

Fall 2017**Dr. R.G. Tonks**
Camosun College**Office: Ewing 240****Phone: 250 370-3197****Office Hours Wed 14:30 -15:30****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 an optional textbook for this course:

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

There will also be a few selected readings available 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.

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. Students are expected to read the course textbook and other supplemental materials listed on this page for answering the reports. 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://rgtonks.ca/Courses/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 and review the lectures should they need to.

Evaluation

Inclass	Discussion Activities	15%	Weekly
	Mini-Presentation	15%	Weekly
Class Project	Stress Inventories	10%	(4 times) Dec 13th

Critical Review 15%

Written Assignments

Option A	Report 1 Report 2	15% 15%	Oct 25th Dec 11th
Option B	Compbined Paper / Presentation	15% 15%	Nov 22nd / TBScheduled
Option C	Term Paper	30%	Nov 22nd
Health Journal		15%	Dec 6th

Discussion Activities:

Each week there will be an activity for students to complete for a total of 15% of the course grade. These will usually involve generating answers to key questions pertaining to the weekly discussion topic. 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.

Mini-Presentation: Beginning in the third week of the semester students will take turns at providing mini-presentations to the class. These will be associated with the topics covered in the course and will be spread throughout the semester. Each student will make one presentation on a topic of their choice. The topics and dates will be established within the first two weeks of the semester, although there will be some room for alterations as time moves along. Each presentation should be about 10-15 minutes and students can use powerpoint or prezi to present their information, but that is not required. It is expected that the presentation will cover at least one academic source, such as a research article, however other sources of information may also be used.

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 you will have the option of undertaking tai chi chuan, yoga, or meditation or time out 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 Nov 29th. Each student will select a pseudonym (code name) so that, if they give permission, the stress inventories will be shared with code names only on d2l for others to review in the

construction of their critical review of the project. The Critical Review of 2-3 pages will be due on Dec 13th.

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 - Combined Paper and Presentation :

Rather than completing the two take-home reports, it is possible to select the option of writing a shorter *paper, 1500 words or 6 pages* typed double space (12 point font only) in the standard APA style along along with a *15 minute presentation* to the class on the topic of the paper. Topics her may vary according to student interest and instructor approval. The topics may cover a broad array of subjects in the fields of psychology and health, as covered by this course. As with option C below, students in option B will be expected to provide a paper *Outline by the 6th week of the semester*. This outline with provide a general sturcture of the scope and details of the paper that the student will write and present as their project.

Option C - Term Paper:

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 ass 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. <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

**Note: This course transfers to 200 level psyc at UVIC, UBC & TRU;
it also transfer as: Uvic & UBC 200 Leve course, SFU-Psyc 365, UFV
Psyc 343, UNBC Psyc 309; Kwantlen Psyc 3600**

**Psyc 228 ~ Health Psychology
Course Syllabus of Readings**

Week 1 – Sept 6 - Orientation and Introductions

Review Course

Week 2 – Sept 13 - What is Health Psychology? Yesterday and Today.

Mark, Murray, Evans, and Estacio (2015) - Ch 1 - What is health?

Ch 5 - Methods in Health Psychology

Week 3 - Sept 20 - Cultural Perspectives on Health

Gurung (2006) Ch 2 - Cultural Approaches to Health

Zhu (2003) Ch 1 Chinese Medicine

Marks, Murray, Evans, & Estacio (2015) Ch 2 - The Macro-Social Environment and Health

Week 4 – Sept 27 - Stress, Coping, and Culture

Marks, Murray, Evans, & Estacio (2015) Ch 4 - Culture and Health

Ch 12 - Stress and Coping

Week 5 – Oct 4 - Stress, Coping, and Culture

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

Marks, Murray, Evans, & Estacio (2015) Ch 16 - Illness and personality

Week 6 – Oct 11- The mind-Body Connection

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

Marks, Murray, Evans, & Estacio (2015) Ch 13 - Screening and immunizations

Week 7 - Oct 18- Social Systems and Communication

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

Week 8 – Oct 25 - Getting Treatment Various Traditions

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

Marks, Murray, Evans, & Estacio (2015) Ch 3 - Social Inequalities, Social Justice and Health

Ch 11 - Communication

Week 9 – Nov 1 - Bringing about healthcare change (providers)

Ch - 17 Adherence and Resistance

Week 10 – Nov 8 - Keeping Active, Staying Healthy

Marks, Murray, Evans, & Estacio (2015) Ch 10 - Physical Activity

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 – Nov 15 - Getting over the things that we do to limit our health

Marks, Murray, Evans, & Estacio (2015) Ch 6 Sexual Health; Ch 7 - Food & Diets; Ch 8 - Alcohol; Ch 9 - Tobacco.

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 - Nov 22 - The genesis and termination of Pain

Marks, Murray, Evans, & Estacio (2015) Ch 18 - Pain

Ragin (2015) Ch 10 - Pain

Zhu (2003) Ch 3 - Getting Needled

Week 13 – Nov 29 - Health Promotion

Marks, Murray, Evans, & Estacio (2011) Chapter 14 - Health Promotion

Week 14 – Dec 6 - 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.

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

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Thousand Oaks: Sage.

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