

Huron University College  
Department of Psychology

**Psychology 2330A**  
***Introduction to Health Psychology***  
**Fall 2017**

**1.0 BASIC COURSE INFORMATION**

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- 1.1 Course Number: Psychology 2330A  
1.2 Course Name: Introduction to Health Psychology  
1.3 Class Times: Tuesdays 11:30am-1:30pm and Thursdays 11:30am-12:30pm, room W103  
1.4 Instructor Information

Instructor: Dr. Tara Dumas  
Office: V121  
E-mail: tdumas2@uwo.ca  
Office hours: Tuesdays from 9:00-10:00am and Thursdays from 2:30-3:30pm  
Course website: <http://owl.uwo.ca> {*UWO login ID & password*}

**2.0 CALENDAR DESCRIPTION**

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This course will provide students with a broad overview of the relatively new and exciting field of Health Psychology. We will examine research and theory that explores the bi-directional relationships of cognition and behaviour with physical health and illness. Topics include but are not limited to: the effects of stress on health, psychological predictors of health-related behavior (e.g., substance use, exercise), and coping with serious illness. We will also explore how research in this field is applied to support both prevention and intervention programming.

Antirequisite: Psychology 2036A/B and 3330F/G

Prerequisite(s): At least 60% in 1000-level Psychology course.

**3.0 COURSE LEARNING OBJECTIVES**

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By the end of the course students should:

- Possess a detailed understanding of the current literature in Health Psychology;
- Be able to apply and think critically about relevant research and theory;
- Understand the role of health psychologists in research and practice.

**4.0 DESCRIPTION OF CLASS METHODS**

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1. **Lectures**: to help familiarize students with the relevant theories and research in the field of Health Psychology
2. **Discussion**: To help students apply their newfound knowledge, to encourage critical thinking and to explore multiple viewpoints and ideas.
3. **Class Activities**: To provide students with practical learning opportunities and to illustrate the use and relevance of Health Psychology in our day to day lives.

## 5.0 REQUIRED TEXTS

Poole, G., Matheson, D. H., & Cox, D. N. (2015). *The Psychology of Health and Health Care: A Canadian Perspective, Fifth Edition*: Pearson.

## 6.0 EVALUATION

<b>Participation</b>	10%
<b>Research Presentation &amp; Discussion Leader</b>	20%
<b>Health Info Search &amp; Presentation</b>	10%
<b>Midterm Exam</b>	30%
<b>Final Exam</b>	30%
<b>Total</b>	100%

### **Participation:**

Students are responsible for attending every class and actively participating in class discussion. Attendance will be taken each class and during classes that involve student discussion, participation will be graded as either (1) absent, (2) minimal, or (3) strong. Participation grades will not only reflect the quantity of students' participation, but also the quality of students' contribution to discussion.

### **Research Presentation & Discussion Leader:**

At the beginning of the term, students will sign up to present during one of the weeks highlighted with an asterisk in the class schedule below. Presentations will be completed in pairs. Students will identify a research question in the field of Health Psychology and attempt to answer it by reviewing 1 or 2 research studies published in peer-reviewed journals. They will present their research question, a review of the studies, a summary of the limitations and future directions in a 15-minute class presentation. Immediately following, the presenters will pose a set of discussion questions to the class and oversee a brief (10-15 minute) class discussion. Students will be responsible for e-mailing Dr. Dumas their research topic prior to the date of their presentation. They will also be required to e-mail Dr. Dumas their Powerpoint slides by 11:00am on the day of their presentation. Failure to do so will result in a 10% deduction from the overall presentation grade. Further details will follow.

### **Health Info Search & Presentation:**

On November 16<sup>th</sup>, students will be assigned a partner and a health-related issue that we discussed in class. On November 21<sup>st</sup>, student pairs will be responsible for visiting locations on main campus, such as Western's Student Development Center, to collect information on the resources that the university provides to students dealing with their specific health-related issue. Relevant materials (e.g., pamphlets) will be collected. In the following class on November 23<sup>rd</sup>, each pair of students will complete a 5-minute presentation that communicates their chosen health-related issue, resources provided by Western and, based on relevant research/theory presented in class, a critique of these resources (How might they be effective? How can they be improved?). Students will also submit a summary of their critique to Dr. Dumas.

## Exams

The midterm exam (worth 30% of your total grade) will be taken during class time and the final exam (worth 30% of your total grade) is scheduled for the December exam period. Both will be closed-book tests. If an exam is missed for a legitimate reason, appropriate documentation must be submitted to the Academic Counselling Office in a timely fashion (see Section 8.1 below for more details). Note that **there will not be a make-up midterm exam**. Following a student's failure to write the midterm, and acting on the advice of the Academic Counselling Office to provide relief based on medical grounds, the student's grade will be re-weighted so that his/her final exam will be worth 60% of his/her overall grade (midterm 30% + final 30%). Otherwise, the student's midterm grade will be zero. Following a student's failure to write the final exam, and again acting on the advice of the Academic Counselling Office to provide relief based on medical grounds, the student will be permitted to write a make-up final exam which will only occur on the date and time set aside for such make-up examinations. Otherwise, the student's final exam grade will be zero. Note that accommodation will not be granted to facilitate travel arrangements. More details on exam dates and content will follow.

## 6.1 GRADES

Students at Huron University College should consider a grade in the range from 70-74 to be evidence of satisfactory performance in a 2100-level Psychology course. Grades in the B+ (75-79) or A (80-89%) ranges will only be awarded for performance that is demonstrably superior to the second-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded very rarely and only for work that is truly exceptional.

## 7.0 TENTATIVE SCHEDULE OF CLASSES

Week	Dates	Topic(s)	Reading(s)
1.	7-Sept	Introduction to course	--
2.	12-Sept	Health Psychology: Introduction,	Chapter 1
	14-Sept	History & Theory	
3.	19-Sept	Stress and Coping	Chapter 2
	21-Sept	<u>Class Activity</u> : Health Benefits of Yoga & Meditation	--
4.	*26-Sept	Stress and Coping: Part 2	Chapter 2
	*28-Sept	Psychological States and Immune System Functioning: Part 1	Chapter 3
5.	*3-Oct	Psychological States and Immune System Functioning: Part 2	Chapter 3
	5-Oct	<u>Class Activity</u> : Visit to the Western Exercise and Health Psychology Lab	--
6.	10-Oct	<b>Fall Study Break – No Classes</b>	
	12-Oct		

Week	Dates	Topic(s)	Reading(s)
7.	17-Oct	Health and Physical Activity	Chapter 5
	19-Oct	Review Class	--
8. *	24-Oct	<b>Midterm Exam</b>	<u>Covers:</u> Class Material & Ch 1, 2, 3 & 5
	26-Oct	Substance Use	Chapter 6: Part 1
9. *	*31-Oct	Substance Use	Chapter 6: Part 1
	*2-Nov	Other Health Compromising Behaviours	Chapter 6: Part 2
10. *	*7-Nov	Other Health Compromising Behaviours	Chapter 6: Part 2
	*9-Nov	Chronic and Life Threatening Illnesses	Chapter 7
11. *	*14-Nov	Chronic and Life Threatening Illnesses	Chapter 7
	*16-Nov	Population Health	Chapter 10
12.	21-Nov	<u>Class Activity:</u> Campus-wide Health Info Search	--
	23-Nov	Presentations of Health Info	
13. *	*28-Nov	Health Promotion	Chapter 11
	*30-Nov		
14.	5-Dec	Review Class	---
<b>Final Exam</b> during December Exam Period; Date and Time TBA <u>Covers:</u> Lectures from after midterm & Ch 6, 7, 10, 11			



## Appendix to Course Outlines

### Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal

growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

#### **(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:  
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**Statement on Academic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:  
[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);

Unauthorized resubmission of course work to a different course;  
Helping someone else cheat;  
Unauthorized collaboration;  
Fabrication of results or sources;  
Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>