

Department of Clinical and Health Psychology  
 College of Public Health and Health Professions  
 University of Florida  
Course Syllabus

**BEHAVIORAL HEALTH AND ILLNESS – CLP 7934**

FALL 2020, Section 11175  
 Tuesdays: 12:50 PM – 3:50 PM  
 Location: Synchronous meetings via Zoom  
<https://elearning.ufl.edu>

**Instructor:**

Jeff Boissoneault, PhD  
 Department of Clinical and Health Psychology  
 1225 Center Drive (HPNP), Room 3142  
 P.O. Box 100165  
 Gainesville, FL 32610  
 Phone: 352-273-6147  
 Email: [jboissoneault@phhp.ufl.edu](mailto:jboissoneault@phhp.ufl.edu)  
 Office Hours: By appointment via Zoom

**Course Description:**

This course examines theoretical and research foundations of health psychology and behavioral health & illness from a biopsychosocial perspective.

**Course Objectives:**

- 1) Identify and define the foundations of clinical health psychology.
- 2) Review theory and research relevant to clinical health psychology from a biopsychosocial perspective. This will include the relevance of health psychology to health-relevant constructs, as well as specific diseases / health problems [e.g., stress, behavior change, adherence, mental status, sleep, pain, and substance use] and modifying factors [e.g., health disparities].
- 3) Describe the roles of health psychologists in research and clinical practice spanning primary to tertiary care and interprofessional education, training, and practice.

**Course Format**

This graduate level seminar is specifically designed to maximize a scientist-practitioner's application of health psychology principles built upon a competency-based model of health psychology practice and research. Broadly, Dr. Boissoneault will provide information regarding biopsychosocial underpinnings of issues related to health psychology, and guest lecturers will provide clinical context. Class participation and dialogue based upon the integration of readings, lectures, and journal club discussions of research articles will be the major means of learning.

Students should be prepared to *ask relevant questions* to guest lecturers based on readings, lectures, and class assignments. The goal of this course is to provide students the information & knowledge needed to be competent consumers of the literature *and* the preparation needed to competently address relevant research and clinical questions in health psychology.

***Class will meet every Tuesday from 12:50pm-3:50pm.*** The class period will be split into two 75-minute blocks, separated by a 15-minute break. Each class will consist of lectures, discussions of key articles, and/or student presentations. As alluded above, article discussions will be in a journal club format. Dr.

Boissoneault will lead the first article discussion. Students will then take turns as the journal club discussion leader throughout the semester. See below for more information regarding the journal club component of the course.

## **Reading Materials**

### **Required Reading for this Course**

Articles for this course will be provided as the course progresses on E-Learning or via email, typically as .pdf files. Reading materials will be made available by end of day on the Friday before the next class session.

### **Course Website:**

The class uses the UF e-Learning portal for posting of supplemental course materials. Log on at <https://elearning.ufl.edu/> (Canvas) and you should find the course link there.

### **Journal Club**

Journal clubs are an opportunity to engage with the primary scientific literature in a thoughtful and collaborative way. Although formats vary in terms of formality, the journal club in this course will be relatively structured. A student will lead the discussion during each journal club period designated on the Course Schedule below. In each session, we will discuss a 'primary' paper (or two) and a small number of supporting articles. Dr. Boissoneault will pick the articles discussed for each journal club, although student suggestions are welcome. This student will prepare a PowerPoint presentation summarizing each component of the primary paper(s) (Introduction, Methods, Results, Discussion), including comments and critiques from the discussion leader's viewpoint. Supplemental information and/or perspectives from supporting articles can and should be integrated into this presentation. Both positive and negative aspects of the work being discussed are fair game.

Please note, however, that the goal of journal clubs is **NOT** solely to point out flaws in published studies. Rather, it is critical to recognize that even flawed studies can be informative, and we are well-served as scientific professionals to develop the skills needed to contextualize findings in light of the limitations (intended or unintended, acknowledged or unacknowledged) of a given research product. Students in this course are expected to attend and actively participate in all journal clubs, even when they are not the discussion leader.

## Course Schedule

		FALL 2020		
Tuesday	<b>BLOCK 1 (75 minutes)</b>	Week	Speaker(s)	<b>BLOCK 2 (75 minutes)</b>
1-Sep	Course Overview & Introduction	1	Boissoneault	Journal Club Introduction
8-Sep	Stress and Coping	2	Boissoneault	Stress and Coping
15-Sep	Placebo	3	Boissoneault	Placebo
22-Sep	Health-related Decision Making	4	Boissoneault	Health-related Decision Making
29-Sep	Primary Care Psychology	5	Gyls	Primary Care Psychology
6-Oct	Substance Use and Addiction (Part 1)	6	Boissoneault	Substance Use and Addiction
13-Oct	Substance Use and Addiction (Part 2)	7	Boissoneault Sutton	Treatment of Substance Use Disorders
20-Oct	Sleep Disorders	8	Payne-Murphy	Sleep Disorders
27-Oct	Obesity and Weight Management	9	Ross	Obesity and Weight Management
3-Nov	Pain (Part 1)	10	Boissoneault	Pain
10-Nov	Pain (Part 2)	11	Boissoneault Waxenberg	Clinical Pain Psychology
17-Nov	Cancer & Health Psychology	12	Pereira	Cancer & Health Psychology
24-Nov	NO CLASS – WORK ON PRESENTATIONS			
1-Dec	Transplant	13	Ashkanazi	Transplant
8-Dec	Student Presentations	14	Students	Student Presentations

= Biopsychosocial Mechanisms Lecture  
 = In Class Student Presentations

= Clinical Applications Lecture  
 = Journal Club

## Course Requirements/Evaluation/Grading

### Table of Assignments

Assignment	Student Responsibility	Points
Participation in Journal Clubs and Lectures	Familiarity with articles, active contributions to journal club discussion, and engagement with speakers	25
Journal Club Discussion Leader	PowerPoint-style presentation, ability to answer questions about purpose, methods, outcomes, and limitations/implications of primary article(s)	25
Final Exam	PowerPoint-style presentation and written summary, mastery of material and ability to answer questions	50
<b>TOTAL POINTS</b>		<b>100</b>

### Final Exam

The Final Exam for this course is to develop/describe psychological services for a disease or condition of your choice. This will culminate in a 15-minute PowerPoint presentation at the end of the semester, and a 3-5 page summary with references.

Your final exam will be an in-class presentation based upon your review of a chosen disease or medical problem. You will also provide this in written summary [emailed to each class member], including references, so that all presentations can be shared.

Please discuss your chosen topic with Dr. Boissoneault by week #4 (at the latest) of the class for his review and approval so that we have a balanced, and non-repetitive portfolio of diseases and disorders [email the final topic and title by week 10].

**Do NOT select a disorder in your area of research or clinical [sub]specialty.** This is an opportunity to branch out and learn about a disease, disorder, or condition that is **new to you!**

#### Presentations should:

1. Include the information necessary to describe the disease or problem and understand the disorder; include prevalence, mortality and morbidity information, as well as an overview of biopsychosocial mechanisms underlying the condition. This includes references to the medical definitions of the problem and how it is [medically] diagnosed and how the patient might present to the health psychologist upon referral. Include the assessment[s] of the psychosocial issues related to it and the psychological treatments used with patients with that diagnosis or problem. What medications, surgical, or rehabilitation approaches are used to treat this problem; what are the "side effects," and what does the health psychologist need to be aware of?
2. What is the current psychological research in this area and what would you recommend as future directions?
3. Where evidence-based approaches exist in the psychological literature for both assessment and treatment, highlight those and/or detail what is missing in the literature or where improvements could occur both in the research and clinical areas.
4. Include in your presentation information about services for patients with your chosen disease\disorder *within our own Health Science Center* [if such services exist or why they do not]. This should include *finding* the relevant department, service, or clinic here at Shands & the HSC and *talking directly* with the medical attending, nurse, and/or other healthcare professional about their services, patient demographics, and what, if any, health psychological services are available for their patients. If none exists, detail what you learned as to "why not." **Please note that it may be more difficult than usual to contact clinical staff during the**

## COVID-19 pandemic. I recommend reaching out early to avoid unneeded urgency.

5. Describe a “best case” clinical service for this patient population, how you would integrate that service into the medical/surgical clinic you visited, and what research issues you would build into “your scientist-practitioner day in that clinic.” If the service exists within the University of Florida Health Science Center, how might it be improved?

### Course Grading:

25% of the grade in this course will be based on in-class participation throughout the semester (including questions for visiting presenters and engagement in journal club presentations). Each absence not previously cleared with Dr. Boissoneault will result in an overall deduction of 1.67% from students' overall grade.

25% of the grade in this course will be based on leading a journal club presentation. Grades for discussion leaders will not be based on whether their impression of the assigned articles was positive or negative, but rather knowledge of the primary and supporting articles, clarity of presentation, and thoughtfulness of critiques (both positive and negative).

50% of the grade in this course will be based on the “Final Exam” presentation. The presentation will be graded based on clarity, mastery of material presented (including responses to questions); and the written summary distributed to the class on day of presentation.

### **Per the UF website:**

<b>Percentage or points earned in class</b>	<b>93%-100%</b>	<b>90%-92%</b>	<b>87%-89%</b>	<b>83%-86%</b>	<b>80%-82%</b>	<b>77%-79%</b>	<b>73%-76%</b>	<b>70%-72%</b>	<b>67%-69%</b>	<b>63%-66%</b>	<b>60%-62%</b>	<b>Below 60%</b>
<b>Letter Grade equivalent</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

<b>Letter Grade</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>E</b>	<b>WF</b>	<b>I</b>	<b>NG</b>	<b>S-U</b>
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations.

### Incomplete grades:

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has 1) completed a major portion of the course with a passing grade, 2) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and 3) obtained agreement from the instructor and arranged for resolution (contract) of the incomplete grade. Instructors assign incomplete grades following consultation with Department Chairs.

### Office Hours and Appointments:

Office hours are by appointment on an as-needed basis.

### Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**University's Honesty Policy:** (cheating and use of copyrighted materials)

*Academic Integrity* – Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct code, the Graduate Student Handbook).

**Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.**

***"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."***

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

*Copyright policy:* The University of Florida's policy on copyright states: "Copyright permission should not be required of instructors in the following circumstances:

- 1) A single copy of an article, chapter, or poem is on reserve for only *one semester*.
- 2) A reasonable number of copies of an article, chapter, or poem are placed on reserve for only *one semester*. "Reasonable" is determined by an assessment of the number of students assigned the reading, the difficulty of the reading, and the time frame allowed for completion of the reading. This should normally not exceed 6 copies, although up to one copy for every 15 students may be accepted if space is available in the reserve area and the above criteria are met."

Article and material distribution for this class will be discussed in the first class meeting.

### **Class Attendance:**

It is the expectation of the faculty in Clinical and Health Psychology that all students attend all classes. Students are expected to be present for all classes, since much material will be covered only once in class. Attendance will be taken during each class.

As a matter of mutual courtesy, please let the instructor know when you're going to be late, when you're going to miss class, or if you need to leave early. Please try to do any of these as little as possible. Students are expected to be present for all classes since much material will be covered only once in class. Students who have extraordinary circumstances preventing attendance or who must leave early, should explain these circumstances to the course instructor prior to the scheduled class, or as soon as possible thereafter. The instructor will then try to accommodate reasonable requests.

### **Make-up Exams or Other Work:**

*Extra credit* - No planned opportunities for extra credit exist in this course.

*General policy on missed work* - It is expected that no students will miss any assignments. **No make-ups will be possible.**

### **Student Evaluations**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria.

These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available at <https://evaluations.ufl.edu/results/>.

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<https://dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Recording Class Sessions**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

### **Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 352-392-1161 or check out the web site at: <http://shcc.ufl.edu/>

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

*BUT, do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*