

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**CLP 7317: Advanced Health Psychology and Behavioral Medicine (3 credit hours)**  
 Spring: 2016, Mondays, 1:55 – 4:55, HPNP 3170  
 Delivery Format: On-Campus  
 Course Website Available Through Canvas

---

Instructor Name: Deidre B. Pereira, PhD  
 Room Number: HPNP 3137  
 Phone Number: 352-273-6039  
 Email Address: dpereira@php.ufl.edu  
 Office Hours: By Appointment  
 Teaching Assistants: None  
 Preferred Course Communications (e.g. email, office phone): Email

---

### **Prerequisites**

CLP 7936: Behavioral Health and Illness

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

This course will examine the (a) pathophysiology of health processes and conditions unique to and primarily affecting women, (b) biopsychosocial predictors of health and well-being of women, and (c) biopsychosocial interventions to improve the health and well-being of women. Primary teaching methods include classroom based instruction and process-oriented discussion and dialogue.

### **Relation to Program Outcomes**

Women live longer than men and yet are said to “live more poorly” than men across the lifespan. Thus, (a) understanding how biopsychosocial processes contribute to women’s morbidity and mortality, on the one hand, and health and wellness on the other hand, and (b) providing effective interventions for this population are critical competencies for the clinical health psychologist.

### **Course Objectives and/or Goals**

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

- (a) Discuss the pathophysiology of mental and physical health conditions with high prevalence and incidence among women.
- (b) Identify the biopsychosocial factors involved in the initiation, maintenance, and exacerbation of mental and physical illness among women.
- (c) Discuss the role of clinical health psychology interventions in the promotion of wellness and in the assessment and treatment of illness among women.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Wk	Date	Topic	In-Class Activities, Deadlines, and Due Dates	Readings		
				Reference (See Reference List at End of Syllabus)	Required	Recommended
1	1/11/2016	Sex, Gender, & Health	<ul style="list-style-type: none"> <li>Select dates for journal article discussion and case conceptualization presentation</li> <li>Discuss potential patients for case conceptualization assignments</li> </ul>	Brittle, Bird, & United States. Department of Health and Human Services. Office on Women's Health, 2007	Underlined Sections	All
				Goldman, Troisi, & Rexrode, 2013	Chapter 1	None
				Institute of Medicine (U.S.). Committee on Understanding the Biology of Sex and Gender Differences., Wizemann, & Pardue, 2001	Executive Summary, Introduction	All
				National Center for Health Statistics, 2014	None	All
				US Department of Health and Human Services, 2009	All	None
				US Department of Health and Human Services, 2013	All	None
2	1/18/2016	No Class – MLK Holiday				
3	1/25/2016	Women's Mental & Behavioral Health: Focus on Anxiety	<ul style="list-style-type: none"> <li>Finalize patient for case conceptualization assignments</li> <li><b>Deadline for obtaining permission from supervisor to present patient for assignment</b></li> </ul>	Goldman et al., 2013	Chapter 84	None
				Kornstein & Clayton, 2002	Chapter 11	None
				"Guidelines for psychological practice with girls and women," 2007	All	None
				Johnson & Stewart, 2010	All	None
				Comstock et al., 2008	All	None
				Black et al., 2011	All	None
				Spiers, Geller, & Kloss, 2013	Chapter 4	None
				Wright, Fopma-Loy, & Oberle, 2012	All	None
				Malan, Hemmings, Kidd, Martin, & Seedat, 2011	All	None
Okereke et al., 2012	All	None				

4	2/1/2016	Women's Mental & Behavioral Health: Focus on Depression	<ul style="list-style-type: none"> <li>Journal article discussions</li> </ul>	To be posted on Canvas		
5	2/8/2016	Women's Mental & Behavioral Health: Focus on Substance Use	<ul style="list-style-type: none"> <li>Journal article discussions</li> <li>Intervention: <i>Leslie</i></li> <li>Intervention: <i>Dallas</i></li> <li><b>Written journal article reviews due from presenters on 2/1</b></li> </ul>	To be posted on Canvas		
6	2/15/2016	Women's Sexual & Reproductive Health	<ul style="list-style-type: none"> <li>Journal article discussions</li> <li><b>Written journal article reviews due from presenters on 2/8</b></li> </ul>	To be posted on Canvas		
7	2/22/2016	Women's Sexual & Reproductive Health	<ul style="list-style-type: none"> <li>Journal article discussions</li> <li><b>Written journal article reviews due from presenters on 2/15</b></li> </ul>	To be posted on Canvas		
8	2/29/2016	No Class – Spring Break	<ul style="list-style-type: none"> <li><b>Written journal article reviews due from presenters on 2/22</b></li> </ul>			
9	3/7/2016	Chronic and Life-Limiting Diseases Among Women		To be posted on Canvas		
10	3/14/2016	Chronic and Life-Limiting Diseases Among Women	<ul style="list-style-type: none"> <li><b>Midterm due at 5pm</b></li> </ul>	To be posted on Canvas		
11	3/21/2016	Chronic and Life-Limiting Diseases Among Women		To be posted on Canvas		
12	3/28/2016	Psychological Interventions that Work for Women		To be posted on Canvas		

13	4/4/2016	Biopsychosocial Conceptualization of Women's Health	<ul style="list-style-type: none"> <li>• Case conceptualization presentations</li> <li>• <b>Written case conceptualization due from today's presenters</b></li> </ul>			
14	4/11/2016	Biopsychosocial Conceptualization of Women's Health	<ul style="list-style-type: none"> <li>• Case conceptualization presentations</li> <li>• <b>Written case conceptualization due from today's presenters</b></li> </ul>			
15	4/18/2016	Biopsychosocial Conceptualization of Women's Health	<ul style="list-style-type: none"> <li>• Case conceptualization presentations</li> <li>• <b>Written case conceptualization due from today's presenters</b></li> </ul>			

## 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](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

## 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 female patient with significant comorbid physical and mental health concerns. Students will be asked to present their patients briefly in class on 1/25/2016, and Dr. Pereira 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 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. Pereira by email by 1/25/2016.

### Assignments

#### **A. Midterm Examination (30%, 30 out of 100 points)**

The midterm will be a take home short-answer and essay examination based on lecture-content and assigned reading materials. Students will have approximately 10 days to complete the assignment.

#### **B. Female-Centered Biopsychosocial Case Conceptualization (40%, 40 out of 100 points)**

Students will develop a comprehensive, biopsychosocial case conceptualization for a female patient in the Psychology Clinic who is being seen for psychosocial/behavioral issues related to a *significant* physical health concern that is life-limiting or involves significant quality of life impairments (e.g., diabetes, sickle cell disease, cancer, cardiovascular disease, epilepsy, transplant). Students are strongly encouraged to select a patient that they are currently treating in the Psychology Clinic (with their supervisor's written permission). Students who are not currently treating any female patients should speak with Dr. Pereira as soon as possible to arrange shadowing the treatment of a female patient on Dr. Pereira'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 (20%, 20 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 female-specific 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 (20%, 20 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.

On the first day of class, students will select a presentation day. Written case conceptualizations are due on the day of students' oral presentations.

### **C. Journal article review and discussion (20%, 20 out of 100 points)**

Each student will select a recently published empirical journal article on a topic related to women's health. He/she will provide a pdf of the article to Dr. Pereira 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 10% of students' total grade (20 out of 100 points)**.

The student will also submit a **Journal Article Written Review (10%, 10 out of 100 points)** of the manuscript within one week of 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 women? To what extent does this research advance the health and well-being of women? How clinically significant is this research to women? Students should make sure that their review is approached from a female-centered perspective – i.e., the review should not focus solely on weaknesses in statistical procedures, unless this has major implications on how the article may/may not influence the field of women's health research.

### **D. Class participation (10%, 10 out of 100 points)**

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

### **Grading**

<b>Requirement</b>	<b>Due Date</b>	<b>Points, % of Final Grade</b>
<b>Student-Facilitated Journal Article Discussion</b>	1/25/2016 – 2/22/2016	10 points, 10% of final grade
<b>Written Journal Article Review</b>	One-Week Following Student-Facilitated Discussion	10 points, 10% of final grade
<b>Midterm</b>	3/14/2016	30 points, 30% of final grade
<b>Oral Case Conceptualization</b>	4/4/2016 – 4/18/2016	20 points, 20% of final grade
<b>Written Case Conceptualization</b>	4/4/2016 – 4/18/2016	20 points, 20% of final grade
<b>Class Participation</b>	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

There is one exam in this course. This midterm exam will require students to provide approximately one page responses to three to five short-answer questions. Successful responses require the student to integrate lecture and reading materials and apply them to practical and applied clinical and research scenarios related to the clinical health psychology of women. The exam will be made available through Canvas on 3/4/2016 and must be completed and submitted on Canvas by 5:00pm on 3/14/2016. The exam will no longer be accessible after that time.

### 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 midterm exams 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. Pereira 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>

Class participation grades will be reduced by 5% (5 points out of 100) if there are 3 or more instances of late arrival to and/or early departure from class.

## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

## Expectations Regarding Course Behavior

You may keep your pagers on during class. If you have a clinical urgency or emergency that you need to attend to during class time, please let Dr. Pereira 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. Pereira 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. Pereira 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

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### 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.

---

## PARTIAL LIST OF REFERENCES

Black, M. C., Basile, K. C., Breiding, M. J., Smith, S. G., Walters, M. L., Merrick, M. T., . . . Stevens, M. R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. National Center for Injury Prevention and Control: Centers for Disease Control and Prevention, Atlanta, GA.

Brittle, C., Bird, C. E., & United States. Department of Health and Human Services. Office on Women's Health. (2007). Literature review on effective sex- and gender-based systems/models of care (pp. 162 p.). Retrieved from <http://purl.access.gpo.gov/GPO/LPS100484> Retrieved from <http://purl.access.gpo.gov/GPO/LPS100484>

Comstock, D. L., Hammer, T. R., Strentzsch, J., Cannon, K., Parsons, J., & Salazar, G. (2008). Relational-cultural theory: A framework for bridging relational, multicultural, and social justice competencies. *Journal of Counseling and Development*, 86(3), 279.

Goldman, M. B., Troisi, R., & Rexrode, K. M. (2013). *Women and health* (2nd ed.). Amsterdam: Elsevier/Academic Press. Guidelines for psychological practice with girls and women. (2007). *Am Psychol*, 62(9), 949-979. doi:10.1037/0003-066X.62.9.949

Institute of Medicine (U.S.). Committee on Understanding the Biology of Sex and Gender Differences., Witzmann, T. M., & Pardue, M. L. (2001). *Exploring the biological contributions to human health : does sex matter?* Washington, D.C.: National Academy Press.

Johnson, J., & Stewart, D. E. (2010). DSM-V: toward a gender sensitive approach to psychiatric diagnosis. *Arch Womens Ment Health*, 13(1), 17-19. doi:10.1007/s00737-009-0115-0

Kornstein, S. G., & Clayton, A. H. (2002). *Women's mental health : a comprehensive textbook*. New York: Guilford Press. Malan, S., Hemmings, S., Kidd, M., Martin, L., & Seedat, S. (2011). Investigation of telomere length and psychological stress in rape victims. *Depression and anxiety*, 28(12), 1081-1085.

National Center for Health Statistics. *Health, United States, 2014: With Special Feature on Adults Aged 55–64*. Hyattsville, MD. 2015.

Okereke, O. I., Prescott, J., Wong, J. Y., Han, J., Rexrode, K. M., & De Vivo, I. (2012). High phobic anxiety is related to lower leukocyte telomere length in women. *PLoS One*, 7(7), e40516. doi:10.1371/journal.pone.0040516

Spiers, M. V., Geller, P. A., & Kloss, J. D. (2013). *Women's health psychology*. Hoboken, NJ: John Wiley & Sons, Inc.

U.S. Department of Health and Human Services. Healthy People 2010 Women's and Men's Health: A Comparison of Select Indicators. Washington, D.C.: U.S. Government Printing Office, July 2009.

U.S. Department of Health and Human Services, Health Resources and Services Administration. *Women's Health USA 2013*. Rockville, Maryland: U.S. Department of Health and Human Services, 2013.

Wright, M. O. D., Fopma-Loy, J., & Oberle, K. (2012). In their own words: The experience of mothering as a survivor of childhood sexual abuse. *Development and Psychopathology*, 24(02), 537-552. doi:doi:10.1017/S0954579412000144