

EDP 382E: Health Psychology

Thursdays-1 to 4 pm

Spring- 2016

SZB- 268

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Office Hours Thursdays Noon to 1pm.
Wednesdays 3:30-4:30pm.
Or by appointment

COURSE SYLLABUS

Overview

This graduate-level course has as its purpose the exploration and understanding of the knowledge base, intervention methodologies, and conditions, disorders, and health maintenance issues addressed by practitioners who have training in the area of health psychology. It is a survey course in that it will examine behavioral healthcare providers expanding involvement in somatic health care, including unique functions performed, as well as assessment and intervention strategies employed.

Course Methodology

Our primary course methodologies will be a combination of lecture and discussion; assigned and supplemental readings; intervention-skills development; and team-based activities and presentations.

Rationale for Course

For the past thirty-years, the US healthcare system has been undergoing profound change. With change comes opportunity and crisis. How well behavioral healthcare providers are positioned to take advantage of newly unfolding opportunities is dependent, to a large extent, on how well they understand the healthcare system in which they function. As the deleterious effects of treating the mind and body independently have become apparent, there have been increasing pressures to provide healthcare services that are focused on the whole person and are delivered through integrated and collaborative care systems. A transition from exclusive reliance on a biomedical model of care to more robust eco-social and biopsychosocial models has been underway. These expanded treatment paradigms are more attuned to psychological science, as well as what behavioral healthcare providers are able to contribute to improved outcomes in what has been traditionally known as medical and surgical care. Increasingly, behavioral healthcare providers are becoming involved in the care of patients with chronic health conditions, terminal illnesses, stress-related disorders, chronic pain, and many other conditions. To participate as providers in this larger healthcare environment, practitioners

must acquire the requisite knowledge, intervention skills, and practice habits essential to successful involvement.

Course Objectives

Through the way I have structured this course I hope to achieve the following key objectives:

Broaden your awareness of the US healthcare system and the dynamic forces that shape it

Advance your understanding of how the brain and body communicate

Increase your competence in treating symptoms common to numerous mental health and medical conditions (stress management, sleep disorders, headaches and pain management)

Heighten your understanding of the four major body systems (immune, circulatory, respiratory and digestive) and behavioral healthcare interventions applicable to diseases/conditions associated with those systems

To assist you in development of assessment and intervention skills fundamental to providing healthcare services.

Beliefs that Influence how I Teach

1. My role as the instructor is primarily as a course organizer, knowledge and skills consultant, and facilitator to the learning process.
2. Problem-based learning helps us understand how to intervene more clearly than an approach that is based strictly on lectures.
3. Trust and respect are central ingredients to a healthy classroom environment in which ideas can be freely exchanged, confusion clarified, and beliefs examined.
4. Students must participate in the creation and maintenance of a collaborative learning environment within the class.

Class Requirements

Attendance is Essential

Since much of what we learn in this course will occur in class, it is vital that you attend and be mentally present in class. My plan is to conduct this course using a seminar format. That means I am striving to have a highly interactive classroom environment utilizing a problem-based, collaborative learning approach. If you fail to attend class consistently or come to class unprepared, it will detract from our ability to achieve this goal.

Major Performance Elements and Grading Policy

In lieu of written examinations you will be evaluated on the performance elements described below. Each of the three elements is equally weighted in determining your grade.

Class Participation

Your score on this performance measure will reflect the quantity and quality of your in-class participation, preparedness, attendance, and contribution to developing a productive classroom environment in which respect and trust abound.

Task Force Performance

You will be assigned to participate on two task forces during the semester: one focused on an aspect of the mind-body communication system and the other focused on one of four physical body systems. Each task force will produce a report and make a class presentation.

Term Project

The goal of the term project is to provide you an opportunity to demonstrate your ability to integrate core knowledge of health psychology with the specific skill base of the behavioral health consultant. Your task is to propose a behavioral health intervention for a specific disease or condition that to date has not been addressed.

COURSE SCHEDULE AND REFERENCES MATERIALS

While there are numerous suitable reference documents and articles covering both the content and intervention skills central to this course, I have not located an appropriate textbook for this course. All reading assignments I make will either be available in electronic form or be provided as handouts.

This schedule of topics will be revised as required by either judgment or circumstances. Changes will be announced in class and it is your responsibility to make note of all changes.

COURSE SCHEDULE SPRING SEMESTER 2016

DATE	TOPIC	PURPOSE/ PRESENTER	PROJECT COORDINATION	ASSIGNMENT
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MODULE ONE U.S.: HEALTHCARE SYSTEM: IMPLICATIONS FOR PRACTITIONERS

1/21/16	COURSE OVERVIEW & DYNAMICS OF THE U.S. HEALTHCARE SYSTEM	FOUNDATIONAL KNOWLEDGE	FORM MIND-BODY INTERACTION TASK FORCES	NONE
1/28/16	HEALTH PLANS: DELIVERING, INNOVATING AND INTEGRATING CARE	LLOYD BERG, PHD SETON MIND INSTITUTE	TASK FORCE COORDINATION TIME IF AVAILABLE	DOCUMENTS SUPPLIED BY PRESENTER

2/4/16	HOSPITAL-BASED BEHAVIORAL HEALTH PRACTICE	ANDREW SEKEL, PH.D. HEALTHCARE EXECUTIVE	TASK FORCE COORDINATION TIME IF AVAILABLE	DOCUMENTS SUPPLIED BY PRESENTER
2/11/16	BEHAVIORAL HEALTH IN INTEGRATED CARE WITH HOMELESS AND PALLIATIVE CARE PATIENTS	GUEST PRESENTER ELAINE HESS, PH.D. BAYLOR COLLEGE OF MEDICINE	TASK FORCE COORDINATION TIME IF AVAILABLE	DOCUMENTS SUPPLIED BY PRESENTER

***MODULE TWO: UNDERSTANDING & TREATING PAIN AND SLEEP DISORDERS
ASSOCIATED WITH CHRONIC HEALTH CONDITIONS/ DISEASES***

2/18/16	SLEEP DISORDERS AND INSOMNIA	FACTS, ASSESSMENT & TX OF SLEEP DISORDERS		HANDBOOK OF PSYCHOLOGY, VOL-9, CH. 14
2/25/16	PAIN & PAIN MANAGEMENT	PAIN MGT- FACTS, ASSESSMENT & TREATMENT		HANDBOOK OF PSYCHOLOGY, VOL-9, CH.13
3/3/16	MIGRAINE, TENSION AND CLUSTER HEADACHES & TASK FORCE REPORTS ON ENDOCRINE AND LIMBIC SYSTEM	GUEST PRESENTER MELINDA MCMICHAEL, MD TASK FORCE PRESENTATIONS 1 & 2		HANDBOOK OF PSYCHOLOGY, VOL-9, CH. 11 DOCUMENTS DETERMINED BY TASK FORCE
3/10/16	TASK FORCE REPORTS ON HPA AXIS AND ENTERIC NERVOUS SYSTEM	TASK FORCE PRESENTATIONS 3 & 4	ESTABLISH BODY SYSTEMS TASK FORCES	DOCUMENTS DETERMINED BY TASK FORCES
3/17/16	SPRING BREAK	SPRING BREAK	SPRING BREAK	SPRING BREAK

***MODULE THREE: BODY SYSTEMS & BROAD- SPECTRUM INTERVENTION
TECHNIQUES OF THE HEALTH PSYCHOLOGISTS***

3/24/16	MOTIVATIONAL INTERVIEWING & BEHAVIORAL ACTIVATION	GUEST PRESENTER ASHLEY BOYNTON & OTHERS		DOCUMENTS SUPPLIED BY PRESENTERS
3/31/16	MINDFULNESS MEDITATION AND STRESS REDUCTION	PRESENTATION BY STAFF OF UT-AUSTIN INTEGRATED HEALTH		DOCUMENTS AND READINGS TO BE SUPPLIED

		PROGRAM		BY PRESENTERS
4/7/16	BEHAVIORAL HEALTH IN MEDICAL SPECIALTIES: CORONARY HEART DISEASE AND HYPERTENSION	PRESENTER SHERRY HESS, PHD, ABPP PSYCHOLOGIST, CARDIOLOGY CLINIC DEPT. OF BEHAVIORAL MEDICINE DEVELOPMENT		HANDBOOK OF PSYCHOLOGY CH. 15 DOCUMENTS SUPPLIED BY PRESENTER
4/14/16	BODY SYSTEM REPORTS 1 & 2		BODY SYSTEMS TF REPORTS 1 & 2	DOCUMENTS SUPPLIED BY PRESENTERS
<i>MODULE FOUR: SYNDROMES /DISORDERS/ DISEASES AND HEALTH PSYCHOLOGIST'S CONTRIBUTIONS TO THEIR TREATMENT</i>				
4/21/16	GUIDED IMAGERY/ RELAXATION METHODOLOGY BODY SYSTEM REPORTS 3 & 4		BODY SYSTEM TASK FORCE REPORTS 3 & 4	
4/28/16	HYPNOSIS AND ITS USE IN MIND-BODY TREATMENT	GUEST PRESENTER MARY VANCE, PHD PRIVATE PRACTITIONER		DOCUMENTS SUPPLIED BY PRESENTER
5/5/16	BRIEF INDIVIDUAL TERM PROJECT REPORTS COURSE WRAP-UP		3 TO 5 MINUTE INDIVIDUAL TERM PROJECT REPORTS	NO ASSIGNMENT

IMPORTANT UNIVERSITY OF TEXAS POLICY STATEMENTS:

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy (Use of E-mail for Official Correspondence to Students)

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to

changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Note: If you are an employee of the University, your e-mail address in Blackboard is your employee address.

Accommodations for students with disabilities

In compliance with the UT Austin policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations.

Documented Disability Statement for Syllabus

Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 – TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See Web site below for more information:

<http://deanofstudents.utexas.edu/ssd/providing.php>

Use of Canvas in Classes

You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvass login page. Scheduled downtimes are **not** an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Canvas is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that **you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent** to observe a religious holy day.

Classroom Evacuation Procedures

Occupants of buildings on The University of Texas at Austin campus are required to

evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy.

Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.