

**Faculty of Health
Department of Psychology
PSYC 3170 3.0 Section O
HEALTH PSYCHOLOGY
Winter 2021**

Course Prerequisite(s): Course prerequisites are strictly enforced.

- **HH/PSYC 1010 6.00 (Introduction to Psychology)**, with a minimum grade of C.

Course Credit Exclusions: Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Overall Course Format: This course will be delivered via mostly live lectures on Zoom that will be recorded and put onto the eClass site. It is likely that the last several lectures will be prerecorded and placed onto the eClass site. There are 3 open-book, take home tests which will be submitted to Turnitin portals on eClass.

Course Director: Gerry Goldberg, Ph.D., C. Psych. (email: gegold@yorku.ca)

Time: Monday 2:30 - 5:30. Lectures are and available online via on eClass. Some lectures may be pre-recorded

Room: The lectures will be online using Zoom due to medical crisis

UG PSYC OFFICE: 291 BSB, Email: psyc@yorku.ca, Phone: 416 736 5117.

TAs: TBA
TBA

Virtual Zoom office hours: Office hours are by appointment. Private zoom meetings may be scheduled by email for Dr. Goldberg and Teaching Assistants (TAs). We look forward to receiving your emails. When emailing include your Student ID and full name in the body of your email with the **course number on the subject line** (if not, a reply is not guaranteed). See end of this document for guidance on email etiquette.

Course Credit Exclusions: Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Required Text: Health Psychology (McGraw Hill, 2020, Canadian 5th. ed.) by Shelley E. Taylor, Fushia M. Sirois, and Danielle S. Molnar ISBN 9781260065831 (*NOTE: Previous editions Canadian 3rd or 4th are not as current but would be OK.*)

Course website: eClass

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials including recorded lectures, PowerPoint presentations, and more. Important notices will be placed there and it is your responsibility to regularly check for these.

EVALUATION:	
Feb 8 Test 1= 30% (due 2:30pm)	Ch.1-5 inclusive, all lecture and class materials
Mar 15 Test 2= 40% (due 2:30pm)	Ch.6-11 inclusive, all lectures and class materials following Test 1 to present.
Test 3= 30% Exam period: April 12	Chapter 12-15 All lectures following Test 2 and class materials all lectures and class materials following 2st Test.

Course Description: PLEASE READ THIS PARAGRAPH

This course is intended to demonstrate how theories and research in Health Psychology are applied to real life issues. The text covers a wide range of general topics in Health Psychology. The lectures reflect the academic and applied interests of the course director. **Lecture materials are not intended to follow the text but there is overlap.**

Reading the chapters in order will assist in following lectures. *See what is expected for each test and final to determine the pace at which you should read.*

Learning Outcomes

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in health psychology.
2. Articulate trends in health psychology.
3. Express knowledge of health psychology in written form.
4. Describe and explain limits to generalizability of research findings in health psychology.
5. Demonstrate ability to relate information in health psychology to own and others' life experiences.

	DATE	<i>What to read and when.</i>
		See what is expected for each test and final to determine the pace at which you should read. Also, see box above. Reading the chapters in order will assist in following lectures. <i>See what is expected for each test and final to determine the pace at which you should read.</i>
1	Jan 11	Introduction
2	Jan 18	Health, sickness and the attribution process
3	Jan 25	Health promotion: influence, attitudes and beliefs
4	Feb 1	Attitudes towards sickness and disability. Programs to change health and safety behaviours (modern strategies, community-based programs, behaviour modification.)
5	Feb 8	Test 1=30% (due 2:30pm) Lecture: The Placebo Effect.
	Feb 15	READING WEEK—NO CLASSES
6	Feb 22	Placebo, Depression, Stress (its impact on health and performance, sources of stress.)
7	Mar 1	Stress Management and Coping
8	Mar 8	Stress related topics: ergonomics, environmental stressors, noise, mass psychogenic illness pain
8	Mar 15	Test 2=40% (due 2:30pm) Lecture: Doctor-patient communications/ “Breaking bad News”
10	Mar 22	Breaking bad News” continued and Developing Compassion in Medicine
11	Mar 29	Risk Perception and Risk Communication
12	Apr 5	Dealing with the impact of traumatic events in medicine

START YOUR OWN STUDY TEAM (ONLINE)

It has been said that students learn most from communicating with each other. When students get together to help each other understand material they relate to and remember the material. I encourage you to form your own study teams. The course website or Moodle site is set up so that students may communicate among themselves using the class discussion forum link. This forum provides a means of communicating with your classmates in between classes. All of you have the opportunity to invite others to join them at a specified time and place to form teams. For example, you might select one of the following as a meeting time: immediately after class, one hour before class, Monday to Friday during the day, Monday to Friday during the evening, Weekend, etc. You would also suggest some meeting location. The specific location might be a reserved room in the library Here is the URL for booking rooms in the library (<http://www.library.yorku.ca/cms/learning-commons/study-rooms/>). If

you are unable to do this, consider other locations in the library, various gathering places such as within the Student Centre or other safe and comfortable places on or off campus. While meeting on campus seems to be more effective, you might find that what works better for you is meeting people in a coffee shop, library, community centre. Make sure it is a safe location. **Get started right away. Take a leadership role and send out an email invite to your fellow students. Clearly in times of the present medical crisis, you cannot meet face to face, but you can still set up virtual meetings.**

Regarding the mid-terms and final exam in during Health Crisis:

Each exam will be in the form of "take home" open book essays which will you will need to submit to a Turnitin portal on this course Moodle site. Below is an example question so you know what you are facing. Generally, the questions will be of an applied nature. For each of the three tests you will have at least two days to work on your response and will be due **2:30pm on the date indicated on the course outline.**

Sample essay question. You will likely need to answer two questions such as the one below.

Using materials from each lecture and each textbook chapter, identify specific ways in which one's beliefs about illness and wellness might impact health. **You need answer this in 500 words or less*.**

In grading of this answer, we will be looking for a variety of specific theories, concepts and/or research findings taken from each chapter and lecture.) Credit will only be given for responses that answer the question asked. Your grade will be based on your ability to demonstrate an ability to **use specific course concepts appropriately** in answering the question rather than informal or "person on the street" thoughts. In addressing the question, a specific theory or two may come to mind immediately but *explore a range of concepts* from the course. You will be graded on the overall clarity of your essay as well as content. **Make sure you communicate in clear sentences do not use bullet points.**

* **Regarding word limits.** A small variance may be acceptable if there appears to be a good reason for it. If it is because you were not concise, it could count against your grade. Note that such word limits are common in professional writing. Being concise is a very important skill involving clarifying your thoughts to communicate effectively. Asking you to be concise is asking you to know your stuff well enough to communicate it in a clear professional manner.

Missed Tests/Midterm Exams/Late Assignment:

Missing exam is considered a very serious matter. If you miss a test, you will be given **only one opportunity to make up this test. This will be after the April exam period.** If you miss a makeup test, there will be no other opportunity to make up the grade for the test. If you miss the test(s) prior to the drop date, **you have waived the right to have a specific percentage of graded feedback available prior to the drop date.**

For any missed quiz or late assignment, students **MUST** complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed quiz or late assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2020-21 Important Dates](#)

	Fall (F)	Year (Y)	Winter (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept 22.	Sept 22.	Jan. 25
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 6	Oct. 27	Feb. 8
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 6	Feb. 5	March 12
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 7- Dec. 8	Feb. 6 – April 12	March 13- April 12

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Attendance Policy

It is expected that students would attend all lectures. If this is not possible one should review recordings of each lecture.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.) For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2020-21](#).

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's [Academic Integrity module](#) at

the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities, and can be punishable according to the [Senate Policy on Academic Honesty](#).

Information on Plagiarism Detection (Turnitin)

Plagiarism is a serious matter and will be of concern when it comes to the take home open book assignments in the course. Please be aware that your assignments will need be submitted by you to a portal on eClass which will involve a program called **Turnitin**.

You will be required to submit your written work to Turnitin (via the course eClass). Turnitin reviews textual similarity and helps in the detection of possible plagiarism (see below). By using this software, you are allowing your submitted material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. Terms applying to the University's use of the Turnitin service are described on **Turnitin.com**. Violations of academic honesty revealed by Turnitin will be subject to investigation and potential penalties levied by the Department of Psychology at York University.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) as permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorized source during an examination.

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as "Cheating in an attempt to gain an improper advantage in an academic evaluation" (article 2.1.1 from the Senate Policy) and/or "encouraging, enabling or causing others" (article 2.1.10 from the Senate Policy) to cheat.

Electronic Devices During a Test/Examination:

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag that is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.**

<https://accessibility.students.yorku.ca/>

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:

Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University

shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#)

Course Materials Copyright Information

These course materials are designed for use as part of the psyc 3170 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Audio-visual recordings: 1) the recordings should be used for educational purposes only and as a means for enhancing accessibility; 2) students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also [FIPPA](#) and intellectual property rights); and 3) all recordings will be destroyed after the end of classes. Please see the Teaching commons going remote website particularly the section on Copyright and Intellectual property at <https://bold.info.yorku.ca/> and <https://copyright.info.yorku.ca/students-reuse-of-teaching-materials-from-york-courses-2/> for some statements to use in your course outline about intellectual property.

Information about Academic Resources

Textbooks: Please see the York University Bookstore webpage (<https://bookstore.yorku.ca>) for ordering e-books and for the information about free shipping of course books/kits to students with a Canadian address.

Digital content: York University Libraries also has access to online content that can be linked (using permalinks) through Moodle. A Library guide on creating permalinks/stable links to articles/ebooks/electronic resources can be found in various databases/Omni (the new library catalogue) at <https://researchguides.library.yorku.ca/permalinks> -- that can be used in Moodle. When students click on the stable link, they will be asked to authenticate through Passport York and then they have full access to the online resource. Using these permalinks addresses copyright issues.

Technical requirements for taking the course:

This course depends on remote teaching and learning. There will be no in-person interactions or activities on campus. There are numerous technical requirements for this course. These include a computer equipped with a webcam and microphone and high-speed internet access. Several platforms will be used to support this course (eClass, Zoom, Turnitin).

Stable, higher-speed Internet connection and a computer with webcam and microphone, and/or a smart device with these features. Check your **Internet connection and speed using tests** such as [Speedtest](#).

Zoom: Zoom occasionally will be used for class meetings such as question and answer periods. These will be recorded and placed on eClass. Zoom is hosted on servers in the U.S. If you have privacy concerns, provide only your first name or a nickname when you join a session. All participants are automatically notified when a session is being recorded. A session cannot be recorded without your knowledge.

Video: You may sometimes need to appear on video via Zoom (e.g., for remote exam proctoring). If you have concerns about appearing on video or do not have access to a webcam, please inform the course instructor at the beginning of the course.

Useful links describing computing information, resources and help:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Email Etiquette

1. Emails sent to the professor or teaching assistant **MUST** indicate the course number and section in the subject line of the email. Our course and section are PSYC1010, SEC G.
2. Include your full name and student number in the body of the email. If your preferred name differs from the name on the course roster, please let your professor and TA know that early in the term.
3. Before sending an email, make sure you've done a thorough job of trying to find the answer to your question in the materials posted on the course outline or eClass. Emails asking questions that are clearly addressed in the posted course materials will not receive responses.
4. A proper email to your course director or TA begins by addressing them by their name and/or title. Your email message should be proofread for spelling, grammatical, and punctuation errors, and should be written in a polite tone.
5. Send your emails well in advance of when a response is required. You should expect to receive a response within 3 days of sending an email. If you have not received a response within that time period, you can follow-up politely.