



PSY333H1F – Health Psychology

Delivery Method: **IN-PERSON**

Schedule: **THU 10:00am – 1:00pm**

Room Location: **SS2106 (Sidney Smith)**

Contact Information

Jennifer Chan (she/her)

jenniferf.chan@utoronto.ca

Office Hours: Mondays, 10-11am

Office Location: Virtual (Zoom)

<https://utoronto.zoom.us/j/83566671234>

Meeting ID: 835 6667 1234

Passcode: balance

Teaching Assistant:

Katherine Alonso

katherine.wadealonso@mail.utoronto.ca

Email policy: Emailing your instructors: As your first contact on matters regarding accessibility concerns, comments or concerns about the class, or related matters, you can email the instructor at jenniferf.chan@utoronto.ca.

We are also happy to review material and clarify content in office hours. E-mail should not be seen as an alternative to attending office hours with your TA or instructor, and questions that could benefit others should be asked in class. When emailing us, please include “PSY333” and the topic of your email in the subject line. We will try to respond to all emails within 2 business days (the professor is not available on the weekends). Please note that emails sent through Quercus are sometimes delayed by a day or two before the TA or professor has access to them. All email must come from an official utoronto.ca account.

Course Description

This course provides an overview of health psychology. Students will learn about the biological and psychological mechanisms by which stress, the environment and social experiences get ‘under the skin’ and influence health across the life span. Students will learn about theoretical and applied topics in health psychology such as: the interaction between mental and physical health; health promotion and disease prevention research; health compromising and enhancing behaviors; stress management and wellness interventions; chronic disease; pain management; social inequality and group disparities in healthcare; the impact of severe stress on health; stigma and discrimination in health policy and healthcare in general; epigenetics, careers in health psychology and the future of health psychology. Students will learn about different types of research study designs used in psychological research and health psychology. We will examine how the major theories of health promotion and disease prevention address health disparities and disease incidence. An aim of the course is for you to become an active agent of change to better your own health, examine how to talk to others about health and the healthcare system in Canada. Critical thinking, as well as mastery of the material, are goals of this course.

Required Course Material

1. Health Psychology 6th Ed. Sage Publications. Special e-book edition available at bookstore ISBN: 978-1-5297-2308-6, Authors: Marks, D., Murray, M., & Vida Estacio, E.
2. Articles posted on Quercus by the Instructor

Course Evaluation

Weekly Quizzes	10%
Paper and Midterm Test	35%
(higher scoring assignment will receive higher weight)	30%
Final Term Test	25%
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Total	100%

Quizzes: Open book quizzes following each lecture will be posted on Quercus (Quiz schedule below in the course outline). The quiz will be available for you to complete any time between the lectures of it's associated week, but once you begin the quiz, you will have 15 minutes to complete it. There will be 8 quizzes in total. The quizzes will be multiple choice. Each quiz covers material that was prepared for in the previous week of classes on the day the quiz is assigned. There are no makeups for quizzes.

Paper: For this paper, you will take the role of a health psychologist. You will develop a detailed case study of a patient who has come to you for treatment. Included in this report will be a description of the patient's biopsychosocial profile, their health behavior risks, co-morbid medical diseases and any other variables relevant to their health. You will include a treatment plan for this patient. Your treatment plan will be based on empirical research cited from at least 2 empirical research articles and targets at least 1 related biological mechanism discussed in class. You are required to turn in least two of the empirical articles you used when writing the paper. You may find it helpful to interview a real person for this project but their identity must be kept confidential (ex. change their name and other details). A full outline rubric with the specific formatting requirements will be available Quercus. The paper will be in APA format and between 7-10 pages (double spaced) in length, not including the required cover page or references. A rubric with the specific formatting requirements will be available Quercus. **The paper is due October 27th at 11:59 pm.**

Tests (MIDTERM and FINAL TEST): The midterm and final test may consist of short answer, multiple choice, essay, matching or fill in the blank questions. It is at the instructor's discretion to choose the types of questions on each test. The topics covered on the tests are taken from the in-class lecture slides, tutorial sessions, class discussion and assigned readings/videos. The midterm test will cover material from class up to that date. The final test is cumulative and will cover material from all classes and tutorials. Both tests will be in person, during class time (see class schedule below).

****IMPORTANT:** If you believe that one or more of the questions on your tests were graded incorrectly you must do the following procedure: 1). Meet with the TA to review your test. If you still believe, after speaking with the TA that a question was mis-graded, you need to write a paragraph as to why you believe that is the case and support your case with material from the textbook or class material. Once you have written that paragraph you may meet with the professor to review your case. **The instructor does not change grades simply by request. Students have no more than 2 weeks from the day they receive their assignment/test grade to contact the Instructor or TA for regrading.**

Bonus Assignment: There is an opportunity to receive an additional **2% bonus on the final test.** You will **Write a 1-page** (single spaced, not including references) **research article** on Flu shot vaccine uptake in Canada:

- a. Identify rates of flu shot uptake in Canada, and demographic groups with the lowest uptakes

- b. Incorporating themes from class, include discussions such as factors impacting whether someone receives a flu shot (e.g., COVID-19, biopsychosocial, socioeconomic, accessibility).
 - i. <https://www.canada.ca/en/public-health/services/provincial-territorial-immunization-information/public-funding-influenza-vaccination-province-territory.html>
- c. Describe a recommendation (supported by empirical evidence) that would be relevant and realistic to improve uptake in the identified demographic group with lower uptake rates. This could include (but not limited to) a health promotion campaign, government policy, or a specific type of advertisement.

Further details will be discussed in class. **Completion of either of these activities must be done by the last day of classes (December 6th) to be eligible to receive the bonus.**

Course Webpage

The website associated with this course is accessible via <http://q.utoronto.ca>

Note: You don't need to create a new login for Quercus; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Quercus. If you have any general questions regarding Quercus, please visit the [help site](#).

IMPORTANT COURSE POLICIES **PLEASE READ**

Late/Missed Assignments

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Quizzes/Bonus Assignment: There are no make-ups or extensions for missed quizzes or the bonus assignment.

The Paper: A penalty of 10% per calendar day (i.e., including weekends and holidays, during which students are not able to submit term work) up to and including the last day of classes, will be applied by the instructor. Students who seek to be granted more time to complete their term work beyond the due date without penalty, owing to circumstances beyond their control (e.g., illness, or an accident), must do so by submitting a request **directly to the instructor** to be addressed on a case-by-case basis. If the extension request is for pass the examination period, then a formal petition needs to be filed to their College Registrar's Office.

Midterm and Final Test: A make-up midterm and/or final test will be held approximately 10 days after the date of the regular midterm. Students will be permitted to take the make-up exam only if they were absent on the date of the midterm due to a specific medical circumstance (see above to declare on absence on ACORN), emergency, or religious observances (see accessibility). Students who miss the midterm test must contact the instructor and TA (cc'd) within one week of the midterm date. Students who do not follow these instructions

may not write the make-up midterm exam. In addition, those students who miss the make-up midterm exam will not have another opportunity to receive a grade for this evaluation.

Accessibility

Religious Accommodations

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 cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Students with Disabilities or Accommodation Requirements

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. 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 assess your 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 needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Academic Integrity Plagiarism

All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to instructor or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academicadvising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>

Original (Plagiarism Detection Tool)

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 web site (<https://uoft.me/pdt-faq>).

Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Course Outline

Please note that this outline is subject to change depending on the needs of the class (we may need additional time to cover a topic). Any changes to the syllabus will be announced in class one week before. However, the assignment and test dates are fixed.

Dates: 2023	Topic	Suggested Readings
Week 1: Sept 7 th	What is Health Psychology?	<p>READ: Marks textbook chapter on 'Health Psychology: An Introduction'</p> <p>OPTIONAL READ: Marks textbook chapter on 'An A-Z of Research Methods and Issues Relevant to Health Psychology'</p> <p>Quiz 1 opens on Quercus at 1PM</p>
Week 2: Sept 14 st	The Nervous System, the Endocrine System, and the Principle of Homeostasis	<p><u>QUIZ 1 on Quercus Due at 10AM</u></p> <p>READ: Marks textbook chapter on 'The Nervous, Endocrine and Immune Systems'</p> <p>WATCH: Stress: Portrait of a Killer https://www.youtube.com/watch?v=eYGOZuTv5rs</p> <p>Quiz 2 opens on Quercus at 1PM</p>
Week 3: Sept 21 th	The Immune System and Gut Microbiome	<p><u>QUIZ 2 on Quercus Due at 10AM</u></p> <p>WATCH: Videos listed on Quercus (Immune and gut microbiome)</p> <p>READ: Articles on Quercus – YOU DO NOT NEED TO READ ALL OF THEM BEFORE CLASS; Will be assigned a specific one in class to read; collaborate with your classmates to create a summary doc of all articles</p> <p>Quiz 3 opens on Quercus at 1PM</p>
Week 4: Sept 28 th	Introduction to Theories, Models, and Interventions for Health, Behaviour Change, and Applications	<p><u>QUIZ 3 on Quercus Due at 10AM</u></p> <p>READ: "The Unease Modulation Model" article posted on Quercus</p> <p>WATCH: https://youtu.be/stQ1DmWbwOU</p> <p>OPTIONAL READ: Marks textbook chapter on 'Theories, Models and Interventions'</p> <p>Quiz 4 opens on Quercus at 1PM</p>
Week 5: Oct	Equity, Diversity, and Inclusion in	<p><u>QUIZ 4 on Quercus Due at 10AM</u></p>

5 th	Healthcare and Research	<p>READ: Marks textbook chapter on ‘Macro-Social Influences’</p> <p>OPTIONAL READ: Marks textbook chapter on ‘Social Justice’</p> <p>OPTIONAL WATCH: Inequality for All. Movie link is provided on Quercus</p>
Week 6: Oct 12 th	<u>MIDTERM TEST</u>	You have the entire class period to complete this test beginning at 10:10AM (SS2106).
Week 7: Oct 19 th	Diet, Exercise, and Obesity	<p>READ: Marks textbook chapter on ‘Food, Eating and Obesity’</p> <p>OPTIONAL READ: Marks textbook chapter on ‘Physical Activity and Exercise’</p> <p>Quiz 5 opens on Quercus at 1PM</p>
Week 8: Oct 26 th	Epigenetics	<p><u>QUIZ 5 on Quercus Due at 10AM</u></p> <p>READ: Marks textbook chapter on ‘Genetics, Epigenetics, and Early Life Development’</p> <p>OPTIONAL READ: article on childhood adversity on Quercus</p> <p>Quiz 6 opens on Quercus at 1PM</p>
Oct 27 th	<u>PAPER DUE</u>	Upload your paper and 2 research articles onto Quercus by 11:59 pm TODAY.
Week 9: Nov 2 th	Health Promotion, Information, and Communication in Disease Prevention	<p><u>QUIZ 6 on Quercus Due at 10AM</u></p> <p>READ: Marks textbook chapter on ‘Health Promotion’</p> <p>OPTIONAL READ: other articles on Quercus</p> <p>Quiz 7 opens on Quercus at 1PM</p>
Week 10: Nov 9 th	<u>READING WEEK-NO CLASS</u>	
Week 11: Nov 16 ^h	Pain and Pain Control	<p><u>QUIZ 7 on Quercus Due at 10AM</u></p> <p>READ: Marks textbook chapter on ‘Pain and Pain Control’</p> <p>Quiz 8 opens on Quercus at 1PM</p>
Week 12:	End-of-Life Care. Dying and Death	<u>QUIZ 8 on Quercus Due at 10AM</u>

Nov 23 st		READ: Marks textbook chapter on 'End-of Life Care, Dying, and Death'
Week 13: Nov 30 th	<u>FINAL TERM TEST</u>	You have the entire class period to complete this test beginning at 10:10AM (SS2106). The final test is cumulative, with a larger weight devoted to material after the midterm.
Dec 6 th	<u>BONUS ASSIGNMENT DUE</u>	Last day to submit bonus assignment to receive 2% bonus on Final Term Test