



Counsellor Education Program: Master of Counselling

**CAAP 6635: Online
Biosocial Foundations of Health Psychology**

COURSE OUTLINE

Summer Semester: May-July 2017

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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or webconference. Please email the instructor in advance to set up a phone appointment.

I am best contacted by email. **Please preface the Subject Line of all emails with CAAP 6635.** I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. ***Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

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**Calendar Description**

Current research in biosocial health psychology is addressed including the study of behavioural 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 psychophysiologic reactions and syndromes such as anxiety disorders; eating disorders; and depressive disorders including grief and loss.

**Term:** Summer Term 2017;  
**Contact hours/week:** Online facilitated instruction (Moodle)  
**Prerequisites:** CAAP 6601, 6607, 6617  
**Equivalents:** CAAP 635; EDUC 5620  
Education 5620 (Health Psychology)  
**Credit Hours:** 3.0 – Graduate Studies  
**Note:** All prerequisite courses must have a minimum 'B-' grade.

**Course Overview**

CAAP 6635: *Biosocial Foundations of Health Psychology* is designed to provide students with an overview of the study of how human psychology and human health intersect.

**Please note:** Guided by the College of Alberta Psychologists' Biological Bases of Behaviour section 3.2.1., this course will cover relevant issues that relate to the field of health psychology such as the "relationship of stress to biological and psychological functioning, with particular reference to lifestyle and lifestyle modification (e.g., cardiac rehabilitation, smoking cessation), psychological reaction to a behaviour (e.g., substance abuse, eating disorders)."

***A Note Regarding 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.

### Course Objectives

By the end of this course, students will achieve the following objectives:

- 1) Understand health and illness as the product of a complex combination of factors, including biological characteristics, behavioural factors, and social conditions.
- 2) Critically apply psychological theory, methods, and research to issues pertaining health, physical illness, and health care.
- 3) Explain how stress (chronic and acute) influences various aspects of health (e.g., biological and psychological) and outline various strategies for coping with stress functioning.
- 4) Understand the breadth and depth of intervention research in the field of health psychology.
- 5) Demonstrate the ability to critique the health psychology literature and become more intentional about self-change intervention based on an assessed health concern.
- 6) Gain a deeper awareness and appreciation for the diverse field of health psychology by engaging and building relationships with health professionals in the community.
- 7) Enhance theoretical knowledge of death, dying, and grief with appropriate counselling strategies for supporting people through these experiences.

### Required Course Resources

- ◆ American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.
- ◆ Sarafino, E. P., Smith, T. W., King, D. B., & DeLongis, A. (2015). *Health psychology: Biopsychosocial interactions* (Canadian ed.). Toronto, ON: John Wiley and Sons Canada, Ltd.

***Please note:*** E-version/digital versions of books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

### Supplementary Resources

- Angen, M. J., MacRae, J. H., Simpson, J. S. A., & Hundleby, M. (2002). Tapestry: A retreat program of support for persons living with cancer. *Cancer Practice*, 10(6), 297-304. doi: 10.1046/j.1523-5394.2002.106008.x
- Fetter, H., & Koch, D. W. (2009). Promoting overall health and wellness among clients: The relevance and role of professional counselors. *Adultspan Journal*, 8(1), 4-16. Retrieved from <https://search.proquest.com/docview/194688320?accountid=12063>
- Goyal, M., Singh, S., Sibinga, E. M. S., Gould, N. F., Rowland-Seymour, A., Sharma, R., ... Haythornthwaite, J. A. (2014). Meditation programs for psychological stress and well-being: A systematic review and meta-analysis. *JAMA Internal Medicine*, 174(3), 357-368. doi: 10.1001/jamainternmed.2013.13018
- Gurung, R. A. R. (2014). *Health psychology: A cultural approach* (3<sup>rd</sup> ed.). Belmont, CA: Cengage.
- Koehn, C., O'Neill, L., & Sherry, J. (2012). Hope-focused interventions in substance abuse counselling. *International Journal of Mental Health and Addiction* 10(3), 441-452. doi: 10.1007/s11469-011-9360-3
- Irving, J. A., Dobkin, P. L., & Park, J. (2009). Cultivating mindfulness in health care professionals: A review

of empirical studies of mindfulness-based stress reduction (MBSR). *Complementary Therapies in Clinical Practice*, 15(2), 61-66. doi: <http://dx.doi.org/10.1016/j.ctcp.2009.01.002>

- Larsen, D. J., & Stege, R. (2010a). Hope-focused practices during early psychotherapy sessions: Part I: Implicit approaches. *Journal of Psychotherapy Integration*, 20(3), 271-292. doi: 10.1037/a0020820
- Larsen, D. J., & Stege, R. (2010b). Hope-focused practices during early psychotherapy sessions: Part II: Explicit approaches. *Journal of Psychotherapy Integration*, 20(3), 293-311. doi: 10.1037/a0020821
- Myers, J. E., & Sweeney, T. J. (2007). *Wellness in counseling: An overview* (ACAPCD-09). Alexandria, VA: American Counseling Association.
- Myers, J. E., Sweeney, T. J., & J, M. W. (2000). The wheel of wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling and Development*, 78(3), 251-266. Retrieved from <https://search.proquest.com/docview/219024099?accountid=12063>
- Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162-166. Retrieved from <http://www.jstor.org/stable/40063169>
- Sinnott, J. D. (2001). "A time for the condor and the eagle to fly together": Relations between spirit and adult development in healing techniques in several cultures. *Journal of Adult Development*, 8(4), 241-247. doi: 10.1023/A:1011342612898
- Taylor, S. E. & Sirois, F. M. (2014). *Health psychology* (3rd Canadian ed.). New York, NY: McGraw-Hill.
- *Canadian Code of Ethics for Psychologists 3<sup>rd</sup> Edition (2000)*. Available at [www.cap.ab.ca](http://www.cap.ab.ca) and [www.cpa.ca](http://www.cpa.ca)
- **Health Psychology Journal Resources:** Of particular importance to this course are the following journals: 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

**\*\*Note:** Additional readings, when required, will be provided and posted in Moodle to supplement your learning and reflection at the instructor's discretion.

### Recommended/Useful Resources:

☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>

☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help>;  
<http://www.uleth.ca/information-technology/resources/tips-tricks>; <http://www.uleth.ca/information-technology/services>

☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>

☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

## **Course Structure**

This course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course.

**Discussion forums participation is mandatory and must be completed as a precondition for the graded self-reflection assignments.** Participating in the DFs needs to be, at least, equivalent to spending three hours in a classroom debating and discussing topics. In addition to the three hours you are expected to participate in the DFs, an additional 2-4 hours per week is required to complete the weekly readings.

The Discussion Forum will be opened by **midnight on Fridays**. Students will be expected to log in throughout the week to answer the posted questions, read students' statements, and contribute to the discussion. Prior to completing the DFs, complete all readings and the lesson plan posted.

Please respond to weekly question (s) in Moodle with ONE (1) original post by noon Wednesday (MST) to allow others time to reflect before responding. Then, by midnight Friday (MST), please respond to at least ONE (1) of your colleagues' posts. Please ensure that you respond to a different colleague's post each week to ensure that everyone's ideas are being validated and honoured.

You will notice that there is not an active DF in every week of this course (See Schedule). The Course Schedule will guide you as to which units involve active course DFs.

**Note:** Please adhere to DF posts word limit; failure to do so might impact your overall grade in the DF and Self-Reflection portion of the course. I will be keeping track of posts during active DFs.

**As an instructor, my role will be to facilitate the online DFs in a safe and respectful environment. I will be intentional in reading your comments, offering insights, and providing feedback when and where necessary. Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as emerging researchers and counselling professionals in training.**

**\*\*I will NOT be checking posts or emails on Sunday. Consider this your day for self-care and rest (if you so choose).**

### **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.
- 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\_FirstNameInitial\_course\_assign name\_date.doc (or .docx)**.
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced, unless otherwise indicated in assignment's criteria.
- Include a reference page with proper APA formatting.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- **Late assignments will be penalized 5% per day (incl. weekends).**
- **Papers over page limits will be deducted 1 mark per page from overall assignment grade.**

## Evaluation

To receive credit for CAAP 6635, students must submit ALL of the course assignments. The student's final grade for the course will be based on the student's performance in the following outlined course activities. I will strive to grade and return assignments within **10 days** after they are received. If I need a longer time to mark the assignments, I will notify you.

| Course Activity                                                                                                                                                                                                                                                                                                                                                                                              | Wt  | Tentative Deadline 2017                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------|
| <b>Assignment #1: Individual Work</b><br><b>DISCUSSION FORUM &amp; SELF-REFLECTIONS</b> <ul style="list-style-type: none"> <li>• Active participation in the online discussion forums, as measured by quality &amp; reflection papers.</li> <li>• Refer to DF and self-reflection assessment in assignment folder.</li> <li>• <b>Reflection papers max. 1-2 pp double-spaced</b></li> </ul>                  | 10% | <b>DUE June 16</b>                          |
|                                                                                                                                                                                                                                                                                                                                                                                                              | 15% | <b>DUE July 28</b>                          |
| <b>Assignment #2: Individual Work</b><br><b>SELF-CHANGE FOCUS</b> <ul style="list-style-type: none"> <li>• Critically review a health psychology article from an academic journal. Utilizing your analysis, reflect on how this has impacted your views on a health-related area of self-change.</li> <li>• <b>Max. 3-4 pp double-spaced</b></li> <li>• Refer to assessment in assignment folder.</li> </ul> | 30% | <b>DUE June 30</b>                          |
| <b>Assignment #4: Individual Work</b><br><b>PROFESSIONAL PRACTICE TO HEALTH FOCUS</b> <ul style="list-style-type: none"> <li>• Interview a health care practitioner on the principles of health psychology as applied in practice.</li> <li>• <b>Max. 6-8 pp double-spaced</b></li> <li>• Refer to assessment in assignment folder.</li> </ul>                                                               | 15% | <b>Part 1: Brief Outline<br/>DUE June 2</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                              | 30% | <b>Part 2: Final Paper<br/>DUE July 21</b>  |

## Final Letter Grade

The Faculty of Education at U of L has a standardized grading system for its graduate program.

| 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 Graduate Studies and Research in Education master's programs.**

|         |    |      |
|---------|----|------|
| 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 |

## **Academic Accommodations**

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>].

Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

## **Confidentiality**

In order to create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge M.Ed Counselling CAAP courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

*What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses?* Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

*Golden Rule:* If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: [www.cap.ab.ca](http://www.cap.ab.ca)

*What if I want to talk to someone outside the course about a personal comment a student/instructor made?* If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. You are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

## **COURSE SCHEDULE: CAAP 6635 (Tentative)**

*Note: that there may be a need to adjust the Course Outline, Syllabus & Assignment Document.*

Recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline, syllabus and assignment document may sometimes be necessary, for which students will be notified so as not to be disadvantaged.

| LESSONS                         | TOPICS                                                                                                                                                                | READINGS & TASKS                                                                                                                                                                                                                              |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b><br>May 8-12     | <ul style="list-style-type: none"> <li>Welcome &amp; Introductions</li> <li>Overview of Psychology &amp; Health</li> </ul>                                            | <ul style="list-style-type: none"> <li>Sarafino, Ch. 1</li> <li><b>No DF post</b></li> </ul>                                                                                                                                                  |
| <b>Lesson 2</b><br>May 15-19    | <ul style="list-style-type: none"> <li>Theories of Health Behaviour &amp; Health Behaviour Change</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Taylor &amp; Sirois (2012), Ch. 3 (pp. 58-84) – <b>(Reading posted in Moodle)</b></li> <li><b>No DF post</b></li> <li><b>Work on upcoming assignments</b></li> </ul>                                   |
| <b>Lesson 3</b><br>May 22-26    | <ul style="list-style-type: none"> <li>Stress, Illness &amp; Coping</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Sarafino, Ch. 3, 4, 5</li> </ul>                                                                                                                                                                       |
| <b>Lesson 4</b><br>May 29-Jun 2 | <ul style="list-style-type: none"> <li>Health-Related Behaviour &amp; Health Promotion</li> <li>Health Psychology Interventions: Substance Use &amp; Abuse</li> </ul> | <ul style="list-style-type: none"> <li>Sarafino, Ch. 6 &amp; 7</li> <li><b>Professional Practice to Health Focus: Assignment #3 - Part 1: DUE June 2</b></li> <li><b>DF post</b></li> </ul>                                                   |
| <b>Lesson 5</b><br>Jun 5-9      | <ul style="list-style-type: none"> <li>Health Psychology Interventions: Eating Behaviours and Exercise</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Sarafino, Ch. 8</li> <li><b>DF post</b></li> </ul>                                                                                                                                                     |
| <b>Lesson 6</b><br>Jun 12-16    | <ul style="list-style-type: none"> <li>Health Psychology Interventions: Pain</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Sarafino, Ch. 11 &amp; 12</li> <li><b>DF post</b></li> <li><b>Assignment #1 Part 1 – Self-Reflection Focus: DUE June 16</b></li> </ul>                                                                 |
| <b>Lesson 7</b><br>Jun 19-23    | <ul style="list-style-type: none"> <li>The Psychology of Chronic Conditions: Cardiovascular Disease, Cancer, and AIDS</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sarafino, Ch.14</li> <li><b>DF post</b></li> </ul>                                                                                                                                                     |
| <b>Lesson 8</b><br>Jun 26-30    | <ul style="list-style-type: none"> <li>Death, Dying, and Grief</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>Gurung, Ch. 10 (pp. 321-334) <b>(Reading posted in Moodle (Resources))</b></li> <li><b>Assignment #2 –Self-Change Focus: DUE June 30</b></li> <li><b>DF post</b></li> </ul>                            |
| <b>Lesson 9</b><br>Jul 3-7      | <ul style="list-style-type: none"> <li>Beyond the Biopsychosocial Model - A Holistic Approach</li> </ul>                                                              | <ul style="list-style-type: none"> <li><b>Article readings posted in Moodle (Resources)</b> <ol style="list-style-type: none"> <li>Myers, Sweeney, &amp; Witmer (2000)</li> <li>Sinnott (2001)</li> </ol> </li> <li><b>DF post</b></li> </ul> |

| LESSONS                       | TOPICS                                                                                                                                | READINGS & TASKS                                                                                                                                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 10</b><br>Jul 10-14 | <ul style="list-style-type: none"> <li>Strategies for Counselling Practice: Mindfulness, Meditation, &amp; Journal Writing</li> </ul> | <ul style="list-style-type: none"> <li><b>Article readings posted in Moodle (Resources)</b></li> <li>Goyal et al. (2014)</li> <li>Irving, Dobkin, &amp; Park (2009)</li> <li>Pennebaker (1997)</li> <li>DF post</li> </ul>   |
| <b>Lesson 11</b><br>Jul 17-21 | <ul style="list-style-type: none"> <li>Hope and the Counselling Relationship</li> </ul>                                               | <ul style="list-style-type: none"> <li>Larsen &amp; Stege (2010a)</li> <li>Larsen &amp; Stege (2010b)</li> <li><b>Professional Practice to Health Focus: Assignment #3 - Part 2: DUE July 21</b></li> <li>DF post</li> </ul> |
| <b>Lesson 12</b><br>Jul 24-28 | <ul style="list-style-type: none"> <li>What's Ahead for the Health Psychology: Future Directions</li> </ul>                           | <ul style="list-style-type: none"> <li>Sarafino, Ch. 15</li> <li><b>Assignment #1 Part 2 – Self-Reflection Focus: DUE July 28</b></li> <li>No DF post</li> </ul>                                                             |