? Did your paper conform to the formatting requirements? Were all sources of information referenced according to APA guidelines?

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 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 are forwarded to instructors and contain several measures of plagiarism. 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.

Make sure you submit both a hard copy (in class) and an electronic copy to TurnItIn!

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **21404151**, Password: **health2019**. 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 paper grades to be posted. Graded papers will be returned to students at the end of the term (or as soon as possible). Paper reviews and re-grades are possible within 2 weeks of the papers being returned.

WRITING SUPPORT: UBC students may obtain assistance with writing through the UBC Centre for Writing and Scholarly Communication (<http://learningcommons.ubc.ca/improve-your-writing>). The UBC Library (<http://www.library.ubc.ca>) also provides online information to assist students in research and writing.

EXTRA CREDIT (HSP)

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% (SD of approximately 13%). Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution deviates substantially from the target. **Your grade is not official until it appears on your academic record.**

CHEATING & ACADEMIC MISCONDUCT

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 a case of academic misconduct, please consult with me or a TA. UBC's policies on Academic Honesty and Standards as well as Academic Misconduct can be found here: <http://www.calendar.ubc.ca/vancouver> (click on Campus-Wide Policies and Regulations).

ATTENDANCE & MISSING CLASS

Although attendance is not recorded, **you are responsible for all material covered during class**. Should you miss class for any reason, it is your responsibility to find a classmate who is willing to share their notes with you (and you may want to establish this early on in order to better prepare). If your absence is legitimate, then I will be happy to answer questions about the missed material once you have consulted with a fellow student.

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 PHONE OFF DURING CLASS** and **keep noise to a minimum!** This includes when eating—avoid noisy wrappers and other distractions!

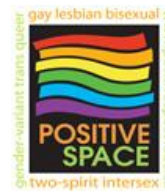
The use of laptops in class is an effective means to take notes and record comments related to course content. However, some students use laptops in class to surf the internet, engage in e-mail correspondence, and/or work on material associated with other courses. These activities can be very distracting 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 background sounds can be very distracting for others.

If you arrive at class late or need to leave early, do so with minimal disruption. **OPEN AND CLOSE DOORS QUIETLY** and **DO NOT ALLOW DESKTOPS TO SLAM DOWN LOUDLY (if applicable)!**

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, sex, ability, ethnicity, culture, 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** and **polite** manner. Yes, Intellectual discourse and debate CAN occur politely and respectfully! In regards to more sensitive issues, it is advisable that you "think before you speak." If a statement or behaviour might offend someone or make an individual feel alienated or threatened, it should be reworded or not shared at all. Educated and respectful opinions, on the other hand, are always welcome. Students should familiarize themselves with UBC's policy on maintaining a Respectful Environment on campus and in the classroom:

<http://www.hr.ubc.ca/respectful-environment>



Intellectual discourse and debate CAN occur politely and respectfully! Consider those around you, and review UBC's policy on maintaining a respectful environment.

STILL UNSURE OF WHAT IT MEANS TO BE RESPECTFUL? Here are some basic tips on how to communicate respectfully: https://www.wikihow.com/Be-Respectful#Communicating_Respectfully_sub. And remember, treat your Instructor and TA(s) with the same respect! That includes being patient for e-mail replies.

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) and who attain a minimum grade of 75 in the course. 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.**

SUPPORTING STUDENT SUCCESS

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access, including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policiesresources-support-student-success>. Further details are included below...

ACADEMIC ACCOMMODATION

The University accommodates students with disabilities 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. For further information on academic concession, please consult Policies and Regulations in the UBC Calendar (<http://www.calendar.ubc.ca/vancouver/index.cfm>).

LEARNING RESOURCES

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) also has a number of useful learning resources available for students online. They can be found at: <http://www.unbc.ca/lsc/index.html>.

HEALTH & WELLNESS RESOURCES

Access and Diversity: Access and Diversity provides accommodations for UBC students living with physical or mental disabilities. Website: students.ubc.ca/about/access | Phone: 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: 604-872-3311

Counselling Services at UBC: Counselling 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 document an illness. Website: students.ubc.ca/livewell/services/counselling-services | Phone: 604-822-3811

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.

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. Website: the-kaleidoscope.com

Mental Health Awareness Club: A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness at UBC. Website: ubcmhac.sites.olt.ubc.ca

Mood Disorders Clinic UBC: A program designed specifically to treat individuals living with depression or bipolar disorder. Website: www.centreforbrainhealth.ca/clinics/clinic-information/mood-disorders

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, and resources. Phone: 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

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: 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/health/wellness-centre

PSYC-314 Health Psych. Schedule of Course Lectures, Readings, & Exams

	Date(s):	Lecture # and Topics:	<i>Keep up with your textbook readings!</i> →	Readings:
	UNIT 1 →	STRESS, COPING, & SOCIAL SUPPORT PROCESSES		
UNIT 1	July 2	1. INTRODUCTION TO HEALTH PSYCHOLOGY		Chs. 1, 2*
		<i>Syllabus Review; The Biopsychosocial Model; History of the Field</i>		
	July 4	2. FIGHT OR FLIGHT—OR FRENZY? UNDERSTANDING STRESS TODAY		Chs. 3, 4
		<i>Defining Stress; The Impact of Stress on Health; PTSD; Work Stress & Burnout</i>		
	July 9	3. THE MEANS TO SUCCESS: COPING & STRESS MANAGEMENT		Ch. 5
		<i>Coping with Stress; Social Support; Human-Animal Interaction; Nature & Health</i>		
	July 11	4. WIDENING OUR LENS: THE SOCIAL DETERMINANTS OF HEALTH		Chs. 3, 5
		<i>Health Disparities; The Socioeconomic Gradient in Health; Stigma & Health</i>		
	July 16	*EXAM #1* (1 hour 40 minutes, in class)		
	UNIT 2 →	HEALTH BEHAVIOURS & BEHAVIOUR CHANGE		
UNIT 2	July 18	5. HEALTH PROMOTION: GETTING REAL ABOUT THE BASICS		Chs. 6, 8
		<i>Introduction to Health Behaviours; Research in the Media; Diet & Exercise</i>		
	July 23	6. FROM BOOZE TO BACTERIA: PROMOTING CHANGE & CONTROL		Chs. 6, 7
		<i>Models of Health Behaviour Change; Addiction; Handwashing & Vaccination</i>		
	July 25	7. AN EYE ON THE PATIENT: FROM TREATMENT TO CARE		Chs. 9, 10
		<i>Using Health Services; Patient-Provider Relations; Alternative Health Services</i>		
	July 30	*EXAM #2* (1 hour 40 minutes, in class)		
	UNIT 3 →	MANAGEMENT OF CHRONIC & TERMINAL ILLNESS		
UNIT 3	Aug. 1	8. IN POOR HEALTH: CHRONIC PAIN & SYMPTOM MANAGEMENT		Chs. 11, 12, 13
		<i>Quality of Life; Defining & Measuring Pain; Chronic Illness Management</i>		
	Aug. 6	9. AN END IN SIGHT: DEATH, DYING, & GRIEF IN PERSPECTIVE		Chs. 13, 14
		<i>Management of Terminal Illness; Caregiving; Death & Dying; Loss & Grief</i>		
	Aug. 8	10. HOW TO GET IT RIGHT: LIVING FOR HEALTH & WELLNESS		Ch. 15
		<i>Successful Aging; Positive Psychology; Course Summary & Wrap-Up</i>		
	Aug. 8	*OPTIONAL PAPER DUE AT START OF CLASS* (and to Turnitin by 11:59 PM)		
	Aug. 13–17	*EXAM #3* (1 hour 40 minutes, scheduled during university exam period)		

**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.*