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=104905
Term: Winter 2024

Course Instructor
Dr. Lucia Gagliese
Gagliese@yorku.ca
Virtual Office Hour: by appointment or during scheduled drop-ins (times TBA)

Course Graders
Rachael Carson
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Time and Location
Section M
Tues 10:00-11:30 am; HNE 036
Thurs 10:00-11:30 am; DB 1016

Section N
Tues 11:30-1:00 pm; SC 222
Thurs 11:30-1:00 pm; DB 1004

Technical requirements for taking the course:
This blended course is made up of in-class as well as online synchronous and asynchronous components. 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 1) use 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/ 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 in-person/online 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. Synchronous and asynchronous activities will serve to enrich, clarify, and illustrate crucial issues.

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 health psychology
- 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)   20%
2. Term Project:
    a) Outline   10%
    b) Final   25%
3. Participation   30%
4. Reflective Learning Exercises   15%

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) Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles

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 more than 1 in-class session 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 (all activities contribute to 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.

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 complete asynchronous activities 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 activities. It includes all aspects of the course including attendance and substantive contributions to in-class and online discussions and activities. Only attending in-person classes but not completing synchronous and asynchronous activities will not result in a passing grade for this part of the course.

Asynchronous **reflective learning exercises** (15%) 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 3 assignments. Each is worth 10% of your final grade, and the one with the lowest grade will be dropped in the final calculations (20% 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, and specific a synchronous activities as the course

progresses. The project is due on the last day of class (April 4).

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 assignments or term project. 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.

IMPORTANT COURSE INFORMATION FOR STUDENTS

York University seeks to provide for equal rights and opportunities without discrimination for all students. The overall aim is a climate of understanding and mutual respect for the dignity and worth of each community member so that each person feels a part of York University and is able to fully participate in university life. 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/

The following information describes some of your important rights and responsibilities as students, along with the supports, accommodations and services made available to you by York.

Academic Honesty and Integrity. York students are required to maintain the highest standards of academic honesty and they are subject to the *Senate Policy on Academic Honesty* (secretariat-policies.info.yorku.ca/policies/academic-honesty-senate- policy-on/). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Comprehensive information about academic honesty, along with information about how to find resources at York to help improve your research and writing skills and cope with University life, can be found at: www.yorku.ca/academicintegrity/

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.

Conduct in Academic Situations. Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. It is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class in keeping with the *Senate Policy and Procedures on Disruptive and/or Harassing Behaviour in Academic Situations* (secretariat-policies.info.yorku.ca/policies/disruptive- andor-harassing-behaviour-in-academic-situations-senate-policy/).

Ethics Review Process. York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants* (secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/). Ethics approval must be obtained prior to the starting any research activities involving human participants, including research conducted by students in a graduate or undergraduate course, for an undergraduate thesis or project, or for a Major Research Paper, Thesis or Dissertation. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately. More information can be found at: www.yorku.ca/research/human-participants/

Religious Accommodation. York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in your course syllabus pose such a conflict for you, contact the Course Director within 14 days of the date for which accommodation is sought. Other procedures are outlined in the York University policy, guidelines and procedures on *Academic Accommodation for Students' Religious Observances* (secretariat-policies.info.yorku.ca/policies/academic-accommodation-for-students-religious-observances-policy-guidelines-and-procedures/). Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Religious Accommodation Agreement, which can be found at: registrar.yorku.ca/pdf/exam-accommodation.pdf

Accessibility Services. Student Accessibility Services (accessibility.students.yorku.ca/) provides academic accommodations and supports for students with temporary and permanent disability including physical, sensory, medial, learning, and mental health disabilities. Students who had an Individualized Education Plan (IEP) in high school are eligible for support. Please note that

registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Academic Skills Support. York University Libraries (www.library.yorku.ca) and the Learning Commons (learningcommons.yorku.ca/) provide students with academic support for their course assignments and research requirements. The Libraries offer an array of supports, services, workshops, resources and people available to help ensure continued success during a student's academic career.

Centre for Human Rights, Equity, and Inclusion. The Centre for Human Rights, Equity and Inclusion (rights.info.yorku.ca/) facilitates confidential processes to discuss allegations of discrimination and harassment by York Community members. There are also robust training opportunities and workshops available to the community year round.

Counselling, Health and Well Being. Student Counselling, Health & Well Being (counselling.students.yorku.ca) supports students in realizing and developing their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. Services include: peer-led workshops, certificate training programs, support groups, same-day and appointment-based counselling, short-term therapy, and more.

Sexual Violence Response and Support. The Centre for Sexual Violence Response, Support and Education (thecentre.yorku.ca) facilitates support, services and accommodations for those who have experienced sexual violence. The support offered is based on the needs and wishes of the person disclosing/reporting.

Student Community Relations. The Office of Student Community Relations (oscr.students.yorku.ca/) supports students impacted by critical incidents, facing personal crises or multiple complex issues, such as, but not limited to, critical illness or injury of a student, student death, attempted suicide and sexual assault. OSCR provides advice, referrals, alternate dispute resolution methods and judicial processes (local adjudication, tribunals).

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 instructor 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.

<u>Calumet and Stong Colleges' Student Success Programming:</u>
Calumet and Stong Colleges aim to support the success of Faculty of Health students through a variety of **<u>free</u> programs** throughout their university career:

- Orientation helps new students transition into university, discover campus resources, and establish social and academic networks.
- Peer Mentoring connects well-trained upper-year students with first year and transfer students to help them transition into university.
- Course Representative Program aims to build the leadership skills of its Course Reps while contributing to the academic success and resourcefulness of students in core program classes.
- Peer-Assisted Study Session (P.A.S.S.) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are known to be historically challenging.
- Peer Tutoring offers one-on-one academic support by trained Peer Tutors.
- Calumet and Stong Colleges also support students' Health & Wellness, leadership and professional skills development, student/community engagement and wellbeing, career exploration, Indigenous Circle, awards and recognition, and provide opportunities to students to work or volunteer.
- Please connect with your Course Director about any specific academic resources for this class.
- For additional resources/information about our student success programs, please consult our websites (Calumet College; Stong College), email scchelp@yorku.ca, and/or follow us on Instagram (Calumet College; Stong College), Facebook (Calumet College; Stong College) and LinkedIn
- Are you receiving our weekly email (Calumet and Stong Colleges - Upcoming evens)? If not, please check your Inbox and Junk folders. If you do not find our weekly emails, then please add your 'preferred email' to your Passport York personal profile. If you need support, please contact ccscadmn@yorku.ca, and request to be added to the listerv.

KINE 4710 CLASS SCHEDULE AND TOPIC LIST

DATE	FORMAT	DUE DATES	TOPIC
Jan 9	In-Class		The biopsychosocial model of health
Jan 11	Asynchronous		The biopsychosocial model of health
Jan 16	Asynchronous		Adjustment to chronic illness
Jan 18	In-Class		Adjustment to chronic illness
Jan 23	Asynchronous		Psychological context: Stress
Jan 25	Asynchronous		Psychological context: Stress
Jan 30	Asynchronous		Psychological context: Personality
Feb 1	In-Class	Feb 2: Assign. 1	Psychological context: Personality
Feb 6	Asynchronous		Social context: Relationships
Feb 8	Asynchronous		Social context: Relationships
Feb 13	Asynchronous	Feb 12: Project outline	Social context: Health Care Disparities
Feb 15	In-Class		Social context: Health Care Disparities
Feb 20, 22			READING WEEK
Feb 27	Asynchronous		Pain and perception
Feb 29	Asynchronous	Feb 29: Assign. 2	Pain and perception
Mar 5	Asynchronous		Psychosocial oncology
Mar 7	In-Class		Psychosocial oncology
Mar 12	Asynchronous		End of life care
Mar 14	Asynchronous		End of life care
Mar 19	Asynchronous		Psychosocial Interventions
Mar 21	In-Class		Psychosocial Interventions
Mar 26	Asynchronous		Psychosocial Interventions
Mar 28	Asynchronous		Psychosocial Interventions
Apr 2	In-Class	Apr 2: Assign. 3	Review & wrap up
April 4	Asynchronous	Apr 4: Term project	Review & wrap up

- Assignments 1 and 2, and the term project outline and final project must be submitted via Turnitin by 11:59pm EST on the due date.
- Assignment 3 will be completed during our synchronous session on April 2.