



EFFECTIVE: JANUARY 2002

CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **JUNE 2001**
B: Department/ **PSYCHOLOGY** New Revision
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course
 If Revision, Section(s) Revised: **F, P, Q, R**
 Date Last Revised: **NOVEMBER 1994**

C: PSYC 304 D: HEALTH PSYCHOLOGY E: 3

Subject & Course No.	Descriptive Title	Semester Credits
<p>F: Calendar Description: This course provides a critical survey of the basic research findings and theory on the relation between psychological factors (including behaviour, emotion, cognition, personality and interpersonal relationships) and health. Topics include health-related behaviours such as smoking and drug use, the effect of stressful events on health and performance, methods for coping with stress, exercise psychology, the impact of chronic illness on the family, and social support systems.</p>		
<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>Lecture: 4 hours per week / semester</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites:</p> <p>PSYC 200</p>	
	<p>I: Course Corequisites:</p> <p>NONE</p>	
	<p>J: Course for which this Course is a Prerequisite:</p> <p>NONE</p>	
	<p>K: Maximum Class Size:</p> <p>35</p>	
<p>L: PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)</p>		

M: Course Objectives/Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Define Health Psychology.
2. Explain the biopsychosocial model.
3. Describe historical viewpoints on disease processes and the mind.
4. Distinguish between mind-body dualism and a systems approach.
5. Explain the research methods used in health psychology.
6. Evaluate research ethics and responsibilities.
7. Describe the structure and function of the human nervous system, endocrine system, digestive system, respiratory system, cardiovascular system, immune system and reproductive system.
8. Define human stress.
9. Explain the transactional model of stress.
10. Distinguish between physical stressors and cognitive stressors.
11. Evaluate methods of measuring stress.
12. Describe psychosocial modulators of stress.
13. Explain coronary prone behaviour.
14. Evaluate the relationship between behaviour and illness.
15. Describe the psychopathology of stress-related diseases.
16. Identify stress-related diseases and psychophysiological disorders.
17. Define coping.
18. Identify methods of coping.
19. Evaluate self-regulation strategies, cognitive strategies and ergonomics, as applied to stress reduction.
20. Describe the research focus on health and lifestyle.
21. Evaluate health-related behaviour and health promotion methods.
22. Identify the types of health services in medical treatment.
23. Describe compliance strategies related to adhering to medical advice.
24. Identify the nature and symptoms of pain.
25. Describe the theories of pain.
26. Evaluate behavioural and cognitive methods for treating pain.

N: Course Content

1. Introduction
2. Stress Physiology
3. Stress: Meaning, Impact and Sources
4. Stress: Biopsychosocial Factors and Illness
5. Stress and Coping
6. Health-Related Behaviour and Health Promotion
7. Reducing Substance Use and Abuse
8. Nutrition and Weight Control
9. Physical Exercise and Safety
10. Behavioural Factors in Illness: Hospitalization: Setting and Impact
11. Pain and Pain Management
12. Chronic and Terminal Health Problems
13. Health Psychology: Future directions

O: Methods of Instruction

This course will employ a number of instructional methods to accomplish its objective and will include some of the following:

- lectures
- laser video presentations
- audio visual materials
- small group discussions
- class discussions
- classroom exercises
- computer simulation exercises

P: Textbooks and Materials to be Purchased by Students

Sarafino, E.P., (2001) Health Psychology (4th Ed.)
New York, John Wiley and Sons, Inc.

Poole, G., Matheson, D.H., & Cox, D.N., (2001) The Psychology
of Health and Health Care: A Canadian Perspective Toronto, Prentice Hall.

Text will be updated periodically.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on course objectives and may include exams, quizzes, literature review papers, research proposals/projects, critical essays, oral/video presentations and a personal health project. The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

Three midterm exams (worth 15% each)	45%	
Literature review paper/personal health project		30%
Final exam		<u>25%</u>
	100%	

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that the course content involves theoretical and empirical analyses of health psychology, it is unlikely to be open to PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar