



School of Arts & Science
PSYCHOLOGY DEPARTMENT
PSYC 228
Health Psychology
Quarter or Semester/Year

PSYC 228 - Health Psychology Winter 2015

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Office Hours: Wed 12:30-1:30 or by appointment



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:

Upon completion of this course the student will be able to describe, explain and evaluate:

- The essential components of health from a western medical perspective.
- The roles 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.
- Psychological issues in health by writing an academic research paper.

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. I places of discrepancy between the two sites the <http://members.shaw.ca/renaissanceservices/health/> linked version will be taken as correct.

Supplemental Readings (optional):

Aboud, 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%	weekly
	Health Journal	15%	Weekly (Apr 9)
	Article Review	15 %	(in weeks 3-14)
	Class Project	20 %	April 13
Written Assignments			
Option A	Report 1	15%	Feb 19
	Report 2	15%	Apr 15
Option B	Term Paper	30%	Mar 26

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 Review: Each student will take a turn to search for and present to the class a brief review of one article on an applied area of Health Psychology. These minor reviews will be presented in class as they coordinate with course topics commencing with Stress & Coping. 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 review on the agreed upon date.

Health Journal: Students will be asked to record thoughts and observations about health as the course progresses and record them in a journal that will be submitted at the end of the class. The topics for these journal (blog like) entries will be the course topics as we move through material. These will essentially be reflections on one or more issues at hand.

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 or 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 (3, 6, 9, 12) and they will be due on April 2. The Critical review 2-3 pages will be due on April 15.

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, each worth 15% towards the final grade. 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. 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 (6th 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 is 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.

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!

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 [Academic Conduct Policy](#) Section.

www.camosun.bc.ca/divisions/pres/policy/2-education/2-5.html

**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**

Psyc 228 ~ Health Psychology Course Syllabus of Readings

Week 1 – Jan 6- 8 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 13-15 - Cultural Perspectives on Health

Optional reading - Zhu - Chapter 1 Chinese Medicine

- Marks, Murray, Evans, & Estacio - Chapter 2 - The Macro-Social Environment and Health

Chapter 4 - Culture and Health

- Gurung Chapter 2 - Cultural Approaches to Health

Week 3 - Jan 20 - 22 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 27 - Jan 29 Stress, Coping and Culture

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

Week 5 – Feb 3 - 5 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 10 -12- 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 17 - 19

Catch-up

Week 8 – Feb 24 - Feb 26 - Getting Treatment Various Traditions

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

Week 9 Mar 3 - 5 - Who brings it about?

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

Week 10 – Mar 10 - 12 - 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 17 - 19 - 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 24 - 26 - The genesis and termination of Pain

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

Optional Reading - Zhu Chapter 3 - Getting Needled

Week 13 – Mar 31- Apr 2- 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 7 - 9 - Health care in the future, what will it be?

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