

York University
Faculty of Health
Psychology

<u>COURSE:</u>	Seminar in Health Psychology PSYC 4190 3.0 M
<u>TERM:</u>	Winter 2016
<u>CLASS MEETINGS:</u>	Wednesdays, 7-10pm, FC-103
<u>COURSE DIRECTOR:</u>	Dr. Melissa St. Pierre Office: 256 BSB Email: stpierre@yorku.ca Office hours: Wednesdays, 4:30-6:30pm
<u>FACULTY SECRETARY:</u>	Agnes Levstik Office: 281 BSB Telephone: 416-736-5125

ONLINE RESOURCES: <http://moodle.yorku.ca>

****See Moodle for a list of course readings – posted by January 6, 2016****

*****The best way to communicate with me is via email. In the event of an emergency (i.e., you will be absent from class or you will miss a deadline), please email me. Please allow me 2 business days to respond to your email. Note that I do not respond to email over the weekend.*****

COURSE PREREQUISITES:

AK/AS/HH/SC/PSYC 1010 6.00 or AK/HH/PSYC 2410 6.00, with a minimum grade of C; PSYC 2020 3.0 or PSYC 2021 3.0; PSYC 2030 3.0; PSYC 3170 3.0. Students must also be enrolled in an Honours Program in Psychology and have completed 84 credits.

COURSE DESCRIPTION

This seminar in Health Psychology incorporates a discussion-based format as a forum to explore in-depth key social determinants of health, such as SES, gender, and culture. In addition, the health experiences of marginalized groups – who are often excluded from research – are given explicit consideration in this course. The topics reflect the course director's research and teaching interests.

COURSE LEARNING OBJECTIVES

- To critically examine key social determinants of health, to develop a comprehensive understanding of how these differentially impact Canadians' experiences of health and health care.
- To consider 'outsiders', those often either excluded from health research or not given sufficient attention, to identify both risks and resiliencies to health.
- To even further complicate understandings of health and illness by considering intersections between key social determinants of health and/or marginalized groups.
- To foster skills related to critical thinking, reflection, effective communication, and writing.

IMPORTANT DATES

Last date to enroll without permission of course instructor – January 17, 2016.

Last date to enroll with permission of course instructor – January 29, 2016.

Last date to drop courses without receiving a grade – March 4, 2016.

EVALUATION

Method of assessment	Due date	Weight toward final grade
<u>Weekly participation</u>	Weekly attendance and in-class small and large group discussions. See PARTICIPATION section for further detail.	20%
<u>Reflection papers x4</u>	Due at 7pm, paper copy submitted in class, following topic week. See REFLECTION PAPERS section for further detail.	40%
<u>Oral presentation</u>	March 23 or March 30, 2016. See ORAL PRESENTATION section for further detail.	10%
<u>Literature review</u>	Due at 7pm, paper copy submitted in class, March 30, 2016. See LITERATURE REVIEW section for further detail.	30%

PARTICIPATION

This seminar course is very different from what you have probably come to anticipate as an undergraduate student in Psychology. Because we will be operating within a discussion-based format, you can expect very little lecturing on my part and note-taking on yours; in fact, about 80% of our time (or more!) will be dedicated to engaging with the topics and readings assigned each week. All readings will be listed on the Moodle website by January 6, 2016 so that you can access these early to help plan your term.

One way to think about participation in this class is that we all contribute toward class discussions to spread the responsibilities of teaching and learning amongst ourselves. Additionally, your participation will be key to ensuring that diverse perspectives are heard. ***So, the most important commitment we make to each other each week is reading the assigned material prior to class. To guarantee rich, engaging conversations on a weekly basis, it is a requirement and not an option to complete all course readings prior to class. If you do not believe you can uphold this commitment due to work or other personal responsibilities, it is in your best interest to drop this course now. Please keep in mind that it is quite obvious to instructors who has and has not completed assigned readings in seminar courses.***

Participation is worth 20% of your final grade and we have 12 classes total. You can miss up to 2 classes and still receive 20/20 for your participation grade if you have contributed to small and large group discussions for 10/12 weeks. ***Given the large volume of material covered and the discussion-based format of this course, it is not advisable to miss more than 2 classes.*** If you attend all 12 classes, you will be rewarded for your perfect attendance with an extra 2 points toward your reflection paper grade.

REFLECTION PAPERS

A reflection paper is ***not***: a research paper; a summary of material covered; a diary entry. A reflection paper ***is***: an avenue for continued personal thought about and engagement with course topics, readings, and/or in-class discussions; an opportunity to discuss relevant issues not raised in class, and/or to further provide insight to developing ideas.

You have 4 reflection papers to complete, worth 10% each, for a total of 40% of your final grade. These will be 2-3 pages in length, double-spaced with 12pt font and 1 inch margins all around (double-sided printing is great!). A paper copy of each reflection paper is due at the beginning of class, within one week of the class you have chosen as the basis for the paper. For example, the deadline for writing about anything covered on January 6, 2016 is at 7pm in class on January 13, 2016. You may also write about the last week of class, March 30, 2016, the deadline being 4pm on April 6, 2016 in my departmental mailbox. Because you choose the 4 weeks on which to base your reflection papers, I will not accept 'late papers' due to illness, work or other commitments, or printer failures. ***Please be sure to submit at least two reflection papers by or before February 10, 2016 so that I can provide you with graded feedback in time for the March 4, 2016 last date to drop a course without receiving a grade deadline.***

In assessing the reflection papers, some of the things I look for include: proper use of grammar and punctuation (APA formatting not necessary); a thoughtful organization of ideas; a clear understanding of concepts; connections to and between course materials; and most importantly, critical analysis. Most reflection papers will be graded as follows: C (6/10), B (7/10), or A (8/10). Note that usually very few students receive an 'exceptional' or 'perfect' (9 or 10/10) mark on reflection papers.

LITERATURE REVIEW AND ORAL PRESENTATION

The purpose of the literature review is to familiarize yourself with a topic not covered in class, and to provide an overview of your topic by summarizing and integrating relevant empirical and/or theoretical articles into a cohesive paper. There are 3 requirements for choosing your literature review topic: 1) that it involves one of the social determinants of health (or groups) covered in this course; 2) that it is on a topic relevant to Health Psychology; and 3) that the topic is different from what is covered as part of this seminar. ***You must see me during office hours prior to February 24, 2016 to have your topic approved.***

The literature review is worth 30% of your final grade. It will be 10-12 pages in length (excluding references), double-spaced with 12pt font and 1 inch margins all around (double-sided printing is great!). APA format (see Publication Manual of the American Psychological Association, 6th Ed., available at Scott Library) should be used. Approximately 10-15 relevant empirical and/or theoretical articles should be selected for your literature review. A brief section at the end of the literature review (appr. half of a page) should provide some possibilities or avenues for future research on your topic. A grading scheme for the evaluation of the literature review will be reviewed in class. A paper copy of the literature review is due on March 30, 2016 at 7pm in class.

The last two classes, March 23 and March 30, 2016, are devoted to hearing student presentations. The purpose of the presentation is to share what you have learned with others regarding your topic. The oral presentation is worth 10% of your final grade. You will give a brief, 10-minute oral presentation informing the class of your literature review topic (using PowerPoint is not a requirement). Some of the things I look for when assessing presentations include: a clear description of your topic; an organized and well thought-out articulation of your ideas; a demonstration of your ability to integrate the literature on your topic; and your ability to engage the class in a brief discussion about your topic.

POLICY ON MISSING A DEADLINE

There are only two possible deadlines in this course: your presentation day (referred to as Deadline 1 below) and the due date for your literature review (referred to as Deadline 2 below).

Only **documented** illnesses or emergencies are acceptable reasons for missing either or both due dates. You must contact me via email before a deadline (i.e., not during or after a deadline) to let me know of your absence – ***please note that I will be quite firm about this requirement.*** You must obtain medical (i.e., note from physician, psychologist, or counselor) or other (e.g., death certificate) documentation to proceed.

Deadline 1: If you miss your presentation day **AND** you have an acceptable reason **AND** you have contacted me prior to 7pm on the date of your presentation, your literature review will be weighted 40% of your final grade.

Deadline 2: If you miss the due date for the literature review **AND** you have an acceptable reason **AND** you have contacted me prior to 7pm on March 30, 2016, your literature review will be due one week later, 4pm on April 6, 2016 in my departmental mailbox.

If you do not have an acceptable reason to miss a deadline **OR** you have an acceptable reason but you have not contacted me prior to a deadline as outlined above, you will be given a grade of 0 on what you missed.

OTHER IMPORTANT POLICIES

Please see the York University Secretariat website for policies on academic honesty, conduct, academic accommodation for students with disabilities, etc.: <http://yorku.ca/secretariat/policies/index-policies.html>

York University also has an Academic Integrity website:
http://www.yorku.ca/spark/academic_integrity/index.html

If you are a student requiring academic accommodation, please contact me via email and/or see me during office hours **as soon as possible**. Please note that I require a copy of your documentation for my files.

RESOURCES & SERVICES

Department of Psychology website: to find course syllabi, and help answer most of your questions about the program, advising, etc. - <http://psyc.info.yorku.ca/>

York University Libraries - academic research & resource guides & tutorials:

<http://researchguides.library.yorku.ca/psycinfo>, <http://www.yorku.ca/tutorial/>

The Writing Centre: improve your writing - <http://www.yorku.ca/laps/writ/centre/>

Learning Skills Services: workshops on taking notes, studying, improving presentation skills, etc. -

<http://lss.info.yorku.ca/>

Counseling & Disability Services: individual and group counseling for students - <http://cds.info.yorku.ca/>

FACULTY OF HEALTH GRADING SCHEME

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly competent
D+	3	55-59	Passing
D	2	50-54	Marginally passing
E	1	Marginally below 50%	Marginally failing
F	0	Below 50%	Failing

AT-A-GLANCE SCHEDULE

Date	Topic	Description
Jan 6	-Introduction	-Review of social determinants of health
Jan 13	-Poverty & homelessness	-Groups differentially impacted -Long-term health effects -Intersections with other threats to health -Challenges to the provision of health care
Jan 20	-Women I	-Cardiovascular disease & recovery
Jan 27	-Women II	-Violence against women as a public health concern -Disclosure to health care providers
Feb 3	-LGBT I	-Historical context -Minority stress
Feb 10	-LGBT II *Minimum 2 reflection papers due	-Health disparities -Resiliencies
Feb 17	Reading week - no class!	
Feb 24	-Aboriginal I *Last day for literature review topic approval	-Historical context
March 2	-Aboriginal II	-Health disparities -Resiliencies
March 9	-Youth	-You choose topic!
March 16	-Seniors	-Healthy aging -Rural seniors -LGBT seniors
March 23	*Presentations I	-Student presentations
March 30	*Presentations II *Literature review due	-Student presentations

****A list of course readings will be available on the Moodle website by January 6, 2016.
Unless otherwise specified, all readings are accessible through York University Libraries.****