

## **Subject evaluation report, Fall 2023**

### **PSY2101 – Health Psychology**

Subject coordinator: Daniel Quintana

The course provides an introduction to foundational areas of health psychology and how biological, psychological and social factors can influence illness and health. The course covers a wide range of topics such as social inequality, chronic disease, the biological processes of health, psychological and physiological responses to stress and pain, as well various types of health behaviors.

The course comprised of 12 lectures and 4 seminars. The seminar task was a group exercise that required students to evaluate a health psychology problem and to share their findings using a presentation. Both peer-feedback and seminar leader feedback were provided. Attendance at lectures was voluntary. When possible, students were also provided with video recordings of the lectures. Attendance at the seminars was compulsory and students needed to attend 3 out of 4 seminars.

The evaluation of the course after the completion of the lectures and seminars was carried out using both an online survey form and via a meeting from a student representative, who discussed with course with students and passed on feedback at a meeting. Twenty-eight students provided feedback using the online survey. Overall, students rated that they received good academic benefits from the course, that the content was neither too hard nor too easy, and that the work required corresponded to the course's study points. A common theme from open-ended responses was that the students found the course content to be interesting.

Physical lecture attendance was highly varied, with some students physically attending all lectures, whereas others attended very few. Most lectures were video recorded, with most respondents watching at least some of the lecture videos. Most students reported that they academically benefited from the lectures in the course. Almost all respondents reported that the number of seminars (i.e., four) was appropriate for the course. Respondents also reported that the topics in the seminar were relevant to the overall course content. Two of the seminars were digital, with some respondents noting that they appreciated that such a format was available as this better suited their schedules.

While there several positive aspects in the feedback received, there were also some areas that could be improved for future courses. In general, there were several respondents who noted that the seminar structure should be updated in future years. Some students noted that the instructions for the seminar tasks and the link between the seminar task and final

exam could have been clearer and that a written component may have also provided a stronger link between seminar activities and the final exam. In addition, some students mentioned that the delivery of feedback in the seminars in response to group presentations (both peer and instructors), could have been improved. Other feedback suggested that more training should have been provided in the seminars for finding references. Future courses will be adjusted in response to this feedback.

A different course textbook was chosen this year, based on feedback that the prior year's textbook was too technical. The new book is specifically written for undergraduate psychology students. In general, this book was well received. Relevant chapters from the old textbook were included as an additional supplement to reinforce concepts from the course textbook, if needed.