

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: September 9 – November 29
Final examinations held: DECEMBER EXAM PERIOD, 2013

Classes (Location): Mondays 2:30 – 4:00pm (Chernoff Room 117)
Thursdays 10:00 – 11:30am (Bioscience 1103)

Instructor: Dean A. Tripp, dean.tripp@queensu.ca, (613) 533-6955;
Office Hours: Wednesdays, 10:00am – 12:00pm

TA: Adrijana Krsmanovic, Oak93@queensu.ca
Office Hours: Thursdays, 9:00-10:00am

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, Shelley, Health Psychology, 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*

Dates	Topic	Assigned Readings
Sept 9 & 12	What is Health Psychology?	Chapter 1
Sept 16 & 19	Systems of The Body	Chapter 2
Sept 23 & 26	Health Behaviours	Chapter 3
Sept 30 & 3	Health Enhancing Behaviours	Chapter 4
Oct 7	Exam 1 (in class)	
Oct 10 & 17	Health Compromising Behaviours	Chapter 5
Oct 21 & 24	STRESS	Chapter 6
Oct 28 Oct 31	Moderators of STRESS Experience Guest Lecture - Dr Henry Averns	Chapter 7
Nov 4	Management of Chronic-Illness **Written Assignment is due today at start of class, others are late and will lose 25% of possible grade.	Chapter 11
Nov 7	Exam 2 (in class)	
Nov 11 & 14	PAIN	Chapter 10, plus assigned articles
Nov 18 & 21	Heart Disease, Stroke, etc	Chapter 13
Nov 25 & 28	Psychoneuroimmunology	Chapter 14

Course Evaluation

There are 3 exams worth 30% each, one of which will be a final exam in December Exam Period. There is also an assignment worth 10% that is due on November 4, 2013. (please note dates of in-class exams above).

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 3-hour 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* in January 2014.

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.

For the assignment, students will select a chapter of their liking, produce a summary of the chapter, gather two "new" peer-reviewed research articles that are pertinent to the chosen chapter and provide a summary for each article, and then complete a personal reflection on their selected chapter and research to their lives or the lives of others they know. (All topics must be approved by professor) Details below...

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

Written Assignment: Critical “Chapters” Review

Due: **November 4, 2013** at start of class (2:30pm) – Please submit an electronic version to Moodle.

You are able to select any one chapter in the text that is of interest to you. You are to provide a paper that has three components for that chapter. You need to include a **cover page** that will have your name, student number, class, and date of completion.

Part 1) write a two-page (single spaced) concise summary of the chapter content (there is a set of guidelines below for how to complete this summary).

Part 2) you are required to complete a literature review of the most recent pertinent research that applies to your chapter or chapter topic. Here you should select at least two peer-reviewed articles from database searches you can conduct online (use library assistance if you need help with these). It is suggested that you write a one-page single-spaced summary for each of the two associated articles. These summaries **cannot** be a copy of the study abstract and must be in your own words.

Part 3) write a personal reflection page (single-spaced - two-page limit). This is where you are able to discuss what the content of the chapter means to you, your social network, age group, and immediate or distant family or loved ones. This is an opportunity to show that the material in the chapters has some form of personal resonance. This can be more challenging than you think.

NOTE: It is mandatory that you include a copy of each article (showing its abstract) selected for part 2. Also, any research that is discussed or referenced in this entire review must be referenced using APA format and included as a reference section.

Guidelines for Writing a Summary

A good way to show your comprehension of what you have read is to write a summary about the text. When you write a summary, you want to condense the main ideas of an essay, a story, or an article, using all your own words and not quoting directly. This sounds easy, but actually, it is challenging to condense long articles.

What do I need to do to write a summary successfully?

- One of the most important things you need to be able to do is identify the major points of the article. If you are summarizing a story, you need to be able to identify the major characters and actions of the plot, you can think of a chapter summary in a similar manner, what are the major themes and data covered? You don't want to waste time and space discussing unimportant

details. If you are summarizing an article, you want to identify the author's thesis statement (overall main idea or point) of the article.

- The next important thing you need to be able to do is restate the major points in your own words. This means you shouldn't copy sentences from the article or story. Try to **restate** everything in your own words.
- Finally, when you summarize, you **should not** put in your **own thoughts** about the article or essay, nor should you add any opinions. Think about the news broadcasters you watch on TV. They report the news objectively, meaning they don't give their opinion of an event. In reporting, they summarize news stories for the viewer. This is what you want to do for your reader. (When you write what is called a response, you give your own opinions.)

Remember, when writing a summary you must tell the reader IN YOUR OWN WORDS what the article is about. Any time you use someone else's words or ideas without giving them credit for those words and ideas you are **plagiarizing, which is a serious offense**. If you want to include a small part of the article into your summary, always put quotation marks (" ") around what you are copying directly. (Avoid copying too much directly from the article. One short quote in a summary is enough.)

How to write a Summary?

Read, Reread, and Annotate the Material - Carefully read the material, paying particular attention to the content and structure of the piece. Reread and annotate the material. Identify the thesis, the primary assertions, arguments, or findings, and the primary means of support for each point.

Write One-Sentence Summaries of Each Section of the Material - Identify the major sections of the reading, where the writer develops one idea before moving on to the next. In your own words, restate the main point developed in each section of the text and the primary means of support the author provides.

Write the First Draft of Your Summary - Introduce (in the first paragraph -- the introduction) the full title of the piece, the author's full name, and the topic of the reading. In the body of your summary, elaborate on the one-sentence summaries, clearly explaining the important content of the reading.

Check the Rough Draft of Your Summary against the Source Text - As you review your work, make sure your summary is: **Comprehensive**: all of the author's important ideas, assertions, or findings are included in the summary. **Accurate**: choose words and select material for your summary that does not misrepresent the author's positions or findings. **Neutral**: choose words and select material for your summary that are objective and fair. **Independent**: the summary makes sense to someone who has not read the source text. **Rewrite Your Summary** Based on your evaluation of your rough draft, make any needed changes in the content, organization, or language of your summary.

Sources: Wilhoit, Stephen W. A Brief Guide to Writing from Readings. Boston: Allyn and Bacon. 1997.
Glazier, Teresa F. The Least You Should Know about English. 4th ed. New York: Holt, Rhinehart and
Winston. 1994

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). 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), 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 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/hcnds/>, or (613) 533-6467, **well in advance of the time you think you will need an accommodation.**