

**Master of Counselling**  
**CAAP 6635: Biosocial Foundations of Health Psychology**  
**Summer Term: May - August 2015**  
**ONLINE DELIVERY**

*Note: This syllabus, except for required textbooks, is subject to change until the first day of the course.*

**Instructor:** Jennifer Thannhauser, M.Ed., Ph.D., R.Psych.  
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**\*Email response time:** Please be aware that I am working full-time in addition to teaching. Therefore, you may expect up to a 48-hour turnaround time for emails. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

**\*Note:** In effort to support your development, I welcome and encourage you to contact me with questions about the course and/or course assignments.

## Course Details

**Term:** Summer Term 2014      **Credit Hours:** 3.0  
**Prerequisites:** CAAP 6601, 6607, 6617      **Contact Hrs:** *Online facilitated instruction*  
**Equivalents:** CAAP 635, EDUC 5620

**Course Description:** Current research in biosocial health psychology is addressed including the study of behavioral responses to stress, addictions and chronic illness. Emphasis is on interpersonal emotional processes and lifestyle modifications to adjust to health related stressors. Additional topics include consequences of common psychophysiological reactions and syndromes such as anxiety disorders, eating disorders and depressive disorders including grief and loss.

**Overview:** *CAAP 6635: Biosocial Foundations of Health Psychology* is designed as a broad introduction to the study of how human psychology and human health intersect. The course will help students develop skills to critically evaluate theories, findings and methods relevant to the field of health psychology, while enhancing their practical counselling skills. This course will interest students wanting to extend their counselling competencies into health contexts and those who want to apply health psychology knowledge and skills to other professional contexts.

The course is organized according to the core principles and skills that guide the practice of health psychology. It will orient students to contemporary theories and models of health, illness, and health promotion and their relevance for application in a variety of health settings. Students may use the course for developing and maintaining a healthier personal lifestyle. Specifically, they may

learn to deal with their stress more effectively by incorporating strategies taught in the course, and by tailoring one assignment for this purpose.

Upon successful completion of this course, it is expected that students will be able to:

- Describe health and illness as the product of a complex combination of factors, including biological characteristics (e.g., genetic predisposition), behavioural factors (e.g., lifestyle, stress, health beliefs), and social conditions (e.g., cultural influences, family relationships, and social support).
- Identify and describe key systems of the body and their role in health, including psychoneuroimmunology.
- Communicate a basic understanding of pharmacological treatment for major mental health issues.
- Explain how stress (chronic and acute) influences health, including biological and psychological functioning.
- Outline various strategies for coping with stress and the indications or contraindications for their use.
- Discuss the impact of major health-compromising behaviours on psychological and behavioural health.
- Identify and apply techniques for promoting healthy behaviours and preventing unhealthy ones.
- Discuss unique psychological issues related to chronic and terminal illnesses.
- Explain the interconnection between pain and psychological wellbeing.
- Integrate theoretical and research knowledge of death, dying, and grief with appropriate counselling strategies for supporting people through these experiences.
- Synthesize knowledge about hope in health psychology with the student's own perspective of hope.
- Utilize knowledge about theories of health behaviour and health psychology-based interventions to develop and implement a self-change intervention.

## Required Readings

Taylor, S. E. & Sirois, F. M. (2014). *Health Psychology* (3<sup>rd</sup> Canadian ed.). McGraw-Hill.

Sinacola, R. S. & Peters-Strickland, T. (2012). *Basic psychopharmacology for counselors and psychotherapists* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson.

### **Supplementary Texts and Readings:**

**\*\*Note:** Additional readings will be provided to supplement your learning and reflection at the instructor's discretion and will be announced at least one week in advance.

American Psychological Association. (2010). *Publications manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: Author.

**Journals of Interest:**

- American Psychologist
- Canadian Journal of Counselling and Psychotherapy
- Child Development
- Chronic Illness
- Clinical Psychology Review
- Counseling Outcome Research and Evaluation
- Counseling Psychology Quarterly
- Developmental Psychology
- Health Education & Behavior
- Health Psychology Review
- Journal of Child Psychology and Psychiatry
- Journal of Clinical Child Psychology
- Journal of Consulting and Clinical Psychology
- Journal of Counseling & Development
- Journal of Counseling Psychology
- Journal of Health Psychology
- Journal of Mental Health Counseling
- Psychological Bulletin
- Psychology & Health
- Qualitative Health Research
- The Counseling Psychologist

**Evaluation**

Course Assignments	Weighting
<p><b>Self-Change Project:</b> This assignment requires you to experience the process of healthy lifestyle modifications at a personal level. You are expected to <u>develop and implement an intervention plan</u> to improve you own health behaviours or to deal with stress more effectively in your own life. Some ideas include: smoking cessation, weight management, exercise program, healthy diet etc. This is an opportunity to use a course assignment to improve your own health - choose wisely ☺! The assignment requires submission of the proposal (1A) with clear indication of outcome variables and appropriate assessment that will be utilized to monitor change and the final report (1B).</p>	<p>40 %</p>

	<b>Presentation/Intervention Demonstration:</b> You will each select a week on a topic of interest (if enrolment is greater than 9 students, partners may be needed). This assignment requires you to identify a major subtopic related to the theme of the week, review the existing literature on the topic and <u>prepare a Powerpoint, Keynote, or Prezi presentation</u> . Note, your presentation should go beyond the information presented in the textbook. You will be responsible for developing and <u>facilitating a discussion forum question</u> related to your topic and intervention.	35 %
	<b>Discussion Forum Participation</b>	25 %
	<b>Course Total</b>	100%

**Notes:**

- \*\* Further information and guidance with respect to the course requirements, including grading rubrics, will be provided during class.
- \*\* **Late assignments** will be penalized 3% per day late (incl. weekends).
- \*\* **Exceeded page length** will be penalized 3% per page. The page limit is imposed to help you develop your concise writing skills. However, it is understandable that sometimes a few extra lines may go over the page limit. To avoid penalization, you must receive permission from the instructor to exceed the preset page limit.

<b>Grading</b>
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Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

\*\*Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies and Research in Education Graduate Program.

## Course Schedule

Lesson No./ Week	TOPIC	Reading & Tasks <i>[Due Dates]</i>
<b>Lesson 1</b>  <b>Week Date:</b> <b>May 13-17</b>	<input type="checkbox"/> Welcome & Introductions <input type="checkbox"/> Course Expectations <input type="checkbox"/> Introduction to Health Psychology	<input type="checkbox"/> Taylor & Sirois, Ch. 1
<b>Lesson 2</b>  <b>Week Date:</b> <b>May 20-24</b>	<input type="checkbox"/> Theories of Health Behaviour & Health Behaviour Change	<input type="checkbox"/> Taylor & Sirois, Ch. 3
<b>Lesson 3</b>  <b>Week Date:</b> <b>May 27-31</b>	<input type="checkbox"/> Systems of the Body <input type="checkbox"/> Basic Neurobiology <input type="checkbox"/> Psychoneuroimmunology	<input type="checkbox"/> Taylor & Sirois, Ch. 2, 14 (pp. 384 – 391) <input type="checkbox"/> Sinacola & Peters-Strickland, Ch. 2
<b>Lesson 4</b>  <b>Week Date:</b> <b>June 3 - 7</b>	<input type="checkbox"/> Health-Compromising Behaviours	<input type="checkbox"/> Taylor & Sirois, Ch. 5 <input type="checkbox"/> <b>Self-Change Project Proposal (1A)</b> <b><u>DUE June 3rd</u></b>
<b>Lesson 5</b>  <b>Week Date:</b> <b>June 10-14</b>	<input type="checkbox"/> Stress & Coping	<input type="checkbox"/> Taylor & Sirois, Ch. 6, 7
<b>Lesson 6</b>  <b>Week Date:</b> <b>June 17-21</b>	<input type="checkbox"/> Pain & Pain Management Guest Lecturer: Dr. Kyle Schalk	<input type="checkbox"/> Taylor & Sirois, Ch. 10
<b>Lesson 7</b>  <b>Week Date:</b> <b>June 24-28</b>	<input type="checkbox"/> Health-Enhancing Behaviours: A Closer Look at Eating, Sleeping, and Exercise	<input type="checkbox"/> Taylor & Sirois, Ch, 4
<b>Lesson 8</b>  <b>Week Date:</b> <b>July 1-5</b>	<input type="checkbox"/> Biosocial Issues in Chronic and Terminal Illness	<input type="checkbox"/> Taylor & Sirois, Ch. 11, 12, 13, 14 <b><u>(excluding section on Grief &amp; Loss – will be covered Week 11)</u></b>
<b>Lesson 9</b>  <b>Week Date:</b> <b>July 8-12</b>	<input type="checkbox"/> Pharmacology	<input type="checkbox"/> Sinacola & Peters-Strickland <input type="checkbox"/> Additional readings to be posted in Moodle
<b>Lesson 10</b>  <b>Week Date:</b> <b>July 15-19</b>	<input type="checkbox"/> Beyond the Biopsychosocial Model: A Holistic Approach	<input type="checkbox"/> Readings to be posted in Moodle

Lesson No./ Week	TOPIC	Reading & Tasks <i>[Due Dates]</i>
Lesson 11  Week Date: July 22-26	<input type="checkbox"/> Loss & Grief	<input type="checkbox"/> Readings to be posted in Moodle
Lesson 12  Week Date: July 29- Aug 2	<input type="checkbox"/> Hope	<input type="checkbox"/> Readings to be posted in Moodle
Lesson 13  Week Date: Aug 5 - 9	<input type="checkbox"/> Self-directed week (Final Assignment)	<input type="checkbox"/> <b><u>Final Self-Change Paper (1B) DUE August 9th</u></b>

## Writing Expectations

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6<sup>th</sup> Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Textbooks (tertiary sources) are not acceptable sources for citing. You should be using primary or secondary sources (journal articles, books).
- Use Canadian spelling.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: LastName\_course\_assign name\_date.doc (or .docx). Hard copies should be printed on 8 ½ x 11" paper and STAPLED, unless otherwise indicated by instructor.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced.
- Class handouts can use single-spaced bullets and/or include PowerPoint handouts (not slides).
- Include a references page with proper APA formatting
- Page requirements do not include title page, references, and appendices (if appropriate)

## Course Policies

**Respect:** In order for this to be an optimal learning environment for you, it is critical that we treat each other professionally and with respect, including: regular and early participation in discussion forums; avoiding abusive language; demonstrating respect for different opinions; and adhering to confidentiality. Confidentiality refers to not sharing identifying details of

classmates' stories/experiences with others outside the course AND not talking to each other about other classmates' stories/experiences. Also, please only share what you are comfortable sharing in the class context.

**Learning responsibilities:** In order to be an active learner, you are responsible for reading and knowing the information in all assigned readings, even if not covered directly in class lectures. This information may be included in quizzes and/or is expected to be integrated into your assignments, as appropriate. I rarely teach directly from the textbook; rather, I supplement your readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments.

**Attendance:** Mandatory attendance at all weekly lessons is required, except in exceptional circumstances approved by the instructor and the designated skip week. Should you be absent from a lesson, you are required to assume responsibility for catching up on all the material and information missed by contacting a fellow classmate. If you are going to be absent, please notify the instructor.

**Academic accommodation:** If you have a disability/mental health issue that requires academic accommodation, please follow the procedures outlined in the university calendar. In addition, please notify the instructor within the first week of the start of the course or for a more recent disability, due to an accident or illness, no later than a week upon your return to class.

**Academic dishonesty:** Academic dishonesty is a very serious ethical issue and dishonesty will not be tolerated, including not properly crediting others when paraphrasing or quoting their work, copying another student's work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course. Please consult the U of L's calendar for the definition and consequence of this behaviour.

**Assignment submission and late policy:** Assignments must be uploaded to Moodle by 23:55 on the day they are due; otherwise they will be marked as late. A late policy of 3% per day including weekends applies to all assignments received after 23:55. Extensions will only be granted in exceptional circumstances that are unpredictable and out of your control. Documentation must be provided by a relevant professional (e.g., doctor, counsellor). Quizzes will be due by 23:55 on the designated due date.

**Assignment assistance:** I want you to succeed in this course; therefore, I am happy to help answer any questions or concerns you have about assignments and/or class material. I am happy to arrange Skype calls or respond through email correspondence.

**Computer problems:** You must do everything in your power to find a way to connect to the internet or access a computer as needed to complete your work. It is expected that you will submit assignments on time and participate in the DFs as required by the MC program.

**Professional conduct:** All students in the course are required to adhere to the Standards of Professional Conduct as outlined in the most recent edition of the U of L Calendar, Faculty of Education section VI. Any violations will result in dismissal from the class and/or a failing course grade being awarded.