

Health Psychology
Psych 314: Section 004
Winter Term 2
Course Syllabus

Instructional Team

Instructor

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Office Hours: Please see the homepage of our class Canvas for hours

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Course Overview

Course Description: Health psychology is the study of how biological, psychological, and social factors contribute to health and disease. This course will provide a general introduction to health psychology. It will expose you to topics related to methods in health psychology, stress and coping, social support, health behaviors, health promotion, patient-provider relations, pain and pain management, the role of psychosocial factors in the management of chronic disease, aging, and death and dying. Many of these topics are not only of interest to psychology students, but are also quite relevant to other, neighboring disciplines. The purpose of this class is to provide you with a psychological perspective on these important issues.

Learning Goals: By the end of this course, you should be able to:

- Understand and explain how psychological, social, and biological factors influence health and well-being.
- Recognize, recall, connect, and evaluate different theoretical approaches to health psychology.
- Critically evaluate new and existing information related to health psychology.
- Describe and distinguish between basic research designs used to study health psychology.
- All of this knowledge will help you in multiple ways. For example, if you decide to pursue a career in psychology, medicine, public health, or a related field, the learnings from this course can inform your work. The knowledge you learn from this course can help you navigate the information (and misinformation) you may encounter related to health psychology topics.

Course Structure: This course will consist of the following core components:

- 1) *Asynchronous activities* (independent learning)

- Watch the pre-recorded lectures
- Watch the other assigned videos
- Study the assigned readings
- 2) *Synchronous activities* (live class meetings)
 - Participate in the live discussions and group activities
- 3) *Evaluations* will be based on:
 - Exams
 - Assignments

Impact of COVID-19 on our Course: We are currently enduring a very unique time in history. Please be aware that we might modify elements of the course that are not working based on student feedback, as well as directives that are mandated by the University, and thus this syllabus is subject to change.

Contacting Us

Overview: There are three main ways to connect with us. Please read the descriptions below for the best way to get your questions answered.

1) Office hours & After Class: Questions about course materials are best asked during these times. I will hold office hours for ____ hours after class each synchronous class on Thursdays.

2) Discussion board: For technical / logistical questions please check the discussion board on Canvas. If you cannot find an answer, please post your question. You will likely get a quick response from your classmates and your question will also help others who may have the same question. We will monitor the discussion board regularly and respond ASAP.

3) Email: Please use email only after trying the options above or if there is an urgent issue and will require only a 1-2 sentence response. We will try to respond within 48 hours on weekdays. Please put the topic you're emailing about in the email subject and email: flourishinglab@psych.ubc.ca. Both the TA and instructor will be monitoring this email address.

Learning Materials

Overview: We will be using three main tools to help us learn more about health psychology this upcoming semester and they include our textbook, Canvas, and Zoom.

Textbook:

- We will be using this textbook:
 - *Health Psychology: Biopsychosocial Interactions*, 2nd Canadian Edition
 - Authors: Edward P. Sarafino, Timothy W. Smith, David B. King, Anita DeLongis
 - Please do not use the older version of this textbook (i.e., 1st edition) or other versions (e.g., American version).
- The textbook is required, and you can obtain it via:

- Renting the [e-book from the publisher's website](#). The e-book rental costs \$33 for 120 days and will last you till the end of the term.
- Purchasing the e-book from the [UBC Bookstore](#)
- Purchasing a hardcopy from [Amazon](#)

Canvas

- Pre-recorded video Lectures
 - We will post lectures, lectures slides, and links to other materials.
- Please check our class Canvas website regularly. There you will receive information about:
 - Announcements (check your settings to ensure you will receive notifications)
 - Pre-recorded lectures
 - Lecture slides
 - Recordings of live class sessions
 - Other videos and links to outside materials
 - Assignments
 - Exams

Zoom

- We will be using Zoom for our live class meetings and for offices hours.
 - The links and passwords for these will be on Canvas.
 - Please keep your microphone muted when you are not speaking.
- Synchronous (real-time) class meetings:
 - Before coming to class, please watch the pre-recorded materials and also do the textbook readings. Our interactive activities and discussions will be structured to help deepen our learning of the topics that we are engaging with.
 - These synchronous classes are not mandatory, but we encourage you to attend.
 - These meetings will be recorded, so if you do not attend, please watch the recordings as there might be some exam materials discussed in the synchronous meetings.

Course Evaluation

Overview: You will be assessed via exams and assignments. You can also participate in the human subject pool for extra credit (see below for more information).

- The exams will primarily consist of multiple choice and short answer (written) questions. Multiple choice questions will be drawn directly from the textbook, while short answer questions will be drawn directly from lectures.
- Exams are **non-cumulative**.
- The exams will cover both lecture and textbook material, including material presented by guest lecturers. You may be tested on any material covered in lectures or in the textbook (including material that was only discussed in class or material that only appeared in the assigned readings).

- The purpose of the lectures is to amplify, explain, and expand upon material presented in the textbook and to give you a richer understanding of health psychology. Although there will be overlap between the lectures and the textbook, there will be a good deal of unique material presented in the lectures that is not part of the textbook. Furthermore, some material from the textbook will not be discussed in class (i.e., we will not cover all textbook material in lecture). This means that to be successful in this course, you must carefully read the text and attend the lectures. It is recognized that students have different preferences for concordance between lectures and the textbook, and if you prefer a class in which the lectures repeat all of the information from the textbook, you are strongly encouraged to enroll in another section or course.
- Exams will take place on Canvas. To take an exam, 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.
- Examinations will be given on published dates only. If you are unable to write the exam on the published dates, please let me know in advance. 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>).
- 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. [Arts Commerce Engineering Land and Food Systems Science](#)
- Exam grades will be posted on the course website.

Assignments: You have the option of completing up to three activity assignments (see below for more information). These assignments are designed to help you think more deeply about some of the topics we discuss in this course in a fun, insightful way. These assignments will involve time and effort on your part outside of class and will include a writing component.

- Activity assignments must be submitted by 11:59 pm PST on Canvas on the respective due date.
- Detailed guidelines for each assignment will be posted on Canvas.

Two evaluation routes: You can choose either evaluation route below. Compared to past years, this class has been re-designed to place less emphasis on any one exam. As everyone's circumstances and preferences are different, we provide two options to choose from. Students will be given 3 exams and the option of writing up to 3 activity assignments.

- Evaluation Route #1

- The 'classic' options are for those of you who do not write the activity assignments, midterm 1 will comprise 35%, midterm 2 will comprise 30%, and the final exam will comprise 35% of their final grade.
- Evaluation Route #2
 - You can also choose to write up to three activity assignments in addition to the exams. Each activity assignment will count 6% of your final grade. That means that for students who write one activity assignment, the exams will comprise 33%, 28%, and 33% of their final grade. For students who write two activity assignments, the exams will comprise 31%, 26%, and 31% of their final grade etc.
- Important note:
 - The activity assignments will only be counted in your final grade if they improve your overall grade in the course. If they bring your overall grade down, you will only be evaluated according to Route 1. You will not be penalized for doing extra work. You do not need to notify the professor which route you choose. If you hand activity assignments and they improve your grade, you will be evaluated according to Route 2.
- Example:
 - For example, a student who receive a 60% on their first midterm and 80% on their second midterm and final exam would receive a final grade of 73% via evaluation route 1.
 - If this student completed two activity assignments a 90% on both assignments, then that results in a final grade of 75% (evaluation route 2). If the same student did one activity assignment and received a 60%, then that would result in a final grade of 73%. Evaluation route 1 would be used in this case because the activity assignment does not get counted if it brings down the final grade.

Oops Token:

- We've built a lot of flexibility into every aspect of the course, but at some point—despite your best efforts—something might go wrong (“Oops!”) and you might need an extra bit of flexibility. For example, maybe your WiFi goes out just as you're about to submit an assignment that you've worked really hard on, and you need extra time to submit it. So, each student gets one Oops! Token which you can use to get a little extra flexibility once during the term. Ideally, you'll never need to use your Oops! Token. But if you have a problem and would like to use your Oops! Token, email your TA with the subject line “Oops! Token” and explain what additional flexibility you are requesting.

Grade Change Requests

- If you would like to request a change to a grade, please complete a Grade Change Request Form (found on Canvas).
- Things to consider:
 - A grade change request must be made within a week of the initial grade receipt.
 - A grade change request may be denied if the reasoning given for the re-grade is not sufficient.

- The instructor and TA will re-grade and re-evaluate the submitted assignment if a re-grade is granted. A re-grade *can often result in a lower grade than the initial grade given.*

Human Subject Pool

- You can earn up to 3% extra credit (max) by participating in the human subject pool
- You can earn 0.5% for 30 min experiment that you participate in
- As an alternative you can also complete a library writing project.
- Your points will be added to your final grade after scaling.
- For further details about the human subject pool and the alternate library writing project, please visit <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/>

Respectful and Inclusive Learning Environment

Overview: The opinions and perspectives of all individuals are valued and respected, no matter their age, gender, ability, ethnicity, religion, political affiliation, sexual orientation, gender identity, or gender expression. To this end, and in support of UBC's Positive Space campaign (<https://psych.ubc.ca/about/equity-inclusion/>), we 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 be shared in a thoughtful, nonjudgmental, and socially responsible manner. In regards to more sensitive issues, it is advisable that we all "think before we speak." If a particular statement or behavior 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. Our goal is not to always agree, but rather to disagree without being threatening or alienating. Our overarching goal is to create a safe space where we can all learn from one another. Failure to adhere to this policy will not be tolerated and may result in removal from the class

Learning and Wellness Resources

Overview: There are several resources available to you. Please read the descriptions below.

Learning Commons: This is an online resource designed to provide you 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 (<http://learningcommons.ubc.ca/>).

Writing Support: You can obtain assistance with writing through the UBC Writing Centre (<http://learningcommons.ubc.ca/tutoring-studying/improve-your-writing/>). The Writing Centre offers courses, tutoring services, and an online Writer's Workshop to assist students

in developing their writing skills. The UBC Library (<http://help.library.ubc.ca/>) provides online information to assist students in conducting library searches for papers.

Managing Mental Health During the COVID-19 Outbreak: You may be feeling stressed, anxious, lonely, or depressed during the pandemic. 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:

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

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>

Centre for Accessibility (Access & Diversity): CFA provides accommodations for students living with physical or mental disabilities (<https://students.ubc.ca/about-student-services/centre-for-accessibility>)

Student Health Services: Student health (<https://ubc.ca/livewell/services/student-health-service>) provides you with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

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>

Policies

Overview: Our University and Department have several important policies. Please read them carefully so that you know what they are.

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow

the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found here: [Student Conduct and Discipline](#).

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.

The Department of Psychology takes academic integrity very seriously and has taken steps to alleviate misconduct. For example, 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.

Academic Accommodation: The University accommodates students who have registered with [the Centre for Accessibility](#). Please let me know in within the first two weeks of class, if you require any accommodation.

Academic Concession: 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](#) and also [your academic advising office](#) for more information.

Adjusted Departmental Grading Scale Policy (for 2020-2021): All psychology classes are required to comply with departmental norms regarding grade distributions in order to

maintain equity across multiple course sections. However, due to COVID-19 and to provide more understanding during these times, the departmental norms have been temporarily adjusted upwards by 5%. Thus, the average grade in 300-level Psychology classes will be between 71 to 75%, with a standard deviation of ~13%. Scaling may be used 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, percentages convert to letter grades 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%		

Acknowledgements

Overview: We want to acknowledge and say thank you to the following organizations and people.

xwməθkwəy' əm (Musqueam) people: UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy' əm (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.

Syllabus contributors: Portions of this syllabus were inspired by Drs. Nancy Sin, Christiane Hoppmann, Anita DeLongis, David King, Mark Lam, Lily May, Liz Dunn, Mark Schaller, and the Society for Health Psychology.

Schedule

Overview: Directly below are some key features of our schedule that you should remember. Below that is a table that visually displays our upcoming semester. The dates refer to approximate days when we will start with a new topic. Due to COVID-19 and the delay of our start date, there might be some variations in the dates and we will announce these ahead of time.

Start Date	Topics	Readings
January 12	<p align="center">Introduction to Health Psychology</p> <p><u>Topics include:</u> Biopsychosocial model, historical origins and contemporary models of health psychology, methodological issues</p>	<p>Chapter 1</p> <p>(Optional: Chapter 2*)</p>
January 19	<p align="center">Stress, Illness, & Coping</p> <p><u>Topics include:</u> Stress and coping, resources and strategies for managing stress, social support</p>	<p>Chapters 3, 4, and 5</p>
February 9	<p align="center">Midterm #1</p>	<p>Covers all materials related to Chapters: 1, 3, 4, and 5</p>
February 23	<p align="center">Lifestyles that Enhance Health and Prevent Illness</p> <p><u>Topics include:</u> Health promoting and compromising behaviors, substance use, models of health behavior change</p>	<p>Chapters 6, 7, 8</p>
March 9	<p align="center">Midterm #2</p>	<p>Covers all materials related to Chapters: 6, 7, 8</p>
March 16	<p align="center">Patients in the Treatment Setting, Chronic and Life Threatening Health Problems</p> <p><u>Topics include:</u> Use of health services, optimizing patient-provider relations, adherence to medical regimens, pain, managing chronic illness, terminal disease, end of life issues, aging</p>	<p>9, 10, 11, 13, 14, 15</p>
April 13	<p align="center">Last day of Class</p>	
	<p align="center">Final Exam</p> <p>Our final (non-cumulative) exam will be scheduled during the exam period (April 18-29. Please check the University schedule for the date and time.</p>	<p>Covers all materials related to Chapters: 9, 10, 11, 13, 14, 15</p>

* 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.