

**BEHAVIORAL HEALTH AND ILLNESS – CLP 7934
FALL 2014**

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

**Tuesdays: 1 PM – 4 PM
Room: HPNP 3170**

Instructor Information:

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Office: 3131 HPNP Building

Office Hours: By Appointment or if the door is open

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Course Overview:

We examine theoretical and research foundations of health psychology and behavioral health & illness from a biopsychosocial perspective.

Educational Objectives:

- 1) Participants will be able to **identify and define** the foundations of clinical health psychology via its history and review of relevant theory and research from a biopsychosocial perspective. This will include various cross-cutting issues in general health psychology [stress & health, behavior change, adherence, mental status, sleep, and pain] as well as their application to specific diseases or health problems.
- 2) Participants will be able to **describe** the various roles of health psychologists in research and practice spanning primary to tertiary care and interprofessional education, training, and practice.
- 3) Participants will **develop** a model of self-assessment leading to a competency-based approach to assessment and treatment that includes cultural competency in healthcare. This will include **applying** that model to specific health psychology issues and treatments across various medical and surgical populations.
- 4) Participants will be able to **describe** their own identity as a health psychologist and enumerate the steps necessary to becoming competent in that role.
- 5) Participants will be able to **describe** how health psychology can interface with a population-based, public health approach to community health.
- 6) Participants will be able to **describe** methods of integrating “bedside to consulting room” clinical and health psychology research methods and clinical applications within community, public health and population-based approach to healthcare in general and with a specific disease or health problem on which they will focus.

Textbooks: [Texts are offered as *suggested* readings and should be considered for adding to your personal library when finances allow. Journal articles and chapters, by topic, are listed below]:

- Ayers, S., Baum, A., Manus, C. Newman, S. Walliston, K., Weinman, J. and West, R. (Eds.) (2007). *Psychology, Health, and Medicine*. New York. Cambridge University Press.
- Barr, D.A. (2007) *Introduction to US Health Policy: The Organization, Financing, and Delivery of Health Care in America*. Baltimore: Johns Hopkins.
- Baum, A., Revenson, T.A., & Singer, J.E. (2001). *Handbook of health psychology*. Mahwah, NJ: Lawrence Erlbaum. ISBN:0-8058-1495-7.
- Belar, C.D. and Deardorff, W.W. (2008). *Clinical Health Psychology in Medical Settings*. Second Edition. Washington, American Psychological Assn.
- Cohen, L.M., McChargue, D.E., & Collins, F.L. (Eds.) (2003). *The Health Psychology handbook*. Thousand Oaks: Sage.
- Frank, R.G., Baum, A., & Wallander, J.L (Eds.) (2004). *Handbook of Clinical Health Psychology, Volume 3*, Washington, D.C., American Psychological Assn.
- Frank, R. G., McDaniel, S.H., Bray, J. H., and Heldring, M. (2004). *Primary Care Psychology*. Washington, D.C., American Psychological Assn.
- Friedman, H.S. and Silver, R.C. (Eds) (2007). *Foundations of Health Psychology*. Oxford: Oxford University Press.
- Haas, L.J. (2004). *Handbook of Primary Care Psychology*. Oxford: Oxford University Press.
- Johnson, S. B., Perry, N., and Rozensky, R.H. (Eds) (2002). *Handbook of Clinical Health Psychology, Volume 1: Medical Disorders and Behavioral Applications*. Washington, D.C.: American Psychological Association
- Kennedy, P. (Ed) (2012). *The Oxford Handbook of Rehabilitation Psychology*. New York: Oxford University Press.
- Raczynski, JM, Leviton, LC (Eds.) (2004). *Handbook of Clinical Health Psychology Volume 2*, Washington, American Psychological Assn.
- Resnick, R.J. and Rozensky, R.H. (1996). (Eds.) *Health Psychology Through the Life Span: Practice and Research Opportunities*. Washington, D.C.: American Psychological Association.
- Robinson, J. D., and James, L. C. (Eds) (2003), *Diversity in Human Interactions: The Tapestry of America*, Oxford University Press, New York.
- Rozensky, R.H., Johnson, N., Goodheart, C. and Hammond, R. (Eds) (2003). *Psychology Builds a Healthy World*. Washington, D.C.: American Psychological Association.
- Rozensky, R.H., Sweet, J.J. and Tovian, S.M. (1997). *Psychological Assessment in Medical Settings*. New York: Plenum.
- Schneiderman, N., Speers, M.A., Silva, J.M., Tomes, H. and Gentry, J.H. (2001). *Integrating Behavioral and Social Sciences with Public Health*. Washington, DC: The American Psychological Association.
- Sweet, J.J., Rozensky, R.H., and Tovian, S.M. (Eds.) (1991), *Handbook of Clinical Psychology in Medical Settings*. New York: Plenum.

Class 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. Class participation and dialogue based upon the integration of readings, lectures, and experience will be the major means of learning.

Guest lecturers will present topics and students will be prepared to *ask relevant questions* based upon the **self-assessment model of competency-based health psychology** they develop during the first few class meetings. Our goal is to assure that we have the needed information & knowledge to be competent consumers of the literature *and* be prepared to competently address relevant research and clinical questions to build the skills needed to study and work with those patients presenting with the diseases and health-related issues discussed in class.



Behavioral Health and Illness --- Course Outline

(see schedule and dates at end of syllabus)

- Week 1** I. Overview, Definition & Models of Health Psychology:
 Health Psychologist: Who are we? Where did we come from?
 What do we do? --- [Dr. Rozensky]
 II. Biopsychosocial Models of Health in Today's HealthCare
 A. Health Belief Models & Stages of Change --- [Dr. Rozensky]
 III. Personality, Stress, Coping, Psychoneuroimmunology and Health -- [Dr. Pereira]
- Week 2** I. Building your competency-based model of Health Psychology -- [Dr. Rozensky]
 II. Paying for HealthCare Services --- [Dr. Paul Duncan]
- Week 3** I. Understanding Adherence --- [Dr. Rozensky]
 II. Formal and Informal Communications, Interprofessionalism, and Health & Behavior Codes
 --- [Dr. Rozensky]
- Week 4** No class (You should have your final exam topic by now; use this time to visit a Shands Clinic in your topic area or begin preparing your final paper\presentation)

HEALTH PSYCHOLOGY'S CROSS CUTTING ISSUES

- Week 5** I. Putting the Brain into the Mind-Body Connection:
 Mental Status, Medication & Surgical Effects, Concentration, and
 Attentional Issues with Medically Ill Patients --- [Dr. Price]
- Week 6** II. Issues in Health Disparities in Health Psychology Research and Practice
 [Dr. Whitehead]
- Week 7** III. Behavioral Change in Health Psychology:
 A. Weight Management --- [Dr. Perri]
 B. Smoking Control --- [Dr. Gyls]
- Week 8** IV. Chronic Pain: A Psychological Perspective --- [Dr. Robinson]
- Week 9** V. Sleep Disorders and Health Psychology --- [Dr. McCrae]

HEALTH PSYCHOLOGY: TERTIARY AND PRIMARY CARE

- Week 10** Cancer and Health Psychology --- [Dr. Pereira]
- Week 11** Rehabilitation Psychology: TBI as a Model --- [Dr. Ashkanazi]
- Week 12** Primary Care Psychology --- [Dr. Gyls]
 Professional Geropsychology --- [Dr. McCrae]
 Pediatric Psychology --- [Dr. Fedele]
- Week 13** NO CLASS Veterans' Day

- Week 14** Health Risk Behaviors, Public Health, Community Health Perspective – [Dr. Christy]
- Week 15** **FINAL PRESENTATIONS** [Thanksgiving week]
- Week 16** **FINAL PRESENTATIONS**
- Week 17** **FINAL PRESENTATIONS**



Course Materials\Readings

Behavioral Health and Illness – Outline with Suggested Readings

Week 1

I. Overview, Definition & Models of Health Psychology: Health Psychologist: Who are we? Where did we come from? What do we do?

- American Psychological Association (2000). Guidelines for Psychotherapy with Lesbian, Gay, & Bisexual Clients. Washington, DC: Author. <http://www.apa.org/pi/lgbc/guidelines.html>
- American Psychological Association (2002). Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists. Washington, DC: Author. <http://www.apa.org/pi/multiculturalguidelines.pdf>
- American Psychological Association (2004). Guidelines for Psychological Practice with Older Adults. *American Psychologist*, 59, 236-260.
- Belar, C.D. (1996). A proposal for an expanded view of health and psychology: The integration of behavior and health. In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 77-84). Washington, D.C.: American Psychological Association.
- Belar, C.D. (1997). Clinical health psychology: A specialty for the 21st century. Health Psychology, 16(5), 411-416.
- Benjamin, L.T. (1986). Why don't they understand us? A history of psychology's public image. American Psychologist, 41, 941-946.
- Benjamin, L.T. (2001). American Psychology's Struggle with Its Curriculum: Should a Thousand Flowers Bloom? American Psychologist, 56, 735-742.
- Brown, R.T., Freeman, W.S., Brown, R.A., Belar, C., Hersch, L., Hornyak, L., Rickel, A., Rozensky, R., Sheridan, E., and Reed, G. (2002). The Role of Psychology in Health Care Delivery. *Professional Psychology*, 536-545.
- Deleon, P.H., Howell, W.C., Newman, R., Brown, A.B., Puryear Keota, G., & Sexton, J.L. (1996). Expanding Roles in the 21st Century. In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 427-454). Washington, D.C.: American Psychological Association.
- Engel, G.L. (1977). The need for a new biomedical model: A challenge for medicine. Science, 196, 129-136.
- Janda, L.H., England, K., Lovejoy, D., & Drury, K. (1998). Attitudes toward psychology relative to other disciplines. Professional Psychology: Research and Practice, 29, 140-142.
- Leventhal, G., Seime, R.J., Wedding, D. and Rozensky, R.H. (2005). The 2003 Survey of Academic Medical Center Psychologists: Implications and Outlook. *Journal of Clinical Psychology in Medical Settings*, 12, 209-220.
- National Working Conference on Education and Training in Health Psychology (1983). Special Issue covering the proceedings of the Arden House Conference. 2, Supplement.
- Newman, R. & Reed, G.M. (1996). Psychology as a health care profession: Its evolution and future directions. In Resnick & Rozensky (Eds.) Health psychology through the life span: Practice and research opportunities. (pp. 9-26). Washington, D.C.: American Psychological Association.

- Norcross, J.C., Hedges, M., & Prochaska, J.O. (2002). The face of 2010: A delphi poll on the future of psychology. *Professional Psychology: Research and Practice*, 33, 316-322.
- Pappas, R.K., Belar, C.D., & Rozensky, R.R. (2004). The practice of clinical health psychology: Professional Issues. In *Handbook of clinical and health psychology vol 3.*, Washington, American Psychological Assn.
- Pruitt, S.D., Klapow, J.C., Epping-Jordan, J.E., and Dresselhaus, T.R. (1998). Moving behavioral medicine to the front line: A model for the integration of behavioral and medical science in primary care. *Professional Psychology: Research and Practice*, 29, 230-236.
- Robinson, J.D. (1998). Race and Ethnicity in the Medical Setting: Psychological Implications. *Journal of Clinical Psychology in Medical Settings*, 5, 235-237. [See entire issue].
- Rozensky, R.H. (1991). Hospitals, Politics, and Psychologists. In Sweet, J.J., Rozensky, R.H., and Tovian, S.M. (Eds.), *Handbook of Clinical Psychology in Medical Settings*. New York: Plenum.
- Rozensky, R.H. (1997). Medical staff membership and participation. In Morris, J. & Banon, J. (Eds.), *Rural Psychologist: Hospital Primer*. Washington, D.C.: American Psychological Association.
- Rozensky, R.H. (2004). Freestanding Psychology: The only way in Academic Health Centers. *The Journal of Clinical Psychology in Medical Settings*, 11, 2, 127-133.
- Rozensky, R. H. (2006). Clinical Psychology in Medical Settings: Celebrating our Past, Enjoying the Present, Building our Future. *The Journal of Clinical Psychology in Medical Settings*, 13. 343 -352.
- Rozensky, R.H., Sears, S. F. and Vazquez Sowell, L. (2007). Clinical Health Psychology: From Hospital Practice into the Community. In Rockefeller, K (Ed). *Psychology, Spirituality and Health Care (Volume II)*. New York: Praeger Press.
- Suls, J., & Rothman, A. (2004). Evolution of the biopsychosocial model: Prospects and challenges for health psychology. *Health Psychology*, 23, 119-123.

II. Biopsychosocial Models of Health in Today's HealthCare

A. Health Belief Models & Stages of Change

- Bernard, L.C. & Krupat, E. (1995). Understanding health-related behavior. In *Health psychology: Biopsychosocial factors in health and illness*. (pp. 63-100). Fort Worth, TX: Harcourt Brace College Publishers.
- DiClemente, C. C., J. O. Prochaska, et al. (1991). "The process of smoking cessation: An analysis of precontemplation, contemplation, and preparation stages of change." *Journal of Consulting and Clinical Psychology* 59: 295-304..
- O'Connell, D. (1997). Behavior Change. In M.D. Feldman and J.F. Christensen (Eds.). *Behavioral Medicine in Primary Care* (265-276. Stamford, CT: Appleton & Lange.
- Orleans, C.T., Ulmer, C.C., & Gruman, J.C. (2004). The role of behavioral factors in achieving national health outcomes. In *Handbook of clinical and health psychology vol 3.*, Washington, American Psychological Association.
- Prochaska, J. O. and C. C. DiClemente (1986). Toward a comprehensive model of change. *Addictive Behaviors: Processes of Change*. W. R. Miller and N. Heather. New York, Plenum Press: 3-27.
- Prochaska, J. O. and C. C. DiClemente (1992). *Stages of Change in the Modification of Problem Behaviors*. Newbury Park, CA, Sage.

III. Personality, Stress, Coping, Psychoneuroimmunology and Health

- Ader, R. & Cohen, N. (1993). Psychoneuroimmunology: Conditioning and stress. *Annual Review Psychology*, 44, 53-85.
Ch. 10, Cohen, McChargue, & Collins .
- Koocher, G.P. (1996). Pediatric oncology: Medical crisis intervention. In Resnick & Rozensky (Eds.). *Health psychology through the life span: Practice and research opportunities*. (pp. 213-226). Washington, D.C.: American Psychological Association.
- Lovallo, W.R. (1997). History of the concept of stress. In *Stress and health: Biological and psychological interactions*. (pp. 27-34). Thousand Oaks, CA: Sage.
- Lovallo, W.R. (1997). Normal physiological regulation: The autonomic nervous system and endocrine outflow. In *Stress and health: Biological and psychological interactions*. (pp. 35-54). Thousand Oaks, CA: Sage.

- Lovallo, W.R. (1997). Central nervous system integration of the psychological stress response. In Stress and health: Biological and psychological interactions. (pp. 75-100). Thousand Oaks, CA: Sage.
- Lovallo, W.R. (1997). Helplessness, coping, and health. In Stress and health: Biological and psychological interactions. (pp. 101-122). Thousand Oaks, CA: Sage.
- Martin, PD, & Brantley, PJ. (2004). Stress, coping, and social support in health and behavior. In Handbook of clinical and health psychology vol 2., Washington, American Psychological Assn.
- Mookdam, F., & Arthur, H.M. (2004). Social support and its relationship to morbidity and mortality after acute myocardial infarction. Archives of Internal Medicine, 164, 1514-1518.
- Nezu, A. M., Nezu, C. M., Friedman, S. H., Faddis, S., & Houts, P. S. Helping cancer patients cope: A problem-solving approach. American Psychological Association: Washington, DC, 1998.

Week 2

I. Building your competency-based model of Health Psychology

- Belar, C.D., Brown, R.A., Hersch, L.E., Hornyak, L.M., Rozensky, R.H., Sheridan, E. P., Brown, R.T., and Reed, G.W. (2001). Self-assessment in clinical health psychology: A model for ethical expansion of practice. Professional Psychology: Research and Practice, 32, 135-141.
- Kaslow, N. J. (2004). Competencies in professional psychology. *American Psychologist*, 59, 774-781.
- Roberts, M. C., Borden, K. A., & Christiansen, M. (2005). Toward a culture of competence: Assessment of competence in the education and careers of professional psychologists. *Professional Psychology: Research and Practice*, 36, 355-361.
- Rodolfa, E. R., Bent, R. J., Eisman, E., Nelson, P. D., Rehm, L., & Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. *Professional Psychology: Research and Practice*, 36, 347-354.
- Spruill, J., Rozensky, R.H., Stigall, T., Vazquez, M., Bingham, R.P., and Olvey, D. D. V. (2004). Becoming a Competent Clinician: Basic Competencies in Intervention. *Journal of Counseling Psychology*, 60, 7, 741-754.

II. Paying for HealthCare Services

- Chiles, J.A. (1999). The impact of psychological interventions on medical cost offset: A meta-analytic review. Clinical Psychology: Science and Practice, 6, 204-220.
- Friedman, R., Sobel, D., Myers, P., Caudill, M., & Benson, P. (1995). Behavioral medicine, clinical health psychology, and cost offset. Health Psychology, 14, 509-518.
- McKay, N. and Frank, R.G. (2004). "Payment for Clinical Services: From Fundamentals to Practice Considerations," from Handbook of Clinical Health Psychology, Vol. 3 (2004), pp. 321-338.
- Rozensky, R. H. (2011). The Institution of the Institutional Practice of Psychology: Health Care Reform and Psychology's Future Workforce. *American Psychologist*, 66, 794-808. Doi: 10.1037/a0024621
- Rozensky, R. H. (2012). Health Care Reform: Preparing the Psychological Workforce. *The Journal of Clinical Psychology in Medical Settings*, 19, 5-11 DOI: 10.1007/s10880-011-9287-7
- Rozensky, R.H. (2013). Quality Education in Professional Psychology: Flowers Blooming, Flexner and the Future. *American Psychologist*, 68, 701-716. doi: 10.1037/a0033771
- Rozensky, R.H. (2012). Psychology in Academic Health Centers: A True Healthcare Home. *The Journal of Clinical Psychology in Medical Settings*, 19, 1-11, DOI: 10.1007/s10880-012-9312-5.
- Rozensky, R.H. (2014). Implications of the *Affordable Care Act* for Education and Training in Professional Psychology. *Training and Education in Professional Psychology*, 8, 1-12. doi: 10.1037/tep0000021
- Rozensky, R.H. and Janicke, D. M. (2012). Commentary: Health Care Reform and Psychology's Workforce: Preparing for the Future of Pediatric Psychology. *Journal of Pediatric Psychology*, 18, 1-10. doi: 10.1093/jpepsy/jsr111
- Tovian, S. (2004). Health services and health care economics: The health psychology marketplace. Health Psychology, 23, 138-141.

Week 3

I. Understanding Adherence

Dunbar-Jacob, J. & Schlenk, E.A. (1996). Treatment adherence and clinical outcome: Can we make a difference? In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 323-346). Washington, D.C.: APA.

II. Formal and Informal Communications, Interprofessionalism, and Health & Behavior Codes

- Brody, H. (2006). The Physician-Patient Relationship. In D. Wedding & M. Stuber (Eds.), *Behavior & Medicine* (4th ed., pp. 189-199). Cambridge, MA: Hogrefe.
- Hall, J., & Roter, D. (2007). Physician-patient communication. In H. Friedman & R. Cohen Silver (Eds.), *Foundations of Health Psychology* (pp. 325-357). New York: Oxford University Press.
- Lee, S. J., Back, A. L., Block, S. D., & Stewart, S. K. (2002). Enhancing physician-patient communication. *Hematology / American Society of Hematology Education Program*, 464-483.
- Martin, L. R., Jahng, K. H., Golin, C. E., & DiMatteo, M. R. (2003). Physician facilitation of patient involvement in care: correspondence between patient and observer reports. *Behavioral Medicine*, 28(4), 159-164.
- Rozensky, R.H., Sweet, J.J., & Tovian, S.M. (1997). Referral logistics and communication. *Psychological Assessment in Medical Settings*. New York: Plenum. (p 15 -28).
- Rozensky, R. H. (2011). The Institution of the Institutional Practice of Psychology: Health Care Reform and Psychology's Future Workforce. *American Psychologist*, 66, 794-808. Doi: 10.1037/a0024621
- Rozensky, R. H. (2012). Health Care Reform: Preparing the Psychological Workforce. *The Journal of Clinical Psychology in Medical Settings*, 19, 5-11 DOI: 10.1007/s10880-011-9287-7
- Rozensky, R.H. (2012). Psychology in Academic Health Centers: A True Healthcare Home. *The Journal of Clinical Psychology in Medical Settings*.
- Wilson, S. L., Rozensky, R.H., and Weiss, J (2010). The Advisory Committee on Interdisciplinary Community-Based linkages and the Federal Role in Advocating for Interprofessional Education. *Journal of Allied Health (Special Issue)*, 39, 211- 215.
- Zeldow, P., & Makoul, G. (2006). Communicating with patients. In D. Wedding & M Stuber (Eds.), *Behavior & Medicine* (4th ed., pp. 201-218). Cambridge, MA: Hogrefe

Week 4 Begin preparing your final paper and presentation. Visit a Shands Clinic related to your topic

Week 5 Putting the Brain into the Mind-Body Connection: Mental Status, Medication & Surgical Effects, Concentration, and Attentional Issues with Medically Ill Patients]

TBA

Week 6 Issues of Health Disparities in Health Psychology Research and Practice

Gonzalez, D.O., Suleiman, L.I., Ivery, G.D., & Callender, C.O. (2011). Is there a role for race in science and medicine. *The Bulletin of the American College of Surgeons*, 96, 12- 18

Week 7 Behavioral Change in Health Psychology:

A. Weight Management

TBA

B. Smoking Control

Prochaska, J.O. (1996). Revolution in health promotion: Smoking cessation as a case study. In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 361-376). Washington, D.C.: American Psychological Association.

Week 8 Chronic Pain --- a Psychological Perspective

Robinson, M.E. and O'Brien, E.M. Chronic Pain. Price, D.D., Hirsh, A., and Robinson, M.E. (2008). Psychological modulation of Pain. In A.I. *Reference. Vol 5, Pain*. San Diego, CA: Academic Press. P 975-1002.

Week 9 Sleep Disorders and Health Psychology

- Haynes, P. L. (2005). The role of behavioral sleep medicine in the assessment and treatment of sleep disordered breathing. *Clinical Psychology Review, 25*(5), 673-705.
- Morgenthaler, T., Kramer, M., Alessi, C., Friedman, L., Boehlecke, B., Brown, T., et al. (2006). Practice parameters for the psychological and behavioral treatment of insomnia: an update. An american academy of sleep medicine report. *Sleep, 29*(11), 1415-1419.
- Morin, C. M., Bootzin, R. R., Buysse, D. J., Edinger, J. D., Espie, C. A., & Lichstein, K. L. (2006). Psychological and behavioral treatment of insomnia: update of the recent evidence (1998-2004). *Sleep, 29*(11), 1398-1414.
- Smith, M. T., & Perlis, M. L. (2006). Who is a candidate for cognitive-behavioral therapy for insomnia? *Health Psychology, 25*(1), 15-19.
- Stepanski, E. J., & Perlis, M. L. (2000). Behavioral sleep medicine. An emerging subspecialty in health psychology and sleep medicine. *Journal of Psychosomatic Research, 49*(5), 343-347.

Week 10

Cancer and Health Psychology

TBA

Week 11

Rehabilitation Psychology: TBI as a Model

Handbook of Rehabilitation Psychology Edited by Frank and Elliott. Chapter 20. Post-Acute Brain Injury.

Week 12

I. Primary Care Psychology

- Bray, J. H. (1996). Psychologists as primary care practitioners. In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 85-100). Washington, D.C.: American Psychological Association.
- Frank, R.G., McDaniel, S.H., Bray, J.H., Heldring, M. (2004). Primary Care Psychology. Washington, D.C.: American Psychological Association. [selected chapters]
- Haas, L.J. (2004). Handbook of Primary Care Psychology. New York: Oxford. [chapter 1]
- Haley, W.E., McDaniel, S.H., Bray, J.H., Frank, R.G., Heldring, M., Johnson, S.B., Lu, E. G., Reed, G.M., and Wiggins, J.G. (1998). Psychological practice in primary care settings: Practice Tips for Clinicians. Professional Psychology: Research and Practice, 30, 237-244.
- Newman, R.J. and Rozensky, R.H. (1995). Psychology and Primary Care: Evolving Traditions. *Journal of Clinical Psychology in Medical Settings, 2*, 3-6.
- Schroeder, C.S. (1996). Psychologists and pediatricians in collaborative practice. In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 109-132). Washington, D.C.: American Psychological Association.
- Rehm, L.P. (1996). Catching depression in primary care physician's offices. In Resnick & Rozensky (Eds.). Health psychology through the life span: Practice and research opportunities. (pp. 149-162). Washington, D.C.: American Psychological Association.
- Rozensky, R.H. (2014). Implications of *The Patient Protection and Affordable Care Act*: Preparing the Professional Psychology Workforce for Primary Care. *Professional Psychology: Research and Practice, 200-211*. Doi: 10.1037/a0036550
- Sears, S.F., Danda, C.E., & Evans, G.D. (1999). PRIME-MD and rural primary care: Detecting depression in a low income rural population. Professional Psychology: Research and Practice, 30, 357-360.

II. Professional Geropsychology

Hinrichsen, G. A., Zeiss, A. M., Karel, M. J., & Molinari, V. A. (2010). Competency-based geropsychology training in doctoral internships and postdoctoral fellowships. *Training and Education in Professional Psychology, 4*(2), 91-98.

III. Pediatric Psychology

Rozensky, R.H. and Janicke, D. M. (2012). Commentary: Health Care Reform and Psychology's Workforce: Preparing for the Future of Pediatric Psychology. *Journal of Pediatric Psychology*, 18, 1-10. doi: 10.1093/jpepsy/jsr111

Week 13 No Class -- Veterans' Day

Week 14 Health and Behavior from a Public Health, Community Health Perspective

Berry, D, Urban, A, & Grey, M. (2006). Understanding the Development and Prevention of Type 2 Diabetes in Youth (Part 1). *Journal of Pediatric Health Care*, 20, 3-10

Curbow, B, Bowie, J, Garza, M, McDonnell, KA, Scott, LA, Coyne, CA, & Chiappelli, T (2004) Community-Based Cancer Screening Programs in Older Populations: Making Progress But Can We Do Better? *Preventive Medicine*, 38, 676-693.

Muehrer, P., Afifi, A, Coyne, J., Kring, A., Merson, M., Prohaska, T., & Rozensky, R. (2002). Research on Mental Disorders: Overcoming Barriers to Collaborations Between Basic Behavioral Scientists and Public Health Scientists. *Journal of Clinical Psychology in Medical Settings*, 9, 252-262.

Stokols, D. (1996). Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion*, 10 (4), 282-298.

Week 15 FINAL PRESENTATIONS [Thanksgiving Week]

Week 16 FINAL PRESENTATIONS

Week 17 FINAL PRESENTATIONS

Course Requirements/Evaluation/Grading

Final Exam:

Your "final exam" will be an in class presentation based upon your review of a chosen disease or medical problem. You also will provide this in written form [emailed to each class member], including references, so that all presentations can be shared and each student can prepare a booklet of information covering all the disorders we review.

Please discuss your chosen topic with Dr. Rozensky by [at the latest] week #4 of the class for his review and "sign off" so that we have a balanced, and non-repetitive portfolio of diseases and disorders [email him 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 find out about a disease, disorder, or condition, **new to you!**

Presentations should be organized using the outline we discuss and formulate in class regarding the list of **questions needed to gain competency** in any area or topic in health psychology. This also should include the information contained in the self study article by Belar, et al. That is, integrate the Division 38 competencies in health psychology with the Belar, et al questions to form your model of health psychology. Then use your chosen disease or problem to illustrate that information. Some points to help organize your presentation:

[1] Include the information necessary to describe the disease or problem and needed for us to understand the disorder; include prevalence, mortality and morbidity information. 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] Where evidence-based approaches exist in the psychological literature for both assessment and treatment, please highlight those and/or detail what is missing in the literature or where improvements could occur both in the research and clinical areas.

[3] Identify at least one web site that provides information and assistance to patients regarding your chosen disease and identify the extent of psychological and/or “coping” and/or self management information that is available for the condition on the web. For example, determine if there are portions of the website devoted to stress, coping, or psychological distress. Provide at least one paragraph that critiques the site for its strengths and weaknesses and your perception of the helpfulness of the site for the consumer. [4] Demonstrate that website when you do your in class “final exam” presentation and present discussion of improvements to the psychological material on the website that would enhance the information and website, if necessary.

[5] 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.”

[6] 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, how might it be improved? [7] Prepare a brief handout or “talking points” you would offer the professional staff in your area of interest to help them begin, or enhance, the health psychological services they do, or could provide. [8] Prepare a brief handout or brochure for the patients acquainting them to your [proposed] health psychology services.

[9] What is the current psychological research in this area and what would you recommend as future directions? [you can work this into the presentation or do it as a separate section].

Current Clinical & Research Experience[s]: At the beginning of each class, time will be set aside for discussion of any experiences class members have had in the Clinic, hospital or research lab. This could include clinical questions, research problems, or interesting professional experiences related to clinical health psychology. Use of this time will be up to the discretion of the class and the willingness to suggest issues or bring up topics.

Course Grading:

75% “Final Exam” presentation (comprehensiveness including integrating the Division 38 competencies & Belar et al questions), clarity, and mastery of material presented including responses to questions); written summary distributed to the class on day of presentation

25% In class participation throughout the semester including questions for visiting presenters [it is expected that discussions and your questions should focus on answering the self study and competency issues developed in class].

Per the UF website:

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

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	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 at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Statement of University's Honesty Policy\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 or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). 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.”**

Policy Related to Class Attendance and Policy Related to Make-up Exams or Other Work:

Student should attend and be prepared to participate in all class sessions. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Statement Related to Accommodations for Students with Disabilities:

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.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.

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 Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

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 392-0627 or check out the web site at: www.health.ufl.edu/shcc. Crisis intervention is always available 24/7 from Alachua County Crisis Center: (352) 264-6789. *Do not wait until you reach a crisis to come in and talk. Many students have been helped through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.*

		FALL 2014		
<u>Tuesday</u>	<u>TOPIC</u>	<u>Speaker</u>	<u>TOPIC</u>	<u>Speaker</u>
26-Aug	Overview & Models of Health Psychology	Rozensky	Personality, Stress, & Coping	Pereira
2-Sep	Competency-based Health Psychology	Rozensky	Paying for Healthcare Services	Paul Duncan
9-Sep	Models of Adherence	Rozensky	HealthCare Communication & Interprofessionalism	Rozensky
16-Sep	APA Educational Leadership Conference	No Class (work on your presentation and visit a clinic)		
23-Sep	Brain into Mind/Body			Price
30-Sep	Issues of Health Disparities in Health Psychology Research and Practice			Whitehead
7-Oct	Weight Management	Perri	Smoking Control	Gillis
14-Oct	Chronic Pain -- A Psychological Perspective			Robinson (2 PM)
21-Oct	Sleep Disorders and Health Psychology			McCrae
22-Oct	Cancer and Health Psychology			Pereira
28-Oct	Rehabilitation Psychology: TBI as a Model			Ashkanazi
4-Nov	Pediatric Psychology (Fedele)	Professional Geropsychology	(McCrae)	Primary Care Psychology (Gyls)
11-Nov	VETERANS DAY NO CLASS			
18-Nov	Health Risk Behaviors and a Community Health Perspective			Juliette Christy
25-Nov	FINAL PRESENTATIONS			Thanksgiving Week
2-Dec	FINAL PRESENTATIONS			
9-Dec	FINAL PRESENTATIONS			