

*University of Alberta  
Faculty of Physical Education & Recreation  
Fall, 2004*

*Course Guide for HE ED 221:  
  
Behavioural Medicine*

**John C. Spence, PhD**  
Faculty of Physical Education and Recreation,  
E-424 Van Vliet Centre  
University of Alberta, Edmonton, T6G 2H9  
Office: P-316  
Telephone: Office (780) 492-1379  
FAX: (780) 492-2364

E-mail: [jc.spence@ualberta.ca](mailto:jc.spence@ualberta.ca)

<http://www.ualberta.ca/~js11/home2.html>

Office Hours: W, F 12:00-1:00 or by appointment

**Note:** The course outline acts as an understanding between the student and the instructor regarding the details of the course (see section 61.6a of the GFC Policy Manual). Modifications to this understanding may be made with fair warning and general class consent.

## **Course Description**

Focuses on the role of physical activity in the secondary and tertiary prevention of disease, as well as in recovery and rehabilitation following disease treatments, and in the on-going management of chronic disease and illness. Specific psychological and health outcomes of physical activity that are associated with particular disease states and along various illness/wellness trajectories will be examined.

## **Course Format**

This course will be primarily lecture-based with some small group discussions. Debate, discussion, and questions are encouraged.

## **Course Objectives**

Many psychological (intraindividual) and social (interindividual) factors influence behaviour and health. Through this course, participants should develop the understanding of the factors that are required to address research or applied interests.

1. Understand the relationship between behaviour and health.
2. Understand the distribution of chronic diseases in Canada.
3. Understand the relationship between social, economic, and political factors and disease.
4. Develop analytical skills and knowledge that will allow for the assessment of health information.

## **Required Readings**

There is no text required for this course. Instead, several readings have been assigned (see list at back of outline)

## Evaluation

Your final mark will be based upon three written assignments and two exams. The values and dates are as follows:

Internet assignment (5 marks) – October 1

Mid-term exam (25 marks) – October 25

Review of Literature (25 marks) – November 19

Canada on the Move assignment (10 marks) – December 6

Final exam (35 marks) - December

\*\* Evaluation will be completed and expressed in raw marks throughout the course. Grades (using the letter grading system) will be assigned only to the final distribution of mark totals for the course. Such assignment will be based on a combination of absolute achievement and relative performance in this class and remain unofficial until approved by Faculty Council or its designate (i.e. Associate or Assistant Dean).

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/~unisecr/appeals.htm](http://www.ualberta.ca/~unisecr/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation or aiding and abetting any of these offences. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

**NOTE:** It is expected that students will attend all classes. It is the student's responsibility to obtain the information for any class not attended. Full class notes are not available. Regarding e-mail messages, do not assume a message has been received until you receive a confirmation response from me.

## Assignments and Evaluation Guidelines

### 1. Internet Assignment (5 marks, Friday, October 1)

The aim of this assignment is for the student to critically review a website with health or physical activity information. This review will be provided on a single, typed page at the beginning of class on a specified date. The source for the information is one of the following sites:

Canadian Health Network

<http://www.canadian-health-network.ca>

Kidnetic

<http://kidnetic.com>

PACE Canada

<http://www.pace-canada.org>

10,000 Steps

<http://www.10000steps.org.au>

Wheaties & ACSM

<http://www.wheaties.com>

Aitkins

<http://atkins.com>

### 2. Mid-term Exam (25 marks, Monday, October 25, in class)

The mid-term exam will consist of multiple-choice items and short-answer questions.

### 3. Canada on the Move assignment (10 marks, Monday, December 6, in class)

The aim of this assignment is for the student to use the *Canada on the Move* website to track his/her walking behaviour. More information about this assignment will be provided in class at a later date. The source for the information is the following site:

<https://www.canadaonthemove.ca>

### 3. Literature Review (30 marks, 6 pages, due November 19)

The assignment is a comprehensive review of a topic related to health/disease and behaviour. The topic you select does not have to be one we covered in class. You may narrow the scope of the empirical review to a specific population (e.g., adolescents) depending on your interests. It is required that you clear the topic with the instructor.

The paper should be a review of literature of a specific question with a view towards (a) future directions or (b) practical applications. The review of literature should be thorough and up to date.

The paper should be prepared in APA style, with headings and complete reference list. Use at least 5 academic references (preferably empirical). Chapters are acceptable, but textbooks are unacceptable. The paper must be no longer than 6 typed, (not including title page and references), double-spaced pages. Use one-inch margins on all sides.

\* Papers that do not arrive on time will be subject to a penalty of 3 marks for the first day and 1 mark/day each day thereafter (out of a total of 30).

Content and approximate breakdown of paper is as follows:

#### *Overview (1 page)*

- provide overview of topic (e.g., obesity, depression).
- provide overview of population if appropriate (e.g., diabetics, children).
- include definitions of key constructs.

#### *Review of Literature (2-3 pages)*

- intro to review should state how search was done (e.g., databases, key words), how many studies found, why certain ones were selected, and why studies reviewed in certain order.
- use a table to summarize all studies that you found (don't stop after 5).
- review 2 good studies in detail (i.e., purpose, sample, measures, design, results, conclusion).
- use sentence form and do not put the **title of the article before you review it**.
- do not need to present statistical analyses (e.g., ANOVA).
- make sure all the articles you review answer the question you pose (i.e., don't review related research).
- focus on scientific evidence (i.e., research that has examined the problem through systematic observation) rather than anecdotal evidence (e.g., my grandfather smoked and he died of cancer).
- it is OK to review a meta-analysis.
- make sure studies are up to date for your topic.
- determine a logical order to present the studies.
- briefly summarize all studies at the end of the review.

### *Final section (2-3 pages)*

- title your final section (i.e., future directions and/or practical implications).
- do not simply summarize limitations of past research in the final section.
- if you select future directions, propose a specific study (i.e., purpose, sample, measures, design, expected results) and don't simply list general topics (e.g., more research).
- don't just list what you would do in your study but explain why you would do it.
- if you select practical applications, give guidelines on "how to" and not just "what" to do.
- need to demonstrate personal insight and original thinking.
- need to offer solutions to the problems that are raised.
- important that the final section stem logically from your question and your review.

Before submitting **any** assignment to your instructor, be sure to consider the following elements (possibly even have a peer evaluate the paper for these elements):

- clear statement of objectives
- clear development of arguments
- convincing and appropriate conclusions
- adequate and appropriate referencing
- correct spelling and grammar (use a computer spell-check to help)
- in 12 point font (as seen here) with one inch margins all around.
- need page numbers.
- **avoid direct quotes.**
- do not reference first names or initials in text (e.g., John Smith).
- avoid relying on textbooks or other articles for interpretations--always go to the original source.
- please staple paper, including title page, but no covers.

## 4. Final Exam (35 marks, exam period)

The final exam will consist of multiple-choice items, and short-answer and essay questions.

### Deferred Examinations

All deferred examinations for the Faculty of Physical Education and Recreation will be written on January 7, 2005 – 9:00 AM in Room E-120 Van Vliet Centre. Deferred exams will NOT be automatically approved. Students should seek approval from their HOME faculty.

## Overview of Course Schedule

Week	Date	Topic	Readings
1	Sept. 8 Sept. 10	Introduction Health and definition of terms	
2	Sept. 13 Sept. 15 Sept. 17	Basic research methods in health Basic research methods in health Stress and health	Rose
3	Sept. 20 Sept. 22 Sept. 24	Psychoneuroimmunology Personality and health Subjective well-being	
4	Sept. 27 Sept. 29 Oct. 1	Obesity Cardiovascular disease Discussion of internet sites - <b>Internet assignment due</b>	Tremblay
5	Oct. 4 Oct. 6 Oct. 8	Cancer – <i>Guest lecturer: Lee Jones</i> Diabetes Healthy aging	Rosenberg
6	Oct. 11 Oct. 13 Oct. 15	<b>Thanksgiving – NO CLASS</b> Smoking tobacco Eating, nutrition, and diet	
7	Oct. 18 Oct. 20 Oct. 22	Eating, nutrition, and diet Injuries – <i>Guest lecturer: Jennifer Callum</i> Exercise & PA	
8	Oct. 25 Oct. 27 Oct. 29	Mid-term exam Exercise & PA Exercise & PA	Katzmarzyk
9	Nov. 1 Nov. 3 Nov. 5	Adhering to health-related advice Role of theory <b>No Class</b>	
10	Nov. 8 Nov. 10 Nov. 12	COPD - <i>Guest lecturer: Neil Eves</i> Theories and models of health behaviour <b>Remembrance Day - NO CLASS</b>	
11	Nov. 15 Nov. 17 Nov. 19	CVD Rehabilitation – <i>Guest lecturer: Shawn Fraser</i> Cancer patients - <i>Guest lecturer: Lee Jones</i> Interventions - Obesity <b>Term paper due – Friday November 19<sup>th</sup>, 4:30 PM</b>	Robinson
12	Nov. 22 Nov. 24 Nov. 26	Interventions - Physicians Evaluation of theory-based interventions Social marketing	Kennedy
13	Nov. 29 Dec. 1 Dec. 3	Behavioural science to practice Evolutionary health promotion Ecological models	Eaton
14	Dec. 6 Dec. 8	Discussion – <b>Canada on the Move assignment due</b> Final class & wrap up	

## Required Readings

Eaton, S. B., Strassman, B. I., Nesse, R. M., Neel, J. V., Ewald, P. W., Williams, G. C., Weder, A. B., Eaton, S. B., Lindeberg, S., Konner, M. J., Mysterud, I., & Cordain, L. (2002). Evolutionary health promotion. *Preventive Medicine, 34*, 109-118.

Katzmarzyk, P. T., Gledhill, N., & Shephard, R. J. (2000). The economic burden of physical inactivity in Canada. *CMAJ, 163*, 1435-1440.

Kennedy, M. F., & Meeuwisse, W. H. (2003). Exercise counselling by family physicians in Canada. *Preventive Medicine, 226-232*.

Robinson, T. N. (1999). Reducing children's television viewing to prevent obesity: A randomized controlled trial. *JAMA, 282*, 1561-1567.

Rosenberg, M. W., & Moore, E. G. (1997). The health of Canada's elderly population: Current status and future implications. *Canadian Medical Association Journal, 157*, 1025-1032.

Rose, G. (2001). Sick individuals and sick populations. *International Journal of Epidemiology, 30*, 427-432.

Tremblay, M. S., & Willms, J. D. (2000). Secular trends in the body mass index of Canadian children. *CMAJ, 163*, 1429-1433.



## Recommended Reading

The following books and articles will be referred to, and used as the basis for the development of the background necessary to complete the course. Some of these books are available at the University of Alberta libraries.

### Social Psychology and Motivation

Brannon, L., & Feist, J. (2000). *Health psychology: An introduction to behavior and health* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Connor, M., & Norman, P. (Eds.) (1996). *Predicting health behavior*. Buckingham, UK: Open University Press.

### Health Information

Birmingham, C. L., Muller, J. L., Palepu, A., Spinelli, J. J., & Anis, A. H. (1999). The cost of obesity in Canada. *CMAJ*, *160*, 483-488.

Thomas, S. P., & Hrudey, S. E. (1997). *Risk of death in Canada: What we know and how we know it*. Edmonton, AB: The University of Alberta Press.

### Research Methods and Statistics

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Cook, T. D., & Campbell, D. T. (1979). *Quasi-experimentation: Design and analysis issues for field settings*. Boston, MA: Houghton Mifflin.

Dyer, C. (1995). *Beginning research in psychology*. Oxford: Blackwell Publishers.

Pedhazur, E. J. (1997). *Multiple regression in behavioral research*. Fort Worth, TX: Harcourt Brace.

Stanovich, K. E. (1998). *How to think straight about psychology* (5<sup>th</sup> ed.). New York: Longman.

Tabachnick, B. G., & Fidell, L. S. (1996). *Using multivariate statistics* (3rd ed.). New York: Harper-Collins.

## **Periodicals**

American Journal of Health Behavior  
American Journal of Health Promotion  
American Journal of Preventive Medicine  
American Journal of Public Health  
Annals of Behavioral Medicine  
British Journal of Health Psychology  
Canadian Journal of Public Health  
Health Education Research  
Health Psychology  
International Journal of Behavioral Medicine  
Journal of Aging and Physical Activity  
Journal of Behavioral Medicine  
Journal of Community Epidemiology and Health  
Journal of Sport and Exercise Psychology  
Journal of Health Psychology  
Psychosomatic Medicine  
Preventive Medicine  
Research Quarterly for Exercise and Sport  
Social Science and Medicine

## **Databases**

Medline  
PsychLit

## **Other Resources and Services**

Academic Support Centre  
2-703 Students' Union Building (SUB)  
University of Alberta  
Edmonton, Alberta T6G 2J7  
Phone: (780) 492-2682  
Fax: (780) 492-3804  
<http://www.ualberta.ca/ASCNTR/>