



COURSE OUTLINE

Dr. R.G. Tonks
Camosun College

Office: Fisher 308B

Phone: 370-3308

Office Hours: Tues / Thurs 1:00-2:00, Wed 11:30-12:20



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. , Hunt-Matheson, D. & Cox, D. (2012). *The Psychology of Health and health Care: A Canadian Perspective (4th Edition)*. Pearson, Toronto, ON.

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 <http://faculty.camosun.ca/rqtonks/> linked version will be taken as correct.

Supplemental Readings (optional):

About, F. E. (1998). Health Psychology in Global Perspective: Thousand Oaks: Sage.

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

Marks, D.F., Murray, M., Evans, B., & Esatacio, E.V. (2011). Health Psychology: Theory, Research & Practice (3rd Ed).
Thousand Oaks: Sage.

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

Evaluation

In Class	Seminar activities:	20%	
	Article Reviews	30%	
	Class Project	20 %	April 16
Written Assignments			
	Option A	Report 1	15%
		Report 2	15%
	Option B	Term Paper	20%
		& presentation	10 %
			Feb 23
			April 5
			March 29
			Apr 10 or 12

Activities:

Each week there will be an activity for students to complete for a total of 20% 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 twice take a turn to search for, and present to the class a brief review of one or two articles on an applied area of Health Psychology. These minor reviews will be presented in class as they coordinate with course topics commencing with Cultural perspectives. Students will be given an 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 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, as well as a critical review of the project itself. The stress inventories must be done during the weeks assigned and they will be due on the 29th of March. The Critical review 2-3 pages will be due on the 16th of April.

Take- Home written assignments:

There are two options for grading essays in this course. Students will have to decide which option they will follow by week 6.

Option A - Reports:

There will be two take home reports. The reports will involve short essays. The essay questions will be drawn from the the collection of weekly study questions. The reports will be take home where students will answer each short essay in about 800 words each. See the course [syllabus](#) for dates.

Option B - Term Paper:

Rather than completing the two take-home reports, students are given the option of writing a longer, more in-depth paper on a topic of their choice and give a brief presentation of it in class. For those accepting this option, it is expected that each student will examine an issue in Health Psychology in writing a term paper. The papers are to be approximately 8 pages typed double space (12 point font only) in the standard APA style. If you are not familiar with this style of referencing and paper writing please take a look at the [APA publication manual](#) (5th edition).

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 6 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.

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 (while the paper will be 20%).

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 expected 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!

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

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. (2012). *The Psychology of Health and health Care: A Canadian Perspective (4th 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 200 level psyc at UVIC, UBC & TRU;
it also transfer as: SFU-Psyc 365, UFV Psyc 243, UNBC Psyc 309;
Kwantlen Psyc 3600

Course Syllabus of Readings

Week 1 – Jan. 10-12 What is Health Psychology? Yesterday and Today.

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

Optional reading - Marks, Murray, Evans, & Estacio - Chapter 1 - Health psychology: An Introduction

Week 2 – Jan 17-19 - Cultural Perspectives on Health

Optional reading - Zhu - Chapter 1 Chinese Medicine
- Marks, Murray, Evans, & Estacio - Chapter 2 - The Macro-Social Environment and Health
- Gurung Chapter 2 - Cultural Approaches to Health

Week 3 - Jan 24 -26 Stress, Coping and Culture

Read Poole et al. Chapter 3 - Stress & Coping –(pp. 54-79)
Optional reading - Poole et al. Chapter 2 - Systems of the body (pp. 27-53)

Week 4 – Jan 31 - Feb 2 Stress, Coping and Culture

Read Poole et al. Chapter 8 - CHD (pp. 212-215).

Week 5 – Feb 7 - 9 The mind-Body Connection

Read Poole et al. Chapter 4- Psychoneuroimmunology (pp. 80-105)

Chapter 8 - Cancer-HIV/Aids & End/Quality of life (pp.216-226).

Week 6 – Feb 14 -16 - Social Systems and Communication (Reading Break)

Read Poole et al. Chapter 5 - Communication in Medical Settings (pp. 106-137)

Optional reading - Marks, Murray, Evans, & Estacio -
Chapter 3 - Social Inequalities, Social
Justice and Health

Week 7 - Feb 21 - 23

Catch-up

Week 8 – Feb 28 - Mar 1 - Getting Treatment Various Traditions

Read Poole et al. Chapter 6 - Hospital Stays and Medical Procedures (pp. 138-168)

Week 9 Mar 6 - 8 -Who brings it about?

Read Poole et al. Chapter 7 - The Health Care Provider (pp. 169-194)

Week 10 – Mar 13 - 15 - Keeping Active, Staying Healthy

Read Poole et al. Chapter 9 - Health and Physical Activity (pp. 227-253)

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

Week 11 – Mar 20 -22 - Getting over the things that we do to limit our health

Read Poole et al. Chapter 10 - Health Compromising Behaviours (pp. 254-291)

Chapter 8 - Diabetes (pp. 209-211)

Optional Reading - Zhu Chapter 15 - Help for Willpower

Week 12 - Mar 27 - 29 - The genesis and termination of Pain

Read Poole et al. Chapter 11 - Pain (pp. 292-326)

Optional Reading - Zhu Chapter 3 - Getting Needed

Week 13 – Apr 3 - 5 - Health Promotion

Read Poole et al. Chapter 12 - Health Promotion (pp. 327-347)
Optional reading - Marks, Murray, Evans, & Estacio -

Chapter 15 - Community Approaches within
Health Psychology

Week 14 – Apr 10 - 12 - Health care in the future, what will it be?

Read Poole et al. Focused Module F - Health and the Internet
(pp. 377-382)

Student Presentations on Paper Topics