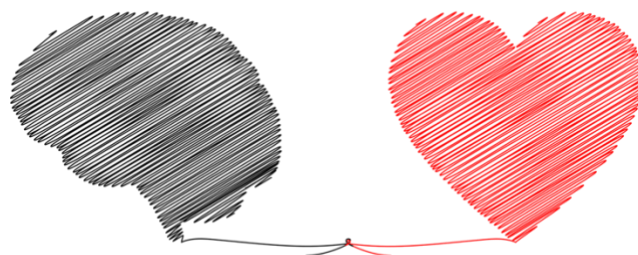


HEALTH PSYCHOLOGY (PSYC 314, SECTION 003)

WINTER 2022-23, TERM 2 (3 CREDITS)

Tuesdays, 11 AM - 12:30 PM: Office hours available on Zoom
Thursdays 11 AM - 12:30 PM: Class meeting in Buchanan A201



INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Nancy Sin (she/her)

Email: nsin@psych.ubc.ca

Office Hours on Zoom:

One-on-one appointment: Tuesdays 11-12;
book 15-min appointment (link on Canvas)

Drop-in group time: Tuesdays 12-12:30 PM

TEACHING ASSISTANT

Lydia Ong (she/her)

Email: lydia.ong@psych.ubc.ca

Office Hours on Zoom:

One-on-one appointment: Wednesdays 3-4
PM; book 15-min appointment (link on
Canvas)

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

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ACKNOWLEDGEMENTS

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəyəm (Musqueam) people. It is a privilege to learn and work on this land. I seek to honour this privilege by elevating the voices of Indigenous scholars and by integrating Indigenous perspectives in my teaching, mentorship, research, and leadership roles.

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

COURSE OVERVIEW

COURSE DESCRIPTION

- *How do our social environments contribute to health?*
- *What factors determine whether someone is more likely to engage in recommended health behaviours, such as COVID-19 vaccination or 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?*

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. This has intensified with

socio-historical events (e.g., COVID-19 pandemic) and rapid developments in communication tools (e.g., social media). 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.

CONTACTING THE PROFESSOR AND TEACHING ASSISTANT

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 evenings, weekends, and holidays).

Questions about course material, exams, or assignments: If your questions are not about a private or personal matter, please consider coming to the drop-in group office hours. I also encourage you to bring your questions to class because other students could benefit from hearing them!

If you have a personal question or concern that would require a private conversation, please follow the link on Canvas to book a 15-minute one-on-one appointment during office hours. The time slots will fill up quickly, so please try to book in advance. If something urgent comes up, please email us to set up an appointment for another time.

COURSE STRUCTURE – FLIPPED CLASS

We will use a “flipped” class approach. Lectures will take place outside the classroom, whereas our in-person class time will be devoted to interactive learning activities.

What does a flipped class look like? Each Friday, I will post lecture videos for the upcoming week. You are expected to watch the pre-recorded lecture videos and read the assigned portions of the textbook, as well as complete any other assigned readings for that week.



To keep your workload manageable, **we will not meet for class on most Tuesdays (except on two Tuesdays for midterms).** I will hold virtual office hours on Tuesday, during which you can meet with me if you want to discuss the course material or any other aspects of the course.

Students are expected to attend class in-person on Thursdays. Class meetings will involve discussions and interactive group activities. We may also have conversations with invited guest speakers.

Here is an overview of the typical workflow across a week:

Friday	Weekend	Monday	Tuesday	Wednesday	Thursday
<p>Lecture videos will be posted for the upcoming week</p> <p>Assignments due on two Fridays (March 3 & March 24)</p>	<p>Rest, recharge, and take care of your health and well-being</p>	<p>Self-directed coursework: Watch lecture videos, complete readings, and work on assignments</p>			<p>In-person class in Buchanan</p>
			<p>No class on most Tuesdays.</p> <p>Midterms on two Tuesdays (Feb 14 & March 21).</p> <p>Dr. Sin is available for office hours on Tuesdays.</p>		

How do flipped classrooms enhance student learning?

Flipped classrooms can lead to a meaningful educational experience for students because of its emphasis on *student-centred learning*. I have designed the course structure based on these four key principles of student-centred learning (Koh, 2019): (1) **Personalization**, by providing flexible ways of learning and studying, (2) **Self-direction**, by supporting student autonomy while requiring more responsibility for learning, (3) **Promoting higher-order thinking**, including through problem-solving and application activities, and (4) **Collaboration with peers**.

Although flipped classrooms can be challenging and require more effort, education research has shown that this approach can facilitate **better student learning, performance, and engagement** (e.g., McNally, 2007). For example, my past students in PSYC 314 have said they preferred pre-recorded lecture videos because they could watch (and re-watch) the videos at their own pace. The group assignments also expanded student learning and creativity and were instrumental in fostering connections during the COVID-19 pandemic.

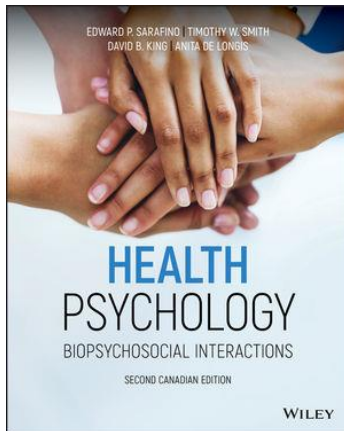
LEARNING MATERIALS

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

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 April. 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 hard copy 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-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.dR9ffv>

Note: This is the 2nd 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.

PRE-RECORDED VIDEO LECTURES

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

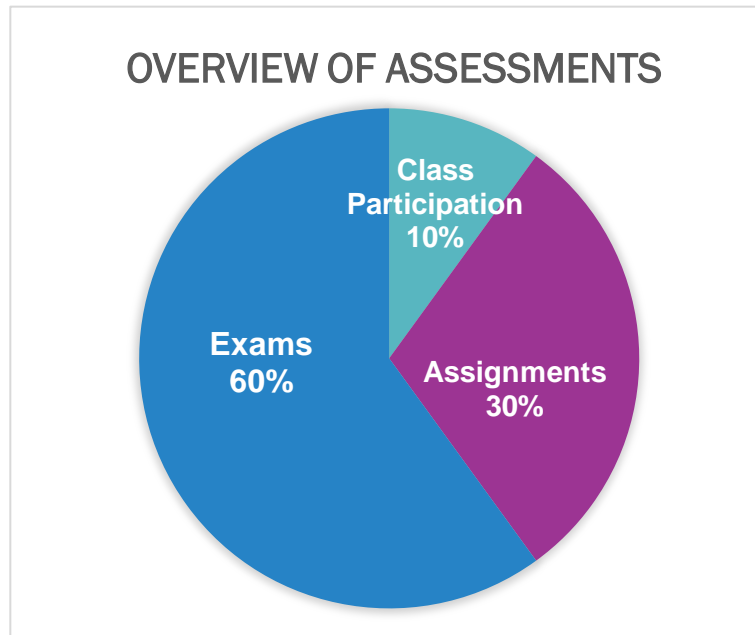


The videos may have quiz questions embedded. These quiz questions will not be graded. They are meant to keep you engaged and to strengthen your understanding of the course material.

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

COURSE ASSESSMENTS

This course has been designed using different avenues of assessment. Active participation and collaboration are built into the course.



CLASS PARTICIPATION: 10% OF COURSE GRADE

Class meetings will take place on Thursdays at 11 AM - 12:30 PM in Buchanan A201.

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 connect with other students and to find collaborators for the group project.

Attendance & participation: Interactive learning is a key component of this course. Thus, you are expected to attend class on a regular basis. Starting in Week 2, attendance will be recorded electronically in class (for example, using an iClicker or TopHat question).

You only need to attend 80% of classes to receive 100% of the participation credit. Even if you miss one or two classes, those absences would not have a major impact on your participation grade. In general, there will not be an option to make-up the missed participation points. However, please speak with me if you have extenuating circumstances (e.g., prolonged illness, personal circumstances, etc.) to discuss academic accommodations such as an alternative assignment in lieu of in-class participation.

TEAM PROJECT: 30% OF COURSE GRADE

HEALTH BEHAVIOUR CHALLENGE!

Are you interested in becoming physically active, improving your sleep habits, eating better, practicing meditation, etc.? As a class project, you will be expected to work in a team to select a health behaviour that you (and your teammates) are interested in modifying or maintaining. Each member of the team will self-monitor (track) their own health behaviour, implement evidence-based strategies to change or maintain the behaviour, and reflect on the barriers and facilitators of behavioural change. Instructions and suggestions for behaviour change strategies to be shared in course materials and class meetings. This activity is designed to help you integrate concepts from the course with real life.

The Health Behaviour Challenge will be divided into 3 parts. Parts 1 and 2 are worth a smaller portion of your final course grade because their purpose is to keep teams on track and to generate feedback that you and your team would incorporate for the final project (Part 3).

Project Parts	Description	Deadline	% of course grade
Part 1	Write-up of each team members' behaviour change goals and self-monitoring	Fri, March 3 by 11:59 PM	5%
Part 2	Write-up on strategies for behavioural change	Fri, March 24 by 11:59 PM	5%
Part 3 (Full project)	4-page paper (including revisions of Parts 1 and 2 above) about your group's health behaviour change experience	Thurs, April 13 by 11:59 PM (Last day of class)	20%

GENERAL GUIDELINES (see Canvas for detailed guidelines)

- **You will be expected to work in a team of 4 students (you + 3 classmates):** You can find collaboration partners through the class meetings or Canvas discussion board who are interested in changing the same kind of health behaviour. Or, you could pair up with friends who are taking this course. There will be opportunities to provide feedback to your peers and to evaluate (grade) their contributions.
- Assignments **must be submitted by 11:59 PM Pacific Time** on Canvas on the dates they are due. These assignments must also be submitted on **TurnItIn.com**.
- **Late assignments:** Once during the term, your team can have an automatic one-week extension on an assignment. No questions asked; you do not need to contact the instructor or TA to request an extension. ***Please note that this deadline extension is only for project assignments, not for exams.***

EXAMS: 60% OF COURSE GRADE

Midterm 1: Tuesday, Feb 14
Midterm 2: Tuesday, March 21
Final Exam: Date to be announced by UBC

Each exam is worth 20% of your course grade.

EXAM PROCEDURE

- Midterms will take place in-person in the classroom.
- **No books nor notes** are allowed while you are writing the exam.
- Your exam responses must reflect your own knowledge and understanding. You cannot consult with other students, the Internet, etc. while writing the quiz. You also cannot copy or distribute the exam materials. Academic misconduct will result in disciplinary measures.

EXAM CONTENT

- Exams are **non-cumulative**. The exams will consist of multiple choice questions and written response questions.
- The exams will cover material both lecture and textbook material, including information presented by any guest speakers. You will need to study the textbook to do well on the exams. Although there will be overlap between the lectures 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 EXAMS

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

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/>

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 003, Winter 2022, 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.

DEPARTMENT GRADE SCALING POLICY FOR 2022W

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. **According to this policy, the average grade in 300-level Psychology classes will be between 71 to 75%, 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 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%		

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—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 equity, diversity, and inclusion in UBC Psychology, see <https://psych.ubc.ca/edi/>

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. This interactive website provides access to info 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.

ILLNESS

Stay home if you are sick: Do not come to class if you are sick, have COVID-19 symptoms, have recently tested positive for COVID-19, and/or are required to quarantine or isolate. You can 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, flexibility in missing participation points, one automatic deadline extension for assignments) 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, 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.

For information about UBC's response to COVID-19, please visit <https://covid19.ubc.ca/>.

LEARNING AMID THE PANDEMIC

Although it has been nearly three years since the start of the pandemic, we are still living and learning in an unprecedented time. In re-designing this course, 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 university policies.

COURSE SCHEDULE

WEEK	DATES	TOPICS	READINGS
1	Week of Jan 9	Course Overview and Expectations	Syllabus
2	Week of Jan 16	Introduction to Health Psychology <u>Topics include:</u> Historical perspectives on the mind-body relationship, biopsychosocial model, & research methods in health psychology	Chapter 1 (Optional: Chapter 2*)
3	Week of Jan 23	Stress Concepts and Assessment <u>Topics include:</u> stress conceptual models, stress appraisals, stress responses, how to measure stress	Chapter 3
4	Week of Jan 30	Stress and Health <u>Topics include:</u> Indigenous health, health disparities, racism and discrimination, early life stress	Chapter 4
5	Week of Feb 6	Coping <u>Topics include:</u> Coping with stress, social support, stress management interventions <i>No new lecture videos will be posted on Friday, Feb 10, so that you can focus on preparing for the midterm.</i>	Chapter 5
6	Tues, Feb 14	Midterm 1: Covers all lectures and Chapters 1, 3, 4, and 5	
6	Week of Feb 13	Health Behaviours and Prevention <u>Topics include:</u> Factors that influence health behaviours, models of health behaviour change <i>Lecture videos for this module will be posted after the midterm on Tuesday.</i>	Chapter 6
7	Week of Feb 20	Reading Break: No office hours or class meeting	
8	Week of Feb 27	Substance Use	Chapter 7
Friday, March 3		Part 1 of Project due by 11:59 PM on Canvas & TurnItIn	
9	Week of Mar 6	Physical Activity, Sleep, & Other Health Behaviours	Chapter 8
10	Week of Mar 13	Patients in the Treatment Setting <u>Topics include:</u> Using health services, adherence to medical regimens, patient-provider relationships	Chapter 9

WEEK	DATES	TOPICS	READINGS
Tuesday, March 21		Midterm 2: Covers new lectures and Chapters 6, 7, 8 and 9	
11	Week of Mar 20	<p align="center">Chronic Disease Management</p> <p><u>Topics include:</u> Adjusting to chronic diseases, depression and illness</p> <p><i>No new lecture videos will be posted on Friday, March 17, so that you can focus on preparing for Midterm 2.</i></p>	Chapters 13 & 14
Friday, March 24		Part 2 of Project due by 11:59 PM on Canvas & TurnItIn	
12	Week of Mar 27	Family Involvement in Managing Chronic Diseases	Finish Chap. 13 & 14
13	Week of Apr 3	Pain	Chapter 11
14	Week of Apr 10	<p align="center">Aging and End-of-Life</p> <p><u>Topics include:</u> Aging, terminal illness, end-of-life decisions, grief</p>	Chapter 15
Thurs, Apr 13		Full Project due by 11:59 PM on Canvas & TurnItIn	
<p align="center">Final exam (non-cumulative) to be scheduled during exam period (April 17-28). Please check the University schedule for date and time. The final exam will cover Chapters 11, 13, 14, and 15.</p>			

*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.