

# PSYC\*3110 - Topics in Health Psychology

## Winter 2024 Course Outline

Section: 01

Credits: 0.50

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## Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

## Calendar Description

This course covers research in health psychology. Possible topics include the interplay of psychosocial factors, behaviour, and physical health; pediatric health psychology; health interventions at the individual, family, group or community levels.

**Prerequisite(s):** NEUR\*2000 or 2.50 credits in Psychology

**Department(s):** Department of Psychology

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## Course Description

The purpose of this course is to provide you with an overview of the field of health psychology. The content matter of the course is intentionally broad and will cover such topics as social and behavioural dimensions of illness; social inequalities in health; psychosocial dimensions of smoking, alcohol, and obesity; methodology in health psychology; experience of health and illness; and several others. At the end of the course you should be able to distinguish between the different major approaches to health psychology, have knowledge of some of the main debates and areas of practice in the field, and be able to formulate an argument in at least one of the topic areas covered.

Lecture Content:

- What is health psychology?
- Social inequality and health
- Culture and health belief systems
- Qualitative methods in health psychology
- Sexual health
- Food and eating
- Alcohol and drinking
- Lay representations of illness
- Health communication
- Screening and immunization
- Genetic risk
- Risk communication
- Medicine taking
- Community approaches to health
- Introduction to bioethics
- Health research participation
- Public deliberation in health policy
- Advances in biotechnology

## Lecture Schedule

TuTh 8:30am-9:50am in MCKN\*117 (1/8 to 4/23)

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## Instructor Information

Kieran O'Doherty  
Email: odohertk@uoguelph.ca

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## Additional Support

TAs: TBD

## Textbooks

Group	Title	Author	ISBN
	HEALTH PSYCHOLOGY	MARKS ET AL.	9781529723076
	(AC) EBOOK HEALTH PSYCHOLOGY (PERPETUAL)	MARKS ET AL.	9781529737943

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## Learning Resources

### Required Resources

*Required readings (in addition to the textbook) have been posted on CourseLink. Please consult the class schedule about deadlines for readings.*

### Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

## Course Level Learning Outcomes

At the end of the course successful students will:

1. Be familiar with key debates in the field of health psychology
2. Be able to formulate an argument in at least one of the topic areas covered.
3. Be able to critically engage with academic literature in the field of health psychology
4. Be able to distinguish between the different major approaches to health psychology
5. Be able to link academic knowledge in health psychology with practice for improved health

## Open Text Field

### Readings

Please note that in general, there will be readings for every week of lectures (up to two chapters from the textbook and up to two journal articles). It is expected that you have read this material prior to the relevant lecture and are prepared to discuss it in class. Required readings will be posted on CourseLink.

### Class Attendance

To do well in this course you need to attend lectures regularly and take good notes. Although lecture slides may be posted online, they are not sufficient by themselves for you to gain a good understanding of the material. Although I aim to post all lecture slides ahead of time, this may not always be possible. Guest lecturers may or may not make their slides available. Please also check CourseLink regularly for updates and announcements.

## Lab / Seminar Schedule

See class schedule on CourseLink for due dates for readings and discussion notes.

## Teaching and Learning Activities

### ***Discussion notes on journal articles – 10%***

Each week there will be assigned readings, and most lectures will require preparatory reading of at least one journal article. You are required to submit short discussion notes on the required journal readings (NOT the text book chapters).

The format of discussion notes should be one paragraph in length (maximum half a page), in which you write down your thoughts on the article. You can focus on such things as the implications of the article for practice or policy; you could come up with a few discussion questions that are raised by the article and elaborate on why you think they are relevant; or you could come up with your own ideas here. IMPORTANT: do **not** simply present a summary of the article.

For each journal article for which you submit discussion notes you earn 1%, up to a cumulative maximum of 10% (for discussion notes on 10 articles). There will be at least 12 required journal articles, so you can afford to miss two discussion notes and still get the full 10% for this grade component. Discussion notes need to be submitted electronically via CourseLink before the lecture in which the article is discussed.

### ***Class participation activities – 10%***

There will be in-class activities throughout the course, such as group discussions, partner work, or working out problems presented in class. You will be required to submit work on these activities at the end of each class in which the activity took place. For each activity in which you participate successfully, you receive 2%, up to a maximum of 10%. There will be at least 7 in-class activities throughout the course, so that you can afford to miss two class activities and still get the full 10% for this grade component.

### ***Mid-term Exam – 20%***

There will be a mid-term exam on **Tuesday Feb 13**. The exam will take place instead of the scheduled lecture – same time and place as the usual lecture would have taken place. The exam will cover materials from the **textbook and all lectures and readings** before the winter break.

### ***Final Exam – 28%***

The final exam will take place on **April 12, 2:30-4:30pm**. The final exam will cover all materials (textbook, lectures, additional readings) **since the mid-term exam**.

### ***Essay – 30%***

The most important component for assessment in this course will come from an essay. To help you prepare for the essay, I will regularly link lecture content to the essay assignment. In class activities will also be designed to help you think through issues relevant to the essay assignment. The final due date for the essay is **March 18 (5pm)**. Please submit an electronic version of the essay. The final grade for the essay will be assigned by a TA or by Dr. O'Doherty.

### **Essay Guidelines**

The essay component of this course is worth almost a third of your final grade. This means that you should spend a significant amount of time and effort on the essay – I would recommend at least several weeks or even a couple of months. My suggestion would be for you to work on the bulk of the paper during **February**, complete a draft by **mid-March (about 1 week before the deadline)**, and use the remaining time before the deadline to do any last refinements on the paper before submitting. Please note that the essay topics go beyond the materials covered in the course. You will need to research the existing literature on the subject and read extensively.

### **Essay Topics:**

Choose one of the following topics on which to write your essay:

1. Is it the responsibility of individuals to do everything possible to maintain their own health? Or is it the duty of the government to enact policies that encourage good health? Discuss and use the subject of either (i) alcohol, (ii) smoking, or (iii) obesity to illustrate your argument.
2. The experience of an illness is not only determined by biology. Use the subject of either (i) cancer or (ii) HIV/AIDS to discuss this statement.

### **Essay Requirements:**

- The purpose of the essay is for you to develop skills in formulating and expressing an argument using academic knowledge. Therefore:
  - Begin with what experts in the field have said (i.e., look at the relevant peer-reviewed literature).
  - Make sure that you know what has been said in the **academic literature** about this or similar issues (i.e., begin with a review of the relevant peer-reviewed literature); you need to demonstrate and articulate an understanding of research in the area.

- Consider different points of view.
- Logically work towards developing your own position on the issue.
- Choose a suitable title for your essay that reflects your argument and is within the scope of the topic
- The paper must include a meaningful engagement with relevant literature on the subject (don't rely on Wikipedia – you need to read and use peer reviewed publications); ensure that you provide a solid overview of relevant studies and/or theory on your chosen topic
- The essay should be between 2500 and 3000 words in length (including references)
- Please use 1.5 or double spacing and 12-point font
- Use page numbers, reasonable margins, and don't forget to include your name and student number
- Citations and references should follow the APA guidelines (note: different disciplines use different reference styles; make sure you use the right one)
- The essay must be original – it must be your own work (and yours alone), and not have been submitted or used for any purpose other than this course
- AVOID PLAGIARISM – this means that all ideas you use in your essay that come from your readings need to be cited; where quotes are used, make sure you give page numbers; distinguish clearly between your own thinking and arguments, and what you have read somewhere else and are using for your essay; READ the university guidelines regarding academic integrity here: <http://www.academicintegrity.uoguelph.ca/>
- Penalties:
  - Marks will be subtracted for essays significantly outside of the word length margins (see above)
  - Marks will be subtracted for late essays at a rate of 10% per day to a maximum of 30%. Any essay that is more than 3 days late automatically receives 0%.

Extensions will generally not be granted. Because you are expected to be working on the essay over several weeks, excuses based on unforeseen events occurring close to the deadline are not accepted.

## Assessment Breakdown

{NOTE: instructor can add another row by hitting "TAB" button when they are at the end of the row}

Description	Weighting (%)	Due Date
Course outline quiz	2%	Jan 18
Discussion notes on journal articles	10%	see details below
In class participation activities	10%	see details below
Mid-term exam	20%	Feb 13
Final exam	28%	Apr 12
Essay	30%	Mar 18

## Final Exam

Date: Apr 12

Time: Fri 2:30pm-4:30pm

Location: TBA *Please see Web Advisor closer to the date of scheduled final for location.*

To understand rules and regulations regarding Examinations students are encouraged to read Student's Responsibilities (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/examinations/>)

If the student is unable to meet the final exam requirements due to medical, psychological or compassionate circumstances they are encouraged to review Student's Responsibilities in the Academic Consideration, Appeals and Petitions (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>) section of the Academic Calendar.

## Last Day to Drop Course

The final day to drop Winter 2024 courses without academic penalty is the last day of classes: April 08

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

## Course Grading Policies

### Submission of Assignments

The essay and discussion notes need to be submitted via CourseLink. Only an electronic copies needs to be submitted.

### Late Assignment

Marks will be subtracted for late essays at a rate of 10% per day to a maximum of 30%. Any essay that is more than 3 days late automatically receives 0%.

Marks will be subtracted for essays significantly outside of the word length margins (2500-3000 words).

### Re-grading Policies

The following policy is in place for ALL requests for re-grading (NO exceptions):

Consult the marking scheme and *carefully/thoughtfully* review your answers and marks received. If you believe an error was made, write a short and specific statement indicating why you think there is an error (i.e. you must clearly justify the re-grading).

Submit this to Dr. Kieran O'Doherty by email, within one week (i.e. by 5pm on 7<sup>th</sup> calendar day) after the assignment/exam is returned.

Note: Materials will be re-graded in entirety and all appropriate adjustments made. Grades may go up or down following a re-grade request.

## Course Standard Statements

### Course Policies

#### How to ask questions about the course

Before asking a question about the course, please check the Course Outline. If you cannot find the answer, you may ask questions in the "Discussion" part of CourseLink. You can also ask questions either during class, before class, or after class. If you would like to have a one-on-one conversation, please see me during my office hours. In general, please do not ask questions via email. Because of extremely high email volume, I will not respond to emails relating to course content, exam format, or assignments that are covered in the course outline or were discussed in class. Please do not expect the TAs or me to answer emails in the evenings or on weekends.

### ChatGPT

The use of ChatGPT or other text generators is not permitted in this course. The objectives of this course are to develop skills in conducting literature based research and writing based on scholarly materials. The essay and reading summaries you will be writing are key activities to achieve this. Use of automated text generators prevents development of these skills. Use of ChatGPT or other text generators in this course will be considered *Academic Misconduct*.

## CSAHS Academic Misconduct Policy

The *Academic Misconduct Policy* is detailed in the Undergraduate Calendar. The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct.

## Standard Statements for Undergraduate Courses

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The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-misconduct/>) is outlined in the Undergraduate Calendar.

### Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

### Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

### Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

### Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

### Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly. e-mail is the official route of communication between the University and its students.

### Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigation/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Recording of Materials**

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## **Resources**

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

## **When You Cannot Meet a Course Requirement**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-consideration-appeals-petitions/>)