**COUN 8220**

Psychological Science & Health

***Spring 2024***

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**Department of Special Education, Rehabilitation, and Counseling/School Psychology**

**College of Education**

Instructor Information:

**Evelyn Hunter, Ph.D.**

**Associate Professor**

**2064 Haley Center**

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**334-844-7608**

Office Hours: By appointment



**SYLLABUS**

**1. Course Number: COUN 8220 (3 semester hours)**

**Course Title: Psychological Science & Health**

**University: Auburn University**

**Prerequisites: Multiple**

**Instructor: Evelyn A. Hunter, PhD**

**Contact Info: 2064 Haley (mail: 2084); evelyn.hunter@auburn.edu**

**Class Meeting: Tuesdays 12:30-3:20pm in Haley 1221**

**2. Date Syllabus Prepared:** Jan 2024

**3. Required Readings:**

1. Gurung, R. A. R. (Copyright Year). **Health Psychology**: Well-Being in a Diverse World (4th ed.). Sage Publications. <https://us.sagepub.com/en-us/nam/health-psychology/book258123>

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1. All assigned articles and publications (see Course Schedule & Reading Appendix for Details)

**Relevant Resources:**

Society of Health Psychology: <https://societyforhealthpsychology.org/>

**4.** **Course Description:**

In this course, fundamental science relating to health and psychology will be reviewed, focusing on major theoretical foundations, research findings, and empirically supported interventions. Students will be expected to integrate foundational knowledge in psychological science with particular emphasis on biological.

**5.Course Objectives:**

This course will examine how biological, psychological, and social factors interact with and affect. Upon course completion students will conceptually understand and apply:

1. The efforts people make in promoting good health and preventing illness
2. The treatment people receive for medical problems
3. How effectively people cope with and reduce stress and pain
4. The recovery, rehabilitation, and psychosocial adjustment of patients with serious health problems
5. Factors underlying health habits and lifestyles
6. Methods to enhance health behavior and prevent illness,
7. Complicating mechanisms of health and health related behaviors
8. Stress and stress management

**6. Course Content** **and Schedule:**

This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

**All Readings are Listed in the Appendix.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** | **DATE** | **CLASS TOPIC/ACTIVITIES** | **READINGS DUE** | **ASSIGNMENTS DUE** |
| 1 | Jan 16 | Syllabus Review. An Introduction to Health Psychology. Cultural/Historical roots of Health |  |  |
| 2 | Jan 23 | Physiology. Controversies in Health Psych | HP Chap 4  Week 2 Readings |  |
| 3 | Jan 30 | Stress, Coping, & Diverse Perspectives | HP Chap 5  Week 3 Readings |  |
| 4 | Feb 6 | Health Behaviors | HP Chap 8 |  |
| 5 | Feb 13 | Health Disparities | Week 5 Readings |  |
| 6 | Feb 20 | Theories of Health Behavior Change  Health in Realtime: The COVID-19 Pandemic | HP Chap 7  Week 6 Readings | Begin Health Behaviors Assignments |
| 7 | Feb 27 | No Class. **Good Luck with Comps!** |  |  |
| 8 | Mar 5 | No Class. **Have a Great Spring Break!** |  |  |
| 9 | Mar 12 | Complicating Factors of Health: Trauma and other Comorbidities | Week 9 Readings |  |
| 10 | Mar 19 | **Midterm in Class** |  | Midterm |
| 11 | Mar 26 | Major Illnesses: Cancer/Cardiovascular | HP Chap 13-14  Week 11 Readings |  |
| 12 | April 2 | Understanding & Approaches to Pain  **Health Behavior Presentations** | HP Chap 10  Week 12 Readings | **Health Behavior Reports Due** |
| 13 | Apr 9 | Chronic Illness & Death  **Health Behavior Presentations** | HP Chap 11 |  |
| 14 | Apr 16 | No Class. Case Presentation Work Day |  |  |
| 15 | Apr 23 | **Case Presentation in Class** |  | **Case Presentation Due** |

**7. Course Requirements/Evaluation:**

**Reading Quizzes**: Five (5), quizzes will be administered at the beginning of random class periods using an online format. Prior to the first “pop quiz”, students will have the opportunity to complete a practice quiz to adjust to the style of quizzes. If you do not have capabilities to access an online quiz in class (smart phone, laptop, tablet, etc.), please come see me immediately after the first class. Quiz format will be multiple choice and short-answer response questions, based on the readings due, previous class discussions, and/or previous readings. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on).

**10 min Soap Box**: On your assigned day, you will share 10 minute “soap box rant” about something you discovered in the reading. This can be a topic of passion/interest, something you disagreed with, or something connected to current events that you believe needs more discussion/focus. The goals is to bring the class into your headspace around that specific topic. **Remember, this is not a synopsis or summary of the reading – we want to hear new ideas and/or integrated thoughts!** The soap box should be a specific aspect of the reading you want to highlight and should create discussion in the class.

**Health Behavior Reports**: For this assignment you will monitor a personal health-related behavior that you would like to change and develop/implement a plan to address the behavior. You should only select a health behavior that you are comfortable sharing with your instructor and colleagues (e.g., eat more vegetables). *Health behaviors you deem private should not be used for this assignment, and this assignment should not be in any way construed as requiring you to disclose private health information*. The specific requirements of the assignment are as follows:

1. Select a health-related behavior and implement a structured monitoring plan (w/ tracking journal) of that behavior for 7 days
2. Construct a brief conceptualization of the health-related behavior including a) the biopsychosocial mechanisms of the behavior (are the genetic, psychological, and social components that may have created or informed this behavior for you), b) current reinforcement for the behavior (what do you get from engaging), c) a theory of change that would work well to intervene on the behavior, and d) an intervention plan for the behavior.
3. Based on the conceptualizing above, implement a plan to change the health-related behavior for 10 days. Monitor and track as you intervene, including attention to success and failures of the intervention plan (e.g., unexpected pitfalls or consequences).
4. Develop a 2–3-page report (double space, 12pt font) on the steps above and submit on Canvas. (The emphasis in this paper should be the conceptualization of and intervention).
5. Develop a 15 min presentation for the class.

**Midterm Case Exam**: One (1) midterm exam will be administered. Exam format will primarily focus on your ability to integrate the information learned to the date of the midterm. The exam may include multiple choice response, short-answer, and case-based questions. The exam will be given during the class period but administered through Canvas. The best way to do well is to stay actively involved in the course material (i.e., take notes as you read, review lectures, quiz yourself, and so on).

**Group Case Presentation**: You will be assigned a specific group case vignette. Utilizing course material, empirical literature (i.e., articles from research databases), and self-reflection, your task will be to evaluate how you imagine you would treat the case as a Health Psychologist. BE CREATIVE AND THOROUGH! A thorough presentation should last 50-60 minutes. See **Presentation Components:**

* 1. Select a theory of health behavior change your group will utilize to address the case
  2. Conceptualize the client using the theory.
     1. Include a biopsychosocial analysis of the client
     2. Identify the health-related behavior(s) and the importance of addressing this set of behavior(s) for the overall client health
     3. Discuss how the client’s background (diversity/multicultural factors) bear on the case,
     4. Provide diagnosis or diagnoses and relate to the health behavior to the diagnostic clinical picture
  3. Outline a basic treatment plan
     1. treatment goals
     2. theory-driven health interventions
     3. expected length/context of interventions
  4. Strengths & Limitations
     1. discuss the major limitations of your theoretical approach
     2. discuss your major strengths of your theoretical approach
     3. discuss biopsychosocial aspects of the case that may enhance or diminish your treatment effect

**Overall Course Evaluation**:

Quizzes 4@5pts each, lowest quiz grade dropped) 20 Points

Health Behavior Report 20 Points

Midterm Exam 25 Points

Group Case Presentation 20 points

10 min Soap Box 15 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F < 60 points

**8. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. Additionally, makeup quizzes are not available except in the case of excused University absences. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency. In cases of exemption, papers or exams turned in late are typically deducted 10 points (out of 100) per day late.

Attendance Policy: Attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **Students with more than one unexcused absence will result in an Unsatisfactory/F grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case, shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. As students enrolled in a training program accredited by the American Psychological Association, you are bound by the Ethical Principles of Psychologists and Code of Conduct adopted by APA. This document should be downloaded from the APA website. Students should also carefully read Program Policies (see link in Reading Appendix). Students are responsible for being familiar with and following the Program Policies (that is, policies published by the Program in addition to university policies).

Office Hours: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.

**9. Justification for Graduate Credit:**

This course includes advanced content in graduate psychology education and is designed to partially meet standards for accreditation by the American Psychological Association (APA). This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus. As a practicum course designed to teach knowledge and skills related to psychotherapy through the direct provision of supervised psychotherapy services, only students enrolled in the counseling psychology doctoral programs are eligible to take this course.

**Reading Appendix**

This reading appendix is organized by course schedule week. It may be helpful to utilize the “find” function with the word document when searching for specific resources within this Appendix.

**Required Readings**

**Week 1:** **No Additional Readings**

**Week 2:** Physiology. Controversies in Health Psych

* Tomkins, A., Duff, J., Fitzgibbon, A., Karam, A., Mills, E. J., Munnings, K., ... & Yugi, P. (2015). Controversies in faith and health care. *The Lancet*, *386*(10005), 1776-1785.

**Week 3:** Stress, Coping, & Diverse Perspectives

* Mcneill, B.W., Esquivel, E., Carrasco, A., & Mendoza, R. (2011). Santería and the healing process in Cuba and the United States. In *Latina/o Healing practices* (pp. 97-114). Routledge.
* Mpofu, E., Peltzer, K., Bojuwoye, O., & Mpofu, E. (2011). Indigenous healing practices in sub-Saharan Africa. *Counseling people of African ancestry*, 3-21.

**Week 4: No Additional Readings**

**Week 5:** Health Disparities

* Braveman, P. Health disparities and health equity: concepts and measurement. *Annu Rev Public Health.* 2006;27:167-94. doi: 10.1146/annurev.publhealth.27.021405.102103. PMID: 16533114.
* Kawachi, I., Subramanian, S. V., & meida-Filho, N. (2002). A glossary for health inequalities. *Journal of Epidemiology & Community Health, 56,* 647-652.<http://dx.doi.org/10.1136/jech.56.9.647>
* Krieger, N. (2014). Discrimination and Health Inequities. *International Journal of Health Services*, *44*(4), 643–710. <https://doi.org/10.2190/HS.44.4.b>
* Nairn, R., Pega, F., McCreanor, T., Rankine, J., & Barnes, A. (2006). Media, Racism and Public Health Psychology. *Journal of Health Psychology*, *11*(2), 183–196. <https://doi.org/10.1177/1359105306061179>

**Week 6:** Health in Realtime: The COVID-19 Pandemic

* Blagov, P. S. (2021). Adaptive and Dark Personality in the COVID-19 Pandemic: Predicting Health-Behavior Endorsement and the Appeal of Public-Health Messages. *Social Psychological and Personality Science*, *12*(5), 697–707. <https://doi.org/10.1177/1948550620936439>
* Lopez L, Hart LH, Katz MH. Racial and Ethnic Health Disparities Related to COVID-19. JAMA. 2021;325(8):719–720. doi:10.1001/jama.2020.26443
* https://www.nytimes.com/2020/05/27/opinion/coronavirus-masks.html
* https://www.mercurynews.com/2020/04/03/opinion-speeding-coronavirus-drug-approval-will-also-increase-risks/

**Week 7: No Additional Readings**

**Week 8: No Additional Readings**

**Week 9:** Complicating Factors of Health: Trauma and other Comorbidities

* Dong M, Giles WH, Felitti VJ, Dube, SR, Williams JE, Chapman DP, Anda RF. [Insights into causal pathways for ischemic heart disease: Adverse Childhood Experiences Study](http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=pubmed&dopt=Abstract&list_uids=15381652). Circulation2004;110:1761–1766.
* Dube SR, Fairweather D, Pearson WS, Felitti VJ, Anda RF, Croft JB. [Cumulative childhood stress and autoimmune disease](http://www.ncbi.nlm.nih.gov/pubmed/19188532?ordinalpos=2&itool=EntrezSystem2.PEntrez.Pubmed.Pubmed_ResultsPanel.Pubmed_DefaultReportPanel.Pubmed_RVDocSum). Psychom Med 2009:71, 243–250.
* Van der Kolk, B. A. (2014). Running for your life: The anatomy of survival (Chapter 4; pgs. 51-73). In The body keeps the score: Brain, mind, and body in the healing of trauma. Viking.

**Week 10: No Additional Readings**

**Week 11:** Major Illnesses: Cancer/Cardiovascular

* Spiegel, D. (2001). Mind matters – Group therapy and survival in breast cancer. New England Journal of Medicine, 345(24), 1767-1768. <https://www.nejm.org/doi/full/10.1056/NEJM200112133452409>

**Week 12:** Understanding & Approaches to Pain

* Compas, B. E., Haaga, D. A., Keefe, F. J., Leitenberg, H., & Williams, D. A. (1998). Sampling of empirically supported psychological treatments from health psychology: smoking, chronic pain, cancer, and bulimia nervosa. *Journal of consulting and clinical psychology*, *66*(1), 89.

**Week 13: No Additional Readings**

**Week 14: No Additional Readings**

**Week 15: No Additional Readings**