



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Psychology**

**PSYC-228-D01**  
**Health Psychology**  
**Fall 2018**

## **COURSE OUTLINE**

---

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

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

---

### **1. Instructor Information**

(a) Instructor	Randal Tonks	
(b) Office hours	M/W 2:30-3:20	
(c) Location	Ewing 240	
(d) Phone	250 370 3197	Alternative: _____
(e) E-mail	tonks@camosun.bc.ca	
(f) Website	rgtonks.ca/Courses	

### **2. Intended Learning Outcomes**

Upon completion of this course a student will be able to:

1. The essential components of health from a western medical perspective.
2. The roles of the mind and behaviour on health.
3. The application of psychological theory to the promotion of health and wellness.
4. Various issues and perspectives regarding health in an international perspective.
5. Academic research methods used to understand health and related issues.
6. Psychological issues in health by writing an academic research paper.

### **3. Required Materials**

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://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 to the lectures and follow through the lecture notes as if they are in class.

## **4. Course Content and Schedule**

### **Week 1 – Sept 4 - Orientation and Introductions**

Review [Course](#)

Week 2 – Sept 11 - [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 18 - [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 25 - [Stress](#), Coping, and Culture (Stress inventory 1)**

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

Ch 12 - Stress and Coping

**Week 5 – Oct 2 - Stress, Coping, and Culture**

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

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

**Week 6 – Oct 9 - The [mind-Body](#) Connection**

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

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

Ch 19 - Cancer and Chronic Illnesses

**Week 7 - Oct 16 - Social Systems and [Communication](#) (Stress inventory 2)**

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

Ch 11 - Communication

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

**Week 8 – Oct 23 - [Getting Treatment](#) Various Traditions**

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

Marks, Murray, Evans, & Estacio (2015) Ch - 17 Adherence and Resistance

**Week 9 – Oct 30 - Bringing about healthcare change ([providers](#))**

**Week 10 – Nov 6 - [Keeping Active](#), Staying Healthy (Stress inventory 3)**

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 13 - 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 20 - The genesis and termination of [Pain](#)**

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

Ragin (2015) Ch 10 - Pain

Zhu (2003) Ch 3 - Getting Needed

### **Week 13 – Nov 27 - [Health Promotion](#) (Stress inventory 4)**

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

### **Week 14 – Dec 4 - [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)

## **5. Basis of Student Assessment (Weighting)**

<b>Ongoing Activities</b>	<b>Online Activities</b>	<b>15%</b>	<b>Weekly</b>
	<b>Online Discussion</b>	<b>15%</b>	<b>Weekly</b>
Class Project	Stress Inventories	10%	(4 times)
	Critical Review	15%	Dec 10th
<b>Written Assignments</b>			
<b>Option A</b>	<b>Report 1</b>	<b>15%</b>	<b>Oct 20th</b>
	<b>Report 2</b>	<b>15%</b>	<b>Dec 8th</b>
<b>Option B</b>	<b>Term Paper</b>	<b>30%</b>	<b>Nov 21st</b>
Health Journal		<b>15%</b>	<b>Dec 12th</b>

### 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 you will have the option of undertaking tai chi chuan, yoga, or 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 (4, 7, 10, 13) and they will be due on Dec 1. The Critical review 2-3 pages will be due on Dec 10th.

### 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.

## 6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

## A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

### 1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

### 2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

## B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at

<http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.