



College of Education and Human Development

Hawai'i School of Professional Psychology

PP-8339 Health Psychology

Kieffer Hall rm. 6, Tuesdays 1:00–4:00pm | Credits: 3 | Section: 01 | Term: Fall 2026

Instructor Information

Instructor	Vilmarie Baez, PsyD
Email	vilmarie.baez@chaminade.edu
Phone	808.739.7430
Office Location	Kieffer Hall, rm. 4
Office Hours	Thursday's 1:00pm – 4:00pm. Virtual office hours available on Wednesday's from 9:00am -12:00pm. Other days/time may be available, based on availability, upon request (email contact)

Communication

The professor can be reached by email or phone, with email response times expected within 48 hours M–F. In-person meetings are always an option, so please let the professor know if you'd prefer an in-person meeting.

School & Department

School	Hawai'i School of Professional Psychology
Location	Kieffer Hall #11A
Phone	(808) 440-4206
Questions	Contact your instructor or the Program Coordinator

Course Description & Materials

Catalog Description

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.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Kieffer Hall, rm. 6
Meeting Days/Times	Tuesdays 1:00pm-4:00pm
Time Commitment	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).
Required Textbooks	Hunter, C.L., Goodie, J.L., Ordt, M.S., & Dobmeyer, A.C. (2024). <i>Integrated behavioral health in primary care: Step-by-step guidance for assessment and intervention</i> (3rd ed.). American Psychological Association. White, L.B. (2021). <i>Health Now: An integrative approach to personal health</i>. Boston Academic Publishing, Inc.
Required Readings	American Psychological Association (2017). <i>Ethical Principles of Psychologists and Code of Conduct</i>. 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. <i>Circulation</i>, 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. <i>Journal of Experimental Social Psychology</i>. 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. <i>The Oncologist</i>, 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. <i>Morbidity and Mortality Weekly Report</i>, 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. <i>Telemedicine and e-Health</i>, 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. <i>BMJ</i>, 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. <i>Population Health Management</i>, 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. <i>Stigma and Health</i>, 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. <i>Pain</i>, 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. <i>Klin Spec Psihol</i>, 11 (2), 12-137. doi:10.17759/cpse.2022110208
Required Technology	A laptop will be required in order to complete courses in the Clinical Psychology program. The laptop should have current operating systems, a current antivirus program, a document program (e.g., Word), a presentation program (e.g., PowerPoint), and Adobe Acrobat. It should have a standard web browser, and students should have 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.
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

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)^{SEP}
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)

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

1. Education for formation in faith.
2. Provide an integral, quality education.

3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

1. Educate for Formation in Faith (Mana): E ola au i ke akua (‘Ōlelo No‘eau 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‘eau 1957) — Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana): ‘Ike aku, ‘ike mai, kōkua aku kōkua mai (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 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‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

CLO alignment is displayed in the CLO section above.

Attendance & In-Class Participation

Attendance Policy

Students are expected to regularly attend 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 make arrangements to obtain missed information and complete missed assignments. 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. 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.

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Course Requirements and Activities

Attendance and Participation (10%)

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%)	You have become an expert in ASSIGNED CONDITION and would like to offer your services to a medical clinic near you (student's will pick a local clinic in order to consider their location, patient population, etc.). To inform the team you must provide a one-page infographic and 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, who can/should deliver services, how they can implement screeners to accurately identify them, and what outcomes they can expect for their clients. Students will have 40 minutes to make their pitch and 10 minutes to answer questions from the "medical team" (audience of peers and professor; we will pretend to be from the clinic you are pitching). <i>A more detailed description of the assignment and all requirements, along with a rubric, will be provided for students.</i>
Quizzes (20%)	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. <i>Missed quizzes cannot be made up.</i>
Podcast/Video Reflections: 20 points total/5 points each (20%)	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' additional references; share what new information you learned from reviewing the additional resource and how it increased your understanding of the topic. 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 Exam (30%)	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.

Course Policies

Late Work	Assignments are expected to be turned in, via Canvas, by the beginning of the class on the day the assignment is due. <u>No late assignments will be accepted unless arranged before deadlines. If you have concerns about deadlines, please communicate with the professor prior to the due date.</u> 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.
Make-Up Work	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.
Extra Credit	There is no extra credit for this course.
Incomplete Grade	The issuance of an "I" is at the discretion of the instructor. Grade deductions for late work may be imposed. The incomplete grade may be assigned to a student who has successfully completed a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. A contract with the instructor must be drawn up, with the instructor indicating the due date of the remaining assignments (up to 30 days).
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Cell phones, tablets, and laptops	Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are required 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.
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.

Use of course information, content, and materials	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).
APA writing style	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.
Use of AI in this course	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.

Final Grades

Final grades for this course are calculated according to the table below.

Project/Assignment	Point Value
Class Participation	10%
5A's Group Presentation	20%
Quizzes	20%
Podcast Reflections	20%
Final Exam	30%
Total	100%

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
A	4.00 (93-100)
A-	3.67 (90-92)
B+	3.33 (87-89)
B	3.00 (83-86)
B-	2.67 (80-82)

Grade	Grade point equivalents (and grading scale values). Final scores $\geq .5$ will be rounded up
C	2.00 (70-79); Fail – No credit given
F	0.00 (≤ 69); Fail – No credit given

Important Information

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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need. Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources. Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome. Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to student's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week#	Date	Topics	Readings Due	Assignments Due
1	8/25	Class Introductions Course Overview Course Syllabus Review What is Health Psychology?	Taylor (2021): Ch. 1 White (2021): Ch. 1	Select Topic for Presentation

Week#	Date	Topics	Readings Due	Assignments Due
2	9/1	Integrated Primary Care The Patient-Centered Medical Home	Hunter et al. (2024): Introduction & Ch. 1	
3	9/8	Behavioral Health Integration The Four-Quadrant Model The 5A's Model	Hunter et al. (2024): Ch 3 & 4	Quiz #1 Podcast/Video Reflection Watch all 6 videos from "Psychologists in Integrated Healthcare" (APA) https://www.youtube.com/playlist?list=PLxf85IzktYWlp2eNrRJrgnOBq6W0eox5y
4	9/15	Communication and Treatment Management Ethics and Competencies	APA (2013) APA (2014) APA (2017) Hunter et al. (2024): Ch. 2 Taylor (2021): Ch 9	
5	9/22	Conventional, Complementary, and Integrative Medicine https://ed.ted.com/lessons/what-yoga-does-to-your-body-and-brain-krishna-sudhir	White (2021): Ch. 2	Quiz #2 Model: 5A's Presentation (Suicide)
6	9/29	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	10/6	Sleep https://www.cdc.gov/chronicdiseases/pdf/infographics/sleep-H.pdf https://ed.ted.com/lessons/what-would-happen-if-you-didn-t-sleep-claudia-aguirre	Hunter et. Al (2024): Ch. 5, pp. 135-168 Walker et al. (2022) White (2021): Ch.4	Quiz #3 Podcast Reflection Dr. Matthew Walker: The science & Practice of Perfecting Your Sleep (3:04) https://hubermanlab.com

Week#	Date	Topics	Readings Due	Assignments Due
		https://ed.ted.com/lessons/what-causes-insomnia-dan-kwartler https://www.youtube.com/watch?v=c4aCJY8YNoc		om/dr-matthew-walker-the-science-and-practice-of-perfecting-your-sleep/ Sleep Diary https://sleepspace.com/digital-sleep-diary/
8	10/13	Nutrition: Eating Right for Life https://www.cancer.org/healthy/eat-healthy-get-active/nutrition-activity-quiz.html	Fritz et al., (2018) White (2021): Ch. 8	5A's Presentation (Anxiety or Depression)
9	10/20	Physical Fitness https://www.cdc.gov/physicalactivity/basics/pdfs/FrameworkGraphicV11.pdf	Hunter et al. (2024): Ch. 6, pp. 168-176 Musich et al., (2017) White (2021): Ch.9	Quiz #4 5A's Presentation (Insomnia) My Physical Activity Tracker https://www.cdc.gov/healthyweight/pdf/physical_activity_diary_cdc.pdf
10	10/27	Body Weight https://ed.ted.com/lessons/what-is-obesity-mia-nacamulli	Hunter et al. (2024): Ch. 6, pp. 156-168 Schvey et al., (2017) White (2021): Ch. 10	5A's Presentation (Physical Inactivity)
11	11/3	Alcohol and Tobacco Use https://ed.ted.com/lessons/how-does-alcohol-make-you-drunk-judy-grisel https://ed.ted.com/lessons/how-do-cigarettes-affect-the-body-krishna-sudhir	Hunter et al. (2024): Ch. 6, pp. 145-156 & Ch. 11, pp. 271-287 Mullen et al., (2017) White (2021): Ch. 11, pp. 419-452	Quiz #5 5A's Presentation (Overweight and Obesity) Podcast Reflection What alcohol does to your body, brain, and health (1:58) https://hubermanlab.com/what-alcohol-

Week#	Date	Topics	Readings Due	Assignments Due
				does-to-your-body-brain-health/
12	11/10	Chronic Pain 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	Hunter et al. (2024): Ch. 10 Taylor (2021): Ch. 10 Thorn (2020)	5A's Presentation (Alcohol Use or Tobacco Use)
13	11/17	Cardiovascular Disease https://ed.ted.com/lessons/how-blood-pressure-works-wilfred-manzano https://ed.ted.com/lessons/what-happens-during-a-heart-attack-krishna-sudhir	Hunter et al. (2024): Ch. 9 White (2021): Ch. 15, pp. 595-626 Blumenthal et al., (2016)	Quiz #6 5A's Presentation (Pain Disorders)
14	11/24	Diabetes https://ed.ted.com/lessons/what-does-the-pancreas-do-emma-bryce	Hunter et al. (2024): Ch. 7 Mochari-Greenberger et al, (2016) White (2021): Ch. 15, pp. 587-595	5A's Presentation (Cardiovascular Disease) Podcast Reflection The Doctor's Pharmacy: Ep. 6: Dan Buettner on What Makes Blue Zones the Healthiest Places on Earth (0:54) https://shows.acast.com/the-doctors-pharmacy/episodes/dan-buettner-what-makes-blue-zones-the-healthiest-places
15	12/1	Cancer https://thedefender.cancer.org/	Greer et al., (2019) White (2021): Ch. 16	Quiz #7 5A's Presentation (Diabetes) "The Defender" –

Week#	Date	Topics	Readings Due	Assignments Due
				Cancer Quiz Risk https://crucialcatch.cancer.org/thedefenderquiz/#/
16	12/8			Final Exam