

HEALTH PSYCHOLOGY (PSYC 314, SECTION 005) WINTER TERM 2 (3 CREDITS)

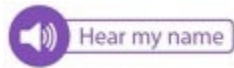
MONDAYS & WEDNESDAYS
3:30-5:00 PM IN HENN 202



INSTRUCTIONAL TEAM

INSTRUCTOR

Dr. Rosie Shrout
(she / her / hers)



Email: rosie.shrout@psych.ubc.ca

Office Hours: Dr. Shrout is available to meet at the end of each class in the classroom, or by appointment at other times.

TEACHING ASSISTANT

Khiara Cardoza Brown (she / her / hers)

Email: khiaracb@student.ubc.ca

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

HOW TO CONTACT US

Email subject line: Please include 'PSYC 314, issue' (where "issue" is replaced by the topic of the email) in the subject line. We will try our best to respond within 24-48 hours, except on weekends and holidays.

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.

If you have a personal question or concern that would require a conversation, please talk to me after class or send us an email to set up an appointment.

Questions about course material: Please bring your questions to class, ask us during 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 x̱w̱məθkʷəy̓əm (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. Nancy Sin, David King Anita DeLongis, Christiane Hoppmann, 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:

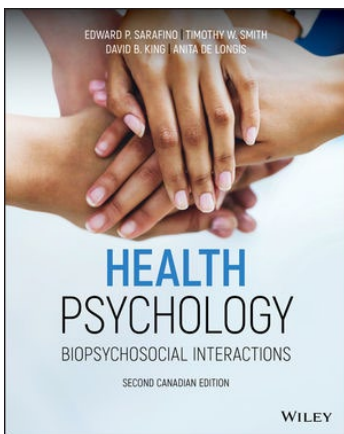
1. ***Describe the roles of psychological, social, and biological factors in health and well-being.*** The connections between mental and physical health will be important throughout your life. Regardless of whether you intend to pursue a career in psychology, medicine, or allied health fields, the information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

COURSE ASSESSMENTS

There are 3 equally-weighted, non-cumulative exams in this course, each worth one third of your final grade. Each exam corresponds to one course unit and will test only material from that unit.

+ up to 3 points from HSP (optional; see section on 'Extra Credit')

EXAMS

Each exam will consist of multiple choice and written questions (short answer; point form responses are acceptable). These questions will be based on both assigned readings and lecture material from the respective unit. The purpose of the lectures is to explain and expand upon the textbook and additional readings. Although there will be overlap between the lectures and readings, there will also be material that will be covered in lectures that is not covered in readings. Furthermore, there may be material from assigned readings that will not be discussed in lecture. More details on exam content can be found in the study guide.

See the course schedule at the end of this syllabus for the dates of Exams 1 and 2, which will be held during scheduled class time. Exam 3 will be scheduled by the university (it is up to you to ensure that you are available during this period; final exam dates are announced mid-term).

On Exam Day: Please bring your own HB pencil and an eraser to each exam to allow for electronic scoring of the multiple-choice questions (scantron sheets will be provided). All exams are closed-book and notes may not be referred to. All exams will be closely supervised, and invigilators may ask students to move or alter students' seating arrangements with no explanation provided. The use of any electronic device (phone, smart watch, etc.) during an exam will result in an immediate "0" on the exam. If you arrive more than 30 minutes late to an exam, you may be refused admittance to the exam and assigned a grade of "0" on the exam. Students who arrive to an exam after a classmate has completed the exam and left the exam room will not be permitted to write the exam under any circumstances. You are strictly prohibited from writing an exam in a section of the course in which you are not enrolled.

Missing an Exam: Examinations will be given 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, 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 health challenges, you should seek support from your Academic Advising Office.

If you are unable to write an exam due to unforeseen events (illness or otherwise), you must contact me before the exam or within 24 hours following the exam. If you do not contact me within 24 hours of the exam you will be assigned a grade of "0" on the exam. Accommodations will also be made for religious obligations that conflict with an exam and for athletes with sporting events that are scheduled during an exam.

Concessions: Depending on the specific circumstances (as determined by the instructor on a case-by-case basis), students may be offered one of the following accommodations for in-term concessions: (1) a make-up exam scheduled at a later time, or (2) re-weighting of missed marks to another exam.

Make-Up Exams: In most cases, if you are unable to write an exam on the scheduled date, you will be expected to complete a make-up exam within the shortest time possible at the convenience of the TA. Depending on the TA's availability, you may be offered only one alternative time to write an in-person make-up exam. The content and/or format of the make-up exam may differ from the original version. Once scheduled, make-up exams should be treated as originally scheduled exams and the same policies regarding exam concessions (as outlined above) must be followed. In instances in which you are unable to accommodate the TA's schedule, or in cases where a make-up exam is also missed, you may be asked to contact your Academic Advising Office to mediate the situation. In certain circumstances, including periods in which too many requests have been received, other arrangements may be made.

Exam Grades: Exam grades will be posted on the course website as soon as they are available. Please allow 2 weeks for grades to be posted. You may review your completed exams with your TA(s) at either scheduled review sessions or by appointment (to be announced). If you wish to have an exam re-graded, you must email me requesting a re-grade within 2 weeks of the grades being posted and only after first reviewing the exam with your TA. Re-grades will not be considered after the 2-week mark, though you are welcome to review your midterm exams at any point. Final examinations are typically reviewed directly with me at a scheduled review session or by appointment after the term is complete. Note that due to minor errors that may occur in grading and/or scoring, exam grades may be adjusted after their original posting. In such corrections, your exam grade may either increase or decrease in order to ensure that it reflects an accurate assessment of the material.

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/>

You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system by the end of the first month of classes to have the opportunity to earn your first 1/2 hour credit with a brief online survey that will increase your eligibility for more studies.

As instructors, we do not have direct access to the HSP system. Any issues with HSP should be resolved directly with HSP Admin (hspadmin@psych.ubc.ca). Please keep in mind that the HSP system is not connected to Canvas. At the end of the term, we will receive a spreadsheet from HSP Admin containing a list of participating students and the credits assigned to them. At that time, we will enter HSP credits in to Canvas so that you can check that they are accurate. Please ensure that you have assigned your HSP credits to the class(es) of your choice before

the system closes on the last day of classes. (Note that submissions for the alternative library option must be submitted no later than 10 days before the last day of classes). Once the system closes, you will no longer have access to your HSP account. This will be the only way to earn bonus points in this course. It is highly recommended that you take advantage of this option!

POLICIES

PSYCHOLOGY DEPARTMENT GRADING POLICY FOR 2025/26

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 your academic record. You will receive both a percent and a letter grade for this course. At UBC, letter grades 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%	

CLASS ETIQUETTE AND PROFESSIONALISM

Please be thoughtful and think of others!

Student Responsibilities: Your job is to attend class, be prepared, engage in class discussions, and learn throughout the semester.

- Deadlines are an unavoidable part of being a professional and this course is no exception. Submit all assignments complete, according to instructions, and **on time**.
- Be on time to class and refrain from packing up your belongings early.
- Attend and be prepared for class by reading and completing all assigned work in advance.
- Be active and participate in lectures, discussions, and activities.
- Cooperate with, support, and be respectful of your fellow colleagues, teaching assistant(s), and the instructor.
- Communicate with the instructor concerning any issues or difficulties **before** it becomes a significant problem.
- Adhering to the university's academic standards including those governing academic dishonesty; this includes: cheating, plagiarism (submitting the language, ideas, thoughts or work of another as one's own, or allowing another to use your work in this way), or fraud.
- Be respectful when others are talking—do not talk when the instructor, TA, other students, and guest speakers are talking.

Instructor Responsibilities: I will be available via email and will respond as soon as I am available (generally within 24-48 hours, except on weekends and holidays). For the online discussions, I will be checking in. When emailing me, please place in the subject line the course number, the topic of the email (i.e., PSYC 314, Discussion 2 Question). This will help me tremendously in locating your emails and speed up my response time.

- Provide course content that is timely, pertinent, and current based on sound research, not hearsay. If I express an opinion, I will own it.
- Be on time and prepared for all classes.
- Provide consultation, advisement, and/or problem-solving time for students.
- Provide clear instructions regarding assignments and expectations.
- Be prepared to provide and consider feedback.
- Honour and respect students.
- Demonstrate ethical behaviour.
- Hold student's information or consultations in strict confidence.
- Provide and consider constructive evaluations and feedback.
- Return work turned into class in a timely manner.

Ground Rules for Class: This class involves participation in discussions and activities—both of which help you learn and apply course materials. We all have different experiences that influence our perspectives of the world. You may feel uncomfortable or disagree with certain

ideas or opinions expressed by others or with certain topics in this class. You may also find you share perspectives or experiences with others.

We will strive to create an open, respectful, and trusting environment in this course. Class times should be fun and interactive. At minimum, the following rules will be practiced:

- Recordings of any kind during class are not allowed, except for specific accommodation permissions from the Centre for Accessibility.
- Cell phones will be turned off or on silent before entering the classroom. Please do not answer a phone during class, or you will be asked to leave. If you are a first responder, please let me know the first day of class.
- No bags/backpacks on desks.
- All students are expected to participate in discussions.
- All questions, perspectives, and opinions are important and valuable—you are encouraged to share and discuss.
- Demonstrate respect for ideas, beliefs, and people.
- Avoid making assumptions, generalizations, or stereotypes.
- Recognize that opinions are just that.
- Be respectful and be present in class by being engaged in classroom discussions.
- Always listen carefully and with an open mind to the contributions of others.
- Ask for clarification when you don't understand a point someone has made, including me.
- If you are offended or hurt by my or someone else's remarks, please let me know (anonymously if you prefer by dropping a note on my desk). I will make every attempt to effectively address the issue for all involved.
- Come with an open mind...be willing to learn and be compassionate towards those who may not have had as much experience in something as you have.
- Be able to use the internet to participate in the class (look for documents and files, messages from me, etc.). You are responsible for learning how to navigate the web—if you don't know how, contact a librarian or IT specialist.

Cell Phones/Laptops: Please refrain from using your cell phone while class is in session. If you need to take an important call, please step outside the class and take it in the hallway. Please put all cell phones on silent. It is the expectation that laptops will only be used for note taking purposes or viewing class materials. You will be asked to leave the classroom if you are using cell phones, laptops, or tablets for anything besides notes and relevant material.

Email Etiquette: I request that you remember and follow these guidelines when contacting me (or any other professor).

- Indicate the course and issue in the subject line (PSYC 314, issue)
- Begin your email with a proper salutation, such as “Dear Dr. Shrout” or “Hello Dr. Shrout”
- State your first and last name, which course you are in, and why you are writing.
- Sign off with a closing, e.g., “Thank you for your time,” or “Sincerely,” and your first and last name.

COPYRIGHT

Distribution of course material is not permitted. Lecture videos, slides, exam questions, study guides, and assignments are the exclusive copyright of Dr. Rosie Shrout. 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.

Generative A.I. tools like ChatGPT are not permitted in this class. Any submitted written work must consist of your own writing. Generative A.I. programs are not a replacement for human creativity, originality, and critical thinking. Using these tools to complete work in this class will be considered an act of academic misconduct and reported to the university. A grade of '0' will be assigned to any work completed using A.I. or ChatGPT.

PARTICIPATION AND ATTENDANCE

Although attendance is not recorded, **you are responsible for all material covered during class**. Should you miss class for any reason, it is your responsibility to find a classmate who is willing to share their notes with you. If your absence is legitimate, then I will be happy to answer questions about the missed material once you have consulted with a fellow student. In extenuating circumstances or cases of ongoing illness or absence, I may be able to offer some additional assistance. Nevertheless, it is expected that you treat this course as a normal, in-person, lecture-based course.

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.

Counselling Services: 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>

Wellness Centre: Speak with other UBC students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex, etc. students.ubc.ca/health/wellness-centre

BC Bereavement Helpline: Non-profit, free, and confidential service that connects the public to grief support services within the province of BC. www.bcbh.ca | Phone: 1-877-779-2223

Crisis Line: 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.

Mental Health Lifeline: For mental health support across Canada, call or text **988** 24 hours a day or visit <http://www.crisisservicescanada.ca>

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

COURSE SCHEDULE AND ASSIGNED READINGS

Please reach out if you have **ongoing issues** that interfere with course progress and assignment completion. There are campus resources to support you, and I want everyone to succeed in this course and at UBC.

WEEK	TOPICS	READINGS	ASSESSMENTS
Week 1: Jan 5, 7	Course Overview, Introduction to Health Psychology	Syllabus, Chapter 1	
Week 2: Jan 12, 14	Understanding Stress, its Impact, and Sources	Chapter 3	
Week 3: Jan 19, 21	Stress Concepts, Biopsychosocial Factors, and Illness	Chapter 4	
Week 4: Jan 26, 28	Coping with and Managing Stress	Chapter 5	
Week 5: Feb 2 (Exam)	Exam 1 during class on Feb 2 (Chs. 1, 3, 4, 5)		Unit 1 exam held during class on Feb 2 <i>Make sure to try the practice quiz in Canvas!</i>
Feb 4	Health Behaviours and Promotion	Chapter 6	
Week 6: Feb 9, 11	Health Behaviours and Promotion, Substance Use	Chapters 6, 7	
Week 7: Feb 16-20	Reading Break: No classes or office hours		
Week 8: Feb 23, 25	Physical Activity, Sleep, & Other Health Behaviours	Chapters 8	
Week 9: March 2, 4	Illness, Getting Medical Treatment	Chapter 9, 10	
Week 10: March 9	Patients in the Treatment Setting	Chapter 10	
March 11 (Exam)	Exam 2 during class on March 11 (Chs. 6, 7, 8, 9, 10)		Unit 2 exam held during class on March 11

			<i>Make sure to try the practice quiz in Canvas!</i>
Week 11: March 16, 18	Pain and its Symptoms and Management	Chapters 11, 12	
Week 12: March 23, 25	Managing Chronic Illness and Family Involvement	Chapters 13, 14	
Week 13: March 30, Apr 1	Psychosocial Aspects of Chronic Illness and Aging; End-of-Life Care and Bereavement	Chapter 15	
Week 14: Apr 6 (UBC closed) Apr 8 (last day of class)	What's Ahead for Health Psychology; Academic & Career Development Session (how to get research experience, applying to graduate school, careers in health psychology)		
Apr 14-25 (final exam period)	Exam 3 during finals (Chs. 11, 12, 13, 14, 15)		Unit 3 exam to be scheduled by UBC <i>Make sure to try the practice quiz in Canvas!</i>

Note. Schedule and assignments subject to change. Any changes will be posted in the learning management system. You will not be tested on Chapters 2 or 16, but you may refer to them as needed. Any content from these chapters that does appear in lecture, however, is testable, as all lecture content is testable unless otherwise noted.