



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

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

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-8339-01-07

Course Title: Health Psychology

Department Name: Hawai'i School of Professional Psychology

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

Term: Fall 2024

Course Credits: 3

Class Meeting Day: Tuesday

Class Meeting Hours: 1:00 to 4:00 pm

Class Location: Ching Hall, 253

Instructor Name: Vilmarie Baez, PsyD

Email: vilmarie.baez@chaminade.edu

Phone: 808-739-7430

Office Location: Behavioral Sciences Room 116

Office Hours: Monday & Wednesday 9:00 am – 11:00 pm (virtual only; appointment recommended), & Thursdays 1:00pm – 3:00pm. Other days and times may be available upon request.

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 their overall health, working within healthcare systems and interacting with interdisciplinary teams, the impact of illness on individuals and their 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 psychologist's 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 lāma kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP 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 American Psychological Association (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. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate 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. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will demonstrate an understanding of the definition, theory, methods and application of health psychology as evidenced by completing quizzes and passing the final examination with an 80% or above. (Competency 5)
2. Students will critically review the historical perspective and conceptual theories, methods and research strategies in the field of health psychology and apply skills related 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 as evidenced by completing quizzes and passing the final examination with an 80% or above (Competency 2)
4. Students will evaluate research and critically review applicable findings as evidenced by their ability to present research finding from assigned articles. (Competency 6)
5. Students will analyze ethical and diversity issues and training opportunities related to health

psychology as evidenced by passing the final examination with an 80% or above. (Competency 1 & 4)

6. Gain an understanding of evidence-based practices that take place within clinical health psychology as evidenced by reporting findings in journal article presentations and completing podcast reflections. (Competencies 5 & 6)

Required Learning Materials

Required Textbooks

Hunter, C.L., Goodie, J.L., Ordt, M.S., & Dobmeyer, A.C. (2024). *Integrated behavioral health in primary care: Step-by-step guidance for assessment and intervention* (3rd ed.). American Psychological Association.

White, L.B. (2021). *Health Now: An integrative approach to personal health*. Boston Academic Publishing, Inc.

Supplemental Text

Taylor, S.E. & Stanton, A.L. (2021) *Health Psychology* (11th ed.). McGraw-Hill.

Additional Required Readings

American Psychological Association (2017). *Ethical Principles of Psychologists and Code of Conduct*. Retrieved from <https://www.apa.org/ethics/code/ethics-code-2017.pdf>

American Psychological Association (2014). APA guidelines prevention in psychology. Retrieved from: <https://www.apa.org/pubs/journals/features/amp-a0034569.pdf>

American Psychological Association (2013). APA guidelines for psychological practice in healthcare delivery systems. Retrieved from: <https://www.apa.org/pubs/journals/features/delivery-systems.pdf>

Blumenthal, J.A., Sherwood, A., Smithe, P.J., Watkins, L., Mabe, S., Kraus, W.E., Ingle, K, Miller, P., & Hinderliter, A. (2016). Enhancing cardiac rehabilitation with stress management training: A randomized clinical efficacy trial. *Circulation*, 133 (14), 1341-1350.
<https://doi.org/10.1161/CIRCULATIONAHA.115.018926>

Fritz, M.M., Armenta, C.N., Walsh, L.C., & Lyubomirsky, S. (2018). Gratitude facilitates healthy eating behavior in adolescents and young adults. *Journal of Experimental Social Psychology*.
<https://doi.org/10.1016/j.jesp.2018.08.011>

Greer, J.A., Jacobs, J., Pensak, N., MacDonald, J.J., Fuh, C., Peres, G.K., Ward, A., Tallen, C., Muzikansky, A., Traeger, L., Penedo, F.J., El-Jawahri, A., Safren, S.A., Pirl, W.F., & Temel, J.S. (2019). Randomized trial of a tailored cognitive-behavioral therapy mobile application for anxiety in patients with incurable cancer. *The Oncologist*, 24, 1111-1120.

Merrick, M.T., Ford, D.C., Ports, K.A., Guinn, A.S., Chen, J., Klevens, J., Metzler, M., Jones, C.M., Simon, T.R., Daniel, V.M., Ottley, P.O., & Mercy, J.A. (2019). Vital Signs: Estimated proportion of adult health problems attributable to adverse childhood experiences and implications for prevention -

25 states, 2015-2017. *Morbidity and Mortality Weekly Report*, 68 (44), 999-1005.
<https://www.cdc.gov/mmwr>

Mochari-Greenberger, H., Vue, L., Luka, A., Peters, A. & Pandee, R.L. (2016). A tele-behavioral health intervention to reduce depression, anxiety, and stress and improve diabetes self-management. *Telemedicine and e-Health*, 22 (8), 1-8. <https://doi.org/10.1089/tmj.2015.0231>

Mullen, K.A., Manuel, D.G., Hawken, S.J., Pipe, A.L., Coyle, D., Hobler, L.A., Younger, J., Wells, G.A., & Reid, R.D. (2017). Effectiveness of a hospital-initiated smoking cessation programme: 2-year health and healthcare outcomes. *BMJ*, 26, 293-299. <https://doi.org/10.1136/tobaccocontrol-2015-052728>

Musich, S., Wang, S. S., Hawkins, K., & Greame, C. (2017). The frequency and health benefits of physical activity for older adults. *Population Health Management*, 20 (3), 199-207.
<https://doi.org/10.1089/pop.2016.0071>

Schvey, N.A., Sbrocco, T., Bakala, J.L. Ress, R., Barmine, M., Gorlick., Pine, A., Stephens, M., & Tanofsky-Kraff, M. (2017). The experience of weight stigma among gym members with overweight and obesity. *Stigma and Health*, 2 (4), 292-306. <http://dx.doi.org/10.1037/sah0000062>

Thorn, B.E. (2020). Pitting the brain to work in cognitive-behavioral therapy for chronic pain. *Pain*, 161 (Suppl1), S27-S35. <http://doi:10.1097/j.pain.0000000000001839>

Walker, J., Muench, A., Perlis, M.L., & Vargas, I. (2022). Cognitive behavioral therapy for insomnia (CBT-I): A primer. *Klin Spec Psihol*, 11 (2), 12-137. <doi:10.17759/cpse.2022110208>

Course Requirements*

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90+ hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Late Work Policy: Assignments are expected to be turned in, via email, by the beginning 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, exercises (Sleep diary, food log, etc.), and journal clubs. Unexcused absences, tardiness, lack of preparation/participation, inappropriate use of cell phones and computers not related to the course during class time, and/or inappropriate or unprofessional behavior affects scoring in this domain and may result in a reduction of the overall score for the course. Any unexcused absence will require an additional assignment. Two or more unexcused absences may result in loss of credit for the course. Tardiness to two classes will result in an individual meeting with the instructor and

tardiness to more than three classes will result in a referral to the student's academic advisor to develop a remediation plan. The qualification of what is or is not excusable remains at the instructor's discretion. Student attendance and participation will be one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of this course within the clinical practice of psychology.

5A's Intervention Group Presentation (20 points)

You have become an expert in ASSIGNED CONDITION and would like to offer your services to a medical clinic near you. To inform the team you must provide a one-page infographic, a brief PowerPoint describing the 5A model as it pertains to your ASSIGNED CONDITION. You must also recommend and provide at least one screener or brief assessment to help the medical team identify appropriate referrals for your services. You should also provide a list of resources (at least 3) for patients who may not be willing to seek behavioral health services. In addition to the Hunter et al. (2024) text, you must include at least two additional resources (not assigned as course texts) to enhance your pitch. Make sure you educate the team, make clear who would be appropriate for your services, how they can implement screeners to accurately identify them, and what outcomes they can expect for their clients. Students will have 30 minutes to make their pitch and 10 minutes to answer questions from the medical team (audience of peers and professor).

Quizzes (20 points): Students will complete 7 quizzes. Quizzes will be completed every other week. Quizzes will reflect content covered in the readings, lectures, and/or journal articles from the previous weeks 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. Each quiz will have a maximum total of 4 earned points. *Missed quizzes cannot be made up.*

Podcast/Video Reflection (20 points; 5 pts each)

Four podcast episodes/videos will be assigned for students to listen to. Students will be asked to share a brief reaction/reflection of the content presented. They will also be required to provide students with one reference (e.g. a scientific article, another podcast, a current event, a book, a movie, etc.) for students to further expand their knowledge base and access to related resources. They will also be asked to respond to at least one of their peers' responses. The assignment will be completed virtually using Canvas. A detailed outline with expectations for this assignment and a rubric will be provided by the instructor.

Final Examination (30 points): The final examination will be a combination of multiple choice, short answer, and essay questions. The questions will address any health psychology concepts and treatments covered in assigned readings, lectures, in-class discussions, and/or student presentations. Students should expect the exam questions to reflect content covered in class readings, class lectures, and/or class presentations. **Students must pass the exam with an 80% or above in order to pass the course.**

**Students are expected to submit all assignments by the due date listed on the syllabus. In rare circumstances, the professor may grant an exception if this is requested well in advance of the assignment due date. Rewrites will not be allowed to earn back additional points. Instead, students are expected to, in addition to reviewing assignment outlines, rubrics, and examples (if*

relevant), schedule a time to meet with the professor if they are concerned about their ability to meet expectations of an assignment before it is due. If a student receives a score of less than 80% on an assignment, they will be given the choice of completing an additional assignment to demonstrate the knowledge required for mastery of associated content.

Grading

Project/Assignment	Points
Class Participation	10
5A's Group Presentation	20
Quizzes	20
Podcast Reflections	20
Final Examination	30
TOTAL	100

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 (< 69); Failed - No credit given

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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.

Student with Disabilities Statement:

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kōkua 'Ike Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Title IX and Nondiscrimination Statement:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination:

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES. The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification:

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade

portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work:

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

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 prevent them from attending class, and they should arrange 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 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 an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content). Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Honesty:

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated. Students are responsible for

promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty. Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University. For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow 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. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student’s *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with 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. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week/ Date	Class Activities	Readings	Assignments Due
1 8/20	Class Introductions Course Overview Course Syllabus Review What is Health Psychology?	Taylor (2021): Ch. 1 White (2021): Ch. 1	Select Topic for Presentation
2 8/27	Integrated Primary Care The Patient-Centered Medical Home	Hunter et al. (2024): Introduction & Ch. 1	
3 9/3	Behavioral Health Integration The Four-Quadrant Model The 5A's Model	Hunter et al. (2024): Ch 3 & 4	<p style="text-align: center;">Quiz #1</p> <p style="text-align: center;">Podcast/Video Reflection</p> <p style="text-align: center;">Watch all 6 videos from "Psychologists in Integrated Healthcare" (APA)</p> <p style="text-align: center;">https://www.youtube.com/playlist?list=PLxf85IzktYWlp2eNrRJrgnOBq6W0eox5y</p>
4 9/10	Communication and Treatment Management Ethics and Competencies	APA (2013) APA (2014) APA (2017) Hunter et al. (2024): Ch. 2 Taylor (2021): Ch 9	
5 9/17	Conventional, Complementary, and Integrative Medicine https://ed.ted.com/lessons/what-yoga-does-to-your-body-and-brain-krishna-sudhir	White (2021): Ch. 2	<p style="text-align: center;">Quiz #2</p> <p style="text-align: center;">Model: 5A's Presentation (Suicide)</p>
6 9/24	Stress, Anxiety (GAD), and Depression https://www.youtube.com/watch?v=v-t1Z5-oPtU https://www.youtube.com/watch?v=WuyPuH9ojCE	Hunter et al. (2024): Ch.5, pp. 105-121 Merrick et al. (2019) White (2021): Ch. 3	

7 10/1	<p>Sleep</p> <p>https://www.cdc.gov/chronicdisease/pdf/infographics/sleep-H.pdf</p> <p>https://ed.ted.com/lessons/what-would-happen-if-you-didn-t-sleep-claudia-aguirre</p> <p>https://ed.ted.com/lessons/what-causes-insomnia-dan-kwartler</p> <p>https://www.youtube.com/watch?v=c4aCJY8YNoc</p>	<p>Hunter et al. (2024): Ch. 5, pp. 135-168</p> <p>Walker et al. (2022)</p> <p>White (2021): Ch.4</p>	<p>Quiz #3</p> <p>Podcast Reflection</p> <p>Dr. Matthew Walker: The science & Practice of Perfecting Your Sleep (3:04)</p> <p>https://hubermanlab.com/dr-matthew-walker-the-science-and-practice-of-perfecting-your-sleep/</p> <p>Sleep Diary</p> <p>https://sleepspace.com/digital-sleep-diary/</p>
8 10/8	<p>Nutrition: Eating Right for Life</p> <p>https://www.cancer.org/healthy/eat-healthy-get-active/nutrition-activity-quiz.html</p>	<p>Fritz et al., (2018)</p> <p>White (2021): Ch. 8</p>	<p>5A's Presentation (Anxiety or Depression)</p>
9 10/15	<p>Physical Fitness</p> <p>https://www.cdc.gov/physicalactivity/basics/pdfs/FrameworkGraphicV11.pdf</p>	<p>Hunter et al. (2024): Ch. 6, pp. 168-176</p> <p>Musich et al., (2017)</p> <p>White (2021): Ch.9</p>	<p>Quiz #4</p> <p>5A's Presentation (Insomnia)</p> <p>My Physical Activity Tracker</p> <p>https://www.cdc.gov/healthyweight/pdf/physical_activity_diary_cdc.pdf</p>
10 10/22	<p>Body Weight</p> <p>https://ed.ted.com/lessons/what-is-obesity-mia-nacamulli</p>	<p>Hunter et al. (2024): Ch. 6, pp. 156-168</p> <p>Schvey et al., (2017)</p> <p>White (2021): Ch. 10</p>	<p>5A's Presentation (Physical Inactivity)</p>
11 10/29	<p>Alcohol and Tobacco Use</p> <p>https://ed.ted.com/lessons/what-would-happen-if-you-didn-t-sleep-claudia-aguirre</p>	<p>Hunter et al. (2024): Ch. Ch. 6, pp. 145-156 & Ch. 11, pp. 271-287</p> <p>Mullen et al., (2017)</p>	<p>Quiz #5</p>

	ns/how-does-alcohol-make-you-drunk-judy-grisel https://ed.ted.com/lessons/how-do-cigarettes-affect-the-body-krishna-sudhir	White (2021): Ch. 11, pp. 419-452	<p align="center">5A's Presentation (Overweight and Obesity)</p> <p align="center">Podcast Reflection</p> <p align="center">What alcohol does to your body, brain, and health (1:58) https://hubermanlab.com/what-alcohol-does-to-your-body-brain-health/</p>
12 11/5	<p align="center">Chronic Pain</p> https://ed.ted.com/lessons/the-mysterious-science-of-pain-joshua-w-pate https://ed.ted.com/lessons/how-does-your-brain-respond-to-pain-karen-d-davis	<p align="center">Hunter et al. (2024): Ch. 10 Taylor (2021): Ch. 10 Thorn (2020)</p>	<p align="center">5A's Presentation (Alcohol Use or Tobacco Use)</p>
13 11/12	<p align="center">Cardiovascular Disease</p> https://ed.ted.com/lessons/how-blood-pressure-works-wilfred-manzano https://ed.ted.com/lessons/what-happens-during-a-heart-attack-krishna-sudhir	<p align="center">Hunter et al. (2024): Ch. 9 White (2021): Ch. 15, pp. 595-626 Blumenthal et al., (2016)</p>	<p align="center">Quiz #6</p> <p align="center">5A's Presentation (Pain Disorders)</p>
14 11/19	<p align="center">Diabetes</p> https://ed.ted.com/lessons/what-does-the-pancreas-do-emma-bryce	<p align="center">Hunter et al. (2024): Ch. 7 Mochari-Greenberger et al, (2016) White (2021): Ch. 15, pp. 587-595</p>	<p align="center">5A's Presentation (Cardiovascular Disease)</p> <p align="center">Podcast Reflection</p> <p align="center">The Doctor's Farmacy: Ep. 6: Dan Buettner on What Makes Blue Zones the Healthiest Places on Earth (0:54) https://shows.acast.com/the-doctors-farmacy/episodes/dan-buettner-what-makes-blue-zones-the-healthiest-places</p>
15 11/26	<p align="center">Cancer</p> https://thedefender.ca	<p align="center">Greer et al., (2019) White (2021): Ch. 16</p>	<p align="center">Quiz #7</p> <p align="center">5A's Presentation (Diabetes)</p>

	cer.org/		"The Defender" – Cancer Quiz Risk https://crucialcatch.cancer.org/thedefenderquiz/#/
16 12/3			Final Exam