



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

**PSYC-314, Section 98A (Distance Ed.)**

# Health Psychology by David King, PhD

This course offers a general introduction to the theory and scientific research in the field of **health psychology**. Topics include the biopsychosocial model; stress, coping, and stress management; social support and interpersonal processes; social determinants of health and health disparities; health behaviours (including addiction); health promotion and disease prevention; patient-provider relations; pain management; management of chronic and terminal illness; caregiving; death, dying, and grief; and aging. These topics have been organized into three main 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 situation, students in this section of the course will also complete assignments involving the application of course content to our understanding of the pandemic and its psychological effects.**



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

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Website: [www.davidbking.net](http://www.davidbking.net) | Blog: [thestateofus.net](http://thestateofus.net)

**David's Virtual Office Hours:** To be held **via Zoom** (using above Meeting ID and passcode). See Canvas for current/scheduled drop-in office hours, or email to set up an appointment via Zoom or phone.

**YOUR TEACHING ASSISTANT** Drake Levere Email: [drake.levere@psych.ubc.ca](mailto:drake.levere@psych.ubc.ca)

*For virtual appointments with your assigned TA, please email them directly to arrange a date & time.*

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**REGARDING EMAIL:** Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-314-98A). Please allow at least 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 should be read in addition to the assigned textbook readings. Video files of lectures with instructor voice-over for each lecture will also be available. Both textbook readings and PowerPoint/lecture topics are indicated on the course schedule (see end of syllabus). This schedule should be your primary resource for staying organized in this course. You are also expected to participate in online discussions and submit 3 application exercises over the term (1/unit). Additional points of evaluation include quizzes and a final (cumulative) exam.

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

**COURSE MODULES:** Material will be presented in 10 modules (see course schedule at end of syllabus), with each module lasting one week. In Canvas, go to **Modules** to find everything you need for a given week.

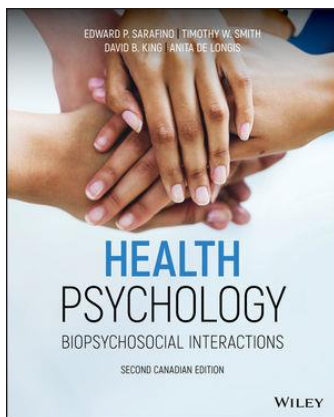
## REQUIRED READING – YOUR TEXTBOOK

**Health Psychology: Biopsychosocial Interactions (2nd Canadian Edition, 2020, Wiley)**  
by Edward Sarafino, Timothy Smith, David King, & Anita DeLongis

*There are 2 formats to choose from, depending on your preference and needs...*

1. Paperback Edition (ISBN 9781119506942) |
2. Electronic Edition (ISBN 9781119506881)

**NOTE:** All other purchasing/ordering options for the electronic edition of the book (e.g., *VitalSource*) are also acceptable. Additional options are available for renting the electronic version of the textbook through the publisher's website. See the link below for more information.



**LINK TO PUBLISHER'S WEBSITE:** <https://www.wiley.com/en-ca/Health+Psychology%3A+Biopsychosocial+Interactions%2C+2nd+Canadian+Edition-p-9781119506881>

**OTHER/OLDER EDITIONS:** Due to significant revisions to this edition (including the addition of a new chapter), no other edition should be used.

*\*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 or reference as needed. Chapter 16 will also not be tested directly.*

## COURSE EVALUATION *Students are expected to complete...*

**10 Module Quizzes** (to be completed by deadlines indicated) — **10% of final grade (1% each)**

*See section on 'Module Quizzes' for details and requirements.*

**3 COVID 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.*

**Online Discussion Participation** (5 comments total, max. 2 per unit) — **10% of final grade (2% each)**

*See section on 'Online Discussions' for additional details and requirements.*

**1 Final Exam, Cumulative** (to be scheduled by the university) — **50% of final grade**

*See section on 'Final Examination' for additional details and requirements on final exam.*

**10 Quizzes (10%) + 3 Assignments (30%) + Discussions (10%) + Exam (50%) = Final Grade**

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

## MODULE QUIZZES

There will be one quiz for each of the 10 course modules, each worth 1% of your grade. Quizzes will consist of 10 multiple choice questions addressing key concepts and material from course readings AND lectures. They are intended to improve learning and help you prepare for the final examination. Quizzes are timed; you will have 8 minutes to complete each quiz (average of 48 seconds per question). **Quizzes are "open book" and "open note" as you may refer to your notes and/or book (either paper or electronic format) during quizzes;** however, you are strictly prohibited from recording or taking screenshots of quizzes and from sharing quiz content with other students (see section on **Academic Integrity** for more details). Quizzes will be available on Canvas (see *Quizzes*) and must be completed by the deadlines indicated (one week after the start date of that module). **All times are in Pacific Standard Time (PST).** If you do not complete a quiz by the deadline, you will receive a grade of '0' on the quiz. In cases of emergencies, concessions may be offered if you contact me within 24 hours. If approved, your deadline may be extended or your grade re-weighted.

## 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 that stress, or an effective means of coping with it (e.g., human-animal interaction). In Unit 2, you could consider the role of a specific health behaviour in COVID-19, apply a specific model of health behaviour (or any one aspect of a model) to one a health precaution 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.

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 be as specific or general as you like, but each exercise should have some clear focus/direction). 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 application 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 REQUIREMENTS:** Each application exercise must be typed, double-spaced (with 1-inch margins), in 12-point Times New Roman or similar font, and **NO MORE THAN ONE PAGE IN LENGTH (any additional content will be ignored!)**. No references or citations are needed. You should adhere to APA formatting (7<sup>th</sup> edition, APA, 2019) for these assignments (see more information under *Brief Literature Review*).

**APPLICATION EXERCISE SUBMISSION:** Application exercises must be submitted for each unit no later than **11:59 PM on the deadlines indicated (see the course schedule at the end of this syllabus)**. **Electronic copies must be uploaded through Canvas (see Assignments) in PDF file format.** 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 grade redistributed.

**APPLICATION EXERCISE GRADING:** Application exercises will be graded primarily on critical thinking, insightfulness, and accuracy of interpretation/application of course material. Grammar, spelling, and overall style and structure of each exercise should be at high enough levels so as to not interfere with the communication of your ideas or clarity of your thoughts. Each application exercise will be assigned a grade out of 10. This grade is intended to be a holistic representation of your performance on the assignment. (A grading rubric will also be provided online and used in the grading of application exercises.) Grades and feedback will be posted on Canvas. Please allow 2 weeks for grades to be posted following the submission deadline. Application exercises will account for a total of 30% of your final grade in the course (i.e., 10% each).

**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.

## ONLINE DISCUSSIONS

Throughout the course, numerous discussions will be started on Canvas (see *Discussions*). These discussions may involve course content, new theories or research related to course content, or other related media. You are expected to participate **occasionally** in these discussions by making **5 original and meaningful comments over the course of the term, with a maximum of 2 comments per unit**. Original comments on discussions and/or responses to other students' comments are equally acceptable and eligible for points, but **in order to be graded, each eligible comment must be made on a \*different\* discussion** (i.e., you cannot receive points for 2 comments on the same discussion). Although you are welcome to comment on discussions beyond than the minimum requirement, **only your first 2 comments will count towards your grade in any given unit** and again, they must be made on different discussions. **For a comment to receive the full 2 points, it must reflect a high degree of critical thinking about the topic and contribute positively/meaningfully to the discussion**. If a comment is deemed to be of less value or insight, or if it is lacking in originality, it will receive a reduced score of 1 out of 2. If a comment is deemed to be of little value at all, it will receive a score of 0 out of 2.

**Three or more new discussions will be posted on Canvas at the beginning of each module. In order to be eligible and count towards your grade, comments must be made no later than one week after the discussion is started on Canvas. Discussions will be closed after one week.** Extra points will NOT be assigned for additional comments made above and beyond the maximum of 2 per unit or 5 per term. You should participate in discussions according to what you find interesting or intellectually stimulating. Please do not wait until the very end of each unit to participate! Concessions may be offered in outstanding circumstances (e.g., illness).

## FINAL EXAMINATION

**There is one final exam in this course (110 minutes in length), to be scheduled during the university exam period.** (It is up to you to ensure that you are available during that period; final exam dates are announced mid-term.) 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 Quizzes on Canvas). The final exam is cumulative (excluding Lecture 1 and Chapter 1) and will consist of 100 multiple choice questions. The course units will be evenly represented on the exam, with an equal number of questions from each, and questions will address both lecture and textbook content. **The exam is “open book” and “open note” as you may refer to your notes and/or book during the exam;** however, you are strictly prohibited from recording questions and from sharing exam content with other students (see section on *Academic Integrity* for more details).

**ON EXAM DAY: All students must have uninterrupted access to a computer in order to complete the exam.** 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 'Final Exam.' Once you start, you will have a limited amount of time to complete the exam (to be announced). **Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver time)**. **Students in other time zones should make the appropriate adjustments in order to ensure that the exam is completed by 11:59 PM (PST).** **If you experience technical issues during the exam, please email me immediately with as much information as possible.**

**MISSING THE EXAM:** The final exam will be available to complete on the published date 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>. For health-related issues, no medical documentation is required for the first occurrence; however, if you experience ongoing challenges during the term, you should seek support from your Academic Advising Office. **If you are unable to write the exam due to unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam or risk being assigned a grade of '0' on the exam.**

**OTHER ACCOMMODATIONS:** Accommodations will also be made for students with religious obligations that conflict with the exam. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered a make-up exam scheduled at another time or an alternative accommodation.

**EXAM GRADES:** Exam grades will be made available on Canvas as soon as possible (typically within 48 hours of the scheduled exam date). The final exam will account for 50% of your final grade in the course. Additional feedback regarding exam performance can be provided upon request.

## EXTRA CREDIT (HSP CREDITS)

You can gain research experience by serving as a participant in one of the many different psychological studies that are being conducted by the department. For each hour of experimental participation you can earn one credit towards your final grade (**to a maximum of 3 credits**). You can sign up for studies by visiting <https://ubc-psych.sona-systems.com/>. If you prefer, you can earn these same extra credits by completing a library-writing project, in which you read and summarize a peer-reviewed research article. You can find out more about how you can earn extra credits at <https://psych.ubc.ca/hsp>. There you will find a detailed guide about how to participate in HSP, how-to videos, and frequently asked questions. **Sign up right away as deadlines apply!**

## 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 final mean (average) grade for this class fall between 71% and 75% (with a standard deviation of approximately 13%). Accordingly, students should note that the Department may scale the final grades in this course up or down if the distribution of grades deviates substantially from the target. **Your grade is not official until it appears on your academic record.**

## ACADEMIC INTEGRITY, 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, including the use of software and online platforms (such as TurnItIn) to detect cheating and plagiarism. In cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. If you have any questions as to whether or not what you are doing is a case of academic misconduct, please consult UBC's policies on **Academic Honesty and Standards / Misconduct** here: <http://www.calendar.ubc.ca/vancouver> (see Campus-Wide Policies and Regulations). *What does academic integrity involve in this class? Here are some tips:*

**Do your own work!** All graded work in this course is to be original work done independently by you! It is unacceptable to: buy/sell/share exam questions or answers on any platform; misrepresent your identity; use someone else to complete an assignment or exam; help someone else cheat; complete someone else's work.

**Avoid unintentional plagiarism.** The ideas of others should always be acknowledged! Visit this guide to preventing plagiarism in your writing: <http://learningcommons.ubc.ca/resource-guides/avoiding-plagiarism/>

**DO NOT share course materials.** All course materials, including PowerPoint files, lecture recordings, uploaded lecture videos, exam questions, and discussions are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero, GoogleDocs).

## PARTICIPATION & ATTENDANCE

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. If you would prefer to share your thoughts/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](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

There are a number of health and wellness resources available to you should you find yourself in need of additional support. **Student health services** can be found here: <https://students.ubc.ca/health/student-health-service>; and **counselling services** can be found here: <https://students.ubc.ca/health/counselling-services>. **The Wellness Centre at UBC** also allows you to connect with other UBC students on matters of mental health and wellness: [students.ubc.ca/health/wellness-centre](https://students.ubc.ca/health/wellness-centre).

**If you find yourself in distress or are worried about someone in distress who may hurt themselves, you should call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait.**

*Additional information on health and wellness resources can be found on the main page of the course website.*

## ONLINE LEARNING FOR INTERNATIONAL STUDENTS

This course is able to accommodate students living in different time zones, as all course content is recorded and accessible at any time. Attendance will not be taken in any online discussions. Exams may be completed at any time in the 24-hour period on the scheduled date of the exam (PACIFIC STANDARD TIME).

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>.



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

	<b>Start Date:</b>	<b>Module/Lecture # and Topics:</b>	<i>Keep up with your readings! →</i>	<b>Readings:</b>
	<b>UNIT 1 →</b>	<b>Stress, Coping, and the Social Context of Health</b>		
<b>UNIT 1</b>	<b>May 10</b>	<b>1. INTRODUCTION TO HEALTH PSYCHOLOGY</b>		<b>Chs. 1*, 2*</b>
		<i>Syllabus Review; The Biopsychosocial Model; A Brief History; Chronic Illness Today</i>		
	<b>May 17</b>	<b>2. FIGHT OR FLIGHT—OR FRENZY? UNDERSTANDING STRESS TODAY</b>		<b>Chs. 3, 4</b>
		<i>Defining Stress; The Impact of Stress on Health; Trauma &amp; PTSD; Sources of Stress</i>		
	<b>May 24</b>	<b>3. THE MEANS TO SUCCESS: COPING &amp; STRESS MANAGEMENT</b>		<b>Chs. 4, 5</b>
	<i>Coping with Stress; Social Support; HAI; Nature &amp; Health; Meditation &amp; Mindfulness</i>			
	<b>May 31</b>	<b>4. WIDENING OUR LENS: THE SOCIAL DETERMINANTS OF HEALTH</b>		<b>Chs. 1, 3–5</b>
	<i>Health Disparities; Indigenous Health; The Socioeconomic Gradient; Minority Stress/Stigma</i>			
	<b>June 14</b>	<b>Final Deadline for Unit 1 Application Exercise, to be uploaded to Canvas by 11:59 PM!</b>		
	<b>UNIT 2 →</b>	<b>Health Behaviours and Behaviour Change</b>		
<b>UNIT 2</b>	<b>June 14</b>	<b>5. FROM HABITS TO HEALTH: UNDERSTANDING BEHAVIOUR</b>		<b>Ch. 6</b>
		<i>Health Behaviours; Psychosocial Factors in Behaviour; A Closer Look at Disease Threat</i>		
	<b>June 21</b>	<b>6. PROMOTING GOOD BEHAVIOUR: KEY FACTORS IN CHANGE</b>		<b>Chs. 6, 7, 8</b>
		<i>Methods to Promote Healthy Behaviour; Substance Use &amp; Addiction; Diet &amp; Exercise</i>		
	<b>June 28</b>	<b>7. THE TREATMENT/CARE CONTEXT: USING HEALTH SERVICES</b>		<b>Chs. 9, 10</b>
	<i>Using Health Services; Patient-Provider Relations; Compliance; CAM; The Placebo Effect</i>			
	<b>July 12</b>	<b>Final Deadline for Unit 2 Application Exercise, to be uploaded to Canvas by 11:59 PM!</b>		
	<b>UNIT 3 →</b>	<b>Managing Chronic and Terminal Illness</b>		
<b>UNIT 3</b>	<b>July 12</b>	<b>8. DISSECTING PAIN: FROM MEASUREMENT TO MANAGEMENT</b>		<b>Chs. 11, 12</b>
		<i>Defining &amp; Measuring Pain; Psychosocial Factors in Pain; Pain Coping &amp; Management</i>		
	<b>July 19</b>	<b>9. IN POOR HEALTH: MANAGING CHRONIC &amp; TERMINAL ILLNESS</b>		<b>Chs. 13, 14, 15</b>
		<i>Coping with Chronic &amp; Terminal Illness; QoL; Psychosocial Interventions; Caregiving</i>		
	<b>July 26</b>	<b>10. AN END IN SIGHT: PSYCHOSOCIAL FACTORS IN DYING &amp; AGING</b>		<b>Ch. 15</b>
	<i>Death, Dying, &amp; Grief; Psychosocial Factors in Aging; How to Age “Successfully”</i>			
	<b>Aug. 9</b>	<b>Final Deadline for Unit 3 Application Exercise, to be uploaded to Canvas by 11:59 PM!</b>		
	<b>Aug. 16–20</b>	<b>FINAL EXAM – to be completed on Canvas by 11:59 PM on the scheduled date (TBA).</b>		

**A concluding lecture (Lecture 11) will also be published and is for your interest only (i.e., not testable).**

*\*You will not be tested on Chapters 2 or 16, but you may refer to them as needed. Content from Chapter 1 and Lecture 1 will only appear on the Module 1 Quiz (i.e., NOT the final exam.)*

## 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 3 lectures/modules (Modules 8—10) and 5 chapters of the textbook (Chs. 11—15).

One week is dedicated to each learning module. Beginning on a Monday, each module will include 1 lecture file (PDF) as well as a video file of the lecture with instructor voice-over (also found in [Media Gallery](#)), plus assigned chapters from the textbook that must be read that week.

Each module ends with a **quiz** which becomes available on Friday and closes on the following Monday.

New [Discussions](#) will be posted at the start of each module. You are expected to make 5 original/meaningful comments (or responses to other comments) over the term (maximum 2 per unit, only first 2 eligible for points). All discussion comments are also due one week after being posted.

**IMPORTANT:** You should notice that module quizzes and discussion comments are both due on the same date for any single module – one week after module start date (Monday) at 11:59 PM (PST).

One application exercise is also due at the end of each of the 3 units (also on Mondays; see deadlines in course schedule). At the end of each unit, you will see that there is an extra week before your application exercise is due. You should use this extra time to complete your assignment and/or get ahead with reading and studying.

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**ON CANVAS:** In addition to the [Course Modules](#) tab, which will help you stay organized, 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	Due
Mon May 17, 2021	 Discussion: Criticisms of the Biopsychosocial Model	due by 11:59pm
	 Discussion: Mind-Body Dualism and its Role in Healthcare Today	due by 11:59pm
	 Discussion: The Value of the Biopsychosocial Model in a Pandemic	due by 11:59pm
	 Module 1 Quiz	due by 11:59pm

Also refer to the [Study Guide](#) on Canvas for more tips on how to study the textbook and lectures and better prepare for the final exam!