

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: Sept 11 – Nov 29 2017

Final examinations held: APRIL EXAM PERIOD, 2017

Classes (Location): Monday 10:00-11:30am (BIOSCI 1102)
Wednesday 8:30-10:00am (ELLIS HALL 321)

Professor: Dean A. Tripp, dean.tripp@queensu.ca, (613) 533-6955;
Office Hours: Monday, 1:00 – 2:00 pm
Humphrey Hall Rm 320

TA: Alison Crawford, abc4@queensu.ca
Office Hour: Friday, 10:00 – 11:00am
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: Health Psychology, David Marks, Michael Murray, Brian Evans, Emeé Vida Estacio, 4th Ed. Published by SAGE.

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 subject to change*

Dates	Topic	Assigned Readings
Sept 11 - Bio	Health Psychology Introduction	Chapter 1
Sept 13 - Ellis	Health Psychology Introduction	Chapter 1
Sept 18 - Bio	Macro-social influences	Chapter 2
Sept 20 - Ellis	Lab 1	
Sept 25 - Bio	Culture and Health	Chapter 4
Sept 27 - Ellis	Lab 2	
Oct 2 - Bio	Food, diets and obesity	Chapter 7
Oct 4 - Ellis	Alcohol and drinking	Chapter 8
Oct 9 - Bio	Thanksgiving (No Class)	
Oct 11 - Ellis	Lab 3	
Oct 16 - Bio	Tobacco and smoking	Chapter 9
Oct 18 - Ellis	Lab 4	
Oct 23 - Bio	In class EXAM	Ch 1,2,4,7,8,9
Oct 25 - Ellis	Physical activity and exercise	Chapter 10
Oct 30 - Bio	Stress and coping	Chapter 12
Nov 1 - Ellis	Lab 5	
Nov 6 - Bio	Health Promotion	Chapter 14
Nov 8 - Ellis	Illness and personality	Chapter 16
Nov 13 - Bio	Pain and pain control	Chapter 18
Nov 15 - Ellis	Lab 6	
Nov 20 - Bio	Pain and pain control	Chapter 18
Nov 22 - Ellis	Lab 7 + RESEARCH PROPOSAL DUE	

Dates	Topic	Assigned Readings
Nov 27 - Bio	Cancer and chronic diseases	Chapter 19
Nov 29 - Ellis	Lab 8	
TBA	Final Exam	Ch 10,12,14,16,18,19

Course Evaluation

There are 2 exams weighed equally and worth a total of 66%, one of which will be a final exam in Final Exam Period. All exams are multiple choice and short answer. The 8 Discussion Modules are worth 24% with 1.5 points given for completion of the pre-module work and 1.5 earned through active class participation or completion of the module. The final 10% is earned through a written assignment that is best described as a research proposal.

Health Psychology Discussion Modules:

Instructions that describe your task for the upcoming module will be posted on OnQ. You are to complete the pre-module task and submit it before the class time that it will be reviewed. This reflection is to be submitted using the OnQ system. The prework should be one page, single spaced, with one inch margins, and Times New Roman, size 12 font. A title page is not necessary. Please do not include your name, the date, Dr. Tripp's name, etc at the top of your paper. That information is already available with your submission to OnQ. If the written part of the assignment is not one page, you will be penalized (-.5). Anything written in excess to one page will not be read. The prework is due at 8:30AM (EST) the day of that particular lab. Late submissions will not be accepted and will receive a mark of 0.

You are responsible for attending the in-class module discussion and for completing the task as required in that module. For example, your group will be asked to share with the class what they have agreed upon as a meaningful reflection on their collective work for the module. If you do not come to class on those days and/or do not complete a reflection on time, you will receive a mark of 0 for participation. Each prework is worth 1.5%. Each in class lab is also worth 1.5%. It is possible to receive credit for the prework having not completed the lab, just as it is possible to receive credit for the lab without having completed the prework.

Research Proposal:

You are responsible for creating a Health Psychology research proposal at the end of the semester (**Due: November 22, 2017, 5PM**). You should select one health psychology construct (e.g., obesity, exercise, pain) or theory (e.g., theory of planned behavior) and develop a proposal to evaluate these constructs. This proposal should be 2 pages (excluding the title page and references), double spaced, with 1 inch margins, in Times New Roman size 12 font, and it should have the following components:

- 1) A title page. (.5%)
- 2) A construct definition and a basic introduction to that construct (i.e., What is it? How can people identify it? This can include a historical review and/or coverage from your textbook). Your “construct” can be drawn from any of the topics in the text or may be drawn from outside the materials covered. Please discuss with the TA or myself if you need assistance. (1%)
- 3) An introduction to the problem: An empirical literature review of the construct in the research literature that applies. Use at least three empirical articles. (4%)
- 4) Method section: “Application” that extends the current research in this area (i.e., a research design that tests or shows that relation or merit of your construct that has not been done yet). This can employ an experimental design, a survey, or any series of studies and methods, whatever you like. Describe the sample, measures you would use, and the procedure of the study. (4%)
- 5) References: Correct APA formatting for the whole paper, including title page and references. Two or more mistakes will result in a mark of 0 for this section. (.5%)

Exams:

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. Note that you will only be required to write for a minimum of 90 minutes during this final exam.

Students who cannot write an exam during the December or April 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/psycdepartmentalolicies.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

Assignment mark	Numerical value for calculation of final mark
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

Grade	Numerical Course Average (Range)
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

Academic Integrity Policy

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility. (see 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/principri/>). 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), 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_No_n_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.**