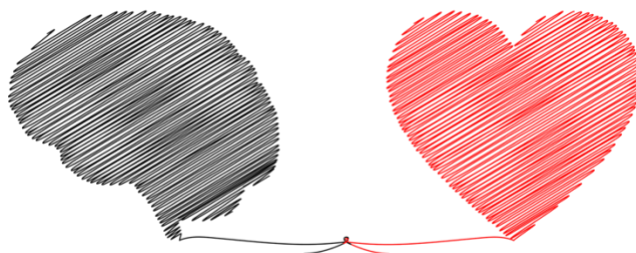


HEALTH PSYCHOLOGY (PSYC 314, SECTION 003)

WINTER 2024-25, TERM 2 (3 CREDITS)

TUESDAYS & THURSDAYS 11 AM-12:30 PM IN SWING 222



INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Nancy Sin (she / her / hers)

Email: nsin@psych.ubc.ca

Office Hours:

Tuesdays 12:30-1:30 PM in Kenny 3517,
and by appointment at other times

TEACHING ASSISTANT

Nikki Stuart (she / her / hers)

Email: nstuart@psych.ubc.ca

You can email Nikki to schedule an appointment. Please treat her with respect in your interactions and communication.

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. We will not be available after 5 PM or on Saturdays, Sundays, 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, ask us in our 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.

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

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

- *How do our social environments contribute to health?*
- *What factors determine whether someone is more likely to engage in recommended health behaviours?*
- *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.

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:

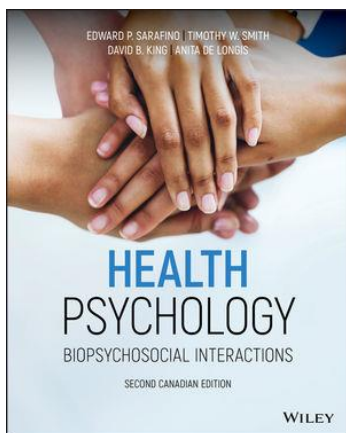
1. ***Describe the roles of psychological, social, and biological factors in health and well-being.*** The connections between mental and physical health will be important throughout your life. Regardless of whether you intend to pursue a career in psychology, medicine, or allied health fields, the information 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. 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.

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](#) or the [UBC bookstore](#) for 150 days. Or, you can purchase the e-book or hard copy from either website or from [Amazon.ca](#).

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

I will post the first chapter on Canvas. The textbook may be available on reserve at the UBC Library Course Reserve: <https://courses.library.ubc.ca/c.Kqw4PW>

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.

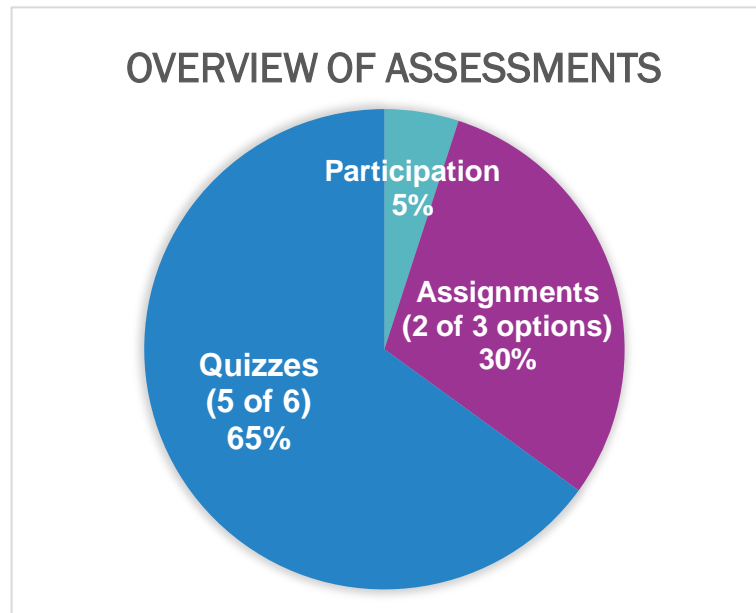
CANVAS

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

- Announcements (Check your settings to make sure you receive course notifications!)
- Lecture slides
- Additional readings, links to outside websites, etc.
- Assignments
- Quizzes

COURSE ASSESSMENTS

I have designed reduce the emphasis on any single test and to encourage students to learn in a variety of ways. The course grade will be distributed across different avenues of assessment. Active participation & engagement are built into the course assessments.



CLASS PARTICIPATION: 5% OF COURSE GRADE

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 using TopHat.

You only need to attend 90% of classes to receive 100% of the participation credit. If you miss one or two classes, those absences would not impact 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.

Recordings: I *may* record some portions of the lectures. 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 3 OPTIONS): 30% OF COURSE GRADE

There will be 3 possible assignments in this course. **Please pick 2 of these options.** Each of the 2 assignments will be worth 15% of your course grade. *You are welcome to complete all 3 assignments but only your highest 2 assignment scores will count towards your final course grade.*

ASSIGNMENT 1: SCIENCE IN THE NEWS

Due Friday, Jan 31

ASSIGNMENT 2: HEALTH BEHAVIOUR CHALLENGE

Due Friday, March 7

ASSIGNMENT 3: HEALTH PSYCHOLOGY STORIES

Due Friday, April 4

GENERAL GUIDELINES

- Assignments **must be submitted by 11:59 PM Pacific Time** on Canvas and TurnItIn.com on the dates they are due.
- 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, Canvas discussion board, 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 single 1-week extension on an assignment. No questions asked; just email your TA to let her know if you would like to use your 1-week extension on a particular assignment.

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

Below are general descriptions of each assignment.

ASSIGNMENT 1: 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 2: HEALTH BEHAVIOUR CHALLENGE

Are you interested in getting physically active, improving your sleep habits, eating more nutritious foods, 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. 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 health behaviour change experience (*if working in a group: the page limit is 3 pages for groups of two students; 3 and a half pages for groups of three students, and 4 pages for groups of four students*). The paper will also involve incorporating relevant material from the 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: HEALTH PSYCHOLOGY STORIES

The final month of this course will focus on psychological and social aspects of living with chronic diseases. For this last assignment, you can watch TV or a movie, read a book, or listen to a podcast of your choice, as long as it features a story (either fictional or real) about a person's experiences with adjusting to a chronic medical disease or physical disability, aging, terminal illness, or facing end-of-life decisions. In addition (or alternatively), the story could focus on the people who are support-providers or caregivers for the person with the chronic medical condition or disability. We will crowd-source a list of TV, movie, book, and podcast recommendations, to be posted on the Canvas discussion board. This assignment will involve analyzing the story with a health psychology lens. Your task would be to reflect on whether elements of the story align with the concepts and information from this course, while incorporating evidence from scientific research in your **2-page paper**.

QUIZZES: 65% 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 13% of your grade (totalling 65%).

See schedule at the end of the syllabus for quiz dates

QUIZ PROCEDURE

- During weeks when quizzes are scheduled, the quiz will be available on Canvas from **Monday 12 AM to Friday 11:59 PM Pacific Time**.
- **Once you start a quiz, you will have 20 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, generative A.I. tools such as ChatGPT, etc. while**

writing the quiz. You are prohibited from copying or distributing 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 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 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 or 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.

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

PSYCHOLOGY DEPARTMENT GRADING POLICY FOR 2024/25

In Psychology at UBC-V, we employ department-wide grading standards to promote equitable alignment, supporting students and course instructors as they learn and teach across many diverse courses and sections. For each Course Section, instructors should aim for a grade

average in the following Target Ranges (before any bonus HSP points are added, but including any mandatory HSP points): B- (68-71%) in Introductory 100-level and 200-level courses; **B (72-75%) in Intermediate 300-level courses**; B+ (76-79%) for Advanced 400-level courses and Selective-Entry lower-level courses (e.g., PSYC 277, 278, 312, 370, 371, 349, 359, 365).

Ranges are intended to provide some flexibility to instructors and account for differences that can occur between classes. Ranges increase across year levels to account for improvements in student learning, and students' ability to self-select into more specialized courses.

During the course, instructors may choose to adjust grades and/or difficulty of the assessments, to align with the Target Range. At the end of the course, if the average falls outside the Target Range (either direction), instructors will typically be expected to use a linear transformation to adjust final grades (i.e., add or subtract the same number of points to all students' marks, while ensuring no student fails the course due to this transformation). If a course mean falls in within one +/- letter grade band above the Target Range (e.g., in the B+ range for Intermediate courses), and the instructor believes these grades to be justified, the instructor may submit a justification request using the departmental approval final grades submission form, and the grades may stand. This Upper Range is intended to inspire further excellence in learning and teaching, and allow for the possibility that some classes select for higher performing students. Courses with means exceeding the Upper Range will be expected to provide justification as well as use a linear transformation to fall within the Upper Range.

Grades are not official until they appear on students' academic record. Students will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below:

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

COPYRIGHT

Distribution of course material is not permitted. Lecture videos, slides, quiz questions, and assignments are the exclusive copyright of Dr. Nancy Sin. 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 distribute or help others distribute copies or modified copies of the course materials (for example, submitting course materials to websites and services such as 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 the student. 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 or get involved, 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.

COURSE SCHEDULE

During the weeks when there are quizzes, you can access the 20-minute quiz on Canvas any time from Monday 12 AM until Friday 11:59 PM Pacific Time.

WEEK	TOPICS	READINGS	ASSESSMENTS
Week 1: Jan 7 & 9	Course Overview, Introduction to Health Psychology	Syllabus, Chapter 1	
Week 2: Jan 14 & 16	Foundations of Health Psychology, Historical Perspectives, and Research Methods	Chapter 1	
Week 3: Jan 21 & 23	Stress Concepts and Assessment	Chapter 3	Quiz 1: Covers content from Weeks 1 & 2 and Chapter 1
Week 4: Jan 28 & 30	Resilience and Vulnerability to Stress	Chapter 4 and readings on Canvas	Assignment 1 due Friday, Jan 31st by 11:59 PM on Canvas & TurnItIn
Week 5: Feb 4 & 6	Coping	Chapter 5	Quiz 2: Covers content from Weeks 3 & 4 and Chapters 3 & 4
Week 6: Feb 11 & 13	Health Behaviours and Prevention	Chapter 6	
Week 7: Feb 17 - 21	Reading Break: No classes or office hours		
Week 8: Feb 25 & 27	Physical Activity, Sleep, & Other Health Behaviours	See readings on Canvas	Quiz 3: Covers content from Weeks 5 & 6 and Chapters 5 & 6
Week 9: March 4 & 6	Substance use	Chapter 7	Assignment 2 due Friday, March 7th by 11:59 PM on Canvas & TurnItIn

Week 10: March 11 & 13	Patients in the Treatment Setting	Chapter 9	Quiz 4: Covers content from Weeks 8 & 9, Chapter 7, and assigned readings
Week 11: March 18 & 20	Family Involvement in Managing Chronic Diseases No in-person lecture on Thursday, March 20. Please watch pre-recorded videos on Canvas.	sections of Chapters 13 & 14	
Week 12: March 25 & 27	Psychosocial Aspects of Chronic Diseases and Pain No in-person lecture on Thursday, March 27. Please watch pre-recorded lecture videos on Canvas.	Chapter 11 and sections of Chapter 14	Quiz 5: Covers content from Weeks 10 & 11, Chapter 9, and sections of Chapters 13 and 14
Week 13: Apr 1 & 3	Aging, End-of-Life Care, and Bereavement	Chapter 15	Assignment 3 due Friday, Apr 4th by 11:59 PM on Canvas & TurnItIn
Week 14: Apr. 8	No new material this week. The last day of class (Tuesday, Apr 8) will be an academic & career development session, in which I will talk about how to get research experience, applying to graduate school, and careers in health psychology.		Quiz 6: Covers content from Weeks 12 & 13; Chapter 11, sections of Chapter 14, and Chapter 15