

COURSE SYLLABUS



COURSE TITLE: PSYC-228: Health Psychology

CLASS SECTION: D01

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): Asynchronous Online through D2L

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

<https://camosun.ca/about/covid-19-updates>

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: Dr. Randal Tonks

EMAIL: tonks@camosun.ca

OFFICE: Ewing 240

HOURS: Thursdays 1:30-2:20

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course provides an introduction to psychosomatic and behavioural medicine through an examination of the biological, psychological and social factors that play a role in the development, maintenance and promotion of health and wellness. Emphasis is placed on understanding health in the Canadian context within an international frame of reference.

PREREQUISITE(S):

All of:

- C in PSYC 110

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

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.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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, 4th or 5th 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.

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 Stress 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 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 collection of weekly study questions. The reports will be take home where students will answer each short essay in about 800 - 1000 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.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
1 Sept 7	Orientation and Introductions Review Course in d2l	
2 Sept 14	What is Health Psychology? Yesterday and Today. <ul style="list-style-type: none"> • Mark, Murray, Evans, and Estacio (2015) - Ch 1 - Health Psychology: an introduction • Ch 5 - A-Z of Research Methods and issues in Health Psychology 	
3 Sept 21	Cultural Perspectives on Health <ul style="list-style-type: none"> • Gurung (2006) Ch 2 - Cultural Approaches to Health • Zhu (2003) Ch 1 Chinese Medicine • Marks, Murray, Evans, & Estacio (2015) Ch 2 - Macro-Social influences 	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
4 Sept 28	Stress, Coping, and Culture <ul style="list-style-type: none"> Marks, Murray, Evans, & Estacio (2015) Ch 4 - Culture and Health Ch 12 - Stress and Coping 	Stress inventory 1
5 Oct 5	Stress, Coping, and Culture <ul style="list-style-type: none"> 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 	
6 Oct 12	The mind-Body Connection <ul style="list-style-type: none"> Taylor & Sirois (2009) Ch 14 PsychoNeuroImmunology -HIV / Cancer/ Arthritis Marks, Murray, Evans, & Estacio (2015) Ch 13 - Screening and immunization Ch 19 - Cancer and Chronic Illnesses 	
7 Oct 19	Social Systems and Communication <ul style="list-style-type: none"> Marks, Murray, Evans, & Estacio (2015) Ch 3 - Social Justice Ch 11 - Communication Lyons. A.C. & Chamberlain, K. (2006) Ch 7 - Interacting with healthcare professionals 	Stress inventory 2 Report 1 Due
8 Oct 26	Getting Treatment Various Traditions <ul style="list-style-type: none"> Poole et al. (2012) Ch 6 - Hospital Stays and Medical Procedures (pp. 138-168) Marks, Murray, Evans, & Estacio (2015) Ch - 17 Medical Taking: Adherence and Resistance 	
9 Nov 2	Bringing about healthcare change (providers)	
10 Nov 9	Keeping Active, Staying Healthy <ul style="list-style-type: none"> Marks, Murray, Evans, & Estacio (2015) Ch 10 - Physical Activity and exercise 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) 	Stress inventory 3
11 Nov 16	Getting over the things that we do to limit our health <ul style="list-style-type: none"> Marks, Murray, Evans, & Estacio (2015) Ch 6 Sexual Health: theories, models and interventions Ch 7 - Food & Diets and obesity; Ch 8 - Alcohol and drinking; Ch 9 - Tobacco and smoking. 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 or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
12 Nov 23	The genesis and termination of Pain <ul style="list-style-type: none"> Marks, Murray, Evans, & Estacio (2015) Ch 18 - Pain Ragin (2015) Ch 10 - Pain Zhu (2003) Ch 3 - Getting Needled 	Term Paper Due
13 Nov 30	Health Promotion <ul style="list-style-type: none"> Marks, Murray, Evans, & Estacio (2011) Chapter 14 - Health Promotion 	Stress inventory 4
14	Health care in the future, what will it be? <ul style="list-style-type: none"> 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) Tonks, R.G. (2021). Changing self in the digital age. 	
Exam period	Report 2 Due Critical review Due	Dec 13th Dec 15 th

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Online activities	15%
Online Discussion	15%
Stress Inventories	10%
Critical Review	15%
Option A:	15%
Report 1	15%
Report 2	
Option B:	30%
Term Paper	
Health Journal	15 %
TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information. <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

SCHOOL OR DEPARTMENTAL INFORMATION

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss

Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures”

(<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun’s Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student’s right to choose what is right for them. For more information see Camosun’s Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College’s Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.