

PSYC 228 - Health Psychology Winter 2016

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Online " Office Hours" Fridays 11:30 -12:30



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 / Readings: There is no textbook, a list of readings will be posted in d2l including sections from the following:

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

M.Forshaw & D.Sheffield (Eds.) Health psychology in Action. Oxford:Wiley-Blackwell.

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

Lyons. A.C. & Chamberlain, K. (2006). Health Psychology: A critical Introduction. Cambridge: University of Cambridge Press.

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

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

Ragin, O.F. (2015).Health psychology: An interdisciplinary approach to health. Boston, MA: Pearson.

Sarafino, E.P., Smith, T.W., King, D.B.& DeLongis, A. (2015). Health psychology: Biopsychosocial interactions (Canadian Edition). Toronto: Wiley

Taylor, S. E. & Sirois, F.M (2009) Health psychology. Toronto: McGraw-Hill.

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

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://members.shaw.ca/renaissanceservices/health/> linked version will be taken as correct.

Audio Podcasts: There will be audio podcasts loaded into d2L for each lecture topic. This will allow students to listen to the lectures and follow through the lecture notes as if they are in class.

Evaluation

Ongoing

Online Activities

15%

Weekly

Activities	Online Discussion	15%	Weekly
Class Project	Stress Inventories Critical Review	10% 15%	(4 times) Apr 15th
Written Assignments			
Option A	Report 1 Report 2	15% 15%	Mar 4th Apr 18th
Option B	Term Paper	30%	Apr 2nd
Health Journal		15%	Apr 18th

Activities:

Each week there will be an activity for students to complete for a total of 15% 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. In addition to posting your thoughts and answers to these activities you will also be expected to discuss the postings of other students (see below).

Discussion: In addition to posting your thoughts on the activities and study questions, you will also be expected to respond to other student's postings. In other words, for each topic covered you will be expected to post your activity information AND also make a reply to at least one other posting by another student, hence you will be making at least two discussion board postings for each topic.

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 Apr 2. The Critical review 2-3 pages will be due on Apr 15th.

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 paper 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

D 50 - 59

B 73-76

A 85 - 89

F 0 - 49

B- 70 - 72

A- 80-84

I = Incomplete*

C+ 65 - 69

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 **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 11-15 What is Health Psychology? Yesterday and Today.

Taylor, S. E. & Sirois, F.M (2009) Ch 1 - What is health psychology ?(pp. 1-)

Week 2 – Jan 18-22 - Cultural Perspectives on Health

Gurung (2006) Ch 2 - Cultural Approaches to Health

Zhu (2003) Ch 1 Chinese Medicine

Marks, Murray, Evans, & Estacio (2006) Ch 2 - The Macro-Social Environment and Health

Week 3 - Jan 25 - 29 Stress, Coping and Culture

Ragin, O.F. (2015) Ch 7 -Stress & Coping.

Week 4 – Feb 1- 5 Stress, Coping and Culture

Sarafino, Smith, King & DeLongis (2015) Ch 14 - Heart Disease, Stroke, Cancer & Aids: Causes, managment and coping

Week 5 – Feb 8 - 13 The mind-Body Connection

Taylor & Sirois (2009) Ch 14 PsychoNeuroImmunology -HIV / Cancer/ Arthritis

Week 6 – Feb 15 - 19 (Family Day / Reading Break)

Catch-up

Week 7 - Feb 22 - 27 Social Systems and Communication

Lyons. A.C. & Chamberlain, K. (2006) Ch 7 - Interacting with healthcare professionals

Week 8 – Feb 29 - Mar 4- Getting Treatment Various Traditions

Poole et al. (2012) Ch 6 - Hospital Stays and Medical Procedures (**pp. 138-168**)

Marks, Murray, Evans, & Estacio (2006) Ch 3 - Social Inequalities, Social Justice and Health

Week 9 Mar 7 - 12 - Bringing about healthcare change (providers)

Marks, Murray, Evans, & Estacio (2006)- Ch 4 - Culture and Health

Week 10 – Mar 14- 9 - Keeping Active, Staying Healthy

Poole et al. (2012) Ch 9 - Health and Physical Activity (pp. 227-253)

Zhu (2003) Ch 5 Tai Chi & Qi Gong

Ch 9 (pp. 126-129)

Week 11 – Mar 21 - 25 - Getting over the things that we do to limit our health

Lyons & Chamberlain (2006). Ch 6 - Compromising bodily experience.

Murray, M. (2013) Social & political Health Psychology in action.

In M.Forshaw & D.Sheffield (Eds.) Health psychology in Action. London :Wiley-Blackwell.

Zhu (2003) Ch 15 - Help for Willpower

Week 12 - Mar 28 - Apr 2- The genesis and termination of Pain

Ragin (2015) Ch 10 - Pain

Zhu (2003) Ch 3 - Getting Needed

Week 13 – Apr 4 - Apr 8- Health Promotion

Poole et al. (2012) Ch 12 - Health Promotion (pp. 327-347)

Lyons & Chamberlain (2006) Ch 3 Choosing lifestyles (pp. 70-105)

Marks, Murray, Evans, & Estacio (2011) Chapter 15 - Community Approaches within Health Psychology

Week 14 – Apr 11 - 15 - Health care in the future, what will it be?

Taylor & Sirois (2009) Ch 15 - Future of healthcare

Coulson, N. (2013). Health Psychology in Cyberspace.

Poole et al. (2012) Focused Module F - Health and the Internet (pp. 377-382)

References

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

M.Forshaw & D.Sheffield (2013) (Eds.) Health psychology in Action. Oxford:Wiley-Blackwell.

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