

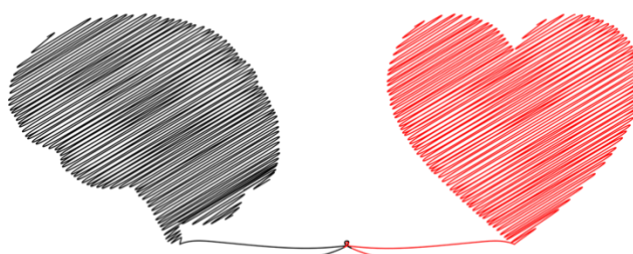
# HEALTH PSYCHOLOGY

## PSYC 314, SECTION 001

CLASS MEETINGS ON TUESDAYS / THURSDAYS, 11 AM-12:30 PM  
FRIEDMAN BUILDING 153 (ATTENDANCE OPTIONAL)

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### INSTRUCTIONAL TEAM

#### INSTRUCTOR

**Dr. Nancy Sin (she/her)**

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

#### **Office Hours:**

After class: Tues/Thurs 11:50-12:20 in  
lecture hall (Friedman 153)

On Zoom: Wednesdays 12-1 PM Pacific  
Time and by appointment at other times

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

#### TEACHING ASSISTANT

**Lydia Ong (she/her)**

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

#### **Office Hours:**

Thursdays 1-2 PM Pacific Time and by  
appointment at other times  
*(Both in-person and virtual available)*

### HOW TO CONTACT US

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

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

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

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

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

## COURSE OVERVIEW

### COURSE DESCRIPTION

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

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

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

### COURSE OBJECTIVES

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

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

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

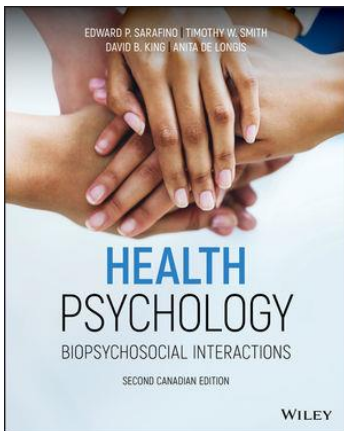
## COURSE STRUCTURE

This course involves both asynchronous activities (independent learning) and synchronous components (class meetings). You are expected to independently watch pre-recorded lecture videos and study the assigned readings. Class meetings involve discussions, group activities, and conversations with guest speakers. (Note: Attendance is not required in-person, and some portions of class meetings will be recorded and posted.) Assignments are designed to help you apply the course material to real life. Discussion boards are used to further foster an interactive learning environment. Evaluation is based on performance on quizzes, assignments, and active engagement with fellow students and/or with instructional staff.



## LEARNING MATERIALS

### TEXTBOOK (REQUIRED)



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

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

**Where to get the book**

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

The [UBC bookstore](#) has options for purchasing (not renting) the e-book or hard copy. The print book is also available for purchase on [Amazon.ca](#).

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

The first chapter and table of contents are also available on the publisher website:

[https://www.wiley.com/en-](https://www.wiley.com/en-ca/Health+Psychology%3A+Biopsychosocial+Interactions%2C+2nd+Canadian+Edition-p-9781119506942)

[ca/Health+Psychology%3A+Biopsychosocial+Interactions%2C+2nd+Canadian+Edition-p-9781119506942](https://www.wiley.com/en-ca/Health+Psychology%3A+Biopsychosocial+Interactions%2C+2nd+Canadian+Edition-p-9781119506942)

I have submitted a request to the UBC Library Course Reserve to put copies on reserve:

<https://courses.library.ubc.ca/c.hrCncZ>

**Note:** This is the 2<sup>nd</sup> edition of the Canadian textbook. I do not recommend that you use the old or other editions (e.g., American or International version). Please ask me or the TA if you have any questions or if you have difficulty accessing the textbook.

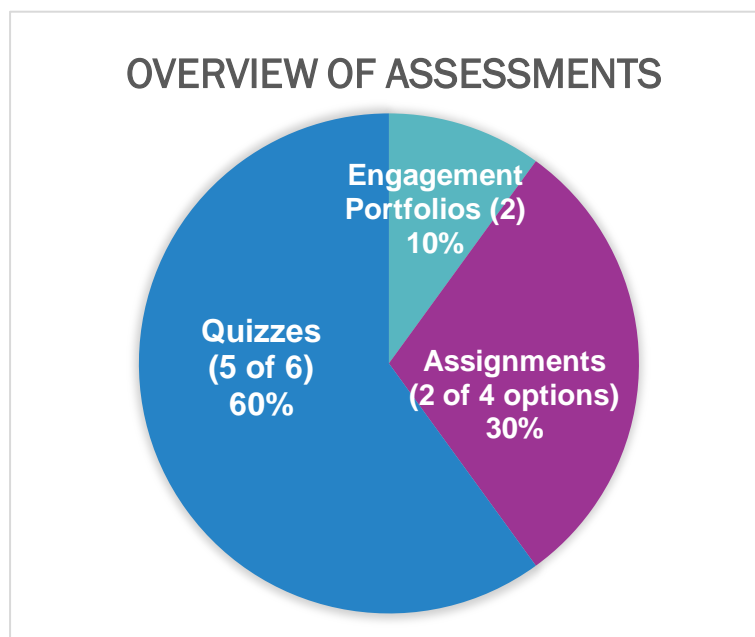
## CANVAS

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

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

## COURSE ASSESSMENTS

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



## COURSE ACTIVITIES

### PRE-RECORDED VIDEO LECTURES

I will post short video lectures & PDFs of lecture slides on Canvas each week (under the “Modules” section), **typically on Fridays**.



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

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

### CLASS MEETINGS (ATTENDANCE NOT REQUIRED)

In the first 2 weeks of the term, classes will be held virtually on Zoom due to instructor illness.

**Starting in Week 3 (Sept 21), students can attend class on Tuesdays \*OR\* Thursdays 11 AM – 11:50 AM in Friedman 153. After the 50-minute class meeting, I will stay in the classroom for office hours.**

**How this works:** You will be randomly assigned to attend class on Tuesday or Thursday. You can email the TA to switch your assigned day to best fit your preferences. Thus, instead of up to 150 students in the lecture hall, there will be up to 75 students on each day. The smaller class size will be more beneficial for engaging in interactive group activities and discussion.

**Attendance:** You are not required to attend class in-person. I encourage you to attend only if you feel comfortable and will commit to following the campus safety rules, including daily self-assessment for COVID-19 symptoms and wearing a mask in class.

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

**If you cannot attend class** (due to health concerns, illness, personal circumstances, etc.): You can still interact with other students by finding study buddies or group partners on the Canvas Discussion Boards. Last year, PSYC 314 students created groups on Discord, Slack, Facebook, etc. You can meet with me and the TA during virtual office hours.

**Recordings:** I *may* record some portions of the class meetings during times I am speaking (for example, when clarifying course concepts or explaining guidelines for an assignment). These

recordings will be posted on Canvas, but you are not required to watch them. To maintain student privacy, I will avoid recording group activities, student discussions, and student presentations unless I have permission from the students who will appear in the recordings.

### ASSIGNMENTS (PICK 2 OUT OF 4 OPTIONS): 30% OF COURSE GRADE

There will be 4 possible assignments in this course. **Please pick 2 of these options.** Each of the 2 assignments will be worth 15% of your course grade.

**ASSIGNMENT 1: INFOGRAPHIC OR VIDEO**

**Due Friday, Oct 8**

**ASSIGNMENT 2: HEALTH BEHAVIOUR CHALLENGE**

**Due Friday, Nov 5**

**ASSIGNMENT 3: SCIENCE IN THE NEWS**

**Due Tues, Dec 7**

**ASSIGNMENT 4: CONTROVERSY PAPER**

**Due Tues, Dec 7**

### GENERAL GUIDELINES

- Assignments **must be submitted by 11:59 PM Pacific Time** on Canvas on the dates they are due. Assignments 2, 3, and 4 (writing assignments) must also be submitted on **TurnItIn.com**.
- You can choose to do these assignments alone or in groups of up to 4 students.
- **If you want to work in a group (up to 4 group members):** You can find collaboration partners through the class meetings or discussion boards, or you can pair up with friends who are taking this course. Every person in the group will get the same grade on the assignment. You do not have to stick with the same group for both assignments (for example, you can do one assignment alone, and the other assignment with a group).
- **Late assignments:** Once during the term, you can have a 1-week extension on an assignment or on an Engagement Portfolio. No questions asked; just email your TA to let her know.

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

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

### ASSIGNMENT 1: INFOGRAPHIC OR VIDEO

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

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

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

## ASSIGNMENT 2: HEALTH BEHAVIOUR CHALLENGE

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

## ASSIGNMENT 3: SCIENCE IN THE NEWS

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

## ASSIGNMENT 4: CONTROVERSY PAPER

This assignment involves analyzing a controversy, i.e., an issue where people have differing or conflicting opinions. You can pick any controversial topic that is relevant to the material in this class; the topic should focus on biological, psychological, and/or social factors in physical health. For example, *What are effective approaches for addressing vaccine hesitancy? Do the social and psychological benefits of returning to in-person schooling outweigh the health risks*

*for children and adolescents? Why are the rates of depression higher for women than for men?* Although controversial topics often have multiple differing perspectives, your task would be to select and evaluate 2 sides of the controversy, while incorporating evidence from scientific research in your **2-page paper**.

### QUIZZES: 60% OF COURSE GRADE

There are 6 quizzes. Only the 5 highest quiz scores count toward your course grade; you can drop the lowest score or skip a quiz. Each quiz is worth 12% of your grade (totalling 60%).

**See schedule at the end of the syllabus for quiz dates**

### QUIZ PROCEDURE

- The quizzes will be available on Canvas from **Thursday 11:50 AM – Friday 11:59 PM Pacific Time**. This means the quiz is available online immediately after class instruction ends on Thursday at 11:50 AM, and all of Friday. You may choose to sit in the classroom to take quiz. I will remain in the classroom until 12:20 PM, in case students have questions during the quiz.
- **Once you start a quiz, you will have 30 minutes to complete it.**
- To take the quiz, log into Canvas and then navigate to the Quiz section.
- The quizzes will be **open note / open book**.
- Your quiz responses must reflect your own knowledge and understanding. You cannot consult with other students, tutors, etc. while writing the quiz. You also cannot copy or distribute the quiz materials. Academic misconduct will result in disciplinary measures.

### QUIZ CONTENT

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

### MISSED QUIZZES

- The lowest quiz score is dropped. If you only miss one quiz, you can either skip it or contact the TA to reschedule if you had an illness or an extenuating circumstance (see next point).



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

## DISCUSSION BOARDS

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

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

**Engagement Portfolio 1: due Friday, Oct 22**

**Engagement Portfolio 2: due Friday, Nov 26**

Each portfolio is worth 5% of your grade.



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

More details and a rubric will be available on Canvas.

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

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

### *ADJUSTED DEPARTMENT SCALING POLICY FOR 2021W*

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology classes are required to comply with departmental norms regarding grade distributions. However, in the spirit of flexibility and compassion in light of COVID-19 and the associated pivoting to online teaching, those departmental norms have been adjusted upwards by 5% for 2021W. **According to these adjusted norms, the average grade in 300-level Psychology classes will be between 71 to 75%, with a standard deviation of about 13%.** Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by an instructor or the department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

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

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

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

### **COVID-19 CAMPUS RULES**

For UBC COVID-19 campus rules about vaccination status declaration, rapid testing program, etc., please visit <https://covid19.ubc.ca/>.

### **ILLNESS**

**Stay home if you are sick:** If you are ill or believe you have COVID-19 symptoms or been exposed to SARS-CoV-2, stay home. Complete a self-assessment for COVID-19 symptoms

here: <https://bc.thrive.health/covid19/en>. This class has been structured to provide flexibility (e.g., pre-recorded lectures, online quizzes) so that you can prioritize your health and well-being and that of the people around you.

**If I (the instructor) am sick:** I will not come to class if I am unwell. I will make every reasonable attempt to communicate plans for class as soon as possible through Canvas. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach online but must isolate/quarantine, we will hold class meetings on Zoom.
- If I am not well enough to teach online, then our TA (Lydia Ong) or another instructor will substitute, or I may ask you to do an activity or reading in place of class time.

## MASK MANDATE

Provincial Health Orders and UBC policy now mandate masks in all indoor public spaces on campus, including classrooms. I WILL STRICTLY ENFORCE THIS MASK POLICY! Please keep your mask covering your face and nose throughout the class session. Do not eat in class. If you need a quick drink (e.g., water/coffee/tea), you can briefly adjust your mask to take sips, but do keep your mask on between sips.

Medical exemption: Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in [the PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the [Centre for Accessibility](#). After review, students that are approved for this accommodation will be provided with a letter of accommodation to share with faculty members teaching courses in which they are registered. Any students who have not notified me of a medical exemption and who refuse to wear a mask in class will be asked to leave the classroom. The [Student Code of Conduct](#) prohibits conduct that endangers the health or safety of others. Thus, in cases in which a student repeatedly refuses a mask, I will report this [non-academic misconduct](#) to the Associate Dean, Students. Please speak to me about this if you have any questions.

## POLICIES

### COPYRIGHT

**Distribution of course material is not permitted.** Lecture videos, slides, exams, and assignments are the exclusive copyright of Dr. Nancy Sin and may only be used by students enrolled in PSYC 314 Section 001, Winter 2021, at the University of British Columbia. Unauthorized or commercial use of these course materials, including uploading to sites off of the University of British Columbia servers, is expressly prohibited. Students who publicly distribute or help others publicly distribute copies or modified copies of the course materials (for example, submitting course materials to Course Hero), may be in violation of [article 4.2.2 of the Discipline](#)

[for Non-Academic Misconduct: Student Code of Conduct policy](#). Violation of these policies can lead to disciplinary measures, which may include removal of the student from the course and levying a fine.

## ACADEMIC ACCOMMODATION

The University accommodates students who have registered with [the Centre for Accessibility](#). Please let me know in advance, preferably within the first 2 weeks of class, if you require any accommodation on these grounds.

## ACADEMIC CONCESSION

During your time in this course, if you encounter unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, please notify me. You may be able to obtain academic concession from the Dean of your Faculty. For further information on academic concession, see [Policies and Regulations in the UBC Calendar](#).

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

## UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

## PSYCHOLOGY DEPARTMENT'S POSITION ON ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *TurnItIn* – a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 4.5 billion pages of content located on the Internet or in *TurnItIn*'s own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

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

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

## DIVERSITY, EQUITY, AND INCLUSION



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



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

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

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

*To learn more about the Equity Committee and to share any of your concerns, see*

<https://psych.ubc.ca/about/equity-inclusion/>

## LEARNING AND WELLNESS RESOURCES

### Study Support

Learning Commons (<http://learningcommons.ubc.ca/>) is an online resource designed to provide UBC students with learning and study support. It is an interactive website that provides access to information on exam preparation, tutoring, learning workshops, study groups, and technical tools.

### Writing Support

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

### Wellness Resources

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

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

## LEARNING AMID COVID-19

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

### ACKNOWLEDGEMENTS

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

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

## WEEKLY WORKFLOW

Here is an example of how you might structure your workflow, depending on whether you attend class on Tuesdays vs. Thursdays.

DAY OF WEEK	TUESDAY GROUP	THURSDAY GROUP
Monday	Watch lectures (posted on prior Friday)	
Tuesday	Attend class In-person office hours for Dr. Sin	Work on assignments and readings
Wednesday	Work on assignments and readings Virtual office hours for Dr. Sin	
Thursday	Work on assignments and readings In-person office hours for TA Lydia Ong Quiz available starting 11:50 AM (about every two weeks)	Attend class In-person office hours for Dr. Sin and TA Lydia Ong Quiz available starting 11:50 AM (about every two weeks)
Friday	Finish Quiz by 11:59 PM (if you had not done it yet) On most non-quiz weeks, assignments & engagement portfolio are due by 11:59 PM	
Saturday	Rest, recharge, and take care of your health and well-being	
Sunday		

## COURSE SCHEDULE

- Video lectures will typically be posted on Fridays, in advance of the next week's classes.
- You can attend class on Tuesdays OR Thursdays at 11 AM–11:50 AM, with in-person office hours to be held immediately after in the lecture hall.
- Quizzes (30-min) will be on Canvas from 11:50 AM Thursdays until 11:59 PM Fridays.

WEEK	DATES	TOPICS	READINGS
1	Sept 9	<b>Course Overview and Expectations</b>	Syllabus
2	Week of Sept 13	<b>Introduction to Health Psychology</b> <u>Topics include:</u> Historical perspectives on the mind-body relationship, biopsychosocial model, & research methods in health psychology	Chapter 1 (Optional: Chapter 2*)
	Sept 16-17	<b>Quiz 1: Covers videos and readings thus far (syllabus &amp; Chap 1)</b>	
3	Week of Sept. 20	<b>Stress Concepts and Assessment</b> <u>Topics include:</u> stress conceptual models, stress appraisals, stress responses, how to measure stress	Chapter 3
4	Week of Sept. 27	<b>Stress and Health</b> <u>Topics include:</u> Indigenous health, health disparities, racism and discrimination, early life stress <b><i>No classes on Tuesday/Thursday for National Day for Truth and Reconciliation**</i></b>	Chapter 4
	Fri, Oct 1	<b>Quiz 2: Covers new videos and Chapters 3 &amp; 4</b>	
5	Week of Oct. 4	<b>Coping</b> <u>Topics include:</u> Coping with stress, social support, stress management interventions	Chapter 5
	Fri, Oct 8	<b>Assignment 1 due by 11:59 PM on Canvas</b>	
6	Week of Oct. 11	<b>Health Behaviours and Prevention</b> <u>Topics include:</u> Factors that influence health behaviours, models of health behaviour change	Chapter 6
	Oct 14-15	<b>Quiz 3: Covers all new material and Chapters 5 &amp; 6</b>	
7	Week of Oct. 18	<b>Substance Use</b>	Chapter 7
	Fri, Oct 22	<b>Engagement Portfolio 1 due by 11:59 PM on Canvas</b>	



WEEK	DATES	TOPICS	READINGS
8	Week of Oct. 25	<b>Physical Activity, Sleep, &amp; Other Health Behaviours</b>	Chapter 8
	Oct 28-29	<b>Quiz 4: Covers all new material and Chapters 7 &amp; 8</b>	
9	Week of Nov. 1	<b>Patients in the Treatment Setting</b> <u>Topics include:</u> Using health services, adherence to medical regimens, patient-provider relationships	Chapter 9
	Fri, Nov 5	<b>Assignment 2 due by 11:59 PM on Canvas &amp; TurnItIn</b>	
10	Week of Nov. 8	<b>Chronic Disease Management</b> <u>Topics include:</u> Adjusting to chronic diseases, depression and illness <b><i>No classes on Tuesday/Thursday for Remembrance Day &amp; Mid-term Reading Break**</i></b>	Chapters 13 & 14
11	Week of Nov. 15	<b>Family Involvement in Managing Chronic Diseases</b>	Finish Chap. 13 & 14
	Nov. 18-19	<b>Quiz 5: Covers all new material and Chapters 9, 13, and 14</b>	
12	Week of Nov. 22	<b>Pain</b>	Chapter 11
	Fri, Nov. 26	<b>Engagement Portfolio 2 due by 11:59 PM on Canvas</b>	
13	Week of Nov. 29	<b>Aging and End-of-Life</b> <u>Topics include:</u> Aging, terminal illness, end-of-life decisions, grief	Chapter 15
	Dec 2-3	<b>Quiz 6: Covers all new material and Chapters 11 &amp; 15</b>	
14	Week of Dec. 6	<b><i>No new material this week. The last day of class (Tuesday, Dec. 7) will be devoted to office hours &amp; finishing assignments.</i></b>	
	Tues, Dec. 7	<b>Assignment 3 or 4 due by 11:59 PM on Canvas &amp; TurnItIn</b>	

\*You will not be tested on Chapter 2 (“The Body’s Physical Systems”), but I recommend that you read this chapter and use it as a reference as needed throughout the course. To keep the workload manageable, we are also skipping chapters 10, 12, and 16.

\*\*During weeks when Thursdays are holidays, I will not hold in-person classes for either the Tuesday or the Thursday groups. You should continue to watch lecture videos and keep up with assigned readings on those weeks.