

COURSE SYLLABUS
CLP 7317: BIOPSYCHOSOCIAL PERSPECTIVES ON WOMEN'S HEALTH
SPRING 2014
Mondays, 1:55 – 4:55, Room HPNP 3170
3 CREDIT HOURS

INSTRUCTOR INFORMATION

Deidre Pereira, Ph.D.
Office: HPNP 3137
Office Number: 352-273-6039
E-mail: dpereira@phhp.ufl.edu
Office Hours: By Appointment

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.

COURSE OBJECTIVES

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.

COURSE MATERIALS

There is no required text for this course. Required and recommended journal article, book chapter, etc. readings are listed under RESOURCES on the course's Sakai website at <https://lss.at.ufl.edu/>.

COURSE REQUIREMENTS/EVALUATION/GRADING

Grading/evaluation of student performance will be based on the following:

A. Midterm Examination (30%, 30/100 points)

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

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

i. Written Report (20%, 20 out of 100 points)

ii. Oral Presentation (20%, 20 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. 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. Students will submit a draft of their case conceptualization, receive feedback from Dr. Pereira, and then submit a final version, which will be graded. Students will then present their patient and case conceptualization to the class. Presentations will last 30 minutes (20 minutes for the presentation itself, 10 minutes for questions). Criteria that will be used for grading case conceptualization are posted as a separate document on the course website.

C. Student-led journal article discussion (10%, 10 out of 100 points) and written review (10%, 10 out of 100 points) (Total 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. Then, the student will submit a written review 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.

Please see below for the percentage to letter grade conversion:

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-	E

Please see below for the 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>

TOPICAL OUTLINE

Week 1	1/6/2013	Course Overview	Definition of women's health Overview of women's health Sex, gender, and health
Weeks 2 – 4	1/13/2013 1/27/2013 2/3/2013	Women's Mental Health	Anxiety disorders and trauma Personality disorders Substance dependence Mood disorders Premenstrual syndrome and premenstrual dysphoric disorder Sleep Disorders
Weeks 5 - 6	2/10/2013 2/17/2013	Sexual and Reproductive Health	Sexual Dysfunction Infertility
Weeks 7 - 8	2/24/2013 3/10/2013	Chronic Disease	Cardiovascular Disease Autoimmune Disease
Weeks 9 - 10	3/17/2013 3/24/2013	Life Limiting Disease	Human Immunodeficiency Virus (HIV) Cancer Women at the End-of-Life
Week 11	3/31/2013	Pain and Poorly Understood Disorders	Fibromyalgia
Week 12	4/7/2013	Social and Environmental Well-Being and Health	Caregiving and Physical Health

Week 13	4/14/2013	Interventions that Work for Women	Cognitive-Behavioral Therapy Interpersonal Therapy Relational/Cultural Therapy Feminist Therapy
Week 14	4/21/2013	STUDENT PRESENTATIONS	

STATEMENT OF UNIVERSITY'S HONESTY POLICY (CHEATING AND USE OF COPYRIGHTED MATERIALS)

UF students are bound by The Honor Pledge which states,

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students 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.

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

POLICY RELATED TO 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. Students will not be penalized for these absences. If you are unable to attend class for any additional reason, it is advised that you notify Dr. Pereira by email or phone prior to class.

POLICY RELATED TO MAKE-UP EXAMS, EXTENSIONS, OR OTHER WORK

Make-ups and/or deadline extensions will be considered on a case-by-case basis for students experiencing extreme emergencies, such as a personal or family health emergency. There will be no opportunities for extra credit in this course.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES

Students requiring classroom accommodation because of a disability must first register with the Dean of Students Office (<http://www.dso.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 UF Counseling & Wellness Center, 352-392-1575. Visit their web site for more information: <http://www.counseling.ufl.edu/>.

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

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

CLASS DEMEANOR EXPECTED BY THE PROFESSOR

- If you will be late to class, please let Dr. Pereira know in advance, as feasible.
- 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, etc, will result in a 1% reduction in participation percentage per episode.

ONLINE 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/>

MATERIALS AND SUPPLIES FEES

None

IMPORTANT CLASS DATES

1/6/2013	First day of class Schedule student-led journal article discussions Schedule oral case presentations
1/20/2013	No class – MLK Holiday
1/27/2013	Brief in-class presentation of patient selected for case conceptualization assignment Supervisor permission form due
2/24/2013	Midterm examinations distributed
3/3/2013	No class – Spring Break
3/10/2013	Midterm examinations due
3/17/2013	First draft of written case conceptualizations due
4/14/2013	Final draft of written case conceptualizations due
4/21/2013	Case presentations

COURSE READINGS

Week 1

1. 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.

REQUIRED.

2. Literature Review on Effective Sex- and Gender-Based Systems/Models of Care

Produced for the Office on Women's Health
Uncommon Insights, LLC.

with in the

Purchase Order # HHSP233200600978P

Authors:

Christine Brittle, Ph.D. Founder, Uncommon Insights, LLC
Chloe E. Bird, Ph.D.

Senior Sociologist, RAND Corporation
January 30, 2007

RECOMMENDED: ALL; REQUIRED: UNDERLINED SECTIONS.

3. U.S. Department of Health and Human Services, *Healthy People 2010: Women's and Men's Health*. Washington, D.C.: U.S. Department of Health and Human Services, 2006.

RECOMMENDED: ALL; REQUIRED: INTRODUCTION, HEALTH INDICATORS

4. Exploring the Biological Contributions to Human Health: Does Sex Matter?

Theresa M. Witzmann and Mary-Lou Pardue, Editors, Committee on Understanding the Biology of Sex and Gender Differences, Board on Health Sciences Policy

ISBN: 0-309-51190-9, 288 pages, 6 x 9, (2001)

This PDF is available from the National Academies Press at: <http://www.nap.edu/catalog/10028.html>
Revised: 12/9/2013

RECOMMENDED: ALL; REQUIRED: EXECUTIVE SUMMARY, INTRODUCTION

5. Florida Department of Health. (2008). 2008/2009 Women's Health Data Report. Florida Department of Health, Office of Women's Health.

RECOMMENDED: PART III.

6. National Center for Health Statistics. Health, United States, 2010: With Special Feature on Death and Dying. Hyattsville, Maryland. 2011.

RECOMMENDED.

Week 2

MORE TO COME!