

## PSYC 332/3.0 [Health Psychology] Dr Dean A. Tripp

Please note that the following is presented for informational purposes and is subject to change.

The Fall term: January 5, 2016 – March 31, 2016

Final examinations held: DECEMBER EXAM PERIOD, 2016

Classes (Location): Tuesdays 10:00-11:30am (Bioscience 1102)  
Thursdays 8:30-10:00am (Bioscience 1102)

**Professor:** Dean A. Tripp, [dean.tripp@queensu.ca](mailto:dean.tripp@queensu.ca), (613) 533-6955;  
Office Hours: Thursday, 10:00 - 11:00am  
Humphrey Hall Rm 320

**TA:** Alison Crawford: [alison.crawford@queensu.ca](mailto:alison.crawford@queensu.ca)  
Office Hours: Thursday, 1:30 - 2:30pm  
Humphrey Hall Rm 318

**Course Description from the Arts & Science Calendar:** Key issues in health and health care require approaches embodying psychological, biological, and sociological factors. For every CT scan, injection, or doctor visit, there is a person to be considered. This course explores a variety of health-related topics where psychology has a significant role (e.g., health promotion, stress, psychoneuroimmunology, medical contacts, pain, illness, sport). Canadian statistics used in discussions.

PREREQUISITES: PSYC 202\* or equivalent; PSYC 235.

**Required Text:** Taylor & Sirois, Health Psychology, 3<sup>rd</sup> CDN edition... check Q's bookstore.

**Course Introduction:** This course is designed to provide students with an overview of the theory and clinical applications of Health Psychology. The primary topics in health psychology will be examined with attention to the particular views, values, and contributions of a biopsychosocial model of health. Topics include: lifestyle risk factors, health promotion, coping, the relationship between mental and emotional states and health status, and the rehabilitation and the psychosocial adjustment of people with serious health problems and complementary and alternative medicine. Students will have an opportunity to learn about the increasing burden of chronic diseases, such as diabetes, heart disease and cancer, through use of this biopsychosocial model. The course is presented as interactive lectures and class discussions. You are responsible for the material in all required reading passages in their entirety, even if this material is not presented in lectures. Additional readings outside the class text are recommended, and will be specifically introduced as such if required. If extra readings are recommended, you will be provided with a reference and asked to find the article online at Queen's Library. Students are instructed to study the relevant required readings before coming to class. The primary objective of this course is to expand the student's knowledge about health and the interaction between psychosocial and cultural factors that impact health, for good or

bad! The student will be encouraged to discuss the lecture topics in small groups and respond to the opinions of others as well.

## Term Schedule at a Glance

*\*\*Note that this schedule is flexible and subject to change*

<b>Dates</b>	<b>Topic</b>	<b>Assigned Readings</b>	<b>Assignment Due Dates</b>
January 5 & 7	What is Health Psychology?	Chapter 1	
Jan 12 & 14	Systems of The Body	Chapter 2	
Jan 19 & 21	Health Behaviors	Chapter 3	
Jan 26 & 28	Health Enhancing Behaviors	Chapter 4	<b>PART 1 DUE JANUARY 24<sup>th</sup>, 5PM</b>
<b>Feb 2</b>	<b>Exam 1 (in class)</b>		
Feb 4 & 9	Health Compromising Behaviors	Chapter 5	<b>PART 2 DUE FEBRUARY 9<sup>th</sup>, 5PM</b>
Feb 11 & 23	STRESS	Chapter 6	
Feb 25 & March 1	Moderators of STRESS Experience	Chapter 7	
March 3 & 8	Management of Chronic-Illness	Chapter 11	<b>PART 3 DUE MARCH 8<sup>th</sup>, 5PM</b>
<b>March 10</b>	<b>Exam 2 (in class)</b>		
March 15 & 17	Psychoneuroimmunology	Chapter 14	
March 22 & 24	Heart Disease, Stroke, etc.	Chapter 13	
March 29 & 31	Pain	Chapter 10	<b>PART 4 DUE MARCH 29<sup>th</sup>, 5PM</b>

## Course Evaluation

There are 3 exams weighed equally and worth a total of 75%, one of which will be in the final Exam Period. There will also be a major health behaviour change assignment to be completed before the end of the term that will comprise 25% of your final grade. (Please note dates of in-class exams above).

The goal of this assignment is to identify a health behaviour that you want to change over the semester, implement an evidence based intervention to change it, and to track and report the effectiveness of your chosen intervention. There are four parts to this assignment that will be due throughout the term. Each section should be 4 pages maximum (excluding copies of logs and references), and should be double-spaced, written in Times New Roman 12-point font, and completed in compliance with APA formatting. Anything after the 4th page will not be considered and the assignment section will be graded on the first 4 pages only. Late submissions will not be graded. The assignment is worth 25% of your final grade.

1) Identify a health behaviour of your own that you would like to modify this semester (refer to Chapters 3 & 4 of Taylor & Sirois). Create a baseline self-observation log for one week that chronicles the target behaviour occurrences, the behavioural antecedents and its consequences (physical or emotional). Please submit a copy of your log along with a written summary of the behaviour that you have chosen.

**Due:** Sunday, January 24th, 2016, 5PM

2) Devise and write up an empirically supported treatment strategy / plan to alter this target behaviour. Explain the strategy / plan in detail, using at least 2 articles to back it up. Use the textbook and research articles for guidance.

**Due:** Tuesday, February 9th, 2016, 5PM

3) Execute and log the chosen cognitive-behavioural modification program designed to modify the target behaviour over 4 weeks. You should gather data regarding the effectiveness of your strategy / plan throughout the whole period (ex: If your goal is to gradually stop smoking over the 4 weeks, keep track of how many cigarettes you smoke each day). Please hand in a copy of your log with your raw data.

Examine your data and write up an evaluation of the effectiveness of the intervention with the use of line graphs or bar charts etc. This should be written similar to what you would see in a results section of a journal article. According to your data, was this intervention effective?

**Due:** Tuesday, March 8th, 2016, 5PM

4) Provide a written critical personal discussion of the benefits and shortfalls of the intervention. What went well? What didn't go so well? What did you change?

Examine your behaviour change attempt using “Prochaska’s Stages of Change Model”.

Do you plan on continuing this intervention now that the project is over? Why or why not?

**Due:** Tuesday, March 29th, 2016, 5PM

Students will be excused from an Exam for documented medical or compassionate reasons. These would include situations such as major illnesses, accident, or a death in the family. You must contact both the professor and the teaching assistant as soon as you become aware you will miss an Exam and you must provide your documentation ASAP. Only students who provide written documentation (e.g., physician’s note) will be exempted or allowed to re-write an Exam. Students who are exempted from an Exam for an approved reason may have their remaining Exams re-weighted. Students who are not able to meet the criteria of written documentation, timely provision of documentation, or alerting the professor and teaching assistant will receive a grade of zero for a missed Exam.

The final Exam will take place in the final examination period, as specified in the University regulations governing examinations (see the Faculty of Arts & Science Calendar). No reference or supplementary material will be allowed, and the exam will be proctored.

Students who cannot write an exam during the exam period due to a serious, extenuating circumstance (with the supporting documentation required as outlined above) must be available to write a deferred exam during the Psychology Department’s *Make up Exam period*.

Please see the following webpage under “Exam Absence” for additional information: <http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolicies.html>

**NOTE...** The exams are **not cumulative**. You are examined solely on the assigned readings and lecture content occurring before the date of the exam.

In this course, some components will be graded using numerical percentage marks. Other components will receive letter grades, which for purposes of calculating your course average will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

### **Arts & Science Letter Grade Input Scheme**

<b>Assignment mark</b>	<b>Numerical value for calculation of final mark</b>
A+	93
A	87
A-	82
B+	78
B	75
B-	72
C+	68
C	65
C-	62
D+	58
D	55
D-	52
F48 (F+)	48
F24 (F)	24
F0 (0)	0

Your course average will then be converted to a final letter grade according to Queen's Official Grade Conversion Scale:

### **Queen's Official Grade Conversion Scale**

<b>Grade</b>	<b>Numerical Course Average (Range)</b>
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## Queen's Email:

Information from the University and updates concerning this course will be sent to your Queen's NetID account likely through MOODLE. Visit <http://www.queensu.ca/its/netid.html> to activate your Queen's email account and to find out more about Online Resources for students at Queen's. The Faculty reserves the right to make changes to any course offerings, dates, and times listed here.

## Academic Integrity Policy

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility. (see [www.academicintegrity.org](http://www.academicintegrity.org)). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <http://www.queensu.ca/secretariat/senate/policies/princpri/>). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website (see [http://www.queensu.ca/calendars/artsci/Regulation\\_1\\_\\_\\_\\_Academic\\_Integrity.html](http://www.queensu.ca/calendars/artsci/Regulation_1____Academic_Integrity.html)), and from the instructor of this course. For current policy updates visit: <http://www.queensu.ca/artsci/academics/academic-integrity> Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

## Additional important information

**Academic Misconduct:** Academic misconduct is an act by a student, or by students working on a team project, which may result in a false evaluation of the student(s), or which represents a deliberate attempt to unfairly gain an academic advantage. The university has standard policies for dealing with these situations.

See:

[http://www.queensu.ca/calendars/artsci/Regulation\\_14\\_\\_\\_\\_Misconduct\\_in\\_an\\_Academic\\_or\\_Non\\_Academic\\_Setting.html](http://www.queensu.ca/calendars/artsci/Regulation_14____Misconduct_in_an_Academic_or_Non_Academic_Setting.html) for further information.

**Special Needs:** We are more than happy to accommodate students with disabilities or special needs, although these accommodations need to be approved by the Queen's Special Needs Office. For information regarding its services and resources, please contact the Special Needs Office through Queen's Disability Services, <http://www.queensu.ca/hcds/>, or (613) 533-6467, **well in advance of the time you think you will need an accommodation.**