



ORIGINAL COURSE IMPLEMENTATION DATE: September 1992
 REVISED COURSE IMPLEMENTATION DATE: January 2025
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: PSYC 343	Number of Credits: 3 Course credit policy (105)										
Course Full Title: Psychology of Health Course Short Title: Psychology of Health											
Faculty: Faculty of Social Sciences	Department (or program if no department): Psychology										
Calendar Description: Contemporary models of health psychology are used to study psychological dimensions of health, illness, and healthcare. Topics may include psychophysiological mechanisms of stress, personality and health, psychosomatic illness, placebo effects, lifestyle and health behaviors, interventions, and the social determinants of health.											
Prerequisites (or NONE):	PSYC 101, PSYC 102, and one of the following: CRIM 220, KIN 301, POSC 300, PSYC 202, or SOC 255/MACS 255 (formerly offered as ANTH 255).										
Corequisites (if applicable, or NONE):	None.										
Pre/corequisites (if applicable, or NONE):	None.										
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: N/A Cross-listed with: N/A Equivalent course(s): N/A <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Twice per year Maximum enrolment (for information only): 25										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">45</td> </tr> </table>	Lecture/seminar	45							Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course. Yes
Lecture/seminar	45										
Total hours	45										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>										
Department approval	Date of meeting: April 2024										
Faculty Council approval	Date of meeting: May 3, 2024										
Undergraduate Education Committee (UEC) approval	Date of meeting: September 27, 2024										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Discuss the changing nature of illness and the need for health psychology.
2. Evaluate the effectiveness of health promotion campaigns from a psychological perspective.
3. Analyze the relationship between psychological factors, health, and illness
4. Categorize biomedicine as one theory of medical knowledge among others, including Indigenous healing traditions
5. Critically evaluate research findings and concepts in health psychology
6. Apply findings and concepts in health psychology to contemporary social issues

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	30%	Assignments:	40%	%
Quizzes/tests:	30%		%	%

Details:

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, demonstration, small group practice, discussion, media presentation, student seminar presentations.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Marks, Murray, Estacio, et al.,	Health Psychology: Theory, Research, and Practice	2024
2. Article	Johnson & Acabchuk	What are the keys to a longer, happier life? Answers from five decades of health psychology research. <i>Social Science & Medicine</i> , 19, 218-226.	2018
3. Article	Estes, N., & Dhillon, J. (Eds.)	Standing with Standing Rock: Voices from the #NoDAPL Movement	2019
4. Article	Labun, E. R., & Emblen, J.	Health as Balance for the Sto: Lo Coast Salish. <i>Journal of Transcultural Nursing</i> , 18(3), 208-214.	2007
5. Article	Ablon, J.	The nature of stigma and medical conditions. <i>Epilepsy & Behavior</i> , 3(6), 2-9.	2002

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- The biopsychosocial model
- The social determinants of health model
- The critical model in health psychology
- Stress and coping
- Eating (may include eating disorders, obesity)
- Physical activity
- Preventative healthcare
- Addiction and stigma
- Personality and alternative medicine
- Mental health and social media
- Disability and deaf culture
- Sexual health
- Indigenous health and water protection
- Chronic illness and end of life