



**PT 645
Health Psychology (3 Credits)**

Spring Semester
Instructor: David Peat, Ph.D., R.Psych.

Contacting the Instructor

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Class Times: M, T, W Th & F 9:00am – 4:00pm
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Course Description

This course is designed to provide a broad overview of the field of health psychology. Classroom interactions will focus on specific health and psychological theories, including the research and application of these theories to both personal life-style and the design of interventions. The unique ways in which health psychology is applied to health and health care in the Canadian context is emphasized. The course is primarily orientated towards health psychology as an applied discipline. As such, students are expected to gain an understanding of (a) the theories, research and practice of health psychology emphasizing health-promoting behaviors, (b) psychological, including spiritual, management of stress and chronic illness, and, c) effective psycho-social, including spiritual, interventions for specific health behaviors/disorders.

It is expected that participants will bring their own laptops or hand-held devices so that they will be able to engage in research, engage in class activities and to prepare presentations during class time.

Course Goal and Intended Learning Outcomes

The goal of this course is, based upon a broad overview of the field of health psychology, for the students to be able to integrate the knowledge, skills and attributes presented within the course, towards the design of psycho-social support and interventions addressing health-promoting behaviors, stress, pain and chronic and life-threatening illnesses.

Upon completion of this course, participants will be able to:

1. Demonstrate the ability to view health psychology through the lenses of current research and Canadian practice.
2. Be aware of, and know how to access and utilize a wide range of community-based resources available to address health-related issues.
3. Understand the biopsychosocial factors that contribute to stress, the sources of stress and the measurement of stress.
4. Be aware of assessment approaches applied to pain and discomfort.
5. Design specific psychosocial support and interventions towards the management and control of clinical stress and pain.
6. Design specific psychosocial support interventions for persons with chronic conditions.
7. Formulate and implement psychosocial intervention plans addressing *personal* health promoting behaviors.

8. Critically analyze and articulate the underpinning assumptions, values and beliefs inherent in health delivery systems and evaluate the coherence of these values and beliefs with a Biblical perspective. This should lead to a more fully applied biblical perspective of values and beliefs relating to pastoral care.
9. Articulate a personal 'manifesto' concerning their personal pastoral practice.

Required Texts:

This text is required for PT 645; however, it is viewed as a 'source text' for the information that will be expanded upon and applied to instructional activities. It **will not necessarily** be the basis for the class activities and/or discussions, but it **will** be assumed that you will have **pre-read** the sections listed below in preparation for the classes which address the chapter topic(s).

Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*. Toronto, ON: Pearson Canada.

Recommended Supplemental Texts:

This text is recommended for those of you who work with, or envision yourself working in community agencies or in school settings. The manual contains practical information useful for developing, organizing and managing a community response team during a crisis. A wide range of crises is addressed including suicide, accidents, sudden loss, violence and large-scale disasters.

White, P. F. (2008). *Comprehensive crisis intervention manual*. Victoria, BC: Trafford Publishing. ISBN: 978-1-4251-6579-6. Available from <http://bookstore.trafford.com/Products/SKU-000163126/Comprehensive-Crisis-Intervention-Manual.aspx>

This text is recommended for those of you who work with, or envision yourself working in a Primary Care Setting. This Calgary publication is a compilation of "some of the most frequently presenting mental health concerns and provides a useful aid, ... in accurately identifying and treating young patients".

Enman, M., Nessman, D., O'Neill-Laberge, M., Lawrence, M., Hanna, S., Lounsberry, A., Gibb, K., Hope-Ross, L., and Klein, P., (2012). *Mental Health in the Primary Care Setting: Addressing the Concerns of Children and Youth: A Desk Reference*. (3rd Ed.). Healthy Minds/Health Children Outreach Services, Southern Alberta Child and Youth Health Network (SACYHN): Calgary.
E-version available: <http://www.albertahealthservices.ca/hp/if-hp-hmhc-desk-reference-third-edition.pdf>

Books On Reserve:

1. The Publication Manual of the American Psychological Association (6th Ed) (2009).
2. White, P. F. (2008). *Comprehensive crisis intervention manual*. Victoria, BC: Trafford Publishing. ISBN: 978-1-4251-6579-6
3. Enman, M., Nessman, D., O'Neill-Laberge, M., Lawrence, M., Hanna, S., Lounsberry, A., Gibb, K., Hope-Ross, L., and Klein, P., (2012). *Mental Health in the Primary Care Setting: Addressing the Concerns of Children and Youth: A Desk Reference* (3rd Ed.). Healthy Minds/Health Children Outreach Services, Southern Alberta Child and Youth Health Network (SACYHN): Calgary.

Articles and Other Resources

A selection of digital resources and web-links will be posted on the course Moodle site to support your learning and completion of assignments. It is hoped that throughout the course, as student's find related articles, videos and other digital resources, that they too will share these with the class.

Course Outline: Topics

This outline provides the 'flow' of the course; the timing of each of the topics will be adjusted as the course progresses, according to your needs as students.

1. Introduction to Health Psychology:

Pre-reading, Chapter 1 - Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*.

- I. What is Health Psychology?
- II. The Development of Health Psychology as a Discipline
 - Behaviorism
 - Cognition
 - Personality
 - Biopsychosocial Approach to Health Psychology
- III. Self-Evaluation: Personal 'Wellness' Assessment
 - Dimensions of Wellness (DOW) Profile

2. The Body's Physical Systems:

Pre-reading, Chapter 2 - Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*.

- The Nervous System
- The Endocrine System
- The Immune System
- The Circulatory System
- The Respiratory System
- The Digestive System
- The Urinary System
- The Reproductive System

3. Why is Knowledge about the Body's Physical Systems Relevant to the Psychology of Health?

Pre-reading, Chapter 3 - Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*.

- I. Stress
 - Meaning, Impact and Sources
 - Biopsychosocial Factors and Illness
 - Coping with and Reducing Stress

4. Pain

Pre-reading, Chapter 11 - Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*.

- I. Nature and Symptoms of Pain
 - Significance
 - Perception
 - Theories
- II. Managing and Controlling Clinical Pain
 - Measurement
 - Pain Control Techniques

5. Chronic and Life-Threatening Health Problems

Pre-reading, Chapters 8 & 5 - Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*.

- I. Serious and Disabling Chronic Illnesses:
 - Causes, Management, and Coping
- II. Heart Disease, Stroke, Cancer and AIDS:
 - Causes, Management, and Coping
- III. Communication:
 - Interactions
 - Adherence to Medical Advice
 - Generation of a 'Personal Manifesto' of Care

6. Lifestyles to Enhance Health and Prevent Illness

Pre-reading, Chapters 9, 10 & 12 - Poole, G., Matheson, D. H., & Cox, D.N. (2012). *The psychology of health and health care: A Canadian perspective (4th Ed.)*.

- I. Health-Related Behavior and Health Promotion:
 - Canadian Context
 - Application of Psychological Principals
- II. Substance Use and Abuse:
 - Smoking, Alcohol & Drug Use
- III. Nutrition, Weight Control and Diet, Exercise and Safety

7. Looking to the Future

- I. What's Ahead for Health Psychology:
 - Goals
 - Careers and Training
 - Issues and Controversies
 - Future Foci

COURSE ASSIGNMENTS:

Assignments	%/100	Due Dates
1. Initial Response; Considered Response	10%	Initial Response: May 14 th - Considered Response: July 6 th
2. Critique of a Web-based Resource	5%	July 6 th
3. Term Project: Enhancing Personal Health-Related Behavior	20%	July 6 th
4. Term Paper: Compare and Contrast of Health Delivery Systems - A Theological Perspective	40%	July 20 th
5. Exam	25%	Administered on the afternoon of May 11 th

Commented [AW1]: Quite a bit of things submitted at the same time. Is this the intention? I think I'll change them all to 'on or before', so they see that there is flexibility, but they will have to organize themselves!

Remember to identify, on cover page of all assignments, the course name, the instructor's name, your own name, and with your student number. All assignments, with the exception of the exam, should be delivered to the instructor electronically via e-mail. Hard copies are not necessary.

Notes: a) All assignments must be completed to receive a passing grade. b) Due to the intensive daily schedule of face-to-face instruction, the expectation is that you will attend all classes.

ASSIGNMENT 1: Initial Response; Considered Response

DUE: Initial Response – May 14th
Considered Responses – July 6th

The **initial response** is your first response to what you have learned during the week of classes. Note that these initial responses are due on the Monday following the week of classes. Your initial response is personal; an individually relevant and meaningful first response to what was learned during the week. To guide your initial response, the following two questions are posed. They are:

- During what topic or instructional activity did you find yourself paying the greatest amount of attention to during the week?
- Why? What assumptions, values, theories or beliefs do you believe caused you to pay particular attention to this topic or activity?

The **considered response** is a 're-look' at, a 're-evaluation' of, the topics that you addressed in your week of class time. I would suggest that you tackle this assignment during the week of July 1st – 6th. This should provide you with enough time, deeper knowledge and further reflection to modify, extend or refute your writings contained in the initial responses. The considered responses should also be personally meaningful and relevant. To guide your considered responses, the following two questions are posed. They are:

- Have your initial responses been confirmed, extended or changed?
- What knowledge or further insights have confirmed or led to these new perspectives?
- What new behaviours or approaches does your considered response call from you?

Evaluation Component	Weight (10 marks)
Initial Response: Writing details personal interest, relevance and meaningfulness relating to the topic and/or instructional activity. Assumptions, values, theories and/or beliefs are identified; their relationships with the topic and/or activity is explained.	5 marks
Considered Response: The initial response is expanded upon in terms of confirmation, extension, refutation and/or modification. The relationship between the initial perspective and new insights and/or behavior is clearly detailed.	5 marks

ASSIGNMENT 2: Critique (Critical Analysis) of a Web-based Resource - DUE: July 6th, 2012

The World-wide Web has become the main source of information for most people when it comes to health-related issues. There are multiple web sites that provide support documents/advice in terms of health awareness, assessment and management. For this assignment, please see me to discuss your choice of resource (web-site, document and/or app available on the web) to critique. A critique involves clearly looking at the pros and cons of a resource in terms of many factors (e.g., format, content, usefulness, applicability, consistency with current theory, and so on.) For this assignment, you are to thoroughly review, summarize and critique either one document, or in some cases, a web site.

The assignment should follow APA format and be no more than 5 to 6 pages in length, excluding references. For the benefit of your student colleagues, your critiques will be posted on *Moodle*. The rubric for evaluation is shown below:

Assignment 2 Rubric:

Criteria	Exemplary	Proficient	Intermediate	Beginning
Overview	A thorough overview of the resource is clearly presented.	A sufficient overview of the resource is presented.	Resource overview is at a very surface level.	Resource overview is limited .
Critique	Considerable discussion of pros and cons of the resource in terms of multiple factors, including its applicability for the enhancement of health and/or health care.	Sufficient discussion of pros and cons of the resource with adequate discussion of factors, including its applicability for the enhancement of health and/or health care.	Some discussion of pros and cons of the technology with some factors discussed.	Limited discussion of pros and cons of the technology with few factors discussed.
Organization and Structure	Considerable organization; most of the argument is easy to follow.	Sufficient organization; somewhat easy to follow.	Some organization; somewhat difficult to follow.	Limited organization and difficult to follow.
APA Formatting	Mostly free of errors in APA formatting.	Sufficiently free of errors in APA formatting.	Some errors in APA formatting.	Many errors in APA formatting.

ASSIGNMENT 3: TERM PROJECT – Enhancing Personal Health-Related Behavior

DUE: July 6th, 2012

As mentioned in the *Course Outline* (above) during the first day of instruction, each of you will complete the “*Dimensions of Wellness*” (*DOW*) *Questionnaire*. The results of the DOW will yield a personal profile of your ‘wellness’, providing insight into 4 dimensions: i)

environmental; ii) behavioral; iii) emotional, and; iv) cognitive. These factors may be affecting your overall health. The focus of this assignment is to develop a personal plan that will enhance and improve your own health related behavior, based upon both course content and supplemental research.

Your personal plan, based upon your DOW profile, will include five sections. They are:

- **Introduction:** 1-2 pages
- **Personal Plan** including practical, achievable goals, taking into account your personal strengths and areas that could be improved, as shown by your DOW results: 4-5 pages
- **Literature Review** to illustrate that your plan is based upon current knowledge concerning (at minimum) health, psychology and adherence to medical advice: 3-4 pages
- **Conclusions, Recommendations and Personal 'Manifesto':** 1-2 pages

The **Introduction** will identify and briefly explain your choices and the rationale for your choices. Length: 1-2 pages.

Designing a **Personal Plan** is meant to be a synthesis and personal application of the course content. You should include at minimum, at least one practical personal goal for each of the four 'dimensions of wellness' assessed through the DOW. Community-based resources that would support your achieving these goals may be included in the plan. The plan should be written in a format that describes goals, activities, time-lines, resources, and psychological principles to be applied to support and increase adherence to the plan. Length: 4-5 pages

The **Literature Review** is a summary of the information, drawn from health, psychology and/or literature on adherence that guided the development of your plan. Length: 3-4 pages.

The **Conclusions, Recommendations and Personal Manifesto** section is a final personal reflection about your plan. The 'manifesto' should include between 3-6 statements. Each statement must begin with "I promise to," From your statements, your intentions about implementing your plan should be made clear.

Category	Exemplary	Proficient	Intermediate	Beginning
Personal Plan	The plan comprehensively details concrete, practical, achievable goals. (Weight 50%)	The plan details some concrete, practical, achievable goals.	The plan details a few concrete, practical, achievable goals.	The plan details a few goals; the concrete, practical nature of these goals are questionable.
Literature Review	The goals of the Personal Plan are based upon, and explicitly designed from , health, psychology and adherence literature. (Weight 35%)	The goals of the Personal Plan are based upon health, psychology and adherence literature.	The goals of the Personal Plan are loosely based upon health, psychology and adherence literature.	There is little evidence that health, psychology or adherence literature was used in the plan's design.
APA Formatting	The document is free of errors in APA formatting. (Weight 15%)	The document is sufficiently free of errors in APA formatting.	The document contains some errors in APA formatting.	The document contains many errors in APA formatting.

ASSIGNMENT 4: Term Paper: Compare and Contrast of Health Delivery Systems - A Theological Perspective

Due: July 20th 2012

a) Critically analyze, then compare/contrast the Canadian *versus* the United States of America's approach to health care delivery; b) articulate the underpinning assumptions, values and beliefs inherent in both of these systems; then, c) describe and evaluate the coherence of these values and beliefs with a Biblical perspective of 'care', and finally, describe how your engagement in writing this paper has influenced your own personal views of health care delivery.

The assignment should follow APA format and be no more than 1- to 12 pages in length, excluding references. For the benefit of your student colleagues, your assignments will be posted on *Moodle*.

Qualities & Criteria	Poor (0-80)	Good (80-90)	Excellent (90-100)
Format/Layout <ul style="list-style-type: none"> • Presentation of the text • Structure of text • Follows requirements as outlined in the syllabus (Weight 10%) 	Follows poorly the requirements related to format and layout.	Follows, for the most part, all the requirements related to format and layout. Some requirements are not followed.	Closely follows all the requirements related to format and layout.
Content/Information <ul style="list-style-type: none"> • All elements of the topic are addressed • The information is technically sound • Information based on comprehensive research • Coherence of information (Weight 50%) 	The essay addresses poorly the issues in the proposed topic. The provided information is not necessary or not sufficient to discuss these issues.	The essay for the most part addresses with an in depth analysis most of the issues in the proposed topic. The provided information is, for the most part, necessary and sufficient to discuss these issues.	The essay addresses with an in depth analysis all the issues referred in the topic. The provided information is necessary and sufficient to discuss these issues.
Quality of Writing <ul style="list-style-type: none"> • Clarity of sentences and paragraphs • Spelling, grammar and English usage • Organization and coherence of ideas (Weight 25%) 	The essay is not well written, and contains many spelling errors, and/or grammar errors and/or use of English errors. The essay is badly organized, lacks clarity and/or does not present ideas in a coherent way.	The essay is well written for the most part, without spelling, grammar or use of English errors. The essay is for the most part well organized, clear and presents ideas in a coherent way.	The essay is well written from start to finish, without spelling, grammar or use of English errors. The essay is well organized, clear and presents ideas in a coherent way.
References and use of references <ul style="list-style-type: none"> • Scholarly level of references • How effectively the references are used in the essay • Soundness of references • APA style in reference list and for citations (Weight 15%) 	Most of the references used are not important, and/or are not of scholarly quality. There is not a minimum of 4 scholarly resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.	Most of the references used are important, and are of scholarly quality. There is a minimum of 4 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.	All the references used are important, and are of scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.

Overriding criterion: Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.

ASSIGNMENT 5: Exam

DUE: Administered during the afternoon of May 11th 2012

The exam will be administered from 1 – 3pm on May 11th, and will consist of multiple choice, short answer and matching style of questions. The exam will assess your memory, understanding, application and analysis of the content of the assigned 'pre-reading' chapters of the text.

Grading: The relationships amongst percentage, letter grade, grade point weight and descriptive terms are shown in the following table. This course grade is calculated using percentage grade.

Percentage	Letter Grade	Grade Point	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

Important Notes

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving

notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class session. During class, laptops and other hand-held devices should be used for class-related purposes only. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "Course Extension" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.