

University of Florida
College of Public Health & Health Professions Syllabus
CLP 7317: Advanced Health Psychology and Behavioral Medicine (3 credit hours)
 Spring: 2020, Mondays, 11:45 – 2:45, HPNP G-316
 Section 2C15
 Delivery Format: On-Campus
 Course Website Available Through Canvas

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 Office Hours: By Appointment
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Prerequisites

CLP 7936: Behavioral Health and Illness or on approval from the instructor

PURPOSE AND OUTCOME

Course Overview

This course will examine the variety of typical patient populations and behavioral health interventions utilized with these populations by health psychologists working in academic medical centers. Primary teaching methods include classroom based instruction and process-oriented discussion and dialogue.

Course Objectives and/or Goals

By the end of the course, the student should be able to:

- (a) Identify the biopsychosocial factors involved in the initiation, maintenance, and exacerbation of mental and physical illness among typical populations seen in academic medical centers.
- (b) Discuss the role of clinical health psychology interventions in the promotion of wellness and in the assessment and treatment of illness among these populations.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Wk	Date	Topic	Speaker	Readings
1	1/6/2020	Introduction Food Addiction: The Construct, Controversy, and Clinical Intervention	Allison Holgerson	<p>Adams, R. C., Sedgmond, J., Maizey, L., Chambers, C. D., & Lawrence, N. S. (2019). Food addiction: Implications for the diagnosis and treatment of overeating. <i>Nutrients</i>, 11(9), 2086.</p> <p>Cassin, S. E., Buchman, D. Z., Leung, S. E., Kantarovich, K., Hawa, A., Carter, A., & Sockalingam, S. (2019). Ethical, Stigma, and policy implications of food addiction: A scoping review. <i>Nutrients</i>, 11(4), 710.</p> <p>Meule, A. (2019). A Critical Examination of the Practical Implications Derived from the Food Addiction Concept. <i>Current obesity reports</i>, 8(1), 11-17.</p>
2	1/13/2020	Evidence-based Interventions for Weight Management	Kat Ross	<p>Butryn, M. L., Webb, V., & Wadden, T. A. (2011). Behavioral treatment of obesity. <i>Psychiatric Clinics</i>, 34(4), 841-859.</p> <p>Jensen, M. D., Ryan, D. H., Apovian, C. M., Ard, J. D., Comuzzie, A. G., Donato, K. A., ... & Loria, C. M. (2014). 2013 AHA/ACC/TOS guideline for the management of overweight and obesity in adults: a report of the American College of Cardiology/American Heart Association Task Force on Practice Guidelines and The Obesity Society. <i>Journal of the American college of cardiology</i>, 63(25 Part B), 2985-3023.</p>
3	1/20/2020	NO CLASS – MLK DAY		
4	1/27/2020	The Role of Neuropsychology in Medical Populations	Kristen Hamlet	<p>Roman, D. D. (2018). The role of neuropsychology on organ transplant teams. <i>Archives of Clinical Neuropsychology</i>, 33(3), 339-343.</p>

Wk	Date	Topic	Speaker	Readings
5	2/3/2020	Overview of Acute and Chronic Alcohol Effects	Jeff Boissoneault	<p>Oscar-Berman, M., & Marinković, K. (2007). Alcohol: effects on neurobehavioral functions and the brain. <i>Neuropsychology review</i>, 17(3), 239-257.</p> <p>Boissoneault, J., Lewis, B., & Nixon, S. J. (2016). Acute behavioral and long-term health effects of moderate alcohol use in older adults. <i>Current Addiction Reports</i>, 3(1), 62-74.</p> <p>Zale, E. L., Maisto, S. A., & Ditre, J. W. (2015). Interrelations between pain and alcohol: An integrative review. <i>Clinical Psychology Review</i>, 37, 57-71.</p>
6	2/10/2020		Jessica Payne-Murphy	
7	2/17/2020		Stephanie McDonough	
8	2/24/2020		Ming Hwei Yek	
9	3/2/2020	NO CLASS – SPRING BREAK		
10	3/9/2020		Lori Waxenberg	
11	3/16/2020	Motivational Interviewing: Engaging with Patients	Chantelle Green & Victoria Lopez	Elwyn, G., Dehlendorf, C., Epstein, R. M., Marrin, K., White, J., & Frosch, D. L. (2014). Shared decision making and motivational interviewing: achieving patient-centered care across the spectrum of health care problems. <i>The Annals of Family Medicine</i> , 12(3), 270-275.
12	3/23/2020		Lisa King	
13	3/30/2020	Inpatient Consultation-Liaison	Alana Resmini Rawlinson	
14	4/6/2020		Trish Durning	

Wk	Date	Topic	Speaker	Readings
15	4/13/2020	Pediatric Assessment and Interventions: Using Type 1 Diabetes as an Exemplar Population of What Health Psychologists Should Know	Sarah Westen	<p>Delamater, A. M., de Wit, M., McDarby, V., Malik, J. A., Hilliard, M. E., Northam, E., & Acerini, C. L. (2018). ISPAD Clinical Practice Consensus Guidelines 2018: psychological care of children and adolescents with type 1 diabetes. <i>Pediatr Diabetes</i>, 19(Suppl 27), 237-249.</p> <p>Hunter, C. M. (2016). Understanding diabetes and the role of psychology in its prevention and treatment. <i>American Psychologist</i>, 71(7), 515.</p>
16	4/20/2020	Integrative Medicine	Irene Estores, MD	

Course Materials and Technology

See references at the end of this document.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- elearning.ufl.edu

ACADEMIC REQUIREMENTS AND GRADING

General Note

In order to complete the objectives and goals for this course, students must be currently treating an adolescent or adult patient with significant comorbid physical and mental health concerns. Students will be asked to present their patients briefly in class on 1/27/2020, and Dr. Ashkanazi will advise whether these patients meet criteria for the learning objectives of this course. If a patient does not meet criteria, students will be asked to select another patient and have him/her approved. Students are responsible for obtaining permission from the supervising faculty member to use the patient for course purposes, which should be provided to Dr. Ashkanazi by email by 1/27/2020.

Assignments

A. Biopsychosocial Case Conceptualization (50%, 50 out of 100 points)

Students will develop a comprehensive, biopsychosocial case conceptualization for a patient in the UFHealth System who is being seen for psychosocial/behavioral issues related to a *significant* physical health concern that involves significant quality of life impairments (e.g., diabetes, sickle cell disease, cancer, cardiovascular disease, epilepsy, obesity, transplant). Students are strongly encouraged to select a patient that they are currently treating (with their supervisor's written permission). Students who are not currently treating any patients with health concerns should speak with Dr. Ashkanazi as soon as possible to arrange shadowing of a patient on Dr. Ashkanazi's service for the purposes of this assignment. Students will be required to provide a brief written description of a patient (with their supervisor's written permission to use this case for this assignment) for approval early in the semester.

There are two components to this assignment. The first component is a **Written Report (25%, 25 out of 100 points)**. The case conceptualization should be written in the following format:

Presenting Problem
History of the Presenting Problem
Psychosocial History
Medical History
Psychiatric History
Family Medical History
Family Psychiatric History
Case Conceptualization
Diagnostic Impressions
Treatment Plan/Recommendations
Prognosis

The *Case Conceptualization* section must consider all of the relevant biological, psychological, social, and cultural factors in the etiology, presentation, maintenance, and treatment of the psychological and physical health issues. The various content of this section must be referenced using empirically-based research articles.

The second component is an **Oral Presentation (25%, 25 out of 100 points)** derived from the written case conceptualization. Presentations should follow the written report closely and be presented using Power Point, Prezi, or another presentation software. The presentation should be 45 minutes in length (30 minutes for the presentation itself, 15

minutes for questions). Criteria that will be used for grading case conceptualization are posted as a separate document on the course website.

Students will select a presentation day by 02/03/2020. Written case conceptualizations are due on the day of students' oral presentations.

B. Journal article review and discussion (40%, 40 out of 100 points)

Each student will select a recently published empirical journal article on a topic related to health psychology. Students will select a presentation day by 02/03/2020. He/she will provide a pdf of the article to Dr. Ashkanazi and the class at least one week prior to his/her assigned discussion date. On his/her assigned discussion date, he/she will facilitate a class-based discussion and critical analysis of the research described in the article, including its background/significance, methodology, results, and implications. The expected length of this discussion is approximately 20 minutes but may be slightly shorter or longer. The student will be graded on his/her understanding of the article under review as well as his/her ability to stimulate and facilitate a critical dialogue on the article. This **Student-Facilitated Journal Article Discussion is worth 20% of students' total grade (20 out of 100 points).**

The student will also submit a **Journal Article Written Review (20%, 20 out of 100 points)** of the manuscript one week prior to their presentation. The review should be no more than 2 pages, single-spaced, using 11 pt. Arial font, 0.5" margins. The review should be written as if it were a review of an initial manuscript submission to a journal (see course website for review criteria). The review will be graded on the breadth and depth of coverage of relevant review criteria and the process by which strengths/weaknesses are communicated. Students should approach this review with the following questions in mind: What does this article communicate about patients with this physical health issue? To what extent does this research advance the health and well-being of patients? How clinically significant is this research?

C. Class participation (10%, 10 out of 100 points)

Students are expected to participate in class discussions in a meaningful way during every class.

Grading

Requirement	Due Date	Points, % of Final Grade
Student-Facilitated Journal Article Discussion	1/13/2020 – 4/20/2020	20 points, 20% of final grade
Written Journal Article Review	One-Week Following Student-Facilitated Discussion	20 points, 20% of final grade
Oral Case Conceptualization	1/13/2020 – 4/20/2020	25 points, 25% of final grade
Written Case Conceptualization	1/13/2020 – 4/20/2020	25 points, 25% of final grade
Class Participation	Ongoing	10 points, 10% of final grade

Points earned to letter grade conversion:

Points earned	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	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter grade to grade point conversion:

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://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Not applicable; No exams.

Policy Related to Make up Exams or Other Work

Deadline extensions will be considered on a case-by-case basis for students experiencing extreme emergencies, such as a personal or family health emergency, with appropriate documentation. In the absence of an approved-extension, grades for class presentations and any written products will be reduced by 5 points (5%) for every day they are late. There will be no opportunities for extra credit in this course.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Class attendance is strongly encouraged, as participation is 10% of your total grade. However, it is recognized that some students will be absent from classes in January due to internship interviews. In order for these classes to be excused and not count against students' class participation grades, students must provide Dr. Ashkanazi in writing of the dates they will be unable to attend class. It is expected that students will make up any missed work.

In accordance with UF policy, absences related to personal illness, serious family emergencies, conference attendance, and/or court-imposed legal obligations will be excused with proper documentation and will not count against students' class participation grades. Absences related to religious holidays will also be excused. No documentation is necessary but advanced notice is appreciated.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

If you have a clinical urgency or emergency that you need to attend to during class time, please let Dr. Ashkanazi know before you step out of class.

Cell phones should be set to silent. If you are waiting for a phone call related to an urgent matter, please let Dr. Ashkanazi know in advance.

Use of smart phones or laptops during class to check email, browse the web, send/receive text messages, etc, will result in class participation grade reduction of 1% (1 point out of 100) per episode.

Communication Guidelines

Not applicable; On Campus course.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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 to students at <https://evaluations.ufl.edu/results/>. Dr. Ashkanazi will use these students' assessments to optimize the course's content and process, as well as her instruction style.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.
