INSTRUCTOR
Rory Coughlan, Ph.D.
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Class Meetings / Lectures: Monday & Thursday 8:30 – 9:50
Room: Clearihue A212
Office Hours: After class Mondays and Thursdays or by appointment

COURSE DESCRIPTION
The focus will be a broad introduction to the field of health psychology from a social-psychological foundation. Topics discussed will include the development of this field of study; different social scientific approaches; psychoneuroimmunology; health promotion; stress and coping; communication in medical settings; hospitalization; health risks and behavior; and pain. The course text will give a general overview concerning health psychology as it is practiced in the mainstream of the sub-discipline. The lectures will present some of this information and will attempt to broaden your understanding of this knowledge by way of a cultural-historical and inter-disciplinary contextualization of current mainstream psychological and medical practices. Alternative approaches will be introduced.

Learning goals for this course involves gaining skills in understanding and interrogating basic introductory health psychology concepts and the mainstream research literature as well as understanding some theoretical and methodological critiques of North American knowledge claims. The successful student will be able to start applying all they have learned in their own lives as well as to real world health issues. Students will learn about the mutual inter-relationships between “self”, biology, communication, socio-economic factors and culture. In addition, the development of critical thinking skills that form a large part of this course will enhance successful students’ ability to present arguments verbally and in writing and augment perceptions of personal agency to become aware of and act in their own and their communities’ interests. Such students will gain the prerequisites for upper level university content, in both psychology and other social-scientific academic disciplines and will have gained knowledge towards becoming an empowered, engaged and empathic citizen of Canada.

Prerequisite(s): Prerequisites for this course are one of PSYC 231, PSYC 251, or PSYC 260. Students who remain in this course but do not have these prerequisites do so at their own peril and are not exempt from having to complete the prerequisite courses if required for the degree program. Students are responsible for checking their registration status before the end of the add period. Students will not be added after this deadline.

Evaluation
Midterm Exam 35%
Final Exam 40%
Term paper 25%

A+ 90 –100%  A 85 –89%  A- 80 –84%  B+ 77 –79%  B 73 –76%
B- 70 –72%  C+ 65 –69%  C 60 –64%  D 50 –59%  F < 49.5%

Final grades will be rounded at the 0.5% level (e.g. 84.5 will be rounded to 85; 84.49 will be rounded to 84).
Required Texts:


It is the responsibility of each student to read and accept the due dates outlined on the course syllabus. All papers are either to be handed to the instructor in class or placed in my drop box outside the psychology main office, Cornett A236, by 4:00 pm on the assigned day.

Psyc 332 on CourseSpaces

This course has an accompanying Course space site that can be accessed at UVic.ca. Notes concerning each chapter will be posted here. It will be expected that students will download these and bring them to lectures to function as a scaffold for their lecture notes. This will facilitate greater involvement in the lectures. In addition, I will also post important readings for the class. Visit Often

Exams

The midterm and final exam will include multiple choice and short essay questions. Exams will cover material from the assigned chapters in the main text, all readings and material covered in lectures.

Please do not underestimate the extensive preparation required to do well on these exams

You will find exam preparation questions for both the midterm and final exams on CourseSpaces

Marks on mid-term and final exams may be scaled to adjust for test difficulty. In general, the exams will not be strictly cumulative. However, some theoretical and methodological concepts discussed at the beginning will be needed to fully understand the concepts discussed later in the course.

* If you do not come to class, you are seriously undermining your ability to do well in these exams

Term Paper

This paper will require you to investigate a health problem of your choice. You will provide a rationale why this phenomenon requires attention, provide a review of the medical / nursing / social scientific literature pertinent to our understanding and present some rudimentary policy changes that flow logically from the scientific conclusions. This paper will be written in the form of a persuasive letter to your choice of governing body or individual. Provide details of the scientific literature from differing points of view and provide a reasoned argument towards your conclusions. Choose to address the letter to somebody that has the power to influence change in your area of choice (e.g. a government minister or director of a health programme).

The paper will not be strictly APA format as it is a letter. However, it will be expected that you will cite social-scientific research that can be from empirical and/or discussions from journals or books. You can use any social scientific journals (psychology, sociology, anthropology, medicine, environmentalism, political science, nursing, economics or history journals will be considered appropriate). However, I expect you to make the connection to health psychology clear and central.

I would like you to reference your articles, books or book chapters in the body of your argument using APA citation style and to provide an attached APA style reference page to the back of your letter. A minimum of 8 social-scientific references is required (more will be better). Each paper should be typed and requires a cover page. The paper should not be less than six pages in length (using double spacing and one inch margins all round). There is no maximum size but it would be appreciated if you can avoid repetition. Quality is the main issue but 8-14 pages should suffice.
You will submit the paper in hard copy. In addition, I would like you to submit working copies of all the articles you used as references in your paper. You can submit these as hardcopy OR on a data stick. Name must be on your data stick – and attached to your paper, therefore the best method to submit everything securely is in an envelope.

This paper is an exercise but I would hope that many of you would take the opportunity to thoroughly research a health issue and actually submit your letter to the governing bodies or individuals addressed. Letters to governing officials do make a difference, especially when they are based upon informed opinions. It is hoped that this assignment will both foster your involvement as a member of your society and will broaden your understanding of the application of health-psychology. There is no point in learning unless we can become ambassadors for translating real research knowledge into social policies. The reason the world does not change to benefit the majority of the population is that we have become socialized to believe we cannot make a difference. All progressive social change is not handed down to us – it takes place because of ordinary people believing a better world is possible.

A late penalty of 10% per day will be applied to all late assignments. No papers will be accepted if more than 7 days late.

It is the responsibility of each student to read and accept the due dates outlined on the course syllabus. All papers are either to be handed to the instructor or placed in my drop box outside the psychology main office, Cornett A236 by 4:00 pm on the assigned day.

Course Policy on Attendance: It is expected that you will attend each lecture. While there are no marks for attendance, failure to do so means you will be missing material that may not be covered in either texts or scaffold notes supplied on CourseSpaces, and this may place you in a difficult position on the exams. It is the student’s responsibility to arrange notes from peers should you not be able to attend.

Respect for Diversity

We would like to acknowledge the Songhees, Esquimalt and WSÁNEĆ (wh-sah-nuch) peoples on whose traditional territory the University of Victoria stands and whose historical relationships with the land continue to this day.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture.
Course Schedule

Please come to class
1) having read the assigned chapter / assigned reading material
2) and having downloaded and printed your lecture note template from CourseSpace

<table>
<thead>
<tr>
<th>Class date</th>
<th>Lecture Topic</th>
<th>Text chapter</th>
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<tbody>
<tr>
<td>Sept 6</td>
<td>General introduction to health psychology</td>
<td>1, 10</td>
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<tr>
<td>10 &amp; 13</td>
<td>Introduction (cont.) Social Science &amp; Health</td>
<td>10</td>
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<tr>
<td></td>
<td>Reading: Rory Coughlan – History of medicine (holism &amp; dualism)</td>
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<tr>
<td>17 &amp; 20</td>
<td>Psychoneuroimmunology / Movie - Stress: Portrait of a killer</td>
<td>3</td>
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<tr>
<td>24 &amp; 27</td>
<td>Stress &amp; Coping / Movie: Drug Deals</td>
<td>2</td>
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<tr>
<td>Oct 1 &amp; 4</td>
<td>Health Promotion / Movie: Homeopathy &amp; the Placebo Effect</td>
<td>11</td>
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<td>8</td>
<td>Thanksgiving – no class</td>
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<tr>
<td>11</td>
<td>Clinical communication</td>
<td>6</td>
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<tr>
<td></td>
<td>Reading: Rory Coughlan – Clinician-patient relations</td>
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<td>15</td>
<td>Clinical Communication (cont.)</td>
<td>6</td>
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<td></td>
<td>Reading: Rory Coughlan – Clinician-patient relations</td>
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<td>18</td>
<td>Midterm Exam</td>
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<td>22 &amp; 25</td>
<td>Hospital Stays &amp; Medical Procedures / Movie: The Business of Being</td>
<td>9</td>
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<td>Born. Reading: Rory Coughlan: The Socio-politics Of Technology &amp; Innovation: Problematizing the “Caring” in Healthcare? Social Theory &amp; Health</td>
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<td>Oct 29 &amp; Nov 1</td>
<td>The Health Care Provider</td>
<td>9</td>
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<td>Reading: Coughlan, R. &amp; Jung, K. E.: New Mothers’ Experiences of Agency During Prenatal and Delivery Care: Clinical Practice, Communication &amp; Embodiment</td>
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<td>5 &amp; 8</td>
<td>Pain / Movie: Prescription for Disaster / Abuse</td>
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<td><em>Term paper due – in class Nov 8</em></td>
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<td>12</td>
<td>Reading Break</td>
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<tr>
<td>15 &amp; 19</td>
<td>Chronic Illness / Movie: Condoms &amp; Aids</td>
<td>7</td>
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<tr>
<td>22 &amp; 26</td>
<td>Health Compromising Behaviours</td>
<td>6</td>
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<td>Dec 3</td>
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FINAL Exam – scheduled during university examination period
Important Course Policy Information

**Prerequisites**
Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree programme.

**Programme Requirements**
For more information, see pages 313-317 of the UVic Calendar, September 2018.

**Registration Status**
Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

**Commitment to Inclusivity and Diversity**
The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

**In the Event of Illness, Accident or Family Affliction**
(See UVic Calendar, September 2018, p. 48-50)

**What to do if you miss the final exam scheduled during the formal exam period** - Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record. OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

**What to do if you miss an exam other than one scheduled during the formal exam period** - Do not apply at Records Services for a “Request for Academic Concession”. Instead, submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

**What to do if you require additional time to complete course requirements** - Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record. OR, you can download the Request for Academic Concession form here: [http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf](http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf)

**Policy on Academic Integrity including Plagiarism and Cheating**

It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation. The offenses defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. Unauthorized Use of an Editor. The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. Multiple Submission. Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. Falsifying Materials Subject to Academic Evaluation.
   This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. Cheating on Assignments, Tests, and Examinations.
   You may not copy the work of others in or out of class; you may not give your work to others for copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. Being an Accessory to Offences.
   This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

   Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

   Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 46 in September 2018)

   The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) (https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#).

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php

2. The Ombudsperson’s office: https://uvicombudsperson.ca/tips/plagiarism/

3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/

A note to remind you to take care of yourself

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community:
www.uvic.ca/mentalhealth/undergraduate/