PSY 6960.005: Foundations of Clinical Health Psychology I
Fall 2013
Thurs. 1-3 pm, Beh S 1326

Instructors:
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Course Description

This is the first semester of a year-long lecture/discussion graduate course intended to provide foundational knowledge of the field of Clinical Health Psychology. Specifically, the course focus is on scientific knowledge of the interrelationships among behavioral, emotional, cognitive, social and biological components in health and disease to:

- the promotion and maintenance of health;
- the prevention, treatment and rehabilitation of illness and disability; and
- improvement of the health care system.

The course will cover the typical problems addressed by Clinical Health psychologists, with focus on how learning, memory, perception, cognition and motivation:

- influence health behaviors (e.g., weight, smoking, adherence to health care recommendations);
- affect physical illness/injury/disability (e.g., onset of, response to, and recovery from illness or injury).

The course will examine the typical populations that are the focus in Clinical Health Psychology research and intervention. Thus, assessment of and intervention with chronic diseases (HIV/AIDS, cancer, heart disease, chronic pain. and diabetes), as well as acute health problems (e.g., surgery, organ transplantation, painful medical procedures), will be covered.

The course is also intended to introduce students to clinical and professional issues in the delivery of psychosocial services in medical settings and to medical patients.

The course is appropriate for graduate students in both research doctoral programs and clinical/counseling programs.

Requirements
Readings will be announced one week prior to class, and students are expected to come prepared to discuss the readings in detail. Depending on the consistency of student preparation, quizzes on the readings may be introduced and quiz scores used in grading in lieu of class participation. Students are also required to make a presentation in class and submit a 20 page (approximate) paper (double spaced, APA format) focused applying the biopsychosocial model to the assessment and treatment of a clinical health psychology “target” (i.e., chronic disease, acute health problem).

**Grading**

Course grades will be based on an equal weighting of a) the quality of participation in class activities and discussions, b) an in-class presentation, and c) the final paper. Any missed classes should be discussed with the instructors, as far in advance as possible.

**Readings**

*Required texts*


*Additional Sources*


**Tentative Schedule**

8/29   Introduction and Course Overview

9/5   Introduction Continued: General Frameworks and Clinical Context

Belar and Deardorff, Ch. 1-4

9/12   Introduction Continued: Professional Issues and Clinical Target Overview
Belar and Deardorff, Ch. 5-8


9/19 Smoking


9/26 Exercise; Weight Loss


10/3 **Coronary Heart Disease; Essential Hypertension**


10/10 **Cancer**


10/17 Fall Break (get exercise)

10/24 HIV/AIDS


10/31 Diabetes; End-Stage Renal Disease


11/7 Chronic Pain, Arthritis, Headache


11/14 Organ Transplantation; Sleep


11/21 Somatoform Disorders; Primary Care/Postpartum Depression


11/28 Thanksgiving Break (get exercise)

12/5 Consultation-Liaison/ Preparation for surgery; Rehabilitation /Spinal Cord injury


Neurological Conditions; Palliative Care


PSY 6960.003: Foundations of Clinical Health Psychology II  
Spring 2014  
Thurs. 3:30-5 pm, Beh S 1326

Instructor:  
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Course Description

This is the second semester of a year-long lecture/discussion graduate course intended to provide foundational knowledge in the field of Clinical Health Psychology. Specifically, the course focus is on scientific knowledge of the interrelationships among behavioral, emotional, cognitive, social and biological components in health and disease to:

- the promotion and maintenance of health;
- the prevention, treatment and rehabilitation of illness and disability; and
- improvement of the health care system.

The course will cover the typical problems addressed by Clinical Health psychologists, with focus on how learning, memory, perception, cognition and motivation:

- influence health behaviors (e.g., weight, smoking, adherence to health care recommendations);
- affect physical illness/injury/disability (e.g., onset of, response to, and recovery from illness or injury).

The second semester will focus on techniques and competencies that are central to Clinical Health Psychology research, assessment, and intervention, using comprehensive stress management as an organizational framework.

The course is also intended to introduce students to clinical and professional issues in the delivery of psychosocial services in medical settings and to medical patients.

The course is appropriate for graduate students in both research doctoral programs and clinical/counseling programs.

Requirements

Readings will be announced one week prior to class, and students are expected to come prepared to discuss the readings in detail. Depending on the consistency of student preparation, quizzes on the readings may be introduced and quiz scores used in grading in lieu of class participation.

Grading
Course grades will be based on the quality of participation in class activities and discussions.

**Tentative Schedule**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tr>
<td>1/9</td>
<td>Introduction</td>
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<td>1/16</td>
<td>Models of Stress / Individual Differences</td>
<td>Williams et al. 2011</td>
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<td>1/23</td>
<td>Stress Assessment</td>
<td>Anderson et al. 2011</td>
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<td>1/30</td>
<td>Stress Assessment (cont.)</td>
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<td>2/6</td>
<td>Reducing Stress Exposure-Assertiveness</td>
<td>Alberti &amp; Emmons excerpts</td>
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<td>2/27</td>
<td>Reducing Stress Reactivity-Mindfulness</td>
<td>Kristeller 2007; Kabat-Zinn</td>
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<tr>
<td>3/6</td>
<td>Reducing Stress Reactivity-Mindfulness</td>
<td>Williams et al. 2007</td>
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<td>3/13</td>
<td>Mindfulness (cont.)</td>
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<td>3/20</td>
<td>Enhancing Recovery &amp; Restoration</td>
<td>Buysse 2014; Wheat &amp; Larsen 2010</td>
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<td>3/27</td>
<td>No Class-Spring Break</td>
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<td>4/3</td>
<td>Health Behavior Change in Stress Management -Exercise</td>
<td>Sime 2007</td>
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<tr>
<td>4/10</td>
<td>Health Behavior Change -Motivational Interviewing</td>
<td>Rollnick et al. 2008; Gayes &amp; Steele</td>
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