



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

PSYC-314-951

Health Psychology by David King, MSc, PhD

Tuesdays/Thursdays 1:00 to 4:00 PM (Online via Canvas)

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, psychological, and social health; and apply theory and research to their daily lives. **Given the current COVID-19 (coronavirus) situation, students in this section of the course will also complete assignments involving the application of course content to our understanding of the pandemic.**



YOUR INSTRUCTOR David King, MSc, PhD (he/him/his)

Email: dbking11@psych.ubc.ca

Skype: Find me by using my UBC email address (noted above).

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

Virtual Office Hours: Tuesdays/Thursdays 11:00 am – 12:00 pm, or by appointment, **via Skype**. Call me any time during these hours, or email me in advance to set up a Skype (or phone) meeting!

YOUR TEACHING

1. Cathy Zhang (Students A—Q)

2. William Jettinghoff (Students R—Z)

ASSISTANTS

Email: cathyxjuan@psych.ubc.ca

Email: wjettinghoff@gmail.com

For Skype appointments with TAs, please email them directly. See course website for TA assignments.

REGARDING EMAIL: Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-314-951). Please allow 24 hours for a reply (48 hours on weekends/holidays)!

COURSE FORMAT

This course will be structured primarily around textbook readings and PowerPoint/lecture content, which is intended to summarize and expand upon textbook readings. PowerPoint/lecture content will be posted online and must be read in addition to the assigned textbook readings, as **exams will test content from BOTH readings and lectures** (each of which will include content not tested in the other). Video files of lectures with instructor voice-over for each lecture will also be made available in advance of scheduled class time (see **Media Gallery** on Canvas). All lecture files (including videos) will be posted no later than 5:00 pm before the day of the respective lecture. Readings and PowerPoint/lecture topics are indicated on the **course schedule** (see 2nd last page of syllabus). This schedule should be your primary resource for staying organized in this course.

Scheduled class time on Tuesdays and Thursdays (excluding exam days) should be used as follows:

1:00 pm – 3:00 pm: Use this time to watch the pre-recorded video of the day's lecture with voice-over.

3:00 pm – 4:00 pm: Participate in our after-lecture discussion on **Collaborate Ultra** (optional but encouraged).

COURSE WEBSITE: This course uses *Canvas* (<http://canvas.ubc.ca>) to make important class announcements, facilitate online discussions, post PowerPoint/lecture/video files, administer exams, publish grades, and supply other relevant materials to students. Please ensure that you are registered on Canvas.

COURSE MODULES: Material will be presented in 11 modules, each of which will correspond to a single lecture. For organizational purposes, see the course schedule in the syllabus and the **Modules** tab on Canvas.

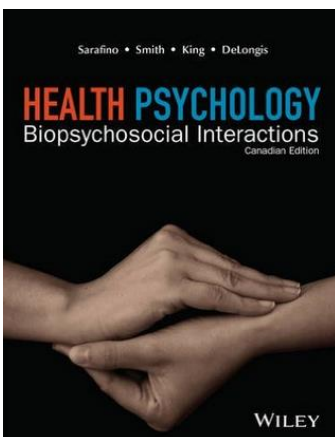
DISCUSSIONS: Discussions may be participated in and/or created at your discretion. Any discussions posted on Canvas are voluntary and for your interest only. Additional course relevant content that students may find interesting will be posted in Canvas discussions throughout the term.

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.



E-VERSION: An electronic version of the textbook is also available for purchase. **We are recommending this version given the current COVID-19 pandemic.**

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/he-bcs/Books?action=index&itemId=1118991982&bcsId=9593>

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

COURSE EVALUATION

Students are expected to complete...

3 Exams (1 exam per unit; scheduled on date indicated in syllabus) — **45% of final grade (15% each)**

See section on 'Unit Exams' for additional details and requirements; see schedule for dates.

3 COVID-19 Application Exercises (1 must be submitted per unit) — **30% of final grade (10% each)**

See section on 'COVID-19 Application Exercises' for additional details and requirements.

Brief Literature Review (to be submitted by deadline in syllabus) — **25% of final grade**

See section on 'Brief Literature Review' for details and requirements; see schedule for deadline.

3 Exams (45%) + 3 Application Exercises (30%) + Brief Review (25%) = Final Grade

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

UNIT EXAMS

There are 3 equally-weighted, non-cumulative exams in this course, each worth 15% of your final grade. Each exam corresponds to one course unit and will test only material from that unit. See the course schedule on the 2nd last page of this syllabus for the dates of Exams 1 and 2. Exam 3 will be scheduled by the university (it is up to you to ensure that you are available during this period; final exam dates are announced mid-term). In all 3 cases (including the final exam), you will have the entire 24-hour period on the day of the scheduled exam to begin the exam, which will be completed and submitted electronically on Canvas (see the **Quizzes** menu tab in Canvas). You will have **one hour** to complete each exam once you begin. **Each exam will consist of a series of multiple choice and/or short answer questions that must be completed in the allotted time.** These questions will be based on both textbook and lecture material from the respective unit. The purpose of the lecture and video files is to explain and expand upon the textbook readings. Although there will be overlap between the two sources, there will also be material that will be covered in one that is not covered in the other. For instance, there may be textbook content not discussed anywhere else. **Exams are "open book" in the sense that you may refer to your notes and any books or paper materials during the exam;** however, given the ease with which material can be accessed online and/or found in electronic versions of textbooks, you will be prohibited from accessing other internet sites on the computer that you're using during exams (see below).

ON EXAM DAY: At any time during the 24-hour period of the scheduled exam date, you must log in to Canvas, click on the **Quizzes** tab in the course homepage, and then click on the appropriate exam link (e.g., "Unit 1 Exam"). Once you start, you will have one hour to complete the exam. **IMPORTANT: Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver/British Columbia Time).** Students in other time zones should make the appropriate adjustments in order to ensure that the exam is completed by **11:59 PM Pacific Standard Time (PST).** Respondus LockDown Browser will be enabled for all exams. This feature locks your web browser during the exam in order to prevent access to other programs and search engines, as well as the use of screen capture software. **All students must complete the practice quiz in advance of Exam 1 in order to ensure that any issues with Canvas and/or LockDown Browser are resolved in a timely manner. (It is your responsibility to ensure that everything is working properly in advance of all exams! Multiple attempts for the practice quiz are allowed.)** **If you experience technical issues during an exam, please email me immediately with as much information as possible, and we will try to resolve things in a timely manner.**

MISSING AN EXAM: Exams will be available to complete on published dates only. Exceptions will be made in cases of medical or health-related issues, certain conflicting responsibilities, and other emergency situations. For policies regarding in-term academic concessions, including a list of eligible circumstances, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

Note that for health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing health challenges during the term, you should seek support from your Academic Advising Office. **If you are unable to write an exam due unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam. If it is your first occurrence, you must also complete and submit a self-declaration form here: <https://students.air.arts.ubc.ca/academic-concession-form>.** Accommodations will also be made for students with religious obligations that conflict with an exam. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to other exams and/or course assignments.

EXAM GRADES: Exam grades will be made available on Canvas as soon as possible (typically within 48 hours of the scheduled exam date). Additional feedback regarding exam performance can be provided upon request.

COVID-19 APPLICATION EXERCISES

You are required to submit 3 application exercises over the course of the term (**1 application exercise must be submitted for each unit of the course according to the deadlines indicated in the course schedule**). The goal of each application exercise is to consider how course content from the respective unit can be applied to the COVID-19 pandemic (in order to inform our understanding of it). For each unit, you should choose any **one** topic, concept, theory, or research finding (or set of research findings) presented somewhere in the unit (i.e., from textbook readings or lectures) and apply it to the COVID-19 pandemic. **Your goal is to consider the topic/concept/theory/research within the context of the pandemic, and to offer some original insight.** You may focus on how the pandemic unfolded, relevant behaviours or health precautions, the psychological or social response to the pandemic, and/or the psychosocial impact. For example, in Unit 1, you could discuss the stress of the pandemic, a specific aspect of said stress, or an effective means of coping with it (e.g., human-animal interaction). In Unit 2, you could consider the role of health behaviours in COVID-19, apply a specific model of health behaviour change to one of the health precautions being recommended by the CDC for preventing transmission of the virus (e.g., handwashing), or consider a psychosocial factor that will likely predict vaccination uptake if a vaccine becomes available. In Unit 3, you could consider how people are coping with the disease itself once they contract it, the psychosocial impact of COVID-19 treatment or hospitalization, or the experience of grief among those who have lost a loved one to the disease. **Please note that these are JUST EXAMPLES! There are MANY OTHER possible topics to choose from.**

Whatever approach you take, each application exercise should clearly take a health psychology perspective, such that something of a psychological, behavioural, or social nature related to the pandemic is being considered. For each application exercise, it is recommended that you choose any one research finding (or line of research/set of findings) or a specific concept, idea, or topic to examine and apply (you can really be a specific or general as you like, but each exercise should have some focus). Alternatively, you may choose to apply any one model or theory in an exercise. **The audience should be someone who has completed PSYC-314,** so there should be very little time spent restating what has already been stated. Instead, **you should be demonstrating critical thinking by presenting original insight(s).** You should **NOT** be bringing in outside sources or research for these assignments; rather, the goal is to apply MATERIAL LEARNED IN LECTURES OR READINGS. Regarding basic facts or information regarding COVID-19, citations do not need to be provided, though you may refer to sources in-text as you determine to be necessary. **First-person perspective is acceptable for these assignments only but should be used minimally. An academic tone is encouraged.**

Application exercises are not meant to be summaries of course material. Rather, they are intended to encourage critical thinking about specific research topics, theories, and concepts/models as they may relate to or inform the COVID-19 pandemic. A sample exercise will be provided on Canvas. Articles and information on COVID-19 as it may be relevant to course content will also be shared on the course website. This information is meant to provide you with ideas or “jumping off points” for your applications exercises.

APPLICATION EXERCISE SUBMISSION: Application exercises must be submitted for each unit no later than 11:59 PM on the deadlines indicated (see course schedule on 2nd last page of this syllabus). You do not need to submit or upload a document for this assignment. Simply log in to Canvas, click on *Assignments* in the course menu, and click on the application exercise for the respective unit. You will then see a text box in which you can type out and submit your application exercise. Each application exercise must be between 250 and 500 words. There are no other specific formatting requirements for this assignment. Only ONE application exercise can be submitted per unit. If you do not submit an application exercise by the unit’s deadline, you will receive a grade of ‘0’ for that unit. In cases of medical emergencies and other circumstances, concessions may be offered (see UBC’s policy on in-term concessions), but you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your application exercise grade may be re-weighted such that it is based on the other application exercises.

APPLICATION EXERCISE GRADING: Application exercises will be graded primarily on critical thinking, insightfulness, and accuracy of interpretation/application of course material. Although grammar and spelling are not crucial concerns, they should be at a level such that they do not compromise the clarity of your thoughts. Each application exercise will be assigned a point grade out of 10, reflecting the percentage contribution of each exercise to your final grade. This grade is intended to be a holistic representation of your performance on the assignment. A specific rubric will NOT be provided or used in the grading of application exercises! When it comes down to it, you should aim to demonstrate critical thinking and provide unique insight(s) about the pandemic based on course content. Application exercises will account for a total of 30% of your final grade in the course (i.e., 10% each). Grades for application exercises as well as grader feedback will be posted on Canvas. Please allow 2 weeks for grades to be posted following the submission deadline.

BRIEF LITERATURE REVIEW

You must submit one brief literature review (4 to 5 pages NOT including the title page and references) by the deadline indicated in the course schedule. The goal of this **written assignment** is to examine recent psychological literature as it pertains to any ONE of your application exercises on COVID-19. You should choose one COVID-19 application exercise and examine the psychological literature in greater depth in order to determine the scientific validity of your original point or argument. For example, you may have discussed the psychological impact of COVID-19 on first responders in one of your application exercises. In your brief literature review, you could then examine research on how outbreaks and pandemics impact first responders’ mental health. The goal is to re-examine one of your earlier insights about COVID-19 in a more formal way by considering the recent scientific literature and/or examining the empirical support for your original insight(s). **You must cite a minimum of 5 primary source / peer-reviewed studies in your review.** 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). **The 5 primary source articles cited in your paper must be from 2015 or later (no exceptions)** in order for your conclusions or insights about COVID-19 to reflect the CURRENT research in the field. Although additional sources may be cited in your paper, the focus should very clearly be on recent research. **Note that the research you cite does NOT necessarily have to examine or discuss COVID-19** but may instead involve other diseases or pandemics (or other factors related to your topic). **ANY research may be reviewed in your paper at your discretion, so long as it is clearly relevant to the topic at hand and/or you draw clear connections between the research and the COVID-19 pandemic.**

You should ensure that the research you review has not already been discussed in the textbook or in lecture, so that your insights are original and of value within the context of the course. The goal is to NOT simply summarize individual papers or studies, but instead to write a synthesized (but brief/concise) review of the scientific literature on your topic in order to offer insightful conclusions about the COVID-19 pandemic. This means that specific conclusions regarding the COVID-19 pandemic must be discussed. **Remember, this is a brief literature review! One of the challenges of this assignment is to be as concise as possible—every sentence or statement in your report should matter! A lot of proofreading would be wise!**

PAPER ORGANIZATION: *The paper should be organized as follows:* Start with a brief overview of the topic and its relevance to the COVID-19 pandemic. (**IMPORTANT: You do NOT need to review a great deal of general information related to the pandemic itself.** We all know what is happening! Rather, you should get into the specific topic at hand by the second or third sentence at the very latest!) What is the specific question at hand, and what needs to be answered or further clarified? Be sure to define any key terms here, if necessary, and include a thesis statement. [Approximately ½ to ¾ of a page should be used for the introduction.] Considering the findings from at least 5 empirical, peer-reviewed articles, examine critically the research on the question or topic at hand. **IMPORTANT: You should do more than simply summarize the research.** Only include very brief discussions (if any) of individual study methods, participants, and analyses, unless these details are critical to your conclusions. Focus more on study findings and their interpretation and relevance to your question or topic at hand. You should ensure that your review is **thoughtful, in-depth, and integrated** (i.e., rather than simply listing summaries of the studies examined, you should organize your paper by key points, questions, or topics, and cite sources accordingly as you do so). [Approximately 3 to 3½ pages should be used for the body of the paper.] Your conclusions on the topic should be based on the literature you reviewed and discussed, summarizing key findings as needed, stating conclusions clearly, and noting key implications for the COVID-19 pandemic (for example, in terms of primary prevention, improving response, future preparedness, or coping with the pandemic). You should also discuss any important limitations of the research reviewed, areas of improvement, and any insightful/valuable suggestions for future research to better address the question or topic at hand as it is related to COVID-19. 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. 1-1½ pages should be used for the discussion/conclusions.]

Throughout the review, your main goal should be to demonstrate **critical thinking**, state specific conclusions based on the sum of the research reviewed, and offer original insights about the topic or question related to COVID-19 and any key considerations involved—all while being clear and concise.

PAPER FORMAT & STYLE: The written assignment must be typed, **double-spaced**, in 12-point Times New Roman or similar font, and **between 4 and 5 pages in length (NOT including the title page and reference section), with 1-inch margins.** Your paper must also include a title page and a reference section, but **not an abstract.** Given the length of this brief review, section headings are likely unnecessary and if used, should be used only sparingly. Extra spacing should not be included between paragraphs or after headings. **First-person perspective and direct quoting should be avoided altogether.**

The paper must adhere to APA formatting guidelines as outlined in the Publication Manual of the American Psychological Association, 7th Edition (APA, 2019), with the exception of an Abstract. The UBC Library has information on APA citations here: <https://guides.library.ubc.ca/apacitationstyle>. You may also find this resource helpful: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

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 topic or question? Did you accurately interpret the research findings reviewed and consider the most relevant aspects?

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 research and/or literature? Did you make sound recommendations for future research? 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 (i.e., non-conversational)? 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 studies/sources referenced according to APA guidelines? In addition to the above-mentioned requirements, papers will also be graded somewhat holistically based on their overall quality, style, and level of insight.

PAPER SUBMISSION: **(1) Papers must be uploaded directly to Canvas by 11:59 PM on the due date indicated (see course schedule).** On Canvas, go to **Assignments** and click on “Brief Lit Review” to upload your paper. Papers should be uploaded in PDF format. **(2) Papers must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission.** If you do not upload your paper to BOTH places by the deadline, you will receive a grade of ‘0’ for the assignment. In cases of medical emergencies or unforeseen circumstances, concessions may be offered (see UBC’s policy on in-term concessions), but you must contact me within 24 hours of the deadline. If your concession is approved, a late submission may be accepted or your paper grade may be re-weighted.

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.

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following information to submit your paper for this course: Class ID: **25059759**, Enrolment key: **health2020**. 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 copy of your paper that you upload to Canvas or in a separate email to me.

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. Paper re-grades are possible within 2 weeks of the grades being posted.

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 CREDITS)

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 of grades 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 Honest 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

Although attendance in online discussions on Collaborate Ultra is not mandatory, **you are responsible for being aware of all class/group discussions that are held.** Recordings of all online class discussions will be made accessible online. Students should be aware that all class/group discussions will be recorded so that they can be made accessible to everyone registered in the class.

PARTICIPATION

I strongly encourage and appreciate student participation. Participation may be in the form of questions or comments posed during online discussions or during one-on-one discussions with me. I will make every effort to create a classroom environment (online or otherwise) in which students feel comfortable to discuss their ideas. If you would prefer to share your ideas with me outside of group discussions, you are welcome to do so during my virtual 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.

RESPECT & DECENCY

I will only ever tolerate an inclusive, respectful, and safe learning environment (which includes all online discussions and interactions). **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 learning 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>



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.

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 follow...

ACADEMIC ACCOMMODATION

The University accommodates students with disabilities who have registered with the Centre for Accessibility (<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

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

Centre for Accessibility: The Centre for Accessibility provides accommodations for UBC students living with physical or mental disabilities. Website: students.ubc.ca/about/access | Phone: 604-822-5844

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

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:	Module / Lecture # and Topics:	<i>Keep up with your readings! →</i>	Readings:
UNIT 1: Stress & Coping	July 7	1. INTRODUCTION TO HEALTH PSYCHOLOGY		Chs. 1, 2*
		<i>Syllabus Review; The Biopsychosocial Model; History of the Field</i>		
	July 9	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 14	3. THE MEANS TO SUCCESS: COPING & STRESS MANAGEMENT		Ch. 5
		<i>Coping with Stress; Social Support; Human-Animal Interaction; Nature & Health</i>		
	July 16	4. WIDENING OUR LENS: THE SOCIAL DETERMINANTS OF HEALTH		Chs. 3, 5
		<i>Health Disparities; The Socioeconomic Gradient in Health; Stigma & Health</i>		
	July 19	Unit 1 Application Exercise Due – <i>to be completed on Canvas by 11:59 pm!</i>		
	July 21	UNIT 1 EXAM – <i>opens at 12:00 am, to be completed on Canvas by 11:59 pm!</i>		
UNIT 2: Health Behaviours	July 23	5. HEALTH PROMOTION: GETTING REAL ABOUT THE BASICS		Chs. 6, 8
		<i>Introduction to Health Behaviours; Research in the Media; Diet & Exercise</i>		
	July 28	6. FROM BOOZE TO BACTERIA: PROMOTING CHANGE & CONTROL		Chs. 6, 7
		<i>Models of Health Behaviour Change; Addiction; Handwashing & Vaccination</i>		
	July 30	7. AN EYE ON THE PATIENT: FROM TREATMENT TO CARE		Chs. 9, 10
		<i>Using Health Services; Patient-Provider Relations; Alternative Health Services</i>		
	Aug. 2	Unit 2 Application Exercise Due – <i>to be completed on Canvas by 11:59 pm!</i>		
	Aug. 4	UNIT 2 EXAM – <i>opens at 12:00 am, to be completed on Canvas by 11:59 pm!</i>		
UNIT 3: Illness Management	Aug. 6	8. IN POOR HEALTH: CHRONIC PAIN & SYMPTOM MANAGEMENT		Chs. 11, 12, 13
		<i>Quality of Life; Defining & Measuring Pain; Chronic Illness Management</i>		
	Aug. 11	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. 13	10. HOW TO GET IT RIGHT: LIVING FOR HEALTH & WELLNESS		
		<i>Successful Aging; Positive Psychology—Considerations for Well-Being</i>		
	Aug. 13	11. COURSE WRAP-UP: OUR HEALTH & OUR FUTURE		Ch. 15
	Aug. 16	Unit 3 Application Exercise Due – <i>to be completed on Canvas by 11:59 pm!</i>		
	Aug. 21	Brief Literature Review Due – <i>to be submitted (Canvas & Turnitin) by 11:59 pm!</i>		
	Aug. 17–21	UNIT 3 EXAM – <i>to be completed on Canvas by 11:59 pm on the scheduled date!</i>		

*You will not be tested on Chapter 2, but it is recommended that you refer to it as needed.

PSYC-314 Health Psychology Course Navigation & Management Tips

Here are some additional points to help you navigate the course and manage your time...

Please ensure that you have read the course schedule in detail! The course is organized into 3 units:

Unit 1 includes 4 lectures/modules (Modules 1—4) and 4 chapters of the textbook (Chs. 1, 3—5).

Unit 2 includes 3 lectures/modules (Modules 5—7) and 5 chapters of the textbook (Chs. 6—10).

Unit 3 includes 4 lectures/modules (Modules 8—11) and 5 chapters of the textbook (Chs. 11—15).

One day (a Tuesday or a Thursday) is dedicated to each lecture and learning module. Scheduled class time on Tuesdays and Thursdays (excluding days of exams) should be used as follows:

1:00 pm – 3:00 pm: Use this time to watch the pre-recorded video of the day's lecture with voice-over.


3:00 pm – 4:00 pm: Participate in our after-lecture discussion on **Collaborate Ultra** (optional but encouraged).

COVID-19 Application Exercises are due on the last Sunday of their respective unit, but may be completed at any point during the unit.

Unit exams will become available on the first Tuesday following the last lecture of a respective unit (at 12:00 am) and must be completed any time that day (before 11:59 pm), with the exception of the final exam, which will be available for 24 hours on the date scheduled by UBC (*to be announced!*).

ON CANVAS: In addition to the **Modules** tab, which will help you stay organized in terms of all relevant course content, the **Course Summary** located at the bottom of the Home page will help you keep track of deadlines. It looks like this:

Course Summary:

Date	Details	
Sun Jul 19, 2020	 UNIT 1 COVID-19 Application Exercise	due by 11:59pm
Tue Jul 21, 2020	 UNIT 1 Exam	due by 11:59pm
Sun Aug 2, 2020	 UNIT 2 COVID-19 Application Exercise	due by 11:59pm
Tue Aug 4, 2020	 UNIT 2 Exam	due by 11:59pm
Sun Aug 16, 2020	 UNIT 3 COVID-19 Application Exercise	due by 11:59pm
Fri Aug 21, 2020	 Brief Lit Review	due by 11:59pm
	 UNIT 3 Exam	