



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

PSYC-314, Section 991 (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.



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

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Office: Room 2011, Douglas Kenny (Psychology), 2136 West Mall

Website: www.davidbking.net

Virtual Office Hours: Wednesdays 10:00 AM – 12:00 PM, or by appointment, **via Zoom**. Drop in any time during these hours, or email me in advance to schedule a meeting. See Canvas for Zoom details.

YOUR TEACHING ASSISTANT Patrick Klaiber **Email:** klaiber@psych.ubc.ca

Your TA will not be holding regular office hours. To schedule a meeting, please email them directly.

REGARDING EMAIL: Please email us directly (not through Canvas) and include the course code in your subject line (PSYC-314-991). Please allow at least 24 hours for a reply (48 hours on weekends/holidays)!

COURSE FORMAT

This course will be structured 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 in the course schedule (see the end of this syllabus). This schedule should be your main resource for staying organized in the course. You will be expected to submit 3 application exercises over the term (1 per unit). You will also be required to complete 10 quizzes and one final examination (online, cumulative).

COURSE WEBSITE: This course uses **Canvas** (<http://canvas.ubc.ca>) to make important class announcements, post PowerPoint and video files, administer quizzes and exams, publish grades, and provide other relevant materials. Please ensure that this course appears in your Canvas account and that you are set up to receive regular notifications. **You are responsible for reading all class announcements.**

COURSE MODULES: Course content will be presented in 11 modules (see the schedule at end of syllabus), with Modules 1 through 10 lasting one week. In Canvas, go to **Modules** to find everything you need for the week.

GENERAL DISCUSSION BOARD: This should be used for general and **non-urgent** questions and discussions related to course requirements and/or course content (in place of Piazza). I will be monitoring it regularly.

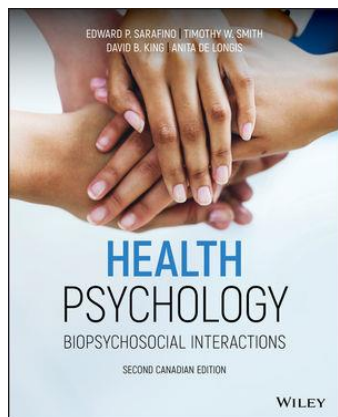
REQUIRED READING – YOUR TEXTBOOK

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 a new chapter), no other edition (older, American) 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 Application Exercises (1 exercise must be submitted per unit) — **45% of final grade (15% each)**

See section on 'Application Exercises' for additional details and requirements; Canvas for rubric.

Final Exam (cumulative excluding Module 1; to be scheduled by university) — **45% of final grade**

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

10 Quizzes (10%) + 3 Application Exercises (45%) + Final Examination (45%) = Final Grade
+ up to 2.5 bonus points for participating in HSP research (optional; see section on 'Extra Credit')

MODULE QUIZZES

There will be one quiz for each of the first 10 course modules, each worth 1% of your grade. (Note that there will be no quiz for Module 11.) 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 questions in any way, consulting with anyone else during the exam, and sharing exam content with other students** (see section on *Academic Integrity* for more details).

COMPLETING EACH QUIZ: Quizzes will be available in Canvas (see *Quizzes*) and must be completed by the deadlines indicated (one week after the start date of each module). **Times are in Pacific Standard Time (PST).**

MISSING A QUIZ: 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 quiz deadline may be extended or your quiz grade re-weighted. Quizzes will be available 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, please refer to the relevant UBC calendar entry: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>.

OTHER ACCOMMODATIONS: Accommodations will also be made for students with religious obligations that conflict with a quiz deadline. Depending on the specific circumstances (as determined on a case-by-case basis), students may be offered take the quiz at another time or re-weight their quiz grades based on other quizzes.

QUIZ GRADES: Each quiz grade will be made available in Canvas as soon as the quiz is completed. **Correct quiz responses will ONLY be visible *once* immediately following the completion of each quiz.**

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 any public health crisis or challenge, past or present, in order to inform our understanding of it. You could examine the COVID-19 pandemic, some other disease threat (e.g., HIV/AIDS, Ebola, West Nile), a behavioural concern or epidemic (e.g., obesity in North America, smoking in the Philippines), a health disparity (e.g., higher rates of diabetes in Indigenous Canadians), or other threats to public health, such as climate change. Over the term, you may consider the same public health crisis or challenge in all of your assignments or you may examine a different crisis in each, it is up to you. From each unit, you should choose any one topic, concept, theory, or research finding (or a set of related concepts or findings) presented somewhere in the unit (i.e., from textbook readings or lectures) and apply it to the public health crisis or challenge of your choice. **Your goal is to consider the topic/concept/theory/research within the context of the crisis or challenge and offer insight about it.** You may focus on how the health crisis or challenge has unfolded, the causes of the crisis, relevant behaviours related to the crisis, the psychological or social response to the crisis, and/or the psychosocial impact of the crisis. *For example*, in Unit 1, you could discuss the stress of the COVID-19 pandemic, a specific aspect of that stress, or an effective means of coping with it (e.g., human-animal interaction). 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 public health crisis is being considered. For each application exercise, you should strive to present a fairly concise and focused discussion.

The audience should be someone who has completed this course. As such, 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). The primary goal of these assignments is to apply course content; however, if it is either necessary or appropriate for your topic, you may cite outside sources as you see fit (to a maximum of 3 references per assignment). If referring to ideas or research findings presented in lecture content or in the textbook, you may simply treat this information as general knowledge and no formal citations are needed (and therefore no *References* page is needed in this case). **If you refer to any other literature or outside sources in an application exercise (e.g., information on the health crisis or challenge, including statistics; or relevant research findings not discussed in class), then you must cite the information according to APA style AND also include an additional *References* page listing the full reference(s) for this new information. A *References* page is therefore NOT required in all cases. It depends on the approach you take.**

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 crisis or issue of your choice. A sample application exercise will be provided in Canvas.

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, with the exception of a *References* page). First-person perspective and direct quoting should be used minimally and formal/academic tone should be maintained throughout. **You must include a heading at the top of the first page indicating the unit number and the health crisis/challenge being examined along with your name and student number (see sample online).** The course concept(s) being examined should also be clear in the first sentence. **A *References* page can be included in addition to the one page if it is required (i.e., if you cite information not cited in the textbook or lecture).** You should adhere to APA formatting (7th ed., APA, 2019); however, application exercises do NOT require a title page, an abstract, a running head, or additional headings.

APPLICATION EXERCISE REQUIREMENTS (cont'd): This is what the top of each assignment should look like:

Unit 1 Application Exercise: COVID-19 Pandemic

John Smith (12341234)

The COVID-19 pandemic has been accompanied by a significant increase in stress for most people

APPLICATION EXERCISE SUBMISSION: (1) Application exercises must be uploaded directly to Canvas by 11:59 PM (PST) on the due date indicated (see course schedule). In Canvas, go to **Assignments** and click on the appropriate link to upload each assignment. All assignments should be submitted in PDF format. **(2) Application exercises must ALSO be uploaded to “TurnItIn” by 11:59 PM on the day of submission (see further details below).** If you do not upload your assignment 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 an assignment, it is strongly advised that you submit your paper early to TurnItIn and, in the case that an assignment demonstrates significant overlap, make appropriate changes before the final submission. Students will be able to view their originality reports and resubmit before the respective deadlines.

TurnItIn Information: Please visit <http://www.turnitin.com> and use the following Turnitin information to submit each assignment: **Class ID: 35838598; Enrolment Key: health2022.** 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 assignments. In such instances, please note your Turnitin alias in the heading of each assignment when you upload to Canvas or simply note your alias in the Canvas assignment comments.

APPLICATION EXERCISE GRADING: Application exercises will be graded primarily on critical thinking, insightfulness, originality and creativity, and clarity of thought. 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 point 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 these assignments (see Canvas). Grades and feedback will be provided in Canvas. Please allow 2 weeks for grades to be posted following the submission deadline.

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.

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 and times are announced mid-term.) You will be permitted to start the exam at the time indicated in the exam schedule. **Students in different time zones should email me for accommodations.** The exam must be completed and submitted electronically in Canvas (see Quizzes in 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. Questions will be presented one at a time; however, you *will* be able to move back and forth between questions and review/revise previous responses as you wish within the allotted time. **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 in any way, consulting with anyone else during the exam, and 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. In order to start the exam at the scheduled time, you must log in to Canvas, click on the *Quizzes* tab in the course homepage, and then click on ‘Final Exam’ to begin. **Exam availability is scheduled according to Pacific Standard Time (PST, i.e., Vancouver time).** Students in other time zones should email me and request an adjusted exam time. If you experience technical issues during the exam, please email me immediately with as much information as possible and we will resolve the issue in a timely manner.

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 in Canvas as soon as possible (typically within a few days of the scheduled exam date). The final exam will account for 45% of your final grade in the course. Additional feedback regarding exam performance can be provided upon request.

EXTRA CREDIT (HSP)

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 2.5 ‘bonus’ credits in this course. (Note that students in distance education classes can only receive 2 credits in addition to the 0.5 prescreening 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 instead. Find more information at <https://psych.ubc.ca/hsp>.

DEPARTMENTAL POLICY ON GRADE DISTRIBUTION

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 return to in-person 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 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 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 your academic record.** You will receive both a percent and a letter grade.

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 videos, exam questions, discussions, and announcements are the **copyrighted intellectual property of David King**. It is unacceptable to share any of these materials outside of this course (e.g., CourseHero).

PARTICIPATION & ATTENDANCE

I strongly encourage and appreciate student participation. Participation in this class may be in the form of questions or comments posed during online discussions or during one-on-one discussions with me. You are welcome to talk to me 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 any class discussions. General course policies can be obtained from the UBC Calendar on academic regulations. Attendance will not be taken for any components of this course.

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 happen 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

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.

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 discussion.

Please 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

	Start Date:	Module/Lecture # and Topics:	<i>Keep up with your readings!</i> →	Readings:
	UNIT 1 →	Stress, Coping, and the Social Context of Health		
UNIT 1	Sept. 6	1. INTRODUCTION TO HEALTH PSYCHOLOGY		Chs. 1*, 2*
		<i>Syllabus Review; The Biopsychosocial Model; A Brief History; Chronic Illness Today</i>		
	Sept. 12	2. FIGHT OR FLIGHT—OR FRENZY? UNDERSTANDING STRESS TODAY		Chs. 3, 4
		<i>Defining Stress; The Impact of Stress on Health; Trauma & PTSD; Sources of Stress</i>		
	Sept. 19	3. THE MEANS TO SUCCESS: COPING & STRESS MANAGEMENT		Chs. 4, 5
	<i>Coping with Stress; Social Support; HAI; Nature & Health; Meditation & Mindfulness</i>			
Sept. 26	4. WIDENING OUR LENS: THE SOCIAL DETERMINANTS OF HEALTH		Chs. 1, 3–5	
	<i>Health Disparities; Indigenous Health; The Socioeconomic Gradient; Minority Stress/Stigma</i>			
Oct. 7	Final Deadline for Unit 1 Application Exercise—to be uploaded to Canvas by 11:59 PM!			
	UNIT 2 →	Health Behaviours and Behaviour Change		
UNIT 2	Oct. 10	5. FROM HABITS TO HEALTH: UNDERSTANDING BEHAVIOUR		Ch. 6
		<i>Health Behaviours; Psychosocial Factors in Behaviour; A Closer Look at Disease Threat</i>		
	Oct. 17	6. PROMOTING GOOD BEHAVIOUR: KEY FACTORS IN CHANGE		Chs. 6, 7, 8
		<i>Methods to Promote Healthy Behaviour; Substance Use & Addiction; Diet & Exercise</i>		
Oct. 24	7. THE TREATMENT/CARE CONTEXT: USING HEALTH SERVICES		Chs. 9, 10	
	<i>Using Health Services; Patient-Provider Relations; Compliance; CAM; The Placebo Effect</i>			
Nov. 4	Final Deadline for Unit 2 Application Exercise—to be uploaded to Canvas by 11:59 PM!			
Nov. 7–11	<i>No activities this week FOR THIS CLASS. / Official midterm break runs from Nov. 9 to 11.</i>			
	UNIT 3 →	Managing Chronic and Terminal Illness		
UNIT 3	Nov. 14	8. DISSECTING PAIN: FROM MEASUREMENT TO MANAGEMENT		Chs. 11, 12
		<i>Defining & Measuring Pain; Psychosocial Factors in Pain; Pain Coping & Management</i>		
	Nov. 21	9. IN POOR HEALTH: MANAGING CHRONIC & TERMINAL ILLNESS		Chs. 13, 14, 15
		<i>Coping with Chronic & Terminal Illness; QoL; Psychosocial Interventions; Caregiving</i>		
	Nov. 28	10. AN END IN SIGHT: PSYCHOSOCIAL FACTORS IN DYING & AGING		Ch. 15
	<i>Death, Dying, & Grief; Psychosocial Factors in Aging; How to Age “Successfully”</i>			
<i>unspecified</i>	11. COURSE WRAP-UP: REFLECTIONS ON SELF & SOCIETY†		---	
Dec. 9	Final Deadline for Unit 3 Application Exercise—to be uploaded to Canvas by 11:59 PM!			
Dec. 11–22	FINAL EXAM—to be scheduled by the university (TBA); completed in Canvas.			

* 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 on the final exam.)

† The concluding lecture, Lecture 11, can be watched any time at the end of the term / before the final exam. Content from this lecture will only be tested on the final exam (i.e., there will be no quiz for this module).

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).

Note that you will NOT be tested on Chapters 2 or 16 of the textbook.

One week is dedicated to each learning module (excluding Module 11). 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 (excluding Module 11), which becomes available on Friday and closes on the following Monday.

One case study assignment is also due at the end of each of the 3 units (case studies are always due on Fridays; see deadlines in course schedule). At the end of each unit, you will see that there is some extra time (almost a week) before your case study is due. You should use this extra time to complete your assignment and/or get ahead with your reading and studying.

Note that there is **no quiz for Lecture 11**. This concluding lecture can be watched any time at the end of the term and before the final exam. **Content from this lecture will only be tested on the final exam.**

IN CANVAS: In addition to the [Modules](#) tab, which will help you stay organized, as well as the [Media Gallery](#) tab (where you will find video files of lectures with voice-over), the [Course Summary](#) located at the bottom of the Home page will help you keep track of deadlines.

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

Appendix

NOTICE ABOUT REQUESTS FOR LETTERS OF REFERENCE

During your academic career, you may wish to request a letter of reference or recommendation (for admission into a graduate or diploma program, to apply for a research job, etc.). Unfortunately, due to the volume of requests I receive, I will not be able to accommodate all students. I will only be able to *consider* such a request under the following conditions:

(1) You have had significant interaction with me such that I have gotten to know you as an individual. I am not able to provide a reference based solely on you taking this course, and this does make the possibility less likely in a distance-education course (though not impossible). I will *not* provide a reference simply stating the grade that you receive in this course. (Your transcript will do that.) If I cannot confidently speak to your other qualities or traits, I cannot write a letter of reference for you. I will make *no exceptions* to this rule.

(2) You have received a final grade in this course of at least 80%. This means that I cannot consider such requests before the term has ended and grades are finalized. Please do not ask before that time.

(3) Your GPA should also be at a level that reflects a high academic performance overall. Note that my academic reputation would be compromised if I were to refer students who do not have the necessary qualifications for a program of study. Please be mindful of this.

(4) You make the request at least one month before the letter(s) must be submitted. Ideally, such a request should be made even earlier.

(5) In your correspondence, you clearly state the schools/programs you are applying to and the deadline(s) for submission of said letter(s) of support, and also attach your C.V., an unofficial copy or screenshot of your transcript, and a brief explanation of your interest in the desired program(s) and why a letter of reference from me specifically would be relevant.

Note that even if these above conditions are met, it is still very possible that I will not be able to provide you with a letter of reference due to the sheer volume of requests I receive. Writing such letters is a very time consuming process, and as such, it is necessary for me to set a limit on how many I can write per academic term/year. Please also note that I may not be able to get back to you in a timely manner if any of the above conditions are not satisfied.

Please also note that in recent years, I have started to receive follow-up requests from students immediately after I inform them that I am unable to provide them with a letter of support. In these follow-up requests, students ask me a second time if I can help, often pleading and begging me to accommodate their request. Please note that I do not have unlimited amounts of time (or energy), and as such, it should not be presumed that I could just “make it work” if I wanted to. In the end, I would appreciate not receiving such follow-up requests. (And keep in mind that they come across as highly unprofessional, and as such, do not make me more inclined to provide the support requested.) I consider every request seriously, and if I can make it work (and the above requirements are satisfied), I will. If I cannot, I’m sorry, but this is sometimes how these things go...