

PSYC 228 - Health Psychology Winter 2005

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Office Hours: Mondays 11:30- 12:20; Tues & Thurs 11:30-12:00

General Description:

This course provides an introduction to health psychology, including its roots of behavioural and psychosomatic medicine. There will be special attention paid to the Canadian health context within an international frame. Beginning with an overview of its background and what it is, health psychology is portrayed as a field that integrates psychological and medical concerns related to health and wellness. In particular this course focuses on the promotion and maintenance of health along with the diagnosis, etiology, and treatment of medical conditions and an analysis of behaviours and states of mind that are relevant to health and health promotion. This course also places emphasis on the applications of health psychology to our everyday lives as it considers the biological, psychological and social factors in health.

Prerequisites: Psyc 110 and
PSYC 201 or
PSYC 215

Learning outcomes:

Students will demonstrate knowledge and understanding of:

- the essential components of health from a western medical perspective
- the role of the mind and behaviour on health
- the application of psychological theory to the promotion of health and wellness
- various issues and perspectives regarding health in an international perspective
- academic research methods used to understand health and related issues
- writing an academic research paper on psychological issues in health

Text:

Poole, G. , Matheson, D. & Cox, D. (2005). *The Psychology of Health and health Care: A Canadian Perspective (2nd Edition)*. Pearson, Toronto, ON.

Supplemental Readings (optional):

Aboud, F. E. (1998). *Health Psychology in Global Perspective*: Thousand Oaks: Sage. Chapt 1 What is international health psychology?

Zhu, H.Z. (2003). *Building a jade screen: Better health with Chinese medicine*. New York: Penguin

Evaluation:	Mid-term Exam:	25%	March 3
	Final Exam:	30%	April exam period
	Seminar activities:	15%	(see activity list)
	Term Paper	30 %	March 25
	& presentation		

Grading Scheme: (Camosun Standards)

A+ 95 - 100	B 75 - 79	D 50 - 59
A 90 - 94	B- 70 - 74	F 0 - 49
A- 85 - 89	C+ 65 - 69	I = Incomplete*
B+ 80 - 84	C 60 - 64	

*(If the missing work is not completed within 6 weeks from the semester end, the grade will become **F**).

Lecture and reading materials:

The course syllabus outlines the lists of lecture and reading topics and the dates for each. Outlines for each topic are posted on the lectures page, and detailed lecture notes will be posted weekly in advance of the in-class delivery of the lecture material.

Exams:

There will be a midterm and final exam that will be largely multiple choice questions with a few short answer style questions. The midterm will cover the

material from the first half of the course and the final exam will cover material from the second half. The material on the exams will be drawn from both lecture and textbook information with some emphasis on the application of that information to novel situations.

Term Paper:

While everyone would like to get an A+ on their paper it is usually those who start early and work carefully on revising over a few drafts that get those top marks. *To facilitate this process students will be expected to hand in a draft outline by week 4 of the semester.* This is designed to help the student get a good start on his or her paper as well as to ensure that the paper is written on an appropriate topic. Generally speaking the papers can be on any topic that relates health and psychology, but students will be guided to focus one or another topic from within the course material. Students are expected to retain the outlines with instructor comments on them and attached them to the end of the term paper when they hand it in. This essentially serves as a contract between the instructor and the student over the exact topic of the paper. Papers will be worth a total of 20 % toward final grades.

Topics for the term papers will vary but the bottom line is to examine something in the field of health and psychology. Some suggested possibilities are: reviewing the efficacy of prediction of the health belief model or theory of reasoned action as applied to one area of research, reviewing the nature of stress or stress responses for a given population, reviewing coping styles or techniques and their efficacy, research on psychoneuroimmunology for specific populations, communication styles and the benefits or challenges associated with them, issues surrounding hospital stays or compliance with medical regimens, characteristics of health care providers that lead to better or worse health for individuals, alternative models of health and healthcare as applied to specific diseases or populations, the role of physical activity in health and wellness, theories of pain or methods of treating chronic or transient pain, the problem of phantom pain, research on one or another life-threatening illness, international health and research on programmes and their efficacy. This is not an exhaustive list, but only a few suggestions.

Presentation:

Students will make a brief presentation of their term paper to the class. Those students who are taking the in-class version will present a summary of their term paper during the last two weeks of class. A schedule of timeslots will be generated around midterm time in order to give students an opportunity to prepare for their presentation. Power point or other multimedia materials are encouraged. Those students taking the course via distance education will post their presentations to the bulletin board and will be expected to comment on the presentations of others.

Activities:

Each week there will be an activity for students to complete. These will involve answers to key questions or brief summaries of internet sources or published articles pertaining to the weekly topic. These activities will be posted each week for students to complete within that weekly time period.

Plagiarism

Beyond learning basic concepts and research strategies, students are expect to produce some original written work that stands as an example of their understanding of the general principles of scientific psychology as they have been applied to a specific area of research. As such students will write article reviews as part of their group reports, making use of standard psychological styles of referencing and reporting psychological information. *Plagiarism*, or the unacknowledged use of another person's ideas or words represents academic dishonesty and is grounds for expulsion from the college. Camosun policy states "If an instructor remains convinced that there has been a violation [plagiarism or cheating], he or she may assign a grade of F for the work involved or in the course..." Let's avoid that!

Note: This course transfers to UVic-200 level psyc; SFU-Psyc 365 and elsewhere