

**Faculty of Health
School of Kinesiology and Health Science**

Course: KINE 4710 – Psychology of Health and Chronic Disease

Course Webpage: <https://eclass.yorku.ca/course/view.php?id=92716>

Term: Winter 2023

Course Instructor

Dr. Lucia Gagliese

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Virtual Office Hour: by appointment or during scheduled drop-ins (times TBA)

Course Graders

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Time and Location

Section M

Tues 8:30-10:00 am; DB1016

Thurs 8:30-10:00 am; CB129

Section N

Tues 10:00-11:30 am; DB 1016

Thurs 10:00-11:30 am; CLH110

Section O

Tues 11:30-1:00 pm; DB1004

Thurs 11:30-1:00 pm; DB0005

Health and Safety Information:

According to York's health and safety protocols, found on the [Better Together](#) website, you are strongly encouraged to:

- wear masks while indoors on campus;
- self-screen using the [YU Screen](#) tool prior to coming to campus; and
- **NOT** attend in-person activities if feeling unwell or if you answer yes to any of the screening questions.

We continue to deal with the impact of COVID-19 and its far-reaching consequences. There are online free resources available to help support you. If you need help, the following list of websites (this is not an exhaustive list) may be a good place to start:

<https://good2talk.ca/>

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

<https://yubettertogether.info.yorku.ca>

<https://yorkinternational.yorku.ca/>

Technical requirements for taking the course:

At present, this blended course will be made up of in-class as well as online synchronous and asynchronous components. Please consult the schedule which will be updated if/as needed.

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students

will interact with the course materials, the course director/grader, and with one another. Please review the syllabus and check for class announcements to determine how the class meets and how office hours and class activities will be conducted.

Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for EClass can be found here - <http://www.yorku.ca/eClass/students/faq/index.html>

To fully participate in this course, it is expected that students participate 1) through video conferencing for synchronous online activities; and 2) that they appear on video, if possible, during specified online activities (e.g., presentations). Therefore, in addition to a stable, higher-speed Internet connection, students will need a computer with webcam and microphone, and/or a smart device with these features.

A way to determine Internet connection and speed: there are online tests, such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> that can be run.

Useful links describing computing information, resources and help:

Student Guide to EClass	https://lthelp.yorku.ca/student-guide-to-eClass
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://lss.info.yorku.ca/online-learning/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Expanded Course Description

Organization: This is a blended learning course which involves a combination of online asynchronous instruction/materials and interactive in-class/synchronous online (depending on current COVID guidelines) sessions led by the instructor. The course includes required readings, websites, videos, lectures, and asynchronous online and in-class/synchronous discussions and activities. The required readings and online materials are central to the course. The in-class/synchronous activities will serve to enrich, clarify, and illustrate crucial issues from the asynchronous online materials.

Purpose of the course: The primary purpose of this course is to assist students to explore the role of psychosocial factors in the experience of health and chronic illness. We will examine the role of the biopsychosocial model in understanding the complex nature of these phenomena. The course will have a strong emphasis on the evaluation of various research methodologies. We will cover fundamental topics in the area such as the role of stress and health-related beliefs in illness, the social context of illness, adjustment at various life stages, and the role of psychosocial interventions in disease management. We also will examine several disorders in depth including cancer and chronic pain.

Specific learning outcomes include that students will be able to:

- Critically examine the biopsychosocial model of health and chronic disease
- Understand the strengths and weaknesses of various research strategies and knowledge dissemination strategies and how these apply to the interpretation and application of study findings and knowledge
- Apply critical thinking to online depictions of health research, health narratives, and alternative/complementary medicine
- Discuss and write about health psychology with appropriate citation

Evaluation

The final grade for the course will be based on the following items weighted as indicated:

- | | |
|----------------------------------|-----|
| 1. Assignments (10% each) | 30% |
| 2. Term Project | 20% |
| 3. Participation | 30% |
| 4. Reflective Learning Exercises | 20% |

Grading, Assignment Submission, Lateness Penalties

Grading scheme: 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 will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) (For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>)

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, work must be submitted via eClass on or before the due date specified. Turnitin will be used as appropriate.

Lateness Penalty: Assignments and projects received after the due date will be penalized by 10% per day. Exceptions for valid reasons such as illness, compassionate grounds, etc., will be considered by the Course Instructor but may require supporting documentation.

Missed Assignment: Students with a documented reason for missing an assignment due date, such as illness, compassionate grounds, etc. may request accommodation from the Course Instructor. Please contact the course instructor as soon as possible to discuss exceptions and/or extensions. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Missed In-Class Session: Students unable to attend in-class sessions should notify the instructor via email. They will be required to make up participation via asynchronous learning activities. There will be no make-ups for missed in-class activities.

COURSE DELIVERY

This is a blended course with approximately 30% synchronous (face-to-face) and 70% asynchronous learning.

Asynchronous learning means students learn at different times and places, but because this is a blended course, it is strongly suggested that students proceed according to the weekly schedule so that they can fully participate in the synchronous activities (which are part of the participation grade).

This course is divided into weekly modules. The modules have been organized in sequential order, so that you build skills and enhance knowledge as you move from one module to the next. Each week, the module for that week will be opened for students, to help us all stay together. Previous weeks will remain available to make it possible for students to catch up, continue to participate, or review previous materials.

Given the evolving COVID situation and the need to be flexible regarding safety of being on-campus, “synchronous” refers to either face-to-face, in-class or online (via eClass/Zoom) sessions. Please consult the schedule for mode of delivery for each class. Changes will be announced ASAP should they become necessary.

How the course works (details):

Each week, the next week’s module will be opened for students. This will consist of **required and/or recommended readings and other required materials**. This may include short lectures, Powerpoint slides, videos, links to relevant websites or blogs etc. The student is responsible for reviewing and learning this material (note that some materials are marked “supplemental/recommended”).

For face-to-face sessions, students should complete the readings and review the materials PRIOR to the sessions. Students should also have access to the relevant materials during each in-class session.

For asynchronous learning, once the student has reviewed the required materials, they should access the relevant **discussion forums** and participate as appropriate. These forums will include important themes and questions that students should consider as they review the materials. Students should also raise questions or issues of interest for discussion by starting their own forum threads or participating in those started by their classmates. These are interactive forums and students are encouraged to answer each other’s questions. It is expected that students will make thoughtful, substantive contributions and not simply summarize/repeat the course materials or other student’s contributions. If posting internet links or anecdotal experiences, it is essential that proper context and analysis are also provided. The instructor will also participate in the forums.

Your **participation grade** (30%) is based on **both** in-class/synchronous and online/asynchronous participation. It includes all aspects of the course including attendance and substantive contributions to in-class and online discussions and activities.

Asynchronous **reflective learning exercises** (20%) will be posted in the forum and clearly marked. Reflective learning exercises may also be completed during in-class/synchronous sessions. Reflective learning exercises should demonstrate comprehension of materials, integration across materials/topics/modules, critical thinking and engagement in reflection about the materials and learning experience.

Assignments. These will include short essay/answer or other formats which will be described in detail, including word limits. Students will complete 4 assignments. Each is worth 10% of your final grade, and the one with the lowest grade will be dropped in the final calculations (30% total). Assignments must be submitted online by the due date. The penalty for late submission without an approved extension is 10% per day.

The **Term Project** will be an essay integrating materials across the course and demonstrating the student's understanding of these materials, including their interactions with each other in the broader biopsychosocial context. Students will receive detailed information about the project, including word limits, content to be included, as the course progresses. The project is due on the last day of class (April 6).

There will be synchronous Zoom **drop-in sessions** led by the instructor or grader. All students are encouraged to participate. As far as possible, drop-ins will be scheduled during regular lecture hours to ensure that students are available to participate. Ordinarily, sessions will be announced at least 24 hours in advance, but shorter notice may be given if there is an emerging issue to discuss. During drop-in sessions, students may raise questions or issues about the course materials including questions about the biweekly assignment questions. Think of these sessions as an informal, drop-in office hour. They are optional and not part of your grade. New material will NOT be presented.

There is also a **General Forum** on the course eClass site where students may ask administrative (not content) questions of general interest. Students may also answer these questions.

While participating in the forums or Zoom sessions, it is important that we all adhere to the **highest standards of behaviour**, respecting diversity, inclusivity, and equity for all. Enthusiastic discussion of issues (with appropriate evidence and citations) is strongly encouraged, but hostile, aggressive, libellous, or offensive language and/or bullying and harassment of any participant will not be tolerated. Be courteous, kind, and generous with each other. We are all in this together.

For additional information on support, resources, and educational opportunities on equity, diversity, and inclusion at York University, please visit the Centre for Human Rights, Equity and Inclusion at: <https://rights.info.yorku.ca/>

IMPORTANT COURSE INFORMATION FOR STUDENTS

Academic honesty and integrity

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](#).

Please also review this series of Academic Honesty animation videos and supplementary information/resources that are posted on the Faculty of Health Academic Honesty website.

<https://www.yorku.ca/health/academic-honesty-3/>

To promote academic integrity in this course, students will be normally required to submit their assignments to Turnitin (via the course EClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their 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. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Copyright Information

These course materials are designed for use as part of HH/KINE 4710 course at York University and are the intellectual property of the instructors 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. The buying and selling of any course material (including lecture slides, evaluation items, etc.) may constitute an infringement of intellectual property rights and/or a breach of Academic Honesty. Additional information on Student Rights and Responsibilities can be found at [here](#).

Audio-visual recordings of synchronous classes and drop-ins (NB: Not all sessions will be recorded):

- 1) All recordings should be used for educational purposes only and as a means for enhancing learning and 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** <https://www.ontario.ca/laws/statute/90f31> and intellectual property rights)
- 3) Recordings will be destroyed after the end of classes.

Policies and Standards

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents)

<https://secretariat.info.yorku.ca/files/CourseInformationForStudentsAugust2012-.pdf>

- Senate Policy on Academic Honesty

(<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>) and the Academic Integrity Website (<https://www.yorku.ca/unit/vpacad/academic-integrity/>).

- Ethics Review Process for research involving human participants (<https://www.yorku.ca/research/human-participants/>)
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-policy/>; *and* <https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/>)
- Student Conduct Standards (<https://www.yorku.ca/secretariat/policies/policies/code-of-student-rights-and-responsibilities-presidential-regulation/>)
- Religious Observance Accommodation (<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/>)

KINE 4710 CLASS SCHEDULE AND TOPIC LIST

DATE	FORMAT	Assignments	TOPIC
Jan 10	In-Class		The biopsychosocial model of health
Jan 12	Asynchronous		The biopsychosocial model of health
Jan 17	In-Class		Adjustment to chronic illness
Jan 19	Asynchronous		Adjustment to chronic illness
Jan 24	Asynchronous		Psychological context: Stress
Jan 26	Asynchronous		Psychological context: Stress
Jan 31	Asynchronous	#1 due Feb 2	Psychological context: Personality
Feb 2	Asynchronous		Psychological context: Personality
Feb 7	In-Class		Social context: Relationships
Feb 9	Asynchronous		Social context: Relationships
Feb 14	Asynchronous		Social context: Health Care Disparities
Feb 16	Asynchronous	Project draft due: Feb 17	Social context: Health Care Disparities
Feb 21, 23			READING WEEK
Feb 28	In-Class		Pain and perception
Mar 2	Asynchronous		Pain and perception
Mar 7	Asynchronous		Psychosocial oncology/ end of life care
Mar 9	Asynchronous	#2 due: Mar 10	Psychosocial oncology/ end of life care
Mar 14	In-Class		Critical thinking about health research
Mar 16	Synchronous		Critical thinking about health research
Mar 21	Asynchronous		Psychosocial Interventions
Mar 23	Asynchronous	#3 due: Mar 24	Psychosocial Interventions
Mar 28	Asynchronous		Psychosocial Interventions
Mar 30	Asynchronous		Psychosocial Interventions
Apr 4	In-Class	#4 due April 4	Review & wrap up
April 6	Asynchronous	Term project due	Review & wrap up

- Assignments 1-3 must be submitted via Turnitin by 5:00pm EST on the due date.
- Assignment 4 will be completed during our synchronous session on April 4.