



## COURSE OUTLINE

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: the College electronically stores this outline for five (5) years only.  
It is **strongly recommended** you keep a copy of this outline with your academic records.  
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

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## Winter 2010

Dr. R.G. Tonks  
Camosun College

Office: Fisher 308A

Phone: 370-3308

Office Hours: Tues / Thurs 2:30-3:20

### 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

### 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. (2008). *The Psychology of Health and health Care: A Canadian Perspective (3<sup>rd</sup> Edition)*. Pearson, Toronto, ON.

### Supplemental Readings (optional):

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

Gurung, R.A.R. (2006). Health Psychology: a cultural Approach. Belmont CA: Thompson  
Wadsworth.

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

<b>Evaluation:</b>	<b>Mid-term Exam:</b>	<b>20%</b>	<b>Feb 24 th</b>
	<b>Final Exam:</b>	<b>20%</b>	<b>April 13th</b>
	<b>Seminar activities:</b>	<b>10%</b>	<b>(see activity list)</b>
	<b>Article Reviews</b>	<b>10%</b>	
	<b>Class Project</b>	<b>10 %</b>	
	<b>Term Paper &amp; presentation</b>	<b>30 %</b>	<b>March 30 Apr 6 &amp; 8</b>

### Lecture and reading materials:

The course syllabus lists the lecture and reading topics with expected dates for each. These lecture notes largely review the course text but also other supplemental sources. While students are expected to read the course textbook, the other supplemental materials listed on this page are optional for students. At the beginning of each lecture there is an overview/outline for the topic. The lecture notes are found on the lectures page in d2L as well on the public web. In places of discrepancy between the two sites the tonks.disted... version will be taken as correct.

### Exams:

There will be a midterm and final exam that will be largely short essay 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 5 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. Paper and presentation combined will be worth a total of 30 % 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 demographic or cultural 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 cultural 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. The length of the paper should be about 8 pages types double space (2000 words).

**Presentation:**

Students will make a brief presentation of their term paper to the class during the last two weeks of class. A schedule of timeslots will be generated around midterm time in order to give students and opportunity to prepare for their presentation. Power point or other multimedia materials are encouraged. The presentation will contribute 10% toward the final grade.

**Activities:**

Each week there will be an activity for students to complete for 10% of the course grade. These will involve generating answers to key questions, making summaries of internet sources or published articles pertaining to the weekly discussion topic. These activities will be posted each week for students to complete within that weekly time period. As we move through the topics pertaining to the various facets of health and psychology that we explore, we will engage in activities that complement the lecture portion of the class.

**Article Reviews:** Each student will take a turn to search for, and present to the class a brief review of two or three articles on an applied area of Health Psychology. These minor reviews will be presented in class as they coordinate with course topics commencing with Stress. Students will be given a opportunity to select articles of their choice, following the allocation of topics in the first or second week of classes. It is expected that each student will produce a *short summary handout* for their article reviews.

**Class Project:** In class we will examine the topic of stress and health along with regular physical activity and relaxation. As such we will be undertaking tai chi chuan and meditation as part of this class activity. Varying degrees of participation are acceptable, where so students are free to participate in one of another condition (active, resting, control). Students will complete the collection of stress assessments as part of this project.

**Week 1 - Jan. 5-7 What is Health Psychology? Yesterday and Today.**

Read Poole et al. Chapter 1 - The Development of the Field (pp. 1-26)

**Week 2 - Jan 12-14 - Cultural Perspectives on Health**

Optional reading - Zhu - Chapter 1 Chinese Medicine  
- Gurung Chapter 2 Cultural Approaches to Health

**Week 3 - Jan 19 -21 Stress, Coping and Culture**

Read Poole et al. Chapter 3 - Stress & Coping -(pp. 53-76)  
Chapter 12 - CHD (pp. 310-312).

**Week 4 - Jan 26 - 28 The mind-Body Connection**

Read Poole et al. Chapter 4- Psychoneuroimmunology (pp. 77-102)

Chapter 12 - Cancer-HIV/Aids & End/Quality of life (pp.295-303; 314-322).

**Week 5 - Feb 2 - 4 Social Systems and Communication**

Read Poole et al. Chapter 5 - Communication in Medical Settings (pp. 103-133)

**Week 6 - Feb 9 -11 - Getting Treatment Various Traditions**

Read Poole et al. Chapter 6 - Hospital Stays and Medical Procedures (pp. 134-161)

**Week 7 - Feb 16 -18 Catch-up (& Reading Break)**

**Week 8 - Feb 23 - 25 Midterm**

**Week 9 Mar 2 - 4 -Who brings it about? (Reading Break)**

Read Poole et al. Chapter 7 - The Health Care Provider (pp. 162-183)

**Week 10 - Mar 9 - 11 - Health Promotion**

Read Poole et al. Chapter 8 - Health Promotion (pp. 184-202)

**Week 11 - Mar 16 -18 - Keeping Active, Staying Healthy**

Read Poole et al. Chapter 9 - Health and Physical Activity (pp. 203-226)

Optional Reading - Zhu - Chapter 5 Tai Chi & Qi Gong  
Chapter 9 (pp. 126-129)

**Week 12 - Mar 23 - 25 - Getting over the things that we do to limit our health**

Read Poole et al. Chapter 10 - Health Compromising Behaviours (pp. 227-258)

Chapter 12 - Diabetes (pp. 307-310)

Optional Reading - Zhu Chapter 15 - Help for Willpower

**Week 13 - Mar 30 - Apr 1 - The genesis and termination of Pain**

Read Poole et al. Chapter 11 - Pain (pp. 259-291)

Optional Reading - Zhu Chapter 3 - Getting Needled

## Week 14 - Apr 6 - 8 - Health care in the future, what will it be?

Read Poole et al. Focused Module F - Health and the Internet (pp. 351-358)

Student Presentations on Paper Topics

April 13 Final Exam Due

### Grading Scheme: (Camosun Standards)

A+ 90- 100	B 73-76	D 50 - 59
A 85 - 89	B- 70 - 72	F 0 - 49
A- 80-84	C+ 65 - 69	I = Incomplete*
B+ 77 -79	C 60 - 64	

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

#### 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!

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**LEARNING SUPPORT AND SERVICES FOR STUDENTS** - There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Registrar's Office or the College web site at <http://www.camosun.bc.ca>

**ACADEMIC CONDUCT POLICY** - There is an Academic Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.

[www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html](http://www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html)

**Course Resources:**

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

Gatchel, R.J., Baum, A. & Krantz, D.S. (1989). *An introduction to health psychology (2nd Edition)*.  
New York: Newbery.

Gurung, R.A.R. (2006). *Health Psychology: A cultural approach*. Belmont, CA: Thomson.

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

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

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

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