



Chaminade
University
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8950-02-7

Course Title: Health Psychology

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: School of Education and Behavioral Sciences

Term: Summer I 2020

Course Credits: 3

Class Meeting Day: Wednesday

Class Meeting Hours: 9:00 am to 4:00 pm

Class Location: TBA

Instructor Name: Vilmarie Baez, PsyD

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Phone: 808-739-7430

Office Location: Behavioral Sciences Room 116

Office Hours: Tuesdays 10:30 am – 12:00 pm, Wednesdays 10:30 am - 12:00 pm, and Thursday by appointment only. Others days/time may be available, based on availability, upon request (email contact).

University Course Catalog Description and Overview

This course provides an introduction to the basic principles of health psychology. Emphasis is on gaining an understanding of the complex interplay between physical well being and biological, psychological, and social factors. The course exposes students to the role of psychologists in the ever changing healthcare setting. As the field grows and continues to value psychologists unique expertise, students will through consume research and review of evidence based interventions to gain a better understanding of how psychologists can function within medical settings.

Students will be exposed to a variety of topics, including promoting health and treating illness, methods used to cope with stress, how individuals personal health habits and lifestyles impact there overall health, working within healthcare systems and interacting with interdisciplinary teams, the impact of illness on individuals and there families, and how individuals can manage and cope with illness. Familiarity with the content of this course should help students understand the broad field of health psychology and understand the psychologists role within healthcare systems. The structure of this course consists of lectures, quizzes, exams, discussions, exercises, and journal clubs. All students are expected to participate fully in each of these areas.

Instructional Contact and Credit Hours

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPB Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional

Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

Learning Outcomes

1. Know the definition, theory, methods and application of health psychology. (Competency 5)
2. Acquire a historical perspective and conceptual familiarity with theories, methods and research strategies in the field of health psychology and its applications to individual therapy, education, organizational development and personal growth. (Competency 5)
3. Students will gain a better understanding of how to function as a psychologist within a health care system. They will learn about their role as consultants and how to effectively communicate with multidisciplinary treatment teams (Competency 2)
4. Students will display the ability to consume research and critically review applicable findings. (Competency 6)
5. Students will learn about different screening measures to assess for both physical and psychological concerns in healthcare settings (Competency 7)

6. Become familiar with ethical issues and training opportunities related to health psychology. (Competency 1)
7. Know the implications of conducting health psychology with diverse populations of clients. (Competency 4)
8. Gain an understanding of evidence-based practices that take place within clinical health psychology. (Competencies 5 and 6)

Required Learning Materials

Required Textbooks

Shelley E. Taylor (2018). *Health Psychology (10th edition)*. New York: McGraw Hill.

Additional Required Readings

- American Psychological Association (2013). Guidelines for psychological practice in health care delivery systems. *American Psychologist*, 68(1), 1-6.
- Carroll, J. K., Fiscella, K., Epstein, R.M., Sanders, M.R., & Williams, G.C. (2012) A 5A's communication intervention to promote physical activity in underserved populations. *BMC Health Services Research*, 12 (374), 1-14.
- Emanuel, E.J., Onwuteaka-Pilipsen, B.D., & Cohen, J. (2016). Attitudes and practices of euthanasia and physician-assisted suicide in the United States, Canada, and Europe. *JAMA*, 316(1), 79-90.
- Fallon, K. Elley, C.R., Fernando, A., Lee, A.C., & Arroll, B. (2015). Simplified sleep restriction for insomnia in general practice: A randomized trial. *British Journal of General Practice*, e508-e515.
- Feinstein, B.A & Dyar, C. (2017). Bisexuality, minority stress, and health. *Current Sexual Health Reports*, 9(1), 42-49.
- Hilliard, M.E., Wu, Y.P., Rausch, J., Dola, L.M., & Hood, K.K. (2013). Predictors of deteriorations in diabetes management and control in adolescents with type 1 diabetes. *Journal of Adolescent Health*, 52(1), 28-34.
- Jackson, G.L., Powers, B.J., Chatterjee, R., Bettger J.P., Kemper, A.R., Hasselbald, V., Dolor, R.J., Irvine, J., Heindenfelder, B.L., Kendrick, A.S., Gray, R., & Williams, J.W. (2012). The patient-centered medical home: A systemic review. *Annals of Internal Medicine*, 158(3), 169-178.
- Kilbourne, A.M., Goodrich, D.E., Lai, Z., Post, E.P., Schumacher, K., Nord, K.M., Bramlet, M., Chermack, S., Bialy, D., & Bauder, M.S. (2013). Randomized controlled trial to reduce cardiovascular disease for patients with bipolar disorder: The Self-Management Addressing Heart Risk Trial (SMAHRT). *Journal of Clinical Psychiatry*, 74 (7), e655-e662.
- Kinding D. & Stoddart, G. (2003). What is population health? *American Journal of Public Health*, 93, 380-383.
- Moraska, A.R., Chamberlain, A.M., Shah, N.D., Vickers, K.S., Rummans, T.A., Dunlay, S.M., Spertus, J.A., Weston, S.A., McNallan, S.M., Redfield, M.M., & Roger, V.L. (2013). Depression, healthcare utilization, and death in heart failure. *Circulation: Heart Failure*, 6, 387-394.
- Rahim-William, B., Riley, J.L., Williams, A.K.K., & Fillingim, R.B. (2012). A quantitative review of ethnic group differences in experimental pain response: Do biology, psychology, and culture matter? *Pain Medicine*, 13, 522-540
- Rahman, M.A., Hann, N., Wilson, A., Mnatzaganian, G., & Worrall-Carter, L. (2015). E-cigarettes and smoking cessation: Evidence from a systemic review and meta-analysis. *PLoS ONE*, 1-16.
- Schulman-Green, D., Jaser, S., Martin, F., Alonzo, A., Greay, M., McCorkle, R., Redeker, N.S., Reynolds, N., & Whittemore, R. (2012) Processes of self-management in chronic illness. *Journal of Nursing Scholarship*, 44(2), 136-144.
- Seiple, R.J. & Burke, C. (2019). State of the research: Physical and mental health benefits of mindfulness-

based interventions for children and adolescents. *OBM Integrative and Complementary Medicine*, 4(1) 1-31.

Vallis, M., Piccinini-Vallis, H., Sharma, A.M., & Freedhoof, Y. (2013). Modified 5 As: Minimal intervention for obesity counseling in primary care. *Canadian Family Physician*, 59, 27-31.

Course Requirements

Late Work Policy: Assignments are expected to be turned in, via email, by the beginning (9:00am) of the class on the day the assignment is due. **No late assignments will be accepted unless arranged before deadlines.**

Attendance and Participation (10 points): In order to receive full credit for class participation and attendance, you should attend all the class sessions and be an active participant in the class discussions and journal clubs. Because this is a condensed course attendance in class is essential. You are expected to prepare for each class session by reading all required material on the topics and by coming to class with questions and comments for discussion. **More than 6 hours absent will require an additional paper. More than 9 hours (the equivalent of 1.5 classes) will result in a deduction of 2 attendance/participation points.**

Journal Club Presentation (20 points): Each student will be assigned a health psychology article to read, critique, and present to the class. Each presentation will be approximately 20 minutes and will summarize the article, describe any evidence-based practice issues, and discuss implications/recommendations for clinical psychologists relevant to group psychotherapy. Students will then have approximately 10 minutes to engage their peers in a discussion about the article. Students will have the option of presenting a PPT (that will be shared with their peers) or writing a one-page single space summary and critique of the article (that will be shared with their peers). The PPT or written summary will be placed in the course share drive for students to access. A detailed outline with expectations for this assignment will be provided by the instructor.

Weekly Quizzes (20 points): Students will complete 8 quizzes. Quizzes will reflect content covered in the readings, lectures, or journal clubs from the previous weeks class. For example, the quiz on 5/13/20 will reflect content from readings assigned on 5/6/20. All content from readings is eligible to appear on quizzes even if not explicitly covered in class. While students will complete 7 quizzes only 5/7 quizzes will count towards the students final grade. The 5 highest grades will be used towards the final grade and the lowest 2 will be dropped. Quizzes will consist of 8 multiple-choice questions, each worth a total of .5 points each. Each quiz will have a maximum total of 4 earned points.

Research Idea/Proposal (20 points): Each student will complete section 4.1 of CUH's IRB 1 form. Students will "Provide a concise summary of the purpose and rationale of the activity (what is the question/hypothesis to be addressed)." Students will be required to identify 5-8 relevant articles in order to provide the following information 1) Identify the problem (moving from general information to more specific) 2) lead the reader to a gap in the literature/desired area of study 3) briefly describe what research leads to your hypothesis 4) state the hypothesis or hypotheses 4) report how the results might contribute to the existing literature or field of psychology in general. In-text citations and a reference page should be included. An example and specific rubric will be

Final Examination (30 points): The final examination will be a take-home, open-book exam requiring students to complete a combination of multiple choice, short answer, and essay questions. Students must work alone on this assignment. The questions will address any health psychology concepts and treatments covered in class. Students should expect the exam questions to reflect content covered in class readings, class lectures, and/or class presentations.

Grading

Project/Assignment	Points
Class Participation	10
Journal Club Participation	20
Weekly Quizzes	20
Study Proposal	20
Final Examination	30
TOTAL	100

Grading Scale (final scores > .5 will be rounded up)

A = 90 – 100 B = 80 – 89 C = 70 – 79 F = 69 and below

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or counselingcenter@chaminade.edu. It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning

environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology: The following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

Schedule

Date	Class Activities	Readings	Assignments Due
Wk. 1 5/6/20	Class Introductions Course Overview Course Syllabus Review What is Health Psychology? The Systems of the Body Integrated Primary Care The Patient-Centered Medical Home Behavioral Health Integration The Four-Quadrant Model	Taylor (2018): Ch. 1 & 2; Kinding & Stoddart (2003); Jackson, et al. (2013)	
Wk. 2 5/13/20	Health Behaviors Health Promoting Behaviors The 5 A's	Taylor (2018): Ch. 3 & 4; Carrol et al. (2012); Falloon et al. (2015)	Select Article for Presentation Model: Journal Club
Wk. 3 5/20/20	Health-Compromising Behaviors Stress The 5A's in action	Taylor (2018): Ch. 5 & 6; Rahman et al. (2015); Vallis et al. (2013)	Journal Club
Wk. 4 5/27/20	Coping, Resilience, and Social Support Using Health Services	Taylor (2018): Ch. 7 & 8; Feinstein & Dyar (2017); Semple & Burke (2019)	Journal Club
Wk. 5 6/3/20	Patients, Providers, and Treatments The management of Pain and Discomfort	Taylor (2018): Ch. 9 & 10; Moraska et al (2013); Rahim-Williams et al (2012)	Journal Club
Wk. 6 6/10/20	Management of Chronic Health Disorders Psychological Issues in Advancing Terminal Illness	Taylor (2018): Ch. 11 & 12; Emanuel et al. (2016); Schulman (2012)	FINAL EXAMINATION SENT OUT Journal Club
Wk. 7 6/17/20	Hear Disease, Hypertension, Stroke, and Type II Diabetes Psychoneuroimmunology and Immune-Related Disorders	Taylor (2018): Ch. 13 & 14; Hilliard et al. (2013); Kilbourne et al. (2013)	Research Idea/Proposal Due Journal Club

Wk. 8 6/24/20	Health Psychology: Challenges for the future	Taylor (2018): Ch. 15; APA (2013)	FINAL EXAMINATION DUE Journal Club
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