

Psychology 333: Health Psychology

Fall 2021

University of Toronto, St. George

Tuesdays 2:10-4:30 pm EST

Sid Smith 2125

Zoom: <https://utoronto.zoom.us/j/8764037208>, Passcode: psychology

Lectures will be held in-person (as permitted) and also live-streamed and recorded

	Instructor	Teaching Assistant
Name:	Dr. William Ryan (Will)	Tiana Wei
E-mail:	ws.ryan@utoronto.ca	tiana.wei@mail.utoronto.ca
Office Hours:	“Classroom Hours”: Tuesdays 4:30-5pm EST Online Office Hours: To be held on Gathertown Tuesdays 5-6 pm & Fridays 3-4 pm EST and by appointment over zoom (email Will to schedule this)	By appointment

Description, Goals, & Prerequisites

Course Overview: This course is designed to give you a broad overview of the field of health psychology, an exciting and relatively new field of study that examines the bi-directional relationships between body and mind and the implication of these processes for various health outcomes. We will explore questions such as: What does stress do to your health? What psychological and social factors cause people to behave in unhealthy ways? How do various forms of stigma and discrimination impact health? What helps people cope with stress and illness? How do friends and family impact health? Does it matter how your doctor talks to you? Can a sugar pill cure back pain? And more!

Intended Learning Outcomes:

By the end of this course you should be able to:

1. Understand basic human physiology and the dynamic connections between mind and body.
2. Describe how a variety of psychological experiences (e.g. stigma, stress, social exclusion and support) “get under the skin” to influence health outcomes.
3. Discuss how physical health and physiological processes can influence psychological experience.
4. Explain how individuals and health care professionals can use psychological research to promote health.

Note about prerequisites: PSY201H1 (or exclusion), PSY230H1/PSY240H1. It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites you WILL BE REMOVED. No waivers will be granted.

To complete this course all students require the ability to use Canvas. Students wishing to participate in the synchronous discussions require a working microphone and webcam and the ability to access zoom.

Course Structure

This is technically an “in-person” course and is listed on the course timetables as such. That said, if needed or desired you can complete all components and succeed in this course without attending any in-person sessions. All course content and all assessments can be accessed and completed remotely (either synchronously or asynchronously as desired). This is to allow students maximum flexibility in completing the course. However, for those who are interested, this course also includes ample opportunities for in-person and other synchronous interaction with both the professor and your peers.

This syllabus describes the different ways that students can participate in the course. Please read this carefully and select the options that work best for you. To summarize, here is what a typical week in the course will look like:

Each week:

(Details on each component in the sections that follow)

Required:

- Up to 2.5 hours of lecture
- Discussion (some weeks) or watch recorded video
- 2 – 3 required readings and/or podcasts
- Work on HBA assignment and final paper

Optional:

- Weekly Survey to ask any questions, identify points of confusion, and provide feedback.
- Additional videos, readings, and surveys will also be posted for students interested in learning more about various topics.
- Attending office hours
- Work on communication project

Course Requirements & Marking Scheme

Your grade in this course will be based on your performance on two assessments (a midterm and a final Assessment), one paper with associated project, and a three-part Health Behaviour Change Assignment. Details regarding each assignment are provided in the sections below.

Assessment	Weight	Due Date(s)
Health Behaviour Assignment (HBA)	10%	Oct 5 th , Oct 12 th , Dec 7 th (or Dec 7 th only if doing the alternative HBA Assignment)

Discussion	4%	Weeks 3, 4, 7, 10, & 12 (can skip one)
Research Paper Proposal (optional)	--	Oct 12 th
Midterm Assessment	24%	9 am EST Oct 19 th – 11:59 pm EST Oct 21 st
Research Review Paper	24% or 34%	Nov 23 rd
Communicating Science Project & Peer Feedback*	10% or 0%	Nov 30 th & Dec 7 th
Final Assessment	28%	9 am EST Dec 15 th – 11:59 pm EST Dec 17 th

*Students have the choice of whether or not to complete the Communicating Science Project (and accompanying peer feedback). For students who do this assignment it will be worth 10% of their overall grade and their final paper will be worth 25%. For students who chose not to do the Communicating Science Project, the final paper will be worth 35%. If you complete the Communicating Science Project I will calculate your grade with both marking schemes and award whichever grade is highest (in other words if you do badly on the communicating science project it won't negatively impact your grade).

Course Materials

Required Readings: Required readings include a range of empirical and popular press articles. These will be available on the course page on Quercus/Canvas. Additional supplementary readings (not required) will also be posted on the Canvas website. These are mostly popular press articles that relate to the material and add interesting perspectives.

Required Text: Sapolsky, R. M. (2004). *Why zebras don't get ulcers: The acclaimed guide to stress, stress-related diseases, and coping-now revised and updated*. Holt paperbacks. Can be purchased via Amazon online or at other commercial bookstores. Ebooks also available. If purchasing this text is prohibitive to you, please email Will/Dr. Ryan for some alternative options.

Supplementary (Optional) Textbook: Taylor, S. E., Sirois, F. M., & Molnar, D. (2017). *Health Psychology* (4th Canadian Edition). McGraw-Hill. If you really like text books and want one to accompany this course, this is the one to use. Again, this is NOT required.

Course Website: We will be using Quercus (q.utoronto.ca) as the method of course delivery. This includes: (1) delivering lectures and other course content, (2) distributing course readings, (3) communicating announcements, (4) providing feedback, and (5) posting/tracking grades. A current version of the syllabus and other relevant course resources will also be posted. Please make sure you check Quercus regularly for the most recent lectures as well as important announcements and course information.

Lecture Slides: Slides presented in lecture will be uploaded in PDF format to Quercus *just prior* to each lecture.

Options for Accessing Lectures

Options for attending lecture include the following, each of which are detailed below.

1. Attending in person
2. Attending via zoom live
3. Watching the lecture recording

Option 1. In-Person Lectures. Lectures will take place in **MS 3278 on Tuesdays from 2:10-4:30 pm EST**. You do NOT have to attend class in-person if you are not able or comfortable doing so for whatever reason. If this is the case, see the alternative options below. For those attending in-person:

1. Make sure to complete the UCHECK form before coming to campus: <https://ucheck.utoronto.ca/> You MUST receive a green check on this to attend in-person.
2. If you are sick, do NOT attend in-person (if you feel up to it, you can live-stream in or you can listen to the lecture recording later).
3. Remember also to bring a mask as these are required in the classroom. Masks must be worn properly at all times (e.g., over your mouth AND nose). If you need to eat or drink during class you are welcome to leave the room and do so. We will also have scheduled breaks that you can use to attend to these needs.

Option 2. Synchronous Remote Lectures. Students who cannot or do not wish to attend class in-person, but would still like to listen to and participate in lectures synchronously (**Tuesdays from 2:10-4:30 pm EST**) may do so. Barring technical difficulties, all lectures will be live streamed (and recorded) over Zoom. The link for all lectures is: <https://utoronto.zoom.us/j/8764037208>, Passcode: psychology. I will do my best to monitor the chat and answer questions from students attending remotely.

Option 3. Asynchronous Remote Lectures. Students may also wish to listen to lectures asynchronously due to different time zones or scheduling concerns or perhaps you missed something live and would like to listen to a lecture again. All lectures will be recorded using zoom (also used for streaming, see above) and will be posted in the weekly Quercus page for that lecture shortly after the live lecture ends. Options for getting your questions answered are described in question

Note: Students are welcome to use any of the above options to listen to and participate in lectures. Students may switch between options as they need or wish.

Asking Questions & Getting Help

There are several options for getting your questions answered. Students should feel free to use any of these options.

1. **Questions during lecture.** Students attending the lecture in-person or synchronously over zoom will be able to ask questions throughout lecture.

2. **In class “office” hours (aka classroom hours).** In addition to being able to ask questions during lectures, I will also reserve some time at the end of class (Tuesdays **4:30- 5pm EST**) for students to ask questions one-on-one in the classroom (for long or highly personal questions students should consider attending online office hours or scheduling an appointment).
3. **Online Office Hours.** Will be held on GatherTown (<https://gather.town/app/8ETR7Z5Iq4aUir6j/WillsOffice>) on **Tuesdays 5-6 pm** and **Fridays 3-4 pm** EST. On GatherTown we can meet one-on-one privately or in small groups if folks have similar questions.
4. **Weekly Survey.** For each lecture you have the opportunity to complete a short survey about that week’s lecture and course content. Here you can indicate any questions or areas of confusion and Will/Dr. Ryan will address those in the next live lecture. This option may be particularly useful for students completing the course asynchronously. Links to weekly surveys can be found on Quercus both on the weekly pages and/or under the “Quizzes” tab.
5. **General Discussion Board.** Students may also post questions on the general discussion board on Quercus. Will/Dr. Ryan will answer questions there and other students can provide answers if they have them as well. This is a great place to ask questions that you think other students may have as well.
6. **Emails & Individual Appointments.** Students are welcome also to email to Will/Dr. Ryan and/or the TA with questions. I will do my best to reply to all emails within 48 hours (if not sooner!). Before emailing, please check to make sure the information you are seeking is not already available on Quercus. Individual appointments with the professor and/or TA may be scheduled over email and held over zoom as needed.

Assignments Details

Discussion Group Participation (4%)

To give you a chance to discuss big questions and empirical articles in health psychology with your classmates, we will hold multiple small-group discussions over the course of the semester. Each group will be provided with open-ended questions to guide their discussion.

Students have two options for how to participate in discussion groups and will indicate their preference as well as availability (if the synchronous option is preferred) via the Intake Poll administered at the beginning of the term. The reason for providing these two options is to give students who wish to connect “face-to-face” with other students the opportunity to do so, but also provide an option for students for whom this would be difficult technologically, practically, or otherwise.

Students will sign up to lead one of the five discussions using a Google doc that will be posted on Quercus after the intake poll is complete (note it's ok to double-up leaders- in fact this is good, in case someone drops the course).

Option 1. Synchronous discussion group.

Students who select this option will meet in small groups on zoom to discuss the assigned topics over video chat. Students will be grouped with others available at the same time. Discussions would be scheduled for 30 minutes. The leader each week will be responsible for facilitating the discussion, taking attendance, and briefly summarizing what is discussed. Group leaders will turn in this attendance list and summary within 48 hours of the discussion ending.

Option 2. Asynchronous discussion board.

Students may alternatively select to conduct discussion groups in a written discussion board format on Quercus. Students who select this option will be divided into small groups and provided a discussion board for each group to conduct the weekly discussion. Students who select this option can answer the questions (provided by Dr. Ryan/Will) for each discussion on your group's Quercus discussion board. The discussion board for each discussion will be open for one week (beginning after class on Tuesday and ending the following Monday at 11:59 pm EST- technically it's open before this so you can see the questions ahead of time, but I recommend waiting until after you've listened to lecture to participate). During this time students must answer two discussion questions and respond to the answers of two other students. Participation points will be based on whether these requirements are fulfilled as well as on the quality and thoughtfulness of the written responses. Group leaders are responsible for "taking attendance" (aka writing down who participates) and briefly summarizing what is discussed. Group leaders will turn in this attendance list and summary within 48 hours of the discussion board closing.

We will hold a total of **5 discussions** throughout the term. The dates and topics for these are noted in the course schedule. Understandably, things happen so all students will be given ONE free pass to miss a discussion without penalty to their participation grade (but don't miss the one you're leading!) If you need to miss more than one for any of the reasons outlined in the "course policy" section below, please email Will/Dr. Ryan to work out an alternate plan.

Health Behaviour Change Assignment (HBA) (10%)

Option 1. Change Your Behaviour

We all have health-related behaviours that we would like to change (e.g. exercising or sleeping more, smoking or drinking less). This assignment will allow you to take what you learn in this class and apply it in your life. Over the course of the semester, you will choose a health-related behaviour that you would like to change, track/monitor that behaviour, and develop and implement a plan to change that behaviour. There are three parts to the assignment, which will be posted on and submitted through the course Quercus page. To gain full credit for the assignments, you must complete them and follow all guidelines. Your grade on this assignment does NOT depend on whether you achieve your behaviour change goal, but on whether you complete and are engaged with the assignment. Assignments are due by end of day (11:59 pm EST) on the day listed below (and on the course schedule on Quercus). The three parts of the

assignment build on one another culminating in a short essay on your experience. Each part is weighted as follows:

- **Part I:** Setting goal and initial tracking = 1% Due **Tues Oct 5th**
 - Note: We will discuss material related to Part I in lecture on Sept 28th so you don't need to start prior to that (It's a relatively short assignment).
- **Part II:** Implementing strategies = 2% Due **Tues Oct 12th**
- **Part III:** Reflection Essay = 7% Due **Tues Dec 7th**

Option 2. Alternative to HBA.

If this assignment sounds aversive to you (most students like it, but I understand some don't!), you can instead develop a behaviour change plan for someone else- this can be a hypothetical person or someone you actually know (either change the name to keep it anonymous or consult with them first). If you select this alternative assignment you will write a 4-5 page paper explaining the behaviour, its relevance to health, and a theory and research based implementation plan to bring about behaviour change. This paper will be worth 10% of your overall grade (comparable to the overall weight of the HBA assignment). Your paper will be due with HBA Part 3 on **Tues Dec 7th** at 11:59 pm EST (and submitted in the same location). More details on this alternative assignment are provided on Quercus.

Research Review Paper (& Optional Communicating Science Project) (34% Total)

To help you think scientifically about health psychology, gain practice in dissecting empirical journal articles in our field, dive deeper into one topic of interest, and become comfortable integrating and communicating scientific findings, you will complete a four part assignment which includes (1) An OPTIONAL short proposal for your paper and communication project (parts 2 & 3), (2) writing a research review paper, (3) communicating this research to a general audience, (4) providing feedback to your peers on their communication projects. Brief summaries of these four parts of the assignment appear below. More details on these assignment will be posted on the course website and reviewed during student hours.

1. Project Proposal (optional). If you would like some feedback on your idea for your final paper you may turn in an optional research proposal. In order to ensure that you receive this feedback with ample time to work on your paper, these optional proposals must be turned in by Tuesday **Oct 12th** (11:59 pm EST). In this proposal please include a brief description of your paper topic, a list of 5 references you intend to include, and an explanation of how you will communicate your findings to a general audience. More instructions will be provided in class and on Quercus. This proposal is optional and will not directly impact your overall course grade. However, getting this project started early and receiving feedback are likely to improve your final paper and communication project grades.
2. Research Review Paper (34% or 24%). An 8-10 page paper (not including title page and references) in which you review existing research to analyze the impact of a health-related, practice, policy, or program of your choice. This can be any behaviour, procedure, intervention, or policy that is related to health (whether positively, negatively, or inconclusively), such as smoking e-cigarettes, the keto diet, acupuncture, corporate

wellness programs, medical marijuana, or the impact of technology on sleep quality. You are welcome to choose any of these topics, something we discussed in lecture, or any topic of interest to you so long as it fulfills the requirements of the assignment. You will need to find at least 5 peer-reviewed sources that address your topic (additional sources, including non-peer reviewed sources are welcome), and write a paper that details the issue, applies course theories and relevant research to explain why the topic you chose is important and how and why it impacts health, as well as future directions for research or development. Your final draft of your paper is due on Tuesday **Nov 23rd** (by 11:59 pm).

3. Communicating Research to a General Audience (optional for 9%). Taking what you have learned from reviewing the research on your topic you will complete a project designed to communicate these findings to others to whom this topic would be important, interesting, or pertinent, but are not researchers themselves. Reaching your audience could take any of several forms including: an op-ed, a press release, an informational video, a brochure, blog post or a letter to the legislature. Your goal is to convey the importance of your topic, the current state of research, and how it is likely to impact your audience. The communication project is due on Tuesday **Nov 30th** (by 11:59 pm).
4. Providing Peer Feedback (optional for 1%). For this part of the assignment you will read/watch/review 4 of your classmates communicating research projects (randomly assigned) and give them helpful (anonymous) feedback on their projects (worksheet to be provided). This is your chance to learn from your classmates! You'll be able to learn about the important topics others chose and receive feedback on your own work. Peer feedback is due on Tuesday **Dec 7th** (by 11:59 pm) and is worth 1% of your final grade.

Midterm & Final Assessments

Both assessments will consist of short answer questions and short essays. These questions will ask you to think critically about course themes, connect topics in the course, and apply what you have learned to real-world situations. Both assessments are “open book”, but not “open Google”, meaning that you can use course notes and articles when writing your responses, but should not be relying on other sources or Googling answers to questions. All writing **MUST** be in the student's own words. See *Course Policies* section below for more on academic integrity. All assessments must be completed independently. You will be responsible for **ALL** material covered in both the lectures and the required readings, regardless of whether they overlap in content.

The midterm assessment will be posted at 9am (EST) on Tuesday Oct 19th and can be submitted anytime until **Thursday Oct 21st at 11:59pm (EST)**. The midterm will include all material covered up until that point.

The final assessment will cover **ALL** course material, with an emphasis on material covered *after* the midterm assessment. In other words, the final assessment **IS** cumulative, but with more questions focusing on the latter half of the course. The final assessment will take place during the Final Assessment Period and will be released at 9am EST on Wed Dec 15th and due at **11:59 pm EST on Fri Dec 17th**.

Note that you will NOT need this whole time to work on the assessment as it should only take you a few hours to complete. The extra time is to allow you flexibility in scheduling your work and other responsibilities and to accommodate needs for extended time. Assessments MUST be turned in by the date and time noted above unless there is a verifiable emergency or other documented reason (see *Course Policies* section below).

Review Sessions: We will hold short Question & Answer review sessions at the end of the last class before each midterm assessment. A review session will also be scheduled prior to the final assessment, time and date TBA. These review sessions will be question and answer based so come prepared with questions to aid your studying. Sessions will be recorded for those who cannot attend. More details will be provided prior to each assessment.

COVID-19 Contingency Planning

Given the global pandemic and the inherent uncertainties, I want to briefly address our back up plan for the course should the situation worsen and we can no longer meet in-person. If this occurs I will still deliver our lectures at the regular class time and provide options for students to attend synchronously or asynchronously. The plan for assignments, assessments, online office hours, and discussion groups would remain the same.

Course Policies

Penalties for Late Assignments: Assignments handed in late will incur a 10% deduction in points for EACH day that they are late.

The 48 Hour Late Ticket: Each student gets one 48-hour late ticket good for (almost) any assignment*. To use this late ticket, all you have to do is comment "Late ticket" in the comments box on your late submission. You do NOT need to seek permission to use your late ticket or let the TA or I know. We will keep track of who uses their late tickets on each assignment. Although Quercus may automatically flag your assignment as late (it doesn't know you are using your ticket), no points will be deducted and it will be treated as on time.

*Note: This ticket may NOT be used for the midterms or final assessment or to skip a synchronous discussion.

Missed Assessments: As a rule, makeup assessments will not be issued except in cases of extenuating circumstances with appropriate documentation. If you miss the midterm assessment, you must submit documentation that demonstrates your inability to complete that assessment (i.e., the ACORN illness self-declaration tool) and let Will/Dr. Ryan know within 7 calendar days of the due date of the missed assessment. In these cases, the weight of the midterm assessment will be added to the final assessment. If you miss the final assessment, you must get in touch with Dr. Ryan (and potentially your College Registrar) as soon as possible to work out a plan.

Grade Dispute Policy: The 24/7 Policy. You must wait for at least 24 hours following the return of an assignment/assessment before bringing a grade concern to me; use this time to reflect upon your performance and grade. Additionally, grade concerns must be brought to my

attention within 7 days of the return of the assignment/assessment. Please write a short paragraph detailing your grade concern, including a copy, photo, or scan of the original assignment, if relevant, and email it to me. Grade disputes are not to be directed to your TA. Only reasonable and well-justified concerns will be considered, and all decisions are final. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same.

Specific Medical Circumstances: If you become ill and it affects your ability to do your academic work, consult me right away. Normally, would ask you for medical documentation in support of your specific medical circumstances. Given the pandemic circumstances, the ACORN self-declaration of illness tool (<https://www.artsci.utoronto.ca/news/message-dean-absence-declaration-tool>) and an email to let me know is sufficient.

Religious Accommodation: As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. I will make every reasonable effort to avoid scheduling, assessments, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you cannot complete a component of the course or meet a course deadline due to a religious observance, please let me know as early in the course as possible, so that we can work together to make alternate arrangements.

Accommodation for Personal Reasons: There may be times (especially in 2020) when you are unable to complete course work on time due to non-medical reasons. If you have concerns about your ability to complete an assignment, please reach out to me (Will/Dr. Ryan). You do not need to tell me any details about your situation that you do not want to divulge, but I do need to know that there is an issue in order to support you. Indeed, I am here to support you can will make accommodations where reasonable, possible, and in fairness to other students. It may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and concerns.

Academic Integrity and Plagiarism: Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>).

Plagiarism Detection: Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation website (<https://uoft.me/pdt-faq>).

Please note that I (Will/Dr. Ryan) understand that this is an imperfect tool and will always do additional investigation before interpreting a specific "plagiarism detection score". Sometimes the scores on this are inflated for reasons other than plagiarism and I will always take this into consideration and will never rely solely on this automatic analysis in registering an academic integrity concern. I am also aware that there are many ways to prevent these programs from detecting plagiarism, artificially reducing the score. Again, this is but one tool I use in assessing the originality of student writing.

Lecture Slides & Recordings: Students are free to use all lecture video, slides, and other materials for their own use. Students are, however, NOT permitted to share lecture slides or recordings with others not enrolled in this course. Uploading course materials to the web or shared server is expressly prohibited. Lectures are the intellectual property of the instructor, and the slides and recordings should be respected thus. Specifically, I do not want to discover that a student has put any of my materials into the public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money (this is a real thing that has happened). The University will support me in asserting and pursuing my rights, and my copyrights, in such matters.

Participation & Conduct in Class: In our structured and unstructured discussions and dialogues, we will have many opportunities to explore challenging issues and increase our understandings of different perspectives. A positive learning environment relies upon creating an atmosphere where diverse perspectives can be expressed. Each student is encouraged to take an active part in class discussions and activities. Honest and respectful dialogue is expected. Disagreement and challenging of ideas in a supportive and sensitive manner is encouraged. Hostility and disrespectful behaviour is not acceptable. In the time we share together over this term, please honour the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Just as we expect others to listen attentively to our own views, we must reciprocate and listen to others when they speak, most especially when we disagree with them. In this class, our emphasis will be on engaging in the mutual exploration of issues as presented in the course readings as scholars, rather than in defending points of view we have formed outside the classroom.

Harassment/Discrimination: The University of Toronto is a richly diverse community and as such is committed to providing an environment free of any form of harassment, misconduct, or discrimination. In this course, I seek to foster a civil, respectful, and open-minded climate in which we can all work together to develop a better understanding of key questions and debates through meaningful dialogue. As such, I expect all involved with this course to refrain from actions or behaviours that intimidate, humiliate, or demean persons or groups or that undermine

their security or self-esteem based on traits related to race, religion, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, disability, receipt of public assistance or record of offences.

For Students Taking This Course From Outside Canada. If you are a citizen of another country, and/or accessing your courses at the University of Toronto from a jurisdiction outside of Canada, please note that you may be subject to the laws of the country in which you are residing, or any country of which you have citizenship. The University of Toronto has a long-established commitment to freedom of expression, with this right enabled by an environment valuing respect, diversity, and inclusion. In your classes, you may be assigned readings, or discuss topics that are against the law in other jurisdictions. I encourage you to become familiar with any local laws that may apply to you and any potential impact on you if course content and information could be considered illegal, controversial, or politically sensitive. If you have any concerns about these issues, please contact your instructor directly to discuss with them.

Academic & Other Resources

Accessibility Services (AS): Students with diverse learning and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) (<http://accessibility.utoronto.ca>) at the beginning of the academic year. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will then assess your medical situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Success Centre: “Academic Success professional staff are dedicated to helping you reach your highest learning potential. Every student is capable of achieving academic excellence, but not all learning takes place in the classroom, and not everyone learns in the same way. Your life is more complex than your academic responsibilities, so [they] look at the whole picture and take an individualized approach to supporting you. [They] know there is no ‘right’ way to get through university, and [they] welcome the opportunity to explore strategies that might help you find greater balance between life and learning.” Check out their study spaces, attend a workshop or meet with a learning strategist here: <https://www.studentlife.utoronto.ca/asc/about-us>

Mental health, well-being: As a student (and as a person living through a pandemic) you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. All of us benefit from support and guidance during times of struggle; there is no shame in needing help or in asking for help. There are many helpful resources available through Student Life (www.studentlife.utoronto.ca/feeling-distressed) and Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>). An important part of the University experience is

learning how and when to ask for help. Please take the time to inform yourself of available resources and do not hesitate to seek assistance from your Teaching Assistant or from me to help learn what supports are available. We are here to support you!

Writing: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>.

English Language Resources: For anyone who would like to advance their understanding and command of English, there are many supports available at UofT: <http://www.artsci.utoronto.ca/current/advising/ell/resources-for-students>

Tips for Success

Everyone has different learning preferences and strategies that work best for them. However, there are a few things that everyone can do to ensure they receive the best possible grade in this course:

1. “Attend” lecture weekly (aka watch the live stream or recordings). When watching, avoid other distractions. Put your phone away, close other windows on your computer, and take notes.
2. After watching lectures review the lecture slides. Compare these to your notes. Reorganizing and combining this information can help you to consolidate and remember it.
3. Do all the readings. Required readings will be covered on the assessments. Read and take notes. Most students find it helpful to read more than once.
4. Study hard. Review your notes, make flashcards, form an online study group.
5. Come to virtual office hours! The instructor and the TA are here to help you. If you have any concerns or questions regarding the course or material, please email us with questions or to set up a virtual appointment

Course Readings

Lecture 1: What is Health Psychology? Definitions, History, & Methods

Required:

- Syllabus
- Engel, G. L. (1977). The need for a new medical model: a challenge for biomedicine. *Science*, 196(4286), 129-136.
- Kolata, G. (2008). Searching for clarity: A primer on medical studies. *The New York Times*, September 30.
<https://www.nytimes.com/2008/09/30/health/30stud.html>

Optional:

- NPR Hidden Brain Podcast about Placebos (2019).
<https://www.npr.org/2019/04/29/718227789/all-the-worlds-a-stage-including-the-doctors-office>

- Carroll, A. E. (2014). The placebo effect doesn't just apply to pills. *The New York Times*. <https://www.nytimes.com/2014/10/07/upshot/the-placebo-effect-doesnt-apply-just-to-pills.html>
- Kaplan, R. M. (1990). Behavior as the central outcome in health care. *American Psychologist*, 45(11), 1211-1221.
- Schoenfeld, J. D., & Ioannidis, J. P. (2012). Is everything we eat associated with cancer? A systematic cookbook review. *The American journal of clinical nutrition*, 97(1), 127-134.

Lecture 2: Theories of Behaviour Change

Required:

- The Ostrich Effect (NPR Podcast). <https://www.npr.org/2018/08/06/636133086/you-2-0-the-ostrich-effect>

Optional:

- Kelly, J.A., St. Lawrence, J.S., Diaz, Y.E., Stevenson, L.Y., Hauth, A.C., Brasfield, T.L., Kalichman, S.C., Smith, J.E., & Andrew, M.E. (1991). HIV risk behavior reduction following intervention with key opinion leaders of population: An experimental analysis. *American Journal of Public Health*, 81, 168-171.

Lecture 3: Motivation & Goals

Required:

- Ryan, R. M., Patrick, H., Deci, E. L., & Williams, G. C. (2008). Facilitating health behaviour change and its maintenance: Interventions based on self-determination theory. *European Health Psychologist*, 10(1), 2-5.
- *Silva, M. N., Vieira, P. N., Coutinho, S. R., Minderico, C. S., Matos, M. G., Sardinha, L. B., & Teixeira, P. J. (2010). Using self-determination theory to promote physical activity and weight control: a randomized controlled trial in women. *Journal of behavioral medicine*, 33(2), 110-122.*
- Fishbach, A., & Toure-Tillery, M. (From: The Noba Project). <http://nobaproject.com/modules/motives-and-goals>

Optional:

- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American psychologist*, 55(1), 68-78.

Lecture 4: Stress & Health

Required:

- Sapolsky Chapters 1-3, 13

Optional:

- Harris, R. (2014). Like all animals, we need stress. Just not too much. *NPR Morning Edition*. <https://www.npr.org/sections/health-shots/2014/07/09/325216030/like-all-animals-we-need-stress-just-not-too-much>

Lecture 5: Coping with Stress

Required:

- Sapolsky Chapter 18

- Shearer, A., Hunt, M., Chowdhury, M., & Nicol, L. (2016). Effects of a brief mindfulness meditation intervention on student stress and heart rate variability. *International Journal of Stress Management*, 23(2), 232.

Optional:

- Dockray, H. (2019). Self-care isn't enough. We need community care to thrive. *Mashable*. <https://mashable.com/article/community-care-versus-self-care/>
- Fritz & Lyubomirsky (2018). When happiness exercises don't make you happier. *Greater Good Magazine*. https://greatergood.berkeley.edu/article/item/when_happiness_exercises_dont_make_you_happier

Lecture 6: Psychoneuroimmunology

Required:

- Sapolsky Chapter 8
- *LeRoy, A. S., Murdock, K. W., Jaremka, L. M., Loya, A., & Fagundes, C. P. (2017). Loneliness predicts self-reported cold symptoms after a viral challenge. *Health Psychology*, 36, 512-520.*

Optional:

- Kolata (2005). Is there a link between stress & cancer? *New York Times*. <https://www.nytimes.com/2005/11/29/health/is-there-a-link-between-stress-and-cancer.html>

Lecture 7: Stigma & Health; Health Behaviours Part I

Required:

- Sapolsky Chapters 17 & 11

Optional:

- Ryan, W. S., Hunger, J. M., & Major, B. (2017). Applying intergroup relations research to understanding LGB health disparities. *Journal of Social Issues*, 73(3), 477-492.
- Chapman, G. (2019). The Atlanta nap ministry preaches the liberating power of rest. *Atlanta Magazine*. https://www.atlantamagazine.com/health/the-atlanta-nap-ministry-preaches-the-liberating-power-of-rest/?fbclid=IwAR3OMQzUTYnj_VOJ7hvIaiaVof7XvZsGvGCigrTrkEIoz8-Ds9XPzrhSMyc

Lecture 8: Health Behaviours II: Eating, Exercise, & Sleep

Required:

- Sapolsky Chapter 4, & 5 (pgs. 71-78 only)
- *Mann, T. (2015). *Secrets from the Eating Lab*. New York: HarperCollins. Chapter 2: Why Diets don't work: Biology, stress, and forbidden fruit.*

Optional:

- Belluz, J. (2018)- What I learned about weight loss from spending a day inside a metabolic chamber. *Vox*. <https://www.vox.com/2018/9/4/17486110/metabolism-diet-fast-weight-loss>
- Reynolds (2019). The best type of exercise to burn fat. *The New York Times*. <https://www.nytimes.com/2019/02/27/well/move/the-best-type-of-exercise-to-burn-fat.html>

Lecture 9: Pain

Required:

- Sapolsky Chapter 9
- Durso, G. R., Luttrell, A., & Way, B. M. (2015). Over-the-counter relief from pains and pleasures alike: Acetaminophen blunts evaluation sensitivity to both negative and positive stimuli. *Psychological science*, 26(6), 750-758.

Optional:

- Loseth, G.E., Ellingson, D-M. & Leknes, S. (From: The Noba Project). <https://nobaproject.com/modules/touch-and-pain>
- Hofman, H. G., Patterson, D. R., Seibel, E., Soltani, M., Jewett-Leahy, L., & Sharar, S. R. (2008). Virtual reality pain control during burn wound debridement in the hydrotank. *The Clinical journal of pain*, 24(4), 299-304.

Lecture 10: Chronic Illness & End of Life

Required:

- De Ridder, D., Geenen, R., Kuijjer, R., & van Middendorp, H. (2008). Psychological adjustment to chronic disease. *The Lancet*, 372(9634), 246-255.
- Singer, P. A., Martin, D. K., & Kelner, M. (1999). Quality end-of-life care: patients' perspectives. *JAMA*, 281(2), 163-168.

Optional:

- Miserandino, C. Spoon Theory. <https://butyoudontlooksick.com/articles/written-by-christine/the-spoon-theory/>
- Kukla, E. (2018) <https://www.nytimes.com/2018/01/10/opinion/in-my-chronic-illness-i-found-a-deeper-meaning.html>
- Harmon, A. (2007). Facing life with a lethal gene. *New York Times*, March 18. <https://www.nytimes.com/2007/03/18/health/18huntington.html>
- Leland (2018). The Positive death movement comes to life. <https://www.nytimes.com/2018/06/22/nyregion/the-positive-death-movement-comes-to-life.html?rref=collection%2Ftimestopic%2FDeath%20and%20Dying>

Lecture 11: Health Care System & Policy

Required:

- Martin, D., Miller, A. P., Quesnel-Vallée, A., Caron, N. R., Vissandjée, B., & Marchildon, G. P. (2018). Canada's universal health-care system: achieving its potential. *The Lancet*.

Optional:

- Shefali, L. (2017). Heading north: American doctors report back from Canada. *NPR*. <https://www.npr.org/sections/health-shots/2017/12/14/570216320/heading-north-american-doctors-report-back-from-canada>
- Kaba, R., & Sooriakumaran, P. (2007). The evolution of the doctor-patient relationship. *International Journal of Surgery*, 5(1), 57-65.
- Sirois, F. M. (2008). Motivations for consulting complementary and alternative medicine practitioners: a comparison of consumers from 1997–8 and 2005. *BMC Complementary and alternative Medicine*, 8(16), 1-10.

Course Calendar

Week	Lect #	Date	Lecture Topic	Required Readings	Assignments	Optional Articles	
1	1	Sept 14th	What is Health Psych?: Definitions, History & Methods	Syllabus Engel (1977) Kolata (2008)		Kaplan, 1990; Carroll, 2014 (placebo effect); Hidden Brain (placebo effect); Schoenfeld & Ioannidis, 2013 (food & cancer)	
2	2	Sept 21st	Theories of Behavior Change & Health Messages	The Ostrich Effect (NPR Podcast)		Kelley et al. (1991)	
3	3	Sept 28th	Motivation & Goals	Noba Project: Motives & Goals; Ryan, Patrick, et al. (2008); Silva, et al. (2010)	Discussion 1- Silva Article	Ryan & Deci (2000)	
4	4	Oct 5th	Stress & Health	Sapolsky Chapters 1-3 & 13	Discussion 2- Stress: Portrait of a Killer (Video) HBA Part 1	Harris, R. (2014)- NPR episode about stress	
5	5	Oct 12th	Coping with Stress	Sapolsky Chapter 18 Shearer, et al (2016)	HBA Part 2 Optional Research Proposal	Fritz & Lyubomirsky (2018); Dockray, (2019)	
6		Oct 19th	MIDTERM ASSESSMENT Available from 9 am EST October 19th - 11:59 pm EST Oct 21st				
7	6	Oct 26th	Psychoneuroimmunology	Sapolsky Chapter 8 LeRoy, et al. (2017)	Discussion 3- LeRoy, et al. (2017)		
8	7	Nov 2nd	Stigma & Health; Health Behaviours Part I	Sapolsky Chapters 17 & 11		Ryan, Hunger, & Major (2017); Chapman, 2019 (Nap Ministry)	
9		Nov 9th	READING WEEK				
10	8	Nov 16th	Health Behaviours Part II	Mann (2015) Secrets from the Eating Lab; Sapolsky 4, & 5 (pgs. 71-78 only)	Discussion 4- Eating & Weight (Mann, 2015 plus Sapolsky chapters)	Beluz (Vox Article); Reynolds (2019- NYT article)	
11	9	Nov 23rd	Pain	Sapolsky Chapter 9 Durso, et al (2015)	Final Paper Due	Loeth, et al- Noba Project (Touch & Pain); Hoffman et al (2008)	
12	10	Nov 30th	Chronic Illness & End of Life	De Ridder, et al (2008); Singer, Martin, & Kelner (1999)	Discussion 5- End of life Discussion (Video) Communication Project Due	Kukla (2018); Leland (2018); Miserando- Spoon Theory Article; Harmon (2007)	
13	11	Dec 7th	The Health Care System	Martin, et al., (2018)	Peer Feedback HBA Part 3	Sirois, (2008) Shefali, (2017)	
FINAL ASSESSMENT Final will be released at 9am EST on Dec 15th and is due by 11:59 pm EST on Dec 17th. Q&A review session to be scheduled (TBA)							