

Department	International College of Liberal Arts		
Semester	Fall 2025	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	PSYC260		
Course Title	Health Psychology		
Prerequisites	PSYC100 Introduction to Psychology OR PSYC150 Introduction to Psychobiology		
Course Instructor	LAW Wai Him Crystal	Year Available (Grade Level)	2
Subject Area	Psychology	Number of Credits	3
Class Style	Lecture	Language of instruction	English

(NOTE 1) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course

Course Description	Health psychology offers a unique perspective into the intricate interplay between our mental and physical health, showing us how psychological processes can significantly influence our overall well-being. This course provides an in-depth exploration of the theories and empirical research underpinning health psychology, with a particular focus on the comprehensive biopsychosocial model. Students will gain exposure to a range of pivotal topics including health behaviours, stress management, chronic illness coping strategies, and the role of health services. The objective is not only to prepare students for potential careers in health-related fields but also to enhance their personal understanding of health and wellness. This course serves to equip students with a solid understanding of health psychology's methodologies, interventions, and practical applications. By the end of the course, students will have a foundational knowledge base that can inform their understanding of health behaviours and wellness, fostering a more holistic view of health both personally and within broader societal contexts.
Class plan based on course evaluation from previous academic year	The syllabus is subject to annual review and revision to incorporate insights and feedback from the previous year's course evaluations
Course related to the instructor's practical experience (Summary of experience)	Not applicable
Learning Goals	<ul style="list-style-type: none"> <li>·Understanding Health Psychology Principles and the Biopsychosocial Model: Develop an in-depth understanding of the key principles and concepts of health psychology, with a special emphasis on the application of the biopsychosocial model to various health and illness contexts. They should also learn communicate their applications effectively in both written and oral formats.</li> <li>·Investigating the Influence of Psychological Factors in Health: Strengthen critical thinking skills to assess the role of psychological factors in health, illness, health behaviours, stress, and coping, considering cultural and ethical implications.</li> <li>·Exploring Health Services and Patient Experiences: Gain insight into current health psychology research, understand the role of health services, and analyze patient experiences while considering ethical responsibilities and diverse perspectives.</li> <li>·Practical Application of Health Psychology Knowledge: Learn to apply theories and principles of health psychology to real-world health scenarios and problems. This will include understanding the psychological aspects of chronic health disorders and major health conditions and fostering positive health behaviours. They will also learn to work collaboratively to explore solutions and respect differing viewpoints.</li> <li>·Self-Awareness and Personal Health Management: Throughout the course, students will be encouraged to apply learned concepts to their personal health management. This is intended to foster a greater awareness of their health behaviours and well-being and does not serve as a substitute for professional healthcare advice.</li> </ul>

iCLA Diploma Policy	DP1/DP2/DP3/DP4
---------------------	-----------------

## iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	Problem-Based Learning/Flipped Classroom/Discussion, Debate/Group Work				
More details/supplemental information on Active Learning Methods	Not applicable				
Use of ICT	Google form, Google classroom				
Contents of class preparation and review	<ul style="list-style-type: none"> <li>Students must complete the recommended readings provided by instructors.</li> <li>Exams will draw from lecture slides and class material.</li> <li>Attendance is crucial, and taking notes and engaging in class activities are key parts of preparation for exams.</li> <li>Review all class content post-lecture to prepare effectively.</li> </ul>	Hours expected to be spent preparing for class (hours per week)	3 hours	Hours expected to be spent on class review (hours per week)	3 hours
Feedback Methods	(1) Exam answers would be provided (2) Individual comment or advice for the performance in the course.				

Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Mid-term exam	30%	
Final exam	30%	
In-class assessment	20%	
Written assignment	20%	

Required Textbook(s)	1. Lecture notes 2. Taylor, S. E. (2021). Health Psychology. McGraw-Hill Education.
Other Reading Materials/URL	Not applicable

Plagiarism Policy	Plagiarism is the dishonest presentation of the work of others as if it were one's own. Duplicate submission is also treated as plagiarism. All plagiarized text on your assignment will not be graded and this will very likely lead to failing. The repeated act of plagiarism will be reported to the University which may apply additional penalties.
Other Additional Notes (Outline crucial policies and info not mentioned above)	Not applicable

(NOTE 2) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	Week 1: Introduction (1) Course and assessment overview (2) Anonymous survey
Class 2	(3) Introduction to Health Psychology – Definitions, History, & Methods (4) The Biopsychosocial Model
Class 3	Week 2: Health Behaviours – I (1) Understanding Health Behaviours
Class 4	(2) Changing Health Habits (3) Theories of Behaviour Change
Class 5	Week 3: Motivation and Self-Determination Theory (SDT) (1) Self-Determination Theory (SDT): oIntrinsic vs Extrinsic motivation oPsychological needs: Autonomy, Competence, Relatedness
Class 6	(2) Applications of SDT in real-world health behaviours
Class 7	Week 4: Behaviourism - Conditioning (1) Classical Conditioning: Principles, anxiety, and health applications
Class 8	(2) Counter-Conditioning and Extinction
Class 9	Week 5: Operant Conditioning and Behaviour Change (1) Operant Conditioning: Reinforcement, punishment, and shaping behaviours
Class 10	(2) Applications: Self-monitoring and contingency contracting

Class 11	<p>Week 6: Stress and Coping – I</p> <p>(1) What is Stress?: Physiological and psychological responses</p>
Class 12	<p>(2) Transactional Model of Stress: Appraisals and stress responses</p>
Class 13	<p>Week 7: Stress and Coping – II</p> <p>(1) Coping Strategies: Problem-focused vs. Emotion-focused coping</p>
Class 14	<p>(2) Resilience: Building psychological resilience</p>
Class 15	<p>Week 8: Midterm Exam and Feedback</p> <p>·Midterm Exam</p>
Class 16	<p>(2) Exam feedback and discussion</p>
Class 17	<p>Week 9: Learned Helplessness and Resilience</p> <p>(1) Seligman' s Learned Helplessness: Theory, experiments, and applications</p>
Class 18	<p>(2) Attributions and their role in resilience building</p>
Class 19	<p>Week 10: Cognitive Behavioural Therapy (CBT)</p> <p>(1) CBT Framework: Cognitive distortions and thought restructuring</p>
Class 20	<p>(2) Identifying and challenging maladaptive thoughts</p>
Class 21	<p>Week 11: Transtheoretical Model (TTM)</p> <p>(1) Stages of Change: Precontemplation to Maintenance</p>
Class 22	<p>(2) Processes of change and relapse prevention</p> <p>(3) Mapping a personal health behaviour to TTM stages</p>
Class 23	<p>Week 12: Social Support and Health</p> <p>(1) Types of Social Support: Emotional, Cognitive, and Material</p>
Class 24	<p>(2) Evaluating relationship dynamics and social support' s impact on health</p>

Class 25	<p>Week 13: Sleep and Health</p> <p>(1) Importance of sleep for health and well-being</p>
Class 26	<p>(2) Sleep interventions: Sleep hygiene, relaxation training, and CBT for insomnia</p>
Class 27	<p>Week 14: Social Skills Training - I</p> <p>(1) Conflict Management:</p> <ul style="list-style-type: none"> <li>oIdentifying sources of conflict</li> <li>oStrategies for effective communication and negotiation</li> </ul>
Class 28	<p>(2) Managing conflict scenarios</p>
Class 29	<p>Week 15: Social Skills Training - II</p> <p>(1) Counselling Skills:</p> <ul style="list-style-type: none"> <li>oBasic counselling techniques: Active listening, paraphrasing, and questioning</li> <li>oDeveloping trust and empathy in conversations</li> </ul>
Class 30	<p>(2) Applying counselling skills with peers</p>