BEHAVIORAL HEALTH AND ILLNESS – CLP 7934  
FALL 2013  
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:  
Ronald H. Rozensky, Ph.D., ABPP  
Office:  3131 HPNP Building  
Office Hours:  By Appointment or if the door is open  
rozensky@phhp.ufl.edu  
352-273-6033 office  

Course Overview:  
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 able to describe how health psychology can interface with a 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:]


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.

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**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**
No class

**Week 4**
Issues in Health Disparities in Health Psychology Research and Practice
[Dr. Whitehead]

**HEALTH PSYCHOLOGY’S CROSS CUTTING ISSUES**

**Week 5**
I. Understanding Adherence --- [Dr. Rozensky]
II. Formal and Informal Communications, Interprofessionalism, and Health & Behavior Codes --- [Dr. Rozensky]

**Week 6**
III. Putting the Brain into the Mind-Body Connection:
   Mental Status, Medication & Surgical Effects, Concentration, and Attentional Issues with Medically Ill Patients --- [Dr. Price]

**Week 7**
IV. Behavioral Change in Health Psychology:
A. Weight Management --- [Dr. Perri]
B. Smoking Control --- [Dr. Gylys]

Week 8  V. Chronic Pain: A Psychological Perspective --- [Dr. Robinson]

Week 9  VI. 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. Gylys]
Professional Geropsychology --- [Dr. McCrae]
Pediatric Psychology --- [Dr. Janicke]
Week 13  Health and Behavior from a Public Health, Community Health Perspective --- [Dr. Latimer]

Week 14  FINAL PRESENTATIONS
Week 15  FINAL PRESENTATIONS
Week 16  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?


II. Biopsychosocial Models of Health in Today’s HealthCare

A. Health Belief Models & Stages of Change


III. Personality, Stress, Coping, Psychoneuroimmunology and Health


Ch. 10, Cohen, McChargue, & Collins.


Week 2
I. Building your competency-based model of Health Psychology -- [Dr. Rozensky]

II. Paying for HealthCare Services

Week 3 No Class
Week 4  Issues of Health Disparities in Health Psychology Research and Practice

HEALTH PSYCHOLOGY’S CROSS CUTTING ISSUES

Week 5

I. Understanding Adherence

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

Week 6
Putting the Brain into the Mind-Body Connection: Mental Status, Medication & Surgical
Effects, Concentration, and Attentional Issues with Medically Ill Patients  
--- [Dr. Price]  
TBA

Week 7

Behavioral Change in Health Psychology:  
A. Weight Management  
TBA  
B. Smoking Control  

Week 8

Chronic Pain --- a Psychological Perspective  

Week 9

Sleep Disorders and Health Psychology  

Week 10

Cancer and Health Psychology  
TBA

Week 11

Rehabilitation Psychology: TBI as a Model --- [Dr. Ashkanazi]  

Week 12
I. Primary Care Psychology


II. Professional Geropsychology
TBA

III. Pediatric Psychology
TBA

Week 13
Health and Behavior from a Public Health, Community Health Perspective


Week 14 FINAL PRESENTATIONS
Week 15 FINAL PRESENTATIONS
Week 16 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 #8 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:

<table>
<thead>
<tr>
<th>Percentage or points earned in class</th>
<th>93%-100%</th>
<th>90%-92%</th>
<th>87%-89%</th>
<th>83%-86%</th>
<th>80%-82%</th>
<th>77%-79%</th>
<th>73%-76%</th>
<th>70%-72%</th>
<th>67%-69%</th>
<th>63%-66%</th>
<th>60%-62%</th>
<th>Below 60%</th>
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<tbody>
<tr>
<td>Letter Grade equivalent</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+</td>
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<td>D-</td>
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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](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](http://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/](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/](http://www.counsel.ufl.edu/) or [http://www.health.ufl.edu/shcc/smhs/index.htm#urgent](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](http://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.

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### FALL 2013

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>TOPIC</th>
<th>Speaker</th>
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<tr>
<td>28-Aug</td>
<td>Overview &amp; Models of Health Psychology</td>
<td>Rozensky</td>
<td>Personality, Stress, &amp; Coping</td>
<td>Pereira</td>
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<td>4-Sep</td>
<td>Competency-based Health Psychology</td>
<td>Rozensky</td>
<td>Paying for Healthcare Services</td>
<td>Paul Duncan</td>
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<td>11-Sep</td>
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<td>APA Educational Leadership Conference</td>
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<td>18-Sep</td>
<td>Issues of Health Disparities in Health Psychology Research and Practice</td>
<td>Whitehead</td>
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<td>25-Sep</td>
<td>Models of Adherence</td>
<td>Rozensky</td>
<td>Health Care Communication &amp; Interprofessionalism</td>
<td>Rozensky</td>
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<td>2-Oct</td>
<td>Brain into Mind/Body</td>
<td>Perri</td>
<td>Smoking Control</td>
<td>Gillis</td>
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<td>9-Oct</td>
<td>Weight Management</td>
<td>Perri</td>
<td>Smoking Control</td>
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<td>16-Oct</td>
<td>Chronic Pain -- A Psychological Perspective</td>
<td>Robinson</td>
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<td>23-Oct</td>
<td>Sleep Disorders and Health Psychology</td>
<td>McCrae</td>
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<td>30-Oct</td>
<td>Cancer and Health Psychology</td>
<td>Pereira</td>
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<td>6-Nov</td>
<td>Rehabilitation Psychology: TBI as a Model</td>
<td>Ashkanazi</td>
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<td>Pediatric Psychology (Janicke)</td>
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<td>Professional Geropsychology (McCrae)</td>
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<td>20-Nov</td>
<td>Health and Behavior from a Public Health, Community Health Perspective</td>
<td>Latimer</td>
<td>Primary Care Psychology (Gylys)</td>
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<td>27-Nov</td>
<td>FINAL PRESENTATIONS</td>
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<td>Thanksgiving</td>
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<td>4-Dec</td>
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