

Washington University School of Medicine

Clinical Research Training - Applied Health Behavior Research

M88-515 Health Psychology - Summer 2015

Faculty: Craig M. Woodsmall, Psy.D.
Office Hours: By Appointment Only

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Dates of course: 6-02-15 to 8-04-15
Tuesdays from 5:30 p.m. to 9:30 p.m.
Location: GMS Classroom

Course Description:

This course examines the interface between health and psychology in a variety of areas. Health psychology involves the discipline and principles of psychology and human behavior in understanding how the mind, body, and behavior interact in health and disease. Class topics include theories of health behavior, impact of lifestyle illness on health care, problems in effecting behavioral changes in patients, risk taking behaviors, role of stress on health and immune-suppression, and adjustment to chronic/terminal illness. The focus of the course will be on understanding the psychological causes, prevalence and etiology of chronic health problems, and clinical exploration of proposed treatments.

Learning Objectives:

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

1. Articulate the role of psychology in preventing illness and promoting wellness.
2. Understand principles of applied clinical interventions to health compromising behaviors and illnesses utilizing a Health Psychology approach.
3. Explain how research contributes to the understanding of health; evaluate and use research findings to investigate and advance issues in health psychology.
4. Describe the health challenges facing people at different periods in the life span.
5. Integrate the role of health psychology with other health care disciplines to develop a comprehensive approach to theory, research, and clinical practice.

Required Reading:

Ogden, J. (2008). Essential Readings in Health Psychology. Open University Press: New York. (ALL READINGS PROVIDED VIA BLACKBOARD).

Optional Texts/Supplemental Readings:

Straub, R.O. (2012). *Health Psychology: A Biopsychosocial Approach*, (3rd Ed.). Worth Publishers: New York.

Taylor, S. E. (2008). *Health Psychology*, (7th Ed.). McGraw-Hill

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>

Use of technology/Internet resources:

Students may use a variety of research sources in the development of assignments, including published and internet available resources. Standard publications from scholarly books and journals should be used as your primary sources, with internet sources providing useful *supplemental* support. Assignments **may not** be based solely on internet sources. Furthermore, students must be cautious in the use of reliable internet sources. If in doubt about the quality or accuracy of a source, do not use it. For information on proper citation for internet sources, please use the following site:

www.apa.org/journals/webref.html#Web

Attendance:

Students are expected to be punctual to class. Any absences should occur for urgent reasons such as ill health or critical emergency. Whenever possible, students should notify the instructor of these absences. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's standing in the class.

Timeliness:

The student may turn in assignments any time before the deadline. Students may not fax or email papers to the instructor but should be delivered in hard copy in class. Late assignments will be penalized by the loss of points equivalent to one grade for each day late (e.g. an assignment achieving an A, would receive an A- for one day late, etc.).

Course Requirements:

Students will be evaluated via two in class examinations (mid-term and final that is not cumulative), 2 clinical case reviews, and an end of the term course project.

Exams

Format of Exams will be determined once the course has begun. There will be an opportunity to review and discuss how to prepare for exams in class prior to exam dates.

Clinical Case Reviews

Students will be assigned 2 patient cases to evaluate and analyze: a patient's health status and attempts to change behaviors, as well as discuss implications for the patient's health and wellness based on the application of Health Psychology concepts and methods discussed in class and readings. Students will identify patient specific treatment goals and interventions to effect behavior change, potential barriers, methods of evaluation and outcome measurement. The end result will be a type-written case analysis submitted to the instructor.

Course Project

Students will design and develop a comprehensive Health Psychology intervention program that corresponds to their Concentration area.

- Health Education students will design a primary prevention education program for a public health issue that aims to address a public health problem of their choosing (subject to approval from the instructor).
- Health Behavior Research students will design an experiment that investigates effective interventions for a public health issue of their choosing (subject to approval from the instructor).

Grades:

<u>Grading:</u>	<u>Points possible</u>	<u>Percent of grade</u>
Mid-term Exam	100	25%
Course Project	100	25%
Case Reviews	2@50 each (100)	25%
Final Exam	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

Class Schedule:

DATE	LECTURE / DISCUSSION
June 02	Class Description and Overview Basic Health Psych/Review of theories
June 09	Stress and Health; Role of coping styles and social support
June 16	Rise of lifestyle illnesses and impact on health care system;

- Issues in affecting behavioral change
- June 23 **No Class**
Case Review #1 Group Project on Blackboard
- June 30 **Mid-Term Exam on Blackboard**
- July 7 *Guest Lecturer: Mitsuru Shimizu, Ph.D*
Assistant Professor, Dept. of Psychology SIUE
 Immune-competence, chronic/terminal illness, resiliency and psychological hardiness
- July 14 **Case Review #2 Group Project on Blackboard**
- July 21 *Guest Lecturer: Mitsuru Shimizu, Ph.D*
Assistant Professor, Dept. of Psychology SIUE
 Understanding Risk taking behavior (Models of change, delay behaviors) Motivational Interviewing) and Changing Behavior
- July 28 *Guest Lecturer: Mitsuru Shimizu, Ph.D*
Assistant Professor, Dept. of Psychology SIUE
 Non-compliance and adherence issues; patient communication
- August 4 ***Final Exam and Term Project Due**

ASSIGND READINGS

- June 02 – Armitage, Kaplan, Odgen (Problem with social cognition models), West
- June 09 – Pennebaker, Antoni, Ebrecht, Pereira, Taylor
- June 16 – Mokad, Wardle
- July 7 - Eccleston, Smith, Petrie (immunological effects)
- July 21 - Woodcok, Murgraff, Marteau, Sutton, DiClemente, Gollwitzer, Ogden (paradox of control)
- July 28- Horne, Petrie, Roter, Mead, Simpson