

PSYC 501.28
Behavioural Medicine
Fall 2016

Instructor:	Use these columns	Lecture Location:	EDC 152
Phone:	403-998-0706	Lecture Days/Time:	T/R 9:30-10:45
Email:	t.s.campbell@ucalgary.ca		
Office:	A225/A256		
Office Hours:	By appointment		

Course Description

The goal of this class is to provide relevant contemporary information pertaining to theories, challenges, and interventions to promoting and maintaining health behavior change. The course will progress from overarching theories of health behavior change to specific examples of interventions and research methodology. Special emphasis will be placed on (i) the need to implement and disseminate interventions in real-world settings and (ii) the persistence of health disparities over a vast array of health conditions and a pressing need to work toward eliminating such disparities.

Students will gain experience in critically evaluating eating behavioral medicine research. My overall goal is to create an environment where we can all be actively engaged in learning about these important, relevant topics. The course is structured for learning to occur in multiple ways, including via readings, discussions, lectures, videos, writing assignments, and student presentations. As this is a seminar course, it is critical that you arrive prepared and that you contribute actively throughout.

By the end of this course, you will be able to describe the characteristic issues in chronic disease etiology and management as well as some key behavioral theories, treatment and prevention strategies, controversies, and recent research findings. Throughout the course, you will have the opportunity to develop and effectively communicate your ideas and thinking in informal discussions, in written form, and in a formal presentation.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	PLO(s)	Level(s)
Describe theory, processes, and key issues related to the behavioural risk factors underlying the etiology of chronic disease	1	A,C
Describe features, theory, key issues related to select chronic illnesses	1	A,C
Develop a research question, write a research paper that integrates the recent research and critically evaluate an issue in the field of behavioural medicine	2,4,5	A,C
Presentation of research paper to class and generate class discussion on topic	2,4,5	A,C
Learn to succinctly summarize, critically evaluate, integrate, and formulate discussion questions regarding research articles and convey same in written and oral form	2,4,5	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

PSYC 200 and 201; PSYC 312 (Experimental Design and Quantitative Methods for Psychology); and consent of the Department (Normally restricted to Honours students)

Required Text

The Handbook of Health Behavior Change, 4th Edition (4) by Riekert, Kristin A., PhD, Ockene, Judith K., PhD, PUBLISHER Springer Publishing Company, November 2013 – Available Online through the library.

Evaluation

Class participation	20%	Weekly
Article discussion and research critique	15%	Dates to be chosen Sept. 27
Research paper	40%	Due Dec 8 , by 4:30pm, in class or in slot outside A255
Presentation	25%	Dates to be chosen Sept. 27

Class Participation (20% of course grade)

It is expected that you will prepare for and participate in class discussions. Effective participation involves:

- (1) Coming to class, and arriving on time.
- (2) Completing the reading and the assigned written work BEFORE class.
- (3) Taking notes on the readings and other assignments to help you organize your thoughts in preparation for making points in class.
- (4) Coming to each class with comments or questions you wish to offer.
- (5) Making comments and asking questions that pertain to your thoughts, opinions, and experiences AND the facts and arguments presented in the assigned readings.
- (6) Listening carefully to what others have to say.
- (7) To help create a safe, productive environment for discussion, students are asked to present questions and comments in a respectful manner and listen to others with an open mind.

I will provide feedback and a provisional class participation mark midway through the course to let you know how you are doing.

Article Discussion and Research Critique (15% of course grade)

Article discussion (5% of course grade): Students will be responsible for leading the class in a brief discussion (10-12 minutes) of a selected article of the student's choice. The article must be a recent (2013 or later) empirical article that complements the topic/assigned readings of the relevant class. Students will be assigned the date of their article discussion during class (Sept 27). If a student will be unable to attend class on the day of his/her discussion, he/she is responsible for letting the instructor know immediately so that an alternative date can be assigned, if appropriate. Students can trade discussion dates with classmates, but are responsible for letting the instructor know. Each student must post a link to his/her selected article on D2L one week prior to the date of his/her discussion; all members of the class are expected to read the article prior to the discussion. The student who selected the article must also submit three written discussion questions to the instructor prior to the start of the discussion. Students are welcome to consider and integrate other assigned readings when formulating these questions, although each question should relate to the student's selected article in some way. Students will be evaluated on facilitating discussion with the class and handling questions from the class, as well as the quality of the three written questions. Missed discussions will receive a mark of 0.

Research critique (10% of course grade): The student will also be expected to write a brief summary and critique of the article. A hard copy of the critique is due to the instructor at the start of the class. Critiques not submitted on the day they are due will receive a mark of 0. Each research critique must be no more than 3 pages long, double-spaced. *Note that all written work for this course must use 12-point font and at least 1-inch margins, per APA style.* You are to provide a summary and critical analysis, not just a retelling, of the study.

Rubric for research critiques:

- (1) Explain, briefly, the theoretical background, i.e., the rationale, of the study. What theory, previous findings, and logic led up to the present study? (5%)
- (2) Summarize the methodology. Who were the participants? What was done to measure the key variables? What is the research design? (5%)
- (3) Explain the hypotheses being tested (if applicable) and summarize the results in relation to the hypotheses. What was found, in relation to what was predicted? (5%)
- (4) Summarize the implications of the study, according to the discussion presented by the author(s). What did THEY conclude? (5%)
- (5) Indicate what you perceive to be the strengths and weaknesses of this study. What would you change in order to improve this study? (40%)
- (6) What do YOU conclude, based on your reading of the results and based on your understanding of the strengths and weaknesses of the study? What was convincing about the study? What was not convincing? In what way do you think this study contributes to the field of eating disorders? (40%)

Research Paper (40% of course grade)

A major focus of the course is the research paper. It involves the following steps.

- (1) Select a topic of special interest related to behavioral medicine that is not covered extensively in class.
- (2) Identify and explore a specific question, issue, or theory concerning the selected topic. For example, a paper on *Exercise* is too vague; a paper on *How to Incorporate Exercise Prescription into Usual Care* or *Effectiveness of Home-based versus Centre Based Cardiac Rehabilitation* or *Exercise for Stress Reduction* or *Is Exercise an Effective Intervention for Stress Management?* are acceptable topics because they involve a question, issue or theory.
- (3) Conduct a critical review of the research literature, including considering various models, theory, methodology, and data on a specific topic. Recognize strengths and weaknesses of various research. Analyze and integrate the material and generate your own conclusions, presented in a written document.

Students are required to submit a hard copy of a brief research proposal to the instructor by October 13. Students are welcome to submit their proposal at an earlier date. The proposal should define the specific question, issue, or theory concerning the selected topic that will be examined, and outline details of the chosen topic and related issues/questions that will be addressed by the paper. The proposal should provide a working title, an explanation of 2-4 specific issues or questions you wish to address, and at least five scholarly references (in APA style) for your initial sources. These references should be research articles, chapters in books, or special topic books. It is inappropriate to rely heavily on a textbook (e.g., introductory or health psychology) or on popular press articles or books. The proposal should be approximately one page, and should not exceed two pages. The purpose of the proposal is to outline your idea for your research paper and subsequently receive constructive feedback from the instructor prior to writing the research paper. The proposal will not be graded; however, students who do not submit a proposal will receive a 5% deduction from the total score of their research paper. A hard copy of the research paper is due by Wednesday, April 13, at 4:30pm. Papers can be submitted to the instructor in class or dropped off at the Psychology Main Office (Admin 255). The paper must be typed, double-spaced, 12-point font, with at least 1-inch margins and formatted using APA style (e.g., headings, citations, and references). The paper must include 12-15 pages of text (excluding references and title page). In order to encourage the reading and use of empirical papers and with appropriate exceptions (e.g., a paper on the history of behavioral trials), at least five (5) of the cited references must be research papers (i.e., papers presenting statistical results) from research-oriented journals. Late submissions will be subject to a penalty of 10% per day, including weekends.

Presentation (25% of course grade)

Students will provide a presentation based on the topic of their research paper. The presentation does not have to cover the entirety of the material discussed in the research paper. Each presentation will be approximately 30 minutes, including discussion and questions. In your presentation, you will have the opportunity to identify and review relevant research and summarize the key theory, methodology, findings, implications for future research, and take-home messages. Effective presentations will include an interesting, concise, clear, well-organized, digestible delivery of material and will stimulate class participation through discussion points, activities, exercises, and so forth. This experience will not only help you consolidate your knowledge in an area, but will help prepare you for future oral reports, whether in graduate school of any kind or the business world. If you fail to appear for your assigned presentation on the designated date, you will receive a score of 0.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

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 (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
T Sep 13	Lecture begins.
R Sep 15	No Class
T Sep 20	THEORETICAL MODELS OF HEALTH BEHAVIOR CHANGE – Ch. 1
R Sep 22	THEORETICAL MODELS OF HEALTH BEHAVIOR CHANGE – Ch. 2/3
F Sep 23	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
M Sep 26	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.
T Sep 27	BARRIERS TO AND FACILITATORS OF LIFESTYLE CHANGE AND DISEASE MANAGEMENT Ch. 4
R Sep 29	No Class
F Sep 30	Fee payment deadline for Fall Term full and half courses.
T Oct 4	BARRIERS TO AND FACILITATORS OF LIFESTYLE CHANGE AND DISEASE MANAGEMENT Ch. 6
R Oct 6	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 7
M Oct 10	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 11	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 8

R Oct 13	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 9, 10
T Oct 18	Ch 5
R Oct 20	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch 11,12
T Oct 25	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 13,14
R Oct 27	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 15,16
T Nov 1	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 17
R Nov 3	LIFESTYLE CHANGE/DISEASE PREVENTION INTERVENTIONS Ch. 18
T Nov 8	COMMUNITY, SYSTEM, AND PROVIDER INTERVENTIONS TO SUPPORT HEALTH BEHAVIOR CHANGE Ch. 19,20,21
R Nov 10-13	Reading Days. No lectures.
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 15	COMMUNITY, SYSTEM, AND PROVIDER INTERVENTIONS TO SUPPORT HEALTH BEHAVIOR CHANGE Ch. 22,23
R Nov 17	Student Presentations
T Nov 22	Student Presentations
R Nov 24	Student Presentations
T Nov 29	Student Presentations
R Dec 1	Student Presentations
T Dec 6	Student Presentations
R Dec 8	HEALTH BEHAVIOR CHANGE RESEARCH METHODOLOGY Ch. 24
F Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 12-22	Fall Term Exam Period.

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. 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 15 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 15 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

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services ; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available

at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .

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 14 days after the start of this course.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Course Credits for Research Participation

Course Credits for Research Participation (Max 2% of final grade)

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 the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 9, 2016**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suypaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year. Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.