

**Washington University School of Medicine**  
**Clinical Research Training – Applied Health Behavior Research**  
**Syllabus M88-515 Health Psychology (3 Credit Hours)**  
Delivery Format: On Campus with Online Components

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**Instructor:** Amaris R. Tippey, Ph.D.  
**Room Number:**  
**Phone Number:** 314-747-5060 (office)  
**Email Address:** atippey@wustl.edu  
**Office Hours:** By Appointment – face to face and telephone appointments available

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**Course Overview:** We will examine theoretical and research foundations of health psychology and behavioral health & illness from a biopsychosocial perspective. As Such, we will explore the complex interactions between biological, psychological and social factors as they influence health, health behaviors and coping with illness. Treatment interventions will be discussed for specific diseases.

**Learning Objectives:**

By the end of this course, the student should be able to:

- 1) Demonstrate a broad knowledge of the field of health psychology and discuss the role of health psychologists in health-related research and clinical intervention.
- 2) Demonstrate a thorough understanding of the biopsychosocial model of health and illness and its application to the prevention, etiology and treatment of disease.
- 3) Explain how research contributes to the understanding of health; evaluate and use research findings to investigate and issues in health psychology.
- 4) Apply the biopsychosocial model to specific illnesses/medical conditions (e.g. diabetes, heart disease; cancer) and health-related behaviors based on a knowledge of relevant empirical literature.
- 5) Articulate how developmental factors influence one's understanding of health/illness concepts, adoption and maintenance of health behaviors and coping with health issues.
- 6) Integrate the role of health psychology with other health care disciplines to develop a comprehensive approach to theory, research, and clinical practice.

**Required Reading:**

Journal articles and chapters will be available on the course Blackboard site

**Text That May be of Interest, But Not Required:**

Friedman, H.S. & Silver, R.C. (2007). Foundations of Health Psychology. Oxford University Press: Ney York.

**Students with Disabilities:**

It is the policy of Washington University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act of 1990 (ADA). If a student requires accommodations to complete the course requirements, it is the student's responsibility to provide the college with documentation and inform the instructor at the beginning of class what accommodations have been approved and arranged through the college.

**Academic Integrity Policy**

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted in classes for academic credit or conducted in the wider arena of scholarly research. When such an atmosphere of mutual trust exists, the free exchange of ideas is fostered, and all members of the community are able to work to achieve their highest potential. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is in fact original. Ensuring the honesty and fairness of the intellectual environment at Washington University is a responsibility that is shared by faculty, students, and administrative staff.

This statement on academic integrity applies to graduate students in the Graduate School of Arts and Sciences ("GSAS"): Master's and Ph.D. students in Arts & Sciences programs, all Ph.D. students on the Danforth & Medical campuses, including those home-based in another School (Engineering, Social Work, Medicine, Business), and Dual Degree students when one of the degree programs resides in GSAS. Originally adopted by the Graduate Council of the Faculty of Arts and Sciences in 1991, the current version underwent major review and revision and was approved by the Graduate Council in April 2012.

The purpose of the statement is to clarify the University's expectations with regard to graduate students' academic behavior and to provide specific examples of dishonest conduct. The examples are only illustrative, NOT exhaustive. Students are expected to adhere to the highest standards of behavior, and the vast majority of Washington University students do so. Each year, however, a few students behave dishonestly. The following material describes the most common types of dishonest behavior.

For further information and the university's complete policy on academic integrity go to:

<http://graduateschool.wustl.edu/files/graduate/AcademicIntegrity.pdf>

**Policy Related to Classroom Etiquette:**

- Please refrain from using cell phones, tablets, or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class.

- Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.
- To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class (e.g. smelly food, crunchy food). You will be expected to clean up after yourself and dispose of all trash before leaving the classroom

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### Class Schedule

- 06/6/17**
- Introductions
  - Class Overview, Health Psychologists: Who we are. What we do;
  - Overview of the biopsychosocial Model and Case Conceptualization;
  - Biopsychosocial Model as a Research Tool
- 06/13/17**
- Stress, Coping Styles, Social Support
  - Life Style Illness
  - Developmental perspective of Health and Illness
- 06/20/17**
- General overview of Health Promotion / Disease Prevention
  - Understanding of Adherence/Compliance
  - The "Difficult Patient"
- 06/27/17**
- Interventions Overview:
- Cognitive Behavioral Therapy
  - Acceptance and Commitment Therapy
  - Motivational Interviewing
  - Mindfulness
- 07/04/17**
- **No Class Due to Holiday: Take Home Midterm Submit by 11:59p on 7/5/17**
- 07/11/17**
- Introduction to framework for covering diseases for the rest of the semester
  - Tobacco Dependence
  - Alcohol
  - Obesity
- 07/18/17**
- Sleep Disorders
  - Cardiovascular Disease
  - Cerebrovascular Accidents
- 07/25/17**
- Pain Conditions
  - Diabetes Mellitus

**08/01/17**      Cancer / Terminal Illness / Palliative Care

**08/08/17**      **No Class meeting. Final paper due via email at 11:59pm**

*Disclaimer: The instructor retains the right to change the order of the lectures and the content of the class to meet the needs of the students who are enrolled in the course. Based on student input the first week of class, some disease related topics are subject to change based on student interest.*

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### **Course Requirements:**

Participation: Your participation grade will include attendance and participation in class as well as group discussions. Group discussions will require you to demonstrate an understanding of the reading material and apply this knowledge to current events.

Clinical Case Review: Students will choose 2 patient cases (out of 6 opportunities) to evaluate and analyze. Patient scenarios will be provided as well as a general rubric to assist with conceptualization. Case Conceptualizations are due the week after class discussion of the disease state.

Exam: A take home mid-term exam will be assigned. There will be an opportunity to review and discuss how to prepare for the exam in class prior to the exam date.

Article Discussion: Students will complete a peer-reviewed journal article on a health psychology related research intervention. The student will then lead the class discussion on a disease related intervention consistent with the topics being covered on his/her assigned date.

Final Paper: Students will choose a specific health psychology problem that corresponds to their interest area and write a 10-15 page paper (a) briefly summarizing biological background literature; (b) exploring related biopsychosocial factors that contribute to the problem c) outlining the role(s) of health psychologists (c) provide description of health education information/ intervention addressing and further investigating the problem. d) students may also describe how they may interact with a health psychologist in the future given their current/desired profession. Further explanation/clarification will be provided in class.

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### **Grades:**

<u>Grading:</u>	<u>Points possible</u>	<u>Percent of grade</u>
Participation	50	12.5%
Case Conceptualizations	2 @ 50 each (100)	25%
Mid-Term Exam	100	25%
Journal Article Reviews	50	12.5%
Final Project/Paper	100	25%

**Grading Scale:** 400 points possible

A+ 391 - 400

A 379 - 390

A- 367 - 378

B+ 355 - 366

B 343 - 354

B- 331 - 342

C+ 319 - 330

C 307 - 318

C- 295 - 306

D+ 283 - 294

D 271 - 282

D- 259 - 270

F - Below 259