

Psychology 332 (A01)
Health Psychology
Spring 2021

Instructor: Dr. Raquel Graham

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Office Hours: By appointment

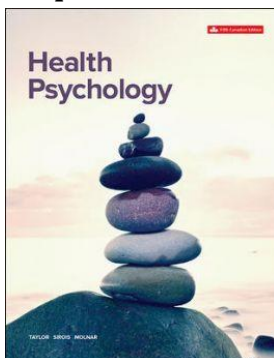
Course Description:

Welcome to Health Psychology! This course will explore the concepts of health and illness with a focus on the interactions between biological, psychological, and social factors. Topics will include health behaviours, stress and coping, patient-provider relations, psychological factors related to chronic illness and treatment (e.g., chronic pain, cardiovascular disease), and the COVID-19 pandemic. Throughout the semester, there will be opportunities to apply the course concepts to case examples and to your own life.

Learning Outcomes:

- Understand the complex interactions between physical health and a variety of biological, psychological, and social factors.
- Understand why we engage in problematic health behaviours and describe methods for changing health behaviours.
- Describe how psychological methods and principles can be applied to help individuals cope with chronic illness.
- Apply the knowledge learned from this class to case examples and to your own life experiences.

Required Text:



Taylor, S. E., Sirois, F. M., & Molnar, D. S. (2020). *Health Psychology* (Fifth Canadian Edition). Toronto: McGraw-Hill.

The textbook can be purchased through the UVic bookstore. Hardcopy or electronic version is acceptable.

Class Time & Format:

Psychology 332 will be offered *fully online and blended* using a combination of synchronous (real-time) lectures and asynchronous (pre-recorded) lectures.

- Tuesday & Friday lectures will be pre-recorded and posted online for self-guided learning. It is strongly recommended that you review these materials the day they are posted.
- On Wednesdays, we will meet on Zoom for synchronous (“live”) classes from 11:30am-12:20pm. These sessions will include some lecture material and will heavily focus on class discussion of the material. Students are expected to attend these synchronous sessions.

Course Website:

The PSYC332 course website is accessible through the UVic Brightspace system (<http://bright.uvic.ca>). Lecture slides, pre-recorded lectures, assignments, discussion forums, grading rubrics, and important announcements will be posted on Brightspace, so please sign in regularly and keep up to date with the content.

Synchronous lectures will be held using Zoom. Please ensure that you log in using the email address associated with your Netlink ID.

Pre-requisites:

Prerequisites for this course are one of PSYC231, PSYC251, PSYC260. Students who remain in this course but do not have these prerequisites do so at their own risk and are not exempt from having to complete the prerequisite courses if required for the degree program.

Evaluation:

Evaluation	Percentage of Grade	Due Date
Discussion Board Posts	20%	Weekly, Sundays by 10:00pm
Project Proposal	2%	Jan 29, 10:00pm
Test 1	20%	Feb 9
Test 2	20%	March 9
Health Behaviour Project	23%	March 26, by 10:00pm
Test 3	15%	April 9

Tests (3 tests for a total of 55%):

There will be a total of 3 online tests in the course: tests 1 & 2 will be worth 20% each and test 3 will be worth 15%. Tests will be non-cumulative and primarily comprised of multiple-choice questions. Test items will be derived from assigned readings and material covered in lectures.

Health Behaviour Project (25%):

For this assignment, you will choose a health-related behaviour that you want to change. For example, you may wish to increase a health-promoting behaviour such as exercise, mindfulness meditation, or eating fruits and vegetables. Alternatively, you may aim to decrease a health-compromising behaviour such as smoking, junk-food consumption, or alcohol use. Using evidence-based behaviour change concepts discussed in the course, you will design and implement a behaviour change program and track your progress. Note that change is not easy and you are not expected to undergo a major transformation. You will not be graded on the progress or success of your behaviour change attempt, but rather on your accurate observation and reflection of your behaviours and approaches used. Additional details about the health behaviour project will be posted on Brightspace.

Part 1: Project Proposal (2%, due January 29):

- You will be asked to submit a brief proposal for this assignment (maximum 1-page double spaced). In your proposal, identify the specific health behaviour that you are aiming to change, how you will measure it, and describe your motivation for changing the behaviour. Note: no references are needed for the proposal.

Part 2: Final Paper (23%, due March 26):

- The final paper should include baseline data (1-week) on your target behaviour before you implement your behaviour change intervention. You will then implement your intervention using behaviour change techniques discussed in this course and track your target behaviour for 2-3 weeks. The final paper should be 4 to 6 pages in length (double-spaced), excluding figures, references, and title page. Your paper must include at least 4 peer-reviewed references, cited in APA style. Late submissions will be deducted 10% per day.

Discussion Board Participation (10 x 2% for a total of 20%):

Discussion board posts are to be completed weekly and are due each Sunday by 10:00pm. Over the course of the semester, you are required to respond to a total of 10 discussion board posts, with each post worth 2% of your overall grade in the course. There will be a total of 12 possible discussion board questions to respond to (1 per instructional week, excluding reading week), so this means **you can miss up to 2 possible discussion board posts without penalty**. To receive credit for a discussion post, you can either submit a direct response to the posted question OR post a respectful response to another student's

comment. Posts should be between 100 and 200 words and demonstrate that you have thought critically about the course material and/or applied it to real-world examples.

Please note that if you choose to respond to more than 10 posts, no additional credit will be awarded. Additionally, if you write more than one post on a particular week, only one post will be graded.

Grading:

Final grades in the course will be based on a total percentage score as shown. Grades that end with a decimal point of .5 or above will be rounded up to the next whole number and grades that end with a decimal point of below .5 will be rounded down.

A+ = 90 - 100	B+ = 77 - 79	C+ = 65 - 69	F = 0 - 49	F = 0 - 49
A = 85 - 89	B = 73 - 76	C = 60 - 64		
A- = 80 - 84	B- = 70 - 72	D = 50 - 59		

Respect for Diversity:

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or groups. In addition, if any of our class meetings conflict with your religious or cultural practices, please let me know so that we can make arrangements for you.

Course Experience Survey:

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. The CES provides vital information that I will use to improve future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous unless you choose to say things in optional open-ended comments that identify you (which I do not recommend). The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage (<http://uvic.ca/mypage>). You can complete the CES at a time of your choosing during the last two weeks of classes.

Tentative Schedule

Note: Synchronous (live) lectures are shaded in green (Tuesday, Jan 12 + every Wednesday).

Week	Date	Topic	Readings	Important Dates
1	Tues, Jan. 12	Intro & Welcome	--	
	Wed, Jan 13	Intro to Health Psychology	Ch. 1	
	Fri, Jan 15	Intro to Health Psychology	Ch. 1	
2	Tues, Jan 19	Health Behaviours	Ch. 3	Drop deadline (100% fee return)
	Wed, Jan 20	Health Behaviours	Ch. 3	
	Fri, Jan 22	Health Behaviours	Ch. 3	Last day for adding courses in 2 nd term
3	Tues, Jan 26	Health Promoting Behaviours	Ch. 4	
	Wed, Jan 27	Health Promoting Behaviours	Ch. 4	
	Fri, Jan 29	Health Promoting Behaviours	Ch. 4	Proposal Due (by 10pm)
4	Tues, Feb 2	Health Compromising Behaviours	Ch. 5	
	Wed, Feb 3	Health Compromising Behaviours	Ch. 5	
	Fri, Feb 5	Health Compromising Behaviours	Ch. 5	
5	Tues, Feb 9	Test 1 (Ch. 1, 3, 4, 5 + lectures)		
	Wed, Feb 10	Stress	Ch. 6	
	Fri, Feb 12	Stress	Ch. 6	
6	Feb 15-19	Reading Break- No Classes		
7	Tues, Feb 23	Moderators of the Stress Experience	Ch. 7	
	Web, Feb 24	Moderators of the Stress Experience (guest lecture)	Ch. 7	
	Fri, Feb 26	Moderators of the Stress Experience	Ch. 7	Feb 28: Last day to withdraw without penalty of failure
8	Tues, March 2	Patient-Provider Relations	Ch. 9	
	Wed, March 3	Patient-Provider Relations	Ch. 9	

	Fri, March 5	Living with Chronic Illness	Ch. 11	
9	Tues, March 9	Test 2 (Ch. 6, 7, 9, 11 + lectures)		
	Wed, March 10	Special Topics: COVID-19	TBA	
	Fri, March 12	Special Topics: COVID-19	TBA	
10	Tues, March 16	Pain & Its Management	Ch. 10	
	Wed, March 17	Pain & Its Management	Ch. 10	
	Fri, March 19	Pain & Its Management	Ch. 10	
11	Tues, March 23	Cardiovascular Disease	Ch. 13	
	Wed, March 24	Cardiovascular Disease	Ch. 13	
	Fri, March 26	Cardiovascular Disease	Ch. 13	Final Paper Due (by 10pm)
12	Tues, March 30	Psychoneuroimmunology	Ch. 14 (p. 502-513)	
	Wed, March 31	Psychoneuroimmunology	Ch. 14 (p. 502-513)	
	Fri, April 2	Good Friday - No Class		
13	Tues, April 6	Future of Health Psychology	Ch. 15	
	Wed, April 7	Future of Health Psychology	Ch. 15	
	Fri, April 9	Test 3 (Ch. 10, 13, 14 (p.502-513), 15, special topics + lectures)		

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2021

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 program.

Program Requirements

For more information see the UVic Calendar January 2021.

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

- ***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>

- ***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>

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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 offences 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 the purpose of 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 January 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

BE WELL



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/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp