



Counsellor Education Program: Master of Counselling

CAAP 6635: OL

Biosocial Foundations of Health Psychology

COURSE OUTLINE

Fall 2018: September 5- December 4

Instructor: Dr. Sandra Dixon

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Meetings may be scheduled by appointment and may occur face-to-face, via telephone, or webconference. **Please email the instructor in advance to set up a phone appointment.**

I am best contacted by email. **Please preface the Subject Line of all emails with CAAP 6635 Fall 2018.** I will respond to emails within the regular work week (9-5, M-F). If the issue is urgent, please write **URGENT** in the subject line. ***Email response time:** Please expect up to 48 hours turnaround time for email responses. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

Course Calendar Description

Current research in biosocial health psychology is addressed including the study of behavioural responses to stress, addictions and chronic illness. Emphasis is on interpersonal emotional processes and lifestyle modifications to adjust to health-related stressors. Additional topics include consequences of common psychophysiologic reactions and syndromes such as anxiety disorders, eating disorders, and depressive disorders including grief and loss.

Term: Fall Term 2018;

Contact hours/week: Online facilitated instruction (Moodle)

Prerequisites: CAAP 6601, 6607, 6617

Equivalents: CAAP 635; EDUC 5620

Education 5620 (Health Psychology)

Credit Hours: 3.0 – Graduate Studies

Note: All prerequisite courses must have a minimum 'B-' grade.

Course Overview

CAAP 6635: *Biosocial Foundations of Health Psychology* is designed to provide students with an overview of the study of how human psychology and human health intersect.

Please note: Guided by the College of Alberta Psychologists' Biological Bases of Behaviour section 3.2.1., this course will cover relevant issues that relate to the field of health psychology such as the "relationship of stress to biological and psychological functioning, with particular reference to lifestyle and lifestyle modification (e.g., cardiac rehabilitation, smoking cessation), psychological reaction to a behaviour (e.g., substance abuse, eating disorders)." College of Alberta Psychologists. (2013). *Criteria for evaluating academic credentials for registration as a psychologist in Alberta*. Retrieved from <http://www.cap.ab.ca/>

Course Objectives

By the end of this course, students will achieve the following objectives:

- 1) Describe several biopsychosocial models of illness and stress.
- 2) Understand health and illness as the product of a complex combination of factors, including biological characteristics (e.g., genetic predisposition), behavioural factors (e.g., lifestyle, stress, health beliefs), and social conditions (e.g., cultural influences, family relationships, & social support).
- 3) Explain how stress (chronic and acute) influences various aspects of health (e.g., biological, social, and psychological) and outline various strategies for coping with stress functioning.
- 4) Critically analyze and apply psychological theory, methods, and research that pertain to health, physical illness, addictions, stress, and chronic illness.
- 5) Explain the scientific interconnection between pain and psychological wellbeing and describe empirically supported biopsychosocial interventions for self-change.
- 6) Identify and evaluate intervention research in the field of health psychology for promoting healthy behaviours and preventing unhealthy ones.
- 7) Enhance theoretical knowledge of death, dying, and grief as well as explore appropriate treatment support.
- 8) Explain the interdisciplinary approach to study of health psychology, incorporating psychology, behavioural medicine, complementary and alternative approaches.

Required Course Resources

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Sarafino, E. P., Smith, T. W., King, D. B., & DeLongis, A. (2015). *Health psychology: Biopsychosocial interactions* (Canadian ed.). Toronto, ON: John Wiley and Sons Canada, Ltd.

Please note: E-version/digital versions of books maybe available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

Supplementary Resources (can be accessed via library database)

Angen, M. J., MacRae, J. H., Simpson, J. S. A., & Hundleby, M. (2002). Tapestry: A retreat program of support for persons living with cancer. *Cancer Practice*, 10(6), 297-304. doi: 10.1046/j.1523-5394.2002.106008.x

Canadian Code of Ethics for Psychologists. (2017). *Canadian Code of Ethics for Psychologists* (4th ed.). Retrieved from https://www.cpa.ca/docs/File/Ethics/CPA_Code_2017_4thEd.pdf

Dixon, S. (2016). Making meaning of religious and spiritual cultural identities as a multicultural counsellor. *COGNICA: The Canadian Counselling and Psychotherapy Association*, 48(4), 10-13. Retrieved from www.ccpa-accp.ca

Ellis, L., & Wahab, E. A. (2013). Religiosity and fear of death: A theory-oriented review of the empirical literature. *Review of Religious Research*, 55(1), 149-189. doi:10.1007/s13644-012-0064-3

Fetter, H., & Koch, D. W. (2009). Promoting overall health and wellness among clients: The relevance and role of professional counselors. *Adultspan Journal*, 8(1), 4-16. Retrieved from <https://search.proquest.com/docview/194688320?accountid=12063>

Goyal, M., Singh, S., Sibinga, E. M. S., Gould, N. F., Rowland-Seymour, A., Sharma, R., ... Haythornthwaite, J. A. (2014). Meditation programs for psychological stress and well-being: A systematic review and meta-analysis. *JAMA Internal Medicine*, 174(3), 357-368. doi: 10.1001/jamainternmed.2013.13018

Gurung, R. A. R. (2014). *Health psychology: A cultural approach* (3rd ed.). Belmont, CA: Cengage.

- Huh, J., Liu, L. S., Neogi, T., Inkpen, K., & Pratt, W. (2014). Health vlogs as social support for chronic illness management. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 21(4), 1-31. doi:10.1145/2630067
- Koehn, C., O'Neill, L., & Sherry, J. (2012). Hope-focused interventions in substance abuse counselling. *International Journal of Mental Health and Addiction* 10(3), 441-452. doi: 10.1007/s11469-011-9360-3
- Irving, J. A., Dobkin, P. L., & Park, J. (2009). Cultivating mindfulness in health care professionals: A review of empirical studies of mindfulness-based stress reduction (MBSR). *Complementary Therapies in Clinical Practice*, 15(2), 61-66. doi: <http://dx.doi.org/10.1016/j.ctcp.2009.01.002>
- Larsen, D. J., & Stege, R. (2010a). Hope-focused practices during early psychotherapy sessions: Part I: Implicit approaches. *Journal of Psychotherapy Integration*, 20(3), 271-292. doi: 10.1037/a0020820
- Larsen, D. J., & Stege, R. (2010b). Hope-focused practices during early psychotherapy sessions: Part II: Emplicit approaches. *Journal of Psychotherapy Integration*, 20(3), 293-311. doi: 10.1037/a0020821
- Myers, J. E., & Sweeney, T. J. (2007). *Wellness in counseling: An overview* (ACAPCD-09). Alexandria, VA: American Counseling Association.
- Myers, J. E., Sweeney, T. J., & Witmer, J. M. (2000). The wheel of wellness counseling for wellness: A holistic model for treatment planning. *Journal of Counseling and Development*, 78(3), 251-266. Retrieved from <https://search.proquest.com/docview/219024099?accountid=12063>
- Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162-166. Retrieved from <http://www.jstor.org/stable/40063169>
- Plourde, G. (2013). Six as model of counseling in obesity. *Canadian Family Physician Médecin De Famille Canadien*, 59(4), 353. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3625074/>
- Puhl, R. M., & Heuer, C. A. (2010). Obesity stigma: Important considerations for public health. *American Journal of Public Health*, 100(6), 1019-1028. doi:10.2105/AJPH.2009.159491
- Salami, B. (n.d). Mental health of immigrants and non-immigrants in Canada: Evidence from the Canadian health measures survey and service provider interviews in Alberta. *PolicyWise for Children and Families*. Retrieved from https://moodle.uleth.ca/201803/pluginfile.php/85953/mod_resource/content/2/Lesson1_6635_BS_Immigrant%20Mental%20Health%20Report%20Final.pdf
- Sinnott, J. D. (2001). "A time for the condor and the eagle to fly together": Relations between spirit and adult development in healing techniques in several cultures. *Journal of Adult Development*, 8(4), 241-247. doi: 10.1023/A:1011342612898
- Stewart-Sicking, J. A., Deal, P. J., & Fox, J. (2015). The ways paradigm: A transtheoretical model for integrating spirituality into counseling. *Journal of Counseling & Development*, 95(2), 234-241. doi: 10.1002/jcad.12135
- Sviden, G. A., Tham, K., & Borell, L. (2010). Involvement in everyday life for people with life threatening illness. *Palliative and Supportive Care*, 8(3), 345-352. doi: 10.1017/S1478951510000143
- Taylor, S. E. & Sirois, F. M. (2014). *Health psychology* (3rd Canadian ed.). New York, NY: McGraw-Hill.
- Wilson, G. T., & Schlam, T. R. (2004). The transtheoretical model and motivational interviewing in the treatment of eating and weight disorders. *Clinical Psychology Review*, 24(3), 361-378. doi:10.1016/j.cpr.2004.03.003

****Note:** Additional readings, when required, will be provided and posted in Moodle to supplement your learning and reflection at the instructor's discretion.

Health Psychology Journal Resources: Of particular importance to this course are the following journals: American Psychologist, Canadian Journal of Counselling and Psychotherapy, Child Development, Chronic Illness, Clinical Psychology Review, Counseling Outcome Research and Evaluation, Counseling Psychology Quarterly, Developmental Psychology, Health Education & Behavior, Health Psychology Review, Journal of Child Psychology and Psychiatry, Journal of Clinical Child Psychology, Journal of Consulting and Clinical Psychology, Journal of Counseling & Development, Journal of Counseling Psychology, Journal of Health

Psychology, Journal of Mental Health Counseling, Psychological Bulletin, Psychology & Health, Qualitative Health Research, The Counseling Psychologist

Recommended/Useful Resources:

- ☞ **For Moodle:** <http://moodleanswers.com/> & <http://www.moodleanswers.com/index.php/information>
- ☞ **For general IT assistance:** <http://www.uleth.ca/information-technology/desktop/help>;
<http://www.uleth.ca/information-technology/resources/tips-tricks>; <http://www.uleth.ca/information-technology/services>
- ☞ **For Library:** <http://libguides.uleth.ca/c.php?g=520227>; For a full list of helpful guides for library users, see: <http://www.uleth.ca/lib/>
- ☞ **For APA:** <https://owl.english.purdue.edu/owl/resource/560/10/>

Online Course Structure

This 39-hour course is designed to provide a dynamic and interactive learning process drawing on the contributions of both students and instructor. The structure and process of the weekly online lessons require that all students progress at a similar rate throughout this portion of the course.

Discussion Forum Expectations

Please be aware that there is no one right traditional way to create, implement, and facilitate DFs. This is similar to the fact that there is no one best theoretical framework and counselling approach that work for all clients. Therefore, each instructor has the flexibility to develop DFs in a creative and innovative way with the underlying goal to benefit and advance student learning. That said, the DFs for this course are designed in a way that allow students to provide rigorous scholarly literature to support their views and perspectives as well as engage in deep and rich critical thinking. More so, less focus is given to the quantity of students' posts and more emphasis is placed on the quality of students' responses.

Regular, active participation in the course is essential and counts toward your final grade. How much time should you expect to spend on this course? Though we don't have weekly lectures or class time, it is expected that during the online portion of the course that students spend **about 10 hours per week** working on activities such as discussion forums, video presentations, taking part in activities and exercises, and so forth. Based on each student's learning style, this estimated timeframe may take longer. Prior to completing the DFs, complete all textbook readings, review lesson plan materials and any additional course resources posted. In addition to the textbook, I will supplement the readings with additional information to maximize your learning opportunities, if and when necessary. You are also expected to complete all course assignments.

During each week, students will reply to thought-provoking questions and comments that are posted in the weekly discussion forums [DFs]. Students are responsible to check the DFs on a regular basis to ensure that ALL questions and comments posed to them are answered in a timely manner to keep the discussion going. Please respond to weekly core question(s) on Moodle in a timely manner to allow active engagement from your peers. Additionally, reply to peers' follow-up questions must be done within a timely manner to keep the interaction going. Please ensure that you reply to different peers' post to ensure that everyone's ideas are being validated. As well, students will contribute to the discussion by addressing comments to help cultivate a cohesive online community. The DF will be opened by **mid-night on Thursday**, unless otherwise noted

Discussion forum participation is mandatory and must be completed as a precondition for student self-graded reflection assignments.

As an instructor, my role will be to facilitate the online DFs in a safe and respectful environment. **I will be intentional in reading your comments, offering insights, and providing feedback when and where necessary.** Essentially, the DFs are intended as a space for students to engage with each other, share ideas, and enhance their learning as emerging counselling professionals in training.

****I will NOT be checking and/or responding to posts or emails on Sundays. Consider this your day for self-care and rest (if you so choose).**

Writing Expectations

It is expected that your writing meets the expectations of a graduate level program, including abiding by the APA Publication Manual 6th Edition. In addition, you will want to keep in mind the following points:

- Writing must demonstrate appropriate standards of written communication; grammatical errors, lack of clarity, poor structure, and poor organization are unacceptable.
- Use Canadian spelling consistently.
- Submit all assignments typed, in Word document format, with a title page (see APA Publication Manual for sample).
- Unless otherwise indicated, submit your assignments through the Moodle system. Electronic files should be saved as: **FirstName_Last Name_course_assign name_date.doc (or .docx).**
- Number all pages. Insert your last name in the header with the page number on all pages.
- All papers should be double-spaced, unless otherwise indicated in assignment's criteria.
- Include a reference page with proper APA formatting.
- Page requirements do not include title page, references, and appendices (if appropriate).
- Rewriting/redoing of assignments after they are handed in, or completing supplementary assignments, is not permitted.
- Papers over page limit will be deducted 1 mark per page from overall assignment grade.
- All assignments **MUST** be handed in for you to get a final grade for the course.
- Late assignments will be **penalized 5% per day (incl. weekends)**, even if it is past the deadline on the same day **@ 6 pm MST.**

Sample Assignments: In order to help facilitate and generate ideas to guide your learning, sample work of assignments **may be** provided with student's permission. **Note that sample assignments are not mandatory for courses and are ONLY provided if and when available with students' permission.**

Email Communication Protocol

In email correspondence to the instructor, it is important to ensure that each student's correspondence express his/her needs and does not represent the voice of the collective cohort. All too often, a student's inquiry is phrased in language such as "we were wondering", the "class was thinking", "our cohort was wondering", etc. If you are writing on behalf of another, it is imperative that you cc your email *separately to each individual* so she/he/they are informed of your communication. This way, there is no room for miscommunication and generalization.

Additionally, as there will be a lot of email correspondences in this course, responses from me will often be concise and to the point. I trust that you will be understanding and do not misinterpret this form of communication as being brusque and impersonal; this is not my intention. As emails can often be misinterpreted, should you have any concerns about any email correspondence from me, I would encourage you to follow up for any clarification, preferably via phone. This would be much appreciated.

Evaluation

To receive credit for CAAP 6635, students must submit ALL of the course assignments. The student's final grade for the course will be based on the student's performance in the following outlined course activities.

Course Activity	Wt	Tentative Deadline
Assignment #1: Individual Work DISCUSSION FORUM SELF-GRADED REFLECTION JOURNALS <ul style="list-style-type: none"> • Active participation in the online discussion forums, as measured by breath, depth, quality, and reflection papers. • Refer to DF and self-graded reflection journal assessment in assignment folder. 	15%	Part 1: DUE October 13
	15%	Part 2: DUE December 1
Assignment #2 (A): Group Work DISCUSSION FORUM (DF) FACILITATION & PEER GROUP PRESENTATION <ul style="list-style-type: none"> • To stimulate students to take responsibility for their learning and to become "experts on their topic" of interest. • Refer to assessment in assignment folder. 	35%	Due: Week 4-Week 10
Assignment #2 (B): Group Work PEER GROUP ASSESSMENT TOOL RUBRIC <ul style="list-style-type: none"> • An assessment form is not required from the assessor only for the assessees. • Refer to assessment in assignment folder. 	5%	
Assignment #4: Individual Work PROFESSIONAL PRACTICE TO HEALTH FOCUS <ul style="list-style-type: none"> • Interview a health care practitioner on the theoretical principles of health psychology for promoting healthy behaviours relevant to the practitioner's profession. • Refer to assessment in assignment folder. 	30%	DUE November 24

Final Letter Grade

The Faculty of Education at U of L has a standardized grading system for its graduate program.

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70

NOTE: Any course with a grade of less than B- cannot be considered for credit in MED program.

77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs).

Standards of Professional Conduct

Within the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the *Code of Professional Conduct* for the field, as noted below.

ATA Code of Professional Conduct:

[http://www.teachers.ab.ca/About the ATA/ UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

College of Alberta Psychologists Standards of Practice:

<http://www.cpa.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics>

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

Academic Accommodations

Students with disabilities who require academic or nonacademic considerations to support their learning experience are invited to contact the Accommodated Learning Centre at the University of Lethbridge before their program begins [<http://www.uleth.ca/ross/accommodated-learning-centre/content/accommodations>]. Documentation of the accommodation/ability/disability and recommendations from a professional can be faxed to their office at (403) 329-2281. The student will then be contacted to discuss accommodations and notification of their instructors and/or professors. It is the student's responsibility to inform the instructor of necessary accommodations. Should the need arise the instructor can refer the student to the Accommodated Learning Centre for consultation and information.

Academic Honesty

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that assignments submitted in this course may have their originality verified using this system.

Confidentiality

To create a safe place for students to share and process their thoughts, feelings and reactions related to the course content, we need to have a clear statement about the expectations we have regarding confidentiality and the sharing of personal information. By virtue of your participation in the University of Lethbridge MEd Counselling CAAP courses, you are required to adhere to the ethical practices discussed below. If, for some reason, you believe you cannot adhere to these expectations, you are required to discuss the matter with your course instructor **before** the course begins.

What are the expectations regarding confidentiality and the sharing of personal information in University of Lethbridge CAAP courses? Whatever you choose to share about yourself with others is entirely up to you, completely at your discretion. If you are doubtful about sharing specific aspects of your personal experiences, it is best that you wait until a time when you are more comfortable doing so. The personal information that your classmates and course instructors share with you is not to be discussed with anyone outside the course. There are no limitations on the length of time you are expected to continue protecting the confidences you have received from others. You will **never** have the right to share the personal information your classmates and course instructors have entrusted you with. There will be specific incidences where the speaker directs that the information being shared could be dispersed into the public domain. An instructor may, for instance, share with the class that having lost a client, she was grief stricken for months afterwards. In the course of explaining the details she may tell the class to feel free to share her story if it can be of benefit to others.

Golden Rule: If you have any doubts, about whether it is acceptable to share a specific piece of someone else's personal information, don't! *Caution:* While we will take all possible precautions to safeguard the information that is exchanged in this course, whether in discussion forums, web conferencing, E-mail, etc., we cannot provide you with a guarantee of confidentiality. Nonetheless, we hope that you will feel comfortable enough to exchange your ideas freely. *Exceptions to confidentiality:* According to professional codes of conduct, your course instructor may be required to break confidentiality in matters relating to, but not limited to the following circumstances: a child or dependent adult is in need of protective services, and/or someone's life is in imminent danger through suicide or the intentional actions of others. Please refer to the College of Alberta Psychologists for more details surrounding limits to confidentiality: www.cap.ab.ca

What if I want to talk to someone outside the course about a personal comment a student/instructor made? If you feel you need to consult with someone outside the course on a personal comment made in the course, you may do so as long as you protect the identity of the individual you are discussing. This means, at no times, are you to release the person's name, age, gender or personal/professional background. Similarly, do not share any details about when or where the comment was made. You are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible. If you have anything further to add to this discussion regarding confidentiality and the sharing of personal information, please feel free to post your ideas in your course forum.

Withdrawal from an Online Course

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.

Tentative WEEKLY COURSE SCHEDULE for 39 Hours: CAAP 6635

Note: There may be a need to adjust the Course Outline & Syllabus.

The essential elements described in this course outline will not be altered after the add/drop deadline. However, recognizing that teaching excellence requires a degree of flexibility and responsiveness to both students' needs and emergent circumstances, adjustments to the course outline may sometimes be necessary, for which students will be notified and provided that no student is disadvantaged by the change.

TOPICS	READING & TASKS
<ul style="list-style-type: none"> • Week 1 • Welcome & Introductions • Overview of Psychology & Health <p>Dr. Bukola Salami - Interview on Immigrants' Health</p>	<ul style="list-style-type: none"> • Sarafino et al., Ch. 1 • Salami (2017) • DF post
<ul style="list-style-type: none"> • Week 2 • Theories of Health Behaviour & Health Behaviour Change 	<ul style="list-style-type: none"> • Taylor & Sirois, Ch. 3 (Chapter reading posted in Moodle Resources) • DF post
<ul style="list-style-type: none"> • Week 3 • Stress, Illness & Coping <p>Dr. Richard Butt - Interview on Stress</p>	<ul style="list-style-type: none"> • Sarafino et al., Ch. 3, 4, 5 • DF Post • Virtual Assignment Corner (web conference) • Friday, September 14 @ 6:30-7:30
<ul style="list-style-type: none"> • Week 4 • Health-Related Behaviour & Health Promotion • Health Psychology Interventions: Substance Use & Abuse • Discussion Forum (DF) Facilitation & Peer Group Presentation 1 • 3pp 	<ul style="list-style-type: none"> • Sarafino et al., Ch. 6 & 7 • DF Post
<ul style="list-style-type: none"> • Week 5 • Health Psychology Interventions: Eating Behaviours and Exercise • Discussion Forum (DF) Facilitation & Peer Group Presentation 2 • 3pp 	<ul style="list-style-type: none"> • Sarafino et al., Ch. 8 • Wilson & Schlam (2004) • Plourde (2013) • Puhl & Heuer (2010) • DF Post
<ul style="list-style-type: none"> • Week 6 • Health Psychology Interventions: Pain • Discussion Forum (DF) Facilitation & Peer Group Presentation 3 • 3pp 	<ul style="list-style-type: none"> • Sarafino et al., Ch. 11 & 12 • DF post
<ul style="list-style-type: none"> • Week 7 • The Psychology of Chronic Conditions: Cardiovascular Disease, Cancer, and AIDS • Discussion Forum (DF) Facilitation & Peer Group Presentation 4 • 3pp 	<ul style="list-style-type: none"> • Sarafino et al., Ch.14 • Huh, Liu, Neogi, Inkpen, & Pratt (2014) • Sviden, Tham, & Borell, (2010). • DF post

TOPICS	READING & TASKS
<ul style="list-style-type: none"> • Week 8 • Death, Dying, and Grief <p>Discussion Forum (DF) Facilitation & Peer Group Presentation 5</p> <p>2pp</p>	<ul style="list-style-type: none"> • Gurung, Ch. 10 (Reading posted in Moodle (Resources)) • Ellis & Wahab (2013) • DF post
<ul style="list-style-type: none"> • Week 9 • Beyond the Biopsychosocial Model - A Holistic Approach <p>Dr. Bill Tomm, Psychiatrist – Interview on Biopsychosocial Model & Holistic Approach</p> <p>Discussion Forum (DF) Facilitation & Peer Group Presentation 6</p> <p>3pp</p>	<ul style="list-style-type: none"> • Article readings posted in Moodle (Resources) • Myers, Sweeney, & Witmer (2000) • Sinnott (2001) • Stewart-Sicking, Deal, & Fox (2015) • DF post
<ul style="list-style-type: none"> • Week 10 • Strategies for Counselling Practice: Mindfulness, Meditation & Journal Writing <p>Discussion Forum (DF) Facilitation & Peer Group Presentation 7</p> <p>3pp</p>	<ul style="list-style-type: none"> • Article readings posted in Moodle (Resources) Goyal et al. (2014) Irving, Dobkin, & Park (2009) Pennebaker (1997) • DF post • Virtual Assignment Corner (Web-conference) • Wednesday, November 7 @ 6:30-7:30pm
<ul style="list-style-type: none"> • Week 11 • Reading Week 	<ul style="list-style-type: none"> • Complete upcoming readings • Work on upcoming assignments • No DF
<ul style="list-style-type: none"> • Week 12 • Hope and the Counselling Relationship 	<ul style="list-style-type: none"> • Article readings posted in Moodle (Resources) Larsen & Stege (2010a) Larsen & Stege (2010b) • Virtual discussion replacing the DF (Web-conference) • Two choices for dates and time to be determined.
<ul style="list-style-type: none"> • Week 13 • What's Ahead for the Health Psychology: Future Directions 	<ul style="list-style-type: none"> • Sarafino et al., Ch. 15 • DF post