

PSYC*4320, Course Outline: Winter 2016

General Information

Course Title: Advanced Applied Social Psychology

Course Description:

This course will introduce students to the ways in which social psychological theories, methods, and research have been applied to women's health and well-being.

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2016

Class Schedule: Tuesday and Thursday 02:30PM - 03:50PM;

Location: JTP: Room 212

Instructor Information

Instructor Name: Professor Paula Barata

Instructor Email: pbarata@uoguelph.ca

Office location: Mackinnon extension rm. 3017

Office hours: Tue. 9:30-11

GTA Information

GTA Name: Thomas Beggs

GTA Email: beggsr@uoguelph.ca

Course Content

In this course we will examine:

- (1) Some of the major illnesses that affect women (e.g., coronary heart disease and cancer) and consider the issues involved in preventing and managing these illnesses in women.
- (2) The psychosocial determinants of women's health (e.g., role strain, violence, and poverty).
- (3) How different subsets of women (e.g., ethnic minorities, victims of abuse, and lesbian and bisexual women) experience health, illness, and health care.

Specific Learning Outcomes:

- (1) Define and describe various principles, theories, and research findings related to women's health and psychology.
- (2) Explain how various psychosocial factors interact to impact women's health.
- (3) Demonstrate ability to evaluate and integrate both quantitative and qualitative research on women's health.
- (4) Apply course material to broader psychological research and life experiences.

- (5) Demonstrate ability to find, integrate, evaluate, and determine the gaps in the psychological literature regarding a women's health issue.
- (6) Demonstrate ability to deconstruct cultural assumptions about gender and health.
- (7) Communicate an argument orally based on relevant findings and gaps in the psychological literature regarding a women's health issue.
- (8) Communicate an argument in writing based on relevant findings and gaps in the psychological literature regarding a women's health issue.

Lecture Content:

Class meetings will consist of a mixture of lectures, small and large group discussions, and student presentations. Each class will begin with a lecture on the weekly topic. This will be followed by small group discussions (the class will be divided into 4 or more groups). One or two students in each group will be asked to take primary responsibility for leading these discussions. The class will then come together at the end for a full class discussion. In the last 3 ½ weeks student presentations will comprise the first half of each class and will be followed by student led discussions.

As you can see, a large part of each class is discussion based. Discussions are a type of active learning and should help you absorb the material, see connections between readings, and explore controversy. It is therefore essential that you come to class prepared by carefully reading the assigned materials, taking notes and thinking through the issues. I will provide you with discussion questions for each week and will make these available before class in order to help you prepare for the discussions.

Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Mid-term exam #1	Feb 9 th	20%	#1, #2, #3, #8
Mid-term exam #2	Mar 10 th	20%	#1, #2, #3, #8
In-class student presentation	Mar 15 th to Apr 7 th	25%	#1, #2, #3, #4, #5, #6, #7
Thought papers	Apr 7 th	15%	#4, #6, #8
Class participation	Jan 21 st Apr 7 th	20%	#1, #2, #3, #4, #6, #7

Final examination date and time: n/a

Final exam weighting: n/a

Examinations (40%)

Two mid-term exams will take place during our regular class meeting time on Tuesday February 9th and on Thursday March 10th. Each exam will be worth 20%. The examinations will cover assigned readings, lecture material, and discussion content. The exam will consist of short

answer and/or short essay questions. I will provide you with example questions before the first exam.

In-class student presentations (25%)

We will select the topics for the student presentations during the second class. You and your partners will be responsible for:

- 1) Handing in a proposal of your presentation on Tuesday February 23rd.
Note: The proposal is marked after your presentation because the grading includes your ability to incorporate feedback. (3/25)
- 2) Presenting on your topic to the class. Your presentation should be a review and critique of selected literature on a topic relevant to women's health and social psychology. (12/25)
- 3) Providing the class with an overview of your presentation (e.g., PowerPoint handout slides), which I will post on CourseLink.
- 4) Providing me with a list of references and your speaker's notes. (5/25)
- 5) Moderating the class discussions. (5/25)

I will provide more information about the requirements for the student presentations on CourseLink. Student presentations will begin on Tuesday March 15th. A portion of the grade is a group grade (based on the oral presentation) and the same grade for the oral presentation will be given to all members of a group. A portion of the grade is individual and will be based your speakers notes and references.

Thought papers (15%)

You will write a collection of three thought papers based on the presentations of the student presenters. Each thought paper should be short (no more than two double spaced pages for a total of 6 pages). You are free to write whatever you wish except that: (a) the papers cannot be simple summaries of the presentations and class discussion; (b) the papers should refer to the presentations or class discussion. I will provide more information about the requirements for the thought papers on CourseLink.

The collection of three thought papers is due at the beginning of the last class on Thursday April 7th. Each paper should be on one of the student presentation topics and you can pick the three that you wish to write on, but you cannot write a thought paper on your own presentation topic. If you would like to write a thought paper on the last presentation, you can make arrangements to do so at least one week before the deadline.

Class participation (20%)

The class participation grade will be evaluated from two sources:

- 1) Three in class evaluations running from Thursday January 21st to Tuesday March 8th (15%)
Please see the criteria on CourseLink for detailed information. These three evaluations will each be marked out of 5. One or more of these evaluations will come from you leading your

group discussion; the remaining evaluations will come up randomly. If you are absent on the day you are to be evaluated, your total possible mark is reduced. If you provide a reasonable explanation for an absence or provide advanced notice of an absence your evaluation will occur on a different day. If you are absent on all three occasions, you will receive a grade of 0 out of 15 except in cases of documented medical or compassionate reasons.

2) Student evaluations (5%)

You will be required to evaluate your student colleagues' presentations (you will not evaluate your own presentation). Each of the student evaluations is due at the beginning of the next class with the exception of the last one, which is due at or before noon on Thursday April 7th. You can hand this in directly to me or slip it under the door of my office.

Course Resources

Required Texts:

All of the readings listed below are required. The readings are available on CourseLink and or through the library. We will be reading four chapters in "Pathways, Bridges, and Havens: The psychosocial determinants of women's health" edited by Joanne Gallivan and Suzanne Cooper. This book is on reserve at the library.

Week	Topic	Readings
# 1: Jan 12	Introduction	WHO Fact sheet on women's health (web link)
# 1: Jan 14	Introduction	<p>Springer, K.W., Stellman, J.M., Jordan-Young, R.M. (2012). Beyond a catalogue of differences: A theoretical frame and good practice guidelines for researching sex/gender in human health. <i>Social Science and Medicine</i>, 74, 1817-1824. (library link)</p> <p>Lips, H., & Gordon, A. (2014). Women's well being. In A. C. Michalos (Ed.) <i>Encyclopedia of Quality of Life and Well-Being Research</i> (pp.7168-7172). Dordrecht: Springer Netherlands. (library link)</p> <p>Murphy, E. (2003). Being Born Female Is Dangerous for Your Health. <i>American Psychologist</i>, 58(3), 205-210. (library link)</p> <p>Women's Health Medline (web link)</p> <p>Canadian Women's Health Network (web link)</p>

# 2: Jan 19	Research	<p>Taubes, G. (September 16, 2007). Do we really know what makes us healthy? <i>The New York Times Magazine</i>. (web link)</p> <p>Zink, T. & Putman, F. (2005). Intimate partner violence research in the health care setting. What are appropriate and feasible methodological standards? <i>Journal of Interpersonal violence, 20</i>, 365-372 (library link)</p>
# 2: Jan 21	Research	<p>Wilkinson, S. (2000). Feminist research traditions in health psychology: Breast cancer research. <i>Journal of Health Psychology, 5</i>, 359-372. (library link)</p> <p>Meyrick, J. (2006). What is good qualitative research? A first step towards a comprehensive approach to judging rigour/quality. <i>Journal of Health Psychology, 11</i>, 799-808. (library link)</p>
# 3: Jan 26	Coronary heart disease	<p>Welch, L. C., Lutfey, K. E., Gerstenberger, E., & Grace, M. (2012). Gendered uncertainty and variation in physicians' decisions for coronary heart disease: The double-edged sword of "atypical symptoms." <i>Journal of Health and Social Behavior, 53</i> (3), 313-328. (library link)</p> <p>Albarran, J.W., Clarke, BA, & Crawford J. (2007). It was not chest pain really, I can't explain it!' An exploratory study on the nature of symptoms experienced by women during their myocardial infarction. <i>Journal of Clinical Nursing 16</i>, 1292–1301. (library link)</p>
# 3: Jan 28	Hormones and Reproduction	<p>Naughton, M. J., Jones, A. S., & Shumaker, S. A. (2005). When practices, profits, and policies outpace hard evidence: The post-menopausal hormone debate. <i>Journal of Social Issues, 61</i>, 159-179. (library link)</p> <p>Stanton, A.L., Lobel, M., Sears, S., DeLuca, R.S. (2002). Psychosocial Aspects of Selected Issues in Women's Reproductive Health: Current Status and Future Directions. <i>Journal of Consulting and Clinical Psychology, 70</i> (3), 751–770. (library link)</p>
# 4: Feb 2	Cervical cancer	<p>Waller, J., McCaffery, K., Nazroo, J., & Wardle, J. (2005). Making sense of information about HPV in cervical screening: a qualitative study. <i>British Journal of Cancer, 92</i>, 265-270. (library link)</p> <p>Barata, P.C. (2009). The dawning of a new age in cervical cancer prevention: The psychosocial issues involved in implementing HPV technologies. In J. Gallivan & S. Cooper (Eds.) <i>Pathways, Bridges and Havens: The Psychosocial Determinants of Women's Health</i> (pp. 9-37). Sydney, N. S: Cape Breton University Press. (in edited book at reserve desk in library)</p>

#4: Feb 4	HPV vaccines	<p>Lippman, A., Melnychuk, R., Shimmin, C., & Boscoe, M. (2007). Human papillomavirus, vaccines and women's health: questions and cautions. <i>Canadian Medical Association Journal</i>, 177(5), 484-487. (library link)</p> <p>Responses to Lippman: Mansi; Franco; Ferenczy; Nisker; Brophy; Cassels; and Lippman et al. (same issue) (library links) [Don't worry they're all short!]</p>
#5: Feb 9	Mid-term Exam #1	
# 5: Feb 11	Social determinants of women health: Women's roles	<p>Brannen, C. & Hambleton, L. (2009). The health-care system At the intersection of caregiving, health, stress, and gender. In J. Gallivan & S. Cooper (Eds.) <i>Pathways, Bridges and Havens: The Psychosocial Determinants of Women's Health</i> (pp. 38-56). Sydney, N. S: Cape Breton University Press. (in edited book at reserve desk in library)</p> <p>Lafreniere, K.D., Eansor, D.M., Kraft, J., & Sardinha, E. (2009) The health consequences of negotiating work-life balance in the legal profession: A focus on women's resilience. In J. Gallivan & S. Cooper (Eds.) <i>Pathways, Bridges and Havens: The Psychosocial Determinants of Women's Health</i> (pp. 124-146). Sydney, N. S: Cape Breton University Press. (in edited book at reserve desk in library)</p>
Winter Break (Feb 15-19)		
# 6: Feb 23 Proposals due	Social determinants of women health: Socioeconomic Status	<p>Reid, C. & Tom, A. (2006). Poor women's discourses of legitimacy, poverty and health. <i>Gender and Society</i>, 20 (3), 402-421. (library link)</p> <p>Saris, R.N. & Johnston-Robledo, I. (2000). Poor women are still shut out of mainstream psychology. <i>Psychology of Women Quarterly</i>, 24, 233-235. (library link)</p>
# 6: Feb 25	Social determinants of women health: Ethnicity	<p>Curling, D., Chatterjee, S., & Massaquoi, N. (2009) Women's transnational locations as a determinant of mental health: Results from a participatory-action research project with new immigrant women of colour in Toronto. In J. Gallivan & S. Cooper (Eds.) <i>Pathways, Bridges and Havens: The Psychosocial Determinants of Women's Health</i> (pp. 81-98). Sydney, N. S: Cape Breton University Press. (in edited book at reserve desk in library)</p>
# 7: Mar 1	Social determinants of women health: Marginalization	<p>Phillips-Angeles, E., Wolfe, P., Myers, R., Dawson, P., Marrazzo, J., Soltner, S. & M. Dzieweczynski (2004). Lesbian health matters: A pap test education campaign nearly thwarted by discrimination. <i>Health Promotion Practice</i>, 5, 314-325. (library link)</p>

# 7: Mar 2	Social determinants of women health: Violence and abuse	Campbell, J.C., Baty, M.L., Laughon, K., & Woods, A. (2009). Health effects of partner violence: Aiming toward prevention. In D.J. Whitaker & J.R. Lutzker (eds.). <i>Preventing partner violence: Research and evidence-based interventions</i> (pp. 113-138). Washington, D.C.: American Psychological Association. (library link)
# 8: Mar 8	Social determinants of women health: Abuse history and medical utilization	O'Campo, P., Kirst, M., Tsamis, C., Chambers, C., & Ahmad, F. (2011). Implementing successful intimate partner violence screening programs in health care settings: Evidence generated from a realist-informed systematic review. <i>Social Science and Medicine</i> , 72 (6), 855-866. (library link) Taket, A. Wathen, C.N., MacMillan, H. (October 2004). Should Health Professionals Screen All Women for Domestic Violence? <i>The PLoS Medicine Debate</i> , 1(1), 7-10. (library link)
# 8: Mar 10	<u>Mid-term Exam #2</u>	
# 9 - #12: Mar 15- Apr 7	Student presentation (5-6 students per presentation) Topics to be selected in the first class	

Other Resources:

Lecture sides and assignment details will be available on Courselink.

Course Policies

Grading Policies

A grade of 0 will be assigned for non-completion of any assignment or examination when scheduled, except for documented medical or compassionate reasons (see Academic Consideration below).

Keep paper and/or other reliable back-up copies of all out-of-class assignments (i.e., presentation proposals, student evaluations, and thought papers) as you may be asked to resubmit work at any time.

Course Policy on Group Work:

The group mark for the presentation is graded based on the final product. All group members should specify and agree upon the work that each group member will contribute. Group members should also review and provide feedback on each other's work in an effort to improve the overall product. If a student believes that one or more group members is/are not

contributing as agreed upon at the beginning, he or she should speak to that (those) group member(s) directly. If the issue persists, the entire group should make an appointment to speak to the course instructor.

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

Academic Misconduct

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. Please note: 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.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) (SAS) as soon as possible.

For more information, contact [SAS](#) at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: [Student Accessibility Services](#)

If you have accessibility concerns regarding any of the course assessment requirements, please contact me by e-mail or come see me during my office hours as soon as possible.

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **March 11th**. For regulations and procedures for Dropping Courses, see the Academic Calendar: [Current Undergraduate Calendar](#)