



Department of Psychology

Psychology 501.16 (L01) – Stress and Health

Winter Session 2007

Instructor:	Dr. Tavis Campbell	Lecture Location:	A248
Phone:	220-7490	Lecture Days/Time:	M 2:00-5:00
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Office:	A256		
Office Hours:	M 1:00-2:00 or by appt.		

Course Description and Goals

Course Description: In this advanced seminar course, we will critically evaluate issues and controversies prominent in the general research area of Health Psychology / Behavioral Medicine / Psychosomatic Medicine. The focus will be on *basic pathways linking behavior to disease*.

Course Goals:

- 1) provide an introduction to the ways in which behavioral factors or biobehavioral processes cause disease or affect pathophysiology, including identification of basic pathways linking health and behavior and sources of complexity inherent in studying them
- 2) describe and critically evaluate methodological approaches to the study of behavior and diseases such as cardiovascular disease, cancer, and infectious illnesses
- 3) provide knowledge and skills necessary for building etiological models of disease progression that feature behavioral factors as key components
- 4) integrate conceptual models describing health and behavior relationships across disease types and population subgroups

Required Text

Readings available from the instructor.

Evaluation

10 thought papers, 1 Research Proposal, 2 Seminar Presentations, Participation

Grading Criteria:

Thought Papers - 30 %, Research Proposal - 30%, Seminar Presentations - 30%, Participation – 10%

Late papers will be subjected to a 10% penalty per day, including weekends. Late papers must be turned in to the Psychology main office, 275 Administration Building. No assignments slipped under office doors or left on desks will be accepted.

Thought papers:

Thought papers provide a forum for you to consider a portion of the readings. The issue that you focus on may be based on a selection of the readings. Thought papers are not summaries of the readings but rather are an exercise in raising interesting issues and questions and trying to resolve them in a group discussion format. The emphasis is on the application of knowledge, identifying constructs and dilemmas and tension among ideas.

You are responsible for submitting **10** thought papers over the course of the term. You should bring two copies of your thought paper to class, one for the instructor and one for reference during the class discussion. Each thought paper is limited to a **maximum of 2 pages double-spaced**. You should submit the papers to the instructor at the beginning of each class.

Seminar Presentations:

You will be responsible for two seminar presentations during the course. This involves preparing **two 45 minute presentations/class discussions**. On the day you present, you should distribute 'handouts' from your PowerPoint presentation for the class.

Evaluation of your presentation is based on an appraisal of the background reading you have done, your identification of relevant reference material, your critical and careful consideration of the topic, your outline, and stewardship of the class discussion.

Research Proposal:

Based on your reading of the Health Psychology literature, you will develop one or more hypotheses and design a study that could address these. Your study may be either experimental or correlational. Your research proposal should include the following sections: Introduction, Method, Analysis, and Predictions:

- The Introduction should describe the general area of research and the specific issue(s) and problem(s) that your study addresses, including why your study is important. The introduction will conclude with a statement of your specific hypotheses.
- The Method section should present details about how your study will be done: what sort of subjects you will use and where will these be obtained; what measures you will be using; the procedure; and instructions that subjects will be given.
- The Analysis section should describe quite generally the statistical procedures that you will use to evaluate your hypotheses. Specific statistical tests do not have to be mentioned; instead use general terms.
- The Predictions section should describe the results you anticipate, and how these results will resolve, or at least address, the issues or problems you described in your Introduction. You

should also consider the implications of results that run counter to your predictions, should these occur.

The length of your research proposal should be a **maximum of 5 pages double-spaced**. Your proposal should be sufficiently detailed so that another reader could carry out your study without having to come back to you for additional information or clarification.

Grading Scale

A+	96-100%	B+	75-79%	C+	60-64%	D+	45-49%
A	85-95%	B	70-74%	C	55-59%	D	40-44%
A-	80-84%	B-	65-69%	C-	50-54%	F	0-43%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%; 89.4% will be rounded down to 89%, etc.).

Lecture Schedule

Date	Topic
January 8	Introduction to Health Psychology – Course Overview
January 15	Pathways Linking Behavior to Disease - National Perspectives
January 22	Research Methods – Psychophysiology
January 29	Socioeconomic Status & Health , Ethnicity & Health, Gender & Health
February 5	Personal Attributes & Health: Social Support Personal Attributes & Health: Personality Personal Attributes & Health: Emotions
February 12	Health Beliefs as a Pathway to Physical Illness Aging and Health
February 19	<i>Reading week – no class</i>
February 26	Psychosocial Influences on Immunity Behavior and Infectious Disease Behavioral Oncology
March 5	<i>No Class</i>
March 12	Obesity – Etiology Obesity - Interventions Exercise and Physical Activity Interventions
March 19	Diabetes Hypertension & CVD - Etiology Behavioral Cardiology
March 26	Smoking Cessation Sleep and Health
April 2	Pain – Biopsychosocial Model Pain - Interventions Psychosocial Factors in the Progression of Arthritis
April 9	Mindfulness Interventions Motivational Interviewing <i>Research Proposal Due</i>

University of Calgary Curriculum Objectives

1) This course addresses the following core competencies:

- Critical and creative thinking
- Analysis of problems
- Effective written and verbal communication
- Gathering and organizing information
- Insight and intuition in generating knowledge
- Interpretive and assessment skills

With the following course characteristics:

Students are encouraged to think critically about the course material and the research literature in health psychology for their own individual term paper, verbal report and exams. Depth and creativity of thought, integration of issues, insight, and critical thinking are some of the criteria for success.

The research proposal, seminar presentations, and thought papers will emphasize clarity of content and organization.

Students are expected to access the major journals in health psychology and to master the APA style of referencing.

Students will be encouraged to think about various interpretations of the data that are presented in the course material, and the implications for the everyday lives of individuals with health problems.

2) This course addresses the following curriculum redesign features:

- A defined interdisciplinary component
- An experiential learning component relevant to the program objectives
- Integration of research

With the following course characteristics:

This course focuses on the biological, social, and psychological determinants of health problems and their treatments, thus is multidisciplinary in nature. Diversity issues will also be considered throughout the course (e.g., culture, gender, age, etc.)

Class lectures and discussions will focus on methodological and conceptual issues in research studies. Students will also be expected to review the research literature for their thought papers, research proposal, and seminar presentations.

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's

return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Students can create an account and access the Research Participation System website at <http://ucalgary.sona-systems.com>. The last day to participate in research is April 12, 2007.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: Phone: 220-3913 socialscirep@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is January 19, 2007. The last day to withdraw from this course is April 13, 2007.