

PSY333H5S - Health Psychology

Thursday 12:00pm – 3:00pm

ONLINE SYNCHRONOUS

Course Delivery

ONLINE VIA ZOOM:

This course is considered a 'synchronous' course. A synchronous course means that all lectures and tests will be delivered during class time (12-3pm) EST on every Thursday of the semester. Students are expected to attend lectures and tests during class time in the time zone listed (EST). Lectures and tests will be delivered online via Zoom during class hours (12:00 to 3:00 pm on Thursdays). Login to Quercus for direct link to the zoom course. Office hours will also be delivered in an online synchronous format on Wednesdays from 4-5pm EST. Students are required to do readings and watch course related media before coming to the online synchronous class on Thursdays, as per the course outline listed at the end of this syllabus. Course attendance participation will be collected through TopHat (see Tophat section below) during the synchronous lecture period only. Assignments, quizzes and the paper for this course will all be submitted on Quercus.

You need to login through your utoronto.zoom.us account (if you do not do this, you will not be able to access the course since the course will only let in authenticated users, e.g., users with utoronto.ca or utoronto.mail.ca email addresses). We will use Tophat for course attendance participation (see information on Tophat below).

University of Toronto tech [requirements for online learning](#)

Learn Anywhere Guide for Students

<https://library.utm.utoronto.ca/students/quercus/learn-anywhere>

Contact Information

Professor Judith Andersen

judith.andersen@utoronto.ca

Office Hours (Synchronous zoom meetings online): Wednesdays 4-5PM – Login to Quercus for direct link to the Zoom office hour (listed in the 'pages' section of Quercus).

Meet with Prof. Andersen to ask questions about psychology or the course. These are informal meetings and will be held live, via zoom which includes a « virtual waiting room » so that students can each have private meetings. Students can also schedule (via email) individual office hours (also to be held via zoom) with the TA, Jennifer Chan.

Emailing your instructors: As your first contact on matters regarding accessibility concerns, comments or concerns about the class, or related matters, you can email your instructor at judith.andersen@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.

Teaching Assistant: Jennifer Chan

Jennifer Chan jenniferf.chan@utoronto.ca

Office hours TBA

Course Description

This course provides an overview of health psychology. Students will learn about the biological and psychological mechanisms by which stress 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; 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, and navigate the healthcare system in general. Critical thinking, as well as mastery of the material, are goals of this course.

Learning Outcomes

By the end of this course, students should be able to;

1. Identify and distinguish anatomical, cellular, and functional features of the Autonomic Nervous System (ANS), the Hypothalamic-Pituitary-Adrenal (HPA) axis, and parts of the immune system.
2. Describe research demonstrating how inflammation, depression, visceral fat, and pain are related.
3. Describe how inflammation enhances cardiovascular disease, diabetes, and obesity
4. Explain how social inequality, social rank and economic factors contribute to health and disease
5. Identify and analyze how discrimination, stigma and racism contribute to health risk and inequality.
6. Identify and distinguish between research study designs in health psychology (e.g., Correlation vs Controlled Experiment, Cross-sectional vs Longitudinal).
7. Analyze how health psychology research findings are interpreted and communicated to broad audiences.
8. Use scientific sources to critically evaluate health behavior change interventions. What works and what doesn't?
9. Connect foundational principles of health psychology to modern-day, real-world applications.

Required Course Material

1. Health Psychology 5th Ed. Sage Publications. Special e-book edition available at bookstore ISBN: 9781544399478, Authors: Marks, D., Murray, M., & Vida Estacio, E.
2. Tophat (described below)
3. Articles posted on Quercus by the Professor

Course Evaluation

There are five pieces of assessment for this course: (1) In-class activities using TopHat (10%), (2) Quizzes (5%), Paper (30%), Test 1 (30%), and Test 2 (25%).

Attendance Participation	10%
Quizzes	5%
Paper	30%
Midterm Test	30%
Final Term Test	25%
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Total	100%

Tophat Attendance Participation: We will be using the Top Hat (www.tophat.com) classroom response system during class on Thursdays between 12 and 3pm. We understand that there may be a time when you cannot make it to class. We will be doing in-class participation activities during 11 class periods. Of the 11 classes, you may drop 2 classes, thus your Tophat 'in-class activities' grade will be calculated on 9 of 11 classes. **There are no make-up attendance participation marks.** You have to be in class (synchronous class period 12-3pm on Thursdays EST) to earn class attendance participation marks.

You will be able to submit answers to questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: <https://app.tophat.com/e/784407> and the join code will be on Quercus.

Top Hat will require a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491.

Quizzes: Open book quizzes following each class period will be posted on Quercus **beginning in the 2nd week of the semester**. You have 24 hours to complete the open book quiz. There will be 9 quizzes in total and you can drop your worst quiz – so the best 8 quizzes will be what your final Quiz grade is based upon. The quizzes will be 10 points each and either be multiple choice or short answer. Each quiz covers material that was prepared for in the previous week and discussed in class on the day the quiz is assigned. The first quiz is due by 3 pm on January 21st covering the material reviewed the first week of class (January 14th), including the readings and videos assigned that week.

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. 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 (change their name and other details). The paper will be 5 pages in length, not including the cover page or references. You must include a cover page and reference

page. A rubric with the specific formatting requirements will be available Quercus. The paper is due March 26th at 5pm.

Tests (MIDTERM and FINAL TEST): The midterm and final test may consist of short answer, multiple choice, matching or fill in the blank questions. It is at the professor'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, class discussion and assigned readings/videos. The midterm test will cover material from class 1-5. The final test is cumulative and will cover material from all classes. The midterm and final test will be worth 50 points each. Both tests will be accessible on Quercus <http://q.utoronto.ca>

****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 professor NEVER changes grades simply by request.**

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 following help site: <https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>

IMPORTANT COURSE POLICIES ****PLEASE READ****

Missed Test Special Consideration Request Process

Students who miss a test due to circumstances beyond their control (e.g. illness or an accident) can request that the Department grant them special consideration. Students must present their case to the Department (NOT the Instructor) by submitting a request via the online Special Consideration Request form at: <https://utmapp.utm.utoronto.ca/SpecialRequest>.

Important note: Once the test/exam is available online and you're unable to write or have an approved request to miss, **DO NOT** at any point attempt to access the test/exam. If at any time you access the test/exam, you will **NOT** be able to submit a special consideration and/or your request will be refused.

If your request is approved by the department, the weight of the missed test will be redistributed to the final cumulative test. If you miss the final test and your request is approved, a make-up test will be scheduled in early January.

Extension of Time Special Consideration Request Process

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** for the period up to and including the last day of the term. The decision as to whether or not to apply a penalty for the specified period rests with the Instructor.

Students who seek to be granted more time to complete term work beyond the last day of the term must submit their request directly to the Department. This request covers the period following the last day of classes and ends the last day of the exam period. This is done by submitting a request via the online Special Consideration Request form at <https://utmapp.utm.utoronto.ca/SpecialRequest>. You are advised to seek advising by the departmental Undergraduate Counsellor prior to the deadline.

Supporting Documentation

The University is temporarily suspending the need for a doctor's note or medical certificate for any absence from academic participation. However, you are required to use the Absence Declaration tool on ACORN found in the Profile and Settings menu to formally declare an absence from academic participation. The tool is to be used if you require consideration for missed academic work based on the procedures specific to our campus/department.

Missed Final Exam or Extension of Time beyond exam period

Missed final exams or for extensions of time beyond the examination period you must submit a petition through the Office of the Registrar. <http://www.utm.utoronto.ca/registrar/current-students/petitions> and follow their procedures.

Penalties for Lateness

A penalty of 10% per calendar day (i.e., including week-ends 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. After the last day of classes, the penalty of 10% per calendar day will be applied by the Undergraduate Counsellor on behalf of the Department. No penalty will be assigned if request for special consideration, described above, was successful.

Academic Guidelines

It is your responsibility to ensure that you have met all prerequisites listed in the UTM Calendar for this course. If you lack any prerequisites you WILL BE REMOVED from the course up until the last day to add a course. Further information about academic regulations, course withdrawal dates and credits can be found in the University of Toronto Mississauga Calendar at: <http://www.erin.utoronto.ca/regcal/>.

You are encouraged to read this material. If you run into trouble and need advice about studying, preparing for exams, note taking or time management, free workshops and advice are available from the Robert Gillespie Academic Skills Centre at 905-828-5406.

AccessAbility Services

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students requiring academic accommodations for learning, physical, sensory, or mental health disabilities or medical conditions should contact the AccessAbility Office (2037B Davis Building), 905-828-3847.

<http://www.utm.utoronto.ca/accessability/>

Privacy and Copyright Disclaimer

Notice of video recording and sharing (Download and re-use prohibited)

This course, including your participation, may be recorded on video and available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for your own study purposes. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express written permission of the instructor will constitute copyright infringement.

Academic Honesty and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto Mississauga is a strong signal of each student's individual academic achievement. As a result, UTM treats cases of cheating and plagiarism very seriously.

The University of Toronto's Code of Behaviour on Academic Matters outlines behaviours that constitute academic dishonesty and the process for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else's ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else's answers during an exam or test.
3. Misrepresenting your identity.

In academic work:

1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required, including (but not limited to) doctor's notes.

With regard to remote learning and online courses, UTM wishes to remind students that they are expected to adhere to **the Code of Behaviour on Academic Matters** regardless of the course delivery method. By offering students the opportunity to learn remotely, UTM expects that students will maintain the same academic honesty and integrity that they would in a classroom setting. Potential academic offences in a digital context include, but are not limited to:

Remote assessments:

1. Accessing unauthorized resources (search engines, chat rooms, Reddit, etc.) for assessments.
2. Using technological aids (e.g. software) beyond what is listed as permitted in an assessment.
3. Posting test, essay, or exam questions to message boards or social media.
4. Creating, accessing, and sharing assessment questions and answers in virtual “course groups.”
5. Working collaboratively, in-person or online, with others on assessments that are expected to be completed individually.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Academic Rights

You, as a student at UTM, have the right to:

- Receive a syllabus by the first day of class.
- Rely upon a syllabus once a course is started. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3.
- Refuse to use behavior.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth more than 25% in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

Equity Statement

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behavior that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective

responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. These policies include spoken word and written text in the chat box on zoom meetings. If you have any questions, comments, or concerns you may contact the UTM Equity and Diversity officer at edo.utm@utoronto.ca or the University of Toronto Mississauga Students' Union Vice President Equity at vpequity@utmsu.ca.

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. COME TO CLASS HAVING READ THE CHAPTER(S) ASSIGNED THAT WEEK.

Course Outline

Dates: 2021	Topic	Readings and Assignments
Week 1: Jan 14 th	<p>What is Health Psychology?</p> <p>Does stress get 'under our skin' and impact our health?</p> <p>Familiarity check: Syllabus, TopHat, Quercus, Zoom</p>	<p>Nothing due today -just attend class</p> <p style="text-align: center;"><u>To prepare for week 2</u></p> <p>WATCH: Stress: Portrait of a Killer https://www.youtube.com/watch?v=eYG0ZuTv5rs</p>
Week 2: Jan 21 st	<p>The Nervous System, the Endocrine System and the Principle of Homeostasis</p> <p><i>Application topic:</i> How does your 'place' in society determine your health? The story of how social rank & social hierarchy are related to the ANS and HPA</p> <p><i>Research Methods Discussed:</i> Longitudinal Studies; Naturalistic Experiments</p>	<p>In-class activity and Quiz on the following material: Stress: Portrait of a killer (Watch before coming to class – link is above and on Quercus)</p> <p style="text-align: center;"><u>To prepare for week 3</u></p> <p>WATCH: Videos listed on Quercus Module Week 3 (Immune and gut microbiome)</p> <p>READ: Marks textbook chapter on 'The Nervous, Endocrine and Immune Systems'</p>
Week 3: Jan 28 th	<p>The Immune System and Gut Microbiome</p> <p><i>Application topic:</i> How inflammation is linked to depression, cardiovascular disease and diabetes. Exploring COVID-19</p> <p><i>Research Methods Discussed:</i> Correlational studies; Quasi Experiments</p>	<p>In-class activity and Quiz on the following material: Videos listed on Quercus Module Week 3 (Immune and gut microbiome). Marks textbook chapter on 'The Nervous, Endocrine and Immune Systems'</p> <p style="text-align: center;"><u>To prepare for week 4</u></p> <p>READ: article posted on Quercus Module Week 4 "The Unease Modulation Model" Watch: https://youtu.be/stQ1DmWbwOU</p>

<p>Week 4: Feb 4th</p>	<p>Unease Modulation: How unease shapes behaviour and what we can do about it.</p> <p><i>Application topic:</i> Interventions to reduce unease and increase health and resilience. Examples from research with first responders. In class you will learn tangible ways to override your stress response and combat fatigue and burnout.</p> <p><i>Research Methods Discussed:</i> Pre-test/post-test within-subjects, repeated measures experiment and a controlled field experiment.</p>	<p>In-class activity and Quiz on the following material: The video and article posted on Quercus Module 4 “The Unease Modulation Model”</p> <p><u>To prepare for week 5</u></p> <p>WATCH: video on inequality and capitalism posted on Quercus Module Week 5</p>
<p>Week 5: Feb 11th</p>	<p>Inequality for all: How economic and social forces of inequality and social injustice impact health and well-being.</p> <p><i>Application topic:</i> What can we do in the real-world to bring about social change?</p> <p><i>Research Methods Discussed:</i> Direct observation</p>	<p>In-class activity and Quiz on the following material: Video on inequality and capitalism posted on Quercus Module Week 5</p> <p><u>To prepare for week 7</u></p> <p>READ: Marks textbook chapters on ‘Macro-social Influences and the chapter on Social Justice’</p> <p>Study all material for midterm test (week 1-5)</p>
<p>Week 6: Feb 18th</p>	<p>Reading Week</p>	<p>NO CLASS</p>
<p>Week 7: Feb 25th</p>	<p>MIDTERM TEST</p>	<p>You have 3 hours to complete the test beginning at 12:10 pm.</p> <p><u>To prepare for week 8</u></p> <p>WATCH: Video on food, and obesity on Quercus Module 8</p> <p>READ: Marks textbook chapter ‘Food, Eating and Obesity’</p>
<p>Week 8: Mar 4th</p>	<p>Part 1: Food, Eating and Obesity : What is going on in society?</p> <p><i>Application topic:</i> Teasing apart the social, psychological and biological factors in the ‘obesity epidemic’</p> <p><i>Research Methods Discussed:</i> randomized controlled trial</p>	<p>In-class activity and Quiz on the following material: Video on food and obesity Quercus Module 8</p> <p>Marks textbook chapter ‘Food, Eating and Obesity’</p> <p><u>To prepare for week 9</u></p> <p>WATCH: Video on eating and exercise Quercus Module 9</p> <p>READ: Marks textbook chapter on Physical Activity and Exercise</p>

<p>Week 9: Mar 11th</p>	<p>Part 2: Food, Eating and Obesity: What is going on in society?</p> <p><i>Application topic:</i> Teasing apart the social, psychological and biological factors in obesity Intersection between Mental and Physical Health</p> <p><i>Research Methods Discussed:</i> Varied</p>	<p>In-class activity and Quiz on the following material: Video on eating and exercise on Quercus module 9</p> <p>Marks textbook chapter on Physical Activity and Exercise</p> <p style="text-align: center;"><u>To prepare for week 10</u></p> <p>WATCH: Video on pain research Quercus Module 10</p> <p>READ: Marks textbook chapter 'Pain and Pain Control'</p>
<p>Week 10: Mar 18th</p>	<p>Pain and Pain Control</p> <p><i>Application topic:</i> Is pain subjective or objective? How do we measure pain? Is everyone treated equally when it comes to pain management?</p> <p><i>Research Methods Discussed:</i> Controlled Laboratory Experiments</p>	<p>In-class activity and Quiz on the following material: Video on pain and pain control on Quercus Module 10</p> <p>Marks textbook chapter 'Pain and Pain control'</p> <p style="text-align: center;"><u>To prepare for week 11</u></p> <p>READ: Marks textbook chapter on 'Health Promotion' and other articles on Quercus</p>
<p>Week 11: Mar 25th</p>	<p>Health Promotion</p> <p><i>Application topic:</i> If we know what is good for us, why don't we do it? How do we get people to be healthy?</p> <p><i>Research Methods Discussed:</i> Longitudinal Cohort Studies</p>	<p>In-class activity and Quiz on the following material: Marks textbook chapter on 'Health Promotion' and other articles on Quercus</p> <p style="text-align: center;"><u>To prepare for week 12</u></p> <p>Read Marks textbook chapter on 'Genetics, Epigenetics, and Life Span Development'</p>
<p>March 26th</p>	<p>PAPER DUE</p>	<p>Upload your paper and 2 research articles onto Quercus by 5pm today.</p>
<p>Week 12: Apr 1st</p>	<p>Genetics and Epigenetics</p> <p><i>Application topic:</i> Why is it so important to make healthy choices now and not wait until we are sick?</p> <p><i>Research Methods Discussed:</i> Looking for epigenetic markers – lab experiments and correlational studies</p>	<p>In-class activity and Quiz on the following material: Marks textbook chapter on 'Genetics, Epigenetics, and Life Span Development'</p>
<p>Week 13: April 8th</p>	<p><i>Final Term Test</i></p>	<p>You have the entire class period to complete this test. The final test is cumulative.</p>