

# HEALTH PSYCHOLOGY

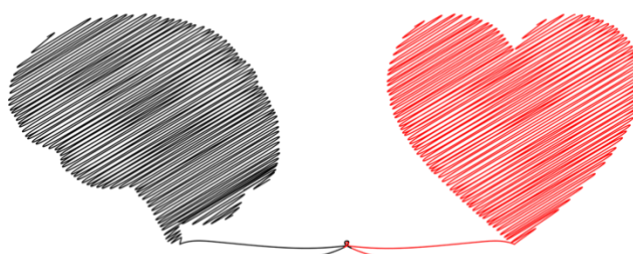
## PSYC 314, SECTION 001

FALL 2020: WEB-ORIENTED COURSE

VIRTUAL CLASS SESSIONS ON **THURSDAYS 11 AM – 12 PM**  
(ATTENDANCE OPTIONAL BUT ENCOURAGED!)

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### INSTRUCTIONAL TEAM

#### INSTRUCTOR

**Dr. Nancy Sin**

**Email:** [nsin@psych.ubc.ca](mailto:nsin@psych.ubc.ca)

**Office Hours:** Tuesdays 11 AM -12 PM  
Pacific Time and by appointment at other  
times

#### TEACHING ASSISTANT

**Mr. Jin Wen, M.A.**

**Email:** [jin.wen@psych.ubc.ca](mailto:jin.wen@psych.ubc.ca)

**Office Hours:** Wednesdays 1-2 PM Pacific  
Time and by appointment at other times

*Zoom links & passwords for office hours are posted on Canvas.*

### HOW TO CONTACT US

**When to email us:** Email is fine for simple matters or quick questions that need just a 1-2 sentence response. However, email is not well-suited for having a discussion or a fuller conversation. We will try our best to respond within 24 hours on weekdays (you should not expect a reply on weekends and holidays).

**If you have a personal question or concern** that would require a conversation, please drop into office hours or send us an email to set up an appointment.

**Questions about course material:** Please bring your questions to class sessions, ask us in our virtual office hours, or email us to arrange an appointment.

**Technical & logistical issues:** If you have technical issues, questions about logistics (e.g., how to submit an assignment), or need clarification about assignments, please check the Discussion Board. If the answer is not already there, please post your question. You'll likely get a response quickly from your classmates, and your question will help others who might have the same issue. We will monitor the Discussion Board regularly and will respond ASAP.

**Drop-in office hours:** When you enter virtual office hours, you'll first be directed to a "waiting room." We will limit our meetings to 15 minutes per student if there are other students waiting. If you think you'll need more than 15 minutes, please email us to set up an individual appointment.

## COURSE OVERVIEW

### COURSE DESCRIPTION

- *Why do people differ in their perceptions of threat about COVID-19?*
- *What factors determine whether someone is more likely to engage in recommended health behaviours, from physical distancing during a pandemic to long-term routines like physical activity and sleep?*
- *How does early life adversity influence physical health and disease in adulthood?*
- *Why do some people seem to age faster than others?*
- *How do our social environments contribute to health?*

These are just several examples of the topics that we will dive into this term.

Health psychology is the study of how biological, psychological, and social factors contribute to health and disease. This course will introduce you to major topics in health psychology, including: research methods, health behaviours, stress and coping, social support, patient-provider relationships, pain, adjustment to chronic diseases, aging, and death and dying.

### COURSE OBJECTIVES

The activities in this course have been carefully designed to achieve several overarching objectives. Specifically, you should be able to do the following by the end of this course:

1. ***Describe the roles of psychological, social, and biological factors in health and well-being.*** The connections between mental and physical health will be important throughout your life. Regardless of whether you intend to pursue a career in psychology, medicine, or allied health fields, the information in this course could guide your understanding of your own (as well as other people's) thoughts, feelings, and behaviours related to health.

- 2. Critically evaluate research findings, media coverage, and public discourse of health topics, using scientific methods from health psychology.** We are bombarded with information and opinions about health-related topics every day, and this has intensified during the pandemic. How do you make sense of this information? What decisions will you make using this information? You will learn about research methods in psychology and will hone critical thinking skills using the tools from this field.
- 3. Apply concepts, methods, and research findings from health psychology toward understanding and addressing current, real-world problems.** The material that you will learn in this class is not static. Knowledge in health psychology is constantly being built upon, adapted, and applied to tackle major issues in society. Thus, a primary goal in this class is to connect the course material to real life.

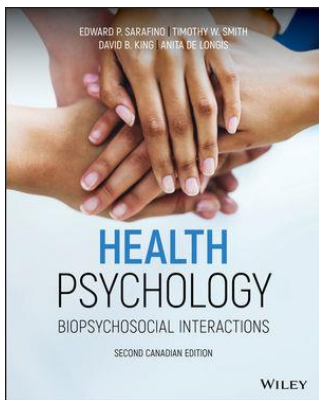
## COURSE STRUCTURE

This course involves both asynchronous activities (independent learning) and synchronous components (live class meetings). You are expected to independently watch pre-recorded lecture videos and study the assigned readings. Class meetings—to be recorded and posted—involve discussions, group activities, and conversations with guest speakers. Assignments are designed to help you apply the course material to real life. Discussion boards are used to further foster an interactive learning environment. Evaluation is based on performance on exams, assignments, and active engagement with fellow students and/or with instructional staff.



## LEARNING MATERIALS

### TEXTBOOK (REQUIRED)



**Title:** *Health Psychology: Biopsychosocial Interactions, 2nd Canadian Edition*

**Authors:** Edward P. Sarafino, Timothy W. Smith, David B. King, Anita DeLongis

#### **Where to get the book**

You can [rent the e-book from the publisher's website](#) for \$33 for 120 days. This is the most cost-effective option and will last you through the end of December. The e-book is accessed via the VitalSource platform.

The [UBC bookstore](#) has options for purchasing (not renting) the e-book or hard copy.

The book is also available for purchase on [Amazon.ca](#).

### **Delayed in getting the book? Not sure yet if you will stay or drop the class?**

PDFs for the first several assigned chapters may be available through the UBC Library Course Reserve: <https://courses.library.ubc.ca/c.qXJfsd>

**Note:** This is a new edition of the Canadian textbook. I do not recommend that you use the old or other editions (e.g., American version). Please ask me or the TA if you have any questions or if you have difficulty accessing the textbook.

## CANVAS

Please check the [Canvas](#) course website regularly to access:

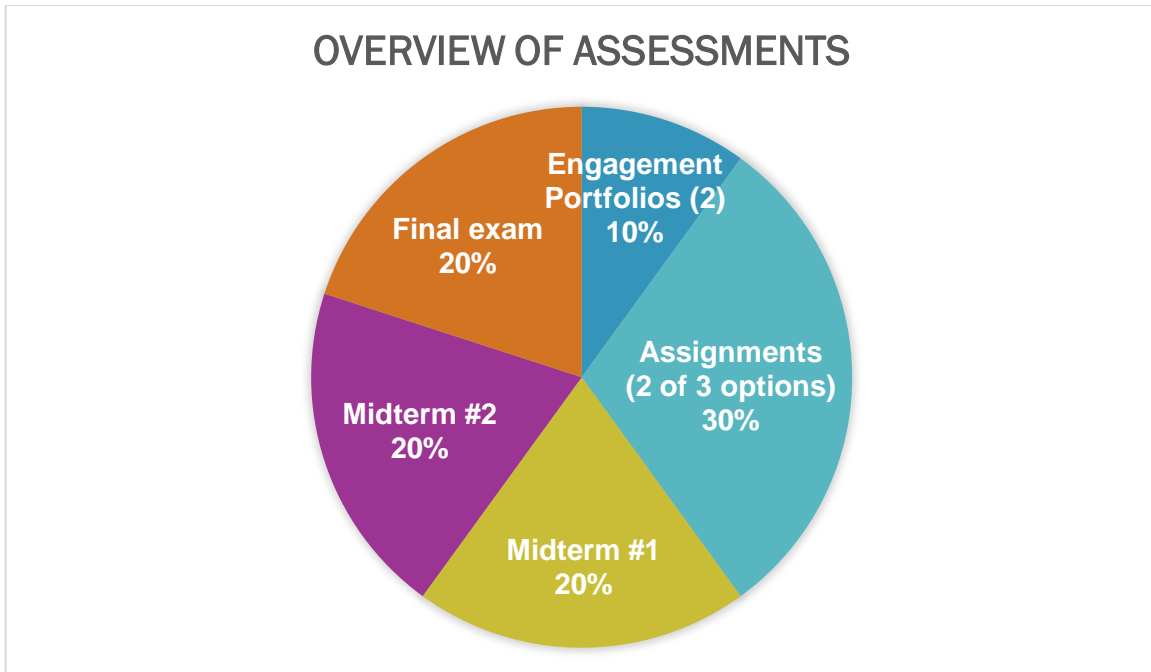
- Announcements (check your settings to make sure you get notifications)
- Pre-recorded video lectures
- Lecture slides
- Recordings of live class sessions
- Other videos, links to outside websites, etc.
- Assignments
- Exams

## ZOOM

We will be using Zoom for live class meetings and office hours. See UBC's Zoom info guide: <https://keepsteaching.ubc.ca/files/2020/04/zoom-student-guide.pdf>

- A password (available on Canvas) is required to join the meetings.
- You are NOT required to turn on your camera, although you are welcome to do so! If you choose to set up a Zoom account, you could upload an avatar or photo if you'd like.
- Please keep your microphone muted when you are not speaking.

## COURSE ASSESSMENTS



Compared to past years, I have redesigned PSYC 314 to place less emphasis on any one exam. Now, the course grade will be distributed across different avenues of assessment, and active participation is built into the course assessments.

## COURSE ACTIVITIES

### *PRE-RECORDED VIDEO LECTURES*

I will post short video lectures & PDFs of lecture slides on Canvas each week (under the “Modules” section), **typically on Fridays**. However, no new lectures will be posted on the Fridays before midterms (which take place on Tuesdays) to avoid inundating you with new information that would not be on the midterm. During the midterm weeks, the video lectures will be posted on Tuesday afternoon.

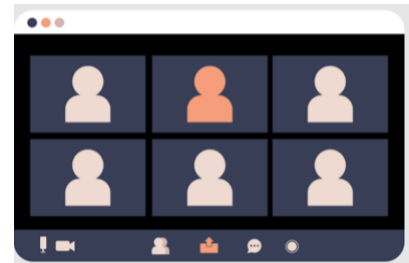
The videos may have quiz questions embedded. These quiz questions will not be graded. They are meant to keep you engaged and to strengthen your understanding of the course material.

The modules may also include links to other pre-recorded content (e.g., YouTube videos).

## SYNCHRONOUS (REAL-TIME) CLASS MEETINGS

*Class meetings will take place on Thursdays 11 AM – 12 PM Pacific Time on Zoom.*

**Attendance:** These meetings will be recorded and posted on Canvas. You are not required to attend, but I encourage you to come if you can. If you do not attend the class meetings, please watch the recordings. The exams might have questions about topics discussed in class.



**What to expect:** Before coming to class, please watch the video lectures (typically posted on the previous Friday) and read the assigned chapters in the textbook. During the class meetings, we will engage in interactive activities and discussions that are meant to facilitate your understanding of the course material. The class meetings will be a good opportunity to find collaborators to work with on the assignments.

**Guest speakers:** I have invited health psychologists as guest speakers to chat with us about their research, perspectives on health psychology, career, life, etc. Rather than lecturing, the speakers will engage in a Q&A-style conversation. Examples of their research papers will be shared as optional readings. Stay tuned for the dates of these “visits.”

- Dr. Patrick Hill (Washington University in St. Louis): purpose in life and health
- Dr. Danica Slavish (University of North Texas): stress and sleep
- Dr. Frances Chen (UBC): social relationships, olfaction, and hormones
- Dr. Eric Kim (UBC): positive psychological well-being, purpose in life, aging

## ASSIGNMENTS (PICK 2 OUT OF 3 OPTIONS): 30% OF COURSE GRADE

There will be 3 possible assignments in this course. **Please pick 2 of these options.** Each will be worth 15% of your course grade.

**ASSIGNMENT 1: INFOGRAPHIC**

**Due Friday, Oct 9**

**ASSIGNMENT 2: HEALTH BEHAVIOUR CHALLENGE**

**Due Friday, Nov 6**

**ASSIGNMENT 3: SCIENCE IN THE NEWS**

**Due Friday, Nov. 27**

## GENERAL GUIDELINES

- Assignments **must be submitted by 11:59 PM Pacific Time** on Canvas on the dates they are due. Assignments 2 & 3 (writing assignments) must also be submitted on **TurnItIn.com**.
- You can choose to do these assignments alone or in groups of up to 3 students.

- **If you want to work in a group (up to 3 group members):** You can find collaboration partners through the class meetings or discussion boards, or you can pair up with friends who are taking this course. Every person in the group will get the same grade on the assignment. You do not have to stick with the same group for both assignments (for example, you can do one assignment alone, and the other assignment with a group).
- **Late assignments:** Once during the term, you can have a 1-week extension on an assignment or on an Engagement Portfolio. No questions asked; just email your TA to let him know.

***Detailed guidelines and rubrics for each assignment will be posted on Canvas.***

***Below are general descriptions of each assignment.***

### **ASSIGNMENT 1: INFOGRAPHIC**

An important skill in health psychology (and in other fields!) is the ability to communicate complex information clearly and effectively to a broad audience. This assignment involves creating an infographic that describes concepts and research findings about a health psychology-related topic in a non-technical manner. You can choose any topic that integrates psychological or social phenomena with health behaviours or physical health. For example:

- *How do public health messages about COVID-19 influence perceptions of risk?*
- *What factors will make people more likely to engage in COVID-19 preventative behaviours?*
- *How do early life experiences shape health in adulthood?*

Be creative and select a topic that you are curious about! You will need to think about who the target audience would be for the infographic (e.g., university students, older adults, patients with a particular disease), and why this infographic would be useful for the intended audience.

### **ASSIGNMENT 2: HEALTH BEHAVIOUR CHALLENGE**

Are you interested in getting physically active, improving your sleep habits, eating better, practicing meditation, etc.? Students will be encouraged to select a health behaviour that they are interested in modifying or maintaining, monitor that behaviour, and implement strategies to change or maintain the behaviour. Instructions and suggestions for behaviour change strategies to be shared in class meetings and discussion boards. This activity is designed to help you integrate concepts from the course with real life. You will be asked to write a **2-page paper** about your/your group's health behaviour change experience. The paper will also involve incorporating relevant material from the video lectures and textbook. If you want to work on this assignment in a group, please select group members who are interested in changing the same kind of health behaviour.

### ASSIGNMENT 3: SCIENCE IN THE NEWS

The purpose of this assignment is to evaluate coverage of health psychology-related topics in the news. You will need to find a news article in a major media outlet (e.g., *Vancouver Sun*, *The Globe and Mail*, *CBC*, *New York Times*, *CNN*) that report on research findings about the role of a psychological or social factor in a disease or health problem. Then, you will need to locate the original scientific research paper on which this news report is based (from a research journal such as the *Journal of the American Medical Association*, *Health Psychology*, *Psychosomatic Medicine*). Your task will be to write a **2-page paper** comparing the media and scientific reports on this research study. Is the media report accurate? In what ways might the findings be exaggerated or misinterpreted by the media? What effect might these inaccuracies have on the public's understanding of this health topic?

EXAMS: 60% OF COURSE GRADE

**Midterm 1: Tuesday, Oct 13**  
**Midterm 2: Tuesday, Nov 10**  
**Final Exam: Date to be announced by UBC**

Each exam is worth 20% of your grade.

### EXAM PROCEDURE

- Midterm exams will take place on Tuesdays on Canvas. The midterms will be available from **12 AM – 11:59 PM Pacific Time**.
- To take the exams, log into Canvas and then navigate to the Quiz section.
- **Once you start an exam, you will have 1 hour to complete it.**
- The exams will be **open note / open book**.
- Your exam responses must reflect your own knowledge and understanding. You cannot consult with other students, tutors, etc. while writing the exam. You also cannot copy or distribute the exam materials. Academic misconduct will result in disciplinary measures.

### EXAM CONTENT

- Exams are **non-cumulative**. The exams will consist of multiple choice questions and/or short answer (written) questions.
- The exams will cover material from video lectures, textbook, and live/recorded class meetings. You will need to study the textbook to do well on the exams. Although there will be overlap between the lectures & class discussions and the textbook, there will be a good deal of unique material presented in the video lectures and class meetings that is not part of the textbook, and vice versa.



## MISSED EXAMS

- If you are unable to write the exam on the published dates, please let me know in advance (if possible) or as soon as possible after the exam has passed (e.g., within 24 hours). I ask that you do not send me your medical / personal documentation. Accommodations will be made on a case-by-case basis (for UBC's Academic Concession policy, see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>). Depending on a student's specific situation, either a make-up exam will be scheduled or the course grade will be reweighted to other exams and assignments.
- If you have an ongoing health problem that would prevent you from completing multiple exams and assignments, or if you are unable to take the final exam, then you should contact your faculty's advising office to apply for an academic concession.

## DISCUSSION BOARDS

Discussion boards will be used to facilitate interactions among students. All students—especially those who cannot attend the online class meetings—are encouraged to post and respond on the discussion boards. The boards are also a great way to create connections and to find fellow students to work with on assignments.

## ENGAGEMENT PORTFOLIO (X2): 10% OF COURSE GRADE

**Engagement Portfolio 1: due Friday, Oct 23**  
**Engagement Portfolio 2: due Thursday, Dec 3**

Each portfolio is worth 5% of your grade.

You will gain the most benefit from this course if you engage with your classmates and the instructional team. And, your fellow students will benefit from your active participation. To foster a collaborative and stimulating learning environment, you are asked to submit a “portfolio” that lists 3 examples of your best engagement and 1 example of a classmate's engagement that was helpful for you. Examples of engagement could be substantive posts on the discussion boards, active contributions in the live class meetings, or discussions in office hours.

More details and a rubric will be available on Canvas.

Engagement Portfolios must be **submitted on Canvas by 11:59 PM Pacific Time** on the due dates.

**Late submission:** Once during the term, you can have a 1-week extension on an Engagement Portfolio or on one of the assignments described above. No questions asked; just email your TA to let him know.

## ADJUSTED DEPARTMENT SCALING POLICY FOR 2020W

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for only 2020W. **According to these adjusted norms, the average grade in 300-level Psychology classes will be between 71 to 75%, with a standard deviation of about 13%.** Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

A+	90-100%	C+	64-67%
A	85-89%	C	60-63%
A-	80-84%	C-	55-59%
B+	76-79%	D	50-54%
B	72-75%	F	0-49%
B-	68-71%		

## HUMAN SUBJECT POOL (UP TO 3% EXTRA CREDIT)

You may earn extra credit for research participation (at a rate of 0.5% for 1/2 hour, to a maximum of 3%) or, as an alternative, by completing a library writing project. Your earned points are added to your final grade (after any scaling). For details, visit <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

## POLICIES

### COPYRIGHT

**Distribution of course material is not permitted.** Lecture videos, slides, exams, and assignments are the exclusive copyright of Dr. Nancy Sin and may only be used by students enrolled in PSYC 314 Section 001, Winter 2020, at the University of British Columbia. Unauthorized or commercial use of these course materials, including uploading to sites off of the University of British Columbia servers, is expressly prohibited. Students who publicly distribute or help others publicly distribute copies or modified copies of the course materials (for example, submitting course materials to Course Hero), may be in violation of [article 4.2.2 of the Discipline for Non-Academic Misconduct: Student Code of Conduct policy](#). Violation of these policies can

lead to disciplinary measures, which may include removal of the student from the course and levying a fine.

## ACADEMIC ACCOMMODATION

The University accommodates students who have registered with [the Centre for Accessibility](#). 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 unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, see [Policies and Regulations in the UBC Calendar](#).

Please check with [your academic advising office](#) for more information about concessions.

## UNIVERSITY POLICIES

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 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 on [the UBC Senate website](#).

## PSYCHOLOGY DEPARTMENT'S POSITION ON 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. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in *TurnItIn*'s own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on University policies and procedures, please see the section on [Student Conduct and Discipline](#) in the UBC Calendar.

## DIVERSITY, EQUITY, AND INCLUSION



Similar to the broader UBC community, the Psychology Department—and this class—seeks to build a community where students feel included and are treated equitably. This class aims to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age (this is not an exhaustive list!).



Students, instructors, visitors, and readings may sometimes raise controversial and/or sensitive issues. Respectful and productive discussion is encouraged, and students should feel safe to explore ideas without fear of being judged. Our goal is not to always agree, but rather to disagree without being threatening or alienating. However, if a statement or behaviour is likely to offend others or make others feel alienated in any way, it should not be shared with the class (but can be discussed with me in office hours). If at any point you feel offended, threatened, or alienated by anything that happens in our class, please feel welcome to let me or the TA know.

I (like many people) am always learning about diverse perspectives and identities. If at any point you feel as though I am failing to live up to an inclusive space in our course, I encourage you to let me know. If you do not feel comfortable approaching me, you could ask the TA or a classmate to relay the message to me.

*Special thanks to Dr. Lily May and the Equity Committee in the UBC Department of Psychology for a draft of this statement and for their work on promoting diversity, equity, and inclusion.*

*To learn more about the Equity Committee and to share any of your concerns, see <https://psych.ubc.ca/about/equity-inclusion/>*

## LEARNING AND WELLNESS RESOURCES

### 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, learning workshops, study groups, and technical tools.

### Writing Support

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

### Wellness Resources

UBC Counselling Services offers virtual counselling appointments and wellness advising appointments. For more information, call (604) 822-3811 or visit <https://students.ubc.ca/health/counselling-services>

*Please also see the list of Wellness Resources on the Canvas course website.*

## LEARNING AMID COVID-19

We are living and learning in an unprecedented time. In re-designing this course for a web-oriented format, I have tried to build in a variety of activities and assessments to provide flexibility, different ways of engaging with the course material, and opportunities for collaboration and interaction within a community of students. However, it's possible that some elements of this course will not be effective. Please be aware that the course components might be modified based on student feedback.

Your TA and I are also managing responsibilities outside of this class, and some of these demands have increased during the pandemic. We ask for your patience and understanding with us, for example, if unexpected issues arise or if there are delays in getting your assignment marks back to you. Please know that we are fully committed to making this course a valuable and engaging learning experience for you.

### UBC Tips and Resources for Online Learning

The UBC Keep Learning website has tips on making the most of online learning (e.g., time management), info about learning technologies, and links to resources to get support. <https://keeplearning.ubc.ca/>

## Managing Mental Health During the COVID-19 Outbreak

You may be feeling stressed, anxious, lonely, or depressed during the pandemic. And, the pandemic might have exacerbated difficulties that you already had in your life. UBC Student Services has compiled information on steps that you can take to manage your mental health, as well as resources for further support:

<https://students.ubc.ca/covid19/mental-health-during-covid-19-outbreak>

## Issues for Students Studying Abroad and Remotely

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:

<http://academic.ubc.ca/support-resources/freedom-expression>

## ACKNOWLEDGEMENTS

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Portions of this syllabus were inspired by Drs. Anita DeLongis, Christiane Hoppmann, David King, Lily May, Peggy Zoccola (Ohio University), and the Society for Health Psychology.

## SCHEDULE

- Class meetings will be on Thursdays 11 AM–12 PM Pacific Time via Zoom.
- Video lectures will typically be posted on Fridays, except Fridays before a midterm. On midterm weeks, new video lectures will be posted on Tuesday afternoons.
- Midterms (1-hour) will on Canvas from 12 AM–11:59 PM Pacific on exam days (Tuesdays).

DATES	TOPICS	READINGS
Sept 8 – Sept 17	<b>Introduction to Health Psychology</b> <u>Topics include:</u> Historical perspectives on the mind-body relationship, biopsychosocial model, & research methods in health psychology	Chapter 1 (Optional: Chapter 2*)
Sept 18 – Oct 12	<b>Stress and Coping</b> <u>Topics include:</u> stress and disease, social support, coping, stress management, health disparities	Chapters 3, 4, and 5
<b>Fri, Oct 9</b>	<b>Assignment 1 due by 11:59 PM on Canvas</b>	
<b>Tues, Oct. 13</b>	<b>Midterm 1: Covers all lectures and Chapters 1, 3, 4, and 5</b>	
Oct 13 – Nov 9	<b>Health Behaviours and Prevention</b> <u>Topics include:</u> Factors that influence health behaviours, models of health behaviour change, physical activity, sleep, diet, substance use <b>Patients in the Treatment Setting</b> <u>Topics include:</u> Using health services, adherence to medical regimens, patient-provider relationships	Chapters 6, 7, 8 and 9 (Optional: Chapter 10)
<b>Fri, Oct 23</b>	<b>Engagement Portfolio 1 due by 11:59 PM on Canvas</b>	
<b>Fri, Nov 6</b>	<b>Assignment 2 due by 11:59 PM on Canvas &amp; TurnItIn</b>	
<b>Tues, Nov 10</b>	<b>Midterm 2: Covers new lectures and Chapters 6, 7, 8 and 9</b>	
Nov 10 – Dec 3	<b>Chronic Disease Management</b> <u>Topics include:</u> Pain, adjusting to chronic diseases, depression and illness, family involvement, major chronic diseases <b>Aging and Terminal Illness</b> <u>Topics include:</u> Aging, terminal illness, end-of-life decisions, grief	Chapters 11, 13, 14, and 15 (Optional: Chapter 12)
<b>Fri, Nov. 27</b>	<b>Assignment 3 due by 11:59 PM on Canvas &amp; TurnItIn</b>	
<b>Thurs, Dec. 3</b>	<b>Engagement Portfolio 2 due by 11:59 PM on Canvas</b>	
<b>Final exam (non-cumulative) to be scheduled during exam period in December.</b> Please check the University schedule for date and time.		

\*You will not be tested on Chapter 2 (“The Body’s Physical Systems”), but I recommend that you read this chapter and use it as a reference as needed throughout the course.