

SYLLABUS

PSYCH 333—HEALTH PSYCHOLOGY

Fall 2014

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COURSE DESCRIPTION

Health Psychology is the study of the psychology of wellness and illness, psychological interactions between the patient and the provider, the patient and the health care system, and between the providers within the health care system. Health Psychology draws on the biomedical and the bio-psycho-social models to contribute to our ideas about physical well-being, the role of culture in establishing and instantiating health behaviors and beliefs, and interactions with biomedical technology to shift the burden of death and disease. It's natural corollary is the field of mind-body medicine.

In this course we will use a combination of a text—Taylor & Sirois (3rd Edition - 2014), Health Psychology: A Canadian Edition—papers from the literature, videos, and guest lecturers to achieve active learning about the field. Students are expected to attend class and participate actively in discussion.

LEARNING OUTCOMES

By the end of this course, students will be able to:

- (I) understand the biopsychosocial model of health
- (II) conceptualize ways in which the social shapes the biological
- (III) employ different health behavioural models to analyze their own and others' health behaviours
- (IV) take a systems approach to the health care system and the interactions of patients and caregivers
- (V) analyze their own health behaviours and the circumstances that shape them.

Accessibility Needs: The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

Date	Topic	Taylor & Sirois	Question	What's happening in class?
Sept 9	Introduction: What is Health Psychology?	Chptr 1	What is the biopsychosocial model?	Start observing your health behaviours!
11	Sex Differences in Health	Johnson, Greaves, and Repta (2007): Better Science with Sex and Gender (online)	Does life affect all bodies the same way?	
16	Body Systems & the Biopsychosocial Model: Nervous & Endocrine Systems	Chptr 2	Are body systems really distinct?	
18	Cardiovascular, Immune & Stress Systems	Chptr 2	How are they interconnected?	Hemo: The Magnificent
23	Health Behaviours	Chptr 3	What is health behavior?	
25	Health Promotion/Preventive & Promoting Behaviours	Chptr 4	What behaviours protect you?	
30	Health Compromising Behaviours - Addictions	Chptr 5	How do you change a health behavior?	Professor Robert Mann
Oct 2	Stress & Coping	Chptr 6 Taylor, Klein, Lewis, Gruenewald, Gurung, and Updegraff: Biobehavioral Responses to Stress in Females: Tend-and-Befriend, Not Fight-or-Flight. <i>Psychological Review</i> 107: 411-429.	Are all stressors created equal?	Project proposal due in class Start changing your health behaviours!
7	Moderators of the Stress Experience - Mindfulness	Chptr 7		Professor Brenda Toner
9	Test 1			
14	Using Health Services	Chptr 8	How does the psychology of the health care system	

			affect health?	
16	Patient - Provider Relations	Chptr 9	How does the psychology of the health care system affect doctors?	Interview Dr. Kymm Feldman Questions for Dr. Feldman due in class
21	Pain & Its Management	Chptr 10	How does pain affect sense of self?	
23	Understanding Chronic Pain Conditions - Fibromyalgia	TBD	How do you live with pain?	Dr. Michelle Skop
28	Culture & Pain - Female Genital Circumcision/Cutting (FGC)	Einstein, G. (2008) From body to brain: considering the neurobiological effects of female genital cutting. <i>Persp. Biol. Med.</i> 51: 84-97.	How does culture affect pain sensation?	Diary due in class
30	Living with Chronic Illness	Chptr 11	Are there coping strategies for chronic ill-health?	
Nov 3	LAST DAY TO WITH –	DRAW	WITHOUT	PENALTY
4	Heart Disease & Hypertension	Chptr 13		
6	Stroke & Diabetes	Chptr 13		Project write-up due in class
11	Communities & Illness - LGBTQ & Mental Health	TBD	How does community identification shape your health?	Leslie Tarasoff
13	Psychoneuroendocrinology & AIDS		continued	
18	FALL BREAK	Chptr 14		
20	Cancer & Arthritis	Chptr 14	Is aging a chronic illness?	
25	Psychological Issues in Advancing & Terminal Illness	Chptr 12	What are the strategies we use to cope with terminal illness & death?	
27	Test 2			
Dec 2	Elevator Speech on Projects			Student presentations

The marking scheme lists all marked work, its nature (essay, test, etc.) its due date or test date, and its weight in the course mark.

MARKING SCHEME and ASSIGNMENTS

MARKING SCHEME:

Assignment	Percentage	Due Date
Questions for Dr. Feldman	5%	Oct 16 - due in class
Test 1	20%	Oct 9 - taken in class
Test 2	20%	Nov 27 - taken in class
Health Behaviour Project		
Proposal	15%	Oct 2 - due in class
Diary	15%	Oct 28 - due in class
Write Up	20%	Nov 6 - due in class
Elevator Speech	5%	Dec 2 - delivered in class

ASSIGNMENTS:

All written assignments are due in hard copy in class on the day they are due.

Late Policy: No late work will be made unless you have a doctor-validated illness or validated family emergency.

Any written work not turned in in class will be assessed a late penalty of 2% per day starting after class on the due date.

Late assignments are to be turned in on the 4th floor of Sidney Smith Hall, in room 4027 (the fax/photocopy room) to there to the cabinet with slots on it. Almost all PSY courses have been assigned a slot. Be sure you are there between the hours of 9AM and 4 PM.

Make Up Test Policy: No test make-ups without a doctor-validated illness or validated family emergency.

Questions for Dr. Feldman:

Read Chapter 9 and based on it or any of the previous chapters in the text devise 3 questions for Dr. Feldman who is a family doctor at Women’s College Hospital. This is your opportunity to find out what are the stresses and strains as well as the joys of being a practicing physician.

Tests 1 & 2:

The purpose of the Tests is to gauge your understanding of key knowledge and concepts in Health Psychology covered by the course material up to that point.

Test 1: will consist of T/F, multiple choice, and short answer questions. No notes are allowed.

Test 2: will consist of essay questions that will test your ability to *synthesize* the material of the course—that is, to put at least two ideas or concepts together that have not previously been linked. The details of this test will be discussed in class at least a week prior to the test.

Health Behaviour Project:

The purpose of this project is to engage you, in a personal way, in the key concept of Health Psychology, health behaviour. It is divided into 3 parts to help you organize your efforts and to provide feedback as you do the project.

Observe one of the following health behaviours in yourself over the course of 3 weeks:

- i. eating the right amount of healthy foods;
- ii. your use of alcohol or tobacco
- iii. regular exercise
- iv. sleep habits

Part 1: Devise a methodology based on Health Psychology concepts on how to change your behaviour. Submit a proposal describing your behaviour and the method(s) you are going to use to change it.

Part 2: Document your behaviour daily before and during your attempts to change your behaviour, noting your successes and failures. Turn in your daily diary of observations over a 6 week period.

Part 3: Write up the results in the form of a scientific paper using APA format. Length = 1250 words minimum and 1750 words maximum. The paper should be double-spaced and use 12 point font with 1" margins.

A separate document on this project, describing it in detail, will follow and be posted on Blackboard.

Each part of this project - Parts 1, 2, and 3 - must be turned in with an Academic Integrity Statement signed by you (see below).

Elevator Speech

The purpose of the Elevator Speech assignment is to help you learn to take what you know and express it succinctly. Each person will have 60 seconds - yes, 60 seconds (I will be timing) - in class to

- i. describe your health behaviour,
- ii. methods used to modify it,
- iii. how you did or did not change it,
- iv. what you learned.

If your speech goes over 60 seconds, you will not receive credit for the assignment. So get your timers out and practice!

EMAIL POLICY:

- if you have questions that are about course mechanics i.e., when an assignment due, details of the assignment, etc. please ask April Au, our TA.
- if you have a question that pertains only to you (personal, course or academic), send it

to me at my email. I will endeavor to get to it as soon as I can.

ACADEMIC INTEGRITY:

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Lending your work to a classmate who submits it as his/her own without your permission.
- Obtaining or providing unauthorized assistance on any assignment including:
 - working in groups on assignments that are supposed to be individual work;
 - having someone rewrite or add material to your work while "editing".

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

To remind you of these expectations, and help you avoid accidental offences, I will ask you to include a signed Academic Integrity Checklist with every assignment. If you do not include the statement, your work will not be graded.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Academic Integrity Checklist
Psy333HF
Professor Gillian Einstein

I, _____, affirm that this assignment represents entirely my own efforts.

I confirm that:

- I have acknowledged the use of another's ideas with accurate citations.
- If I used the words of another (e.g., author, instructor, information source), I have acknowledged this with quotation marks (or appropriate indentation) and proper citation.
- When paraphrasing the work of others, I put the idea into my own words and did not just change a few words or rearrange the sentence structure
- I have checked my work against my notes to be sure I have correctly referenced all direct quotes or borrowed ideas.
- My bibliography includes only the sources used to complete this assignment.
- This is the first time I have submitted this assignment (in whole or in part) for credit.
- Any proofreading by another was limited to indicating areas of concern which I then corrected myself.
- This is the final version of my assignment and not a draft.
- I have kept my work to myself and did not share answers/content with others, unless otherwise directed by my instructor.
- I understand the consequences of violating the University's academic integrity policies as outlined in the *Code of Behaviour on Academic Matters*.

By signing this form I agree that the statements above are true.

If I do not agree with the statements above, I will not submit my assignment and will consult the course instructor immediately.

Student name: _____ Signature: _____

Date: _____